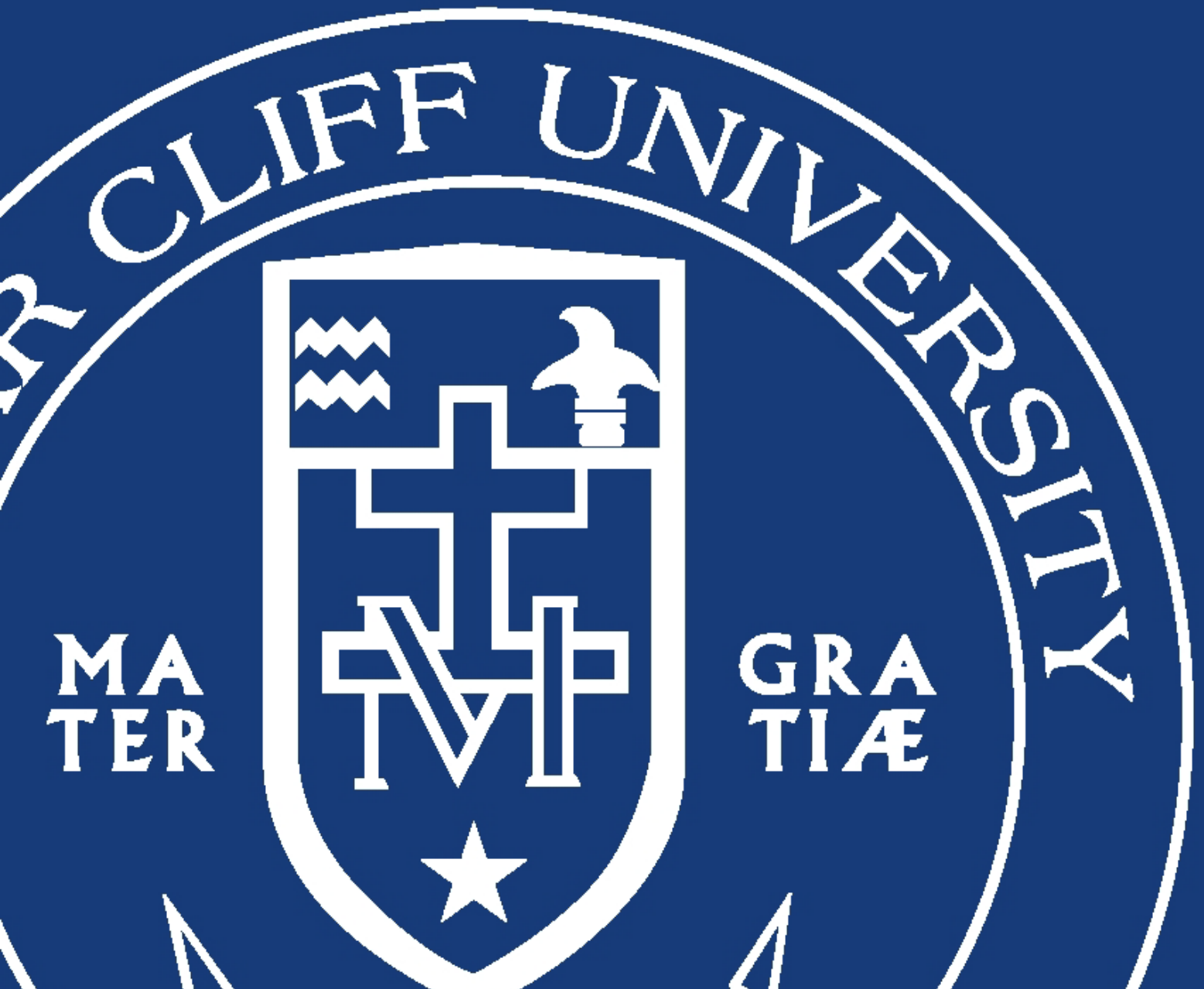


Briar Cliff University

Catalog

Undergraduate & Graduate Studies

2026-2027





The university insignia, work of the Briar Cliff Department of Art, sums up the goals of Briar Cliff. The cross proclaims that we are a Catholic university, dedicated to the love that gave all. The most important part of the Briar Cliff philosophy is reverence and concern for each person. This emphasis on the dignity of the individual fosters a friendly, democratic spirit that rejects class lines and racial barriers.

The wavy lines indicate the location of the university in Siouxland, with the Missouri River as the western boundary.

In the impressionistic eagle, the sign of the Sioux tribes who were a part of this area, we see strength and reaching for the heights.

Mater Gratiae, Mother of Grace, proclaims Mary, mother of the Savior, as patroness of Briar Cliff under her title of Lady of Grace.

Caritas, love, is the Franciscan call to the two great commands: love God with all your power; love your neighbor as yourself.

The star speaks of striving upward for knowledge and wisdom.

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On behalf of the entire Briar Cliff community, it is with great joy to welcome you to our family.

Nearly a century ago, the Sisters of St. Francis embarked on a journey that began with a vision—a dream to create a place of learning, service, and transformation. Today, that dream lives on in each of you. Every day, you are blessed with the power to chase your own dreams, and at Briar Cliff, you'll find the support, guidance, and inspiration to turn those dreams into reality.

As St. Francis of Assisi wisely said, "Start by doing what's necessary; then do what's possible; and suddenly you are doing the impossible." Your journey here will be filled with moments where you start small, take meaningful steps, and before you know it, you'll be achieving things you once thought were out of reach.

Along this journey, you will also encounter challenges—moments of struggle that may feel overwhelming. Remember, these challenges are not obstacles to your dreams; they are stepping stones to your growth and development. Embrace them as opportunities to strengthen your character, sharpen your skills, and deepen your understanding. It is through these struggles that you will discover your true potential and emerge stronger and more resilient.

Whether your dream is to serve the community, to care for our planet, or to foster inclusivity and understanding, Briar Cliff offers you the chance to make a profound impact. Here, you will not only explore who you are but also discover your passions—because passion is the foundation of all great dreams.

We encourage you to pursue your chosen field of study with enthusiasm and dedication. At Briar Cliff, you'll engage in an education that challenges you to think critically, solve problems creatively, and analyze situations with depth and insight. Our exceptional faculty are here to support you, offering their academic expertise and a wealth of knowledge to help you grow into a global thinker and a compassionate leader.

Remember, you are not alone on this journey. Our entire campus community is committed to helping you reach your full potential. If you can dream it, we will stand by you, providing the tools and support you need to achieve it. Just as the Sisters of St. Francis laid the foundation for a place that continues to give back, your time at Briar Cliff will lay the groundwork for a lifetime of fulfillment.

Take a moment to explore the opportunities in front of you, and if you have any questions, don't hesitate to ask. We are here to help you every step of the way as you embark on this journey.

With warm regards and best wishes,

A handwritten signature in black ink that reads "Matthew J. Draud". The signature is written in a cursive, flowing style with a large, prominent "M" and "D".

Dr. Matthew Draud

President



In 1929, only briar patches covered a 175-foot hill located on the western outskirts of Sioux City, Iowa. But two people - Sister Mary Dominica Wieneke, major superior of the Sisters of Saint Francis, and the Most Reverend Edmond Heelan, bishop of the Diocese of Sioux City - shared a vision. They saw that hill crowned with a Catholic college for women.

Sister Dominica and Bishop Heelan met on March 9, 1929, with members of the Sioux City business community, who committed themselves to raising \$25,000 to support the establishment of the college in Sioux City.

After this showing of community support, significant events followed in rapid succession. On September 18, 1930, the college, named Briar Cliff after the hill on which it is located, was dedicated. Four days later, 25 women started classes in Heelan Hall, the only building on campus.

In 1937, the university's two-year program was expanded to four years. Fifty-five men were admitted to Briar Cliff in 1965, and coeducation was formalized in 1966 with the admission of 150 full-time male students. The innovative Weekend College program started in the fall of 1979, which became the basis for the university's successful adult degree completion programs. Master's programs were implemented in the summer of 2001. The college officially became a university on June 1, 2001. Online courses were first offered to students in 2006. The first doctoral degree, the Doctorate of Nurse Practitioner, was introduced in 2013.

Briar Cliff's academic growth required an expanding physical plant throughout the years. As time passed, more buildings have appeared on the briar-covered hill: a four-story addition to Heelan Hall in 1948; the library and the Chapel of Our Lady of Grace in 1959; Alverno Hall, a women's residence, in 1964; a gymnasium in 1966; Toller Hall, a men's residence, in 1967; Noonan Hall in 1968; Newman Flanagan Center in 1982; and the Baxter-DiGiovanni Living/Learning Center in 1988. The Bishop Mueller Library was renovated in 1993, the Stark Student Center opened in fall 2000, the McCoy/Arnold Center opened in spring 2004, a three-story addition to Heelan Hall was completed in 2013, and the acquisition of the Mayfair Center in 2015.



Briar Cliff University is located at the edge of urban development, but is just minutes from downtown Sioux City (tri-state metro population: 125,000). Located where the states of Iowa, Nebraska and South Dakota meet, Sioux City is connected with other metropolitan areas by Interstate Highway 29 and the Sioux Gateway Airport.



Undergraduate majors are offered in addition to interdepartmental and divisional majors and pre-professional study. At the undergraduate level, Associate of Arts, Associate of Science, Bachelor of Arts, Bachelor of Science, Bachelor of Science in Nursing, and Bachelor of Social Work degrees are conferred.

At the graduate level, Briar Cliff also confers the Master of Arts in Leadership, Master of Science in Human Resource Management, Master of Science in Sport Management, Master of Health Administration, Master of Science in Nursing, Doctor of Nursing Practice, and Doctor of Physical Therapy degrees.

The academic year consists of two standard semesters (late August through May) that include one week of final exams at the end of each semester, and there is a shorter summer semester preceding the fall term.



Approximately 700 students, both residential and commuter, comprise Briar Cliff's student body. Their average entrance scores are above the national average. One hundred percent of our full-time, daytime students receive some form of financial assistance.



Briar Cliff is accredited as a degree-granting institution by the Higher Learning Commission and is a member of the North Central Association of Colleges and Schools. The Higher Learning Commission of the North Central Association can be contacted directly at the following address:

The Higher Learning Commission
North Central Association of Colleges and Schools
230 South LaSalle Street, Suite 7-500
Chicago, Illinois 60604
(800) 621-7440
www.hlcommission.org

The education program of the university is approved by the State Department of Education of Iowa for the certification of teachers.

The social work program is accredited by the Council on Social Work Education, 333 John Carlyle Street, Suite 400, Alexandria, VA 22314.

The baccalaureate degree program in nursing, master's degree program in nursing, Doctor of Nursing Practice program, and post-graduate APRN certificate program at Briar Cliff University is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>). The nursing programs are also approved by the Iowa Board of Nursing.

The Department of Physical Therapy at Briar Cliff University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, VA 22305-3085; telephone: 703-706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org>. To contact the program directly, please call 712-279-5500 or email dpt@briarcliff.edu.

The Department of Business and Communication is an Educational Member of the International Accreditation Council for Business Education (IACBE) located at 11960 Quivira Road in Overland Park, Kansas, USA. Educational members have not yet undergone accreditation reviews and do not have business programs that are accredited by the IACBE. Please view our member status page

Documents relating to accreditation can be reviewed by contacting the Office of the Provost at Provost@briarcliff.edu.



The university holds memberships in:

- The Association of Catholic Colleges and Universities
- The Association of Franciscan Colleges and Universities
- The Council of Independent Colleges
- The Council for Opportunity in Education
- The Higher Learning Commission
- The Iowa Association of Independent Colleges and Universities
- The Iowa Association of Colleges for Teacher Education
- The Iowa College Foundation
- The National Association of Independent Colleges and Universities
- The Network for Vocation in Undergraduate Education

Documents relating to memberships can be reviewed by contacting the Office of the President at President@briarcliff.edu.



Briar Cliff University maintains a number of articulation agreements with other colleges and universities to serve students with specific academic program needs. In some cases, these agreements cover how credits transfer to Briar Cliff University for completion of the baccalaureate degree. In other cases, the agreements allow Briar Cliff University students to transfer to and from degree programs at other institutions while completing the baccalaureate degree at Briar Cliff University. For a full list of institutions and agreements, go to <https://www.briarcliff.edu/future-changers/admissions/transfer>.

Documents relating to these articulation agreements may be reviewed by contacting the Office of the Provost at Provost@briarcliff.edu.



A Briar Cliff University graduate will be a person who

Critically examines knowledge as expressed in the liberal arts tradition;

Mindfully contemplates Franciscan values and their application to the self, others, and the realities of present day life;

Skillfully communicates in multiple modes and platforms for a diverse, global audience;

Creatively thinks and problem-solves; and

Ethically leads in purposeful, loving service to creation.

Transfer students' admittance requires a minimum 2.0 (on a 4.0 scale) cumulative Grade Point Average (GPA). Official transcripts from each post-secondary institution previously attended must be submitted. Grades previously earned will be counted as credit but will NOT be calculated as part of your cumulative grade point average at Briar Cliff. A maximum of 90 transfer credit hours will be accepted from other institutions. For more information, please refer to www.briarcliff.edu.

Students who transfer to BCU are required to fulfill the Core Values Curriculum unless they have received an Associate's of Arts (AA), Associate's Degree in Nursing (ADN), Associate's of Science (AS), or bachelor's degree prior to transferring to Briar Cliff. If they have earned one or more of these degrees, then they are exempt from all of the CVC requirements except:

- Blended Theology and Franciscan Values Course (currently CORE-310) or equivalent
- LIBA-410 or global equivalent

Non-first-time, degree seeking students who transfer in 27 or more credits, but do not have an associate's or bachelor's degree, will take a combination Theology and Franciscan Values Course (currently CORE-310) instead of Core 105 Briar Cliff Experience.

Application Procedures

1. Complete an application for admission available at www.briarcliff.edu or by calling the Office of Admissions.
2. Provide official transcripts for each post-secondary institution previously attended to the Office of Admissions.
3. Official high school or GED transcripts are also required for applicants completing a first undergraduate degree.
4. Complete the Free Application for Federal Student Aid at www.fafsa.gov. The BCU institution code is 001846.
5. Submit a \$75.00 enrollment deposit



Briar Cliff University offers fully online degree completion programs in several undergraduate majors. A two-year associate degree or 60 college credits in a related field, as well as a minimum 2.0 (on a 4.0 scale) cumulative Grade Point Average (GPA) is required for acceptance. Grades previously earned will be counted as credit but will not be calculated as part of the applicant's cumulative grade point average at Briar Cliff. A maximum of 90 transfer credit hours will be accepted from other institutions.

Students who transfer to BCU are required to fulfill the Core Values Curriculum (CVC) unless they have received an Associate of Arts (AA), Associate's Degree in Nursing (ADN), Associate of Science (AS), or a bachelor's degree prior to transferring to Briar Cliff. Students who have previously earned a bachelor's degree or Associate's Degree of Nursing have all CVC requirements waived for them. Students who have earned an associate of arts or associate of science degree, then all CVC requirements are waived except:

- Blended Theology and Franciscan Values Course (currently CORE 310) or equivalent
- LIBA 410 or global equivalent

Application Procedures

1. Complete an application for admission available at www.briarcliff.edu or by calling the Office of Admissions.

2. Provide official transcripts from each post-secondary institution previously attended to the Office of Admissions.
3. Official high school or GED transcripts are also required for applicants completing a first undergraduate degree.
4. Complete the Free Application for Federal Student Aid at www.fafsa.gov. The BCU institution code is 001846.
5. The Online Bachelor of Social Work and Online RN-BSN have additional admission requirements.

For more information and specific program requirements, see <https://www.briarcliff.edu/current-chargers/academics>.

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The Office of Admissions at Briar Cliff University administers the application process for graduate programs. Each graduate department determines eligibility and acceptance for the program. When the Office of Admissions receives an application and all proper documentation, the applicant will be sent an acknowledgment that these items have been received. The respective graduate department will review all applications, determine acceptance and notify applicants of their status. Each graduate department may opt to have admissions deadlines, as well as interviews. All applicants who meet the minimal admissions requirements will be approved for the pool of the specified graduate program. From this pool of approved applicants, those who (a) best exemplify the admission requirements, and (b) are most likely to benefit from the program, will be admitted until the program is full. Once the program is full, the approved applicant may be placed on a waiting list.

Before a decision is made regarding admission to the graduate program, the following must be received by the Office of Admissions, unless a centralized application system is utilized by the Department:

1. One copy of the formal application for admission.
2. A minimum cumulative grade point average (GPA) of 3.0 (on a 4 point scale) from the undergraduate program from which one received his/her degree.
3. An official transcript from all prior undergraduate and graduate studies documenting a baccalaureate degree from an accredited program.
4. Two letters of reference/recommendation from individuals within the profession.

Additional admission requirements may be made by each graduate program.

Admissions Process for Graduate Students

1. Once an applicant's application folder is complete, the file will be transferred to the office of the graduate program.
2. Each graduate program will determine and publish the mode for evaluating applications, including whether or not interviews will be part of the process, as well as the maximum number to be admitted, waiting list procedures, and application deadlines.
3. Notification of admission to the graduate program is made by the respective department. After the department notifies the applicant of admission to the graduate program, the student will have a defined amount of time to accept or decline admission to the program. If accepting admissions, the student must pay a minimum of a \$250 non-refundable deposit (exact amount dependent on program) that will be applied to the tuition for the first semester. Upon accepting placement and paying the deposit, the student will receive a packet of required documents to complete and return.

Students must return the completed paperwork prior to starting classes. Students may be required to complete background checks and/or drug screens based on the graduate program and/or clinical placements. The outcomes of these checks and screenings may affect the admission status of the applicant.

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Certain graduate programs may require additional certifications or training prior to matriculation into the program. This may include but is not limited to completion of training for child and dependent adult mandatory reporters, as well as CPR and AED for the Health Care Provider Certification. Students participating in programs that require such training must do so at their own expense.

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In order to maintain the highest standards possible and protect the safety of the public, certain graduate programs may institute a mandatory background check. Students participating in programs that require such checks will be required to submit data for a certified background check at their expense. Individual departments will determine the type of background check that must be completed and when they must be completed by. Students each have confidential access to the results of their own background check status but will be reviewed by each graduate program. Should there be a negative background check finding, the department will determine if a student is eligible to participate in the program and/or clinical courses. Eligibility is based on the nature of the finding, clinical site requirements, and licensure board rules. Students may submit an appeal and supply additional data that may (remove the word 'be') have benefit. Appeal decisions will be judged on documented factual issues. Students may be dismissed from the program in which they are enrolled for not being truthful on an application and/or a negative finding before or during the program of study.

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An applicant for a graduate program may be conditionally accepted to a program if he/she has not completed all prerequisite requirements, completed department specific requirements, etc. All conditional requirements must be completed, with appropriate documentation provided, prior to starting the program.

If the applicant does not meet the minimum grade point average (GPA) requirements but meets all other requirements, the applicant may be conditionally approved for admission to the program. In order to continue enrollment, the student must achieve a 3.0 grade point average on a 4.0 scale for the first semester of courses, excluding the first summer. The student will then change to regular acceptance status and be allowed to register for additional courses in the program.

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A health appraisal may be required for certain graduate programs. For those programs, a completed Briar Cliff University health form must be on file in the health office prior to beginning the program. It is the policy of Briar Cliff University not to admit to these programs any applicant whose health, in the judgment of the University, might impair the ability to render safe care.

The student may also be required to submit a record of immunizations, including a second MMR if the student was born after 1957. Certain graduate departments may require that students who have not had clinical evidence of chickenpox receive the Varicella vaccine and/or titer. Students may also be required to submit validation of a Hepatitis B vaccine or sign a waiver releasing the agency and Briar Cliff University of

3. Official school transcripts (English translation required). Students seeking transfer credit for coursework taken at non-U.S. colleges or universities must send their official transcripts InCred for an official evaluation,
4. All non-English-speaking students must submit results of the Test of English as a Foreign Language (TOEFL), Duolingo, International English Language System (IELTS), Cambridge English Preliminary (PET), or Cambridge English First (FCE), or Cambridge English Advance (CAE), or International Baccalaureate (IB).
5. A notarized statement from a financial guarantor that costs while in attendance at Briar Cliff University will be underwritten. Additional information may be requested as needed to complete your application
6. Issuance of I-20 is based off of review and acceptance of the above documents creating a complete admissions application.
7. Completed applications should be filed by July 10 for the fall semester and December 10 for the spring semester. For more information, see Briar Cliff University website at www.briarcliff.edu.



Any student who previously attended Briar Cliff University and would like to re-enroll would need to reapply for admissions if they have been withdrawn for two semesters or longer. After consultation and approval from various departments on campus (athletics if athlete, registrar, housing if resident, VP of Academic Affairs, student accounts and financial aid), a student who left in good academic standing (2.0 GPA or higher) is eligible to return with no additional conditions to readmission. If additional college courses were completed while away from BCU, official transcripts from the institution attended must be submitted as part of the application for admission and evaluation by the Registrar's Office.

Any student in good academic standing (2.0 GPA or higher) who was previously enrolled at Briar Cliff University and would like to re-enroll does not need to reapply for admission if they have been withdrawn for less than two semesters. After consultation and approval from various departments on campus (athletics if athlete, registrar, housing if resident, VP of Academic Affairs, student accounts and financial aid), the student will be able to register for classes with their previous advisor.

If additional college courses were completed while away from BCU, official transcripts from the institution attended must be submitted as part of the application for admission and evaluation by the Registrar's Office.

Veteran students who are deployed while attending the University do not need to reapply for admission following their return from deployment if the enrollment falls within the next academic year. Veterans returning to BCU should consult with their previous academic advisor or request a new academic advisor (through the department chairperson), whereupon they can then register for classes. If additional college courses were completed during deployment, official transcripts from the institution attended must be submitted prior to registration.

Students who were dismissed by the Provost for academic reasons may apply for readmission only after at least one academic year (two regular semesters) has elapsed. The application should include a personal statement discussing the student's activities since dismissal and why the student believes he or she will be more successful if readmitted. Those applications will be referred to the Vice President for Academic Affairs for a decision. The student also must provide evidence of scholarship after dismissal. Courses taken at another university would be considered as evidence of scholarship and would be weighed according to their rigor and final grading, as decided by the committee. If approved, the student will be provisionally accepted

with an expectation of working with the Compass and their academic advisor upon enrolling. The deadline for petitioning for readmissions is the Monday of the week before classes start for that semester.



All students seeking financial aid must submit a formal application before financial aid will be awarded. Students interested in part-time enrollment should follow the application procedures outlined above. If there are specific questions, please contact the Office of Admissions at 712-279-5200.

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Tuition-per year, full-time	Amount
Per semester, (12-18 credit hours)	\$38,910
Audit fee, per sem. hr.	\$261
Room ¹	
Single	\$7,032
Large Private	\$7,808
Double (per resident)	\$5,620
Triple (per resident)	\$6,048
Quad, Baxter-DiGiovanni Center (per resident)	\$6,337
Alverno Single	\$7,287
Alverno Large Private	\$8,091
Alverno Double	\$5,821
Alverno Triple	\$6,266
Board ²	
300 meals per semester + \$400 Flex	\$6,618
250 meals per semester + \$350 Flex	\$6,082
180 meals per semester + \$500 Flex	\$6,082
135 meals per semester + \$500 Flex (juniors and seniors)	\$5,678
60 meals per semester + \$50 Flex (Medical Exemption)	\$2,128

¹ Residence hall activity fee and laundry are included in the room cost

² All on-campus resident students are required to be on a board plan.

Average cost of books and supplies	\$2,237
Fees	
Loft Rental	\$129
Parking Permit	\$100
Athletic (student athletes)	\$335
Health & Wellness	\$200
General	\$1,802
Other Fees	
Transcript of credits	\$20
Graduation Fee	\$100

Summer 2027 tuition will be \$557 per credit hour.

Most lab courses and some other courses include a fee for supplies, which is billed at registration.

3/4-6 month part-time tuition

- Business Administration, Accounting, Criminal Justice Tuition, per credit hr. \$390
- RN-BSN and Social Work Tuition, per credit hr. \$340
- Audit Fee, per credit hr. \$261
- General Fee, per semester \$270

3/4-6 month part-time tuition

- Tuition, per credit hr. \$1,297
- Audit Fee, per credit hr. \$261
- General Fee, per semester \$270

Other fees are the same as those charged to full-time students.

Senior citizens

Senior citizens, anyone 60 or older, may register for classes and receive a special reduction in tuition. Courses may be taken for credit at \$250 per sem. hr. for fall, spring and summer courses. Courses may be audited for a \$25 registration fee only. Arrangements for these reductions must be made with one of the continuing education admissions counselors.

Accounts not paid in full by the dates shown on the billing statement may be assessed a finance charge of 1.5% per month on the unpaid balance. All accounts not paid in full by the end of October in the Fall semester and March in the Spring semester will have a \$100 late fee added to the balance. If balances are not paid by the end of each term, the University reserves the right to academically withdraw a student for non-timely payment.

Holds will be applied to accounts at the beginning of the semester and removed once the student's balance is paid in full. The student will be unable to register for the next semester if their balance is unpaid. Please be sure all previous balances are paid to ensure you're able to register for your next semester on time.

All charges are subject to change at the beginning of any semester or on 30 days' notice.

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If a student withdraws from a class(es) before the end of the semester, charges for tuition will be made on the following basis:

- Withdrawal during the first seven days of the semester will result in no charge for the student in Fall and Spring semesters.
- Withdrawal during the first three days in the summer semester will result in no charge for the student.
- Withdrawal from class(es) any time after the first seven and/or three days will result in a pro-rated charge based on the number of days the student attended class in the semester up to the 60 % completion date of the semester.

Withdrawal after the 60% completion date will result in no refund. Other fees, such as general activity or laboratory, are assessed and payable at registration; they are not refundable

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If a student cancels his/her housing contract prior to the end of the semester, charges will be assessed based on the number of days the student was in university housing through the third week of the semester. After the third week of the semester, the student is responsible for 100 percent of the housing charges for the semester.

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If a student cancels his/her meal plan prior to the end of the semester, meal plan charges will be assessed based on the number of days the student had the meal plan through the third week of the semester. After the third week of the semester the student is responsible for 100 percent of the meal plan charges for the semester.

Refunds will be calculated from the date of actual notification to the registrar.

A student living in university housing will be allowed one day after the official withdrawal date to move out with no additional charge. After that date, the student will be charged per day based on the current charge for periods of non-enrollment (breaks and summer). Any meals consumed in the university cafeteria after the official date of withdrawal must be purchased on a cash basis.

Enrollment at Briar Cliff University implies acceptance of these conditions concerning financial matters.

7904 Institutional Aid

BCU offers institutional scholarships and grants for students taking on-campus classes. Types include:

- Academic Scholarships for Undergraduate Freshmen and Transfer students, based on merit.
- Talent Scholarships for Undergraduate Freshmen and Transfer students based on Art, Music, or Athletic talent.
- Donor scholarships and grants based on the donor's stated intent for the funds.

To be eligible for BCU institutional aid, students must generally meet all of the following:

- Enrolled full-time (12 or more credits per term).
- Maintain at least a 2.0 BCU Cumulative GPA (some scholarships require a higher GPA).
- The total of all institutional, state, and federal aid cannot exceed the full-time tuition cost, with the exception of BCU Residence Assistance Grant and BCU Campus Employment.

More information is available on the BCU scholarships webpage.

7904 Institutional Aid

7904 Institutional Aid

Available to qualified Iowa residents enrolled in at least three credit hours at a private Iowa institution.

Eligibility is determined by the FAFSA.

- Student must be an undergraduate student in an Associate's or Bachelor's program.
- FAFSA must be submitted to the Federal Processor by July 1 annually.
- SAI range for eligibility for 2026–27 is (–1,500) – 16,000.
- Maximum award: \$7,500 for the 2026–27 academic year. Awards may be reduced for less-than-full-time enrollment. The Iowa College Student Aid Commission reserves authority to administratively reduce awards if state funds are insufficient.

7904 Institutional Aid

A statewide need-based grant for high-need Iowa residents enrolled in at least three credit hours.

- Student must enroll for the first time as a regular student within two academic years of high school graduation.
- Student must be an undergraduate in an Associate's or Bachelor's program.
- FAFSA must be submitted to the Federal Processor by April 1 annually.
- First-time applicants must submit the Iowa Financial Aid Application by March 1.
- SAI range for eligibility for 2026–27 is (–1,500) – 10,971.
- Maximum award: \$5,486 for the 2026–27 academic year.

7904 Institutional Aid

Provides funds for eligible Iowa National Guard members attending Iowa colleges and universities. The FAFSA and Iowa Financial Aid Application must be completed on or before July 1 for the Fall semester.

Work-Study

Eligible students may earn wages through on-campus and approved off-campus employment. Work-Study funds are earned through work and paid as a paycheck; they are not posted directly to a student's BCU bill. BCU receives a limited annual allocation; students are responsible for securing their own positions. Total earnings cannot exceed the amount awarded. Assignments are typically 10–20 hours per week.

Low-Interest Loans

Low-interest loans made to students by the U.S. Department of Education. Interest rates are set annually and fixed for the life of each loan. Minimum enrollment requirements: 6 or more credits per term for undergraduate students; 5 or more credits per term for graduate and professional certificate students.

- Subsidized Loans: Interest is paid by the federal government while the student is enrolled at least half-time, during the 6-month grace period, and during deferment.
- Unsubsidized Loans: Interest accrues immediately. Repayment begins six months after graduation, withdrawal, or dropping below half-time.

Students must complete Entrance Loan Counseling and a Master Promissory Note (MPN) at studentaid.gov before loans are disbursed.

PLUS Loans

An option for families or graduate students who need to borrow beyond Direct Loan limits. A credit check is required. To apply, borrowers must complete a PLUS Loan Application and MPN at studentaid.gov.

Important Federal Loan Eligibility Changes

Important: Federal loan eligibility has changed for the 2026–27 academic year as a result of the One Big Beautiful Bill Act. Students should review these changes carefully.

Prorated Federal Student Loan Eligibility

Effective July 1, 2026, federal student loan eligibility is prorated for students enrolled less than full time. Loan amounts are calculated in direct proportion to a student's enrolled credit hours relative to full-time status (12 credits per semester for undergraduates). Students enrolled at half time, for example, are eligible for no more than 50% of the annual loan limit applicable to their grade level and dependency status. Students who fall below half-time enrollment are not eligible to receive federal student loans. BCU will apply this Schedule of Reduction at disbursement each semester. Students considering less-than-full-time enrollment are strongly encouraged to contact the Financial Aid Office prior to dropping below full time.

Graduate PLUS Loan Program

The Federal Graduate PLUS Loan program has been eliminated for new borrowers beginning July 1, 2026. Graduate students who received a federal loan disbursement for their current program at BCU prior to that date may qualify for a transition period allowing continued Graduate PLUS borrowing for up to three additional academic years or until program completion, whichever comes first, provided they remain continuously enrolled in the same program at BCU. New graduate borrowers will have access to Unsubsidized Direct Loans up to \$20,500 annually, with a \$100,000 graduate aggregate limit. Students considering a change of program, leave of absence, or transfer should contact the Financial Aid Office before doing so, as these changes may affect eligibility.

VA Education Benefits

Briar Cliff University participates in U.S. Department of Veterans Affairs (VA) education benefit programs, including the Post-9/11 GI Bill® (Chapter 33), Montgomery GI Bill® (Chapters 30 and 1606), the Yellow Ribbon Program, Vocational Rehabilitation and Employment (Chapter 31), and Survivors' and Dependents' Educational Assistance (Chapter 35).

In accordance with 38 U.S.C. § 3679(e), BCU will not impose a late-payment penalty, deny access to classes or facilities, or require alternative or additional funding from any student whose VA tuition and fee payments under Chapter 31 or Chapter 33 are pending, for the period permitted by law.

VA education benefits are coordinated with other aid so that a student's total aid does not exceed the Cost of Attendance. Students should report VA and other military education benefits to the Office of Financial Aid.

Active military service members are eligible for a 20% tuition discount for online undergraduate programs.

Transfer Students

Transfer students are evaluated for financial aid eligibility upon enrollment at BCU. Prior institutional aid from another institution does not transfer and does not affect BCU institutional aid eligibility. Official transcripts from all previously attended institutions must be submitted to the Office of Admissions before transfer credits can be evaluated and transfer scholarship or aid eligibility can be finalized.

For SAP purposes, transfer credits accepted by BCU count toward total credits attempted but are not included in the BCU Cumulative GPA. See Satisfactory Academic Progress below for full transfer student SAP provisions.

Summer Financial Aid

Financial aid availability during the summer term differs from the fall and spring terms. Federal aid may be available to eligible students enrolled in summer coursework. Students with remaining Federal Pell Grant eligibility may receive a summer (year-round) Pell Grant if enrolled at least half-time, subject to annual and Lifetime Eligibility Used limits. Federal Direct Loan funds may also be available to the extent a student has remaining annual loan eligibility.

To be considered for summer aid, students must have a valid FAFSA on file for the applicable award year, complete any required summer aid request, and meet all general eligibility and enrollment requirements.

Consortium and Study-Aboard

A student enrolled at BCU who takes coursework at another eligible institution under an approved consortium agreement may receive federal aid for those credits, provided the credits count toward the student's BCU degree. Students participating in an approved study-abroad program that is part of their BCU program of study may be considered enrolled at BCU for federal aid purposes. Students should contact the Office of Financial Aid before enrolling in consortium or study-abroad coursework.

Aid Packaging

The Office of Financial Aid packages each student's aid in a consistent order, applying gift aid first to maximize grant assistance before self-help aid. Subject to eligibility, fund availability, and the Cost of Attendance, aid is generally awarded in the following order:

- Federal, state, and institutional grants and scholarships.

- Federal Work-Study.
- Federal Direct Loans and, if needed, PLUS Loans.

A student's total aid from all sources may not exceed the Cost of Attendance.

Financial Aid Disbursement

Financial aid is disbursed to the student's BCU account at the beginning of each semester, after the add/drop period and once all eligibility requirements have been satisfied. Aid is generally applied first to tuition, mandatory fees, and on-campus housing and meal charges.

When total aid exceeds a student's allowable charges, the resulting credit balance is refunded to the student. The Office of Student Accounts will issue Title IV credit balance refunds no later than 14 days after the credit balance is created or the first day of the semester, whichever is later.

Drug Conviction

A federal or state drug conviction may affect a student's eligibility for Title IV federal financial aid. Students with a drug conviction that occurred while receiving federal aid must self-report to the Office of Financial Aid.

Selective Service Registration

Male students who are required to register with the Selective Service System must have done so, or have a qualifying exemption, to be eligible for federal financial aid.

National Student Loan Data System (NSLDS)

Information about federal loans and grants disbursed to a student is reported to NSLDS and is accessible by guaranty agencies, lenders, and institutions determined to be authorized users of the data system.

Eligibility Requirements

- Cost of Attendance (COA): The total estimated annual cost to attend BCU as determined by the University, including tuition, fees, housing, meals, books, and personal expenses. The COA sets the ceiling for total aid a student may receive.
- Student Aid Index (SAI): The number calculated from the FAFSA that measures a family's estimated ability to contribute toward educational costs.
- Full-Time Enrollment: 12 or more credit hours per term for undergraduate students.
- Half-Time Enrollment: 6 to 8 credit hours per term for undergraduate students; 5 or more credit hours per term for graduate and professional students.
- Less-Than-Half-Time Enrollment: Fewer than 6 credit hours per term for undergraduate students. Eligibility for many aid programs is limited or unavailable at this level.
- Census Date: The enrollment-level lock date each term, typically the end of the add/drop period, used to determine Federal Pell Grant and other enrollment-based award amounts.
- Title IV: The federal student aid programs authorized under Title IV of the Higher Education Act of 1965, as amended.
- Award Year: The federal financial aid year that begins July 1 and ends the following June 30.
- Verification: A federal process by which the Office of Financial Aid confirms the accuracy of information reported on the FAFSA. Students selected for verification must submit required documentation before federal or state aid can be disbursed.

- Overaward: A condition in which a student's total financial aid package exceeds the Cost of Attendance or federal need, requiring a reduction in one or more aid components.
- Professional Judgment (PJ): The discretionary authority granted to the Director of Financial Aid to adjust a student's COA, dependency status, or SAI based on documented, unusual circumstances not reflected in the FAFSA.
- FAFSA Waiver: An annual institutional approval that allows a student to receive BCU institutional aid without completing the FAFSA, granted only upon documented circumstances preventing FAFSA completion.

Financial Aid Adjustments

Briar Cliff University will adjust a student's financial aid award when changes in enrollment, receipt of new information, or a student's complete withdrawal require recalculation under federal, state, or institutional requirements. Students are financially responsible for tuition and fees associated with courses in which they are enrolled as of the close of Census, regardless of whether they attend or participate in those courses.

Course Drops

Any course that is not officially dropped through the Registrar's Office on or before the last day of Census will be charged in full. Students will be held financially responsible for 100% of the tuition and fees for those courses, regardless of whether the student attends or participates in any academic activity. Non-attendance does not constitute a course drop.

No tuition adjustment will be made if a student drops a course or changes room or board plans after Census. If a student adds a course after Census, the appropriate tuition and fee will be charged; a corresponding increase in financial aid cannot be guaranteed.

Financial Aid Adjustments

Financial aid may be adjusted due to any of the following:

- Receipt of new information concerning the student's aid application.
- Clarification of existing information.
- Change in enrollment status.
- Complete withdrawal from the University.
- Receipt of additional financial aid.

Withdrawal

Students who completely withdraw before the 60% point of the semester will have federal Title IV aid returned based on the percentage of the term remaining. A student who withdraws after completing more than 60% of the term is considered to have earned 100% of their Title IV aid, and no funds are returned. The Last Date of Academic Engagement (LDAE) is used to calculate the percentage of the term completed for all Return of Funds determinations.

Aid will be returned through the 60% point of the term in the following order: Direct Unsubsidized Loan, Direct Subsidized Loan, Grad PLUS Loan, Direct PLUS Loan, Federal Pell Grant, SEOG, and other Title IV programs. State and institutional funds are calculated and returned on an individual basis.

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3.0 GPA Requirement

Graduate students must have a minimum cumulative GPA of 3.0 based on credits earned at Briar Cliff University. The first time a student's GPA is below 3.0, the student is placed on Financial Aid Warning and remains eligible to receive financial aid during that warning term. If the student does not raise the GPA to 3.0 in the following semester, the student will be suspended from financial aid.

67% Completion Requirement

Undergraduate and Graduate students are required to successfully complete a minimum of 67% of the credit hours attempted at Briar Cliff University. Courses with a grade of "D" or higher count as completed. Credit hours attempted but not earned include audits, incompletes, withdrawals, and repeated or failed classes.

The first time a student does not complete a minimum of 67% of credit hours attempted, the student is placed on Financial Aid Warning. The second time a student does not complete the minimum 67%, the student is suspended from financial aid eligibility until their completion rate improves to at least 67% or the student submits a SAP appeal that is approved.

When an Incomplete ("I") grade is later resolved to a permanent grade, the student's Cumulative GPA and completion rate are recalculated at the next SAP evaluation. A grade change or retroactively processed withdrawal is treated the same way.

150% Maximum Timeframe

The maximum timeframe for completion of a degree is limited by federal regulations to 150% of the published length of the degree program, measured by credit hours attempted. Credit hours attempted include completed credits, audits, incompletes, withdrawals, and repeated or failed classes. Transfer credits accepted by BCU are included in the total attempted hours. A student becomes ineligible for financial aid at the point at which it is mathematically impossible to complete the program within the maximum timeframe.

Credit Hour Limits

- Bachelor's degree: maximum of 180 credit hours.
- Associate's degree: maximum of 90 credit hours.

150% Maximum Graduate Credit Hours

The maximum number of graduate credit hours for which a student is eligible to receive financial aid is equivalent to 150% of the total hours required for the student's degree program as published in the Graduate Catalog.

Transfer Student Academic Standing

Transfer Student SAP

Transfer students are assumed to be meeting SAP standards at the time of admission to BCU. BCU will honor the academic standing of the student as they depart their prior institution; a student who transfers while on academic probation may be placed on financial aid probation in their first semester at BCU. Transfer credits accepted by BCU count toward total credits attempted for SAP purposes but are not included in the BCU Cumulative GPA.

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Credits earned through an approved consortium agreement or study-abroad program count toward credit hours attempted and, when successfully completed, toward credit hours earned for completion-rate and maximum-timeframe purposes. Credit awarded by examination or for prior learning (including AP, CLEP, and similar credit-by-exam) counts toward credit hours earned and toward the maximum timeframe, but is not included in the Cumulative GPA or the completion-rate calculation.

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When a student repeats a course, the highest grade received is used in the cumulative GPA calculation. Federal regulations limit the number of times a student may repeat a course and continue to receive financial aid:

- A student who has passed a course with a grade of D or better may repeat it once to improve the grade and still receive financial aid for that repeated enrollment.
- If a student repeats a successfully passed course more than once, financial aid will not be awarded for the second or subsequent repetitions.
- All repeated course attempts count as credits attempted for SAP completion rate and maximum timeframe calculations, regardless of whether aid was received.

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Credit-bearing remedial, developmental, and English-as-a-Second-Language (ESL) coursework is included in the Cumulative GPA, completion rate, and maximum timeframe in the same manner as other credit-bearing coursework. Non-credit remedial, developmental, or ESL coursework is not included in SAP calculations. Federal regulations limit the amount of remedial coursework for which a student may receive financial aid.

[illegible]

BCU allows undergraduate students who have not attended for five or more years to elect to suppress their previous BCU academic record for transcript purposes. For SAP purposes, grades earned during previous attendance must still be calculated in the cumulative GPA and corresponding credit hours must be calculated in the successful completion rate and maximum timeframe, even when suppressed on the transcript.

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Non-credit coursework does not count toward a student's enrollment status for financial aid purposes and is not included in SAP calculations.

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When a student changes programs of study, all credit hours attempted at BCU continue to count toward the maximum timeframe, including credits that do not apply to the new program. The Cumulative GPA and completion rate continue to be calculated on all BCU coursework attempted. A student who cannot complete the new program within the maximum timeframe is not eligible for financial aid for that program.

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- Financial Aid Warning: A status assigned the first time a student fails to meet SAP standards. The student remains eligible for financial aid during the warning term and has one subsequent semester to return to good standing.

- Financial Aid Suspension: Loss of financial aid eligibility resulting from failure to meet SAP standards after the warning semester, or upon a second violation of the completion rate standard.
- Financial Aid Probation: A one-term reinstatement of aid eligibility following an approved SAP appeal, during which the student must meet full SAP standards by the end of that term.
- Academic Plan: A multi-term plan established following an approved SAP appeal, specifying the credits and/or GPA the student must achieve each term to remain eligible for financial aid.
- Good Standing: A student is in good standing for SAP purposes when meeting all three SAP standards — the minimum Cumulative GPA, the minimum completion rate, and the maximum timeframe.
- Credit Hours Attempted: All credit hours for which a student remains enrolled after the add/drop period, including completed credits, audits, incompletes, withdrawals, repeated courses, failed courses, and accepted transfer credits.
- Credit Hours Earned: Credit hours a student successfully completes with a grade of “D” or higher, or a “P” (Pass); withdrawals, incompletes, failures, and audits are not earned.

For SAP appeal procedures, notification timelines, probation and academic plan administration, and reinstatement of eligibility, see the Student Handbook.



While academic pursuits are the primary focus of students, Briar Cliff also commits to meeting the developmental needs of students in their social, personal, spiritual, physical, and cultural dimensions. Involvement and interaction outside the classroom contribute significantly to a student's personal growth and development. Briar Cliff strives to focus on "community" involvement through active student participation and leadership.

Because students come to college with varying capacities, hopes, and values, Briar Cliff University stresses the importance of the individual with a person-to-person approach that ensures the greatest personal, academic, and vocational adjustment and growth. The Office of the Provost encourages students to develop with a responsible, cooperative, and community-focused spirit. This is accomplished by emphasizing the whole person, attending to individual differences, and supporting students at their various levels of development.

Briar Cliff University offers a wide range of opportunities for students that promote leadership development as a lifelong process. Leadership activities are designed to instill in students the values, skills, abilities, and attitudes that will make them successful leaders.



The BCSG is the voice of the student body. Its major function is to keep an open line of communication between students, administrators, and faculty. Student representation on University committees and on the Board of Trustees helps ensure vital input into academics, student life, and University-wide policies.



Campus Ministry focuses on the spiritual life and pastoral care needs of the BCU community, offering a variety of opportunities for liturgical involvement, retreats, Bible study, prayer groups, and the Rite of Christian Initiation of Adults (RCIA). It strives to provide an environment for community building and meaningful ministry opportunities nationally and internationally for students and employees, including mission trips. It

also seeks to educate and involve the BCU community in a deeper understanding of and willingness to live out the Catholic Franciscan values which are core to the unique identity of Briar Cliff.

Campus Ministry is the central office on campus for local service opportunities. Campus Ministry provides students opportunities to volunteer on and off campus through a variety of programs and projects. Special projects include the Senior Citizen's Luncheon, the Christmas Party for People with Disabilities, and the Easter Egg Hunt. Campus Ministry can connect students with other opportunities off campus that include, but are not limited to, the Mission of the Messiah, Soup Kitchen, and Habitat for Humanity.

9 Career Services

Career Services assists students in developing the skills necessary to gain valuable work experience through meaningful internship programs, make transitions into their chosen careers, and continue their education in graduate or professional schools. Career Services is the hub of job and internship opportunities, provides guidance on resume and cover-letter-writing, and help with job searching. The Office of Career Services oversees both on-campus and off-campus work-study.

9 Chicago Semester

Briar Cliff offers students the opportunity to live, work, and study in Chicago. Chicago Semester (CS) is a full-semester fall or spring program of study and hands-on professional experience located in the heart of the "Windy City." Students earn full semester credit from the 32-hour-per-week internship and seminars that CS offers.

Throughout the semester, students gain first-hand experience applicable to life after graduation as they begin to bridge the gap between academic life and full-time work. No matter what your major, CS connects students with agencies and organizations that provide stimulating work settings and valuable career experiences. Twice each year, a CS recruiter visits the Briar Cliff campus to speak with students. For application information, contact the Office of Career Services or visit the Chicago Semester Web site at www.chicagosemester.org.

9 The Compass

The Compass provides students with the resources and services necessary for academic success. Located off the Heelan Hall Atrium, the Compass provides a one-stop shop for any questions that students might have about being successful at Briar Cliff University. Through one-on-one appointments, peer support and mentoring, workshops, and other activities, the Compass empowers students to develop a comprehensive set of life and academic skills, connects students with all campus bodies, and offers the social, academic, and personal support necessary to persist. The Compass is also a point of referral to assist faculty in identifying appropriate resources available for students to provide early intervention to ensure academic success and engagement. When in doubt, faculty can refer a student to the Compass and can be assured that a student gets connected with needed resources.

9 Academic Development

Some students enrolled at Briar Cliff University may require additional academic development to become successful at the college level. The university's developmental skills programs include resources and courses which are specifically designed to strengthen students' academic skills.

Students assessed as needing assistance in developmental skills will be advised to take necessary courses during the first term and throughout the academic year. Courses of instruction which are required for academic development may be included in the calculation of a student's credit hours for purposes of defining status for financial aid and athletic eligibility.

Health and Counseling Center

The Health and Counseling Center includes the services of licensed nursing staff and a mental health counselor. The center provides basic services at no cost, however, minimal charges may be incurred for diagnostic testing, immunizations, and TB screenings. Students will be encouraged to become proactive and responsible for their own health management. The center will assist them in developing a healthy lifestyle which will ultimately contribute to their personal success. Students needing the assistance of the Health and Counseling Center are encouraged to visit the walk-in clinic; however, students seeking the help of the counselor are encouraged to make an appointment.

Honors Program

The mission of the Briar Cliff University Honors programs is to offer a forum for highly motivated, civically engaged service leaders to share in enriching academic and cultural experiences, both in the classroom and in the community. The Honors Program at Briar Cliff University offers you knowledge to positively impact society, as well as enhanced experiential offerings through individualized research projects, academic seminars, internships, and travel. The Honors Program embodies Briar Cliff's core value of care for the individual by fostering a challenging academic environment and by promoting collaborative, innovative approaches to serving the people and places our Franciscan identity calls us to aid.

Eligibility Requirements

Incoming First-Year Students (must meet at least two of the following):

- ACT score of 26+
- Cumulative GPA of at least 3.5
- Top 10 percent of graduating class

Current BCU Students or Transfer Students

- GPA after 30 credit hours at BCU or another institution of higher education

For more information, please visit the Honors Program webpage at <https://www.briarcliff.edu/current-chargers/get-involved/student-organizations/honors-program>.

Housing Policy

Housing agreements are for the entire academic year and cannot be terminated without the written consent of the Director of Campus Life and Safety. Residential students are responsible for all terms of the housing agreement. The University reserves the right to grant individual exemptions to the residency policy on a case-by-case basis and any such exemption shall not be deemed an alteration of the policy. All housing decisions are final; there are no appeals.

If a student's living arrangements are in violation of the residency policy, the student will be in violation of the Code of Student Conduct and will be subject to disciplinary action as set forth in the Briar Cliff University

Student Handbook. Violation of this policy does not excuse financial obligation to the University. Late applications (received after August 1 of the applicable academic year will not be considered (please refer to the bottom of the next page for deadline information).

Students wishing to request an exemption to the BCU Residency Policy must complete this application, attach appropriate documentation, and return to the Director of Campus Life and Safety, Alverno Hall G4 within the applicable deadline.

IT Center – Fees

The IT Center is located in Heelan Hall 140 and serves the entire campus. Briar Cliff has a campus-wide network of computers that offer the most current up-to-date versions of many discipline specific software packages. Students have access to a computer lab with a network printer in the Library, as well as instructional computer classrooms located in Heelan Hall Rooms 112 and 138 that may be utilized when classes are not in session. Each classroom is equipped with computers and projection systems featuring the latest technology to enhance learning. Student residence rooms are equipped with network/data jacks that allow each student access to the Briar Cliff network and internet from their room. In addition, Briar Cliff offers campus-wide wireless internet coverage. The IT Center maintains servers that provide email, individual file shares and network access accounts.

Intercollegiate Athletics

The intercollegiate athletic program provides students with an opportunity to develop a degree of proficiency in athletic skills beyond that ordinarily gained through intramurals.

Competition is provided for men in baseball, basketball, bowling, cross country, E-Sports, football, golf, soccer, track, and wrestling. Women compete in basketball, bowling, cross country, E-Sports, golf, softball, soccer, track, and volleyball. The emphasis in all sports centers on the educational value of participation. Athletic scholarships are available in conjunction with filing for financial assistance with ability and need both being considered. The athletic programs at Briar Cliff have a tradition of being among the elite on both the regional and national levels.

Participation is restricted to full-time students who conform to the eligibility rules of the university and the National Association of Intercollegiate Athletics (NAIA), with which the university is affiliated. NAIA regulations are very complex. Questions may be presented to either the faculty athletic representative or athletic director. Certification of eligibility is not complete until an official college transcript and document of athletic history are evaluated by the registrar, faculty athletic representative, and athletic director. Prior to an official evaluation, all statements concerning eligibility must be considered unofficial.

Service-Learning

Intentionally using a cooperative, Franciscan service-learning perspective, Briar Cliff University's Core Values Curriculum learning communities aim to foster intellectual development and personal and professional growth by holistically engaging our campus, Siouxland region and global society, and by offering our entire BC community value-centric opportunities to collaborate and build meaningful, long-term personal and institutional relationships.

Conveniently located between Heelan Hall & the Stark Student Center, Bishop Mueller Library is a two-story building with a variety of seating and study spaces designed to accommodate the diverse needs of the campus community. The library offers access to print and electronic resources, an audio recording and video editing studio, a computer lab, tables and casual seating where students can work individually or in small groups. Library collections include print and electronic formats of books and journals as well as equipment for use by anyone with a current BCU I.D. The library provides access to an extensive array of online databases and research tools to facilitate access to information. Librarians conduct classes and provide assistance in-person, via telephone, and email. Through the library's interlibrary loan system, students are able to obtain materials from state, national, and international library collections. BCU students also enjoy borrowing privileges at libraries in the Sioux City Library Cooperative.

Study material placed on reserve by professors for specific coursework is made available to students at the main service desk just inside the building. The lower level of the library houses the Children's Book Collection, the mezzanine is the home of the Roth Entrepreneurship Collection, and the second floor is home to the Academic Resource Commons.

New Student Programs works to ensure a smooth transition to campus life for our first-year students. The office coordinates summer orientation and Charger Weekend. Collaboration with both academic and student service offices are central to the work of the office. New Student Programs is active in the learning community model and committed to being a strong partner in holistic student success.

Honor societies, including those in history, nursing, as well as disciplinary and departmental clubs and organizations, enable the student to develop a sense of professionalism and service.

A Briar Cliff University peer mentor serves as an advocate to his or her fellow students by building relationships and the practice of empathetic listening and self-reflexivity. The primary responsibility of a peer mentor is to resolve conflict, provide and receive feedback, and foster community.

The Academic Peer Mentors (APMs) provide a supportive environment assisting students from all areas in gaining academic skills through one-on-one appointments. APMs are trained to help students with study skills, time management, understanding syllabi, and a variety of other topics to help students excel in the classroom and at Briar Cliff. Academic Peer Mentors are valuable resources in helping students transition into BCU by providing strong, continuous peer-to-peer connections. They are available by walk-in or by appointment, either in the open study hall or through Compass.

Assistance with individual course work is available as part of the campus-wide mentoring program. Course mentoring is available for students desiring to achieve high grades and improve their understanding of course content, as well as for those experiencing academic difficulties. Course mentors can help students with understanding course concepts, test preparation, and homework specifically related to many 100 and 200

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level courses offered on campus during the Fall and Spring semesters. Students enrolled in classes for which there are course mentors are welcome at scheduled drop-in hours. There is no charge to see a mentor.

- Mentoring schedules are posted on the bulletin board outside the SSS office.
- Course mentoring takes place in the library and occasionally in an “open lab” for some of the science courses. It is never available in the atrium, student lounges within the resident halls, etc.
- Students seeking assistance guide the sessions—they should bring questions, homework, etc. The mentor does not have a lesson plan.

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Research mentors train and support their peers in the use of information resources for research, academic, and creative purposes. Each mentor has been trained by professional library staff to have a detailed knowledge of the information offerings of the library. They can answer your research questions, work with you to find suitable information, and help you better understand the library. Research Mentors are staffed at the Library front desk and available whenever the library is open. Stop by and speak to one today!

Writing Center Mentors offer one-on-one peer collaboration during all stages of the writing process—from invention strategies to drafting, organizing, editing and revising. Mentors’ primary goal is to foster the growth and development of student writers by emphasizing writing as a process, by modeling positive critical thinking, reading, and writing skills and strategies, and by encouraging engagement with effective learning resources.

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A well-developed, extensive program of recreational sports is available to all students. Sports are offered for men, women and coed teams in dodge ball, basketball, soccer, volleyball, and softball. The aim of the Intramural/Recreational Sports Program is to provide all students with an opportunity to participate in their favorite type of competition and to have fun. Briar Cliff believes that these opportunities help students develop physically and socially, and to enjoy their leisure time.

The Newman Flanagan Center provides the indoor facility for athletic and recreational needs of the students. The center can be utilized as two basketball courts, two volleyball courts or four badminton courts. There is also a suspended indoor jogging track, classroom and a large activity area. The 39,000 square-foot center is 80-percent underground.

The McCoy-Arnold Center opened in 2004. This building is a multipurpose recreation building with a weight room, wrestling room, training room, equipment room, and a locker room. All students have access to the weight room (at selected times).

Bishop Mueller Field, a baseball and softball complex located at the south entrance of the university, was dedicated in 1982. Totally enclosed with chain-link fence, the fields are well-manicured and include an underground sprinkler system, walk-in dugouts, and scoreboards for each field. Faber Field, located behind the Flanagan Center, became the home field for the Charger soccer program in 1991. The field includes an underground sprinkler and drainage system, bleachers, and a scoreboard. In 1998, the Guarneri Soccer and Practice Complex was dedicated. The complex, which also includes Faber Field, is located on the far northwest edge of campus and consists of a soccer practice field and a football practice field. Other outdoor recreation areas include two tennis courts, a competition-level sand volleyball court, and a Frisbee golf course.



Briar Cliff University believes living on campus is a vital part of the college experience. The best college experience is one where the curriculum and the co-curriculum are seamlessly integrated. Given that the educational benefits of a residential education are many and well-documented, Briar Cliff University enforces the following residency policy in accordance with the **Briar Cliff University Student Handbook**:

It is the policy of Briar Cliff University that all full-time undergraduate students are required:

1. *to live in on-campus housing during the regular academic year (August thru May), and*
2. *to be enrolled in an on-campus meal plan until a student has completed at least 91 credit hours (as determined by the Registrar) prior to August 1st of the applicable academic year in which the exemption is requested. Note that on-campus residency and on-campus meal plans are for an entire academic year and are not handled on a per-semester basis.*

Exceptions to this housing policy include:

1. *Students living with their parents or legal guardians within commuting distance (40 miles) of campus. Proof of residence (and proof of guardianship, if applicable) must be submitted to the Director of Campus Life and Safety prior to August 1st of the applicable academic year. The address listed on the most recent tax return for the parents of the student (if claimed as a dependent for tax purposes) or for the independent student will be the determining address for purpose of this policy.*
2. *Individuals who have established independent student status. To establish independent student status, a student must meet one (or more) of the following guidelines and provide proof of same:*
 - a. *is at least 23 years of age; or*
 - b. *is married; or*
 - c. *is a parent of biological or legally adopted children; or*
 - d. *is a veteran; or*
 - e. *achieves independent status in accordance with current federal financial aid guidelines as verified by the Director of Financial Aid.*

All Housing Exemption Request forms must be submitted prior to August 1 of the applicable academic year and be approved in writing by the Assistant Dean of Student Affairs. **NOTE:** Do not sign a lease for off-campus housing unless and until your Housing Exemption Request has been approved in writing as set forth above.



The Security and Residence Life department oversees students living on campus as residential staff and ensures the physical safety of our students, faculty, and staff.

The residence life staff consists of live-in professional and student staff members. The staff works cooperatively to help students capitalize on the academic, cultural, spiritual, and social opportunities inherent to residential living. The staff, along with residential students, strives to maintain academically centered, safe, and comfortable living conditions within the residence halls.

Area Coordinators and/or Resident Assistants live in each building to serve residential students. Staff members' major roles include facilitating the development of the residential community, serving as a resource to students, providing support to students who have personal concerns, planning and participating in social and educational events with students, managing administrative tasks, and supporting a safe and comfortable living environment through community adherence to University policy and procedures.



The Office of Student Activities coordinates opportunities outside the classroom for students to learn, grow, and explore their interests socially, culturally, and recreationally. Programs are designed to stimulate meaningful contact among students, administrators, and faculty which supports the intellectual and social growth of students. Student Activities works in conjunction with the Campus Activities Board to bring new events to campus. Movies, speakers, dances, symphony tickets, and entertainers are examples of programs available through this office. All students are enthusiastically invited to participate in campus programs. It is an important part of college life!



Briar Cliff sponsors a wide variety of student organizations. Organization members have many opportunities to develop life skills and participate in activities that make Briar Cliff unique. Most academic departments have student clubs. A detailed listing of student organizations can be found in the Briar Cliff Student Handbook.



Briar Cliff faculty and staff believe that international experiences provide some of the most valuable educational opportunities that students can encounter. The university has sponsored a variety of study-abroad experiences over the years. Past excursions have included China, England, Guatemala, Ireland, and Italy. In addition, students who wish to incorporate other international study opportunities into their college careers may consult with their advisors or the Career Education Office staff to arrange enrollment in classes at foreign universities.



Briar Cliff participates in a government grant which is meant to help students with a need for academic support to be successful in college. Students who meet the guidelines for eligibility can receive any of the following services:

1. Basic Skills - Courses in writing, math, reading and college transition are available.
2. Tutoring - Available in most 100- and 200-level term courses. This service is meant to help students who are experiencing academic difficulty to become independent learners.
3. Career/Academic/Financial Aid Counseling - Students who need help choosing a major, working with the academic system or who are experiencing financial difficulties may get help from the Student Support Services Office.
4. Mentoring - Students with definite career goals might profit from a mentor who can direct their preparation or provide experiences that will enable them to be realistic about their goal.
5. Financial Aid Grants - Some money is available to supplement the financial aid package for eligible first-year students and sophomores.



The Briar Cliff University Writing and Translation Center is a place for all students to strengthen their academic development by building competency in the writing process. The Writing Center assists students in developing their ability to write college-appropriate papers of various kinds across the curriculum. Writing Center mentors offer one-on-one peer collaboration during all stages of the writing process – from invention

strategies to drafting, organizing, editing, and revising. The Writing and Translation Center offers one-on-one mentoring, workshops, and various computer-based tutorials.

The Center is a place for students to engage and collaborate with their peers and to develop the skills to write effectively in their personal and professional lives. It supports Briar Cliff's community of writers by empowering those we serve to think critically and to write articulately as part of an ongoing process of self-awareness and self-expression. The Center offers assistance for students in Spanish Translation courses, helping them with grammar, reading, speaking, and writing in Spanish.

Calendar of Briar Cliff

Calendar of Briar Cliff

The calendar of Briar Cliff is organized in three semesters, Summer, Fall, and Spring. All Briar Cliff credits are recorded in semester hours with a normal student load of 15 to 18 hours per semester.

Calendar of Briar Cliff

Nine or more credits are considered full-time enrollment for graduate students.

Calendar of Briar Cliff

Twelve to 18 credit hours is considered full-time enrollment for undergraduate students. A student registered for twelve or more hours must have been accepted for full-time status by the Office of Admissions. Part-time status applies to those students registered for eleven or fewer semester hours.

Transfer students may register for no more than 17 credit hours in the first semester. Students who wish to register for more than 18 credit hours must have the written approval of the Provost *prior to* their registration.

With the normal academic load of 15 credit hours per semester, the following student classification applies:

Number of Semester Hours Earned	Classification
0-29	First-year student
30-59.....	Sophomore
60-89	Junior
90+	Senior

Calendar of Briar Cliff

Briar Cliff University is committed to creating a learning environment that meets the needs of its diverse student body. If students anticipate or experience barriers to learning in their coursework, they should speak with their instructor. Students should review our policies and procedures regarding accessibility services at <https://www.briarcliff.edu/current-chargers/get-involved/student-support-services/student-accessibility>. Those with a disability or who believe they may have a disability are encouraged to reach out to the Coordinator of Accessibility Services at accessibility@briarcliff.edu to request official accommodations. Documentation of disability is required. Documentation must be obtained from a primary care provider outside of Briar Cliff University. Accommodations are not provided retroactively.

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Students may add or drop classes in their schedules with the help of faculty advisors. Classes may be added or dropped without requiring advisor or instructor permission within the first two days of the semester only. During the next three days, courses may be added and dropped by picking up a Change in Registration form from the Office of the Registrar or contacting your advisor for the form. After the first week, however, only the Registrar's Office may change a student's schedule.

Students must have written instructor approval before adding a class after the first two days of a semester. Once the signed approval form is returned to the Registrar's Office, the course will be added to the student's schedule. Dropping a course during this period will be completed in the Registrar's Office. Students may withdraw from classes through the "last day to withdraw" date, usually at the end of the 10th week of the semester. To withdraw from classes, students need written consent both from their faculty advisor and the instructor of the class from which they wish to withdraw, and the last date of attendance or class participation. When the deadline for withdrawing from a course has expired, students may withdraw but will receive a grade of 'WP' for withdrawal while passing or 'WF' for withdrawal while failing. 'WP' grades do not impact cumulative GPA. 'WF' grades are calculated into cumulative GPA in the same way as an 'F' grade.

Withdrawing from a course that is not the entire length of the semester will switch at the 70% mark in the course duration.

Financial aid will NOT be adjusted after the first week of the semester regardless of changes in registration. (See the Financial Aid section beginning on page 20)

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Briar Cliff University reserves the right to withdraw any student from classes at any time during the semester or term for reasons such as (but not limited to):

- Disruptive behavior.
- Not attending class or participating online for 2 consecutive calendar weeks.
- Unable or unwilling to initiate the withdrawal due to extraordinary circumstances such as serious illness, injury, accident, etc.
- Lack of course prerequisite(s).
- Lack of instructor or departmental approval for a course.
- Persistent or egregious academic dishonesty.
- Failure to meet financial obligations by established payment deadlines.

Once registered, the student retains responsibility and financial liability for all registered courses. Tuition refunds will not be granted when students are withdrawn by the institution for cause.

Steps:

1. Faculty, administrators, or staff will gather the documentation to support the withdrawal.
2. They will give the documentation to the Registrar.
3. The Registrar will verify and get approval from the Provost to authorize the administrative withdrawal.
4. The Registrar will withdraw a student (if an individual class) or ask the Provost to initiate an official withdrawal form (if a complete withdrawal). The Provost will notify the Registrar, Student Accounts, Financial Aid, and Residence Life, to communicate that a student is withdrawing (if a complete withdrawal).

as well as attest any written comments made by the Course Instructor in the appeal denial letter. Discontent with the outcome of the initial appeal does not constitute grounds for an additional appeal. If the Course Instructor/Director is also the Department Chair, the appeal goes directly to the Provost, as noted in step 5.

4. The Department Chair has 2 business days from the receipt of the written appeal to make a decision. If appropriate, the Department Chair must notify the Course Instructor to make the grade change in Brightspace and submit a change of grade form to the Registrar. The Department Chair must also provide the student, Course Instructor, and the Provost a written explanation for the decision.
5. If the student is not content with the decision of the Department Chair, within 2 business days of receiving the written decision from the Department Chair, the student may appeal the grade to the Provost. The appeal should include a copy of the course syllabus, grounded rationale for the appeal, and what grade the student feels they deserve, as well as attest any written comments made by the Course Instructor and/or Department Chair in the appeal denial letters. Discontent with the outcome of the initial appeal does not constitute adequate grounds for an additional appeal.
6. The Provost has 2 business days from the receipt of the written appeal to make a decision. If appropriate, the Provost must notify the Course Instructor to make the grade change in Brightspace and submit a change of grade form to the Registrar. The Provost must also provide the student, Department Chair, and Course Instructor a written explanation for the decision. The decision of the Provost is final.



Briar Cliff is committed to the intellectual development and academic success of its students. Admission to the university, however, does not imply that all entering students are equally prepared to learn. Students who might lack one or more of the basic skills which are ordinarily developed during secondary school years will be required to seek course work that can generate skills needed to pass university courses.

All incoming students seeking a Briar Cliff degree will be placed in an appropriate mathematics course. These placements are based on scores on the ACT or its equivalent, or on the basis of an assessment given on the first day of the term.

For students who submit ACT or SAT test scores, placement is based on the following:

Math ACT	Math SAT	Recommendations
Less than 20	Less than 530	Math 0010: Basic Algebra or Math SS8: Intro to Statistics (for TRIO eligible students only)
21-25	530-590	Math 105, 111, 118, or 200
Greater than 25	Greater than 590	Math 217 or Math 225

Students who do not submit ACT or SAT scores should enroll in Math 0010: Basic Algebra. All students enrolled in MATH 0010, MATH SS8, or MATH SS10 are given an assessment on the first day of class to ensure proper course placement. Students may also request an alternative assessment prior to registration.



Regular and punctual attendance at all scheduled classes is an expectation of Briar Cliff University and is essential to student success. Absence from class for whatever reason does not relieve students of their responsibility to meet all course competencies and deadlines. If an absence is foreseeable, students should

contact the faculty member as soon as they are aware of the conflict. In the case of an unforeseeable absence, students should notify their instructors and provide any required supporting documentation as soon as reasonably possible (if requested). Regardless of the reason for the absence, students are responsible for arranging with instructors to make up missed work in a timely manner.

This policy defines an institutionally excused absence from class. Individual instructors may establish additional attendance requirements, which must be clearly stated in the course syllabus as part of their attendance policy.

A University-excused absence is an absence resulting from participation in a University-sponsored activity or event, including but not limited to intercollegiate athletics, official University travel, academic activities, or activities completed as part of a course assignment or recognized student organization. Jury duty and required military service, including military training and deployment obligations, are also considered University-excused absences. To qualify as excused, the student must disclose the absence in advance through established University procedures. In the case of a University-excused absence, faculty members have a responsibility to work with students to allow them to make up the material they missed in a timely manner. Students must adhere to the timeline agreed upon by both the faculty member and the student.

In the circumstance in which students have competing responsibilities (e.g., an exam in one class and a field trip in another class), the student should NEVER be expected to be placed in the middle of such a difficult decision. In such a case, the two faculty members (or faculty member and coach, etc.) should communicate and work out the issue to create the least amount of stress for the student. This does not absolve the student of the responsibility of notifying their faculty or coaches of requirements; it merely removes them from potential power dynamics that they are not in a position to navigate.

Other absences not described above may also be considered excused at the discretion of the instructor or appropriate University official and should be disclosed clearly in the syllabus.

In accordance with federal attendance reporting requirements, attendance will be verified at the end of the first week of classes, and students who miss two consecutive weeks of class may be subject to administrative withdrawal.



All Briar Cliff University courses must adhere to the federal credit hour standard. The Federal definition states that "[a] credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than:

- One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks;
- Or at least an equivalent amount of work as required in the point above for other activities as established by an institution, including laboratory work, internships, practicum, studio work and other academic work leading toward the awarding of credit hours."



The institutionally established equivalencies to the Federal definition of the credit hour at Briar Cliff University are below. These standards apply to both undergraduate and graduate courses regardless of delivery method.

For each semester hour of credit, classes must have 42.5 hours of class-related work. This number of hours is derived based on the following calculation:

50 minutes of classroom time x 15 weeks = 750 minutes total contact time
 120 minutes outside work x 15 weeks = 1800 minutes total outside work
 750 + 1800 minutes = 2,550 minutes total engagement of the student in the course

2,550 minutes = 42.5 hours or 8.5 hours per day for 5 days for 1 semester hour of credit.

The distribution between in-class and out-of-class contact time is flexible as long as the total engagement is 42.5 hours of engagement per credit hour.

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The Office of the Provost reviews the grades of students at the close of each semester. To be named to the "Dean's List" full-time and part-time students who complete six or more credits in a semester must earn a semester grade point average of 3.50 or above.

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Directory information includes information that can be publicly released without needing to seek the student's consent. Information considered to be directory information at Briar Cliff University includes: name, campus address, campus telephone listing, permanent address, permanent telephone, electronic mail address, parents' name(s), religious affiliation, high school attended, photograph, date and place of birth, major field of study, dates of attendance, grade level, enrollment status (*e.g.*, undergraduate or graduate student, full-time or part-time), participation in officially recognized activities and sports, weight and height of members of athletic teams, and degrees, honors (*e.g.*, Dean's List) and awards received. Students may request to withhold student directory information by completing a form in the Registrar's Office.

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The Family Education Rights and Privacy Act of 1974 gives students in post-secondary institutions the right to inspect records, files, documents and other materials which contain information directly related to them. The law specifically denies access to such confidential records to all other parties without the written consent of the student, except under limited and specific circumstances. Briar Cliff fully complies with federal law on student records. A complete statement of the Family Educational Rights and Privacy Act of 1974 is available in the Office of the Registrar.

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Grades are issued at the end of each semester and are available to the student via ChargerStable. Students may also obtain a copy of their grades from the Office of the Registrar. To receive a printed copy of grades, a student must submit a written request to the Office of the Registrar. The quality of the student's work is indicated by the following grades and grading rubrics:

GRADE	SUBJECT MATTER	INSIGHT & UNDERSTANDING	EXPRESSION
A = 4.00	Superiority marked by an extremely high level of independence, scholarship, other research, analysis or performance	Extraordinary command of interrelationships within the subject and extremely high level of originality and/or creativity in approaching problems	An extremely high-level proficiency in oral, written or expression
A- = 3.67	Excellent level of independence, scholarship, research, analysis or performance	Excellent command of interrelationships within the subject and an excellent level of	Excellent level of proficiency in oral, written or other expression

		originality in approaching problems	
B+ = 3.33	High level of independence, scholarship, research, analysis or performance	Command of interrelationships within the subject and a high level of originality in approaching problems expression	High level of proficiency in oral, written or other
B = 3.00	Very good knowledge of subject matter and a good manifestation of the ability to work independently; demonstrates good scholarship, research, analysis or performance	Very good understanding of the fundamentals and their interrelationships; originality and insight in approaching problems	Very good level of proficiency in oral, written or other expression
B- = 2.67	Good knowledge of subject matter and a manifestation of the ability to work independently; demonstrates scholarship, research, analysis or performance	A good understanding of the fundamentals and their interrelationships; originality and insight in approaching problems	A good proficiency oral, written or other expression
C+ = 2.33	Knowledge of most subject matter and a manifestation of the ability to work independently; demonstrates some scholarship, research, analysis or performance	An understanding of most of the fundamentals and their interrelationships; some originality and insight in approaching problems	Mostly proficient in oral, written or other expression
C = 2.00	Basic knowledge of course content; satisfactory completion of course requirements; demonstrates somewhat uneven scholarship, research, analysis or performance	Basic understanding of fundamental principles and an ability to apply them	Basic level of proficiency in oral, written or other expression
C- = 1.67	Basic, though incomplete, knowledge of course content; uneven scholarship, research analysis, or performance	Basic, though incomplete, understanding of fundamental principles and an ability to apply them	Uneven proficiency in oral, written, or other expression

D+ = 1.33	Minimal knowledge of course content; significant course requirements not met; demonstrates very little scholarship, research, analysis or performance	Minimal understanding of fundamental principles and a scant ability to apply them	Minimal proficiency in oral, written or other expression
D = 1.00	Demonstrates minimum knowledge of course content; overwhelming amount of course requirement not met; demonstrates almost no scholarship, research, analysis or performance	Demonstrates almost no understanding of fundamental principles or ability to apply them	Demonstrates a deficiency in oral, written or other expression
F = 0.00	Course requirements not met; demonstrates no scholarship, research, analysis or performance	Failure to demonstrate understanding of principles and/or ability to apply them	Failure in oral, written or other expression

I Incomplete
 N Delayed grade
 P Passing
 W Withdrawal
 WP Withdrawal Passing
 WF Withdrawal Failing
 X Audit



A grade of Incomplete should be recorded only for unusual and mitigating circumstances that occur near the end of a term. They should only be given for a student who has done satisfactory work up to that point and when the student has a small amount (*e.g.*, 10 – 20%) of work to finish. However, a grade of Incomplete also may be extended to a graduate student engaged in a project that cannot be completed during the term of a course.

In the case when an Incomplete grade is given in a prerequisite course in one term, and the student is registered for the next course in a subsequent term, the instructor and student should do everything possible to ensure that the student's work is completed and the Incomplete is lifted prior to the start of the next term. If the required work is not completed, the student may remain in the next course *only* with the permission of the next course's instructor (and that instructor's decision is final). Additionally, consecutive internships cannot be approved until Incompletes are assigned a grade. Before the start of a term, the Registrar will identify students who have an Incomplete grade in a prerequisite course and is registered for the next course, or who is signed up for a consecutive internship opportunity, so an appropriate determination may be made.

The Incomplete Submission Form must be completed with all signatures before a grade of Incomplete is recorded by the Registrar. A grade of Incomplete must be accompanied by a designated date for completion recorded on the Incomplete Submission Form. Typically, this date should not be later than the first day of the subsequent term and is determined by the instructor and student. This date may be extended once with the

permission of the Provost. In all circumstances, the Incomplete must be resolved no later than one year from the end of the term in which the Incomplete grade was given.

When a grade of Incomplete is not changed to a final grade by the designated date, the instructor will be notified by the Registrar and the grade will convert to the grade identified by the instructor on the Submission Form. Any exceptions to this must be approved by the Provost.

The Incomplete 'I' grade is not to be confused with a grade of 'N,' or "No Record." This marker is given by the Registrar when all student work is completed, and the faculty member is in exceptional situations unable to submit their final grades in a timely manner. The 'N' grade allows the Registrar to continue to certify grades and complete end-of-term requirements without affecting students' transcripts.



The mark "W" signifies withdrawal from a course and is given when a student officially withdraws from a course in the Office of the Registrar. After the end of the tenth week, students may withdraw from a course, but the designation is either "Withdraw passing" or "Withdraw failing". The WP designation is treated the same way as a W in the calculation of grade-point averages. However, the WF designation is treated the same way as the F in calculating grade-point averages. Students may withdraw from courses through the final day of instruction of the term. For classes that are abbreviated in duration, the withdrawal deadline is the 70% mark in the class.

The mark "X" signifies that a student has audited a class. No credit is earned when a class is audited. Students should check with faculty members before registering to audit a class in order to determine the expectation a faculty member may have of an auditing student. Full-time students may audit a course without additional charge. A student must register to audit prior to attending the course.

A student may repeat a course at any time. The transcript will record all courses taken; however, only the higher grade will be used in computing the GPA. Application for repetition of a course must be made in the Office of the Registrar to ensure correct grade recording. Departments may limit the application of this policy as it relates to courses in the student's major program.



Any course in which a student receives a grade below a "C-" must be retaken at the student's expense. With permission, students may repeat one graduate course in which a "D+," "D," or "F" was earned. Upon failing a second graduate course or failing a graduate course twice, the student is dismissed from the program. A student who needs to retake a failed course may be enrolled in the course on a space-available basis. The course may be taken at another college or university, up to a total of 9 transferable credits, but the course should be approved for the appropriateness of the transferability by the program director prior to enrolling in the course. Specific programs may have additional grade requirements for core, specialty, and clinical courses.



Undergraduate students at Briar Cliff University may, under certain circumstances, take graduate-level courses for both undergraduate and graduate credit. The circumstances are as follows:

1. Students admitted into an approved accelerated graduate degree program may take up to 12 hours of graduate-level courses to be counted for both the undergraduate and graduate degrees. Before enrolling in the course(s), students must be accepted into the accelerated program.

- Undergraduate students who have achieved senior standing (completed at least 90 credits) may receive permission to take up to 6 hours of graduate-level credits without being admitted into the specific graduate program.

The following guidelines must be met for a degree-seeking undergraduate student to take courses for graduate credit:

- 3.0 cumulative grade point average on all undergraduate work
- Senior standing
- Completion of the Graduate Course Permission Form, which includes approval from the Graduate Program Director, Department Chair, and Provost.
- For students who are pursuing a combined Bachelor's/Master's program, a maximum of 12 graduate-level credits may be taken as an undergraduate and applied towards the graduate degree.

Undergraduate students must be aware that additional fees may be applied to graduate-level courses taken during progression in an undergraduate program. Approval to enroll in a graduate-level course does not guarantee that the course will transfer into other graduate programs.

Latin Honors

In recognition of superior academic performance, the following Latin honors are awarded at graduation to students with the cumulative grade point average indicated below:

Summa cum laude	3.90-4.00
Magna cum laude	3.80-3.89
Cum laude	3.70-3.79

Valedictorian and Salutatorian status will be determined in the following manner:

- First-pass screening: The valedictorian and salutatorian will be the graduating students who hold the two highest grade point averages, respectfully, from those students who have completed a minimum of 50 credit hours at Briar Cliff by the end of Fall semester in the year they will graduate. No more than nine (9) of those credit hours may have been taken pass/fail.
- In cases of ties among students identified in the first screening, additional criteria will be employed. Students with the most BCU courses will prevail. If ties still remain, they shall be broken by considering which student has the greatest number of upper-division BCU courses.

Human Subjects Research

Various graduate and undergraduate students may be required to participate in research involving human subjects, and faculty members are encouraged to make learning opportunities in research or service available to students outside of class. The student's involvement must be clearly outlined prior to the student being involved. Proposals should be submitted to the student's primary project advisor by a designated date. If human subjects are involved in the project, the application must be sent to the Institutional Review Board for approval. Data collection using human subjects cannot be initiated until approval from the Board has been received *in writing*. The project advisor will also help the student determine whether other approvals are necessary before data collection begins.

Students who participate in any research involving human subjects are required to successfully complete a university or program approved training and obtain informed consent from individuals (or their guardians) who participate as subjects in research.

Academic Integrity

What is Academic Integrity?

Briar Cliff University strives to create an environment in which the dignity of each person is recognized. Accordingly, integrity in relationships and work is supported and rewarded, and honesty in academic matters is expected of all students. Actions which are contrary to the spirit of academic integrity will not be tolerated. Any attempt to misrepresent someone else's work as one's own (including generative artificial intelligence), receive credit for assignments one did not do, obtain an unfair advantage over other students in the completion of work, or aid another student to do the above will be considered a breach of academic integrity. These include but are not limited to:

- obtaining, disseminating or using unauthorized materials, including generative artificial intelligence for the completion of an examination, paper or assignment.
- unauthorized collusion with another student in completing an assignment.
- submitting as one's own the work of another student, generative artificial intelligence, or allowing one's work to be submitted for credit by another;
- copying from another student's paper or allowing one's paper to be copied.
- computer theft which includes unauthorized duplication of software, unauthorized access into accounts other than one's own and the use of university resources (computer facilities, networks, software, etc.) for financial gain; and
- Plagiarism: presenting another's ideas, words, or work as one's own without proper attribution.

Plagiarism includes but is not limited to:

- Direct copying of text from another source without citation.
- Paraphrasing another's work without giving credit.
- Submitting AI-generated content as one's own.
- Using AI to translate text and present it as original work.
- Using AI to paraphrase or rewrite content without proper attribution.
- Improper use of sources, including failure to cite or misrepresent sources.

What is Plagiarism?

Plagiarism involves borrowing another speaker's or writer's words, ideas, or arrangement of ideas without giving credit to the source of those words, ideas, or arrangements (Duff, Rogers, & Harris, 2006; Mundava & Chaudhuri, 2007). Plagiarism can be major or minor. Major plagiarism is considered cheating; when one deliberately copies another person's words or ideas without acknowledgment in an attempt to deceive the assessor and gain advantage by doing so (Wilkinson 2009; Park, Park, & Jang, 2013). Minor plagiarism might occur due to naivety or lack of knowledge. For a more detailed explanation of what constitutes plagiarism and how to avoid it, the student is referred to *The Little Brown Handbook*, which is available in the Bishop Mueller Library. Minor plagiarism is usually due to improper citation of reference sources. The best way to avoid this is to learn how to cite sources correctly. A properly cited reference allows the reader to retrieve your reference to learn more about the content of the reference. Being naïve or unfamiliar with proper formatting does not excuse unintentional plagiarism.

Self-plagiarism (also referred to as *recycling fraud*) “refers to the practice of presenting one's own previously published work as though it were new” (APA, 2010, p. 170). It is important to know how to cite one's previous work in order to prevent this breach of academic integrity. Examples of plagiarism include

- Using a direct quote from a source without both putting it in quotation marks and providing appropriate documentation

- Submitting direct quotes as a paraphrase
- Changing only a few words in a quote and using it as a paraphrase
- Using a direct quote from a source without giving credit to the source
- Paraphrasing a source without giving credit to the source
- Presenting any ideas of others (obtained via the internet, through publications, speeches, etc.) as your own
- Downloading and submitting work from electronic databases without proper citation
- Copying from another's exam, homework, or lab work
- Submitting a paper or coursework you had previously submitted for a class (at Briar Cliff or elsewhere) without the knowledge and approval of the instructor
- Participating in group activity where plagiarized materials are discovered
- Giving permission to another student to use one of your papers as their own
- Willfully fabricate quotations or resources.

Academic Integrity Policy

Students are expected to submit work that reflects their own understanding, skills, and intellectual efforts. While AI tools can assist in learning, they must not replace original thought, research, or analysis in assignments. Individual courses designate specific AI usage requirements as outlined in the course syllabus. Students are responsible for familiarizing themselves with these requirements and adhering to them. Students are encouraged to explore AI tools to enhance their learning experience, but the use of AI-generated content must be clearly disclosed and strictly adhere to the course-specific requirements provided by the instructor. Depending on the course, AI may be used for tasks such as brainstorming or outlining, but any AI involvement must be clearly disclosed, ensuring transparency in the student's work. Misuse of AI, failure to follow the instructor's specific AI policy, and failure to disclose AI usage will be treated as a violation of academic integrity and subject to disciplinary action.

The following principles will apply:

- **Disclosure:** Any use of AI tools in assignments must be disclosed, including the specific tools used and the extent of their contribution to the final work.
- **Permitted Use:** AI tools may be used as designated by the course instructor. Each course will designate a policy for AI use and include this policy in the course syllabus. Students are obliged to adhere to the course policy in order to use AI responsibly. When AI tools are permitted, AI-generated content without proper citation will be considered a violation of this policy.
- **Prohibited Use:** AI tools should not be used for any exams or assessments unless explicitly permitted by the instructor.

AI Usage Policy

If an instructor suspects that a student has used AI to complete assignments without disclosure, the following steps will be taken:

1. **Initial Review:** The instructor will carefully review the assignment in question considering factors such as writing style, originality, and any inconsistencies that might suggest AI assistance.
2. **AI Detection Software:** The instructor may utilize AI detection software (e.g., Turnitin, online AI detector tools, etc.) to analyze the assignment for potential AI-generated content. The results of this analysis will be considered alongside other factors and interpreted cautiously, recognizing the limitations of such tools.
3. **Student Consultation:** The instructor will communicate with the student to discuss their process for completing the assignment. This discussion will focus on understanding the student's approach,

sources used, and any potential use of AI tools. The goal is to gather information and provide the student an opportunity to explain their work.

4. Evidence Gathering: If concerns about AI-based plagiarism persist, the instructor may gather additional evidence, such as:
 - a. Examining the student's previous work for inconsistencies in writing style or quality.
 - b. Reviewing the assignment's metadata or digital history for potential traces of AI usage.
 - c. Consulting with other faculty or academic support staff who may have expertise in AI detection or academic integrity.
5. Determination and Action: Based on the available evidence and the student's explanation, the instructor will determine whether AI-based plagiarism has occurred.
 - a. If plagiarism is confirmed, disciplinary action will be taken in accordance with the University's academic integrity policies. This may include assignment failure, course failure, suspension, or other sanctions as deemed appropriate.
 - b. If there is insufficient evidence to confirm plagiarism, the instructor will provide feedback to the student and may offer guidance on the appropriate use of AI tools in academic work.

Throughout this process the University will uphold principles of fairness, transparency, and due process, ensuring that students are treated equitably and given opportunities to respond to allegations of AI-based plagiarism.



The penalties for academic integrity violations range depending on the severity and frequency of the violation.

Minor Violation

For minor violations involving academic integrity, the penalty will be determined by the course instructor in consultation with the Office of Academic and Student Affairs, in line with Briar Cliff University's academic integrity policy. Penalties may vary depending on the severity, frequency, and/or extent of the violation. Possible outcomes include:

- Assignment Failure: The student may receive a failing grade (zero) on the assignment in question. The severity of the penalty may depend on the amount of unoriginal content and whether the student demonstrates an understanding of proper citation practices.
- Mandatory Resubmission: In some cases, the instructor may allow the student to resubmit the assignment after addressing the violation, though this will come with a significant grade penalty (e.g., a reduction of the final grade by a certain percentage).
- Educational Sanctions: The instructor may require the student to complete additional educational components, such as attending a workshop on academic integrity or writing a reflection on the importance of original work and proper citation practices.
- Warning: A formal warning may be issued, indicating that any subsequent violation will result in more severe penalties, including failure of the course or dismissal from the university.

Instructors must report all instances of academic integrity violations to the Academic and Student Affairs Office, which will document the offense in the student's academic record. This documentation ensures that if further violations occur, appropriate action can be taken, leading to progressively more severe penalties.

Major Violation

For major violations involving academic integrity, the penalty will be determined by the course instructor and the Office of Academic and Student Affairs, in line with Briar Cliff University's academic integrity policy. Penalties

will be more severe to reflect the severity, frequency, and/or extent of the violation. The following actions may be taken, based on the instructor's assessment and as determined by the Office of Academic and Student Affairs:

- **Automatic Failure of the Course:** The student may receive an automatic failing grade ("F") for the entire course. This is typically enforced when the violation is significant or shows a clear pattern of academic dishonesty.
- **Disciplinary Probation:** The student may be placed on academic or disciplinary probation, which means they are no longer in good academic standing. This can limit participation in extracurricular activities, leadership positions, and could impact scholarships or financial aid eligibility.
- **Mandatory Academic Integrity Training:** The student may be required to complete a formal academic integrity workshop or module, aimed at addressing the behavior and reinforcing the importance of original work. Failure to complete this may lead to further sanctions.
- **Suspension from the University:** Depending on the severity of the violation, the student may face suspension from the University for a defined period, during which they will not be able to attend classes or participate in University activities. This period allows the student time to reflect on their academic conduct before returning to complete their studies.
- **Permanent Record Documentation:** The second offense will be documented in the student's academic file, and this record may be used if any further violations occur, potentially leading to dismissal from the University.

Students may appeal decisions based on grievance/appeal procedures outlined in the student handbook.



In all cases of alleged academic dishonesty, the faculty member shall, in writing, notify the student of the specific charges and circumstances and a copy of the notice shall be sent to the chairperson of the department in which the course is offered and Vice President for Academic Affairs. The burden of proof resides with the instructor. The instructor must provide documentation of the assignment instruction as well as clear identification of the integrity breach. If the student wishes to deny the allegations or appeal the penalty, he/she must, within 10 working days of notification, file with the department chairperson a written intent to appeal. After the 10 days have elapsed, the student forfeits his/her right to appeal. This appeal must contain clear documentation as to how the student followed the appropriate citation and integrity guidelines including ambiguity in assignment instruction. If the instructor is the chairperson of the division or department, the appeal shall be directed to the Vice President for Academic Affairs. The person to whom the appeal is made will weigh the documentable evidence presented by both parties and determined if an oral hearing. The arbitrator will provide documented adjudication to both parties within one business day of receiving the documented appeal by the student. The person to whom the appeal is made will weigh the evidence presented (in writing or at an oral hearing) by both the student and the instructor and make a judgment. If the matter is not resolved to the satisfaction of the student, faculty member, or supervisor, the appeal process will continue to the Vice President for Academic Affairs, whose decision will be final. If this is a second offense, the student may appeal the VPAA's decision to the Appeal Board, whose decision will be final.

All material and information relative to any violation of academic integrity shall be kept by the Vice President for Academic Affairs in a special file during the period in which the student is enrolled at Briar Cliff University, serving only as a statement of record if the student is subsequently charged with a violation of academic integrity. In case of a successful appeal, the file will be destroyed if the student is found not guilty of the offense. If the student is found guilty, the file remains until the student's graduation from Briar Cliff University or three years after the student's last date of enrollment.

Note: The following includes transfer credit hours. Transfer students must complete a minimum of 15 credit hours at Briar Cliff University before these criteria apply.

- 1.50 upon attempting 70 credit hours
- 1.75 upon attempting 80 credit hours
- 2.00 after attempting 90 or more credit hours

Any student receiving a grade point average less than 1.00 in any term is subject to academic review and/or dismissal.

A student who is subject to academic dismissal may appeal his or her dismissal to the Provost. Any student who is academically dismissed may return to the university after one academic year (2 terms, not counting summer). Those who choose to return must show evidence of the likelihood of academic success. Upon readmission to the university, they may resume their study on a full-time basis and may apply for financial aid.

Students must maintain a cumulative GPA of at least a 3.0 for progression within a program. If a cumulative GPA falls below a 3.0, the student will be placed on academic probation for the following semester. A student who obtains a semester GPA of at least a 3.0 during a probationary semester, but fails to achieve a cumulative GPA of at least a 3.0, may continue in the Program, but will remain on academic probation until at least a 3.0 cumulative GPA is obtained. While on probation, if both the semester and cumulative GPAs are below a 3.0 at the end of a probationary semester, the student may be dismissed from the program. Students must have a cumulative GPA of at least a 3.0 in order to graduate. Graduate programs may have other requirements for progression based on their specific needs.

Students must maintain a cumulative GPA of at least a 3.0 for progression within a program. If a cumulative GPA falls below a 3.0, the student will be placed on academic probation for the following semester. A student who obtains a semester GPA of at least a 3.0 during a probationary semester, but fails to achieve a cumulative GPA of at least a 3.0, may continue in the Program, but will remain on academic probation until at least a 3.0 cumulative GPA is obtained. While on probation, if both the semester and cumulative GPAs are below a 3.0 at the end of a probationary semester, the student may be dismissed from the program. Students must have a cumulative GPA of at least a 3.0 in order to graduate. Graduate programs may have other requirements for progression based on their specific needs.

• $\frac{3}{4}$ of the courses attempted must be successful to maintain a cumulative GPA of at least a 3.0.

All courses taken appear on the student's academic record, but when a course is repeated, only the most recent grade is calculated into the cumulative GPA. Students may repeat one failed graduate course with permission. Upon failing a second graduate course or failing a graduate course twice, the student is dismissed from the program. A student who needs to retake a failed course is re-enrolled in the course on a space-available basis.

• $\frac{3}{4}$ of the courses attempted must be successful to maintain a cumulative GPA of at least a 3.0. If a student fails a course, they must retake it within the same semester to maintain a cumulative GPA of at least a 3.0.

Briar Cliff University allows students who have not attended the university for five or more years to elect to suppress their previous Briar Cliff academic record. The student resumes study with a blank academic record. Prior undergraduate grades and semester credit hours will be disregarded in calculating the credits and grade point average for graduation.

This policy applies under the following conditions:

1. A student has not received credit for college-level courses from another higher education institution during the five or more years previous to the term for which he/she wishes to enroll.
2. In evaluating admission credentials of students applying for credit readmission, all work completed prior to the five-year period specified above may be disregarded and credit withheld.
3. Requests for resumption of study with a suppressed academic record will be considered through the Office of the Registrar.

Withdrawing from Briar Cliff University

Students who are considering withdrawing from Briar Cliff University are asked to see the Associate Provost of Student Success and Life. Once a decision is made to withdraw from the university, an official form needs to be completed. Especially important to students is a formal exit interview with their Compass Success Navigator and the Financial Aid Office in order to prevent problems in applying for state or federal financial aid at another institution.

Academic Department Credit

Each academic department may accept course work in a major; therefore, a student wishing to receive credit from any method discussed below should do so after consultation with the chairperson of the department concerned. Students may receive no more than 45 combined credits for any of these options. Before a student's last 30 credit hours, all students who are currently enrolled at Briar Cliff are expected to take courses that meet major, minor, and general education requirements at Briar Cliff.

If because of scheduling limitations (The term "scheduling limitations" does not mean a course is not offered when a student wants to take the course. It means that failure to take the class at that time would result in a student having to delay his or her graduation date as a result of the class not being offered. If the course can be taken at a later time without delaying the progress of the student, the student must take the course at that time.), Briar Cliff does not offer a course required for the student's major, minor, or general education requirements, students are expected first to take an online class from Acadeum, a course-sharing Consortium that has been approved as equivalent to the desired Briar Cliff course.

If because of scheduling limitations, Credit by Exam is an option. Credit earned by examination is not used in computing grade point averages. However, credit earned does become part of your official record and may be applied toward graduation requirements. Departmental examinations are offered by many of Briar Cliff University's academic departments to allow students to earn credit in specific courses. These exams are offered at the beginning of each semester, and they are administered by the department in person on campus.

There is an associated departmental exam fee and administration fee. A student may only take a given examination once.

Advanced Placement

Students scoring four or above on an advanced placement exam are given advanced placement credit. A \$25 per credit hour fee is charged to have the advanced placement credits recorded on the student's permanent academic record. Students should arrange to have their AP transcripts sent directly from the College Board to the Registrar's Office at Registrar@briarcliff.edu or at 3303 Rebecca St, Sioux City, IA 51104. The list of course equivalencies may be found below:

AP Examination	Min. Score	Credit Awarded
Art History	3 or 4	3 credits – ART 115

AP Examination	Min. Score	Credit Awarded
Biology	4	4 credits – BIO 151
Calculus AB	4	4 credits – MATH 217
Calculus BC	4	4 credits – MATH 218
Chemistry	4	4 credits – CHEM 111
Chinese Language & Culture	3	3 credits – elective credit
Computer Science A	4	3 credits – CSCI 201
Computer Science Principles	4	3 credits – CSCI 100
Economics: Macro	4	3 credits – ECON 211
Economics: Micro	4	3 credits – ECON 210
English Language & Composition	3	3 credits – WRTG 131
English Literature & Composition	3	3 credits – ENGL 110
Environmental Science	4	4 credits – ESCI 110
European History	3	3 credits – elective credit
French Language & Culture	3	3 credits – elective credit
German Language & Culture	3	3 credits – elective credit
Government & Politics: Comparative	3	3 credits – PSCI 284
Government & Politics: U.S.	3	3 credits – PSCI 101
Human Geography	3	3 credits – elective credit
Italian Language & Culture	3	3 credits – elective credit
Japanese Language & Culture	3	3 credits – elective credit

AP Examination	Min. Score	Credit Awarded
Latin	3	3 credits – elective credit
Music Theory	3	3 credits – MUSI 114
Physics 1: Algebra-Based	4	4 credits – PHYS 121
Physics 2: Algebra-Based	4	4 credits – PHYS 122
Physics C: Electricity & Magnetism	4	4 credits – elective credit
Physics C: Mechanics	4	4 credits – elective credit
Psychology	4	3 credits – PSYC 110
Research	3	3 credits – elective credit
Seminar	3	3 credits – elective credit
Spanish Language & Culture	3	3 credits – SPAN 205B
Spanish Literature & Culture	3	3 credits – SPAN 240
Statistics	4	3 credits – MATH 200
Studio Art: 2-D Design	3	3 credits – ART 111
Studio Art: 3-D Design	3	3 credits – elective credit
Studio Art: Drawing	3	3 credits – ART 110
U.S. History	3	3 credits – HIS 231
World History: Modern	3	3 credits – HIS 110



Students have the ability to register for a curated selection of online classes through Acadeum, a course sharing platform made up of independent colleges and universities similar to Briar Cliff University. These courses are vetted by Briar Cliff University's academic departments to ensure that course learning outcomes closely match Briar Cliff University learning outcomes. These courses are available as a means for a student to

education foundations. The use of such credits in majors or minors will be determined in consultation with the appropriate department chairperson.

Transcripts are forwarded from the IB office if students have authorized the release of these results to Briar Cliff University. If a student prefers to personally request a transcript, please direct it to the Registrar at Briar Cliff University, 3303 Rebecca Street, Sioux City, IA 51104.

As with any transcript, you must request it in writing (by mail, fax or e-mail), use the full name under which you originally registered, provide your seven-digit IB candidate code, give the name of the IB high school you attended; and include your month and year of graduation, and your date of birth.



Approval for courses to be taken from another institution during a regular term or summer session must be secured in advance from the Registrar for general education courses, or the department chair for major specific courses. Transfer courses may not be part of the last 30 credits completed. An exception will be made for courses taken through Acadeum and TEL.

7. Bachelor's Degree Requirements

A candidate for a bachelor degree must meet the following requirements:

1. Complete a minimum of 120 credit hours. Developmental courses may count toward graduation.
2. Maintain a cumulative grade point average of at least 2.0. Maintain a 2.0 in the major; same rule applies to the minor.
3. Complete the appropriate liberal arts education components (traditional or degree completion, dependent on student type).
4. Complete two full years of the same foreign language in high school or 8 semester hours of the same language at the college level (traditional undergraduate).
5. Complete a major.
6. Complete at least 30 credit hours at Briar Cliff University.
7. Complete the last 30 credit hours at Briar Cliff University. Exceptions will be made in cases of credits earned through Acadeum or TEL.
8. Courses required for the major that also count for general education requirements may be counted for both.
9. **Complete an application for graduation by Feb. 1.**

8. Second Bachelor's Degree Requirements

To receive a second baccalaureate degree at Briar Cliff University a student must:

1. Meet in previous or future work the foundation requirements at Briar Cliff.
2. Complete in previous or future work the required credit hours for the new major.
3. Complete a minimum of 30 credit hours at Briar Cliff.

9. Graduation Requirements

Degree candidates must meet the graduation requirements of the catalog in effect at the time of graduation or during the time that a student was enrolled at Briar Cliff University. Briar Cliff reserves the right to make changes in curricula. Students who have not completed all the requirements for graduation may participate in the commencement exercises upon the submission of a written plan documenting how they will be able to complete these requirements.

10. Graduation Requirements

Students must have a minimum overall GPA of 3.0 and have completed the plan of study to satisfaction within six years of the student's initial admission into the program. Various graduate programs may also have other requirements for graduation, including, but not limited to a scholarly paper, defense, oral, written, and/or practical cumulative examination.

11. Graduation Requirements

The student must file an "Application for Graduation" form with the Registrar's Office in the semester prior to intended graduation. Graduation requirements will be determined by the respective graduate departments.

Within these values, students must take signature courses from 8 foundational literacies, courses from 3 other literacies, global perspectives, and a capstone course. These are detailed below:

Art Literacy	1 course
BCU Literacy	<i>CORE 105 The Briar Cliff Experience</i>
Ethical Literacy	1 course
Foreign Language Literacy	2 courses [Note: If the foreign language literacy is met prior to enrolling at BCU, those students must take 1 (one) Cultural & Societal Literacy course.]
Information Literacy	1 course
History Literacy	1 course
Quantitative Literacy	1 course
Science Literacy	1 course
Social/Behavioral Literacy	1 course
Theology Literacy	1 course
Writing Literacy	2 courses
Global Perspectives Literacy	1 course

The maximum number of courses that a student would take to fulfill the Core Values Curriculum is 15. The maximum number of credits a student would take is 43-45.



Students who enroll at BCU to complete a degree and have previously earned a bachelor's degree or associate degree of nursing (ADN or ASN) are exempt from all CVC requirements.

Students who enroll at BCU to complete their degrees and have previously earned an Associate of Arts (AA) or Associate of Science (AS) degree are exempt from all CVC requirements *except* the BCU Literacy and Global Perspectives Literacy. Students will take *CORE 310 Theology and Franciscan Values* to satisfy the BCU Literacy instead of *CORE 105 The Briar Cliff Experience*.

Non-first-time, degree seeking students who transfer in 27 or more credits, but do not have an associate or baccalaureate degree will satisfy the BCU Experience component of the CVC with *CORE 310 Theology and Franciscan Values*.



CVC courses must meet all learning outcomes for the designated literacy. Any department may propose a course in any literacy subject to accreditation guidelines.

1. Art Literacy

- Identify how artistic communication captures and influences human experiences.
- Evaluate how artistic communication shapes societal and cultural perceptions.
- Use artistic tools to explore the link between artistic expression and cultural identity.
- Create works using various artistic media that demonstrate the link between art and our cultural and historical stories.

2. BCU Literacy

- A. Experience and reflect on St. Francis' life and Franciscan traditions through service in a community setting.
- B. Reflect on the connection between Francis' life, the liberal arts and areas of study.
- C. Develop core skills for academic and personal success.
- D. Articulate the fundamental impact of attending college.
- E. Apply BCU Core Franciscan values. (Where is the application taking place?)

3. Ethical Literacy

- A. Describe the central features (e.g., concepts, constructs, and principles) that comprise different ethical frameworks or schools of thought.
- B. Compare the strengths and weakness of different ethical frameworks.
- C. Identify central features of historical and/or contemporary ethical issues.
- D. Analyze a historical or contemporary issue through the application of an ethical framework.

4. Foreign Language Literacy

- A. Engage in basic written and spoken conversations in the target language.
- B. Understand the cultural context of the target language, including customs, traditions, and societal norms.
- C. Demonstrate proficiency in listening, speaking, reading, and writing.
- D. Construct projects that identify significant community issues through dialogue with native speakers.

4(a). Cultural and Societal Literacy (for students who satisfy the foreign language requirement in high school)

- A. Analyze historical and contemporary issues involving diversity.
- B. Explore how diversity and privilege impact individuals, communities, and societies.
- C. Examine personal biases and assumptions through comparing diverse cultural, social, and historical perspectives.
- D. Illustrate cross-cultural understanding in real-life situations, both interpersonal and professional.

5. Information Literacy

- A. Access needed information effectively and efficiently.
- B. Critically evaluate the sources of information.
- C. Incorporate information effectively to accomplish a specific purpose.
- D. Understand the economic, ethical, legal, and social issues surrounding the use and access of information.

6. History Literacy

- A. Recognize and evaluate the human past in its own right, as well as apply historical knowledge, perspective, and thinking to contemporary issues.
- B. Connect and analyze past events, ideas, and individuals in a historical context by reading and interpreting primary sources (including written documents, archival records, literature, and historical artifacts).
- C. Appreciate the complexity of the historical record by grappling with biased and contradictory perspectives, the multicausality of past events, and the evolution of historical interpretation and historiography.
- D. Develop skills in the historical method, including critical thinking, academic professional writing, and effective argumentation to examine and explain the past.

7. Quantitative Literacy

- A. Read and understand quantitative information
- B. Use algebraic, graphical and statistical methods to solve problems in context
- C. Interpret mathematical models and draw inferences from them
- D. Compare and assess alternative solutions of quantitative problems
- E. Effectively communicate conclusions of quantitative investigations
- F. Recognize limitations of mathematical and statistical methods
- G. Use appropriate technology as a problem-solving tool

8. Science Literacy

- A. Describe the scientific method.
- B. Understand how evidence is used in science to answer questions.
- C. Demonstrate knowledge of the properties of nature.
- D. Apply scientific knowledge to solving everyday problems.

9. Social/Behavioral Literacy

- A. To identify, understand, and behave in accordance with the various ethical principles that shape research and practice in the social and behavioral sciences.
- B. To understand the importance of culture in the development and application of theories in the social and behavioral sciences.
- C. To translate the findings from experimental studies in the social and behavioral sciences to everyday human experiences.
- D. To appraise the validity of the principles within the social and behavioral sciences and The Scientific Method as viable solutions for behavior change.

10. Theology Literacy

- B. Describe theological teachings, doctrines, or concepts within one or more faith traditions.
- C. Summarize the texts and/or practices that shape a religious tradition.
- D. Analyze the dynamic relationship between religious truth-claims and their personal and/or societal implications.
- E. Apply the various disciplinary methods required for theological reflection, including textual, historical, social, and/or cultural analysis.

11. Writing Literacy

- A. Demonstrate a rhetorical awareness of the appropriate audience, purpose, context, and register
- B. Research and synthesize information from multiple sources in an ethical manner
- C. Evaluate and critique evidence, logic, arguments, and counterarguments
- D. Make claims that are supported by evidence and explain all relevant connections, context, and significance
- E. Organize information efficiently and coherently with appropriate transitions
- F. Write clearly, concisely, and correctly according to all relevant grammar, style, and citation standards
- G. Include relevant design features to enhance audience usability and comprehension when communicating in multiple modes of expression.

12. Global Perspectives

Pre-Professional Programs

- Art (Minor)
- Graphic Design (Bachelor of Arts, Minor)
- Spanish Interpretation and Translation (Bachelor of Arts, Minor)
- Theology (Bachelor of Arts, Minor)
- Writing (minor)

Pre-Nursing Programs

- Nursing (Bachelor of Science in Nursing, Post-licensure online degree completion, Master of Science in Nursing, Doctor of Nursing Practice)
- Radiologic Technology (Bachelor of Science)

Pre-Physical Therapy Programs

- Doctor of Physical Therapy

Pre-Social Work Programs

- Behavior Analysis (Bachelor of Arts, Minor)
- Criminal Justice (Bachelor of Arts, Minor)
- History (Bachelor of Arts, Minor)
- Psychology (Bachelor of Arts, Minor)
- Social Work (Bachelor of Social Work, Online degree completion)
- Sociology (Minor)

Pre-Health and Medical-Related Programs

Briar Cliff University offers pre-professional programs and prerequisite course work for a variety of health professions including medicine, dentistry, occupational therapy, pharmacy, physical therapy, physician assistant, veterinary medicine and others.

Pre-Health and Medical-Related Programs

Briar Cliff University offers strong preparation for a variety of pre-health and medical-related professional programs. These include, but are not limited to, Chiropractic, Dentistry, Medicine and Osteopathic Medicine, Occupational Therapy, Optometry, Pharmacy, Physical Therapy, Physician Assistant, Podiatry, and Veterinary Medicine. These programs are not academic majors but structured pathways designed to help students meet the prerequisites for admission to clinical professional schools. Students from any major at Briar Cliff may pursue these pathways. While most students preparing for these careers major in disciplines such as Biology, Biochemistry, Chemistry, Kinesiology, or Psychology, all academic programs can be tailored to support a pre-health track. Each student is assigned a faculty advisor who is familiar with the requirements of these professional schools and can provide individualized academic guidance. Students are encouraged to meet regularly with their advisor to ensure they are on track for their intended health career.

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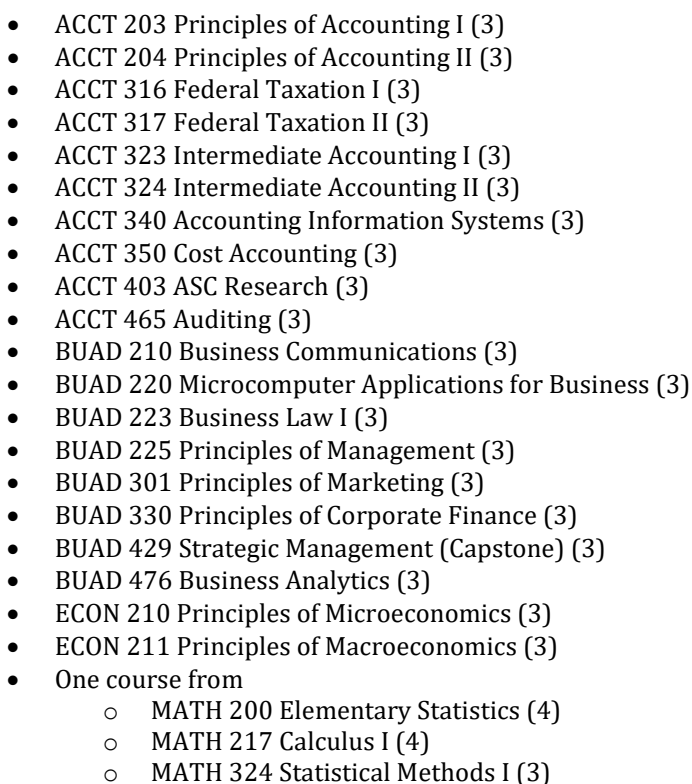
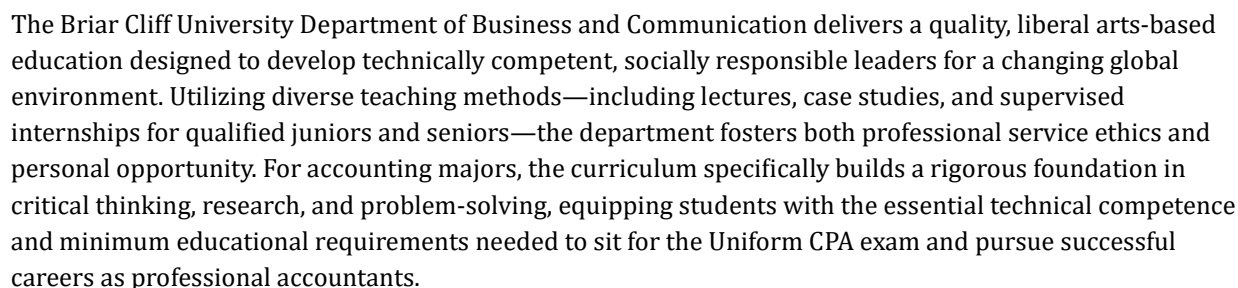
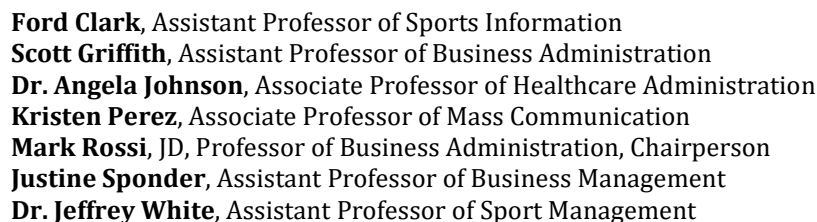
Most law schools do not require a specific curriculum for students preparing for law, but require the baccalaureate degree for admission. The Law School Admissions Council recommends that a student be competent in oral and written communication and well-trained in such basic college studies as humanities, social sciences and natural sciences.

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The social work program prepares generalist social workers at the undergraduate level for entry-level positions in social work and for graduate social work education. The Briar Cliff University social work program has infused gerontology throughout the curriculum. The BSW program has been accredited by the Council on Social Work Education since 1974 and has nine expected educational competencies.

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The Teacher Preparation Program at Briar Cliff University includes preparation for teaching in the elementary and secondary schools and includes preparation for endorsements in many disciplines. A fundamental assumption exists that each student preparing to teach will have a good general education, a depth of preparation in a content area and a planned program in professional courses and experiences.



The business faculty will certify the general education service component and competencies in computer usage, morals and ethical reasoning, oral communication, research and writing in this major.

A student must have a C- or better in all major core and supporting courses.

Those interested in pursuing CPA licensure should also take six credits from

- BUAD 224 Business Law II (3)
- ACCT 370 Governmental Accounting (3)
- ACCT 413 Advanced Accounting (3)
- ACCT 420 Forensic Accounting (3)
- ACCT 490 Accounting Internship (3)

Students interested in completing 150 credit hours for CPA examination at Briar Cliff University may consult with their academic advisor for the requirements.

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ACCT 203 Principles of Accounting I (3)
ACCT 204 Principles of Accounting II (3)
ACCT 323 Intermediate Accounting I (3)
ACCT 324 Intermediate Accounting II (3)
6 additional credits of 300- and 400-level accounting electives



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Thomas Wharton, Assistant Professor of Art
Rich Yates, Associate Professor of Graphic Design



Art at Briar Cliff University immerses students in a diverse array of art forms and techniques, offering a comprehensive educational experience. The art courses are designed to expose students to various artistic dimensions while encouraging personal exploration.

Pursuing art courses or an art minor provides a valuable interdisciplinary enhancement to any major, equipping students with skills in creative problem-solving, forward-thinking, and an enriched understanding of aesthetics.

Everything around us is created or designed by someone. Art at BCU inspires students to rethink how they create, use, appreciate, and consider the spaces they interact with, whether digital or physical. This approach helps individuals understand their unique realities and articulate their responses through visual expression. In doing so, they learn to be self-directed learners, growing independently and deepening their connection to the creative processes that continuously shape our world.

The education gained through art is increasingly prized in today's job market. Employers seek individuals who can think critically, innovate, and communicate effectively—qualities that are cultivated through artistic exploration. Additionally, art courses help students set personal goals, develop strategies to achieve them, and manage unforeseen challenges. Creative problem-solving, which often involves spontaneous decision-making and adaptability, is particularly valuable in management roles where unique solutions to complex problems are essential.

- Concussion Training.
- CPR Training
- Mandatory Reporter Training for Child Abuse
- Refer to this link for specific requirements and more information:
<https://educate.iowa.gov/educator-licensure/licenses-authorizations/coaching-authorization>

Behavioral Analysis Major

Faculty

Dr. Ted Bobak, Assistant Professor of Psychology

Dr. McHale Davis, Assistant Professor of Psychology

Note: No new admissions are being accepted into the behavioral analysis major beginning Fall 2026. Students interested in this program may complete a behavioral analysis concentration in the psychology program. See the psychology faculty for more details.

Behavior Analysis Major

The behavior analysis major provides students with an opportunity to investigate the science of human behavior from a behavior analytic perspective. Through your experiences in this major you will learn to assess and design behavior interventions intended to influence socially significant human behavior. There is a strong hands-on component to this coursework (practicum) where you will apply concepts from the classroom and develop clinical skills. This major's requirements reflect the requirements of the Behavior Analyst Certification Board to be able to sit for the exam to become a Board-Certified Assistant Behavior Analyst (BCaBA). Individuals receiving a BCaBA most often provide direct applied behavior analytic services to clients (e.g., intellectual and developmental disabilities, education, higher education, parent and caregiver training, behavioral pediatrics, child welfare, brain injury rehabilitation, corrections and delinquency, and behavioral gerontology), but they also find employment in administering such services, consulting with agencies, and in K-12 education settings.

Requirements

- PSYC 111 Introduction to Behavior Sciences (3)
- PSYC 211 Professional Development for Psychology Majors (3)
- PSYC 295 Experimental Psychology (4)
- PSYC 310 Single-Subject Research Methods (3)
- PSYC 311 Ethics in Behavior Analysis (3)
- PSYC 333 Assessment in Behavior Analysis (3)
- PSYC 400 Principles of Learning (3)
- PSYC 445 Behavioral Neuroscience (3)
- PSYC 455 Behavior Interventions (3)
- PSYC 460 Special Topics in Behavior Analysis (3)
- PSYC 465 Senior Seminar (2)
- PSYC 493 Intensive Practicum (9)

Behavior Analysis Concentration

- PSYC 111 Introduction to Behavior Sciences (3)
- PSYC 311 Ethics in Behavior Analysis (3)
- PSYC 400 Principles of Learning (3)
- PSYC 455 Behavior Interventions (3)
- 9 additional credits in psychology

Behavior Analysis Minor

- PSYC 111 Introduction to Behavior Sciences (3)

Justine Sponder, Assistant Professor of Business Management
Dr. Jeffrey White, Assistant Professor of Sport Management

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The Briar Cliff University Business and Communication Department delivers a quality, generalist business education rooted in a liberal arts foundation, combining theoretical knowledge with dynamic instructional methods—such as case studies, team simulations, and supervised internships—to develop ethical, socially responsible leaders for a changing global environment. This approach fosters both technical competence and professional sensitivity, preparing Business Administration majors for advanced MBA studies or dynamic corporate careers. Upon graduation, students possess comprehensive core competencies in research, statistical analysis, problem-solving, and communication, alongside the ability to apply fundamental knowledge of management, marketing, finance, accounting, and law to strategic decision-making. Ultimately, the program ensures graduates can confidently navigate complex regulatory, technological, and international business landscapes while demonstrating strong personal and team leadership.

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- ACCT 203 Principles of Accounting I (3)
- ACCT 204 Principles of Accounting II (3)
- BUAD 220 Microcomputer Applications for Business (3)
- BUAD 223 Business Law I (3)
- BUAD 225 Principles of Management (3)
- BUAD 301 Principles of Marketing (3)
- BUAD 330 Corporate Finance (3)
- BUAD 429 Strategic Management (3)
- BUAD 476 Business Analytics (3)
- ECON 210 Principles of Microeconomics (3)
- ECON 211 Principles of Macroeconomics (3)
- One of
 - MATH 200 Elementary Statistics (4)
 - MATH 217 Calculus I (4)
 - MATH 324 Statistical Methods I (3)
- Two classes from one of the following tracks:
 - Law Track:
 - BUAD 352 Risk Management (3)
 - BUAD 355 Employment Law (3)
 - Logistics Track:
 - BUAD 350 Production and Operations Management (3)
 - BUAD 365 Supply Chain Management (3)
 - People Track:
 - BUAD 230 Leadership (3)
 - BUAD 325 Human Resources (3)
 - BUAD 335 Organizational Behavior (3)

The business faculty will certify the general education service component and competencies in computer usage, moral/ethical reasoning, oral communication research and writing in this major.

For graduation, a student must have a C- or better in all major core and supporting courses.

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- ACCT 203 Principles of Accounting I (3)

- One from
 - BIOL 221 Anatomy & Physiology I with Lab (4)
 - BIOL 222 Anatomy & Physiology II with Lab (4)
 - BIOL 237 General Ecology with Lab (4)
 - BIOL 320 Vertebrate Zoology with Lab (4)
 - BIOL 357 Genetics with Lab (4)
 - BIOL 400 Immunology with Lab (4)
 - BIOL 420 Field Botany with Lab (4)
- 3 upper-level electives in biology
- CHEM 111 Principles of Chemistry I with Lab (4)
- CHEM 112 Principles of Chemistry II with Lab (4)
- CHEM 235 Quantitative Analysis with Lab (4)
- CHEM 337 Organic Chemistry I with Lab (4)
- CHEM 338 Organic Chemistry II with Lab (4)
- 2 upper-level electives in chemistry
- PHYS 121 Basic Physics I with Lab (4)
- PHYS 122 Basic Physics II with Lab (4)

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- CHEM 111 Principles of Chemistry I with Lab (4)
- CHEM 112 Principles of Chemistry II with Lab (4)
- CHEM 337 Inorganic Chemistry I with Lab (4)
- CHEM 338 Inorganic Chemistry II with Lab (4)
- 2 upper-level chemistry electives

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Sarah Landis, Assistant Professor of Mathematics, Chair

Thomas Mayer, Assistant Professor of Mathematics

Dr. Mathbar Raut, Assistant Professor of Physics

Jody Sharpe, Assistant Professor of Computer Science

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The computer science curriculum promotes the development of skills in problem solving using a computer. The major is designed to prepare students for either careers in the information technology field or for graduate study.

Upon graduation, students majoring in computer science will be able to use common algorithms and data structures and apply them to new problems, demonstrate fluency in object-oriented programming in both desktop and Internet applications, use relational database technology, understand basic computer architecture, and understand the basic concepts of operating systems and data communications.

No more than 3 credit hours with a grade of C- or lower may be applied to a CSCI major.

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- CSCI 201 Computer Programming I (3)
- CSCI 202 Computer Programming II (3)
- CSCI 280 Computer Organization (3)
- CSCI 321 Management Information Systems (3)

- CSCI 322 Systems Analysis (3)
- CSCI 325 Data Structures and Algorithms (3)
- CSCI 345 Database Management (3)
- CSCI 360 Networking and Communications (3)
- CSCI 380 Operating Systems (3)
- CSCI 425 Internet Programming (3)
- CSCI 25IS Intensive Study (4)
- GDES 340 Data Visualization & Information Graphics (3)
- MATH 200 Elementary Statistics (4)
- MATH 225 Discrete Mathematics (3)

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- 6 computer science classes at the 200-level or higher.

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Ford Clark, Assistant Professor of Sports Information

Scott Griffith, Assistant Professor of Business Administration

Dr. Angela Johnson, Associate Professor of Healthcare Administration

Kristen Perez, Associate Professor of Mass Communication

Mark Rossi, JD, Professor of Business Administration, Chairperson

Justine Sponder, Assistant Professor of Business Management

Dr. Jeffrey White, Assistant Professor of Sport Management



The Creative Enterprise & Visual Communication major at Briar Cliff University equips students with a unique fusion of artistic creativity, graphic design proficiency, and sound business acumen. Graduates will be prepared to lead and innovate in the dynamic intersection of art, design, and commerce, whether launching their own ventures, contributing to creative agencies, or driving marketing strategies in established organizations. This program fosters critical thinking, problem-solving, and ethical leadership, grounded in Briar Cliff's liberal arts tradition.

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- ACCT 203 Principles of Accounting I (3)
- ART 110 Drawing I (3)
- ART 111 Design (3)
- BUAD 225 Principles of Management (3)
- BUAD 301 Principles of Marketing (3)
- BUAD 315 Digital Marketing (3)
- BUAD 347 Advertising and Integrated Campaign Design (3)
- BUAD 490 Business Internship (3)
- One from
 - GDES 224 Typography (3)
 - GDES 340 Data Visualization & Information Graphics (3)
 - GDES 345 Motion Graphics (3)
- GDES 225 Graphic Communications (3)
- GDES 325 Website Production (3)
- MCOM 220 Visual Communications (3)

- 200- or 300-level ART elective (3)

9. Criminal Justice

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Dr. Wendy Brame, Associate Professor of Criminal Justice and Assistant Dean for Undergraduate Studies

9. Criminal Justice

The Department of Criminal Justice at Briar Cliff University provides an interdisciplinary education, drawing from the disciplines of Sociology, Political Science, and Psychology. Courses give students an understanding of the three main elements of the Criminal Justice System: Policing, Criminal Courts, and Corrections. Students will learn how the Criminal Justice System functions, both as separate units and as a whole. The program explores scientific and theoretical models used for the analysis and critique of the criminal mind. The department offers foundational knowledge necessary to develop innovative and collaborative solutions to the challenging and complex justice issues facing our society.

Department faculty provide enhanced learning opportunities through internships with criminal justice agencies and related community service organizations. The program addresses a wide range of criminal justice topics including police tactics and technology, criminal courts and due process, community policing and crime prevention, community corrections, and juvenile justice.

The mission of the Criminal Justice program is to provide education in all aspects of criminal justice and criminology. Our department aims to develop students' capacity to think critically, act ethically, solve problems effectively and communicate successfully within a multi-cultural society.

~ 9. Criminal Justice

- CJUS 100 Introduction to Criminal Justice (3)
- CJUS 110 Criminal Justice Ethics (3)
- Two from
 - CJUS 250 Policing (3)
 - CJUS 251 Criminal Courts (3)
 - CJUS 252 Corrections (3)
- CJUS 260 Criminal Justice Communications (3)
- SOCY 340 Social Science Research Methods (3)
- PSCI 370 Criminal Law (3)
- SOCY 447 Criminology (3)
- 12 credits of CJUS electives

~ 9. Criminal Justice

- CJUS 100
- 15 credits of CJUS electives

? 10. Mathematics

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Sarah Landis, Assistant Professor of Mathematics, Chair
Thomas Mayer, Assistant Professor of Mathematics

Dr. Mathbar Raut, Assistant Professor of Physics
Jody Sharpe, Assistant Professor of Computer Science

Program Description

A Bachelor of Science degree in Data Analytics is a blended major between Mathematics, Computer Science, and Business. The data analytics curriculum promotes the development of skills in logical reasoning, problem solving, data analysis, and communication of ideas. The major is designed to prepare students for abundant employment opportunities in both public and private sectors including healthcare, business, finance, manufacturing, education, government, and science. Two additional tracks in the data analytics major provide opportunities for students to further specialize their degree by focusing on business analytics or sports analytics.

Upon graduation, students majoring in data analytics will be able to understand and apply quantitative modeling techniques; design solutions using analytical software and technologies; evaluate data mining methods; recognize ethical, legal, societal, and economic concerns in the application of data analytics; effectively communicate findings orally and in writing; and collaborate effectively with multi-disciplinary teams using tools and concepts of data analytics.



- ACCT 203 Principles of Accounting I (3)
- BUAD 223 Business Law I (3)
- BUAD 225 Principles of Management (3)
- BUAD 476 Business Analytics (3)
- One from
 - CSCI 100 Introduction to Computers (3)
 - BUAD 220 Microcomputer Applications for Business (3)
- CSCI 201 Computer Programming I (3)
- CSCI 280 Computer Organization (3)
- CSCI 321 Management Information Systems (3)
- CSCI 322 Systems Analysis (3)
- CSCI 325 Data Structures Algorithms (3)
- CSCI 345 Database Management (3)
- CSCI 450 Machine Learning (3)
- ECON210 Principles of Microeconomics (3)
- GDES 340 Data Visualization & Information Graphics (3)
- MATH 200 Elementary Statistics (4)
- MATH 217 Calculus I (4)
- MATH 225 Discrete Mathematics (3)
- MATH 325 Statistical Methods II (3)
- MATH 344 Linear Algebra (3)

An internship through the Mathematics, Computer Science, or Business program is recommended, but not required.

social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

- Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

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Briar Cliff University's Department of Education determines admission, retention, and checkpoint standards for candidates in the Teacher Preparation Program. The Education Department also determines if a student is accepted for admission to the program and to the internship-student teaching. The student receives formal written notice of the department's action.

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Application for admission to the Teacher Preparation Program occurs in EDUC 100 Introduction to Education. For students who completed the equivalent of this course at another institution, application for admission occurs during the first semester of enrollment as an education major.

To enroll in 300- and 400-level courses in the professional core and/or in the elementary content, students must be admitted to the Teacher Preparation Program.

Education majors transferring into the BCU Education Department from another institution who are at the junior level as defined by the BCU catalog will be conditionally admitted to the Teacher Preparation Program for the first semester if they have a GPA of 2.5 at the previous institution and have taken the equivalent of EDUC 100 Introduction to Education. The transfer student will be allowed to register for 300- and 400-level courses in the program during that first semester. This student must meet requirements for full admission to the program at the end of the first semester in order to be able to continue in the program.

Criteria for Admission to the Teacher Preparation Program

- Completion of formal application for admission to the Teacher Preparation Program
- Completion of at least a 10-hour field experience
- Letter of nomination by an employer or a Briar Cliff University faculty member other than Education faculty
- Cumulative grade point average (GPA) of 2.5 or higher
- Grade of "C" or better in WRTG 131 English Composition 1
- Review of the Teacher Preparation Program Handbook and documentation verifying this
- Submission of Declaration of Major
- Completion of Background Check
- Satisfactory completion of a written reflection of dispositional strengths and goals
- Completion of Out of State Federal Attestation form (if applicable)
- Demonstration of the dispositions and ethical conduct necessary for teaching
- BCU Department of Education recommendation of acceptance

Students receive written notification of admission. If a student does not meet criteria, reasons for non-acceptance are provided.

9 – Teacher Candidates must meet standards each semester to maintain admission and to continue to progress in the program. Education Faculty and the Education Program Assistant monitor and review these criteria each semester:

- Cumulative grade point average (GPA) of 2.5 or higher
- Successful completion of practicum experiences
- Demonstration of ethical conduct and professional dispositions

10 – Iowa Code requires that each teacher candidate in the Teacher Preparation Program complete a student teaching internship.

BCU's Department of Education has implemented standards for admission to the internship. These criteria fall into two parts: preadmission and full admission. Each candidate must meet standards for full admission to be admitted to the internship and to begin student teaching. Student teaching placements will be made within a 30-mile radius of campus. Additional details about student teaching placements are addressed in the *Teacher Preparation Program Handbook*.

BCU's Department of Education has implemented standards for admission to the internship. These criteria fall into two parts: preadmission and full admission. Each candidate must meet standards for full admission to be admitted to the internship and to begin student teaching. Student teaching placements will be made within a 30-mile radius of campus. Additional details about student teaching placements are addressed in the *Teacher Preparation Program Handbook*.

Criteria for Preadmission to Student Teaching

- Submission of student teaching application (due by finals week of the fall semester of the year prior to student teaching)
- Cumulative grade point average (GPA) of 2.5 or higher
- Previous acceptance and continued good standing in BCU's Teacher Preparation Program
- Two letters of recommendation for internship from persons outside the Teacher Preparation Program, preferably cooperating teachers of field experience
- An understanding of and personal characteristics necessary to teaching
- Satisfactory evaluations of practicum experiences
- Approval by the BCU Education Department

Criteria for Full Admission to Student Teaching

- Completion of preadmission requirements
- Cumulative grade point average (GPA) of 2.5 or higher
- Satisfactory completion of the pre-internship program coursework and the minimum required hours of field observation documented on field experience logs with cooperating teacher signature

- Completion of the Foundations of Reading Test and score received by BCU's Teacher Preparation Program for candidates seeking endorsements for which this is required. This includes the following endorsements:
 - K-6 Teacher Elementary Classroom [102]
 - K-8 Reading [148]
 - K-8 Instructional Strategist I: Mild/Moderate [260]
- Required signatures showing approval by...
 - Chairperson/designated faculty member of the content area of study (for secondary and K-12 majors)
 - Chairperson of the Teacher Preparation Program (for all education majors)
- Approval by the BCU Education Department

The internship is a full-time responsibility and includes EDUC 14IS455 Student Teaching Seminar. The candidate is required to follow the schedule and activities of the cooperating teacher, including after-school meetings and activities. It is recommended that the internship be scheduled during a semester in which the student has fewer commitments such as sports, work, or additional coursework.

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Briar Cliff's Department of Education has implemented standards for completion of the Teacher Preparation Program. These criteria must be met for a candidate to be recommended for a teaching license. The certified Licensing Official verifies completion of the Teacher Preparation Program and makes recommendations for licensure.

Criteria for Completion of the Teacher Preparation Program

- Satisfactory completion of the professional core sequence (completion of all required professional core courses with grades of C or higher)
- Satisfactory completion of teaching endorsement requirements established by the university (completion of all required courses for each endorsement sought for licensure with grades of C or higher)
- Satisfactory completion of student teaching (grade of C or higher)
- Satisfactory completion of all degree requirements (as established by the university and detailed in the course catalog)
- Completion of the Foundations of Reading Test, earning a passing score based on the passing rate established by the Iowa Department of Education or satisfactory completion of remediation required by the BCU Teacher Preparation Program. Required of candidates seeking the following endorsements:
 - K-6 Teacher Elementary Classroom [102]
 - K-8 Reading [148]
 - K-8 Instructional Strategist I: Mild/Moderate [260]
- Reasonable probability of success in an initial teaching assignment based on the candidate's performance during the student teaching internship

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Transfer students and students who make late decisions when declaring a major are subject to the same Teacher Preparation Program admission procedures and are required to meet the standards and checkpoints as described above and detailed in BCU's Teacher Preparation Program Handbook.

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Briar Cliff University prepares students for teaching in Catholic schools by offering a course which provides the students with the background that supports consideration in the Catholic school system, EDUC 150 Foundations and Ministry of Catholic School Teaching.

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All courses required for licensure must receive a grade of "C" or above.

Elementary Education

Faculty

Dr. Kenneth Berg, Associate Professor of Education

Alisha Elder, Instructor of Education

Dr. Theresa Engle, Professor of Education, Chair

Janet Rohmiller, Associate Professor of Education

Program Overview

The Briar Cliff University Education Department prepares future teachers to make a difference in the lives of K-12 students. The Teacher Preparation Program is grounded in its conceptual framework: In the Franciscan tradition, the Briar Cliff University Education Program prepares professional educators through community and service. Aligned with this framework, the curriculum, instruction, and field experiences are tailored to the preparation for teaching in today's schools. All students intending to seek an elementary education degree must be admitted to and meet the requirements of BCU's Teacher Preparation Program (see EDUCATION).

Elementary education majors are prepared for Iowa licensure with endorsements in both K-6 elementary classroom teacher and K-8 reading. While the state of Iowa requires a minimum of 80 hours of field experience prior to student teaching, elementary majors at Briar Cliff complete over 200 hours of field experience. Students begin their field experience during their first year and are engaged in field experiences each year. During their junior year, elementary education majors participate in a Professional Development School (PDS) for the field experience aligned with the sequence of elementary education methods courses. The purpose of the Professional Development School is to 1) create a collaborative relationship between the BCU Teacher Preparation Program and Leeds Elementary School, 2) build and support educational leadership and professional practice for all participants (teacher candidates, cooperating teachers, and university faculty), and 3) provide teacher candidates the opportunity to connect theory with practice in a classroom setting.

Elementary education majors may also complete one or more additional endorsements. These endorsements are considered "add on" endorsements that expand the areas in which they are licensed to teach. These "add on" endorsements include:

- Coaching: See ATHLETIC COACHING for required courses and trainings for completion of the K-12 Athletic Coaching endorsement.
- Health Education: See K-12 EDUCATION in this catalog for courses required for a K-8 Health endorsement.
- Middle School Education: Students interested in teaching in the middle school (grades 5-8) focus on two areas of specialization and the study of middle school teaching. See MIDDLE SCHOOL EDUCATION section in this catalog for areas of specialization and required courses.
- Special Education: Students may choose the K-8 Instructional Strategist I endorsement or both the K-8 and 5-12 Instructional Strategist I endorsements. See the SPECIAL EDUCATION section in this catalog for a list of required courses.

Requirements

- BIOL 110 Principles of Biology (3)
- EDEL 220 Earth and Space Science (1)
- EDEL 295 Language, Comprehension, and K-8 Literature (3)
- EDEL 316 Teaching Elementary Science (3)
- EDEL 317 Health Methods (1)
- EDEL 318 Visual Arts Methods (1)
- EDEL 319 Performance Arts Methods (1)
- EDEL 335 Teaching Elementary Mathematics (3)

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Sarah Landis, Assistant Professor of Mathematics, Chairperson
Thomas Mayer, Assistant Professor of Mathematics
Dr. Mathbar Raut, Assistant Professor of Physics
Jody Sharpe, Assistant Professor of Computer Science

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An academically rigorous program which allows students to pursue a Bachelor of Science in Mathematics from Briar Cliff University and a Bachelor of Science in Engineering from the University of North Dakota in one of the following content areas: Civil, Electrical, Mechanical or Chemical. Students attend on-campus courses at Briar Cliff while simultaneously taking courses online from the University of North Dakota to earn one of the offered engineering degrees from an ABET-accredited university. Through this partnership, students can complete two degrees in four to five years by sharing their credits between the two institutions.

Students will start their first year at Briar Cliff University in the pre-engineering program where they will complete required foundational coursework in mathematics, physics, and computer science. Optional courses in biology and chemistry are also available to support students' individual interests or career goals. Beginning in their second year, students will take online engineering courses through UND.

For those pursuing a degree in electrical engineering, the plan is a four- to five-year track entirely based at BCU. Students seeking civil, mechanical, or chemical engineering will follow a four- to five-year track based at BCU but will attend summer sessions hosted by UND. These in-person summer sessions are designed to provide hands-on, lab-based experiences in UND's state-of-the-art facilities and are only a portion of the summer. Students enrolled in the program can benefit from tutoring, advising, and career services from both institutions, further enhancing their academic journey and preparation for the workforce.

First year students intending to major in engineering should have successfully completed four years of high school mathematics including some trigonometry. Students begin their major programs with MATH 217 Calculus 1 and CSCI 201 Programming 1. Anyone who is uncertain about their preparation for these courses or would like more information about the engineering program is encouraged to consult with a member of the mathematics department.

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Civil engineers shape the world around us—designing and building the infrastructure that connects, supports, and enhances our daily lives. This dynamic field blends strategic planning and innovative design with real-world project management, offering both office-based work and hands-on experience in the field.

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Electrical engineers play a vital role in designing and developing the systems and technologies that power our modern world. It's a dynamic and rewarding field that offers diverse areas of specialization, competitive salaries, and outstanding career opportunities. Gain a strong foundation in both traditional and emerging areas of electrical engineering through a curriculum designed to prepare you for real-world success.

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Mechanical engineers are innovators who design, develop, and test the mechanical and thermal systems that power everything from engines to medical devices. This versatile field focuses on solving complex problems across a wide range of industries—not limited to any single product or technology. Mechanical engineers typically: apply their expertise to analyze and solve mechanical challenges, design and improve devices to enhance performance and efficiency, and build and test prototypes for products ranging from everyday tools to advanced machinery.

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With chemical engineering you can develop the skills to convert raw materials into valuable products and optimize processes to be faster, safer, more efficient, and environmentally sustainable. Chemical engineers are problem-solvers across a wide range of industries—including biotechnology, consumer goods, electronics, energy, food production, polymers, paper manufacturing, and environmental solutions.

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Dr. David Hoferer, Professor of Biology, Chairperson

Dr. Joo-Yong (Daniel) Jung, Professor of Biology

Dr. Seongcheol Kim, Associate Professor of Biochemistry

Dr. Bodhisattwa Mondal, Assistant Professor of Biology

Mark Rossi, JD, Professor of Business Administration

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Briar Cliff's Franciscan heritage includes an emphasis on a respect for and stewardship of the natural world. Finding solutions to minimize adverse impacts by humans on wildlife and our environment requires an active learning approach that applies classroom learning to contemporary problems. Responsible environmentalists desiring to solve problems such as pollution, climate change, habitat destruction and the loss of biological diversity must be able to integrate knowledge and concepts across multiple levels of biological complexity as well as across disciplines. By building these skills in students, the Environmental Science curriculum prepares students to understand and solve contemporary environmental problems.

Upon graduation, students majoring in environmental science will be able to explain and/or synthesize the units of structure and function that define all living things, from molecules to ecosystems, as well as how those units of structure and function interact dynamically for information flow, exchange, and storage; pathways of energy and matter within organisms and/or ecosystems; the diversity of life, including its causes, the resulting biodiversity, and the effects of human actions on biodiversity; the methodologies by which environmental data are generated and conclusions made, including communicating results in appropriate contexts; and how ethics are appropriately applied within the environmental sciences and how scientific findings can be ethically applied in society.

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- BIOL 152 General Biology II with Lab (4)
- BIOL 212 General Botany with Lab (4)
- BIOL 237 General Ecology with Lab (4)
- BIOL 310 Climate Change Biology with Lab (4)
- BIOL 412 Field Botany with Lab (4)
- BIOL 495 Conservation Biology with Lab (4)
- BIOL 09IS Prairie Ecology (1)
- CHEM 111 Principles of Chemistry I with Lab (4)
- CHEM 112 Principles of Chemistry II with Lab (4)
- CSCI 84IS Geographic Information Systems (1)
- ESCI 110 Environmental Science with Lab (4)
- ESCI 212 Fundamentals of Biogeography (4)
- ESCI 401 Environmental Law and Policy (3)
- One from
 - BIOL 200 Ornithology with Lab (4)

- BIOL 213 Invertebrate Zoology with Lab (4)
 - ESCI 280 Extended Field Trip (3)
- One from
 - ESCI 205 Environmental Ethics (3)
 - ESCI 250 Environmental Theology (3)
- Upper-level elective in environmental science
- One internship, travel course, or field experience

No more than one D or D+ in ESCI- or BIOL- prefixed courses will count toward the major.

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- BIOL 237 General Ecology with Lab (4)
- ESCI 110 Environmental Science with Lab (4)
- ESCI 212 Fundamentals of Biogeography(4)
- One from
 - BIOL 200 Ornithology with Lab (4)
 - BIOL 412 Field Botany with Lab (4)

If the student is a biology major,

- SCI 212 Fundamentals of Biogeography (4)
- Three from
 - BIOL 200 Ornithology with Lab (4)
 - BIOL 237 General Ecology with Lab (4)
 - ESCI 401 Environmental Law and Policy (3)
 - ESCI 412 Field Botany with Lab (4)

If the students is a chemistry major,

- ESCI 212 Fundamentals of Biogeography (4)
- Three from
 - BIOL 200 Ornithology with Lab (4)
 - BIOL 237 General Ecology with Lab (4)
 - BIOL 339 Principles of Microbiology with Lab (4)
 - BIOL 412 Field Botany with Lab (4)
 - ESCI 401 Environmental Law and Policy (3)

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Ford Clark, Assistant Professor of Sports Information
Scott Griffith, Assistant Professor of Business Administration
Dr. Angela Johnson, Associate Professor of Healthcare Administration
Kristen Perez, Associate Professor of Mass Communication
Mark Rossi, JD, Professor of Business Administration, Chairperson
Justine Sponder, Assistant Professor of Business Management
Dr. Jeffrey White, Assistant Professor of Sport Management

- HIST 264 The Middle East: History, Geography, and Faith (3)
- SPAN 102B War on Drugs in the Americas Language and Cultures (3)
- SPAN 205B Latinos in American Life and Culture (3)
- THEO 202 World Religions (3)
- THEO 225 Scripture in Times of Disruption (3)

Students may petition to substitute and 3 credit internship placement within their major in place of a 3-credit elective course. Petitions must be submitted and approved before beginning the internship. At the conclusion of the internship, students are required to complete a 5-page reflection paper discussing their experiences and how they align with the Global Perspectives and Diversity Studies Minor learning outcomes.

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Thomas Wharton, Assistant Professor of Art
Rich Yates, Associate Professor of Graphic Design

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In the Franciscan tradition of service, caring and openness to all, the mission of The Department of Media Communications is to prepare competent, well-trained and liberally educated men and women in the converging field of media. Students will gain knowledge through theory, practical, and applied learning which will provide the valuable education and experience needed for a career in this challenging field.

The Department of Media Communications offers programs in which students seriously interested in the wide and varied careers in communication can become personally involved by working with and learning from people both inside and outside the profession. The faculty in the department are aware of the skills, which those in the businesses of radio, television, print, public relations, photography, advertising, graphic design, and new media demand of incoming professionals in a converging industry.

The Briar Cliff University major in graphic design integrates the traditional mass communication education with design and production skills for the field of graphic design. The program includes typography, drawing, history, design theory, and design production. This interdisciplinary program will produce educated and well-trained men and women in a liberal arts tradition. Students will gain a solid understanding of the capabilities of new technology and learn to create and design information for the complex global community in which we live.

All graphic design majors must complete a minimum of three credit hours of internship/work experience at an approved graphic design site. It is strongly recommended that a student majoring in graphic design obtain at least a minor in one of the following disciplines: art, business administration, marketing, mass communications, psychology, or writing.

Upon graduation, students majoring in graphic design will be able to interpret the role of the media and how it has affected society from a historical perspective, demonstrate an understanding of the profession within the context of convergence, have knowledge of theories and concepts prevalent in the field, understand the broad history of the visual arts and visual communications, define graphic design, become familiar with design precedents, be familiar with important legal issues that face the field of mass communication, develop personal values based upon ethical standards, recognize ethical dilemmas that face mass media professionals, recognize the power of the media and its effects on society, demonstrate proficiency in the various writing styles appropriate for the communication professions, demonstrate the ability to write and edit articles for publication, critically evaluate written and oral presentations for style and content, interpret, create, and disseminate visual information, be able to draw still life and the figure, be able to design two and or three dimensional compositions, obtain and demonstrate the skills necessary to use technologies appropriate to the field, plan, create, and complete projects using electronic media, apply the knowledge and skills appropriate

- MGMT 500 Research Methods & Theory (3)
- MGMT 515 Theories of Quality & Efficient Management (3)
- MGMT 560 Managing Organizational Diversity (3)

- MGMT 590 Conflict Resolution and Negotiation (3)
- MGMT 670 Strategic Management (3)
- Any seven (7) from
 - HCA 500 Quality Healthcare Management (3)
 - HCA 510 Health Administration (3)
 - HCA 515 Healthcare Finance and Reimbursement (3)
 - HCA 530 Healthcare Operations and Leadership (3)
 - HCA 545 Health Informatics (3)
 - HCA 585 Globalization of Healthcare (3)
 - HCA 600 Evidence Based Practices I (3)
 - HCA 605 Evidence Based Practices II (3)
 - HCA 625 Healthcare Analytics (3)
 - HCA 650 Legal & Regulatory Issues in Health Care (3)
 - HCA 670 Advanced Health Care Management (3)
 - HCA 690 Interprofessional Collaboration (3)
 - HCA 695 Integrated Theory and Practice (3)

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Dr. Eric Juhnke, Professor of History, Chair
Dr. Amy Boland, Associate Professor of History

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History represents the cornerstone of liberal arts curriculum in that it shares characteristics with the physical sciences, social sciences and the arts. Interpretations of history reflect the issues of the present as well as the past. Therefore, the study of history works in complementary fashion with other programs, including political science.

Due to its emphasis on critical thinking, writing, and speaking skills, History is a popular major for students pursuing a career in law. For those who also seek targeted coursework in legal studies, the program offers a Law track designed specifically for those who intend to apply for law school.

Students must become more broadly educated in order to be prepared to live in an increasingly complex society. By gaining awareness of historical traditions as well as the critical thinking skills of the historian's craft, students will be better prepared to confront this complex society as informed citizens. Their knowledge in this area will be assessed regularly in individual courses through exams and other assignments. A benchmark assignment assessing this outcome takes place in HIST 110 World Civilizations, a required course for our History majors.

Students will be able to *compose and defend an historical argument*. Unlike the hard sciences, History is an interpretive enterprise. Historians must use the skills of the craft to create and defend their own interpretations. All BCU History courses provide opportunity to develop these skills through oral presentations, reflective essays, and research papers. A benchmark assignment assessing this program outcome takes place in History 470 Senior Thesis, the capstone course for History majors. Through their coursework in History at BCU, students will also learn to *employ critical thinking skills in analyzing the past*. A major research paper, their Senior Thesis, again serves as the benchmark assignment to assess this program outcome.

- HIST 232 U.S. History since 1877 (3)
- One from
 - HIST 224 The Vietnam Experience (3)
 - HIST 238 History of Urban America (3)
 - HIST 239 U.S. Popular Culture (3)
- One from
 - HIST 261 The British Empire in World History (3)
 - HIST 264 The Middle East: History, Geography, and Faith (3)
- One from
 - HIST 333 Studies in European History I: The Dark Ages (3)
 - HIST 334 Studies in European History II: High Middle Ages (3)
 - HIST 335 Studies in European History III: Early Modern Europe (3)
- HIST 267 Twentieth Century World History (3)
- One from
 - HIST 351 Studies in American History I (3)
 - HIST 352 Studies in American History II (3)
 - HIST 353 Studies in American History III (3)
- HIST 470 Senior Thesis (2)
- HIST 471 Senior Thesis (1)
- PSCI 200 Pre-Law Seminar (3)
- PSCI 263 Social History of Law (3)
- PSCI 366 American Constitutional Law (3)
- Two from
 - BUAD 223 Business Law I (3)
 - BUAD 224 Business Law II (3)
 - BUAD 335 Organizational Behavior (3)
 - WRTG 259 Composition II (3)
 - ESCI 401 Environmental Law and Policy (3)
 - PSCI 370 Criminal Law (3)



























Dr. Tony Van Acker, Associate Professor of Exercise and Health Science, Chair
Dr. Soren Grieve, Associate Professor of Exercise and Health Science
Courtney Kuenn, Assistant Professor of Exercise and Health Science
Kelsey Stevens, Assistant Professor of Health Science














The Exercise and Health Sciences (EHS) Department offers a Bachelor of Science in Human Performance and a Bachelor of Science in Human Performance and Management. Students in all degree programs will study the relationship between physical activity and health. Career exploration takes place through fieldwork as the student contributes service to the community, fostering important relationships that promote the Franciscan tradition of service, caring, and openness. While these degrees have some overlap in degree requirements, there are differences that reflect different career paths.

The Human Performance focuses on the relationship between health and fitness. With a foundation in physical activity, nutrition and coaching, students with this degree may choose to work in the wellness industry, personal training, coaching, or strength and conditioning. Graduates will find that this major ideally prepares them to pursue an advanced degree in coaching, strength and conditioning, or health promotion. This degree will prepare students for the ACSM and NSCA certification exams as well.

performance or fitness industries. This degree will optimally position students to own their own business, manage or administer a sports/fitness facility, or pursue graduate studies in human performance or business. The Human Performance coursework within this major is intentionally left flexible to give students a broad base of knowledge while allowing them to tailor the curriculum to the direction they plan to pursue within the sports and fitness industry.

Graduates in Human Performance and Management will be prepared to: manage a fitness or athletic facility; manage a health clinic; own their own business; program classes at a fitness or wellness center; supervise coaching or fitness staff; market a fitness or sports business; understand and comply with the legal and liability considerations of a fitness or athletic business; enter a MBA, MHA or other graduate program; sit for the ACSM or CSCS certification exams which have a heavy emphasis on business management content.



- BIOL 221 Anatomy and Physiology I with Lab (4)
- BIOL 222 Anatomy and Physiology II with Lab (4)
- One from
 - BIOL 240 Nutrition (4)
 - EHS 250 Sports Nutrition (3)
- BUAD 325 Human Resource Management (3)
- BUAD 352 Risk Management and Insurance (3)
- EHS 498 Internship (3)
- ECON 210 Principles of Microeconomics (3)
- EHS 200 Foundations of Kinesiology (2)
- EHS 295 Practicum I (2)
- EHS 300 Exercise Physiology with Lab (4)
- EHS 405 Exercise Testing & Exercise Prescription with Lab (4)
- SPMA 201 Principles of Sport Management (3)
- SPMA 401 Sport Marketing, Promotion, and Sales (3)
- SPMA 429 Strategic Sport Management (3)

In addition, students will work closely with their advisor to tailor their curriculum with elective courses from other departments or from the following Human Performance tracks, which can be interchanged as desired by the student:

- Coaching
 - EHS 260 Theory of Coaching (2)
 - EHS 280 Prevention & Care of Athletic Injuries (3)
 - EHS 360 Theory of Coaching (2)
- Personal Training
 - EHS 430 Personal Training (3)
 - EHS 450 Theory of Strength & Conditioning with Lab (4)
- Biomechanics & Motor Control
 - EHS 350 Motor Learning & Control (3)
 - EHS 410 Kinesiology and Biomechanics with Lab (4)

Biology 151 General Biology I is recommended in advance of BIOL 221 Anatomy & Physiology I but is not required.

Master of Science in Human Resource Management

Faculty

Ford Clark, Assistant Professor of Sports Information
Scott Griffith, Assistant Professor of Business Administration
Dr. Angela Johnson, Associate Professor of Healthcare Administration
Kristen Perez, Associate Professor of Mass Communication
Mark Rossi, JD, Professor of Business Administration, Chairperson
Justine Sponder, Assistant Professor of Business Management
Dr. Jeffrey White, Assistant Professor of Sport Management

Program Description

The Master of Science in Human Resource Management degree is designed to prepare learners for successful advancement into supervisory and management positions. This program is designed to meet the needs of managers in the public and private sectors to enhance their leadership and management skills while upholding high ethical standards. Emphasis is placed on the understanding of quality leadership skills through course work, case studies, and associated research while preparing students for the challenges of management in the 21st Century.

Program Learning Objectives

Students will demonstrate the achievement of the following.

- Analyzing case studies and offering solutions to problems
 - Preparing case studies for presentation and review
 - Students can evaluate different types of research
- Knowledge and use of quantitative skills
- Calculation and analysis of quantitative data and effects on the organization's financial stability
 - Knowledge of global business environment
 - Analyzing company cases that deal with global issues
- Written and oral communication skills
 - Student will write essays and research papers that present clear ideas at the graduate level
 - Student will be able to effectively communicate within a team environment
- Ethical decision-making
 - Students will be able to identify different views of ethical decision making

Required Courses

- HRM 510 Employment Law (3)
- HRM 520 Recruiting, Retention, and Evaluation of Employees (3)
- HRM 550 Compensation and Benefit Systems (3)
- MGMT 500 Research Methods & Theory (3)
- MGMT 515 Theories of Quality & Efficient Management (3)
- MGMT 560 Managing Organizational Diversity (3)
- MGMT 585 Global Management (3)
- MGMT 590 Conflict Resolution and Negotiation (3)
- MGMT 611 Financial Management (3)
- MGMT 670 Strategic Management (3)
- MGMT 570 Management Theories and Ethics (3)

Faculty

Faculty

Ford Clark, Assistant Professor of Sports Information
Scott Griffith, Assistant Professor of Business Administration
Dr. Angela Johnson, Associate Professor of Healthcare Administration
Kristen Perez, Associate Professor of Mass Communication
Mark Rossi, JD, Professor of Business Administration, Chairperson
Justine Sponder, Assistant Professor of Business Management
Dr. Jeffrey White, Assistant Professor of Sport Management

Program Description

The Briar Cliff University Business and Communication Department delivers a quality, liberal arts-based education that combines dynamic teaching methods—like case studies, simulations, and supervised internships—to develop ethical, socially responsible leaders for a changing global environment. This foundation anchors the Bachelor of Science in Finance, which prepares students to manage and analyze the financial performance of corporations, banks, and investments while balancing technical competence with professional service. Upon graduation, students possess core competencies in problem-solving, ethical decision-making, and global business regulations, setting them up for success in advanced degree programs or careers in fields like investment banking, corporate finance, and risk management.

Requirements

ACCT 203 Principles of Accounting I (3)
ACCT 204 Principles of Accounting II (3)
BUAD 220 Microcomputer Applications for Business (3)
BUAD 223 Business Law I (3)
BUAD 225 Principles of Management (3)
BUAD 301 Principles of Marketing (3)
BUAD 324 International Law (3)
BUAD 329 International Management (3)
BUAD 330 Corporate Finance (3)
BUAD 365 Supply Chain Management (3)
BUAD 385 International Business (3)
BUAD 412 International Financial Management (3)
BUAD 429 Strategic Management (3)
BUAD 439 MNC Strategy Simulation (3)
BUAD 476 Business Analytics (3)
ECON 210 Principles of Microeconomics (3)
ECON 211 Principles of Macroeconomics (3)
MATH 205 Business Statistics (3)

The business faculty will certify the general education service component and competencies in computer usage, moral/ethical reasoning, oral communication, research, and writing in this major.

For graduation, a student must have a C- or better in all major core and supporting courses.

Education Department

Faculty

Dr. Kenneth Berg, Associate Professor of Education

Alisha Elder, Instructor of Education

Dr. Theresa Engle, Professor of Education, Chair

Janet Rohmiller, Associate Professor of Education

Program Overview

The Briar Cliff University Education Department prepares future teachers to make a difference in the lives of K-12 students. The Teacher Preparation Program is grounded in its conceptual framework: In the Franciscan tradition, the Briar Cliff University Education Program prepares professional educators through community and service. Aligned with this framework, the curriculum, instruction, and field experiences are tailored to the preparation for teaching in today's schools. All students intending to seek a K-12 education degree must be admitted to and meet the requirements of BCU's Teacher Preparation Program (see EDUCATION).

K-12 education majors are prepared for Iowa licensure with endorsements in art or physical education. While the state of Iowa requires a minimum of 80 hours of field experience prior to student teaching, K-12 majors at Briar Cliff complete over 120 hours of field experience. Students begin their field experience during their first year and are engaged in field experiences at both the elementary and secondary level within their area of study.

K-12 education majors may also complete one or more additional endorsements. These endorsements are considered "add on" endorsements that expand the areas in which they are licensed to teach. These "add on" endorsements include:

- Coaching: See ATHLETIC COACHING for required courses and training for completion of the K-12 Athletic Coaching endorsement.
- Health Education: See below in this section of the catalog (K-12 EDUCATION) for courses required for a K-8 or 5-12 Health endorsement.
- Special Education: Students may choose the K-8 or 5-12 Instructional Strategist I endorsement or both the K-8 and 5-12 Instructional Strategist I endorsements. See the SPECIAL EDUCATION section in this catalog for a list of required courses.

Requirements

- BIOL course (3-4)
- EDUC 100 Introduction to Education (1)
- EDUC 101 Introduction to Education Practicum (1)
- EDUC 250 Management and Instruction (3)
- EDUC 251 Practicum I (1)
- EDUC 260 Educational Technology (2)
- EDUC 270 Exceptional Learners (3)
- EDUC 290 Behavior and Classroom Management (3)
- EDUC 318 Educational Psychology (3)
- EDUC 319 Practicum II (1)
- EDUC 330 Educational Measurement and Evaluation (3)
- EDUC 390 Content Area Literacy (3)
- EDUC 391 Content Area Literacy Practicum (1)



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- Analyzing case studies and offering solutions to problems
 - Preparing case studies for presentation and review
 - Students can evaluate different types of research
- Knowledge and use of quantitative skills
 - Analysis of quantitative data and effects on the organization's financial stability
- Knowledge of global business environment
 - Analyzing company cases that deal with global issues
- Written and oral communication skills
 - Student will write essays and research papers that present clear ideas at the graduate level
 - Student will be able to effectively communicate within a team environment
- Ethical decision-making
 - Students will be able to identify different views of ethical decision making



- LDR 536 Leadership & Team Development (3)
- LDR 590 Strategic Leadership (3)
- LDR 690 Leadership Roles in Business (3)
- MGMT 500 Research Methods & Theory (3)
- MGMT 515 Theories of Quality & Efficient Management (3)
- MGMT 560 Managing Organizational Diversity (3)
- MGMT 570 Management Theories and Ethics (3)
- MGMT 585 Global Management (3)
- MGMT 590 Conflict Resolution and Negotiation (3)
- MGMT 611 Financial Management (3)
- MGMT 670 Strategic Management (3)

Legal Studies Program

Faculty

Dr. Wendy Brame, Associate Professor of Sociology, Program Director

Dr. Amy Boland, Associate Professor of History

Mark Rossi, JD, Professor of Business Administration

Program Description

The program in legal studies is designed to prepare students in any major for success in law school. The American Association of Law Schools recommends that students pursue a broad liberal arts education and hone their critical thinking, analytical, communication, and reading comprehension skills during their undergraduate careers. The legal studies program is designed to hone these crucial skills to help students prepare for law school in addition to providing them with a solid background in the American legal system.

Requirements

- BUAD 223 Business Law I (3)
- PSCI 263 Social History of Law (3)
- PSCI 200 Pre-Law Seminar (3)
- PSCI 366 American Constitutional Law (3)
- WRTG 259 Composition II (3)
- One from
 - BUAD 224 Business Law II (3)
 - BUAD 324 International Law (3)
 - BUAD 355 Employment Law (3)
 - PSCI 370 Criminal Law (3)
 - SPMA 320 Sport Law (3)
 - SWRK 355 Law: Child Abuse and Neglect (3)

Marketing Program

Faculty

Michael Agron, Assistant Professor of Finance

Ford Clark, Assistant Professor of Sports Information

Scott Griffith, Assistant Professor of Business Administration

Dr. Angela Johnson, Associate Professor of Healthcare Administration

Kristen Perez, Associate Professor of Mass Communication

Mark Rossi, JD, Professor of Business Administration, Chairperson

Justine Sponder, Assistant Professor of Business Management

Dr. Jeffrey White, Assistant Professor of Sport Management

Program Description

Reflecting the philosophy of the Business and Communication Department, the marketing major combines theoretical and applied learning to prepare students for both immediate career advancement and advanced studies like an MBA. The curriculum provides comprehensive instruction in core marketing areas—including product conception, pricing, promotion, and distribution—while exploring the diverse demographic, economic, and cultural factors that drive consumer and industrial demand. Alongside specialized marketing strategies, students build a broad business foundation through coursework in management, finance, accounting, and economics. Ultimately, graduates emerge with versatile competencies in research, statistical

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Ford Clark, Assistant Professor of Sports Information

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The Media Communications program prepares competent, liberally educated professionals ready to excel in a rapidly evolving, converging industry. From their very first year, students engage in foundational courses like

Introduction to Mass Media and Visual Communication, quickly progressing through a structured curriculum that sharpens core newswriting skills before advancing into high-level graphic design, video production, and professional internships. By blending theoretical knowledge with hands-on, practical learning and real-world collaboration with industry professionals, the program transforms students into highly competitive graduates. Upon completion, alumni possess an impressive portfolio, a professional résumé, and a deep, ethical understanding of mass media—equipped not only with technical proficiency in content creation and research but also with the critical values needed to navigate the legal, social, and ethical challenges facing modern media professionals.

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- GDES 225 Graphic Communications (3)
- MCOM 200 Beginning Newswriting (3)
- MCOM 205 Mass Communications Practicum I (3)
- MCOM 216 Basic Photography (3)
- MCOM 240 Social Media (3)
- MCOM 307 Public Relations (3)
- One of the following:
 - MCOM 310 Photojournalism (3)
 - MCOM 410 Social Media Management (3)
- MCOM 312 Advanced Newswriting and Copyediting (3)
- MCOM 330 Video Production (3)
- MCOM 331 Reporting for Electronic Media (3)
- MCOM 333 Advanced Video Production (3)
- MCOM 405 Mass Communications Practicum II (3)
- MCOM 445 Capstone (3)
- MCOM 490 Internship (3)

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- Eighteen hours approved by the department chairperson, 6 credits of which must be at the 300-level or higher.

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[རྩུག་པའི་ལོ་རྒྱུས་ལྟར་

Sarah Landis, Assistant Professor of Mathematics, Chair

Thomas Mayer, Assistant Professor of Mathematics

Dr. Mathbar Raut, Assistant Professor of Physics

Jody Sharpe, Assistant Professor of Computer Science

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The mathematics curriculum promotes the development of skills in logical reasoning, problem solving, data analysis, and communication of ideas. The Bachelor of Science in Mathematics provides students with a rigorous foundation in mathematical theory and applied quantitative skills that prepare them for diverse professional paths or graduate study.

Upon graduation, students who have majored in mathematics will be able to relate a core of basic mathematical concepts, use a variety of problems solving strategies, construct and communicate valid mathematical arguments, apply mathematical skills to problems in other disciplines, and make use of multiple technological tools for solving problems.

First year students intending to major in mathematics should have successfully completed four years of high school mathematics including some trigonometry. Students begin their major programs with MATH 200 Elementary Statistics, MATH 217 Calculus 1, or MATH 225 Discrete Mathematics. Anyone who is uncertain about their preparation for these courses is encouraged to consult with a member of the department.

First year students who intend to major in a field other than mathematics or physical science are encouraged to take MATH 105 Math for Liberal Arts, MATH 111 College Algebra, or MATH 200 Elementary Statistics. Students in a business program are encouraged to take MATH 205 – Introduction to Business Statistics. Developmental courses are available as preparation for success in these courses.

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- MATH 200 Elementary Statistics (4)
- MATH 217 Calculus I (4)
- MATH 218 Calculus II (4)
- MATH 219 Calculus III (4)
- MATH 245 Mathematical Reasoning (3)
- MATH 305 College Geometry (3)
- MATH 344 Linear Algebra (3)
- MATH 348 Ordinary Differential Equations (3)
- MATH 350 Abstract Algebra I (3)
- MATH 405 Real Analysis I (3)
- MATH 495 Mathematics Capstone (3)
- 9 credits from
 - MATH 225 Discrete Mathematics (3)
 - MATH 325 Statistical Methods II (3)
 - MATH 358 Partial Differential Equations (3)
 - MATH 360 Abstract Algebra II (3)
 - MATH 406 Real Analysis II (3)
 - MATH 407 Mathematical Statistics (3)

300- and 400-level engineering courses offered at the University of North Dakota through the dual-degree engineering program may be counted as electives. Electives should be chosen based on student interest and career goals. Students are encouraged to consult with a member of the department to discuss the best available options.

Recommended courses include

- CSCI 201 Computer Programming I (3)
- PHYS 231 College Physics I (5)
- MATH 490 Internship (3)

These do not count toward the mathematics major.

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- MATH 217 Calculus I (4)
- MATH 218 Calculus II (4)
- 10 additional credit hours chosen from MATH 200 Elementary Statistics and courses above MATH 218.

- BIOL 357 Genetics (4)
- BIOL 400 Immunology (4)
- CHEM 111 Principles of Chemistry I (4)
- CHEM 112 Principles of Chemistry II (4)
- CHEM 337 Organic Chemistry I (4)
- CHEM 338 Organic Chemistry II (4)
- CHEM 442 Biochemistry (4)
- MATH 200 Elementary Statistics (4)
- PHYS 121 Basic Physics I (4)
- PHYS 122 Basic Physics II (4)

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Dr. Kenneth Berg, Associate Professor of Education

Alisha Elder, Instructor of Education

Dr. Theresa Engle, Professor of Education, Chair

Janet Rohmiller, Associate Professor of Education

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Students pursuing an elementary or secondary major may also pursue endorsements to teach at the middle school level. Students who elect a middle school endorsement select two subject areas of specialty to prepare for teaching at the 5-8 level. At BCU, this includes mathematics, science, and social studies. The middle school endorsement includes a 25-hour practicum and student teaching experience.

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- EDM 421 Teaching in the Middle School (3)
- One of the following literacy course requirements
 - EDEL 463 Elementary Literacy II (3)
 - EDUC 390 Content Area Literacy (3) & EDUC 391 Content Area Literacy Practicum (1)
- PSYC 280 Developmental Psychology
- PSYC 354 Child and Adolescent Psychology (3)
- Two, twelve-hour areas of specialization in science, social studies, or mathematics.
- Twenty-five hours of practicum experience in a middle level school is also required.

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- MATH 111 College Algebra (4)
- MATH 118 Mathematics for Elementary Teachers I (3)
- MATH 119 Mathematics for Elementary Teachers II (3)
- One additional math course for a minimum of three credits (MATH 105 or higher)

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- One of
 - BIOL 110 Principles of Biology (3)
 - BIOL 151 General Biology I (4)
 - BIOL 152 General Biology II (4)
- EDEL 220 Earth and Space Science (1)

- ESCI 110 Environmental Science (4)
- PHYS 116 Physical Science (4)

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- One of
 - HIST 110 Introduction to World Civilizations (3)
 - HIST 113 Western Civilization I (3)
 - HIST 114 Western Civilization II (3)
- One of
 - HIST 231 American History to 1877 (3)
 - HIST 232 History of the US Since 1877 (3)
 - PSCI 101 American Government (3)
 - PSCI 224 Geography and World Cultures (3)

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Dr. Stefanie Hoffman, Lecturer of Nursing
Dr. Shannon Merk, Professor of Nursing, Chair
Dr. Shanna Mueggenberg, Lecturer of Nursing
Erin Neldeberg, Assistant Professor of Nursing
Stephanie Palmersheim, Assistant Professor of Nursing, RN-BSN Program Coordinator
Dr. Sandra Scholten, Assistant Professor of Nursing, Graduate Program Director
Dr. Heather Stehr, Lecturer of Nursing
Dr. Stacy Stoterau, Assistant Professor of Nursing
Dr. Brittany Vondrak, Assistant Professor of Nursing
Connie Windeshausen, Assistant Professor of Nursing

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The Briar Cliff University Department of Nursing has an upper division BSN program for students who are not already registered nurses (pre-licensure program). This program leads to eligibility to take the NCLEX-RN licensure examination for registered nurses. A 2.75 Cumulative GPA (CGPA) is required for admission, progression, and graduation with the BSN degree. Students are charged laboratory fees to cover the cost of clinical supplies.

The Mission of the Department of Nursing at Briar Cliff University is to educate bachelor and graduate prepared nurses to promote health, healing, and hope of persons, through advocating for social justice within the community. Foundational to this mission is organic integration of faith, learning, and service.

The Bachelor of Science in Nursing at Briar Cliff University is accredited by the Commission on Collegiate Nursing Education (<http://www.aacn.nche.edu/ccne-accreditation>). The program is also recognized by the Iowa Board of Nursing.

The vision of the Department of Nursing at Briar Cliff University is to

- Foster holistic personal and professional development through life-long learning.
- Prepare nurses who engage in reflective practice related to health and quality of life in a variety of health care settings.
- Develop nurses who participate in ethical decision making focusing on health equity and improving quality of life.
- Provide a foundation for critical thinking and for the development, integration, and evaluation of new or expanded knowledge into practice.
- Prepare nursing leaders and mentors for a rapidly changing healthcare system.

- Enhance collaborative partnerships with other health care, educational, faith-based, and social service providers and the public at large.

Foundational to this mission is an organic integration of faith, learning, and service and is lived in the relationships as the faculty and students develop and continue collaborative partnerships with other healthcare, educational, faith-based, and social service providers and the public at large.

Essential Functions of the Department of Nursing

Briar Cliff University prohibits denial of university privileges to students or applicants for admission based on race, color, religion, gender, national origin, age, or disability (unless such disability would prevent the provision of safe care). Admission criteria do not discriminate against persons with disabling conditions. All candidates must meet minimum essential function standards to be eligible for admission and progression in the programs to function successfully as students. The following general abilities have been identified as necessary to meet the essential functions for admission: The student must possess the functional use of the sense of sight, touch, hearing, and smell. Each student must also possess a sense of equilibrium along with sufficient motor function to carry out psychomotor activities required in nursing. Additionally, the student must possess the cognitive and affective skills to perform the assessment and intervention activities required to provide nursing care. These essential functions will be required to meet the objectives of undergraduate courses and will be evaluated throughout the program. Appropriate auxiliary aids and services for people with impaired sensory, manual, or speaking skills may be utilized unless providing some would fundamentally alter the course or would result in an undue burden.

Professional Conduct Standard

Upon admission, all students are required to sign and adhere to the Professional Conduct Standard. Nursing students at Briar Cliff University are active participants in the educational process which prepares them for entry into the profession of nursing. It is the faculty's expectation that students will develop cognitive, affective, and psychomotor skills necessary to meet the demands of professional nursing in the ever-changing environment of the health care delivery system. The Essential Functions of the Department of Nursing describe the physical abilities nursing students need to possess to successfully achieve the program outcomes. As active participants, students are expected to develop professional behaviors beyond the classroom and clinical areas, which represent knowledge of personal and professional responsibilities, and behaviors consistent with the American Nurses' Association (ANA) Code of Ethics (2025).

Physical Health Requirements

Prior to engaging in any clinical experience, students must provide documentation of their physical health status. Immunizations must include documentation of hepatitis B vaccination (or a signed waiver), two MMRs, Varicella immunity, and an updated Diphtheria, Tetanus, and Pertussis (DTaP) immunization. Students are required to receive annual influenza immunization. Students not vaccinated for Covid-19 may not be able to complete clinical activities in facilities which require the Covid-19 vaccination, which can impact completion of program requirements. Students must hold current certification for Basic CPR for Healthcare Providers from the American Heart Association. In addition, upon acceptance to the nursing major, students must complete a criminal background check through the vendor selected by the Department of Nursing.

Graduation Requirements

Upon graduation, students majoring in nursing will be able to

- Solidify caring, holistic relationships with multiple individuals through being, knowing, acting with compassion and respecting cultural, racial, and ethnic diversity in the global society.
- Synthesize the breadth and depth of knowledge from the humanities and natural and social sciences in the application of the art and science of nursing to multiple individuals.
- Utilize the art and science of nursing to determine interventions to promote the health of all individuals.
- Integrate nursing concepts into the art and science of nursing theory.
- Collaborate, using a variety of communication skills, with individuals and inter/intraprofessionals to promote optimal health outcomes for all individuals.

- NURS 475 Transitions into Professional Nursing (2)
- NURS 480 Concepts for Complex Nursing Practice (6)

A grade of “C” or better must be attained in all nursing courses to progress to the next nursing course. Students are unable to pass a course without also passing the clinical component of the course. Transfer courses are subject to department approval.

Note: It is the responsibility of students to establish realistic academic loads (considering work and home obligations) which permit them the time needed to satisfactorily meet course and program requirements.

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Dr. Stefanie Hoffman, Lecturer of Nursing
Dr. Shannon Merk, Professor of Nursing, Chair
Dr. Shanna Mueggenberg, Lecturer of Nursing
Erin Neldeberg, Assistant Professor of Nursing
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Dr. Brittany Vondrak, Assistant Professor of Nursing
Connie Windeshausen, Assistant Professor of Nursing

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The Doctor of Nursing Practice at BCU is a practice-focused, post-master’s program designed to prepare experts in advanced practice nursing and leaders in healthcare delivery. The program is designed for master’s prepared NPs. Students are required to obtain 480 practicum hours at the DNP level to meet the 1000-hour requirement for the DNP degree. The entire program can be completed online.

The Doctor of Nursing Practice program at Briar Cliff University is accredited by the Commission on Collegiate Nursing Education (<http://www.aacn.nche.edu/ccne-accreditation>). The program is also recognized by the Iowa Board of Nursing.

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- Synthesize caring, holistic relationships with multiple individuals in an advanced practice role through being, knowing, acting with compassion and respective cultural, racial, and ethnic diversity in the global society.
- Integrate the breadth and depth of knowledge from the humanities and natural and social sciences in the application of the art and science of advanced practice nursing to multiple individuals.
- Exercise the art and science of nursing to determine interventions to promote the health of all individuals in the advanced practice setting.
- Assimilate nursing theory into the art and science of nursing at the advanced practice level.
- Interface, using a variety of communication skills including informatics, with individual and inter/intra-professionals to promote optimal health outcomes for all individuals.
- Lead decision-making processes and policy development based on legal, ethical, political, sociocultural, and spiritual dimensions while demonstrating leadership in an advanced practice role and in the delivery of health care at the local, state, national, and international levels.
- Blend and guarantee responsibility and accountability for the ongoing evaluation of the effectiveness of one’s own nursing practice and the practice of others.

- Appraise the teaching/learning needs of self and of all individuals with problems in the provision of advanced practice nursing interventions.
- Orchestrate and evaluate evidence from nursing research into the art and science of nursing.
- Ascertain the knowledge, skills, and attitudes necessary to continuously improve the quality and safety of the health care systems in which they practice.

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Students are required to provide an oral presentation of their completed DNP Evidence-Based Practice Initiative to their project team.

Students must submit a scholarly paper, which includes the background and significance of the project, a comprehensive review of the literature, a detailed description of the project and outcomes, to their project advisor.

Students must prepare the scholarly paper for publication in a peer-reviewed journal or a peer-reviewed abstract for a presentation at a professional conference and present evidence of that preparation to their DNP EBP initiative advisor.

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- The 36 graduate credit hours for the post master's DNP program must be completed within six years of the student's initial admission into the program.
- Completion of the program with a CGPA of 3.0 or above.
 - A student may receive a grade of B- or higher is required in all graduate nursing courses. To pass a clinical course, a student must earn a grade of B- or higher in the didactic portion and pass the clinical component. If a "C+" or lower is earned in a graduate nursing course, the course must be repeated.
 - A student who fails to attain a "B-" in a nursing course is permitted to repeat that course only one time.
- Exhibit proficiency in oral and written English
 - Written competency will be determined by the submission of the DNP EBP Initiative final scholarly paper. This project must complete the requirements for the DNP EBP Initiative and have been written in the APA style.
 - Oral competency will be determined at the time of the oral presentation of the DNP EBP Initiative to the graduate faculty. Oral competency will be evaluated on the student's ability to organize and articulate what was learned in initiative. In addition, the student's delivery will be evaluated for professional appearance, the ability to persuade the listener(s), and the effective use of voice.

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- NURS 675 Cultural Competence in Health Care (3)
- NURS 800 Epidemiology and Population Health (4)
- NURS 810 Information Technology for Evidence-based Practice (4)
- NURS 820 Financial Management for Health Care Organizations (4)
- NURS 840 Philosophy and Theory for Advanced Practice Nursing (3)
- NURS 846 Translational Research and DNP Evidence-Based Practice Initiative I (5)
- NURS 856 DNP Evidence-Based Practice Initiative II (2)
- NURS 866 DNP Evidence-Based Practice Initiative III (2)
- NURS 876 DNP Evidence-Based Practice Initiative IV (2)
- NURS 880 Professional Ethics for Health Care Leaders (3)
- NURS 890 Leadership in Complex Healthcare Organizations (4)

• The 56.5 graduate credits hours for the FNP students, 54.5 credits for PMHNP students or the 53.5 graduate credit hours for the AGNP student must be completed within six years of the student's initial admission into the program.

- Completion of the program with a CGPA of 3.0 or above.
 - A grade of "B-" or higher is required in all graduate nursing courses. To pass a clinical course, a student must earn a grade of B- or higher in the didactic portion and pass the clinical component. If a "C+" or lower is earned in a graduate nursing course, the course must be repeated.
 - A student who fails to attain a "B-" in a nursing course is permitted to repeat that course only one time.
- Written competency determined by the submission of the evidence-based practice initiative completed during the program. This project must have received a grade of A or B and have been written in the APA style.
- Final Assessment of MSN student learning as evidenced by performance in NURS 624 Evidence-Based Practice III.

• The 27.5 graduate credit hours for the post-graduate FNP program or the 24.5 graduate credit hours for the post-graduate AGPCNP program or 25.5 graduate credit hours for the post-graduate PMHNP program must be completed within six years of the student's initial admission into the program.

- Completion of the program with a CGPA of 3.0 or above.
 - A grade of "B-" or higher is required in all graduate nursing courses. To pass a clinical course, a student must earn a grade of B- or higher in the didactic portion and pass the clinical component. If a "C+" or lower is earned in a graduate nursing course, the course must be repeated.
 - A student who fails to attain a "B-" in a nursing course is permitted to repeat that course only one time.

NURS 501 Theoretical Foundations for Advanced Nursing Practice (2)

- NURS 510 Health Care Systems: Paradigms, Policy and Ethics (3)
- NURS 520 Foundations for Advanced Practice (2)
- NURS 529 Research Methods for Advanced Practice (3)
- NURS 550 Pathophysiology for Advanced Nursing Practice (3)
- NURS 570 Advanced Pharmacology (3)
- NURS 621 EPB I (2)
- NURS 622 EPB II (1)
- NURS 624 EPB III (1)
- NURS 631 Advanced Health Assessment (4)
- NURS 632 Advanced Practice Skills (FNP/AGNP only) (1)
- NURS 675 Cultural Competence in Healthcare (3)
- NURS 760 Population Health: Disease Prevention and Management (2)

MSN Nurse Practitioner students choose a concentration: Family or Adult/Gerontology Primary Care or Psychiatric Mental Health, with the following additional requirements beyond the core courses.

NURS 711 Pediatrics Primary Care I (2)

- NURS 712 Primary Care in Pediatrics II (4)

- NURS 715 Primary Care of Adult/Gerontology Client I (6)
- NURS 730 Primary Care of Adult/Gerontology Client II (6)
- NURS 746 FNP Practicum I (4)
- NURS 747 FNP Practicum II (4.5)
- NURS 720 Women's Health (elective) (1)

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- NURS 715 Primary Care of Adult/Gerontology Client I (6)
- NURS 730 Primary Care of Adult/Gerontology Client II (6)
- NURS 756 AGNP Practicum I (4)
- NURS 758 AGNP Practicum II (4.5)
- NURS 759 Care of the Frail Elder (3)
- NURS 720 Women's Health (elective) (1)

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- NURS 617 Therapeutic Modalities for APNs (6)
- NURS 647 Neuroscience of Psychopharmacology for APNs (3)
- NURS 717 Adv. Psychiatric Mental Health (PMH) Nursing with Adults (5)
- NURS 727 Adv. PMH Nursing with Children, Adolescents, and Older Adults (6.5)
- NURS 767 Practicum in PMH Advanced Practice Nursing (5)

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- NURS 550 Pathophysiology for Advanced Nursing Practice (3)
- NURS 570 Advanced Pharmacology (3)
- NURS 631 Advanced Health Assessment (4)
- NURS 632 Advanced Practice Skills (FNP/AGNP only) (1)

Students pursuing a post-graduate APRN certificate choose a concentration: Family or Adult/Gerontology Primary Care or Psychiatric Mental Health, with the following additional requirements beyond the core courses.

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- NURS 711 Pediatrics Primary Care I (2)
- NURS 712 Primary Care in Pediatrics II (4)
- NURS 715 Primary Care of Adult/Gerontology Client I (6)
- NURS 720 Women's Health (elective) (1)
- NURS 730 Primary Care of Adult/Gerontology Client II (6)
- NURS 746 FNP Practicum I (4)
- NURS 747 FNP Practicum II (4.5)

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- NURS 715 Primary Care of Adult/Gerontology Client I (6)
- NURS 730 Primary Care of Adult/Gerontology Client II (6)
- NURS 756 AGNP Practicum I (4)
- NURS 720 Women's Health (elective) (1)
- NURS 758 AGNP Practicum II (4.5)
- NURS 759 Care of the Frail Elder (3)

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- NURS 617 Therapeutic Modalities for APNs (6)
- NURS 647 Neuroscience of Psychopharmacology for APNs (3)
- NURS 717 Adv. Psychiatric Mental Health (PMH) Nursing with Adults (5)

The Bachelor of Science in Nursing program at Briar Cliff University is accredited by the Commission on Collegiate Nursing Education (<http://www.aacn.nche.edu/ccne-accreditation>). The program is also recognized by the Iowa Board of Nursing.

Physical Abilities

Briar Cliff University prohibits denial of university privileges to students or applicants for admission based on race, color, religion, gender, national origin, age, or disability, unless such disability would prevent the provision of safe care. Admission criteria do not discriminate against persons with disabling conditions. All candidates must meet minimum essential standards to function successfully as students. The following general abilities have been identified as necessary to meet the essential standards for admission: The student must possess the functional use of the sense of sight, touch, hearing, and smell. Each student must also possess a sense of equilibrium along with sufficient motor function to carry out psychomotor activities required in nursing. Additionally, the student must possess the cognitive and affective skills to perform the assessment and intervention activities required to provide nursing care. These general abilities will be required to meet the objectives of undergraduate courses and will be evaluated throughout the program. Appropriate auxiliary aid and services for people with impaired sensory, manual, or speaking skills will be provided unless providing same would fundamentally alter the course or would result in an undue burden.

Professional Conduct Standard

During the first week of NURS 310 Theoretical Basis for Nursing Practice, all students are required to sign and adhere to the Professional Conduct Standard. Nursing students at Briar Cliff University are active participants in the educational process which prepares them for entry and/or practice into the profession of nursing. It is the faculty's expectation that students will develop cognitive, affective, and psychomotor skills necessary to meet the demands of professional nursing in the ever-changing environment of the health care delivery system. The Technical Standards of the Department of Nursing describe the physical abilities nursing students need to possess to successfully achieve the program outcomes. As active participants, students are expected to develop professional behaviors beyond the classroom and clinical areas, which represent knowledge of personal and professional responsibilities, and behaviors consistent with the American Nurses' Association (ANA) Code of Ethics (2025).

Immunizations and Health Insurance

Prior to engaging in any direct and indirect care learning experiences, students must provide documentation of their physical health status. Immunizations must include completion of hepatitis B vaccination (or a signed waiver), a second MMR if born after 1957, and proof of Varicella immunity (if born after 1965, either a positive titer or proof of a series of two immunizations). Students are required to receive annual influenza immunization. Students not vaccinated for Covid-19 may not be able to complete clinical activities in facilities which require the Covid-19 vaccination. Students must hold a current, unencumbered nursing license in the state of the experience, current certification for Basic CPR for Healthcare Providers, current adult and child abuse certification, and health insurance. In addition, upon acceptance to the nursing major, students must complete a criminal background check through the vendor selected by the Department of Nursing.

Graduation Requirements

Upon graduation, students majoring in nursing will be able to

- Solidify caring, holistic relationships with multiple individuals through being, knowing, acting with compassion and respecting cultural, racial, and ethnic diversity in the global society.
- Synthesize the breadth and depth of knowledge from the humanities and natural and social sciences in the application of the art and science of nursing to multiple individuals.
- Utilize the art and science of nursing to determine interventions to promote the health of all individuals.
- Integrate nursing concepts into the art and science of nursing theory.
- Collaborate, using a variety of communication skills, with individuals and inter-/intra-professionals to promote optimal health outcomes for all individuals.

- Utilize decision-making processes based on legal, ethical, political, sociocultural, and spiritual dimensions while demonstrating leadership and in the delivery of health care.
- Incorporate responsibility and accountability for the ongoing evaluation of the effectiveness of one's own nursing practice.
- Evaluate the teaching/learning needs of self and of all individuals in the provision of nursing interventions.
- Critique and integrate evidence from nursing research into the art and science of nursing.
- Establish the knowledge, skills, and attitudes necessary to continuously improve the quality and safety of the health care systems in which they practice.



Prerequisite Courses

- BIOL 221 Anatomy and Physiology I (4)
- BIOL 222 Anatomy and Physiology II (4)
- BIOL 239 Introduction to Microbiology (4)
- BIOL 240 Nutrition (3)
- PSYC 110 Introductory Psychology (3)
- PSYC 280 Developmental Psychology (3)
- SOCY 124 Introduction to Sociology (3)
- WRTG 131 Composition I (3)

Required Courses

- LIBS 301 Digital Research for Academic Endeavors (1)
- NURS 305 Evidenced-Based Practice and Research in Nursing (3)
- NURS 310 Theoretical Basis for Nursing Practice (3)
- NURS 313 Nursing in the Health Care Delivery System (3)
- NURS 320 Health Assessment for Registered Nurses (3)
- NURS 339 Pathophysiology for Registered Nurses (4)
- NURS 402 Population Health (4)
- NURS 435 Leadership for the Professional Nurse (3)
- 1 nursing elective (3)
- 1 ethics course (3)
- 1 upper-division psychology course [We recommend PSYC 360 Abnormal Psychology]

MATH 200 Essentials of Statistics (3) (or equivalent) is HIGHLY recommended for those who may consider going on to a graduate program in nursing.

A cumulative GPA of 2.75 must be maintained for admission and progression in the program.

The RN-BSN student must complete electives to meet the graduation requirement of completing 120 credits.

Note: It is the responsibility of students to establish realistic academic loads (considering work and home obligations) which permit them the time needed to satisfactorily meet course and program requirements.



Ford Clark, Assistant Professor of Sports Information

- Within 1 year of graduation, >90% of employer respondents will provide positive feedback about the ability of graduates to deliver patient-centered physical therapy care that addresses the health needs of the area
- Within 1 year of graduation, a minimum of 10% of graduate respondents will participate in advocacy activities in which they educate clients and/or their family members, the public, healthcare professionals, third-party payers, and/or legislators about physical therapy services, the availability and accessibility to services, and/or wellness, health promotion, and disease prevention initiatives
- Within 1 year of graduation, >80% of graduate respondents will develop and provide health and wellness education to clients and/or their family members, the public, healthcare professionals, third-party payers, and/or legislators
- Within 3 years of graduation, >30% of graduate respondents will have practiced physical therapy within an underserved area
- Within 3 years of graduation, >10% of all graduate respondents will have provided pro-bono services
- Within 3 years of graduation, >30% of all graduate respondents will be members of the APTA
- Within 3 years of graduation, >10% of all graduate respondents will hold a leadership position in a professional, community, or service organization
- Within 3 years of graduation, >75% of all graduate respondents will have participated in a minimum of 20 hours of continuing education
- Within 5 years of graduation, at least 5% of all graduate respondents will have successfully completed a residency and/or fellowship, started an advanced degree, and/or obtained a specialty certification



- DPT 500 DPT Orientation (0)
- DPT 520 Clinical and Community-Based Correlations for the DPT Professional I (1)
- DPT 600 Musculoskeletal Therapy for the DPT Professional (8)
- DPT 601 Neurorehabilitation for the DPT Professional (8)
- DPT 602 Cardiovascular and Pulmonary Rehabilitation for the DPT Professional (4)
- DPT 603 Integumentary Therapy for the DPT Professional (2)
- DPT 620 Clinical and Community-Based Correlations for the DPT Professional II (2)
- DPT 622 Clinical and Community-Based Correlations for the DPT Professional III (1)
- DPT 623 Clinical and Community-Based Correlations for the DPT Professional IV (3)
- DPT 640 Pediatric Rehabilitation for the DPT Professional (2)
- DPT 641 Geriatric Rehabilitation for the DPT Professional (3)
- DPT 642 Orthotics, Prosthetics, and Adaptive Equipment for the DPT Professional (3)
- DPT 644 Movement Analysis for the DPT Professional (2)
- DPT 700 DPT Culmination (0)
- DPT 720 Clinical and Community-Based Correlations for the DPT Professional V (1)
- DPT 721 Clinical Education in Physical Therapy I (8)
- DPT 722 Clinical Education in Physical Therapy II (8)
- DPT 723 Clinical Education in Physical Therapy III (8)
- DPT 724 Clinical Education in Physical Therapy IV (8)
- DPT 725 Clinical Education in Physical Therapy V (8)
- HSC 501 Human Anatomy for the Health Care Professional (7)
- HSC 502 Human Physiology for the Health Care Professional (3)
- HSC 503 Human Neuroscience for the Health Care Professional (3)
- HSC 509 Human Kinesiology and Biomechanics for the Healthcare Professional (3)
- HSC 520 Behavioral Sciences for the Health Care Professional (2)
- HSC 521 Evidence-based Practice for the Health Care Professional (2)
- HSC 522 Teaching and Learning for the Health Care Professional (1)
- HSC 620 Foundational Spanish for the Health Care Professional (1)
- HSC 640 Emergency Medical Responder (2)

- HSC 641 Prevention, Health Promotion, Fitness and Wellness (2)
- RHB 505 Normal Lifespan Development for the Rehabilitation Professional (3)
- RHB 506 Human Pathophysiology for the Rehabilitation Professional (3)
- RHB 507 Pharmacology for the Rehabilitation Professional (3)
- RHB 508 Human Medical Imaging for the Rehabilitation Professional (2)
- RHB 540 Foundational Rehabilitation Test and Measures (3)
- RHB 541 Foundational Rehabilitation Interventions (4)
- RHB 560 Rehabilitation Scholarly Project Proposal (1)
- RHB 581 Laws and Reimbursement for the Rehabilitation Professional (1)
- RHB 643 Differential Diagnosis for the Rehabilitation Professional (3)
- RHB 660 Rehabilitation Scholarly Project (3)
- RHB 680 Rehabilitation Practice Management (2)
- Up to Seven (7) from
 - DPT 740 Sports Physical Therapy (1)
 - DPT 741 Pelvic Health Physical Therapy (1)
 - DPT 743 Entry-Level Dry Needling in Physical Therapy Practice (1)
 - HSC 741 Health Science Service-learning Experience (1)
 - HSC 742 Health Science Independent Study (1)
 - HSC 743 Advanced Pain Management (1)
 - RHB 742 Advanced Pediatric Rehabilitation (1)
 - RHB 744 Manual Therapy Rehabilitation (1)
 - RHB 745 Vestibular Rehabilitation (1)

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Dr. Eric Juhnke, Professor of History, Chair

Dr. Amy Boland, Associate Professor of History

Dr. Wendy Brame, Assistant Dean for Undergraduate Studies and Associate Professor of Criminal Justice

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The Briar Cliff University political science minor aims to provide the student with a comprehensive introduction to the discipline. Political Science is a social science that deals with the way human beings organize and govern themselves.

Political science is a valuable component of a liberal education because it enhances our understanding of human relations and behavior, how we make decisions, and the factors that influence them. Power, justice, law, social order, and the creations of effective and equitable human relationships are the essential concerns of the discipline.

Political science prepares students for graduate study and research; for professional careers in business, law and government; for active participation in local, state and national politics. Because political science enhances our understanding of human relations and behavior, how we make decisions and factors that influence them, it is a valuable component of a liberal arts education. The political science program offers students both the opportunities to gain a liberal arts education and prepare for a future career.

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- PSCI 101 American Government (3)
- 15 additional credits of political science electives. Relevant courses in history may be substituted with departmental approval.

Psychology Department

Faculty

Dr. Ted Bobak, Assistant Professor of Psychology

Dr. McHale Davis, Assistant Professor of Psychology

Program Overview

The psychology department provides all students with an opportunity to investigate the science of behavioral and mental processes. The department offers a variety of courses for students majoring in the field, as well as for majors in allied fields and students wishing an orientation to the field as part of their liberal arts education. Many of the course offerings stress a theoretical orientation while others will stress application to life situations.

Psychology majors and others planning graduate study in psychology are encouraged to strengthen their educational background with course work from the natural science and mathematics divisions. Upon graduation, students majoring in psychology will be able to demonstrate knowledge and comprehension of psychological theory and content, understand and apply research methodology, think critically, understand the necessity for values in psychology (e.g. ethical behavior), exhibit technological (e.g. computer) competence in exploring various components of psychology, demonstrate effective written and oral communication within the field of psychology, realize the value in exploring issues of diversity relative to the discipline, and apply psychological concepts personally and professionally.

Requirements

- PSYC 110 Introductory Psychology (3)
- PSYC 211 Professional Development for Psychology Majors (3)
- PSYC 280 Developmental Psychology (3)
- PSYC 295 Experimental Psychology (4)
- PSYC 05IS Applied Statistics (1)
- PSYC 11IS Senior Seminar (1)
- PSYC 465 Senior Seminar (2)
- 9 additional credits in psychology
- Students must choose one of the three concentrations below
 - Mental Health
 - PSYC 325 Introduction to Interviewing and Counseling (3)
 - PSYC 360 Abnormal Psychology (3)
 - PSYC 380 Theories of Personality (3)
 - PSYC 430 Psychological Assessment (3)
 - Community Psychology
 - PSYC 205 Introduction to Forensic Psychology (3)
 - PSYC 235 Drugs and Society (3)
 - PSYC 342 Community Psychology (3)
 - One from
 - SOC 124 Introduction to Sociology (3)
 - SOC 125 Social Problems (3)
 - Foundations in Art Therapy
 - ART 110 Drawing I (3)
 - ART 130 Ceramics (3)
 - PSYC 365 Human Motivation and Emotion (3)
 - PSYC 380 Theories of Personality (3)

All majors must satisfy the psychology department's writing competency requirement.

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- Students may not count more than one D/D+ in their major or minor course work.

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This program may also be completed by students who have already completed a two-year radiologic technology program and attained a passing grade on the American Registry Examination. As before, the clinical portion of the program is granted specific course credits (from accredited college) or two years of academic work (from hospital-based program) and is then followed by the completion of the foundational coursework and graduation requirements.

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AS OF FALL 2025, NO NEW ADMISSIONS ARE BEING ACCEPTED.

Secondary Education

Faculty

Dr. Kenneth Berg, Associate Professor of Education

Alisha Elder, Instructor of Education

Dr. Theresa Engle, Professor of Education, Chair

Janet Rohmiller, Associate Professor of Education

Program Overview

The Briar Cliff University Education Department prepares future teachers to make a difference in the lives of K-12 students. The Teacher Preparation Program is grounded in its conceptual framework: In the Franciscan tradition, the Briar Cliff University Education Program prepares professional educators through community and service. Aligned with this framework, the curriculum, instruction, and field experiences are tailored to the preparation for teaching in today's schools. All students intending to seek a secondary education degree must be admitted to and meet the requirements of BCU's Teacher Preparation Program (see EDUCATION).

Secondary education majors are prepared for Iowa licensure with one or more endorsements to teach within a subject area discipline they choose. Some students may also earn a second major in their content area discipline. While the state of Iowa requires a minimum of 80 hours of field experience prior to student teaching, secondary majors at Briar Cliff complete over 120 hours of field experience. Students begin their field experience during their first year and are engaged in field experiences at both the middle and high school levels within their area of study.

Secondary education majors may also complete one or more additional endorsements. These endorsements are considered "add on" endorsements that expand the areas in which they are licensed to teach. These "add on" endorsements include:

- Coaching: See ATHLETIC COACHING for required courses and trainings for completion of the K-12 Athletic Coaching endorsement.
- Computer Science: See below in this section of the catalog (SECONDARY EDUCATION) for courses required for a 5-12 Computer Science endorsement.
- Health Education: See K-12 EDUCATION in this catalog for courses required for a 5-12 Health endorsement.
- Middle School Education: Students interested in teaching in middle school (grades 5-8) focus on two areas of specialization and the study of middle school teaching. See MIDDLE SCHOOL EDUCATION section in this catalog for areas of specialization and required courses.
- Special Education: Students may choose the 5-12 Instructional Strategist I endorsement or both the K-8 and 5-12 Instructional Strategist I endorsements. See the SPECIAL EDUCATION section in this catalog for a list of required courses.

Requirements

- BIOL course with or without lab (3-4)
- EDUC 100 Introduction to Education (1)
- EDUC 101 Introduction to Education Practicum (1)
- EDUC 250 Management and Instruction (3)
- EDUC 251 Practicum I (1)
- EDUC 260 Educational Technology (2)
- EDUC 270 Exceptional Learners (3)
- EDUC 290 Behavior and Classroom Management (3)
- EDUC 318 Educational Psychology (3)
- EDUC 319 Practicum II (1)
- EDUC 330 Educational Measurement and Evaluation (3)

- EDUC 390 Content Area Literacy (3)
- EDUC 391 Content Area Literacy Practicum (1)
- EDUC 415 Student Teaching in the Secondary School (13)
- EDUC 452 Human Relations for Teachers (2)
- EDUC 455 Student Teaching Seminar (2)
- One of
 - HIST 231 American History to 1877 (3)
 - HIST 232 History of US Since 1877 (3)
- MATH 105 or higher (3)
- PHYS course (4)
- One of
 - PSCI 224 Geography and World Cultures (3)
 - SOCY 240 Racial, Ethnic, and Gender Inequality (3)
- PSYC 110 Introductory Psychology (3)
- WRTG 131 Writing Composition I (3)
- WRTG 259 Writing Composition II (3)
- Content area endorsement courses (select one or more below)

Additional endorsements may be completed but may extend the four-year plan of study.

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- BIOL 151 General Biology I with Lab (4)
- BIOL 152 General Biology II with Lab (4)
- BIOL 200 Ornithology with Lab (4)
- BIOL 237 General Ecology with Lab (4)
- BIOL 242 Cell Biology with Lab (4)
- BIOL 310 Climate Change Biology with Lab (4)
- BIOL 495 Conservation Biology with Lab (4)

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- BIOL 151 General Biology I with Lab (4)
- BIOL 152 General Biology II with Lab (4)
- Two of
 - BIOL 200 Ornithology with Lab (4)
 - BIOL 237 General Ecology with Lab (4)
 - BIOL 242 Cell Biology with Lab (4)
 - BIOL 310 Climate Change Biology with Lab (4)
 - BIOL 495 Conservation Biology with Lab (4)
- Additional courses to total 30 semester hours in the broad area of science

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- ACCT 203 Principles of Accounting I (3)
- ACCT 204 Principles of Accounting II (3)
- BUAD 100 Introduction to Business (3)
- One of
 - BUAD 101 Personal Finance (3)
 - BUAD 205 Advanced Personal Finance (3)
- BUAD 210 Business Communications (3)
- One of
 - BUAD 220 Microcomputer Applications for Business (3)
 - CSCI 100 Introduction to Computers (3)

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- CSCI 201 Computer Programming I (3)
- MATH 200 Elementary Statistics (4)
- MATH 217 Calculus I (4)
- MATH 218 Calculus II (4)
- MATH 225 Discrete Mathematics (3)

- MATH 305 College Geometry (3)
- One of
 - MATH 344 Linear Algebra (3)
 - MATH 350 Abstract Algebra (3)
- MATH 440 Teaching Middle/High School Mathematics (3)

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- HIST 110 World Civilizations (3)
- HIST 113 Western Civilization I (3)
- HIST 114 Western Civilization II (3)
- PSYC 110 Introduction to Psychology (3)
- PSCI 224 Geography and World Cultures (3)
- HIST 231 American History to 1877 (3)
- HIST 232 U.S. History Since 1877 (3)
- One of
 - HIST 224 The Vietnam Experience (3)
 - HIST 238 History of Urban America (3)
 - HIST 239 U.S. Popular Culture (3)
- Two of
 - HIST 351 Studies in American History I (3)
 - HIST 352 Studies in American History II (3)
 - HIST 353 Studies in American History III (3)
- HIST 440 Teaching Middle/High School Social Science (3)

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- HIST 110 World Civilization (3)
- HIST 113 Western Civilization I (3)
- HIST 114 Western Civilization II (3)
- HIST 231 American History to 1877 (3)
- HIST 232 U.S. History Since 1877 (3)
- PSCI 224 Geography and World Cultures (3)
- Two from
 - HIST 261 The British Empire in World History (3)
 - HIST 264 History of the Middle East (3)
 - HIST 267 Twentieth Century World History (3)
 -
- One from
 - HIST 333 Studies in European History I: Late Antiquity (3)
 - HIST 334 Studies in European History II: High Middle Ages (3)
 - HIST 335 Studies in European History III: Early Modern (3)
- HIST 440 Teaching Middle/High School Social Science (3)
- PSYC 110 Introduction to Psychology (3)

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- HIST 440 Teaching Middle/High School Social Science (3)
- American History
- HIST 231 American History to 1877 (3)
- HIST 232 U.S. History since 1877 (3)
- One of

- HIST 224 The Vietnam Experience (3)
- HIST 238 American Urban History (3)
- HIST 239 U.S. Popular Culture (3)
- HIST 352 Studies in American History II: Civil War and Reconstruction/Frontier West (3)(3)
- HIST 353 Studies in American History III: Civil Rights Movement/America in World War II (3)

World History

- Two from
 - HIST 113 Western Civilization I (3)
 - HIST 114 Western Civilization II (3)
 - HIST 267 Twentieth Century World History (3)
- One from
 - HIST 261 The British Empire in World History (3)
 - HIST 264 The Middle East: History, Geography, and Faith (3)
 - HIST 333 Studies in European History I: The Dark Ages (3)
 - HIST 334 Studies in European History II: High Middle Ages (3)
 - HIST 335 Studies in European History III: Early Modern Europe (3)

American Government

- PSCI 101 American Government (3)
- Two of
 - PSCI 224 Geography and World Cultures (3)
 - PSCI 263 Social History of Law (3)
 - PSCI 366 American Constitutional Law (3)

Additional Endorsements may be added to the Basic Social Science endorsement with 6 credits from each of the following content areas: Sociology, Psychology, Geography, and Economics

Sociology

- Two of
 - SOCY 124 Introduction to Sociology (3)
 - SOCY 240 Racial, Ethnic, and Gender Inequality (3)
 - SOCY 235 Sociology of Marriages and Families (3)

Psychology

- Two of
 - PSYC 110 Introduction to Psychology (3)
 - PSYC 280 Developmental Psychology (3)
 - PSYC 354 Child and Adolescent Psychology (3)

Geography

- PSCI 224 Geography and World Cultures (3)
- One of
 - HIST 224 The Vietnam Experience (3)
 - HIST 238 American Urban History (3)
 - HIST 261 British Empire in World History (3)
 - HIST 264 History of the Middle East (3)
 - HIST 352 Studies in American History: Frontier West (3)
 - HIST 267 Twentieth Century World History (3)

Economics

- ECON 210 Principles of Microeconomics (3)
- ECON 211 Principles of Macroeconomics (3)

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- One of
 - Two years of high school Spanish and one elective SPAN course of 3 credits
 - SPAN 101 Elementary Spanish I (3) and SPAN 102 Elementary Spanish II (3)
- SPAN 205 Latinos in American Life and Culture (3)
- SPAN 301 Advanced Grammar and Conversation (3)
- SPAN 302 Advanced Grammar and Composition (3)
- SPAN 305 Advanced Spanish through Literature and Film (3)
- SPAN 311 Culture and Civilization of Spain (3)
- SPAN 312 Culture and Civilization of Latin America (3)
- SPAN 335 Introduction to the Study of Literature in Spanish (3)
- SPAN 440 Teaching Middle/High School Spanish (3)

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Kristen Perez, Associate Professor of Mass Communications

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Students today know their way around Facebook, Instagram, YouTube, and whatever else is trending among social media channels. Combining that knowledge with a blend of marketing, photography, public relations and social media management will prepare students to become powerful, modern-day storytellers — a skill set desired by just about every company in today's business world!

$$\sim \text{it} - \frac{1}{2} \left(\frac{1}{2} \right)^{3/4} \times \text{it} \left(\frac{1}{2} \right)$$

- BUAD 315 Digital Marketing
- MCOM 216 Basic Photography
- MCOM 240 Social Media
- MCOM 307 Public Relations
- MCOM 414 Social Media Management
- One of the following:
 - MCOM 495 Social Media Internship
 - MRKT 301 Principles of Marketing

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Melanie Berte-Hickey, Associate Professor of Social Work, Program Director

Maria Cancino, Assistant Professor of Social Work

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The Briar Cliff University Social Work Program is grounded in the traditions of service, compassion, and respect for the dignity of all persons. The program prepares students for entry-level generalist social work practice and graduate social work education through an academically challenging curriculum that integrates the knowledge, values, and skills of the social work profession.

Accredited by the Council on Social Work Education (CSWE) since 1974, the program prepares students to demonstrate the nine CSWE competencies required for ethical and effective practice with diverse individuals, families, groups, organizations, and communities.

As a result of developing these expected competencies, the social work major will be able to

- demonstrate ethical and professional behavior.
- advance human rights and social, racial, economic, and environmental justice.
- engage in anti-racism, diversity, equity, and inclusion (ADEI) in practice.
- engage in practice-informed research and research-informed practice.
- engage in policy practice.
- engage with individuals, families, groups, organizations, and communities.
- assess individuals, families, groups, organizations, and communities.
- intervene with individuals, families, groups, organizations, and communities.
- evaluate practice with individuals, families, groups, organizations, and communities



- One from
 - BIOL 102 Human Biology (3)
 - BIOL 151 General Biology I (4)
- One from
 - HIST 231 History of the US I (3)
 - HIST 232 History of the US II (3)
 - PSCI 101 American Government (3)
- LIBS 301 Digital Research & Academic Endeavors (1) [Online Degree Completion Program only]
- One from
 - Math 105 Math for Liberal Arts (3)
 - Math 111 College Algebra (3)
 - MATH 150 Essentials of Statistics (3)
 - MATH 200 Elementary Statistics (4)
- PSCY 110 Introductory Psychology (3)
- PSYC 280 Developmental Psychology (3)
- One from
 - SOCY 124 Introduction to Sociology (3)
 - SOCY 125 Social Problems (3)
 - SOCY 235 Sociology of Marriages and Families (3)
 - SOCY 240 Racial, Ethnic, and Gender Inequality (3)
- SOCY 340 Social Science Research Methods (3)
- SWRK 01IS Introduction to Practicum Experience (2)
- SWRK 230 Social Work and Social Welfare (3)
- SWRK 315 Social Work Interactional Skill (2)
- SWRK 320 Human Behavior and the Social Environment (3)
- SWRK 360 Social Issues and Policy (3)
- SWRK 370 Social Work Practice with Individuals (3)
- SWRK 375 Social Work Practice with Families and Groups (3)
- SWRK 380 Social Work Practice with Communities and Organizations (3)
- SWRK 455 Practicum Experience (12)
- Two from:
 - SWRK 300 Bereavement (3)
 - SWRK 310 Trauma Informed Practice (3)
 - SWRK 325 Mental Health and Mental Illness (3)
 - SWRK 330 Human Sexuality (3)
 - SWRK 335 Substance Abuse and Addiction (3)
 - SWRK 345 Child Welfare (3)

- SWRK 355 Law: Child Abuse and Neglect (3)
- SWRK 455 Gerontology (3)
- SWRK 385 Engaging in Cross Cultures (2)
- SWRK 385L Engaging in Cross Cultures Lab (1)

Internal Concentration

An internal concentration is a structured plan of study with a major. The minimum number of semester hours for an internal concentration is 12 semester hours. Credits for an internal concentration are in addition to the requirements beyond the core courses of the major. An internal concentration appears on the official transcript.

To earn a B.S.W. with a concentration student take all courses required for the B.S.W. plus the courses required for the concentration and complete the program required field practicum in an agency or organization that provides services related to that concentration.

Concentration in Trauma Informed Practice

- SWRK 310 Trauma Informed Practice (3)
- SWRK 325 Mental Health and Mental Illness (3)
- One from
 - SWRK 335 Substance Abuse and Addiction (3)
 - SPAN Latinos in American Life and Culture (3)
- One from
 - CJUS 365 Juvenile Justice (3)
 - PSYC 215 Social Psychology (3)
 - SPAN 230 Narco Wars: Drug Trafficking in Popular Media (3)
 - SOCY 420 Social Stratification (3)
 - SWRK 335 Substance Abuse and Addiction (3)

Concentration in Child Welfare

- SWRK 310 Trauma Informed Practice (3)
- SWRK 345 Child Welfare (3)
- PSYC 354 Child and Adolescent Psychology (3)
- One from
 - CJUS 365 Juvenile Justice (3)
 - PSYC 215 Social Psychology (3)
 - SOCY 420 Social Stratification (3)

Concentration in Ministry

- One from
 - SWRK 300 Bereavement (3)
 - THEO 310 Ministry (3) [THEO 115 Foundations of Christianity (3) and THEO 310 Ministry (3) are prerequisites]
- One from
 - THEO 116 Church in the World (3)
 - THEO 260 Francis, Clare and Franciscan Spirituality (3)
- One from
 - SWRK 310 Trauma Informed Practice (3)
 - SWRK 325 Mental Health and Mental Illness (3)

Concentration in Social Justice

Concentration in Social Justice

Dr. Wendy Brame, Associate Professor of Criminal Justice

In an interconnected world, clear and culturally responsive communication is more vital than ever. The Spanish Translation and Interpretation major offers more than language proficiency—it's a transformative educational experience that fosters global awareness, interpersonal insight, and professional versatility. Rooted in Catholic Franciscan values of compassion, service, and human dignity, the program equips students to act as ethical communicators who bridge linguistic and cultural boundaries. Employers consistently rank communication, collaboration, and intercultural agility among the top skills they seek in today's workforce.

Our graduates are prepared to meet these demands. By combining rigorous language instruction with training in contextual understanding and ethical practice, we prepare students to become highly skilled interpreters and translators across a variety of professional sectors—from healthcare and business to diplomacy and education.

1. Global Dynamics and Cross-Cultural Communication
 - a. Courses that highlight the interconnected nature of global societies and explore the role of language in international collaboration
 - b. Training to navigate linguistic subtleties, idioms, and socio-cultural expectations for authentic and respectful communication across cultures
2. Global Perspectives and Social Insight
 - a. Coursework focused on global literacy, social awareness, and the use of language to foster mutual understanding
 - b. Emphasis on skills for engaging with diverse audiences and international environments in meaningful ways
3. Inclusive Communication and Social Awareness
 - a. Instruction in respectful, audience-aware language that acknowledges varied social and cultural backgrounds
 - a. Development of interpersonal awareness and empathy, promoting positive engagement in multilingual and multinational contexts
4. Linguistic Mastery
 - a. Intensive language training that fosters advanced proficiency in written and spoken Spanish, ensuring readiness for high-level translation and interpretation
 - b. Focus on grammatical precision, lexical depth, and stylistic accuracy in diverse contexts
5. Cultural Fluency
 - a. Exploration of the historical, social, and philosophical dimensions of the Spanish-speaking world
 - b. Tools for understanding how cultural frameworks influence meaning, ensuring translations and interpretations are contextually authentic

This program prepares students to become highly proficient language professionals, equipped to serve in diverse fields such as public service, international business, health care, diplomacy, law, media, and education. Graduates will possess the intercultural agility and linguistic excellence needed to thrive in today's dynamic global environments.

What careers can students pursue with a Spanish minor or concentration?

- Interpreter
- Translator
- Police Officer
- Teacher
- Field Researcher.
- Foreign Service Officer
- International Business Manager
- Product Localization Manager
- Manager
- Social Worker
- Health Care Professional
- Diversity and Inclusion Coordinator
- Flight Attendant

SPAN 101 and SPAN 102

- Cultural Knowledge: Explain how cultural characteristics, history, values, beliefs, and behaviors of the Hispanic/Latino cultural groups affect their health.
- Interact culturally and linguistically with Spanish-speaking communities within and beyond the United States in culturally responsive ways.
- Apply skills learned through the study of Spanish to solve problems and complete tasks in communities where Spanish is primarily spoken.
- Describe aspects of Spanish-speaking communities' cultural and linguistic diversity within and beyond the US
- Critically reflect on their own identities, cultural heritage, and traditions through the study of Spanish.

SPAN 101 and SPAN 102

SPAN 101 and SPAN 102

SPAN 101 and SPAN 102 are prerequisites for students who enter without Spanish proficiency. These two courses add 6 credits. They are not counted in the 30-credit major. Students who must complete them carry a total commitment of 36 credits. Students may be placed beyond SPAN 101 and SPAN 102 through placement testing, AP credit (score of 3 or higher), transfer equivalencies, or heritage-speaker evaluation.

- SPAN 101 Globalize your Mind: Language, Culture and Society of the Spanish-Speaking World (4)
- SPAN 102 War on Drugs in the Americas Language and Culture (4)

SPAN 205 and SPAN 210

- SPAN 205 Latinos in American Life and Culture (3)
- SPAN 210 Introduction to Translation and Interpretation
- SPAN 401 Translation and Interpreting Techniques and Strategies
- 21 credits from
 - SPAN 230 Narco-Wars: Exploring the Drug Trafficking in Popular Media (3)
 - SPAN 240 Stories of Resistance: Cultures and Civilizations of the Americas through Films (3)
 - SPAN 301 Advanced Grammar and Conversation (3)
 - SPAN 302 Advanced Grammar and Composition (3)
 - SPAN 303 Spanish for Careers (Business, Healthcare, Education, Social Work, Law Enforcement) (3)
 - SPAN 311 Culture and Civilization of Spain (3)
 - SPAN 312 Culture and Civilization of Latin America (3)
 - SPAN 450 International Experience (0 - 6)
 - SPAN 490 Community-Based Translation and Interpretation Internship (3)

SPAN 401 and SPAN 490

Responding to changes in the cultural and demographic development in the United States in general and in the Siouxland area, the study of Spanish for Health Care Professional courses has become an important field of inquiry and exploration for students earning their major, minor, and concentrations in Spanish. Many of our students must take Spanish for Health Care courses to better equip them for a career in Health Care or a related field, especially when we are in one of the fastest-growing Hispanic populations in the United States.

SPAN 401 and SPAN 490

- Cultural Knowledge: Explain how cultural characteristics, history, values, beliefs, and behaviors of the Hispanic/Latino cultural groups affect their health.
- Cultural Awareness: Recognize that Hispanic/Latino patients have different values shaped by diverse cultural backgrounds. By being respectful of others and accepting people's opinions, rights, and feelings, students allow themselves to develop more successful personal and professional relationships and benefit from cultural diversity.

- Cultural Sensitivity: The United States is a mosaic of cultural and ethnicities with multiple health practices. Being aware that cultural differences and similarities between people exist without assigning them a value, positive or negative, better or worse, right or wrong.
- Cultural Competence: Develop the ability to effectively interact, work, and develop meaningful relationships with Hispanic/Latino patients of various cultural backgrounds.

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- SPAN 221-01 Spanish for Healthcare Professionals I (2)
- SPAN 221A-01 Clinical Immersion I (1)
- SPAN 222-01 Spanish for Healthcare Professionals II (2)
- SPAN 222A-01 Clinical Immersion II (1)
- SPAN 223-01 Spanish for Healthcare Professionals III (2)
- SPAN 223A-01 Clinical Immersion III (1)
- SPAN 224-01 Spanish for Healthcare Professionals IV (2)
- SPAN 224A-01 Clinical Immersion IV (1)

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In the connected global economy, a clear understanding of the complex global business environment is important to compete locally as well as in international markets. The International Business concentration is designed to prepare students with the knowledge, languages, cultural skills, and global perspectives required to succeed in the global workplace.

From a job placement perspective, few firms today operate or compete exclusively in domestic markets. A concentration in international business prepares our students for career opportunities with organizations that interact across borders. Besides, this concentration offers the option of international business experiences that can provide a competitive edge for students while applying for jobs and internships, regardless of the discipline.

What careers can students pursue with an international business concentration?

- Foreign sales
- Local and International banking
- Trade and development
- Nonprofit and humanitarian organizations
- Imports/Exports management
- Travel and tourism

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- Explain how multinational firms cope with shifting economic conditions, marketing, and advertising practices, plus politics, and personnel and management problems arising from cultural and language barriers.
- Apply bilingual communications, cultural, and critical thinking skills to resolve challenges that arise because of their impact on demographic and cultural diversity.
- Recognize important management challenges presented by globalization and apply techniques for addressing them.

• $\frac{3}{4} \frac{1}{2} \frac{3}{4} \frac{1}{2}$

- SPAN 303 Spanish for Careers (Business, Healthcare, Education, Social Work, Law Enforcement) (3)
- Two from
 - BUAD 324 International Law I (3)
 - BUAD 329 International Management (3)
 - BUAD 385 International Business (3)
- One from

- 9-τδ^{3/4}Π₁₁Π₁₂Π₁₃Π₁₄Π₁₅Π₁₆Π₁₇Π₁₈Π₁₉Π₂₀Π₂₁Π₂₂Π₂₃Π₂₄Π₂₅Π₂₆Π₂₇Π₂₈Π₂₉Π₃₀Π₃₁Π₃₂Π₃₃Π₃₄Π₃₅Π₃₆Π₃₇Π₃₈Π₃₉Π₄₀Π₄₁Π₄₂Π₄₃Π₄₄Π₄₅Π₄₆Π₄₇Π₄₈Π₄₉Π₅₀Π₅₁Π₅₂Π₅₃Π₅₄Π₅₅Π₅₆Π₅₇Π₅₈Π₅₉Π₆₀Π₆₁Π₆₂Π₆₃Π₆₄Π₆₅Π₆₆Π₆₇Π₆₈Π₆₉Π₇₀Π₇₁Π₇₂Π₇₃Π₇₄Π₇₅Π₇₆Π₇₇Π₇₈Π₇₉Π₈₀Π₈₁Π₈₂Π₈₃Π₈₄Π₈₅Π₈₆Π₈₇Π₈₈Π₈₉Π₉₀Π₉₁Π₉₂Π₉₃Π₉₄Π₉₅Π₉₆Π₉₇Π₉₈Π₉₉Π₁₀₀Π₁₀₁Π₁₀₂Π₁₀₃Π₁₀₄Π₁₀₅Π₁₀₆Π₁₀₇Π₁₀₈Π₁₀₉Π₁₁₀Π₁₁₁Π₁₁₂Π₁₁₃Π₁₁₄Π₁₁₅Π₁₁₆Π₁₁₇Π₁₁₈Π₁₁₉Π₁₂₀Π₁₂₁Π₁₂₂Π₁₂₃Π₁₂₄Π₁₂₅Π₁₂₆Π₁₂₇Π₁₂₈Π₁₂₉Π₁₃₀Π₁₃₁Π₁₃₂Π₁₃₃Π₁₃₄Π₁₃₅Π₁₃₆Π₁₃₇Π₁₃₈Π₁₃₉Π₁₄₀Π₁₄₁Π₁₄₂Π₁₄₃Π₁₄₄Π₁₄₅Π₁₄₆Π₁₄₇Π₁₄₈Π₁₄₉Π₁₅₀Π₁₅₁Π₁₅₂Π₁₅₃Π₁₅₄Π₁₅₅Π₁₅₆Π₁₅₇Π₁₅₈Π₁₅₉Π₁₆₀Π₁₆₁Π₁₆₂Π₁₆₃Π₁₆₄Π₁₆₅Π₁₆₆Π₁₆₇Π₁₆₈Π₁₆₉Π₁₇₀Π₁₇₁Π₁₇₂Π₁₇₃Π₁₇₄Π₁₇₅Π₁₇₆Π₁₇₇Π₁₇₈Π₁₇₉Π₁₈₀Π₁₈₁Π₁₈₂Π₁₈₃Π₁₈₄Π₁₈₅Π₁₈₆Π₁₈₇Π₁₈₈Π₁₈₉Π₁₉₀Π₁₉₁Π₁₉₂Π₁₉₃Π₁₉₄Π₁₉₅Π₁₉₆Π₁₉₇Π₁₉₈Π₁₉₉Π₂₀₀Π₂₀₁Π₂₀₂Π₂₀₃Π₂₀₄Π₂₀₅Π₂₀₆Π₂₀₇Π₂₀₈Π₂₀₉Π₂₁₀Π₂₁₁Π₂₁₂Π₂₁₃Π₂₁₄Π₂₁₅Π₂₁₆Π₂₁₇Π₂₁₈Π₂₁₉Π₂₂₀Π₂₂₁Π₂₂₂Π₂₂₃Π₂₂₄Π₂₂₅Π₂₂₆Π₂₂₇Π₂₂₈Π₂₂₉Π₂₃₀Π₂₃₁Π₂₃₂Π₂₃₃Π₂₃₄Π₂₃₅Π₂₃₆Π₂₃₇Π₂₃₈Π₂₃₉Π₂₄₀Π₂₄₁Π₂₄₂Π₂₄₃Π₂₄₄Π₂₄₅Π₂₄₆Π₂₄₇Π₂₄₈Π₂₄₉Π₂₅₀Π₂₅₁Π₂₅₂Π₂₅₃Π₂₅₄Π₂₅₅Π₂₅₆Π₂₅₇Π₂₅₈Π₂₅₉Π₂₆₀Π₂₆₁Π₂₆₂Π₂₆₃Π₂₆₄Π₂₆₅Π₂₆₆Π₂₆₇Π₂₆₈Π₂₆₉Π₂₇₀Π₂₇₁Π₂₇₂Π₂₇₃Π₂₇₄Π₂₇₅Π₂₇₆Π₂₇₇Π₂₇₈Π₂₇₉Π₂₈₀Π₂₈₁Π₂₈₂Π₂₈₃Π₂₈₄Π₂₈₅Π₂₈₆Π₂₈₇Π₂₈₈Π₂₈₉Π₂₉₀Π₂₉₁Π₂₉₂Π₂₉₃Π₂₉₄Π₂₉₅Π₂₉₆Π₂₉₇Π₂₉₈Π₂₉₉Π₃₀₀Π₃₀₁Π₃₀₂Π₃₀₃Π₃₀₄Π₃₀₅Π₃₀₆Π₃₀₇Π₃₀₈Π₃₀₉Π₃₁₀Π₃₁₁Π₃₁₂Π₃₁₃Π₃₁₄Π₃₁₅Π₃₁₆Π₃₁₇Π₃₁₈Π₃₁₉Π₃₂₀Π₃₂₁Π₃₂₂Π₃₂₃Π₃₂₄Π₃₂₅Π₃₂₆Π₃₂₇Π₃₂₈Π₃₂₉Π₃₃₀Π₃₃₁Π₃₃₂Π₃₃₃Π₃₃₄Π₃₃₅Π₃₃₆Π₃₃₇Π₃₃₈Π₃₃₉Π₃₄₀Π₃₄₁Π₃₄₂Π₃₄₃Π₃₄₄Π₃₄₅Π₃₄₆Π₃₄₇Π₃₄₈Π₃₄₉Π₃₅₀Π₃₅₁Π₃₅₂Π₃₅₃Π₃₅₄Π₃₅₅Π₃₅₆Π₃₅₇Π₃₅₈Π₃₅₉Π₃₆₀Π₃₆₁Π₃₆₂Π₃₆₃Π₃₆₄Π₃₆₅Π₃₆₆Π₃₆₇Π₃₆₈Π₃₆₉Π₃₇₀Π₃₇₁Π₃₇₂Π₃₇₃Π₃₇₄Π₃₇₅Π₃₇₆Π₃₇₇Π₃₇₈Π₃₇₉Π₃₈₀Π₃₈₁Π₃₈₂Π₃₈₃Π₃₈₄Π₃₈₅Π₃₈₆Π₃₈₇Π₃₈₈Π₃₈₉Π₃₉₀Π₃₉₁Π₃₉₂Π₃₉₃Π₃₉₄Π₃₉₅Π₃₉₆Π₃₉₇Π₃₉₈Π₃₉₉Π₄₀₀Π₄₀₁Π₄₀₂Π₄₀₃Π₄₀₄Π₄₀₅Π₄₀₆Π₄₀₇Π₄₀₈Π₄₀₉Π₄₁₀Π₄₁₁Π₄₁₂Π₄₁₃Π₄₁₄Π₄₁₅Π₄₁₆Π₄₁₇Π₄₁₈Π₄₁₉Π₄₂₀Π₄₂₁Π₄₂₂Π₄₂₃Π₄₂₄Π₄₂₅Π₄₂₆Π₄₂₇

The goal of the Concentration in Latino Cultural Competence is that students develop the cultural and linguistic skills for engaging in culturally grounded practice with Latino clients. The Concentration provides students with opportunities to learn the critical, cross-cultural factors that influence a social worker's competency to understand the social, linguistic, and cultural context with Latinos and the Latino community.

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- © 1993 by the American Psychological Association, 0893-3200/93/090500-01\$05.00/0

Dr. Kenneth Berg, Associate Professor of Education
Alisha Elder, Instructor of Education
Dr. Theresa Engle, Professor of Education, Chair
Janet Rohmiller, Associate Professor of Education

Students pursuing an elementary, K-12, or secondary major may also pursue an endorsement to be certified as a special education teacher or explore additional courses to better prepare to teach learners with disabilities without completing the full endorsement. Briar Cliff University provides courses and field experiences to teach students with mild/moderate disabilities. Candidates may earn a K-8 or 5-12 Instructional Strategist I endorsement, or they may earn both endorsements to specialize in teaching K-12 students with disabilities. Students complete 50 hours of practicum experience working alongside special educators prior to student teaching. Those seeking a K-8 endorsement gain experience at elementary and

middle school levels, while those seeking a 5-12 endorsement gain experience at middle and high school levels.

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- EDEL 400 Reading Lab I (0)
- EDEL 462 Teaching Elementary Literacy I (3)
- EDEL 463 Teaching Elementary Literacy II (3)
- EDEL 464 Literacy Assessment and Intervention (3)
- EDUC 270 Exceptional Learners (3)
- EDUC 290 Behavior and Classroom Management (3)
- Student Teaching: One of
 - EDUC 408 Student Teaching Elementary/ K-8 Special Education Strat 1 (13)
 - EDUC 409 Student Teaching Elementary/ K-12 Special Education Strat 1 (13)
 - EDUC 417 Student Teaching Secondary/ K-12 Special Education Strat 1 (13)
 - EDUC 424 Student Teaching K-12/K-8 Special Education Strat 1 (13)
 - EDUC 426 Student Teaching K-12/ K-12 Special Education Strat 1 (13)
- SPED 200 Introduction to Special Education (3)
- SPED 300 Teaching K-8 Students with Disabilities (2)
- SPED 301 K-8 Practicum in Special Education (1)
- SPED 330 Assessment of Diverse Learners (3)
- SPED 340 Teaching Students with Disabilities in General Education (3)
- SPED 350 Behavior Interventions (3)
- SPED 400 Partnerships and Program Planning (3)

Those students pursuing the K-8 Instructional Strategist I: Mild/Moderate Endorsement (Endorsement #260) must take the Foundations of Reading Test (FoRT). For details on the Foundations of Reading Test requirement, see Elementary Education in this catalog.

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- EDUC 270 Exceptional Learners (3)
- EDUC 290 Behavior and Classroom Management (3)
- One of
 - EDUC 390 Content Area Literacy (3) & EDUC 391 Content Area Literacy Practicum (1)
 - EDEL 464 Literacy Assessment and Intervention (3) & EDEL 465 Reading Practicum (1)
- Student Teaching: One of
 - EDUC 416 Student Teaching Secondary/ 5-12 Special Education Strat 1 (13)
 - EDUC 417 Student Teaching Secondary/ K-12 Special Education Strat 1 (13)
 - EDUC 425 Student Teaching K-12/5-12 Special Education Strat 1 (13)
 - EDUC 426 Student Teaching K-12/ K-12 Special Education Strat 1 (13)
- SPED 200 Introduction to Special Education (3)
- SPED 310 Teaching 5-12 Students with Disabilities (2)
- SPED 311 5-12 Practicum in Special Education (1)
- SPED 330 Assessment of Diverse Learners (3)
- SPED 340 Teaching Students with Disabilities in General Education (3)
- SPED 350 Behavior Interventions (3)
- SPED 400 Partnerships and Program Planning (3)

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[10-11-12]

Ford Clark, Assistant Professor of Sports Information
Kristen Perez, Associate Professor of Mass Communications

10-11-12 10-11-12

In the Franciscan tradition of service, caring and openness to all, the mission of the sports information program is to prepare competent, well-trained and liberally educated men and women in the converging field of media. Students will gain knowledge through theory and practical and applied learning which will provide the valuable education and experience needed for a career in this challenging field. Students seriously interested in the wide and varied careers in communication can become personally involved by working with and learning from people both inside and outside the profession. The faculty in the department are aware of the skills which those in the businesses of radio, television, print, public relations, photography, advertising, graphic design and social media demand of incoming professionals in a converging industry.

The Sports Information curriculum is designed to whet your appetite by enabling you to enroll as a first-year student in a series of beginning-level courses: Beginning Newswriting, Visual Communication and the Mass Communications practicum. As a sophomore, you will learn more about the industry as you learn more about the industry as a whole and hone your skills in videography and the media in general. At the beginning of your junior year, you enter the advanced level coursework in audio and video production and photography. Along the way you will also have the opportunity to take a class in Sports Communication, where you will learn the art of live sports communication as well as making connections with many professionals in the field.

By the end of your junior year, as a pre-professional, you are ready for courses that are more advanced and internships. By the time of your graduation, you will have the beginnings of an impressive résumé, a media portfolio and practical experience in the field. Upon graduation, you will have the basic tools, talent and experience necessary to be highly competitive for the many entry-level media slots.

Upon graduation, students majoring in Sports Information will be able to interpret the role of the media and how it has affected society from a historical perspective, demonstrate an understanding of the profession within the context of convergence, have knowledge of theories and concepts prevalent in the field, be familiar with important legal issues that face the field of mass communication, develop personal values based upon ethical standards, recognize ethical dilemmas that face mass media professionals, recognize the power of the media and its effects on society, demonstrate proficiency in the various writing styles appropriate for the communication professions, demonstrate the ability to write and edit articles for publication, critically evaluate written and oral presentations for style and content, interpret, create and disseminate visual information, obtain and demonstrate the skill necessary to use technologies appropriate to the field, plan, create and complete projects using electronic media, apply the knowledge and skills appropriate in the communication field, demonstrate skills needed for an entry-level position in the profession, understand, analyze and evaluate research, and demonstrate an understanding of research methods.

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- GDES 225 Graphic Communications (3)
- SPIN 106 Smartphone Photography
- MCOM 200 Beginning Newswriting (3)
- MCOM 205 Mass Communications Practicum I (3)
- MCOM 240 Social Media (3)
- MCOM 307 Public Relations (3)
- MCOM 310 Photojournalism (3)
- MCOM 312 Advanced Newswriting & Copy Editing

- SPMA 320 Sport Law (3)
- SPMA 325 Event Management (3)
- SPMA 326 Facility Management (3)
- SPMA 335 Name, Image, Likeness, and Personal Branding (3)
- SPMA 401 Sport Marketing, Promotions, and Sales
- SPMA 429 Strategic Sport Management (3)
- SPMA 430 Sport Finance (3)
- SPMA 440 Current Issues in Sport (3)
- SPMA 450 Sport Policy & Governance (3)
- SPMA 479 Sport Analytics (3)

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Ford Clark, Assistant Professor of Sports Information
Scott Griffith, Assistant Professor of Business Administration
Dr. Angela Johnson, Associate Professor of Healthcare Administration
Kristen Perez, Associate Professor of Mass Communication
Mark Rossi, JD, Professor of Business Administration, Chairperson
Justine Sponder, Assistant Professor of Business Management
Dr. Jeffrey White, Assistant Professor of Sport Management

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The Master of Science in Sport Management degree is designed to prepare learners for successful advancement into supervisory and management positions. This program is designed to meet the needs of managers in the public and private sectors to enhance their leadership and management skills while upholding high ethical standards. Emphasis is placed on the understanding of quality leadership skills through course work, case studies and associated research while preparing students for the challenges of management in the 21st Century.

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Students will demonstrate achievement of the following.

- Analyzing case studies and offering solutions to problems
 - Preparing case studies for presentation and review
 - Students can evaluate different types of research
- Knowledge and use of quantitative skills
 - Calculation and analysis of quantitative data and effects on the organization's financial stability
- Knowledge of global business environment
 - Analyzing company cases that deal with global issues
- Written and oral communication skills
 - Student will write essays and research papers that present clear ideas at the graduate level
 - Student will be able to effectively communicate within a team environment
- Ethical decision-making
 - Students will be able to identify different views of ethical decision making

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- MGMT 500 Research Methods & Theory (3)
- MGMT 515 Theories of Quality & Efficient Management (3)
- MGMT 560 Managing Organizational Diversity (3)
- MGMT 590 Conflict Resolution and Negotiation (3)

- MGMT 611 Financial Management (3)
- SPMA 560 Historical and Theoretical Foundation of Sports (3)
- SPMA 621 The Business of Sports (3)
- SPMA 601 Sports Marketing, Sponsorship & Sales (3)
- SPMA 630 Sports in Society (3)
- SPMA 555 Event and Facility Operations (3)
- SPMA 550 Policy and Governance in Sports (3)

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[10/1/14]

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Scott Griffith, Assistant Professor of Business Administration

Dr. Angela Johnson, Associate Professor of Healthcare Administration

Kristen Perez, Associate Professor of Mass Communication

Mark Rossi, JD, Professor of Business Administration, Chairperson

Justine Sponder, Assistant Professor of Business Management

Dr. Jeffrey White, Assistant Professor of Sport Management

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This interdisciplinary major in Strategic Brand Communication & Design consists of 42 total credits across Business Administration, Graphic Design, and Mass Communications, equipping students with essential business principles, mass communication strategies, and visual design skills. Highly relevant to current professional demands, this integrated curriculum ensures graduates possess a well-rounded skill set immediately applicable to key, brand-centric roles in modern marketing, advertising, public relations, and corporate communications.

~ 10/1/14 ~

- ART 111 Design (3)
- BUAD 220 Microcomputer Applications for Business (3)
- BUAD 225 Principles of Management (3)
- BUAD 301 Principles of Marketing (3)
- BUAD 345 Advertising and Integrated Marketing Communications (3)
- BUAD 360 Marketing Research (3)
- BUAD 395 Marketing 360 (3)
- GDES 224 Typography (3)
- GDES 225 Graphic Communications (3)
- MATH 205 Business Statistics (3)
- MCOM 200 Beginning Newswriting (3)
- MCOM 205 Mass Communications Practicum I (3)
- One of
 - MCOM 240 Social Media (3)
 - MCOM 307 Public Relations (3)
- One of
 - MCOM 216 Basic Photography (3)
 - MCOM 330 Video Production (3)

The business faculty will certify the general education service component and competencies in computer usage, moral/ethical reasoning, oral communication research and writing in this major.

For graduation, a student must have a C- or better in all major core and supporting courses.

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Dr. Sarah Kohles, OSF, Assistant Professor of Theology
Dr. Jacob W. Torbeck, Assistant Professor of Theology

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The Theology program at Briar Cliff University is a concrete expression of the University's identity as a Catholic Franciscan institution and an important part of the University's focus on the liberal arts education experience. The department offers students across the campus community an opportunity to engage such centrally important issues of human existence as God, faith, religion, and the moral life in an atmosphere that encourages inquiry and honest conversation. Such inquiry encourages students to think seriously about their own worldview and the role that faith and religion play in their lives and in the lives of others. Such inquiry is at the core of the liberal arts experience.

Courses offered by the department provide students with the philosophical and theological concepts necessary to articulate the teachings of the Christian tradition in ways that are both genuine and meaningful for our times. Students will also develop skills for undertaking respectful dialogue with people of all religious (and even no religious) traditions. While the department highlights the Roman Catholic and Franciscan heritage of the University, students will find course offerings that challenge them to consider the essential questions of life's meaning in light of their own experiences.

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- One from
 - THEO 115 Foundations of Christianity (3)
 - THEO 116 Church in the World (3)
- One from
 - THEO 204 Christian Morality (3)
 - THEO 240 Topics in Franciscan Ethics (3)
 - THEO 245 Christian Social Ethics (3)
- One from
 - THEO 223 Old Testament (3)
 - THEO 225 Scripture in Times of Disruption (3)
- THEO 224 New Testament (3)
- THEO 325 Liturgy and Sacrament (3)
- THEO 405 Christology (3)
- THEO 491 Senior Seminar (3)
- 3 additional electives, 2 of which must be at the 300-level or higher

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- One from
 - THEO 106 The Good Life (3)
 - THEO 115 Foundations of Christianity (3)
 - THEO 116 Church in the World (3)
- One from
 - THEO 204 Christian Morality (3)
 - THEO 240 Topics in Franciscan Ethics (3)
 - THEO 245 Christian Social Ethics (3)
- One from

- THEO 223 Old Testament (3)
 - THEO 224 New Testament (3)
 - THEO 225 Scripture in Times of Disruption (3)
- 3 additional theology electives, one of which must be at the 300-level or higher

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Students seeking a career teaching religion in Iowa should pursue a major in theology and a major in secondary education.

- EDUC 150 Foundations and Ministry of Catholic School Teaching (2)
- One from
 - THEO 115 Foundations of Christianity (3)
 - THEO 116 Church in the World (3)
- THEO 223 Old Testament (3)
- THEO 224 New Testament (3)
- One from
 - THEO 245 Christian Social Ethics (3)
 - THEO 255 Christian Spirituality and Prayer (3)
- THEO 325 Liturgy and Sacrament (3)
- THEO 405 Christology (3)
- THEO 491 Senior Seminar (3)
- 3 additional theology electives

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Amelia Skinner Saint, Assistant Professor of English and Writing
Anna Stokes, Assistant Professor of English and Writing

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- ENGL 337 Linguistics and Grammar (3)
- WRTG 131 Composition I (3)
- WRTG 259 Composition II (3)
- Choose three from
 - BUAD 210 Business Communications (3)
 - ENGL 128 Creative Writing (3)
 - ENGL 130 Advertisements as Literature (3)
 - ENGL 303 Critical Theories of Reading & Writing (3)
 - LIBS 210 Introduction to Academic Research and Writing (3)
 - MCOM 200 Beginning Newswriting (3)
 - MCOM 312 Advanced Newswriting and Copyediting (3)
 - SPIN 331 Reporting for Electronic Media (3)
 - Or other writing intensive (WI) course with instructor approval

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This course is an intensive study of accounting principles and current methodology. It includes analyses of problems concerning the recording and reporting of accounts and the accounting process under U.S.

Generally Accepted Accounting Principles (GAAP). It also covers the interrelationship of balance sheet and income statement accounts and business asset accounting. Where appropriate International Financial Reporting Standards will be contrasted with U.S. GAAP. **Prerequisite:** ACCT 204. Fall

ACCT 324 Intermediate Accounting II (3)

This course is an intensive study of accounting principles and current methodology. It includes analyses of problems concerning the recording and reporting of accounts and the accounting process under U.S. Generally Accepted Accounting Principles (GAAP). It also covers the interrelationship of balance sheet and income statement accounts and the accounting for business liabilities and stockholders' equity. Where appropriate International Financial Reporting Standards will be contrasted with U.S. GAAP. **Prerequisite:** ACCT 323. Spring

ACCT 340 Accounting Information Systems (3)

A study of the process of documenting the accounting process and determining how to allow for proper internal controls in the process when selecting and using a computer-based accounting information system. The course will focus on the process for implementation and management of ERP systems. The course will include an introduction to XBRL, a system for reporting financial information for public companies. **Prerequisite:** BUAD 220, ACCT 204. Fall (even years)

ACCT 350 Cost Accounting (3)

An advanced study of cost/managerial accounting. This course will build on cost/managerial accounting in the functional areas of operations, control and decision making. **Prerequisite:** ACCT 204, BUAD 220, ECON 201, MATH150 or MATH200. Fall (odd years)

ACCT 370 Governmental Accounting (3)

A study of the governmental and nongovernmental nonprofit financial reporting principles. Reporting requirements of nonprofit entities including colleges and universities, hospitals and other nonprofit entities. Comprehensive annual financial report requirements of governmental entities, as well as supplemental information of other nongovernmental nonprofit entities. **Prerequisite:** ACCT 324. Spring (odd years)

ACCT 403 ASC Research (3)

Students will apply accounting, management, finance and statistical theories to various accounting situations. They will also explore the process of the development of accounting standards, including accounting codification. **Prerequisite:** ACCT 324. Fall

ACCT 413 Advanced Accounting (3)

Study of accounting theory and practice relative to business combination; consolidated financial statements; inter-company transactions; issues relating to subsidiaries and special applications of consolidated procedures; and branch accounting and partnership accounting. **Prerequisite:** ACCT 324, BUAD 220, and senior standing; or permission of instructor. Spring (even years)

ACCT 420 Forensic Accounting (3)

A study of detection, prevention and investigation techniques used to find fraud in financial statements. Students will learn how to gather evidence and use analytical skills to resolve allegations of fraud. **Prerequisite:** ACCT 324. Spring (even years)

ACCT 465 Auditing (3)

A study of audit concepts and objectives, principles of internal control, audit reports, and procedures.

Prerequisite: ACCT 324, MATH150 or MATH200; or permission of instructor. Spring

ACCT 175, 275, 375, 475 Independent Study (3)

Approved research project or reading program under the direction of accounting instructor. **Prerequisite:** Department approval. As Needed

ACCT 390, 490 Internship in Accounting (3)

To be arranged. **Prerequisite:** Department approval. Fall/Spring

**ART 108 International Art Travel Seminar (3)**

This course is an international travel experiential learning tour with an emphasis on art history. During this short-term study abroad, students and instructor will encounter famous original works of art and explore cities and villages throughout selected regions. Transportation and accommodations will be arranged.

Preparatory meetings will be held in advance of the trip. Specific destinations will be announced a year in advance.

ART 110 Drawing I (3) (AL)

This course focuses on learning to see form through the process of drawing still-life and the human figure. It is open to all students; those who have some drawing experience and those without prior experience. The course assists the student towards improvement of their visual observation skills and provides individualized attention in developing the student's rendering of three-dimensional objects in two dimensions. A variety of media is utilized.

Art 111 Design (3)

Design is an introductory course in the elements of art and the principles of design. Projects will include 2 and 3-dimensional organization. Studio activity will include a variety of media in the production of assignments. The design projects will progress from basic exercises to complete compositions. This course prepares the foundation for students interested in drawing, painting, sculpture, architecture, applied and graphic design.

ART 115 Art History: Prehistory-Gothic from the Ancient World (3)

This historical survey of Western Art from Prehistory through Gothic includes Prehistory, Egyptian, Ancient Near East, Aegean, Greek, Etruscan and Roman; and The Middle Ages: Early Christian, Byzantine, Early Medieval, Romanesque, and Gothic periods.

ART 116 Art History: Renaissance-Modern (3)

This historical survey of Western Art from Renaissance through Modern includes Early and High Renaissance, Mannerism, Late Gothic, Baroque and Rococo; and The Modern World: Neoclassicism, Romanticism, Realism, Impressionism, Post-Impressionism, and Twentieth Century.

ART 117 Art History: Contemporary Art (3) (AL)

This contemporary survey of Modern Art includes Early Modernism, Cubism, Expressionism, Futurism, Dadaism, De Stijl, Surrealism, Abstract Expressionism, Pop Art, Minimalism, Post-Painterly Abstraction, Conceptualism, Lyrical Abstraction, Hyper Realism, Neo-Expressionism, Post-Modernism, and the contemporary.

ART 130 Ceramics I (3) (AL)

Ceramics is an introduction to working with earthen clay. Students will have direct studio experience in mixing and wedging clay, preparing and applying glazes, working at the wheel, and participating in the firing of ceramic artwork. The department uses electric and gas kilns with instruction in the various clay bodies and glazes. During the course the student is introduced to a diversity of examples in ceramics from both eastern and western cultures.

ART 210 Drawing II (3)

Drawing II is an advanced course in drawing with emphases on furthering drawing skills and producing creative compositions in various media resulting in finished works. This course relies on critical skill development from Drawing I.

ART 217 Reading Seminar (3)

This is a seminar course with selected readings in contemporary, avant-garde art and theories, emphasizing major artists and critics. This course prepares the student for critical discussion and research in the studio and the critical reading. As a forum of concepts and ideas, the student is challenged to consider the purpose and meaning of twentieth century art as they begin to deal with their own art forms and develop their personal philosophy of art.

ART 225 Media and Techniques (1)

This course introduces the student to a broad range of materials and methods used in producing art works. It is the philosophy of the department that ideas and needs control the use and selection of media. Traditional media and methods will be introduced as a foundation along with specialized media and techniques for a diverse overview. This course is offered only in conjunction with Art 250.

ART 230 Ceramics II (1)

This ceramics course is an advance of Art 130 Ceramics I. Students in this course will advance beyond the introductory methods and techniques of Ceramics I and strive to achieve a higher level of technique and a more refined aesthetic form. **Prerequisite:** Art 130

ART 235 Encounter with Art I (1)

In this course students will travel to regional galleries and museums. The focus is on direct encounter with the form, medium, techniques and installation of original works of art. This experience will enhance the student's artistic direction, appreciation, and theory of art. **Prerequisite:** ART 250 or concurrent with ART 250

ART 332 Methods of Teaching Elementary Art (3)

This course prepares future art educators to design and implement developmentally appropriate, engaging art instruction for elementary students. Teacher candidates focus on understanding children's artistic development, using effective art teaching methods, adapting instruction for diverse learners, and creating safe, supportive classroom environments. Candidates explore and practice lesson design, delivery, and assessments that engage all learners. A 30-hour practicum in an elementary classroom is required, including planning and teaching lessons in this assigned classroom. **Prerequisites:** EDUC 250/251

ART 345 Encounter with Art II (1)

This course takes Art 235: Encounter with Art I to the next level. Students will be expected to relate original works of art travel to their own work.

ART 349 Studio I (1)

Studio I is the first studio course designed to pursue, develop and investigate possibilities that are related to the student's core sensibility and aesthetic and conceptual direction. The creative process in this course takes the student through numerous and varied studies and culminates in the first finished work. Selection within a variety of media used in drawing, painting, sculpture, and mixed media gives the student the opportunity to explore their artistic interest.

ART 350 Studio II (3)

Studio II is a continuation of ART 250 with an emphasis on producing finished works. This process of completing works promotes a creative evolution of ideas and forms. Throughout the course the student may change and modify media as the works develop. Studio production and criticism foster the artistic development of the student. Discussion and research of well-known artists, art works, media, techniques, aesthetics and theory will be included in the studio experience.

ART 351 Studio III (3)

Studio III is a continuation of ART 350 with a continuing emphasis on producing finished works. Discussion and research of established artists, art works, media, techniques, aesthetics, and theory will be included in this studio experience.

ART 352 Studio IV (3)

Studio IV continues the emphasis on finished works. At this stage of development, the student accepts more responsibility for the direction of their work, the technical application of media, and the researching of related artists and art forms. Media and methods are open to the student as their work progresses. Discussion and research of established artists, art works, media, techniques, aesthetics, and theory will be included in the studio experience. Studio discussion and criticism remains a vital part of the process in the production of the artwork.

ART 425 Senior Seminar (1)

Students will select and collectively explore topics on contemporary issues in art. Discussions will emphasize the complex nature of the business of art. Students will visit many local artist studios, art galleries, and outdoor exhibitions.

ART 440 Methods of Teaching Middle/High School Art (3)

This course prepares future art educators to design and implement developmentally appropriate, engaging art instruction for adolescents in middle and high school. Teacher candidates develop knowledge and skills in design, delivery, and assessment of the visual arts. Emphasis is placed on facilitating student-centered learning, managing art classroom environments, and differentiating instruction for varied skill levels and learning needs. A 30-hour practicum in a secondary classroom is required, including planning and teaching lessons in this assigned classroom. **Prerequisites:** EDUC 250/251

ART 450 Studio V (3)

Studio V is a level of studio production which recognizes the capability of the student to be self-directed and encourages the student to that end. The student may engage in an interactive dialogue during the development of the work or participate in a critique at the completion of the work. Discussion and research of artists, art works, media, techniques, aesthetics, and theory will be included in the studio experience. This level focuses on advanced work, integration of theory and personal form, and an ability to function independently. **Prerequisite:** ART 352

ART 460 Studio VI, Thesis (3)

This course is a senior capstone course in which a student produces a defining work and writes a position paper on their personal philosophy of art. Student work will be independently produced with formal and conceptual significance and technical control. The student will receive post-production criticism. The student will install a cohesive exhibition of their works, including the Thesis work, and present a paper and images of their work to the department. The student will develop an electronic presentation of the evolution of western art using images from prehistory - modernism and include a selection of works supporting the student's core sensibility.

ART 175, 275, 375, 475 Independent Study (1 – 3)

Prerequisite: departmental approval

ART 380, 390 Internship (1 – 3) Prerequisite: departmental approval

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BCMB 10IS Molecular and Genetic Techniques I (1)

This laboratory course complements the laboratory course CHEM 442L to provide a more complete exposure to modern experimental biochemical methods. **Prerequisite:** CHEM 442L. Spring (even years)

BCMB 401 Biochemistry (Molecular Biology) Research Project I (1)

This course will be comprised of two components. First, the student will be introduced to literature in the field, particularly primary research literature. Secondly, the student will develop a research proposal and determine a feasible research project with the instructor. Initial experimentation will be undertaken.

Prerequisite: declared major. Fall (even years)

BCMB 402 Biochemistry (Molecular Biology) Research Project II (1)

A continuation of BCMB 401, this course focuses on laboratory experimentation in a research project and the challenges it can present. **Prerequisite:** BCMB 401

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BIOL 09IS Prairie Ecology (1)

A seminar-style course that considers the ecology, biodiversity, and physical processes of prairies. One discussion per week.

BIOL 54IS Medical Terminology (1)

This online course teaches the basics of medical terminology through a programmed text format. Prefixes, suffixes, and root words will be emphasized, providing a basis on which most English medical terms are built. Teaching and learning methods primarily include pre-designed textbook modules and short weekly pre-recorded lectures. Lectures will provide a summary of the respective textbook module(s).

BIOL 102 Human Biology (3)

An introduction to human structure and function. Topics include the scientific method, cell structure and function, and human inheritance, as well as other selected systems. Fall/Spring

BIOL 110 Principles of Biology (3) (SL)

Introduces non-science majors to the fundamental concepts of living systems while cultivating scientific literacy, critical thinking, and teamwork. Students explore cellular structure and function, genetics, evolution,

ecology, and the diversity of life through a team-based learning format that emphasizes the scientific method and evidence-based decision making. Throughout the course, students reflect on the interdependence of organisms and environments, develop informed perspectives on biological issues in society, and connect biological knowledge to ethical stewardship of creation in keeping with Briar Cliff University's Franciscan values.

BIOL 151 General Biology I (4)

This course is an introduction to cellular biology. Topics covered include the scientific method, structure and function of cell, genetics and molecules of life. Three lectures and one lab per week. Fall

BIOL 152 General Biology II (4)

This course is an introduction to organismal biology. Topics covered include the scientific method, ecology, evolution and the diversity of life forms. Three lectures and one lab per week. Spring

BIOL 200 Ornithology (4)

An introduction to biology of birds with emphasis on the uniqueness of this vertebrate group. Topics include field identification, behavior, migration, ecology, anatomy and physiology. Three lectures and one lab per week. **Prerequisite:** BIOL 151 and BIOL 152; or permission of the instructor. Spring (even years)

BIOL 212 General Botany (4)

A survey course of organisms traditionally treated as plants. Topics will also include a review of the structure and function of vascular plants, physiological processes characterized by plants, and the importance of plants in everyday life. Three lectures and one lab per week. **Prerequisite:** BIOL 151 or 152, or equivalent

BIOL 213 Invertebrate Zoology (4)

A survey of representative phyla of the invertebrates, organisms that consist of at least 90 percent of the earth's fauna. Three lectures and one lab per week. **Prerequisite:** BIOL 152 or equivalent. Fall

BIOL 219 Bioethics (3)

Bioethics considers the ethical principles and values relevant to medical practice and medical technology. Students will gain an understanding of the main terms, concepts, and issues in modern medical ethics, as well as some decision-making processes for ethical courses of action. Case studies in applied bioethical issues will help students begin to formulate their own informed ethical positions.

BIOL 221 Anatomy and Physiology I (4)

Anatomy & Physiology I is a 4-credit course that covers the structure and function of cells, tissues, body organization, and the integumentary, skeletal, muscular, and nervous systems. This course combines lectures with hands-on lab-based experiences. In lab, students will observe microscopic specimens and perform animal dissections. Three lectures and one lab per week. Fall

BIOL 222 Anatomy and Physiology II (4)

Anatomy & Physiology II is a 4-credit course that covers the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems of the body. This course combines lectures with hands-on lab-based experiences. In lab, students will observe microscopic specimens and perform animal dissections. Three lectures and one lab per week. **Prerequisite:** BIOL 221 or equivalent. Spring

BIOL 237 General Ecology (4)

A study of the interrelationships of organisms to their environment and each other at the population, community and ecosystem levels reinforced with a survey of North American biomes. Field observations and lab exercises in natural habitats. Three lectures and one lab per week. **Prerequisite:** BIOL 152. Fall

BIOL 239 Introduction to Microbiology (4)

An introduction to the world of microorganisms, with special emphasis on their medical importance. Aseptic technique is stressed in the laboratory. Three lectures and two labs per week. **Prerequisite:** eight semester hours of biology and/or chemistry, or permission of the instructor. Not open to students receiving credit for BIOL 339. Fall

BIOL 240 Nutrition (3)

A survey of the principles of nutrition and their application to normal conditions of growth and development. Includes food groups, nutrient requirements, energy metabolism, composition and safety of foods, nutritional needs for the different life stages, and application of nutrition to health care and sports. **Prerequisite:** Sophomore standing. **Recommended:** four semester hours of biology and four semester hours of chemistry. Fall

BIOL 242 Cell Biology (4)

This branch of biology will focus on the study of cell structure and function, how cells form and divide and how they differentiate and specialize. Cell Biology defines both the general properties, common to most types and also dissects the unique features of specialized cells, which allow them to perform different functions. Fall

BIOL 310 Climate Change Biology (4)

The impacts of climate change on biological communities will be examined. Concepts covered may include alterations of the major elemental cycles, species redistributions, alterations of species' ranges and migratory patterns, biodiversity loss, and extinctions. Climate change modeling and the past effects of climate changes will provide predictions for the future effects of climate change on biota. Potential solutions for mitigating the negative effects of climate change on biological communities will be examined. Fall (even years)

BIOL 320 Vertebrate Zoology (4)

A comparative study of the anatomy and physiology of the chordate phylum with emphasis on the phylogeny and classification of major vertebrate taxa. Three lectures, one lab per week. **Prerequisite:** BIOL 151, BIOL 152 and BIOL 221; or permission of the instructor. Fall (odd years)

BIOL 339 Principles of Microbiology (4)

An in-depth study of microorganisms, including ultra structure, growth characteristics, metabolism, genetics, and immunology. Three lecture and two labs per week. **Prerequisite:** eight semester hours of chemistry or permission of the instructor. Spring

BIOL 340 Pathophysiology (4)

An introduction to the biochemical, cellular, physiologic and biologic manifestations of disease. Includes alterations in normal function, disruptions in homeostatic mechanisms and adaptations of body systems to disease processes. **Prerequisite:** BIOL 221 and BIOL 222. **Recommended:** eight semester hours of chemistry. Spring

BIOL 357 Genetics (4)

The scientific study of heredity including transmission genetics, cytogenetics and molecular genetics.

Prerequisite: 12 semester hours of biological science or permission of the instructor. Spring

BIOL 400 Immunology (4)

A comprehensive study of immunology designed especially for students in the medical laboratory science program and other health-related areas. Topics discussed: chemical properties of antibodies, antigen recognition, immune response, techniques of immunoassay and diseases with immunological bases. Three lectures and one lab per week. **Prerequisite:** BIOL 151, BIOL 221 and eight semester hours of chemistry.

Recommended: BIOL 339 and BIOL 357. Fall (even years)

BIOL 411 Advanced Human Anatomy (4)

This course builds on previous anatomical knowledge and prepares students for future anatomical studies. Students will learn to describe important human anatomical relationships through the study and dissection of human body donors. This course is conducted in a laboratory setting that offers a hands-on approach in learning and discovering human anatomy. Two labs/week. Spring

BIOL 412 Field Botany (4)

An introduction to the classification, nomenclature and identification of vascular plants. Taxonomic and biogeographical relationships of families, genera and species will be discussed. The laboratory is devoted to an examination of the spring flora by emphasizing the identification and recognition of ferns, trees, shrubs and herbs. Proper collection and herbarium techniques will be practiced as students prepare specimens for a required plant collection. Three lectures and one lab per week. **Prerequisite:** BIOL 212 or permission of instructor. Spring (odd years)

BIOL 420 Molecular Biology (4)

This course is designed to understand the complexities of eukaryotic cells and techniques used in the field of molecular biology. Cells are composed of and evolved from many molecules and macromolecules. Thus, it is essential to understand molecules to understand cellular function. Topics covered include DNA replication, transcription, transposition, translation and RNA processing. **Prerequisite:** BIOL 151 and 8 semester hours of chemistry. Fall (odd years)

BIOL 440 Methods of Teaching Middle/High School Biology (3)

This course develops teacher candidates' knowledge and skills in teaching secondary biology with instruction in planning and carrying out lessons. This includes development of instructional and classroom management strategies, effective assessment, and engagement of learners for teaching in this discipline. This course requires completion of a 30-hour field experience. **Prerequisites:** EDUC 250/251 and Admittance to the Teacher Preparation Program

BIOL 175, 275, 375, 475 Independent Study (3)

Open to juniors and seniors who wish to engage in directed research in a selected area. **Prerequisite:** Permission of the advisor and departmental approval

BIOL 495 Conservation Biology (4)

This course considers the patterns and processes of species and ecosystem decline and potential solutions to stop or reverse the declines. The effects of human actions on the fabric of life, including how those actions affect other people, will be analyzed. Alterations to ecological processes will be set within the context of

human domination of the biosphere to understand the interconnections between human and natural processes and to propose solutions that foster the flourishing of both human and natural communities. Three lectures and one lab per week. Spring (odd years)

BIOL 58IS Senior Seminar (1) (RI)

Contemporary biological issues will be the focus of this capstone course required of all senior biology majors. The discussion format will require students to integrate prior knowledge and experiences. All students will take a standardized exam at the end of the course. **Prerequisite:** Senior standing
Fall/Spring

BIOL IS (1)

Investigations and intensive study directed in specific areas of biology such as cell biology, behavioral biology, evolution or history of biology. **Prerequisite:** Junior or senior standing



BUAD 100 Introduction to Business (3)

This course covers the objectives, organization and role of business in the free enterprise system. The course is designed to provide an overview of the field of business and to provide a framework into which specialized fields may be studied. This course does not provide credit toward the business major requirements. Fall

BUAD 101 Personal Finance (3)

This course covers personal finance topics including budgeting, insurance, investing, debt, and home ownership. This is an introductory course. Fall

BUAD 150 Entrepreneurship (3)

An overview of issues surrounding the start-up of a business. Topics included are the characteristics of an entrepreneur, entrepreneurial opportunities, resources available for small businesses and business plans. Traditional business opportunities such as franchising will be examined as well as new ventures on the Internet. Fall

BUAD 205 Advanced Personal Finance (3)

This course provides an advanced examination of personal finance management with the intent to provide students with the knowledge and skills to manage their personal finances effectively, in order to ultimately attain financial security. Areas of study will include financial planning, budgets, basic finance and financial statements, credit management, savings risk management methods, and develop a risk management plan, including health care, motor vehicle, disability and life insurance, identify a variety of investment opportunities, assess benefits of long-term over short-term investments, and evaluate different types of investments such as stocks and bonds. Spring

BUAD 210 Business Communications (3)

Students learn about the writing process for business (planning, writing and revising). The course covers how to apply the process to business letters, memos and email communications with discussion on cross-cultural differences. The course also includes coverage of verbal communications with students making individual presentations during the course. Teamwork is emphasized through a team-based research project that culminates with a team presentation. Fall/Spring

BUAD 220 Microcomputer Applications for Business (3)

A course designed to familiarize the student with the fundamentals of computers, computer nomenclature, applications, mobile devices, productivity tools and the Internet. The student will develop the skills necessary to use microcomputers for solving problems by using various software packages (word processing, spreadsheet, database, presentation). Other topics include computer hardware, security and safety precautions, communications and networking, operating system, and applications software. Fall/Spring

BUAD 223 Business Law I (3)

Major areas to be covered include the nature of and origins of law; ethics and social responsibility of business entities; our judicial system; the development of our common law system; the differences between the various areas of the law; elements necessary to establish and give rise to an intentional tort and negligence; the elements necessary to establish a contract; and the differences between business entities such as a sole proprietorship, partnership and corporation. **Prerequisite:** Sophomore Standing or permission of the instructor. Fall/Spring

BUAD 224 Business Law II (3)

Principles of law that determine the rights and obligations of persons participating in business transactions. Major topics include sales, commercial paper, secured transactions, partnerships, corporations, real property and estates. **Prerequisite:** BUAD 210 and BUAD 223. Spring

BUAD 225 Principles of Management (3)

This course introduces the student to the concepts, principles, and methods of management in the 21st Century. The four functions of management - planning, organizing, leading and controlling—are examined with respect to various management styles and organizational structures. Additionally, a number of personal assessment evaluations are accomplished so a personal improvement plan can be developed. **Prerequisite:** Sophomore standing or permission of the instructor. Fall/Spring

BUAD 230 Leadership (3)

This course introduces the student to traditional and emerging leadership theories and methods needed to lead in the 21st Century. It also explores the traditional view, behavioral, and decision-making aspects of leadership. Additionally, the student will use a number of leadership tools and assessments to discover their individual style, skills and areas needing improvement. **Prerequisite:** Sophomore standing or permission of the instructor. Fall.

BUAD 301 Principles of Marketing (3)

Study of the concepts and problems concerned with the flow of goods and services to the consumer. An analysis will be made of the following: Marketing functions, wholesale and retail institutions, and internal and external factors affecting activities. **Prerequisite:** BUAD 225 and ECON 210; or permission of instructor. Fall/Spring

BUAD 305 Consumer Behavior (3)

The major objective of this course is to find out why people buy what they buy, when they buy and where they buy. Behavioral and social influences on the buying process will also be examined. This information is then used to plan marketing programs more effectively. **Prerequisite:** MRKT 301. **Recommended:** PSYC 110. Fall

BUAD 308 Sales (3)

Students will learn more about the field of professional selling. Topics to be covered are: the context of sales and the place of sales in the marketing function; the external environment including the legal aspects and its

impact on sales; the various steps in the sales process from prospecting to follow-up; professional and ethical behaviors; and the principles of sales management. Role playing will be utilized to give the student valuable experience in making a sales presentation. The final project will be to make a professional presentation on behalf of a student business. **Prerequisite:** MRKT 301

BUAD 315 Digital Marketing (3)

The course examines digital marketing strategy, implementation and executional considerations for BtoB and BtoC brands and provides a detailed understanding of all digital channels and platforms. Participants will complete the course with a comprehensive knowledge of and experience with how to develop an integrated digital marketing strategy, from formulation to implementation. Spring

BUAD 324 International Law (3)

This course is designed to enable international business management students to expand their knowledge of some of the laws, rules and regulations that apply to international business and that impact the work setting of international business organizations. Students will learn about and analyze substantive legal concepts in the following core areas of law: constitutional, employment, antitrust, labor, intellectual property, agency, contract, and business. The purpose of the course is to provide students with an understanding of the legal issues involved in the operation and management of organizations involved in international business, and to equip students with the skills and strategies needed to effectively work with business executives and lawyers to resolve these issues. The course will focus on the practical application of laws, rules and regulations to situations current students will likely face (and decisions current students will likely need to make) when they become international business managers. **Prerequisite:** BUAD 223 or permission of the instructor, Fall

BUAD 325 Human Resource Management (3)

This course focuses on human resource policies, issues, principles and methodologies. Through activities and case studies, the student is able to apply the theory from the text to realistic problems from the work world. **Prerequisite:** BUAD 210 and BUAD 225. Fall/Spring

BUAD 329 International Management (3)

This course studies how businesses plan, develop, market and distribute products/services on a global scale. Special emphasis is placed on how businesses adapt to different cultural, political and economic environments. **Prerequisite:** BUAD 210 and BUAD 225. Fall

BUAD 330 Principles of Corporate Finance (3)

Enables the student to gain a basic understanding of the financial management function of a business enterprise. Considers the relationship among business disciplines: tax accounting, finance and economics. Topics covered: math of finance, technique of financial analysis, impact of tax on financial decision, working capital management, sources and forms of intermediate and long-term financing, cost of capital structure, and the integrated financial policy. **Prerequisite:** ACCT 204, ECON 210, ECON 211, and MATH 205 or other statistics course approved by the instructor. Fall

BUAD 331 Entrepreneurial Finance (3)

The course covers the financial aspects of small business entrepreneurship for owners of sole proprietorships, partnerships, and small nonpublic corporations. We focus on: (1) updated financial statement coverage; (2) forecasting definitions and formulas; (3) equipment replacement by using the low-cost model; (4) application of operation techniques to examples of small businesses including capital budgeting and working capital management; (5) use of financial statements for horizontal, vertical and ratio analysis; and (6) basic math formulas for readers with limited mathematical backgrounds. Practical

applications will include the time value of money and a computerized spreadsheet primer using Microsoft Excel. We cover (in varying degree) the following topics: economic concepts of finance, management functions, business organizations and ownership, elements of a business plan, problems with financial statements, vertical analysis, horizontal analysis, ratio analysis, profitability, bankruptcy, break-even analysis, This course uses a theory and experience-based forecasting, pro forma financial statements, current working capital management, effective rate of return, time value of money, techniques of capital budgeting, risk management, investment strategies, pension planning, and estate planning. **Prerequisite:** BUAD 330

BUAD 335 Organizational Behavior (3)

This course uses a theory and experience-based approach to study influences and outcomes of individual, group and virtual behavior within organizations. Sample topics include individual differences, motivation, culture, power/politics, stress, groups and communication. **Prerequisite:** BUAD 210 and BUAD 225
Fall/Spring

BUAD 347 Advertising and Integrated Campaign Design (3)

This course examines the creative and strategic processes behind effective advertising and integrated marketing campaigns. Students learn to research audiences, develop brand strategies, and translate insights into persuasive visual and verbal messages. Emphasis is placed on concept development, art direction, copywriting, and media integration across print, digital, social, and experiential platforms. Through individual and team projects, students plan and design cohesive, research-driven campaigns while considering ethics, cultural context, and brand authenticity. The course simulates professional agency environments, preparing students to produce portfolio-quality work and collaborate across creative and strategic roles.

BUAD 350 Production and Operations Management (3)

This course deals with the design, operation and improvement of the production systems that create the firm's primary products or services. Production is the creation of goods and services. Operations management is the set of activities that create goods and services through the transformation of inputs and outputs. **Prerequisite:** BUAD 220, BUAD 225, and MATH 205 or other statistics course approved by the instructor.
Spring

BUAD 352 Risk Management and Insurance (3)

This course is designed to provide students with a solid background in risk management and insurance. It discusses all the different types of risks including property risk, liability risk, personal risks, and speculative risks such as financial risks, covers risk management techniques including risk control and risk financing with a focus on insurance policies, and also presents other major topics in personal financial planning, social insurance and social security, insurance operations and regulations, reinsurance, and innovative capital market financing plans. Consideration is given mostly to the personal line risk management and insurance, including personal property and liability insurance such as auto insurance and home insurance, life insurance, and health insurance. This course also presents an overview of the commercial line property and liability insurance. **Prerequisite:** BUAD 223

BUAD 355 Employment Law (3)

Issues dealt with in this course include Supreme Court interpretation of Title VII of the Civil Rights Act including Affirmative Action, Discrimination, Sexual Harassment, and Age Discrimination. Also included are the Americans with Disabilities Act, Rehabilitation Act, Immigration Reform and Control Act, Family Medical Leave Act and other pertinent workplace laws. Case studies and other problem-solving approaches will be used. **Prerequisite:** Sophomore standing

BUAD 360 Marketing Research (3)

This course examines the marketing research process from problem identification to presentation of research results. It gives the student a hands-on approach for solving marketing problems and taking advantage of marketing opportunities. **Prerequisite:** BUAD 301 and MATH 205 or other statistics course approved by the instructor. Fall

BUAD 362 Cross-Cultural Management (3)

This course explores the environmental foundations that set the stage for working and managing across borders. In turn, it explores the role of culture, which dynamically interacts with the environment, in shaping the behaviors of organizations and individuals of the global workforce. Having 'set the stage' regarding what influences both organizations and people in the realm of global business in this first part of the course. The second part of the course will investigate the strategic management issues facing businesses and the behavioral issues facing the workforces in the global business area. Spring

BUAD 365 Supply Chain Management (3)

Supply Chain Management provides an overview of supply chain management as a key business function that holistically integrates functions such as planning, purchasing, inventory control, transportation and warehousing. Students will learn about topics such as designing supply and distribution networks aligned with the firm's business and supply chain strategy as well as improving supply chain performance via SCOR, Lean, and Six Sigma techniques. Students explore how various aspects of supply chain management are integrated within the firm as well as coordinated with suppliers, trading partners, and logistics. Transportation providers to deliver superior customer satisfaction. Making sound strategic and tactical decisions learned by managing a global consumer electronics supply chain via an on-line simulation. Lessons will be learned by studying some of the world's top supply chains. **Prerequisite:** BUAD 210, BUAD 225, and BUAD 350. Spring

BUAD 381 Business Practicum I (3)

This practicum course is designed to give students hands-on experience in running a real-world business. Students will manage two general dimensions of the business in rotational team assignments: retail operations; and marketing & sales, plus financial reporting. Students will monitor business performance, make adjustments as needed, and introduce optimization initiatives (including new product introductions, new sales and marketing initiatives, and new retail / merchandising approaches). Students will also keep management advised of progress, consult with them to resolve issues or obtain resources, and present recommendations for marketing, staffing, and new product programs for review and approval.

BUAD 382 Business Practicum II (3)

This practicum course is designed to give students hands-on experience in running a real-world business. Students will manage two general dimensions of the business in rotational team assignments: retail operations; and marketing & sales, plus financial reporting. Students will monitor business performance, make adjustments as needed, and introduce optimization initiatives (including new product introductions, new sales and marketing initiatives, and new retail / merchandising approaches). Students will also keep management advised of progress, consult with them to resolve issues or obtain resources, and present recommendations for marketing, staffing, and new product programs for review and approval. Spring

BUAD 383 Money and Banking (3)

A study of operations, mechanics and structure of the financial system in the United States, emphasizing its institutions, markets and instruments. Special attention is given to the Federal Reserve System, monetary

policy's effect on the economy and on financial institutions. **Prerequisite:** ACCT 203, ACCT 204, ECON 210, ECON 211, and a statistics course. Fall

BUAD 385 International Business (3)

This course studies how businesses plan, develop, market and distribute products/services on a global scale. Special emphasis is placed on how businesses adapt to different cultural, political and economic environments. **Prerequisite:** BUAD 210, BUAD 225, ECON 210, ECON 211, and MRKT 301. Fall

BUAD 395 Marketing 360 (3)

This course shall discuss the process for marketing small business products and services. The impact of digital marketing techniques on the small business' effectiveness in marketing will be examined. Students shall analyze the different methods involved in building market share from the inception of the business entity and throughout its lifecycle. **Prerequisite:** Senior standing or permission of instructor. Spring

BUAD 412 International Financial Management (3)

This course is an overview of the global financial environment in which the multinational enterprise (MNE) operates. Foreign exchange theory and markets, foreign exchange exposure, financing of the MNE, foreign investment decision, trade finance, and international capital budgeting are addressed. **Prerequisite:** BUAD 330, and BUAD 385. Spring

BUAD 413 Business Economics for Decision-Making (3)

Introduces students to the economic concepts relevant to managerial decisions and to the global economic environment in which firms operate. Key topics include demand and supply, elasticity, marginal analysis, market structures, economic growth and productivity, income determination, fiscal and monetary policy, and international trade and monetary systems. Students will acquire skill in applying economic concepts to complex business situations, learn to analyze economic policy issues and how these issues influence firm decision-making, and enhance their ability to analyze and communicate complex economic data.

Prerequisites: ECON 210 and ECON 211. Fall

BUAD 415 Investment Analysis and Portfolio Management (3)

This course provides a logical development of practical investment principles and security analysis. The areas covered will include operations of security markets, sources of investment information, security evaluation and portfolio management. **Prerequisites:** ACCT 203, ACCT 204, ECON 210, ECON 211, and a statistics course. Fall

BUAD 429 Strategic Management (Capstone) (3)

This course is designed for the student to incorporate the business-related knowledge of previous study into decision-making analysis. Through case studies and simulation games the methodology of problem evaluation and the decision-making process is examined. **Prerequisite:** BUAD 225, BUAD 301, BUAD 330, BUAD 350, and senior standing. Spring

BUAD 439 MNC Strategy Simulation (3)

Global Challenge is an educational business game simulation that improves learners' understanding of the global business operations of a firm in a dynamic, competitive environment. Technology-based product road maps and global market and production strategies. A range of concepts from various management-related disciplines: economic, political, financial, human resources, accounting, procurement, production, logistics, research and innovation, and marketing. Success is measured and compared by both operational and financial key indicators. The ultimate indicator in the simulation is the return to the shareholders, which consolidates

all the key success factors into one measurable criterion that can be used to compare the performance of each team. **Prerequisite:** BUAD 225, BUAD 301, BUAD 330, BUAD 350, and senior standing

BUAD 440 Methods of Teaching Middle/High School Business (3)

This course develops teacher candidates' knowledge and skills in teaching secondary business with instruction in planning and carrying out lessons. This includes development of instructional and classroom management strategies, effective assessment, and engagement of learners for teaching in this discipline. This course requires completion of a 30-hour field experience. **Prerequisites:** EDUC 250/251 and Admittance to the Teacher Preparation Program

BUAD 476 Business Analytics (3)

Studies core statistical techniques; data retrieval, analysis and mining; and decision modeling to effectively persuade in the project-oriented world of data-driven decisions. The course is an introduction to Business Analytics. It covers managerial statistical tools in descriptive analytics and predictive analytics, including regression. Other topics covered include forecasting, risk analysis, simulation, data mining, and decision analysis. This course provides students with the fundamental concepts and tools needed to understand the emerging role of business analytics in organizations and shows students how to apply basic business analytics tools in a spreadsheet environment, and how to communicate with analytics professionals to effectively use and interpret analytic models and results for making better business decision. Emphasis is placed on applications, concepts and interpretation of results, rather than theory and calculations. Students use a computer software package for data analysis. **Prerequisite:** BUAD 220, BUAD 330, BUAD 350, and MATH 205 or other statistics course approved by the instructor. Fall

BUAD 175, 275, 375, 475 Independent Study (3)

Readings, research or creative work on a problem related to major field. **Prerequisite:** departmental approval Fall/Spring

BUAD 481, Business Practicum II (3)

This practicum course is designed to give students hands-on experience in running a real-world business. Students will manage two general dimensions of the business in rotational team assignments: retail operations; and marketing & sales, plus financial reporting. Students will monitor business performance, make adjustments as needed, and introduce optimization initiatives (including new product introductions, new sales and marketing initiatives, and new retail / merchandising approaches). Students will also keep management advised of progress, consult with them to resolve issues or obtain resources, and present recommendations for marketing, staffing, and new product programs for review and approval.

BUAD 390, 490 Business Internship (3-6)

To be arranged. **Prerequisite:** departmental approval. Fall/Spring



CHEM 105 Story of Western Science (3)

This course looks at the development of science in the western world. The course will follow mathematics, physics, chemistry, biology, and other intellectual pursuits from their earliest beginnings to our modern understanding. In the process of exploring the development of these disciplines, students will become familiar with the basic and important theories and ideas in these disciplines. The course will consist of readings, discussions, student essays, and a final exam.

CHEM 108 Chemistry and Society (3) (SL)

A study of the fundamental principles and applications of chemistry for the non-science major. Spring

CHEM 109 Chemistry for the Health Sciences (4)

A study of the principles of general chemistry with emphasis on those topics of interest to students of the health sciences. The course includes a lab component with experiments that complement topics covered in lecture. This course is not a preparation for higher level courses in chemistry. **Prerequisite:** Math ACT score of 21 or higher OR Math 10 or higher (may be taken concurrently). Fall

CHEM 111 Principles of Chemistry I (3)

A presentation of the basic principles of chemistry including stoichiometry, thermochemistry, atomic and molecular properties, and properties of gases, liquids and solids. **Recommended:** Math 10 or higher (may be taken concurrently). Fall

CHEM 111L Principles of Chemistry Laboratory I (1)

An introduction to experimental chemical methods of synthesis and characterization by quantitative and qualitative procedures. Experiments will include investigations of stoichiometry, gas properties and calorimetry. **Corequisite:** CHEM 111 or consent of instructor. Fall

CHEM 112 Principles of Chemistry II (3)

A utilization of the basic principles of chemistry learned in CHEM 111 in complex chemical systems. Included are solution properties, thermodynamics, kinetics, equilibrium and descriptive inorganic chemistry. **Prerequisite:** CHEM 111 or equivalent. **Recommended:** Math 111 or higher (may be taken concurrently). Spring

CHEM 112L Principles of Chemistry Laboratory II (1)

An introduction of experimental chemical methods of synthesis and characterization by quantitative and qualitative procedures. Experiments will include investigations of acids and bases, redox reactions, equilibrium and kinetics. **Prerequisite:** CHEM 111L. **Corequisite:** CHEM 112 or consent of instructor. Spring

CHEM 235 Quantitative Analysis (4)

This integrated lecture and laboratory course in analytical chemistry develops the theory and experimental procedures necessary to determine exact amounts of analytes present in commonly occurring situations. **Prerequisite:** CHEM 112 and CHEM 112L. Spring (even years)

CHEM 301 Instrumental Analysis (4)

An integrated lecture and laboratory experience, this course will focus on the use of modern instrumentation for chemical analysis. The theory and practice of common modes of chemical separations are examined along with various forms of spectroscopy culminating in an integrated hands-on study using gas chromatography-mass spectrometry. **Prerequisite:** CHEM 112 and CHEM 112L. Fall (odd years)

CHEM 337 Organic Chemistry I (3)

An examination of the structures, properties and reactions of aliphatic hydrocarbons, alcohols and ethers. General reaction mechanisms and stereochemistry are also discussed. **Prerequisite:** CHEM 112. Fall

CHEM 337L Organic Chemistry Laboratory I (1)

Experimental work involving the synthesis, separation and identification of organic compounds, including the use of gas-liquid chromatography. **Corequisite:** CHEM 337 or consent of instructor. Fall

CHEM 338 Organic Chemistry II (3)

An examination of the structures, properties and reactions of aromatic compounds and organic compounds containing oxygen, nitrogen and sulfur. Biological applications and multistep synthesis are also studied.

Prerequisite: CHEM 337. Spring

CHEM 338L Organic Chemistry Laboratory II (1)

A continuation of CHEM 337L, spectrophotometric methods are included as well as a group research project.

Prerequisite: CHEM 337L. **Corequisite:** CHEM 338 or consent of the instructor. Spring

CHEM 339 Inorganic Chemistry (3)

A study of inorganic systems including atomic structure, bonding theories, acid-base phenomena, transition-metal chemistry, periodicity and solvent systems. **Prerequisite:** CHEM 112. Spring (even years)

CHEM 440 Methods of Teaching Middle/High School Chemistry (1)

This course develops teacher candidates' knowledge and skills in teaching secondary chemistry with instruction in planning and carrying out lessons. This includes development of instructional and classroom management strategies, effective assessment, and engagement of learners for teaching in this discipline. This course requires completion of a 30-hour field experience. **Prerequisites:** EDUC 250/251 and Admittance to the Teacher Preparation Program

CHEM 442 Biochemistry I (3)

A study of the molecules found in living organisms, emphasizing the relationship of their structure to their function. Also examined are the methods used to separate and characterize these molecules. **Prerequisite:** CHEM 338

CHEM 442L Biochemistry I Lab (1)

Experimental treatment of topics covered in CHEM 442. **Corequisite:** CHEM 442 or consent of instructor

CHEM 443 Biochemistry II (3)

A study of the major metabolic pathways in the body with emphasis on the regulation of such pathways and the relationship among various pathways. Also explored are some of the practical applications of biochemical studies in the treatment and diagnosis of bodily dysfunction. **Prerequisite:** CHEM 338 and biological background, or permission of instructor. Spring (even years)

CHEM 445 Physical Chemistry I (3)

A study of the theoretical treatment of the physical processes which govern chemical behavior. Topics include thermodynamics and equilibrium. **Prerequisite:** CHEM 112. Fall (even years)

CHEM 445L Physical Chemistry Laboratory I (1)

Experimental treatment of those topics which are covered in CHEM 445. **Corequisite:** CHEM 445 or consent of instructor. Fall (even years)

CHEM 446 Physical Chemistry II (3)

A continuation of CHEM 445 with expansion of topics to include kinetics, quantum mechanics and spectroscopy. **Prerequisite:** CHEM 445 and MATH 218. Spring (odd years)

CHEM 446L Physical Chemistry Laboratory II (1)

Experimental treatment of those topics covered in CHEM 446. **Co-requisite:** CHEM 446 or consent of instructor. Spring (odd years)

CHEM 04 IS Lab Instructor I (1)

The experience includes training of the student in the role as a laboratory instructor in basic chemistry as well as performance by the student in the laboratory.

CHEM 05 IS Research 1 (1)

Original scientific research performed by the undergraduate under the mentorship of a faculty member.

CHEM 13 IS Research 2 (1)

A continuation of CHEM 05 IS, this experience will include an organization of the results into a coherent unit, suitable for use in the publication of a paper on the subject.

CHEM 29 IS Chemical Materials Preparation (1)

This course covers training in the aspects, including safety, of preparing chemicals for use in a lab. Students will then prepare actual labs.

CHEM 35 IS Dissemination of Results (1)

Students present the results of research, either their original work or a review paper, in a public forum.

CHEM 36 IS Academic Project (1)

Students will gather information from a variety of resources on a current topic in chemistry and write a paper using this information.



CORE 105 Briar Cliff Experience (BC)

The Briar Cliff Franciscan Experience is designed to help you experience all aspects of being a student at BCU. During the course, you will learn about the extraordinary lives of St. Francis and St. Clare and reflect on your own life. You will then extend your reflection to your community and the world. Through this process, you will discover your passions and work with a team to develop a project that could provide a solution or plan to help a non-profit organization of your choice. This will help you learn about the four core Franciscan values of peacemaking, building a caring community, reverencing creation, and connecting to joyful service.

CORE 130 Critical Reading and Writing (3)

A co-disciplinary critical reading and writing experience in which students develop strategies to communicate meaningfully in a variety of modes of expression.

Fall

CORE 310 Franciscan Values (BC)

CORE 310 introduces incoming students to the cultural and historical foundations of Briar Cliff University through an exploration of the Franciscan tradition. This course is very similar to CORE 105, but is held online and does not include some of the experiential learning components of CORE 105. Available only to students transferring in with 30 credits or more.

Spring

CSCI 011S Data Visualization (1)

Students will become acquainted with principles and tools for data visualization. **Prerequisite:** Junior standing or the consent of the instructor. Fall

CSCI 021S Artificial Intelligence (1)

Students will gain a basic understanding of artificial intelligence. **Prerequisite:** Junior standing or the consent of the instructor. Spring

CSCI 100 Introduction to Computers (3)

Introduces students to the effective, ethical, and purposeful use of computer technologies for accessing, evaluating, creating, and communicating information. Through hands-on experiences with common software applications and web-based tools, students develop foundational digital and information literacy skills necessary for academic and professional contexts. Topics include operating systems and file management, word processing, spreadsheets, presentations, internet and web technologies, introductory programming concepts, database fundamentals, and responsible use of digital information. Emphasis is placed on locating and evaluating information sources, applying information to solve problems and complete projects, and understanding the ethical, legal, social, and economic implications of information use in a digital society. Fall/Spring

CSCI 201 Computer Programming I (3)

An introduction to problem solving and object-oriented programming. Students will learn the basic concepts of programming using the Python programming language. Topics covered include basic data types, control structures and subprograms. Students will learn how to design, code, debug, document, and execute programs using techniques of good programming style. Lab included. **Prerequisite:** high school algebra and previous computer experience. Fall

CSCI 202 Computer Programming II (3)

A continuation of CSCI 201. Topics to be covered include arrays, structures, strings, files, classes, and objects. Students will be expected to write and run a number of larger programs using the C# programming language. Lab included. **Prerequisite:** Grade of C or better in CSCI 201. Spring

CSCI 251S Intensive Study (1)

Independent research on an advanced topic in computer science. Required of all junior and senior computer science majors. **Prerequisite:** Junior standing or the consent of the instructor. Fall/Spring

CSCI 280 Computer Organization (3)

An introduction to computer hardware and software. Topics covered include basic hardware components of computer systems, machine and assembly language, data representation, mass storage devices, input and output devices. Lab included. **Prerequisite:** CSCI 201. Fall (even years)

CSCI 321 Management Information Systems (3)

A course designed to explore information systems and how technology supports businesses from a managerial perspective. Additionally, technology such as e-commerce and enterprise system platforms will be analyzed to enhance collaboration and teamwork, supply chain management and support key business processes. Other topics include information systems security, telecommunication systems, and the development and implementation of information systems. **Prerequisite:** BUAD 220 or permission of instructor. Fall

CSCI 322 Systems Analysis (3)

A course designed to study the analysis, design and management of information systems and capabilities using the Systems Development Life-Cycle approach and other methodologies. Additional topics include systems integration, operations and maintenance, performance analysis, compatibility and implementation issues. **Prerequisite:** CSCI 321. Spring (even years)

CSCI 325 Data Structures and Algorithms (3)

Students will study the construction, manipulation, use and efficiency of complex data structures and algorithms using the Java programming language. **Prerequisite:** Grade of C or better in CSCI 202. Fall (odd years)

CSCI 345 Database Management (3)

A study of database concepts and database management systems. Topics covered include database design, relational models, normalization, and queries. Hands-on experience with a database management system is provided. **Prerequisite:** Grade of C or better in CSCI 202. Spring (even years)

CSCI 360 Networking/Communications (3)

Students will study network design and management, and implementation of local area networks. **Prerequisite:** CSCI 280. Fall (odd years)

CSCI 380 Operating Systems (3)

Students will study various operating systems and how they operate. Windows client and server systems, UNIX/Linux systems, and Mac systems will all be discussed. Hands-on experience with various systems will be provided via virtual machines. **Prerequisite:** CSCI 280. Spring (odd years)

CSCI 425 Internet Programming (3)

This class is an introduction to writing programs for Web pages. Topics covered include HTML 5, CSS, client-side programming with JavaScript, and server-side programming. Students will learn to create a database driven interactive web site. This is a hands-on project-oriented class and each student will write a number of programs. **Prerequisite:** Grade of C or better in CSCI 202 and CSCI 345. Spring (odd years)

CSCI 390, 490 Internships (3)

On-the-job experience at a local business. **Prerequisite:** Senior standing, GPA of 3.00 in computer science courses and the consent of the department.

CSCI 375, 475 Independent Study (3)

Prerequisite: departmental approval

CSCI 440 Methods of Teaching Middle/High School Computer Science (3)

This course develops teacher candidates' knowledge and skills in teaching secondary computer science with instruction in planning and carrying out lessons. This includes development of instructional and classroom management strategies, effective assessment, and engagement of learners for teaching in this discipline. This course requires completion of a 30-hour field experience. **Prerequisites:** EDUC 250/251 and Admittance to the Teacher Preparation Program

CSCI 450 Machine Learning (3)

This course introduces machine learning concepts and algorithms. By the end of the course, students will have the ability to create data models from real-world problems, implement algorithms to perform inferences

and predictions, and evaluate the performance of the models. Students will use Python to gain hands-on experience with building machine learning models. **Prerequisite:** Grade of C or better in CSCI 201 and Math 225. Fall

CSCI 67IS Programming in C (1)

C is a general-purpose programming language. This language is still actively used for embedded systems. Students will learn about the C language, specifically pointers, by taking this course. **Prerequisite:** Grade of C or better in CSCI 202. Spring

CSCI 84IS Geographic Information Systems (1)

The course provides a fundamental understanding of computer software used to map the geographic distribution of a variety of social and physical variables and social indicators. Fall



CJUS 100 Introduction to Criminal Justice (3)

An overview of the foundations and components of the American Criminal Justice System including the three pillars of law enforcement, courts, and corrections. Course content covers the origins and historical evolution to our current system. Focus upon crime control and due process, case law, arrest, adjudication, sentencing, incarceration and alternatives.

CJUS 250 Policing (3)

An in-depth examination of policing. Primary focus will be on the laws that govern the roles, functions, and operations of law enforcement in the U.S. Overview of the origins and historical evolution of the American system of Law Enforcement to present day, with a basic understanding of the differences between local, state, and federal agencies. Topics covered include crime control and due process, patrol, response, community policing, crime analysis, and investigations. Spring (even years)

CJUS 251 Criminal Courts (3)

An in-depth exploration of the criminal adjudication process in the U.S. Topics include the various court systems and structures; court personnel and their roles; the roles of victim, defendant, witness and jury; and the adjudication process, including hearings, plea bargaining, and sentencing. Spring (odd years)

CJUS 252 Corrections (3)

An in-depth exploration of the major programs within the corrections component of the criminal justice system. Exploration of types of criminal sentencing including probation, institutional treatment, community corrections, parole, and re-entry programs. Development of correctional philosophy, theory, and practice will be presented with emphasis on constitutional rights of offenders. Fall (odd years)

CJUS 260 Criminal Justice Communications (3)

Effective communication processes are designed to enhance communication and interpersonal skills for criminal justice professionals. Students develop strong communication skills to effectively balance community and criminal justice needs. Topics include verbal and non-verbal communication, interviewing and interrogation methods, courtroom demeanor, and effective methods for contacting citizens, witnesses, victims, and offenders. **Prerequisite:** CJUS 100 and one of CJUS 250, CJUS 251, or CJUS 252. Spring

CJUS 355 Investigations (3)

An overview of scientific methods of investigative processes for criminal investigations. Examination of evidentiary procedures and practicing skills such as locating, collecting, handling, and processing physical evidence, and photographing crime scenes. Other topics include interview and interrogation techniques, identifying boundaries of a crime scene, securing a scene, and search techniques. **Prerequisite:** CJUS 100 and one of CJUS 250, CJUS 251, or CJUS 252

CJUS 365 Juvenile Justice (3)

Overview of the American juvenile justice system, including its history, underlying philosophies, and current practices. Topics include juvenile law, the role of professionals in the system, treatment and prevention programs, processes for trying juveniles as adults, and future directions of the juvenile justice system.

CJUS 490 Internship (3)

A supervised learning opportunity in a professional setting appropriate to the major and based on the student's interests and career goals. Students interested in an internship must apply and be accepted into the internship program before registering for the course.

Prerequisite: Instructor approval

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ECON 210 Principles of Microeconomics (3) (SBL)

Introduction to basic economic theory, with emphasis placed on decision making by individual units such as households, firms, or industries and with individual markets for final goods and resources. **Prerequisite:** Sophomore standing or permission of instructor. Fall/Spring

ECON 211 Principles of Macroeconomics (3)

Introduction to basic economic theory, with emphasis on the economy as a whole. An examination of major aggregates such as households, businesses, and government sectors and measures of the total economy.

Prerequisite: ECON 210. Fall/Spring

ECON 175, 275, 375, 475 Independent Study (3)

Reading, research or creative work on a problem related to economics. Permission of the department is required. **Prerequisite:** departmental approval

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EDUC 100 Introduction to Education (1)

This introductory course provides an orientation to and an overview of the teaching profession. **Corequisite:** EDUC 101

EDUC 101 Introduction to Education Practicum (1)

This field experience provides the student with the opportunity to observe in elementary and secondary classroom settings. **Corequisite:** EDUC 100.

EDUC 150 Foundations and Ministry of Catholic School Teaching (2)

In this course, part one provides a historical overview of the development of Catholic Schools in America, exploration of the Catholic School identity; legislation and judicial issues affecting Catholic schools, the governance and structure of the diocesan school system, and the National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools. Part two considers the concepts of the call, covenant,

and mission of the Catholic school teacher, Catholic social teachings, faith community development, and reviews sources of spiritual formation.

EDUC 250 Management and Instruction (3)

This course prepares future educators to design, implement, and reflect on effective standards-based lessons for diverse learners. Emphasis is placed on backward design, writing clear objectives, and selecting engaging instructional strategies. Students will develop and teach lessons that integrate Universal Design for Learning (UDL) and classroom management practices to support student engagement and achievement.

Prerequisites: EDUC 100/101 or permission of Education Department Chair. **Corequisite:** EDUC 251.

EDUC 251 Practicum I (1)

This 25-hour field experience provides students with basic experiences that include both observation and participation in teaching activities to develop an understanding of the nature of the teaching process and the role of the classroom teacher. **Prerequisites:** EDUC 100/101 or permission of Education Department Chair **Corequisite:** EDUC 250

EDUC 260 Educational Technology (2)

This course prepares teacher candidates to integrate current and emerging technologies into instruction across content areas. Emphasis is placed on selecting and applying appropriate digital tools to enhance learning through strategies that support engagement, differentiation, and achievement of all learners. Candidates develop skills to design, implement, and evaluate technology-rich lessons while promoting the effective, ethical, and responsible use of educational technologies in diverse classroom settings.

EDUC 270 Exceptional Learners (3)

This course focuses on understanding and meeting the needs of multilingual and exceptional learners in general education classrooms. Students examine the characteristics and educational needs of students with disabilities, gifted and talented learners, and English Learners (ELs). Emphasis is placed on understanding and applying the principles of the Least Restrictive Environment (LRE), understanding the teacher's role in implementation of Individualized Education Programs (IEPs), and using instructional strategies to support diverse learners. This course includes a 15-hour field experience.

EDUC 290 Behavior and Classroom Management (3)

This course examines classroom and behavior management theories and methods for developing a positive, safe learning environment that improves academic engagement and achievement of all learners. Students develop an understanding of school-wide multi-tiered system of supports and identify concepts and strategies for developing positive interventions and supports in general education classrooms. Students also study challenging behavior, behavior intervention plans, and strategies to address difficult and aggressive student behavior to be prepared to respond to the needs of students with and without disabilities.

EDUC 318 Educational Psychology (3)

This course examines psychological principles applicable to learning theories and research pertinent to teaching and learning. All students complete a field experience of a minimum of 25 hours concurrently with this course; this includes EDUC 319 or Professional Development School. **Prerequisites:** EDUC 250/251, PYSC 110, Admittance to the Teacher Preparation Program

EDUC 319 Practicum II (1)

The course is a 25-hour field experience. Teacher candidates engage in both observation and participation in teaching activities to understand the nature of the teaching process and the role of the classroom teacher. The

purpose of this field experience is to provide an opportunity for the practical application of the knowledge of the process of human growth and development to teaching in the grade level for which the student is preparing. **Corequisite:** EDUC 318

EDUC 330 Educational Measurement and Evaluation (3)

This course focuses on understanding and using multiple assessment methods to monitor learner progress, to guide the teacher's decision-making, and to engage learners in their own growth. Teacher candidates apply descriptive statistics to evaluate student and classroom data. **Prerequisites:** EDUC 250/251 and Admittance to the Teacher Preparation Program

EDUC 390 Content Area Literacy (3)

This course focuses on knowledge of literacy, including theory, evidence-based strategies, and integrating literacy into the content areas for students majoring in K-12 and Secondary Education. Teacher candidates learn and apply responsive teaching to meet the needs of students who struggle with literacy, including but not limited to dyslexia and English Learners. **Prerequisites:** EDUC 250/251 and Admittance to the Teacher Preparation Program **Corequisite:** EDUC 391

EDUC 391 Content Area Literacy Practicum (1)

This 30-hour field experience is designed to provide Secondary and K-12 teacher candidates with an opportunity to observe and participate in the integration of literacy in their respective content areas. Teacher candidates apply research-based literacy strategies to planning and teaching lessons. **Corequisite:** EDUC 390

EDUC 408 Student Teaching Elementary/K-8 Special Education Strat 1 (13)

This internship provides supervised, full-time student teaching experience in state-approved classroom(s) aligned to the candidate's area of study. Teacher candidates engage in planning, instruction, assessment, and management while working with diverse learners under the guidance of a cooperating teacher and university supervisor. Emphasis is placed on assuming primary responsibility for all aspects of instruction and professional duties of a teacher. **Prerequisite:** Full Admittance to the Student Teaching Internship. **Corequisite:** EDUC 455

EDUC 409 Student Teaching Elementary/K-12 Special Education Strat 1 (13)

This internship provides supervised, full-time student teaching experience in state-approved classroom(s) aligned to the candidate's area of study. Teacher candidates engage in planning, instruction, assessment, and management while working with diverse learners under the guidance of a cooperating teacher and university supervisor. Emphasis is placed on assuming primary responsibility for all aspects of instruction and professional duties of a teacher. **Prerequisite:** Full Admittance to the Student Teaching Internship. **Corequisite:** EDUC 455

EDUC 410 Student Teaching in the Elementary School (13)

This internship provides supervised, full-time student teaching experience in state-approved classroom(s) aligned to the candidate's area of study. Teacher candidates engage in planning, instruction, assessment, and management while working with diverse learners under the guidance of a cooperating teacher and university supervisor. Emphasis is placed on assuming primary responsibility for all aspects of instruction and professional duties of a teacher. **Prerequisite:** Full Admittance to the Student Teaching Internship **Corequisite:** EDUC 455

EDUC 412 Student Teaching K-12 (13)

This internship provides supervised, full-time student teaching experience in state-approved classroom(s) aligned to the candidate's area of study. Teacher candidates engage in planning, instruction, assessment, and management while working with diverse learners under the guidance of a cooperating teacher and university supervisor. Emphasis is placed on assuming primary responsibility for all aspects of instruction and professional duties of a teacher. **Prerequisite:** Full Admittance to the Student Teaching Internship

Corequisite: EDUC 455

EDUC 415 Student Teaching in the Secondary School (13)

This internship provides supervised, full-time student teaching experience in state-approved classroom(s) aligned to the candidate's area of study. Teacher candidates engage in planning, instruction, assessment, and management while working with diverse learners under the guidance of a cooperating teacher and university supervisor. Emphasis is placed on assuming primary responsibility for all aspects of instruction and professional duties of a teacher. **Prerequisite:** Full Admittance to the Student Teaching Internship

Corequisite: EDUC 455

EDUC 416 Student Teaching Secondary/5-12 Special Education Strat 1 (13)

This internship provides supervised, full-time student teaching experience in state-approved classroom(s) aligned to the candidate's area of study. Teacher candidates engage in planning, instruction, assessment, and management while working with diverse learners under the guidance of a cooperating teacher and university supervisor. Emphasis is placed on assuming primary responsibility for all aspects of instruction and professional duties of a teacher. **Prerequisite:** Full Admittance to the Student Teaching Internship

Corequisite: EDUC 455

EDUC 417 Student Teaching Secondary/K-12 Special Education Strat 1(13)

This internship provides supervised, full-time student teaching experience in state-approved classroom(s) aligned to the candidate's area of study. Teacher candidates engage in planning, instruction, assessment, and management while working with diverse learners under the guidance of a cooperating teacher and university supervisor. Emphasis is placed on assuming primary responsibility for all aspects of instruction and professional duties of a teacher. **Prerequisite:** Full Admittance to the Student Teaching Internship

Corequisite: EDUC 455

EDUC 424 Student Teaching K-12/K-8 Special Education Strat 1(13)

This internship provides supervised, full-time student teaching experience in state-approved classroom(s) aligned to the candidate's area of study. Teacher candidates engage in planning, instruction, assessment, and management while working with diverse learners under the guidance of a cooperating teacher and university supervisor. Emphasis is placed on assuming primary responsibility for all aspects of instruction and professional duties of a teacher. **Prerequisite:** Full Admittance to the Student Teaching Internship

Corequisite: EDUC 455

EDUC 425 Student Teaching K-12/ 5-12 Special Education Strat 1 (13)

This internship provides supervised, full-time student teaching experience in state-approved classroom(s) aligned to the candidate's area of study. Teacher candidates engage in planning, instruction, assessment, and management while working with diverse learners under the guidance of a cooperating teacher and university supervisor. Emphasis is placed on assuming primary responsibility for all aspects of instruction and professional duties of a teacher. **Prerequisite:** Full Admittance to the Student Teaching Internship

Corequisite: EDUC 455

EDUC 426 Student Teaching K-12/ K-12 Special Education Strat 1 (13)

This internship provides supervised, full-time student teaching experience in state-approved classroom(s) aligned to the candidate's area of study. Teacher candidates engage in planning, instruction, assessment, and management while working with diverse learners under the guidance of a cooperating teacher and university supervisor. Emphasis is placed on assuming primary responsibility for all aspects of instruction and professional duties of a teacher. **Prerequisite:** Full Admittance to the Student Teaching Internship
Corequisite: EDUC 455

EDUC 452 Human Relations for Teachers (2)

This course is designed to develop knowledge and professional skills in human relations, cultural competency, and working with individuals with varied backgrounds, abilities, and experiences. Students develop the ability to identify and meet the needs of all learners. **Prerequisites:** Admittance to the Teacher Preparation Program, junior or senior standing

EDUC 455 Student Teaching Seminar (2)

This course supports teacher candidates during the student teaching internship and transition into the profession for Iowa licensure. Emphasis is placed on developing the knowledge, skills, and dispositions aligned with the InTASC Standards. **Prerequisite:** Full Admittance to the Student Teaching Internship
Corequisite: Student Teaching

EDUC 475 Independent Study (1-3)

This independent study is open to students who wish to engage in directed research, experiential learning, or a special project in a selected area. Permission of the departmental chairperson is required. **Prerequisites:** Admittance to the Teacher Preparation Program & approval of the Education Department Chair.



EDEL 220 Earth and Space Science (1)

This is a one credit introductory course, which consists of units that emphasize broad and up-to-date coverage of basic topics and principles in geology, oceanography, meteorology, and astronomy.

EDEL 295 Language, Comprehension, and K-8 Literature (3)

This course develops knowledge of language structures, reading comprehension, and children's literature to prepare for effective K-8 literacy instruction. Students strengthen their own understanding of grammar, syntax, and text structure while practicing key comprehension skills such as making inferences, evaluating texts, identifying main ideas, and analyzing author's craft. Through exploration and study of children's literature across genres, students learn to select, analyze, and identify texts to support diverse readers.

EDEL 316 Teaching Elementary Science (3)

This course examines principles and evidence-based methods of teaching elementary science with an emphasis on inquiry-based teaching and learning of science. Teacher candidates explore and apply practices to support effective, engaging instruction for diverse learners, including integration of literacy, differentiation of instruction based on student needs, and classroom management practices. Planning and teaching a science lesson in an assigned elementary classroom is required. **Prerequisites:** EDUC 250/251 and Admittance to the Teacher Preparation Program

EDEL 317 Health Methods (1)

This course explores the principles and methods for integrating physical education, health, and wellness in the elementary classroom. This course is provided in an online, asynchronous format. **Prerequisites:** EDUC 250/251 and Admittance to the Teacher Preparation Program.

EDEL 318 Visual Arts Methods (1)

This course explores the principles and methods for integrating visual arts in the elementary classroom. This course is provided in an online, asynchronous format. **Prerequisites:** EDUC 250/251 and Admittance to the Teacher Preparation Program.

EDEL 319 Performance Arts Methods (1)

This course explores the principles and methods for integrating performance arts in the elementary classroom. This course is provided in an online, asynchronous format. **Prerequisites:** EDUC 250/251 and Admittance to the Teacher Preparation Program.

EDEL 335 Teaching Elementary Mathematics (3)

This course examines principles and evidence-based methods of teaching elementary mathematics. Teacher candidates build understanding of K-6 mathematical development across mathematical domains and key learning progressions, focusing on conceptual understanding, procedural fluency, and strategic reasoning and application. Candidates explore and apply intentional, responsive practices to engage diverse learners, manage the mathematics classroom, and advance the learning of all students. Planning and teaching lessons in an assigned elementary classroom is required. **Prerequisites:** EDUC 250/251, MATH 118 & 119, and Admittance to the Teacher Preparation Program

EDEL 342 Teaching Elementary Social Studies (3)

This course examines principles and evidence-based methods of teaching elementary social studies. Teacher candidates explore and apply practices to support effective, engaging instruction for diverse learners, including integration of literacy, differentiation of instruction based on student needs, and classroom management practices. Planning and teaching a social studies lesson in an assigned elementary classroom is required. **Prerequisites:** EDUC 250/251 and Admittance to the Teacher Preparation Program.

EDEL 400 Reading Lab (0)

This lab is completed during the semester the student intends to take the Foundations of Reading Test (FoRT). The course fee is determined by the cost of the test.

EDEL 401 Reading Lab II (0-1)

This lab course engages teacher candidates in additional study and review of essential knowledge and skills for teaching K-8 literacy. Students are required to meet competencies within each of the core areas: phonemic awareness and emergent literacy, phonics and beginning reading, word analysis, reading fluency, academic language and vocabulary, comprehension of literary texts, comprehension of informational texts, and integration and application of knowledge in foundational skills and reading comprehension. **Prerequisite:** EDEL 462, EDEL 463, EDEL 464/465

EDEL 462: Teaching Elementary Literacy I (3)

This course examines the foundations and science of reading, including how literacy develops, how the brain learns to read, theoretical frameworks and models, and the role of language processing. This course focuses on early literacy, word recognition, and fluency, including print concepts, letter knowledge, phonemic awareness, and decoding and encoding high frequency, regular, irregular, and multisyllabic words. Students

develop and apply understanding of diverse learners, explicit, systematic literacy instruction, and evidence-based practices to the teaching of early literacy, word recognition, and fluency across the elementary and middle school grades. Planning and teaching lessons in an assigned elementary classroom is required.

Prerequisites: EDUC 250/251, EDEL 295, and Admittance to the Teacher Preparation Program

EDEL 463: Teaching Elementary Literacy II (3)

This course reviews and applies the science of reading and theoretical models to teaching English language arts and enhancing literacy development through an integrative approach to reading, writing, speaking, viewing, and listening. This course focuses on language comprehension, vocabulary, reading comprehension, writing, and content area literacy. Students develop and apply understanding of diverse learners, explicit, systematic literacy instruction, and evidence-based practices to the teaching and integration of vocabulary, writing, and listening and reading comprehension of literature and informational texts across the elementary and middle school grades. Planning and teaching lessons in an assigned elementary classroom is required.

Prerequisites: EDUC 250/251, EDEL 295, and Admittance to the Teacher Preparation Program

EDEL 464: Literacy Assessment & Intervention (3)

This course provides in-depth exploration of literacy assessment and intervention tools and strategies, centered on diagnostic-prescriptive practices within a multi-tiered system of support framework. Students develop knowledge and skills to administer and interpret screening, diagnostic, monitoring, formative, and summative assessments across a range of literacy skills and use assessments to guide instructional planning and decision making. This course deepens understanding of diverse learner profiles, emphasizes identification and understanding struggling readers and writers, such as those with dyslexia, and centers on providing responsive, explicit, structured literacy interventions aligned to students' needs. **Prerequisites:**

EDEL 295, EDEL 462, and Admittance to the Teacher Preparation Program

Corequisite: EDEL 465

EDEL 465: Reading Practicum (1)

This course engages students in observation of an experienced teacher and application of knowledge and skills for literacy assessment and intervention. Students complete case study activities with one or more students, including administering, scoring, and interpreting assessments. Students also plan and teach individual or small group lessons, providing responsive teaching and ongoing monitoring of learning. Self-evaluation and reflection support students' understanding and application of evidence-based literacy assessment and intervention practices. **Corequisite:** EDEL 464

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ENGL 110 Introduction to Literature (3)

Students will read and analyze literary texts that exemplify multiple genres and forms (novels, plays, short stories, poems, etc.) and learn foundational methods and vocabulary for literary study.

ENGL 115 Comics and Culture (3) (AL)

Comics have come a long way, from being called a “plague” on our nation’s youth to winning Nobel prizes, this uniquely American form of literature can reveal contemporary cultural perspectives on major historical events. In this class, we will read a variety of superhero comics from crucial eras in American history to see what new light the heroes and villains within them can shed on World War II, the Cold War, the Civil Rights Movement, the crack epidemic, the 9/11 attacks, and many other crucial points in our nation’s history.

ENGL 128 Introduction to Creative Writing (3) (AL)

Do you write poetry, essays, or short stories in your spare time? This course introduces students to the craft of creative written expression in various literary genres, providing ample guidance and practice in developing their artistic interests. Students will read and write nonfiction, fiction, and poetry and practice sharing their work with peers in the workshop format.

ENGL 130 Advertisements as Literature (3)

Studying ads like we would study literature can illuminate cultural attitudes and norms. In this class, we will practice skills of literacy and rhetorical analysis as we study, write, and speak about ads in sports culture, the most effective ads of the 20th and 21st Centuries (and the strategies that made them so effective), the ethics of advertising and Franciscan values, and more.

ENGL 140 Multicultural Voices (3)

The rich history and diversity of the cultures of the United States come alive in representative works from the Native-American, African American, Latino American, and Asian American literary traditions. Students will share their understanding of these texts in writing and discussion and will gain a fuller appreciation of each person's essential and lasting contributions.

ENGL 144 Adolescent Literature (3)

Adolescent literature today is an exciting field, as recent works have confronted long-standing taboos and smashed stereotypes. Students will read and evaluate novels, graphic narratives, poetry, and nonfiction, giving special consideration to how these works engage young readers, and what makes them different from "adult" literature.

ENGL 295 Special Topics (3)

The department regularly offers English courses on particular topics to allow students to study specific areas or genres more deeply. Past offerings have included Prairie Literature and the Literature of Middle Earth and Oz, and Horror in Film and Literature.

ENGL 303 Critical Theories of Reading & Writing (3)

It is nearly impossible to read or write from a neutral perspective. We interpret our world through various frames and lenses as readers and writers. Learn to read or write with the eyes of a feminist, structuralist, deconstructionist, Marxist, post-colonialist, new historicist, process theorist, ecologist, or socioculturalist. Critical theories offer a new lens through which we can view and understand the world around us; what you see through these lenses may surprise you.

ENGL 325 Survey Of British Literature (3)

This course examines the visions and voices that have shaped British thinking and expression, from its Celtic and Anglo-Saxon origins, through its monarchies and the rise and fall of its Empire, and world wars and BREXIT. We'll read the poetry of Wordsworth and Tennyson, the fiction of Shelley and Dickens, the drama of Shakespeare, and legends like King Arthur and the Knights of the Round Table and Beowulf. We'll explore how the myths, legends, religion, politics, and art of Great Britain have helped form and shape the dimensions of the world we live in today.

ENGL 337 Introduction to Linguistics and Modern Grammar (3)

Introduction to Linguistics and Modern Grammar offers students an "under-the-hood" view of the workings of language, focusing on structure, style, and function. Students will explore the nature of language, the origins

and evolution of language, the acquisition of language by children, language and gender, bilingualism, and other topics. **Prerequisite:** WRTG 131 or equivalent skill

ENGL 350 Survey Of American Literature (3)

The phrase "American Dream" expresses the idealism upon which the nation was founded. It's a complicated story that explores questions of origins and identity and ideals and expressions. This course examines the American Story and the factors and forces that have shaped the American literary tradition from its beginnings to the present day through the myths and tales, letters, narratives, essays, poems, pamphlets, and fiction of the tribes, colonists, enslaved people, regionalists, local colorists, realists, naturalists, modernists, postmodernists, experimentalists, and metafictionalists who've inspired the American consciousness and imagination.



ESCI 110 Environmental Science (4) (SL)

A survey of environmental issues and problems facing today's society. Includes a study of population biology, ecology, natural resources and energy, environmental quality, land use and bioethics. Three lectures, one lab per week. Fall

ESCI 199 Sustainability (3) (SL)

This course examines the complex interrelationships of social-ecological systems. Sustainability science is an interdisciplinary field of study that inquiries about the scientific basis for human development that provides people with a better life without sacrificing and/or depleting earth's resources or causing environmental impacts that will undercut future generations. The goal is to move these dynamic, evolving human-nature relationships and interdependencies toward what we value. For social systems that means an increasing quality of human life. For interactive social-ecological systems that means that the goal will also be the flourishing of all life - human and nonhuman alike. This course will explore the functioning of social-ecological systems, their degradations, and potentials for improvement. Spring

ESCI 205 Environmental Ethics (3) (EL)

Environmental ethics is largely a normative discipline that seeks to find answers to questions about how humans ought to care for the world. Accordingly, this course will consider issues such as whether it is proper to care for nonhuman species, how to live as if we are part of an ecosystem, ecofeminist philosophies, Franciscan kinship with creation, the rights of future generations, biocentrism, deep ecology, and ecocentrism. Applied ethical issues such as pollution, climate change, animal rights, and sustainability will also be considered. Spring

ESCI 212 Fundamentals of Biogeography(4)

A survey of the action of various geomorphological processes (such as wind, water and glaciation) which shape our globe. Ecological hazards inherent to land-uses of the landforms associated with these processes will also be discussed. Three lectures and one lab per week. Spring (even years)

ESCI 250 Environmental Theology (3)

An exploration of scriptural and theological teachings concerning the relationships between God and nature in Jewish and Christian traditions. Major theological doctrines will be considered from an environmental standpoint, including creation, sin, incarnation, redemption, love and grace. The course will explore the ethical implications of the biblical teaching that creation belongs to and glorifies God, and how God's people are called to care for and relate to the rest of creation.

ESCI 280 Extended Field Trip (3)

The Extended Field Trip typically provides an opportunity during a 10–14-day trip to study the major terrestrial and aquatic ecosystems of a North American ecoregion.

ESCI 175, 275, 375 Independent Study**ESCI 401 Environmental Law and Policy (3)**

An overview of environmental law and public policy.

**EHS 104 Introduction to Disc Golf (1)**

Introductory course that explores the rules and regulations of Disc Golf. In addition, we will learn about different discs, throwing styles, and strategies to help give a basic understanding of how to play.

Spring

EHS 109 Introduction to Pickleball (1)

This class will introduce the sport of pickleball, having participants learn and practice skills, while understanding the rules and regulations. Fall

EHS 119 Introduction and History of Physical Education (2)

This is a course in the historical foundations of health and physical education as well as fundamental principles, preparation, qualifications, opportunities, and functions of the health and physical education teacher and fitness leader. Spring

EHS 142 First Aid and CPR (2)

Current basics of first aid will be taught under the American Red Cross protocols and more. Current American Red Cross protocols with successful completion leading to the BLS certification. Spring

EHS 143 Health & Wellness (3) (SBL)

An introductory course concerned with the many factors which influence a person's health and wellness. Special consideration is given to the subject areas of substance abuse, disease and holistic health while adopting preventative, healthy habits. Fall/Spring

EHS 145 Foundations of Yoga & Meditation(2)

An introduction to the theory and practice of yoga and meditation. Spring

EHS 200 Foundations of Kinesiology (2)

Introductory course that explores the field of Kinesiology/Exercise Science, careers in this field, and establishes the foundation for academic experiences that occur in the degree. Fall

EHS 201 Introduction to Research (2)

This interactive course is an introduction to research methods, and will equip students to read, interpret, discuss, write, and present research in the field of kinesiology and human performance. **Prerequisites:** EHS 200. Spring

EHS 214 Physical Education and Health Education K-12 (3)

This course introduces students to physical education curriculum, strategies, and activities for grades K-12 and health education grades 5-12. The course includes fitness concepts, movement education, perceptual-motor concepts, assessment, acquisition of skills, learning environment, student motivation, adaptive physical education, and major health topics. Students complete a 30-hour practicum in physical education, including 15 hours in elementary and 15 hours in secondary. Planning and teaching a lesson in each assigned placement is required. **Prerequisites:** EDUC 250/251

EHS 250 Sports Nutrition (3)

An in-depth examination of nutrition as it pertains to physical activity, exercise training and performance of athletic activities. Advanced topics in nutrient requirements for a variety of physical activities including endurance, strength, speed and weight management will be covered. Spring

EHS 260 Principles of Coaching I (2)

Examination of the roles and responsibilities of coaching at different levels. Topics in organization and application of coaching techniques will be explored. Fall

EHS 276 Stress Management (3)

Etiology of stress will be covered as well as learning techniques to manage stress.

EHS 280 Prevention & Care of Athletic Injuries (3)

Prevention, evaluation, protection and first aid care of injuries occurring in athletics. Evaluation of protective devices, diets and conditioning. Lab work includes taping and rehabilitation of the injured. **Prerequisites:** BIOL 221 and BIOL 221L. Spring

EHS 295 Practicum I (2)

Provides an opportunity for students to serve the university and community through on-site practical skills
Prerequisite: Sophomore standing. Fall/Spring/Summer

EHS 300 Exercise Physiology with Lab (4)

Fundamental concepts and application of organ system responses to exercise including acute responses and adaptations to skeletal muscle, metabolism & energy expenditure, cardiorespiratory regulation, hormonal, and environmental adaptations. **Prerequisites:** BIOL 221 and BIOL 221L. **Recommended:** BIOL 222 and BIOL 222L. Spring

EHS 350 Motor Learning and Control (3)

This course will expose students to the theoretical perspectives and current principles associated with the control and learning of movement skills. Specifically, the neural and mechanical mechanisms underlying motor behavior and the variables influencing motor learning will be addressed. Throughout the course, application of theoretical concepts to instructional and clinical settings will be emphasized. Fall

EHS 360 Principles of Coaching II (2)

Examination of the roles, responsibilities, and ethical requirements of coaching at the youth, middle school and high school levels. Topics include human growth and development, body systems, motor development, training for energy fitness, muscular fitness, nutrition, and risk management.

EHS 403 Research Experience (1)

An advanced opportunity for students to participate in the design, data collection and communication of research within exercise science. **Prerequisite:** Junior or senior standing and permission of instructor

EHS 405 Exercise Testing & Exercise Prescription with Lab (4)

This course is designed to provide the student with the knowledge and skills to assess different areas of physical fitness and prescribe individual exercise programs based on these objective measures.

Prerequisite: EHS 300 and EHS 300L. Fall

EHS 410 Kinesiology and Biomechanics with Lab (4)

This course will cover the application of basic mechanics to human movement. It will provide students with a basic understanding of how forces act on body segments and how movements are produced. The course applies the principles of Newtonian mechanics, kinetics, and kinematics to analyze human movement in a quantitative manner. **Prerequisite:** BIOL 221, BIOL 221L, and completion of Quantitative Literacy requirement. Spring

EHS 430 Personal Training (3)

This course provides learning experiences in the wellness and fitness industry. Emphasis is on understanding the process, considerations & philosophies involved in the design & implementation of exercise and performance training programs, including necessary business and legal components. Students are allowed significant autonomy & responsibility to achieve the goals of the class. **Prerequisites:** BIOL 221, BIOL 221L, BIOL 222, BIOL 222L, EHS 300, EHS 300L, EHS 405, EHS 405L, EHS 450, and EHS 450L, or permission of instructor. Spring

EHS 450 Theories of Strength & Conditioning (3)

This course is designed to provide students with theoretical and practical knowledge of the physiological, biomechanical, and administrative aspects of designing and supervising strength and conditioning programs for various populations. This course is good preparation for the National Strength & Conditioning Association (NSCA) Certified Strength & Conditioning Specialist (CSCS) exam. **Prerequisite:** EHS 300, EHS300L. Fall

EHS 450L Theories of Strength and Conditioning Lab (1)

This is the lab class that accompanies EHS 450, applying the principles taught in the course. This course is designed to provide students with practical experience designing and supervising strength and conditioning programs for various populations. **Prerequisite:** EHS 300, EHS 300L. **Corequisite:** EHS 450. Fall

EHS 498 Internship (3, 6, 8)

This course provides students with hands-on experience working in the career setting they have chosen under a professional mentor who instructs and supervises the student throughout the experience. Students will work with the BCU course instructor to identify an appropriate internship site, then will be responsible for contacting the site to set up the internship schedule and working with their site supervisor to develop the job expectations. The internship is expected to launch the student into their post-graduation plans, whether that is a career or graduate program. **Prerequisites:** BIOL 221, BIOL 221L, BIOL 222, BIOL 222L, EHS 300, EHS 300L. Fall/Spring/Summer



GDES 180 Creative Thinking and Innovation (3) (SBL)

In this course, students will learn what creativity is as well as the thinking and brain processes that happen during creative thinking. Students will also learn environmental aspects, techniques, and processes that contribute to innovation and creative thinking. Students will get to apply this knowledge in a variety of activities and projects.

GDES 203 The History of Graphic Design (3)

This course covers the history of visual communication (beginning with the Victorian period) with an emphasis on developments in graphic design and typography during the 20th century. You will learn how graphic design developed from various technical innovations to form a part of art history, cultural history and world history. You will gain an understanding of how design, specifically graphic design, has been defined as an art form and as a profession. You will study many prominent designers and learn to identify some of their most important works. Fall

GDES 224 Typography (3)

The history, terminology and design components of typography will be explored through lecture and studio exercises. Spring (odd years)

GDES 225 Graphic Communications (3)

An introduction to the process of graphic arts production with emphasis on communicating meaning through the combination of text and image through various methods and techniques translating ideas and information to print material. The primary focus will be on production, layout and typography as they apply to print media, advertising and public relations. Newspaper, magazine and newsletter formats are discussed. Fall

GDES 325 Website Production (3)

The technological, aesthetic, and ethical phases of web development will be examined. Students will use various software and hardware tools to create projects with emphasis on using CSS, HTML, and content management systems to create more complex sites for diverse digital environments. This course will expose students to a variety of print and electronic publications (web, brochure, newsletter, newspaper, and magazine are just a few). Students will strengthen their computer skills for a changing technological society. This course includes lecture and extensive lab production work. Spring (even years)

GDES 340 Data Visualization & Information Graphics (3)

Explores the use of graphics to inform readers and or viewers of visual information. Students will gain experience in researching design and creation of explanatory charts, maps, diagrams and other forms of information graphics. Computer technology is an essential tool in this process. Fall

GDES 345 Motion Graphics (3)

This course is an introduction to Motion Graphics and will cover motion graphics principles, design and composition, timing, process, and audio/visual synchronization. Current industry standard computer applications, specifically Adobe After Effects, will be introduced and applied. Spring (odd years)

GDES 400 Senior Exhibition (1)

Students will plan and prepare for a comprehensive exhibit that demonstrates the student's success in the program. Students will participate in the installation, promotion and all facets of a gallery exhibit.

Prerequisite: Senior Level Status. Spring

GDES 445 Production (3)

This is an independent project in which students have the opportunity to focus on topics in graphic design of mutual interest to students and faculty. Intensive exploration at the visual organization in graphic design with a focus on conceptual development and print production while placing emphasis on producing sophisticated and professional design work. **Prerequisite:** GCOM 325, GCOM 340 Senior standing. Fall

GDES 490 Internship (3)

On-site work experience in graphic design. Minimum of 300 working hours. **Prerequisite:** departmental approval. Fall/Spring



HCA 200 Introduction to Healthcare (3)

This course provides a comprehensive introduction to the healthcare system, including its structure, organization, and delivery. Students examine the roles and responsibilities of healthcare professionals and explore a variety of career pathways within the healthcare industry. Emphasis is placed on foundational concepts such as healthcare delivery systems, legal and ethical considerations, communication, professionalism, and patient-centered care.

HCA 323 Healthcare Law (3)

This course examines the legal and regulatory framework governing healthcare organizations, professionals, and the delivery of care. Students develop a foundational understanding of health law and its application to healthcare settings, including federal and state regulations, compliance requirements, and the role of government in healthcare oversight. Key topics include patient rights, informed consent, confidentiality and privacy (including HIPAA), professional liability and malpractice, licensing and accreditation, and the legal responsibilities of healthcare providers and organizations. The course integrates ethical principles with legal standards, emphasizing the relationship between law, policy, and ethical decision-making in healthcare practice.

HCA 402 Principles of Healthcare and Public Health (3)

This course examines the principles, structures, and functions of healthcare and public health systems at the local, national, and global levels. Students analyze the organization and delivery of healthcare services alongside the core disciplines of public health, including epidemiology, biostatistics, environmental health, health policy, and health behavior. Emphasis is placed on population health, health disparities, and the social determinates/drivers of health, as well as the role of government, policy, and regulatory frameworks in promoting and protecting community health.

HCA 485 Globalization of Healthcare (3)

This course examines the impact of globalization on healthcare systems, policy, and delivery across diverse national and international contexts. Students analyze how economic, political, cultural, and environmental forces shape healthcare access, quality, and outcomes worldwide, with emphasis on comparative health systems and global health disparities. Students explore the effects of globalization on workforce dynamics, disease patterns, and population health, while examining healthcare responses in both high- and low-resource settings. Emphasis is placed on integrating systems thinking, policy analysis, and cultural competency to prepare students for leadership in an increasingly interconnected healthcare environment.

HCA 490 Internship (3)

This internship provides a supervised, experiential learning opportunity in a healthcare organization and serves as a culminating applied experience in the Healthcare Administration program. Students complete a structured field placement under the guidance of a site preceptor and faculty supervisor, applying knowledge and skills from prior coursework to professional practice. The internship emphasizes the integration of healthcare administration competencies, including management, policy, operations, and leadership. Students

participate in administrative activities, complete assigned projects, and gain exposure to organizational decision-making, performance improvement, and healthcare delivery systems. The experience supports career readiness, ethical practice, and leadership development in preparation for entry-level healthcare management roles and graduate study.

HCA 495 Healthcare Administration Capstone (3)

This capstone course is the culminating experience for the Healthcare Administration program. Students integrate and apply knowledge from across the curriculum to analyze and address complex healthcare challenges. Emphasis is placed on strategic thinking, evidence-based decision-making, and leadership in healthcare organizations. Through applied projects, students evaluate organizational performance, develop solutions, and produce professional written and oral deliverables. The course prepares students to demonstrate mastery of program competencies and readiness for entry-level healthcare management roles and graduate study.

HCA 500 Quality Healthcare Management (3)

Students are exposed to the field and practice of quality management and best practices and strategies health care organizations can adopt to improve patient outcomes and program quality with a focus on improvements in quality risk reduction, and other key business results and outcomes. In this course, students will learn to effectively use process analysis tools to identify issues and causes, select corrective actions, and monitor implemented solutions. Includes vital information on the use of statistical process control to monitor system performance (variables) and outcomes (attributes).

HCA 515 Healthcare Finance and Reimbursement (3)

Health Care Finance and the Mechanics of Insurance and Reimbursement combines financial principles unique to the health care setting with the methods and process for reimbursement (including coding, reimbursement strategies, compliance, financial reporting case mix index, and external auditing). Students will gain knowledge of revenue cycles combined with management functions, and reimbursement from the initial point of care through claim submission and reconciliation. This course is designed to prepare students with the necessary tools to successfully lead profitable healthcare organizations.

HCA 530 Healthcare Operations and Leadership (3)

This course provides an introduction and overview to leadership, management, and organizational behavior in health care, reflecting the uniqueness of the sector. The course integrates theory with practice through readings, lectures, written assignments, and guest presentations from different organizational perspectives. Assessment, practice and development of leadership, managerial and organizational skills will be accomplished through team exercises and small group work.

HCA 545 Health Informatics (3)

This course will use a case study of the foundation and incorporation of the critical IT applications in the modern health care delivery enterprise. Specific applications will be explored with an emphasis on developing and designing systems to meet strategic plans and integrate with evidence-based practices for positive patient and operational outcomes.

HCA 585 Globalization of Healthcare (3)

In this course, students will be exposed to foundations in the structure of healthcare delivery systems: political, financial and social constructs, social determinates of health, access, equity, and outcomes across cultures to prepare for healthcare within specific populations. Using policy and social determinants of healthcare, students will be exposed to healthcare globalization and how the effects profoundly affect healthcare equities across the globe and within the local industry and organizations.

HCA 600 Evidence Based Practices I (3)

EBP paradigm and EBP process are the foundation of this course. Concepts, models, and methods for translation and implementation of research into practice are applied. Evaluation methods of the processes and outcomes of implementation and practice change are discussed. Principles of sustainable evidence-based practice change across disciplines and within various healthcare settings are included.

HCA 605 Evidence Based Practices II (3)

This course builds a foundation for advanced clinical scholarship and healthcare improvement and develops skills in analytical methods for evidence-based practice. Students will analyze emerging EBP, quality improvement and patient safety paradigms to translate research into practice and examine methods for determining clinical effectiveness, including engaging in critical appraisal of research and conducting systematic reviews. Students will examine issues and consensus on key aspects of measurement of nursing performance, organizational actors and nursing sensitive outcomes, including impact of public reporting.

HCA 625 Healthcare Analytics (3)

This course is designed to help students and professional build a skill set specific to using data for improvement of health care processes and systems. Students will focus on hospital management, patient records, costs, diagnoses, etc. In this course, students will learn to use real-time information to support decisions and delivery of services.

HCA 650 Legal & Regulatory Issues in Health Care (3)

A comprehensive analysis of the more significant legal issues encountered by health care administrators and the ramifications of those issues. Both theoretical and practical applications of law are addressed with an analytical focus on the prompt identification of legal and bioethical issues arising from and affecting various health care employment settings. The principles of health care law in a complex constitutional system are examined in relation to current proposals and policy developments in areas such as privacy, contracts, tort reform, and the regulation of the health care marketplace. Topics include legal and regulatory constraints imposed on the health care industry, the liability of health care providers, the rights of patients, employment law and labor relations, and administrative law for health care organizations.

HCA 670 Advanced Health Care Management (3)

An introduction to the principles of administration within health and human services organizations and the basic concepts of leadership and organizational theories and analysis of health policy at federal, state, local, and corporate levels relevant to effective administration of health care institutions. Provides a conceptual and analytic framework for policy analysis regarding policy formulation, adoption, implementation, operation, evaluation, and termination.

HCA 690 Interprofessional Collaboration (3)

This course is designed to provide students in healthcare professional programs with introductory knowledge of interprofessional teamwork with an evolving health care system (context). The purpose of the course is to introduce concepts in interprofessional education to health profession students for collaborative patient, family, and community health care. The philosophical and theoretical foundations of interprofessional health care are explored. Interactive learning experiences provide the opportunity to develop knowledge and understanding of each profession's contribution to health care (experience). This is a foundation course for future interprofessional study of health promotion, issues of health care delivery, evidence-based practice, and clinical application of these concepts.

HCA 695 Integrated Theory and Practice (3)

The capstone practicum is a vital part of the curriculum for the MCA in health systems management program. During the practicum experience, students function as an integral member of an organizational entity to complete a project assigned by the organization. The objective of the practicum project course is to enable students to build on their theoretical preparation to develop leadership skills, management skills and systematic problem/issue analysis skills through direct participation in management activities in a business or health-related organization. Students obtain practical information and knowledge about various aspects of developing products, analyzing opportunities and managing various aspects of work in business/health-related enterprises or public policy making entities. Students utilize research, communication, presentation and writing skills to complete a project deliverable as requested by the host organization.



HSC 321 Healthcare Informatics (3)

This course introduces the principles and applications of health informatics in healthcare organizations, with an emphasis on the use of information systems and technologies to support clinical and administrative decision-making. Students examine the lifecycle of health data, including acquisition, storage, retrieval, and use, within electronic health records (EHRs) and other health information systems. Topics include data standards, interoperability, system design, and the role of informatics in improving patient care, safety, quality, and operational efficiency. Students develop foundational skills in analyzing and managing health information while exploring ethical, legal, and regulatory considerations, including privacy, security, and data governance.

HSC 450 Overview of Healthcare Advocacy (3)

This examines the role of healthcare advocacy in shaping policy, improving health outcomes, and promoting equitable access to care. Students explore the development, implementation, and impact of health policies at the local, state, and federal levels, with emphasis on the relationship between advocacy, policy change, and healthcare delivery systems. Students analyze current healthcare issues through a policy and advocacy lens and develop skills in policy analysis, evidence-based advocacy, and strategic communication. Ethical considerations, social determinants/drivers of health, and the role of diverse stakeholders in influencing healthcare policy are emphasized.

HSC 495 Health Science Capstone (3)

This capstone course is the culminating experience for the Healthcare Administration program. Students integrate and apply knowledge from across the curriculum to analyze and address complex healthcare challenges. Emphasis is placed on strategic thinking, evidence-based decision-making, and leadership in health-science-based organizations. Through applied projects, students evaluate organizational performance, develop solutions, and produce professional written and oral deliverables. The course prepares students to demonstrate mastery of program competencies and readiness for entry-level healthcare management roles and graduate study.

HSC 501 Human Anatomy for the Health Care Professional (7)

Students expand their knowledge of human anatomy, emphasizing the body's structures and functions. Anatomical development of the human embryo, including genetic inheritance and congenital abnormalities, is discussed. Assessment of knowledge is made through experiences using prosected cadavers, models, palpation of surface anatomy, and practical application.

HSC 502 Human Physiology for the Health Care Professional (3)

Students examine the fundamentals of human physiology and homeostasis as it relates to basic cellular and tissue functions and impairments of the neural, muscular, endocrine, cardiovascular, respiratory, genitourinary, and immune systems. Discussion of the physiology of physical activity and occupational participation supporting health and function are integrated throughout this course.

HSC 503 Human Neuroscience for the Health Care Professional (3)

Students review and discuss the development, structures, and function of the human nervous system and examine neuroscientific concepts underlying normal somatosensory, motor, cognition, and emotional systems as they relate to human function and participation.

HSC 509 Human Kinesiology and Biomechanics for the Healthcare Professional (3)

Students build on previous knowledge of the structure and function of the human body and apply essential anatomical and physiological principles to human movement and participation.

HSC 520 Behavioral Sciences for the Health Care Professional (2)

Patient interaction skills, professional conduct, and ethical and moral conduct are essential in the practice of physical therapy. This course aids in the development of skills necessary to provide optimum patient care and promotes professional and ethical responsibilities. The study of the health care provider's role within the context of the health care environment and interprofessional team is emphasized. The relationships between the practitioner and patients, clients, families, caregivers, health care providers, and colleagues in the practice setting are discussed. The role of effective communication skills, interpersonal skills, professionalism, and ethical decision making in the patient care process is addressed. Patient advocacy is also discussed.

HSC 521 Evidence-based Practice for the Health Care Professional (2)

Students obtain a foundation in evidence-based practice via the introduction to and examination of research principles, ethics, and designs; hierarchies of evidence; and the scholarly process. Assessment of knowledge of course content is made through demonstration of medical informatics proficiency, interpretation of statistical information, and critiques of evidence to make informed decisions for practice.

HSC 522 Teaching and Learning for the Health Care Professional (1)

Students explore and integrate effective educational principles for teaching and learning processes within academic, clinical, and community-based settings.

HSC 620 Foundational Spanish for the Health Care Professional (1)

Students develop proficiency in basic Spanish vocabulary and expressions needed for clinical practice. Emphasis is placed on developing students' skills in understanding and respecting ethnic and cultural principles that influence clinical outcomes.

HSC 640 Emergency Medical Responder (2)

This American Red Cross course gives participants the knowledge and skills necessary to work as an emergency medical responder to help sustain life, reduce pain, and minimize the consequences of injury or sudden illness until more advanced medical personnel take over. Core skills include assessments, CPR, AED, airway and ventilation, medical and trauma emergencies, and EMS operations. Enrichment modules offer additional training in asthma, anaphylaxis and epinephrine auto-injectors, Sellick's maneuver, C-collar, and back boarding.

HSC 641 Prevention, Health Promotion, Fitness and Wellness (2)

Building upon the information taught in the basic behavioral, biomedical, and clinical science courses, this course enables students to utilize the best available evidence in physical therapy practice to provide health consultation to patients and the community.

HSC 741 Health Science Service-learning Experience (1)

Students participate in an immersive service-learning experience, utilizing the knowledge and skills acquired, to promote health and wellness with underserved populations.

HSC 742 Health Science Independent Study (1)

Students may further explore a specialty area in their respective field of interest.

HSC 743 Advanced Pain Management (1)

Students expand their understanding of pain science and intervention techniques within a biopsychosocial framework. Discussions emphasize the role of therapeutic alliance and healing interactions with patients.

**HIST 108 International Travel Seminar (3)**

This course offers students the opportunity to visit various locales of historic or cultural significance. Readings, journaling and orientation sessions will be required. Specific destinations will change depending on student and faculty interest.

HIST 110 Introduction to World Civilizations (3) (CSL)

This survey will study the various patterns of world civilizations, beginning with ancient societies. The course will focus mainly on their social and cultural influences, trans-cultural interactions, and the impact of these societies on the present. Spring

HIST 113 Western Civilization I (3) (HL)

This survey traces the origins of important movements in early Western Civilization from the Greeks to the Romans, developments in Judaism and Christianity and feudal Europe up to the Renaissance and Reformation. Fall

HIST 114 Western Civilization II (3) (HL)

This survey traces the origins of important movements in early Western Civilization from the Scientific Revolution and Age of Absolutism through French Revolution, Napoleonic Wars, and German unification to World War I. Spring

HIST 203 Historical Inquiry (3)

Historical Inquiry is for students considering a major or minor in history or related field. The main purpose of the course is to investigate what it means to be a historian. This course explores the nature, uses, and methodologies of historical inquiry as well as the various career options available for those interested in History. Fall (even years)

HIST 224 The Vietnam Experience (3) (HL)

A survey of the 2,000-year history of Vietnam, the French Indochina War and U.S. involvement, the U.S. military role, the viewpoints of those who participated, and discussion of the consequences of American participation in the Asian conflict. The attitudes and cultural mores leading up to the U.S. commitment in southeast Asia. Exploration of the anti-Vietnam War movement will also take place. Fall (odd years)

HIST 231 American History to 1877 (3) (HL)

A survey of the history of the American people from the colonial period to the end of the Civil War and reconstruction. Fall

HIST 232 U.S. History since 1877 (3) (HL)

A survey of the history of the American people from the South's reconstruction to the present. Spring

HIST 238 History of Urban America (3)

The course will explore, discuss and seek to understand the America's urban community from the European colonial era to the present. The course will focus on the social, economic, and political ramifications of change to America's urban population. Spring (even years)

HIST 239 U.S. Popular Culture (3)

The course will examine the profound effects of popular culture on the United States from the revolution to the present. Topics, ranging from popular democracy, consumerism, advertising, television, movies and popular music, will focus on how Americans participate in the formation, expression and direction of U.S. culture. Spring (odd years)

HIST 261 The British Empire in World History (3) (HL)

Over five centuries the small island Great Britain created the largest empire in world history. This course will examine the empire's humble fifteenth century origins, how it was sustained through warfare and diplomacy, and its prolonged decline after World War II. Because British expansion reached all continents, emphasis will be placed on the empire's role in world history and British interactions with colonized populations. Fall (rotating years)

HIST 264 The Middle East: History, Geography, and Faith (3)

This course explores the history of the Middle East as a region, defined culturally by the spread of Islam, and geographically to include West Asia, South Asia, and the North Africa. Part One will begin in pre-Islamic Arabia, chart the life of Muhammad and the early growth of Islam, and detail the development of the unified Umayyad Caliphate and the achievements of the Islamic Golden Age under the Abbasid Caliphate. Part Two will cover the divided powers and diverse peoples of Medieval and Early Modern Islam – the Turks, the Berbers, and the Mongols – and their conflicts with Europe during the Age of the Crusades. Part Three will examine the Modern Middle East and explain the roots of the modern religious, economic, and political conflicts in the region. Throughout the course we will explore aspects of Islamic faith and culture, and the social and ethnic diversity of the Muslim world. Fall (rotating years)

HIST 267 Twentieth Century World History (3)

This survey seeks to find the causes and effects of current world problems and crises. Special emphasis will be placed on countries and events that are focal points in world affairs today. These include the nation-state and minorities, radical communist, fascists, and religious ideologies, de-colonization, modernization and Westernization.

HIST 333 Studies in European History I: The Dark Ages (3)

This course explores important issues and debates of European history from 300-1000, from the fall of Rome through the "Dark Ages." These issues include the Barbarian migrations, the decline of the Roman Empire, the spread of Christianity in pagan Europe, the growth of the Catholic Church and the papacy, and the early European kingdoms, including the Carolingian and Islamic empires. This course will be a writing intensive and source driven investigation of Late Antiquity, with a focused research emphasis on one of the listed historical issues.

HIST 334 Studies in European History II: High Middle Ages (3)

This course explores important issues of European history, c. 1000-1500, the High Middle Ages and the Renaissance. These issues include the development of European monarchies, heresy and the Crusades, Catholic growth and reform, the 12th century renaissance, the Black Death and the disastrous 14th century, and European recovery during the Italian Renaissance. This course will be a writing intensive and source driven investigation of the later medieval period, with a focused research emphasis on one of the listed historical issues.

HIST 335 Studies in European History III: Early Modern Europe (3) (HL)

This course explores the important issues European history from 1500-1815, the Early Modern Period. These issues include the Protestant and Catholic Reformations, European encounters with the world through Exploration and Imperialism, significant developments in science and education, and the important Revolutions of politics and power. This course will be a writing intensive and source driven investigation of the Early Modern Period, with a focused research emphasis on one of the listed historical issues.

HIST 345 Diplomatic History of the United States (3)

This survey course acquaints students with diplomatic history of the United States since 1865. The course emphasizes foreign policy issues of the twentieth century, including United States participation in the First and Second World Wars, the Cold War, the Korean and Vietnam Conflicts, Desert Storm and the War on Terrorism.

HIST 351 Studies in American History I (3)

This course explores great issues/themes in American history from European discovery to the outbreak of the Civil War (e.g. Puritanism, the American Revolution, slavery). The course teaches students to understand these issues/themes within the broader historical context of the era as well as develop their written and verbal skills.

HIST 352 Studies in American History II (3)

The course explores great issues/themes in American history from the Civil War through the onset of the Great Depression (e.g. The Frontier West, Progressivism, The Roaring 1920s). The course places each issue/theme within a broader historical context and encourages students to develop written and verbal skills.

HIST 353 Studies in American History III (3)

This course explores great issues/themes in American history from the Great Depression through the present (e.g. World War II, the Cold War, the Civil Rights Movement, etc.). The course places these issues/themes within the broader historical context and works to develop students' written and verbal skills.

HIST 440 Methods of Teaching Middle/High School Social Science (3)

This course develops teacher candidates' knowledge and skills in teaching secondary social science with instruction in planning and carrying out lessons, especially focused on history. This includes development of instructional and classroom management strategies, effective assessment, and engagement of learners for teaching in this discipline. This course requires completion of a 30-hour field experience. **Prerequisites:** EDUC 250/251 and Admittance to the Teacher Preparation Program

HIST 470 Senior Thesis I and II (3)

The senior thesis represents the "capstone" of the history degree, the last step in a student's undergraduate education at Briar Cliff. In the course of this two-semester seminar (2 credits in the fall and 1 in the spring), students will select a topic, organize a bibliography, conduct research, write a thesis paper and present it to the public. Fall/Spring

HIST 490 History Internship (3)

Supervised practical training in an area of interest mutually acceptable to department faculty members and student. **Prerequisite:** departmental approval

HIST 175, 275, 375, 475 Independent Study (3)

Directed research and discussion in history. Topics to be determined by the student and the major advisor. **Prerequisite:** departmental approval

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HRM 510 Employment Law (3)

This graduate-level course provides a comprehensive overview of employment law, focusing on the legal principles governing the employer-employee relationship. Class explores key regulations such as Title VII, ADA, FLSA, FMLA, and OSHA, along with topics including workplace discrimination, wrongful termination, wage and hour laws, and labor relations. Through case studies and legal analysis, the course emphasizes compliance strategies and risk management, preparing students to navigate complex employment law challenges in business and human resource management.

HRM 520 Recruiting, Retention, and Evaluation of Employees (3)

The course will cover the theory and practical applications in organizational planning, recruiting and selection processes and systems used in staffing organizations. The course will cover multiple tools, techniques and activities important to matching organizational human resources requirements and specifications with applicant abilities and motivations. External influences such as the labor market, legislation and regulations and labor unions will also be given attention. The course goal is to provide a friendly environment and challenging information and materials, so you can obtain knowledge and skills related to the staffing and selection of human resources. The topics covered are the legal issues, measurement, reliability, validity, strategies for decision-making, job analysis, job analysis techniques, KSAs and competencies, biodata, employment interviews, ability tests, personality tests, work samples, assessment centers, integrity testing, and drug testing.

HRM 550 Compensation and Benefit Systems (3)

This course explores compensation and benefits systems as critical components of a competitive human resources strategy. Specifically, the course reviews the elements of total compensation including, strategy and legal requirements, international and flexible workplace practices, traditional pay practices, incentive pay, person-focused pay, discretionary benefits, legally-required benefits, and executive compensation. Students also investigate the value and structure of internally consistent and market-competitive compensation systems.

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LDR 536 Leadership & Team Development (3)

This course will present the basic principles of building and sustaining teams in organizations including team dynamics and process improvement.

LDR 590 Strategic Leadership (3)

This course teaches the process of using well considered tactics to communicate a vision for an organization or one of its parts. Strategic leadership typically manages, motivates and persuades staff to share that same

vision, and can be an important tool for implementing change or creating organizational structure within a business.

LDR 690 Leadership Roles in Business (3)

This course examines Servant Leadership, with a focus on moral and ethical leadership. Students will create a service project in the community which will integrate and apply the theories, frameworks and learning from this course.



LIBA 410 Global Society (3) (GPL)

An interdisciplinary study of contemporary global realities focusing on the increasingly interdependent economic, ecological, political, social, technological, religious, cultural and peace relationships that are developing within the human community. Fall/Spring

LIBA 420 Global Experience – Travel (3) (GPL)

Conducted via travel opportunities, the Global Experience course is an interdisciplinary study of contemporary global realities focusing on the increasingly interdependent economic, ecological, political, social, technological, religious, cultural and peace relationships that are developing within the human community.

LIBA 420 Global Experience – Study in Chile or Spain (3) (GPL)

This two-week course presents an integrative study of contemporary global realities focusing on the increasingly interdependent relationships that are developing within the human community. The course includes intensive one-on-one Spanish language instruction and service-learning experience with the University of the Andes in Santiago, Chile. Students explore contemporary global realities focused on the increasingly interdependent economic, ecological, political, social, technological, religious and cultural relationships that are developing within the human community. Emphasis is placed on issues of social and economic justice and peace.



LIBS 101 Introduction to Academic Research and Information Literacy Skills (1)

This course will introduce students to library resources and research tools which will help create efficient research skills through the information literacy process. Students will learn how to search, find, and cite sources through an overview of the research process.

LIBS 201 Introduction to Academic Research and Writing (3)

This course will help students learn how to conduct quality research using a variety of source types. Various research strategies and academic writing techniques will be emphasized throughout the research process, highlighting information literacy.

LIBS 301 Digital Research for Academic Endeavors (1)

This course will help students understand the information literacy process and apply the knowledge learned into their course work. Students will learn how to identify, find, evaluate, apply, and acknowledge online and print sources. Advanced searching techniques and behaviors, along with critical thinking skills, will be taught and strengthened throughout the course.

This course presents analysis of historical concepts regarding leadership & management with a special focus on leadership ethics. Developmental processes related to ethical leadership behavior will be studied. This course introduces quantitative and qualitative research methodologies appropriate for leadership issues.

This course will introduce you to basic communication law and ethics. We will be studying laws that have been interpreted by the Supreme Court of the United States, as well as some appellate courts, and their interpretations are the final word. Fall

MCOM 307 Public Relations (3)

This course is a general overview of the field of public relations-how it functions in organizations and in society. The course proceeds from the perspective that public relations is a communication management function through which organizations adapt to, alter or maintain their environment in order to achieve organizational goal. The course addresses how public relations is used to improve productivity for business, government and not-for-profit organizations; how organizations can more effectively respond to regulatory initiatives and organization-wide strategic planning. **Prerequisite:** MCOM 200. Spring

MCOM 310 Photojournalism (3)

In depth study of photojournalism that includes assignment on deadline for all categories of photojournalism. Course includes individual assignments as well as photo essays and projects. Study of master photographers and photojournalists is included. The impact of photography as an information/communication tool, legal and ethical issues are discussed. **Prerequisite:** MCOM 216, MCOM 220. Fall (odd years)

MCOM 312 Advanced Newswriting and Copyediting (3)

Advance newswriting and copyediting for print media, covering local government, beats reporters, multipart in-depth stories, ethics and the law. Course includes intensive copyediting, headline writing, use of computer-assisted reporting techniques and news preparation. **Prerequisite:** MCOM 201. Spring

MCOM 320 Advanced Photography (3)

Students create an individual photographic project, either aesthetic or technical in nature that will advance the students' personal work. To explore advance photography by looking into the works of master photographers. **Prerequisite:** MCOM 216. Spring (even years)

MCOM 326 Documentary Photography (3)

The study and practice of using a DSLR camera to record an event or subject throughout the semester. Students learn to see the world around them in a new way and produce a documentary project. The course requires reading and writing about documentary photography, as well as producing images on a regular basis. This course will emphasis the understanding and compassion for the subject matter selected. Students will consider what do photographs do and not mean to us, what does it mean to do documentary projects and the telling stories with images. **Prerequisite:** MCOM 216. Fall (even years)

MCOM 330 Video Production (3)

Instruction and workshop in television production. Instruction in studio direction, production, audio, switcher and camera work. A minimum "C" grade must be achieved for MCOM majors. Fall

MCOM 331 Reporting for Electronic Media (3)

This course is designed to teach you the basic skills you need to write and report news for electronic media. In addition to developing a clear, concise and conversational writing style, emphasis will be placed on accuracy, grammar spelling and punctuation, strong leads, proper formatting, storytelling, interviewing skills, news judgement, shooting, editing and production. **Prerequisite:** MCOM 200. **Corequisite:** MCOM 330. Fall

MCOM 333 Advanced Video Production (3)

Hands-on instruction in field video production, digital video editing and studio production. Students will produce multiple video projects. Develop a "critical eye" through analysis of a variety of video productions (including commercials, documentaries, movies, etc.). **Prerequisite:** MCOM 330. Spring

MCOM 405 Mass Communications Practicum II (3)

This course is developed to gain experience in writing, photography, video podcasting and radio for an online news site on deadline. Students will produce news and features, as well as social media content. Students will become familiar with the computers and various software programs. Fall/Spring

MCOM 414 Social Media Management (3)

This internet is a dynamic marketplace if there ever was one. This class will give you a theoretical understanding of the internet marketplace that is necessary to adapt to its many changes, while also equipping you with the skills you'll need to perform vital daily functions. By the end of the course, you will be able to walk into a company with an outline presence and improve its digital marketing efforts. Topics include social media, emails, search engine optimization, reputation management and more. Students will use simulation software to gain "real-world" experience.

MCOM 430 Studio Photography (3)

Principals and techniques of advertising and studio photography as it applies to still photography. Emphasis on products and models as well as lighting and set design. Students will work in a studio setting and a digital darkroom for post-production. **Prerequisite:** MCOM 216. Spring (odd years)

MCOM 445 Capstone (3)

Students will select a not-for profit agency and redo branding for the agency. This includes website, video, marketing, public relations and social media materials. Students will present work for client approval and then present it to the public. **Prerequisite:** Senior standing. Spring

MCOM 490 Internship (3)

On-site work experience in media-related fields. Minimum of 300 working hours. **Prerequisite:** departmental approval. Fall/Spring

MCOM 495 Social Media Internship (3)

On-site work experience in social media-related field. Minimum of 300 working hours. Student will document (journal) work done and create a portfolio.

**MATH 1A Fundamentals of Mathematics (1)**

A review of arithmetic skills including fractions, decimals, percent, and measurement. Fall/Spring

MATH 10 Basic Algebra (2)

Reviews basic algebra concepts and skills of first-year high school algebra starting with signed numbers. Other topics that will be covered are: exponents, expressions, linear equations and inequalities, graphing, polynomials, algebraic fractions, quadratics, and more. **Prerequisite:** MATH 1A or recommendation of the department. Fall

MATH SS8 Basic Algebra (Pre-Math 200) (2)

A review of basic arithmetic and algebra concepts and skills including fractions, percent, solving linear and exponential equations, and scientific notation. Fall/Spring

MATH 01 Intensive Study (1)

Intensive review of problem-solving techniques. Open to junior mathematics majors. **Prerequisite:** consent of instructor

MATH 03 Intensive Study (1)

Intensive study of an advanced topic in mathematics. Open to senior mathematics majors. **Prerequisite:** consent of instructor

MATH 105 Mathematics for Liberal Arts Students (3) (QL)

An introduction to the nature of mathematics and its applications in the physical world. Topics include numerical reasoning, symbolism and algebra, geometric reasoning and measurement, the function concept, discrete mathematics and algorithms, probability and statistical reasoning, mathematical modeling, and inductive and deductive arguments. **Prerequisite:** MATH 10 or recommendation of the department chairperson. Alternating Fall & Spring

MATH 111 College Algebra (4) (QL)

Functions and graphs, mathematical modeling, linear functions, average rate of change, exponential functions, relative rate of change, exponential growth and decay, logarithmic functions, quadratic functions, polynomial and rational functions, systems of linear equations, matrices. **Prerequisite:** Recommendation of the department chairperson based on mathematics assessment. Spring

MATH 118 Mathematics for Elementary Teachers I (3) (QL)

This course emphasizes understanding of mathematics taught in elementary school using a problem-solving approach. Content aligns with the Iowa Standards for Mathematics. Topics include numeration systems, numbers and operations, number patterns, foundations of algebra, and mathematical reasoning. Fall

MATH 119 Mathematics for Elementary Teachers II (3) (QL)

The course continues development of understanding of mathematics taught in elementary school using a problem-solving approach. Content aligns with the Iowa Standards for Mathematics. Topics include algebra, geometry, measurement, data analysis, and probability. **Prerequisite:** MATH 118. Spring

MATH 150 Essentials of Statistics (A&CS Program Only) (3)

An introduction to the theory and applications of statistics intended for students in business, nursing and the social sciences, but also recommended for students in the liberal arts. Topics include measures of central tendency and variability, probability distributions, confidence intervals, hypothesis testing, linear regression, correlation, and analysis of variance. This course is not open to those in a mathematics major. **Prerequisite:** MATH 10 or an equivalent course is recommended or recommendation of the department chairperson based upon mathematics assessment. Spring

MATH 200 Elementary Statistics (4) (QL)

An introduction to the theory and applications of statistics intended for students in business, nursing and the social sciences, but also recommended for students in the liberal arts. Topics include measures of central tendency and variability, probability distributions, confidence intervals, hypothesis testing, linear regression, correlation, analysis of variance and nonparametric statistics. This course is not open to those in a mathematics major. **Prerequisite:** MATH 10 or recommendation of the department chairperson based upon mathematics assessment. Fall/Spring

MATH 205 Introduction to Business Statistics (3)

An introduction to the theory and applications of statistics intended for students in business. Topics include obtaining, organizing, and presenting statistical data; measures of location and dispersion; the Normal distribution; sampling and sampling distribution of the sample mean; elements of statistical inference; use of computers to visualize and analyze data.

MATH 217 Calculus I (4) (QL)

Functions, mathematical models, limits, continuity, slope and instantaneous velocity, derivatives, techniques of differentiation, related rates, linearization, exponential and logarithmic models, indeterminate forms, graphical analysis, optimization problems, antiderivatives, definite integrals, Fundamental Theorem of Calculus. **Prerequisite:** Recommendation of the department chairperson based on mathematics assessment. Fall

MATH 218 Calculus II (4) (QL)

Techniques of integration, applications of definite integrals, numerical integration, improper integrals, differential equations, infinite series, convergence tests, power series, Taylor polynomials, parametric curves, polar curves. **Prerequisite:** MATH 217. Spring

MATH 219 Calculus III (4)

Vectors, lines and planes, vector-valued functions, curvilinear motion, functions of several variables, partial derivatives, linear approximations, directional derivatives and gradients, optimization, multiple integrals and applications, vector fields, line integrals. **Prerequisite:** MATH 218. Fall

MATH 225 Discrete Mathematics (3)

Set theory, sequences, counting principles, probability, matrix algebra, relations, functions, algorithms, ordering and binary operations, Boolean algebras, graphs and trees. **Prerequisite:** MATH 111 or recommendation of the department chairperson based on mathematics assessment. Spring (odd years)

MATH 245 Mathematical Reasoning (3)

A bridge course to a fundamental conceptual understanding of the nature of abstract mathematics. Topics include inductive and deductive reasoning, abstraction and generalization, valid arguments, counterexamples, conjecture and proof, and methods of proof. **Prerequisite:** MATH 218

MATH 305 College Geometry (3)

A survey of topics in geometry with an emphasis on investigation and discovery. Topics include: axiomatic systems, incidence, betweenness, distance, angles, congruence, geometric inequalities, circles, parallelism, similarity, trigonometry, transformations, and non-Euclidean geometries. **Prerequisite:** MATH 245 or consent of instructor

MATH 324 Statistical Methods I (3)

Topics include probability, principles of statistical inference, inferences on a single population, and inferences on two populations. Emphasis is placed on the understanding of basic concepts and the solutions of problems using computer output from realistic data similar to that occurring in common applications. **Prerequisite:** MATH 111 or consent of instructor

MATH 325 Statistical Methods II (3)

Topics include analysis of variance, various types of regression, and other statistical techniques including t-tests and design of experiments. Emphasis is placed on the understanding of basic concepts and the solutions of problems using computer output from realistic data similar to that occurring in common applications.

Prerequisite: MATH 200

MATH 344 Linear Algebra (3)

Systems of linear equations, matrix algebra, determinants, vector spaces, subspaces, basis and dimension, eigenvalues and eigenvectors, linear transformations and applications. **Prerequisite:** MATH 218. Spring (odd years)

MATH 348 Ordinary Differential Equations (3)

This course is a survey of topics in ordinary differential equations intended for students majoring in mathematics, physical sciences, and pre-engineering. Students should expect to develop some basic skills in the investigation of solutions of differential equations using a combination of analytical, qualitative, and numerical approaches; gain an appreciation of the value of mathematical modeling as a tool for describing and analyzing the behavior of physical systems; and become competent in the use of available technology for exploring mathematical concepts and solving problems. **Prerequisite:** Math 219 or recommendation of the department chairperson based on mathematics assessment or placement in this class based on assessment scores.

MATH 350 Abstract Algebra 1 (3)

An introduction to some of the fundamental algebraic structures with emphasis on the axiomatic method. Topics include mathematical induction, equivalence relations, divisibility, congruence relations, rings, integral domains, fields, polynomial rings, factorization, groups, abelian groups, cyclic groups, permutation groups, homomorphism and isomorphism, cosets, quotient structures, extension fields. **Prerequisite:** MATH 245

MATH 358 Partial Differential Equations (3)

This course will bridge students' knowledge from applications of ordinary differential equations and solvable problems therein to a broader application of methods in differential equations, including theory within methods of advanced single variable calculus, create re-expression of problems to find new solutions, interpretations of models to understand stable solution nodes, and application of theory to physical problems. **Prerequisite:** MATH 348

MATH 360 Abstract Algebra 2 (3)

This course will expand upon students' knowledge of Abstract Algebra 1, applying new theories and ideas to old structures and models as well as introducing new constructions and categorizations to what was already taught in Abstract Algebra 1. Students will also be challenged to present and interpret proofs and argumentation of mathematical ideas with their peers and instructors. **Prerequisite:** MATH 350

MATH 405 Real Analysis 1 (3)

Real Analysis 1 focuses on combining students' knowledge of advanced methods of single-variable calculus and methods of proof to demonstrate the foundations of modern calculus. Students will gain an understanding of the principles underscoring calculus and the techniques used to discuss and prove paramount results within single-variable calculus. **Prerequisites:** Math 245

MATH 406 Real Analysis 2 (3)

Real Analysis 2 is a continuation of Real Analysis 1, requiring a foundational understanding of principle concepts of continuity, convergence, and differentiation to prove and expand the students' knowledge of integration and methods for function representation. **Prerequisites:** MATH 219 and MATH 405

Topics include probability, calculation of moments (mean and variance), calculation of moment generating functions, principles of statistical inference, distributions of random variables, and the derivation of tests of statistical hypotheses. Emphasis is placed on the understanding of basic concepts, maximum likelihood estimators, minimum variance estimators, sufficient statistics, the derivation of best tests, and the solutions of problems using computer output from realistic data similar to that occurring in common applications.

MATH 440 Methods of Teaching Middle/High School Mathematics (3)

MATH 275, 375, 475 Independent Study (1 – 3)

MATH 490 Internship (3)

Prerequisite: Junior or senior standing and consent of the department chair

This course will further develop problem-solving and mathematical communication skills. Considers the relationship of mathematics to various other disciplines, the historical development of mathematics, and the relationship between mathematics and the Franciscan Values. **Prerequisites:** Junior or Senior status and MATH 245

This course is a survey of the theory and methods of statistics intended for students in nursing. Emphasis is placed on the under-standing of basic concepts and the solutions of problems using computer printouts on realistic data similar to that occurring in common applications.

EDMI 421 Teaching in the Middle School (3)

Prerequisites: EDUC 250/251 and Admittance to the Teacher Preparation Program

MUSC 02IS Accompanying (1 - 2)

MUSC 03IS French Diction (1 – 2)

MUSC 04IS Italian Diction (1 – 2)

MUSC 05IS Senior Recital or Senior Project (1 – 2)

MUSC 06IS German Diction (1 – 2)

MUSC 09IS Vocal Pedagogy (1 – 2)

MUSC 18IS Opera Workshop (1 – 2)

MUSC20IS Conducting (1 – 2)

MUSC22IS Music Technology (1 – 2)

MUSC 48M Chamber Choir (1)

Various performance opportunities are offered to all students by the music department. Participation is decided by audition or permission of instructor. Fall/Spring

MUSC 50M Cliff Singers (1)

Various performance opportunities are offered to all students by the music department. Participation is decided by audition or permission of instructor. Fall/Spring

MUSC 55M Jazz Ensemble (1)

Various performance opportunities are offered to all students by the music department. Participation is decided by audition or permission of instructor. Fall/Spring

MUSC 62M New York Experience (2)

A travel immersion with an emphasis on study of the Broadway musical in the most developed city for the art form in the United States, if not the world, New York City.

MUSC 114 Music Theory I (3)

An introductory course covering the basic elements of music including pitch, notation, rhythm, meter, scales, key signatures, modes, intervals and triads. This course is designed for the student with little or no background in music theory. Students with previous formal instruction in music theory may request to test out of this course by passing a Fundamentals Exam (see instructor). Fall (even years)

MUSC 114L Music Theory Lab I (1)

Sight singing and ear training lab corresponding to the regular lecture classes in Music Theory I. This course introduces students to sight singing using solfege syllables and to basic ear training skills. Exercises in keyboard harmony are also included. Fall (even years)

MUSC 115 Music Theory II (3)

Continued study of tonality in vocal and instrumental music including four-part choral writing and voice leading procedures. Also includes harmonic cadences, nonharmonic tones, melodic organization, rhythm, texture, and dominant seventh chords. **Prerequisite:** MUSC 114 or permission of instructor. Spring (odd years)

MUSC 115L Music Theory Lab II (1)

Sight singing and ear training lab corresponding to the regular lecture classes in Music Theory II. Basic practice in sight singing and melodic and harmonic dictation. Exercises in keyboard harmony are also included. Spring (odd years)

MUSC 125 Listening to Popular Music (3) (AL)

This music appreciation course focuses on the history and evolution of rock music. Topics include ragtime, Tin Pan alley, jazz, rhythm and blues, gospel, country, soul, Motown, British invasion, folk psychedelic rock, southern rock, heavy metal, art and glitter rock, ska and reggae, punk rock, new wave, funk, disco, hip-hop and rap. All reading assignments, listening assignments, writing assignments, quizzes and exams are completed online. Fall, Spring, Summer

MUSC 220 Listening to Great Music (3) (AL)

A survey of music literature with the purpose of furnishing a basis for informed listening to music. The course is designed to give an understanding of the various genres and forms of music, introduce different historical styles or art music, and expose the student to selection from the standard art music literature. There will be some time spent exploring traditional folk music, religious music, jazz, popular music, and music from the Eastern and Western cultures of the world. A large portion of the class will be used to explore traditional classical music. The elements of music will be introduced in order to help the student understand common terminology used while discussing music. There will be a great deal of listening to music in this course along with daily reading from the textbook. Fall/Spring

MUSC 247 Music History and Literature I (3)

A study of musical developments in art music from their origins through the Pre-classical era (1760-70). Special emphasis is placed on the evolution of styles, forms, instrumentation, and performance practice. Areas to be explored include (but are not limited to): music of Antiquity; the development of Gregorian chant, organum, the isorhythmic motet, and the rise of the secular song in the Middle Ages; the importance of the Mass, the Motet, and the Madrigal in the Renaissance; the beginning of opera and the rise of instrumental music in the Baroque and Pre- classical eras. The musical elements will be introduced and the student is expected to do aural analysis and be able to identify through listening the music and forms from each of these period of music history. Fall

MUSC 248 Music History and Literature II (3)

A study of musical developments in art music from the Classical Period (1760-70) through to the present day. Special emphasis is placed on the evolution of styles, forms, instrumentation, and performance practice. The emergence and development of the symphony, sonata, concerto, art song, and opera will be studied as well as a variety of different music compositional styles. These styles include (but are not limited to): Classical, Romanticism, Impressionism, Expressionism, Neoclassicism, Primitivism, Serialism, Aleatoric music, Electronic music, Neoromanticism, and Minimalism. Very little emphasis will be placed on popular music or jazz. The musical elements will be introduced and the student is expected to do aural analysis and be able to identify through listening to music and forms from each of these periods of music history. Spring

MUSC 250 Applied Organ Lessons (1)

An additional fee is charged for private lessons in organ, piano and voice. For first-year or sophomore students.

MUSC 255A Applied Piano Lessons (1)

Class instruction in piano and voice are offered for students with little or no background. An additional fee is charged for private lessons in organ, piano and voice. For first-year or sophomore students.

MUSC 255 B Applied Piano Lessons (2)

Class instruction in piano and voice are offered for students with little or no background. An additional fee is charged for private lessons in organ, piano and voice. For first-year or sophomore students.

MUSC 260A Applied Voice Lessons (1)

Class instruction in piano and voice are offered for students with little or no background. An additional fee is charged for private lessons in organ, piano and voice. For first-year or sophomore students.

MUSC 260 B Applied Voice Lessons (2)

Class instruction in piano and voice are offered for students with little or no background. An additional fee is charged for private lessons in organ, piano and voice. For first-year or sophomore students.

MUSC 314 Music Theory III (3)

Continued study of harmony including non-dominant sevenths, secondary dominants and leading tones, modulation and basic binary and ternary form. Introduction to altered chords including Neapolitan 6ths, borrowed chords and augmented 6th chords. **Prerequisite:** MUSC 115. Fall (odd years)

MUSC 314L Music Theory Lab III (2)

Sight singing and ear training lab corresponding to the regular lecture classes in Music Theory III. Intermediate practice in sight singing and melodic and harmonic dictation. Exercises in keyboard harmony are also included. Fall (odd years)

MUSC 315 Music Theory IV (3)

Introduction to late Renaissance polyphony, eighteenth-century counterpoint and the fugue. Extended and chromatic harmony including 9th, 11th, and 13th chords. Sonata form, rondo form, and variation technique. Introduction to contemporary music of the 20th and 21st centuries including twelve-tone technique and set theory analysis. Spring (even years)

MUSC 340 Piano Pedagogy (2)

Interactive seminar focused on piano pedagogy, piano performance/technique and piano repertoire. Various pedagogical techniques and learning theories will be discussed with the primary focus on beginning level students in both private and group settings. The course will also survey current piano methods and investigate approaches to teaching technique, theory, sight reading, improvisation, and the business aspects of studio teaching. The performance component will focus on technical development, physical awareness, performance anxiety, memorization and style interpretation. Piano literature from the four principle style periods will be discussed and analyzed from a performance perspective. This will include both concert repertoire and teaching repertoire. **Prerequisite:** Departmental approval and permission of instructor.

MUSC 425 One World: Music of the World's Peoples (3)

An introduction to non-Western music encountered in Native America, East Asia, Africa, India, Latin America, and the Middle East. This course explores musical cultures throughout the world examining a panorama of musical expression - music as a universal activity, discovering how other cultures create music and how they define it, how and when music is used in daily life and for special events, revealing how music is an expression of culture. **Prerequisite:** Honors student, music major or minor

MUSC 437 Conducting I (3)

The techniques and skills of communication via gesture are explored in this skill-oriented course. Application will focus on concise techniques, use of right and left hand, cueing, phrasing, negation, gesture of syncopation, and releases. Students who are not music majors or minor should obtain the consent of the instructor before registering for the course. Fall (odd years)

MUSC 438 Conducting II (3)

Following successful completion of MUSC 437, this course is a continuation and development of choral musicianship through conducting and study of choral literature. The addition of active and passive gestures as well as left hand fluency will be emphasized in this course. In-class conduction of recitatives, anthems, and other literature serves to integrate and apply skills. **Prerequisite:** MUSC 437. Spring (even years)

MUSC 439 Choral Procedures (2)

Following successful completion of MUSC 438, lectures and discussion will center around the choral rehearsal. Error detection, problem-solving and sound refinement are the critical skills to be developed. It is intended and desired that a laboratory choir be found to facilitate hands-on learning. It is the marriage of these new skills to the basic conducting skills learned in previous semesters that constitute the ultimate goal of this class. **Prerequisite:** MUSC 438 and permission of instructor. Spring (odd years)

MUSC 450 Applied Organ Lessons (2)

An additional fee is charged for private lessons in organ, piano and voice. For junior or senior students

MUSC 455A Applied Piano Lessons (1)

An additional fee is charged for private lessons in organ, piano and voice. For junior or senior students

MUSC 455 B Applied Piano Lessons (2)

An additional fee is charged for private lessons in organ, piano and voice. For junior or senior students

MUSC 460A Applied Voice Lessons (1)

An additional fee is charged for private lessons in organ, piano and voice. For junior or senior students

MUSC 460 B Applied Voice Lessons (2)

An additional fee is charged for private lessons in organ, piano and voice. For junior or senior students

MUSC 175, 275, 375, 475 Independent Study (3)

Open to students who wish to engage in directed research in a selected area with departmental approval

**NURS 279 Youth Mental Health First Aid (1) (1:0)**

Youth Mental Health First Aid is designed to teach parents, family members, caregivers, teachers, school staff, peers, neighbors, health and human services workers, and other caring citizens how to help an adolescent (age 12-18) who is experiencing a mental health or addictions challenge or is in crisis. Youth Mental Health First Aid is primarily designed for adults who regularly interact with young people.

NURS 300 Evidence Based Nursing Practice (3)

This course focuses on the utilization of evidence in nursing practice. **Prerequisite:** NURS 312, NURS 365. Spring

NURS 301 Comparing Nursing Practice: Yesterday-Today (3) (3:0)

This course will explore the changes to the nursing profession over time. It will provide an opportunity for those with years of experience as a Registered Nurse to receive credit for that experience by sharing with others. Those that have lived these changes are in a unique position to provide history and insight into the nursing profession. Sharing experiences is an integral part of adult learning. Fall, Spring

NURS 302 Foundational Nursing Concepts (5) (3:2)

Foundational Nursing Concepts provides an introduction to the scientific and theoretical concepts of nursing practice. Concepts: Health, Patient-Profile, Professional Nursing, and Health Care Concepts of the individual will be introduced. Laboratory experiences provide opportunities to develop foundational skills in nursing care of the individual. **Prerequisite:** admission to the major. Fall

NURS 303 Pharmacology for Registered Nurses (3) (3:0)

This course examines pharmacotherapeutic agents used in the treatment of illness and the promotion, maintenance, and restoration of wellness in diverse individuals across the lifespan. Emphasis is on the principles of pharmacokinetics, pharmacodynamics, and pharmacogenetics in the treatment of selected illnesses. The focus is on concepts of safe administration and monitoring the effects of pharmacotherapeutic agents. Summer

NURS 305 Evidenced-Based Practice and Research in Nursing (3) (3:0)

Enhances the student's knowledge of evidence-based practice. The student is introduced to research and research utilization processes. Emphasis is on the knowledge and skills required to critically evaluate and apply qualitative and quantitative research to improve quality of care. Students have the opportunity to apply knowledge/skills through the development of evidence-based practice changes. The student is exposed to the process of grant writing. Fall, Spring

NURS 307 Nurse Residency Evidence-Based Practice Project (1) (1:0)

Health care organizations are initiating nurse residency programs to assist the new graduate nurse with transitioning to the registered nurse role. The culmination of nurse residency programs often is the development of and participation in an evidence-based practice project. This course provides the RN-BSN student who has successfully completed the nurse residency program and evidence-based practice project an opportunity to present the project and share evidence-based practice changes with peers. **Prerequisite:** Participation in formal nurse residency program concurrently or within the last two years. Fall

NURS 308 Nurse Residency Evidence-Based Practice Project (2) (2:0)

Health care organizations are initiating nurse residency programs to assist the new graduate nurse with transitioning to the registered nurse role. The culmination of nurse residency programs often is the development of and participation in an evidence-based practice project. This course provides the RN-BSN student who has successfully completed the nurse residency program and evidence-based practice project an opportunity to present the project and share evidence-based practice changes with peers. **Prerequisite:** Participation in formal nurse residency program concurrently or within the last two years. Spring

NURS 310 Theoretical Basis for Nursing Practice (3) (3:0)

Designed as a bridge course to orient the registered nurse to Upper Division study. Nursing theories are evaluated in the context of the theory-practice relationship. Opportunity is provided for in-depth understanding of the nursing process. Specific concepts relevant to professional nursing practice are considered and applied in analysis of both practice and education issues. Students apply these theories as a framework to guide nursing care of client systems. Initial validation of skills and initial written and oral communication competencies are addressed. Fall, Spring

NURS 312 Concepts for Beginning Nursing Practice (5) (2.5:2.5)

This course provides the initial theoretical basis for the application of the nursing process in caring for the individual across the lifespan. Students will explore the use of pharmacologic agents utilized in beginning nursing practice. Direct and indirect experiences focus on the provision of beginning nursing care related to the concepts: Health, Patient-Profile, Professional Nursing, and Health Care. **Prerequisite:** NURS 302 and NURS 322. Fall

NURS 313 Nursing in the Health Care Delivery System (3) (3:0)

This course is divided into four parts: systems theory, economics, technology, and quality improvement (QI). Students will become familiar with the basic premise of systems theory, specifically how the whole is greater than the sum of its parts. Students will explore how an entity, such as nursing, is composed of interrelated, interdependent parts and how the profession relates to the more complex local, national, and global health care system from systems, economic, and technologic views. Students will be challenged and encouraged to analyze their current role as a registered nurse and how this role is affected by economics and technology. The student will realize the importance of quality in healthcare and how the nurse can contribute by implementing a quality improvement project to improve processes of care and patient outcomes. The student will document participation in a QI project in his/her own practice setting. The project will be considered within the context of interprofessional teams and from a systems perspective. Fall, Summer

NURS 320 Health Assessment for Registered Nurses (3) (3:0)

Provides opportunity for the student to expand upon knowledge and skills with an intense emphasis on health assessment throughout the lifespan. The course emphasizes enhancing wholistic assessment of the physiological, psychological, developmental, sociocultural, and spiritual dimensions of the individual client system. Fall, Spring

NURS 322 Health Assessment (3) (2:1)

This course provides the foundation to implement the assessment phase of the nursing process to care for the individual across the lifespan. Such preparation precedes clinical application in a variety of healthcare settings. Laboratory experiences focus on the assessments of the concepts: Health, Patient-Profile, Professional Nursing, and Health Care. **Prerequisite:** admission to the major. Fall

NURS 332 Concepts for Reproduction and Sexuality (3) (2:1)

This course provides the theoretical basis for the concepts of reproduction and sexuality. Students will explore the use of pharmacologic agents related to these concepts. The direct and indirect care experiences component will have an emphasis on women's health. **Prerequisite:** NURS 312 and NURS 365. Spring

NURS 339 Pathophysiology for Registered Nurses (4) (4:0)

This course provides an understanding of the concepts in human pathophysiology as a foundation for nursing practice. Concepts related to biological sciences including cell biology, tumor biology, immunology, genetics,

and pathology will be presented. The focus of this course is on principles, theories, and current research related to physiological and pathophysiological system alterations across the lifespan. Background in microbiology, anatomy, chemistry, and nutrition is recommended. Fall, Summer

NURS 356 Biological and Health Aspects of Aging (3) (3:0)

This course will survey healthy behaviors in aging people, review biological aspects of aging, identify economics of long-term care, and provide pharmacological information for an aging population. Spring

NURS 357 Palliative Care and End-of-Life for Nurses (3) (3:0)

This course on Palliative Care and End-of-Life for Nurses is an elective designed to strengthen the nurses' knowledge and skills on important topics for palliative care patients. Various topics that will be explored are the role of the palliative care nurse, ethical issues, impact on healthcare settings, symptom management, communication, and final hours. Fall

NURS 360 Concepts for Intermediate Nursing Practice I (5) (2.5:2.5)

This course focuses on the enhanced application of the nursing process in caring for the individual across the lifespan. Didactic and indirect and direct care experiences focus on the provision of nursing practice and the use of pharmacological agents related to the intermediate aspects of the concepts within: Health, Patient-Profile, Professional Nursing, and Health Care. **Prerequisite:** NURS 312 and NURS 365. Spring

NURS 365 Pediatric Growth and Development (2) (1:1)

This course focuses on the concepts of growth and development. Didactic and direct and indirect care experiences emphasize the stages of pediatric development. **Prerequisite:** NURS 302 and 322. Fall

NURS 370 Concepts for Intermediate Nursing Practice II (5) (2.5:2.5)

This course focuses on the enhanced application of the nursing process in caring for the individual across the lifespan. Didactic and indirect and direct care experiences focus on the provision of nursing practice and the use of pharmacological agents related to the advanced aspects of the concepts within: Health, Patient-Profile, Professional Nursing, and Health Care. **Prerequisite:** NURS 360. Spring

NURS 400 Psychosocial Concepts of Nursing Practice (4) (3:1)

This course focuses on the enhanced application of the nursing process in caring for the individual across the lifespan. Didactic and indirect and direct care experiences focus on therapeutic communication, the provision of nursing practice, and the use of pharmacological agents related to the psychosocial aspects of the concepts within: Health, Patient-Profile, Professional Nursing, and Health Care. **Prerequisite:** NURS 300, NURS 332, and NURS 370. Fall

NURS 401 Theoretical Foundations for Advanced Nursing Practice (2)

Focuses on philosophical and theoretical foundations of advanced nursing practice. An emphasis is placed on concepts, conceptual models, and theories as they have developed in nursing, as well as theoretical foundations from related disciplines. The relationships between theory, research and clinical practice is analyzed. Ethical, cultural, legal and political issues and their impact on the profession and the delivery of health care are discussed from a variety of perspectives. Graduates are prepared to holistically care for a variety of clients incorporating a theory basis for their practice. **Prerequisite:** Must have completed 10 credit hours of nursing coursework and have a GPA of 3.0 to enroll in the course.

NURS 402 Population Health (4) (3:1)

This course addresses health of populations, from an interdisciplinary perspective, and describes collaborative activities for the improvement of equitable population health outcomes. Students will assess the impact of the Social Determinants of Health and globalization on individual and population health, analyze data related to key measurements of population health nationally and globally, and will develop strategies to impact population health. Topics, as they relate to health promotion and disease prevention, will include: disaster management, healthcare economics, advocacy, social justice, effective partnerships, and vulnerable populations. The direct and indirect care experiences will provide opportunities to explore nursing/healthcare in a variety of community and public health settings and work with diverse populations. Spring

NURS 410 Health Care Systems: Paradigms, Policy and Ethics (3)

This course surveys the current health care milieu from both a national and global perspective. Particular consideration of governmental/legal, fiscal and society values and philosophies, spiritual, moral/ethical issues will unfold the current context of health care delivery. In depth analysis focuses on health care organizations, ethics, financing and public policy, and the associated role of the advanced practice nurse in light of the social contact with the public, and opportunities to advocate for social justice and healthy environments. **Prerequisite:** Must have completed 10 credit hours of nursing coursework and have a GPA of 3.0 to enroll in the course.

NURS 435 Leadership for the Professional Nurse (3) (2:1)

Explores theories and concepts of decision making, leadership, management and the change process in relationship to the application of the nursing process in various health care settings. Included is the relationship of personal, professional, and organizational values and ethics to the identification of options and alternatives in leadership and management settings in various health care systems. Health care policy is discussed, and contemporary health care issues are critically evaluated as they relate to the health needs of the societal system and the practice of professional nursing. The indirect care learning experiences provide an opportunity for students to experience (a) the role played by a nurse leader/manager and (b) engage in online simulations focusing on management functions. Spring, Summer

NURS 460 Nursing Leadership and Management (4) (3:1)

This course focuses on theories and concepts of clinical decision making, leadership, management, and the change process in relationship to the application of the nursing process in various health care settings. Didactic and indirect and direct care experiences emphasize Professional Nursing and Health Care concepts. **Prerequisite:** NURS 400 and NURS 480. Spring

NURS 465 Nursing Preceptor Experience (4) (1:3)

As the final course in preparation for nursing practice, NURS 465 facilitates a smooth transition from student to registered nurse in the clinical setting. The course fosters growth and development of the student by encouraging the integration and utilization of knowledge gained from all disciplines of the liberal arts, baccalaureate education. The knowledge gained through the various courses specific to nursing will be particularly utilized as the student continues to critically think while assuming responsibilities congruent with the role of the registered nurse in prioritizing and delivering quality, compassionate care for a group of clients. **Prerequisite:** NURS 400 and NURS 480. Spring

NURS 475 Transitions into Professional Nursing (2)

This course provides graduating basic option seniors the opportunity for securing their professional nursing position, writing NCLEX examination and practicing in their first nursing

position. Emphasis is placed on lifelong learning, personal and professional development, call/vocational discernment, leadership and integrating values, and ethics in decision making.

Prerequisite: NURS 400 and NURS 480. Spring

NURS 480 Concepts for Complex Nursing Practice (6) (3:3)

This course focuses on the enhanced application of the nursing process in caring for the individual across the lifespan. Didactic and indirect and direct care experiences expand on the provision of nursing practice and the use of pharmacological agents related to the complex and interrelated aspects of the concepts within: Health, Patient-Profile, Professional Nursing, and Health Care. **Prerequisite:** NURS 300, NURS 332, and NURS 370. Fall

NURS 501 Theoretical Foundations for Advanced Nursing Practice (2)

Focuses on philosophical and theoretical foundations of advanced nursing practice. An emphasis is placed on concepts, conceptual models, and theories as they have developed in nursing, as well as theoretical foundations from related disciplines. The relationships between theory, research and clinical practice is analyzed. Ethical, cultural, legal and political issues and their impact on the profession and the delivery of health care are discussed from a variety of perspectives. Graduates are prepared to holistically care for a variety of clients incorporating a theory basis for their practice.

NURS 510 Health Care Systems: Paradigms, Policy and Ethics (3)

This course surveys the current health care milieu from both a national and global perspective. Particular consideration of governmental/legal, fiscal and society values and philosophies, spiritual, moral/ethical issues will unfold the current context of health care delivery. In depth analysis focuses on health care organizations, ethics, financing and public policy, and the associated role of the advanced practice nurse in light of the social contact with the public, and opportunities to advocate for social justice and healthy environments.

NURS 520 Foundations for Advanced Practice (2)

Students have the opportunity to prepare for practice as an advanced practice registered nurse. Didactic experiences focus on the complex dynamics and issues encountered in clinical practice, education and administration as well as the attendant ethical and legal issues. Students develop knowledge and competencies to practice collaboratively with other health care providers, assume leadership for holistic client care and advocacy for clients and the public. The practicum focuses on initial practice in the advanced practice roles as an educator, researcher, advocate, clinician, consultant, collaborator, and systems manager.

NURS 529 Research Methods for Advanced Practice (3)

Focuses on methods of inquiry as a basis for the expansion of nursing knowledge and application of research in advanced clinical practice. Selection of research methods to identify client-focused clinical nursing problems and appropriate interventions in advanced practice are addressed within an ethical context. The course provides a basis for evaluation of published evidence and research, supports application of formalized quantitative and qualitative methods to practice, and prepares the graduate to practice evidence-based practice and conduct quantitative and qualitative research studies. Epidemiological trends will be addressed as one of the methods utilized for identification of client related problems. Analysis of research studies and the identification of a specific research problem in nursing, a specific research design, and the development of a research proposal are expected outcomes of this course

NURS 550 Pathophysiology for Advanced Nursing Practice (3)

Focuses on cellular physiological and pathophysiological processes through the lifespan, in order to provide a foundation for holistic clinical assessment, decision-making, and clinical management. Emphasis is commonly found altered health states based on current epidemiological trends. Special emphasis is given to pathogenesis, alterations in normal function, and the body's adaptation to the disease process. Integration of current research from nursing and other disciplines is used to explore pathophysiological processes, the compensatory mechanisms, and the rationales for clinical interventions. Course content includes concepts of altered health in children and older adults, genetic and congenital disorders, neoplasia, disorder in hematopoietic function, and alterations and adaptations in cardiovascular, respiratory, urinary, endocrine, and nervous systems. Prerequisite: BSN Degree, Undergraduate Anatomy & Physiology

NURS 570 Advanced Pharmacology (3)

This course presents advanced principles of pharmacology, including both the pharmacotherapeutics and pharmacokinetics of selected drug groups and their clinical application. It is designed to build upon the understanding of pathophysiological mechanisms of disease processes and holistic health assessment, and to provide the foundation for clinical competency in therapeutic drug prescription and administration. Emphasis is placed on developing knowledge and aptitudes in safely and effectively assessing, diagnosing, and treating common health alterations, and the related professional, ethical and legal issues in prescriptive practice. Synthesis and application of pharmacological principles will also be integrated within the clinical practice experience.

NURS 617 Therapeutic Modalities for APNs (6)

This course introduces various therapeutic modalities for the treatment of individuals, groups, and families with psychiatric problems. Theoretical foundations of treatment modalities are emphasized. Further emphasis is placed on utilizing evidence-based practice strategies for selecting appropriate therapeutic modalities for patient or family-centered care. This course includes 180 hours of practicum experiences.

Prerequisites: NURS 550, NURS 570, and NURS 631

NURS 621 EBP I (2)

This course offers the opportunity to develop and/or revise nursing clinical practice or protocols based on scientific rigorous empirical and qualitative evidence. Includes creating a comprehensive plan for implementation, evaluation, and dissemination of the proposed change. **Prerequisite:** NURS 529

NURS 622 EBP II (1)

This course is the continuation of NURS 621. **Prerequisite:** NURS 621.

NURS 624 EBP III (1)

This course is the continuation of NURS 622. **Prerequisite:** NURS 622

NURS 631 Advanced Health Assessment (4)

This course focuses on the expansion and refinement of the clinician's skills in collecting and integrating holistic data necessary for a comprehensive health assessment, including functional assessment, recognition of medical genetics conditions, health history, physical examination and indicated lab and diagnostic testing. It is designed to strengthen the physical, psychological, social-cultural, developmental and spiritual assessment throughout the lifespan. Laboratory experiences in advanced practice skills are used to emphasize the differentiation between normal and abnormal findings. The enhancement of holistic assessment skills is intended to serve as the basis for ensuring appropriate and effective clinical decision-making in

advanced practice. The course is offered as a hybrid, combining online instructions and mandatory on-site labs. Labs will be held on the BCU campus throughout the summer in which the course is offered.

NURS 632 Advanced Practice Skills (FNP/AGNP only) (1)

This laboratory course focuses on the competencies of technical clinical skills for advanced practice. This course will take place on-site at the campus of Briar Cliff University. **Prerequisites:** NURS 550 and NURS 631

NURS 647 Neuroscience of Psychopharmacology for APNs (3)

This course presents advanced principles in pharmacology, including both the pharmacokinetics and pharmacodynamics of broad categories of medications, with a focus on psychotropic medications. It is designed to build upon an understanding of human pathophysiology, neurobiology, and neuroanatomy. Emphasis is placed on analyzing the relationship between pharmacologic agents and physiologic/pathologic responses for general health problems. Special emphasis is placed on developing knowledge and aptitude in safely and effectively selecting psychopharmacologic agents for the management of psychiatric symptoms. Synthesis and application of pharmacologic principles will be further integrated within clinical practice experiences throughout the curriculum. **Prerequisites:** NURS 550, NURS 570 and NURS 631

NURS 675 Cultural Competence in Healthcare (3)

This course will increase the student's awareness regarding the dimensions and complexities involved in caring for people from diverse cultural backgrounds. The issues of health care delivery will be explored and contrasted with the choices that people must make when attempting to deal with health care issues.

NURS 711 Pediatrics Primary Care I (2)

This course focuses on the growth and development of children and adolescents within the context of family and community. Emphasis is on developmental theories and concepts in primary health care delivery in the pediatric population. Students will apply theory and current research for the promotion of the client's holistic health. Exploration of the utilization of primary prevention: health promotion, risk screening, and disease prevention in the pediatric population. Current research and epidemiological trends in health care are explored and serve as the foundation for application of clinical decision making in advanced practice roles. Within a context of values and ethics, this course offers chance for discussion, differentiation, and application of the concepts related to the pediatric population. **Prerequisites:** NURS 550, NURS 570, and NURS 631

NURS 712 Primary Care in Pediatrics II (4)

This course explores the utilization of all levels of prevention with a focus on secondary prevention. Assessment and treatment of children and adolescents in ambulatory care settings will be highlighted within the course. Current research and epidemiological trends in health care are explored and serve as the foundation for application of clinical decision making in advanced practice roles. This course will provide necessary knowledge and experience to assess and treat the most common health problems, including episodic illness as well as stable chronic disease. Within a context of values and ethics, this course provides opportunity for discussion, differentiation, and application of the concepts related to various clinical practice roles. Laboratory and clinical experiences (120 hours) allow students to apply theory and research in diagnosing and treating common health concerns seen in primary care and emphasizes promotion of the client's holistic health. **Prerequisite:** NURS 711

NURS 715 Primary Care of Adult/Gerontology Client I (6)

This course explores utilization of all levels of prevention with a focus on primary health care delivery and primary and secondary prevention with the mid-life family: health promotion, risk screening, disease

prevention, and diagnosis and early treatment of health alterations. Theory and clinical experiences focus on students' use of diagnostic reasoning skills to diagnose and treat common health concerns seen in primary care. Current research and epidemiological trends in health care are explored and serve as the foundation for application of clinical decision making in advanced practice roles. Within a context of ethics and values from the Catholic perspective this course provides opportunity for discussion, differentiation, and application of the concepts related to various clinical practice roles. Laboratory and clinical experiences allow students to apply theory and research in diagnosing and treating common health concerns seen in primary care, and emphasize promotion and restoration of the client's holistic health. This course is offered online, but also required 120 hours in a clinical setting. **Prerequisites:** NURS 550, NURS 570, NURS 631

NURS 717 Adv. Psychiatric Mental Health (PMH) Nursing with Adults (5)

This course incorporates the assessment, diagnosis, and treatment of adults with psychiatric problems. Evidence-based standards of care and clinical practice guidelines are emphasized. This course is offered online, but also required 120 hours in a clinical setting. **Prerequisites:** NURS 550, NURS 570, NURS 617, NURS 631, NURS 647

NURS 720 Women's Health (1)

This course explores utilization of all levels of prevention with a focus on primary health care delivery and primary and secondary prevention with the female patient: health promotion, risk screening, disease prevention, and diagnosis and early treatment of health alterations. Didactic content focuses on students' use of diagnostic reasoning skills to diagnose and treat common health concerns seen in the primary care of women. Current research and epidemiological trends in health care are explored and serve as the foundation for application of clinical decision making in advanced practice roles. Within a context of values and ethics, this course provides opportunity for discussion, differentiation, and application of the concepts related to various clinical practice roles. Students will apply evidence-based practice in diagnosing and treating common health concerns seen in women in the primary care setting. **Prerequisites:** NURS 550, NURS 570, NURS 631
Fall (elective)

NURS 727 Adv. PMH Nursing with Children, Adolescents, and Older Adults (6.5)

This course incorporates the assessment, diagnosis, and treatment of children, adolescents, and older adults with psychiatric problems. Evidence-based standards of care and clinical practice guidelines are emphasized. This course is offered online but also required 210 hours in a clinical setting. **Prerequisites:** NURS 550, NURS 570, NURS 617, NURS 631, NURS 647, NURS 717

NURS 730 Primary Care of Adult/Gerontology Client II (6)

This course explores utilization of all levels of prevention with a focus on primary health care delivery and secondary and tertiary prevention with the older-adult family: diagnosis and early treatment of health alterations and reduction of complications and health maintenance. Both theory and clinical experiences focus on students' use of diagnostic reasoning skills to diagnose and treat common health concerns seen in gerontologic-based primary care. Current research and epidemiological trends in health care are explored and serve as the foundation for application of clinical decision making in advanced practice roles. Within a context of values and ethics, this course provides opportunity for discussion, differentiation, and application of the concepts related to various clinical practice roles. Clinical experiences (120 hours) allow students to apply theory and research in diagnosing and treating common health concerns seen in primary care, and emphasizes restoration and maintenance of the client's holistic health. **Prerequisite:** NURS 715

NURS 746 FNP Practicum I (4)

This course sequence is specific to the MSN FNP option. Students enrolled in this practicum will be expected to integrate values and ethics and apply the theories and concepts of the NP role in clinical practice with families throughout the lifespan. Emphasis is placed on comprehensive assessment, management, and evaluation of health care needs of the adults and children within a family system. As one of two culminating courses for the FNP role preparation, this seminar will enable students to examine their role as health care providers and show how they have been influenced by their course of studies. This practicum is designed to provide 180 of the total 750 hours of practicum practice in order to meet eligibility for the certification examination. **Prerequisites:** NURS 550, NURS 631, NURS 570, NURS 711, NURS 712, NURS 715, NURS 730

NURS 747 FNP Practicum II (4.5)

This course sequence is specific to the MSN FNP option. Students enrolled in this practicum will be expected to integrate values and ethics and apply the theories and concepts of the NP role in clinical practice with families throughout the lifespan. Emphasis is placed on comprehensive assessment, management, and evaluation of health care needs of the adults and children within a family system. As one of two culminating courses for the FNP role preparation, this seminar will enable students to examine their role as health care providers and show how they have been influenced by their course of studies. This course is a continuation of NURS746. This practicum is designed to provide 210 of the total 750 hours of practicum practice in order to meet eligibility for the certification examination. **Prerequisites:** NURS 746

NURS 756 AGNP Practicum I (4)

This course sequence is specific to the AGNP option. NURS 750-756 are designed to provide 540 hours of clinical practice to meet the MSN certification exam requirement. Students enrolled in this clinical practicum will be expected to integrate values and ethics and apply the theories and concepts of the NP role in clinical practice with adults and gerontologic patients. Emphasis is placed on comprehensive assessment, management, and evaluation of health care needs of gerontologic patients. As the culminating course for the AGNP role preparation, this seminar will ask students to examine their role as health care providers and show how they have been influenced by their course of studies. This practicum is designed to provide 180 of the total 750 hours of practicum practice in order to meet eligibility for the certification examination.

Prerequisites: NURS 550, NURS 570, NURS 631, NURS 715, NURS 730, NURS 759

NURS 758 AGNP Practicum II (4.5)

This course sequence is specific to the MSN AGPCNP option. Students enrolled in the clinical practicum will be expected to integrate values and ethics and apply the theories and concepts of the NP role in clinical practice with adult and gerontology patients. Emphasis is placed on comprehensive assessment, management, and evaluation of health care needs of adults and gerontology patients. As the culminating course for the AGPCNP role preparation, this seminar/practicum will ask students to examine their role as health care providers and show how they have been influenced by their course of studies. This practicum is designed to provide 210 of the total 750 hours of practicum practice in order to meet eligibility for the certification examination. This course is a continuation of NURS756. **Prerequisite:** NURS 756

NURS 759 Care of the Frail Elder (3)

This course sequence is specific to the MSN AGPCNP option. This course focuses on providing care for the oldest of the old individual. Major foci of this course are: principles of gerontological care; common syndromes and disorders of the frail elder; economics and regulatory considerations; and ethical issues surrounding end of life care. The practicum component of this course focuses on increasing competency in holistic and comprehensive assessment skills, clinical decision-making, critical thinking, education,

counseling, health promotion, and case management of the geriatric patient (120 hours of clinical practicum).

Prerequisites: NURS 550, NURS 570, NURS 631

NURS 760 Population Health: Disease Prevention and Management (2)

This course provides a basis for advanced practice nursing by exploring socioeconomic and cultural determinants of individual and population health. The role of the advanced practice nurse in risk assessment, counseling education, and screening for chronic diseases will be emphasized. Learners will analyze factors related to access to health care and learn about programs and policies that address existing inequities and emphasize improvements in population health.

NURS 767 Practicum in PMH Advanced Practice Nursing (5)

This final practicum course in the psychiatric mental health nurse practitioner track emphasizes the integration of the theoretical and practical content incorporated throughout the program and provides an opportunity to experience the role of an independent psychiatric mental health practitioner while in a supervised environment. Principles of interprofessional and intradisciplinary practice, patient advocacy and political activism are emphasized. This course is offered online, but also required 240 hours in a clinical setting. **Prerequisites:** NURS 550, NURS 570, NURS 617, NURS 631, NURS 647, NURS 717, NURS 727

NURS 800 Epidemiology and Population Health (4)

This course provides the basic concepts of epidemiology with a focus on emerging and chronic diseases. This course emphasizes the principles and methods used to describe patterns of illness in communities and populations. Methods and research designs used to investigate the etiology of infectious and noninfectious diseases are presented. This course includes 60 hours of practicum hours. Clinical practicum hours should integrate the theoretical and conceptual underpinnings of epidemiology at the doctoral level. *(This course can be offered as a dual credit MSN elective)*

NURS 810 Information Technology for Evidence-based Practice (4)

This course explores information technology and data management to support evidence-based decisions in nursing and healthcare. Emphasis is placed on the critical appraisal of standards for documentation, modeling, and transmission of high quality, reliable data for use in clinical care, healthcare administration, and quality improvement. This course includes 60 hours of practicum hours at the DNP level. Clinical practicum hours should integrate values and ethics and apply the theories and concepts at the doctoral level. As one of the culminating courses for the DNP Program, this practicum will ask students to examine their role as health care providers and show how they have been influenced by their course of studies. *(This can be offered as a dual credit MSN course)*

NURS 820 Financial Management for Health Care Organizations (4)

This course focuses on the nature of management and how it is applied in various health care settings. Contemporary theories, critical perspective, models, and best practices designed to foster performance excellence in the highly competitive health care environment are examined. The complexities and challenges of health care systems is also addressed. This course includes 60 hours of practicum hours at the DNP level. Clinical practicum hours should integrate values and ethics and apply the theories and concepts at the doctoral level. As one of the culminating courses for the DNP Program, this practicum will ask students to examine their role as health care providers and show how they have been influenced by their course of studies. *(This course can be offered as a dual credit MSN elective)*

NURS 840: Philosophy and Theory for Advanced Practice Nursing (3)

This course will offer an opportunity to analyze various philosophy of science traditions while building an understanding of the relationship between philosophical traditions and knowledge development in advanced practice nursing. *(This course can be offered as a dual credit MSN elective)*

NURS 846 Translational Research and DNP Evidence-Based Practice Initiative I (5)

Translational Research and DNP Evidence-Based Practice Initiative I 5 sem. hrs. This course provides students with the opportunity to analyze various translation frameworks and models while building an understanding of the relationship between philosophical traditions and knowledge development in advanced practice nursing. Students will learn about translating evidence for leadership and health policy, and to improve quality and safety in health care. Students will study change theories and models and begin the process of gathering and analyzing evidence that will inform their proposals for their Evidence-Based Practice Initiative. This course includes 60 practicum hours during which students will collaborate with inter-professional teams and evaluate organizational cultures for barriers and facilitators to Evidence-Based Practice Initiative. **Prerequisite:** NURS 840

NURS 856-866-876 DNP Evidence-Based Practice Initiative II-IV (2)

DNP Evidence-Based Practice Initiative II-IV 2 sem. hrs. This Evidence-Based Practice Initiative (EBP) course provides the DNP student with opportunities to apply theoretical concepts and research evidence to advanced nursing practice focused on quality healthcare. Students will compare and contrast models of care delivery and organizational systems. Literature and evidence will be synthesized to influence the development of an innovation project for a health organization, health system, or community. The advanced practice nursing student will develop a transformative Advanced Practice Nursing model or intervention that improves healthcare practice and quality of care. This course then requires the student to implement, analyze outcomes, and report the process of their theory and evidence-based intervention. This course includes 60 hours of practicum related to the time spent researching, planning, implementing, analyzing, and reporting the Evidence-Based Practice Initiative. **Prerequisites:** NURS 846

NURS 880: Professional Ethics for Health Care Leaders (3)

This course provides a review of the philosophical foundations of applied and professional ethics. The theoretical and empirical underpinnings of ethical issues throughout the lifespan and across a variety of health care settings are examined. Principles for the ethical provision of health care and conduct of research are featured. Professional ethics for health care leaders are addressed.

NURS 890 Leadership in Complex Healthcare Organizations (4)

This course will study the interprofessional collaboration within complex health care environments to transform the delivery of health care by improving access, quality, and safety across diverse/underserved populations. Strategies to address organizational challenges and facilitate system wide changes important to the practice environment of the advanced practice nurse will be explored. Group dynamics within health care organizations and communities will be analyzed with an emphasis on communication patterns, resource allocation, strategic planning, program evaluation, and decision-making model to formulate policy. This course includes 60 hours of practicum hours at the DNP level. Clinical practicum hours should integrate values and ethics and apply the theories and concepts at the doctoral level. As one of the culminating courses for the DNP Program, this practicum will ask students to examine their role as health care providers and show how they have been influenced by their course of studies. *(This course can be offered as a dual credit MSN elective)*

**PHIL 210 Ethics (3) (EL)**

Examine several ethical theories and arguments that shape how people think morally, and considers numerous human behaviors, individual and social, from various moral perspectives.

PHIL 211 Healthcare Ethics (3)

A critical rational approach is used to analyze and solve ethical problems arising in healthcare. The student will be able to recognize and describe principles that shape ethical healthcare practice; explain important cases and issues that arise in healthcare, and apply ethical principles to important healthcare cases and issues.



DPT 500 DPT Orientation (0)

This introductory course is designed to orient the Doctor of Physical Therapy (DPT) student to Briar Cliff University and its DPT Program. Included in this course is an introduction to Franciscan values and identity, the history of Briar Cliff University, core DPT documents and policies, Program expectations, and various student services.

DPT 520 Clinical and Community-Based Correlations for the DPT Professional I (1)

This course is a clinical and community based practical learning experience that occurs through a variety of settings/programs. This clinical and community correlation experience occurs in the community setting, in the pro bono clinic, hospital, and in the classroom during the Spring of the first year of the program. The student attends each clinical or community-based education experience throughout the semester (a minimum of four experiences in all) for a to be determined set amount of time. Each faculty member or clinical instructor provides the student with opportunities to promote and expand their knowledge and practice of the physical therapy profession. As a component of this course, each student will also complete a final practical in order to demonstrate the level of achievement required for progression in the DPT program.

DPT 600 Musculoskeletal Therapy for the DPT Professional (8)

The emphasis in this course is on the introduction to the examination, evaluation, and development of a plan of care (intervention) for the patient with a musculoskeletal condition(s). The evidence related to the application of these principles will also be included. The student will also learn to apply knowledge of musculoskeletal principles to the differential diagnosis process for patient examination and intervention.

DPT 601 Neurorehabilitation for the DPT Professional (8)

This course is the capstone course in the adult neuromuscular pathway. This course serves to integrate all preceding foundational and clinical sciences coursework. The course revisits the common pathological conditions (e.g., CVA, TBI, SCI, PD, MS, PPS, vestibular disorders) encountered in clinical practice. Students will develop and apply theoretical frameworks for physical therapy clinical decision-making for examining, evaluating, developing a plan of care, and providing treatment for individuals who have movement dysfunction secondary to neurological deficits. Emphasis is placed upon the patient/client management provided in the inpatient rehabilitation setting, although differences in acute care, outpatient, home, and other settings are discussed. The APTA models of practice and disablement are used as frameworks for evaluating movement dysfunction and for developing intervention plans. A learning-centered approach is used to develop the student's ability to evaluate the patient with neurological involvement, to identify and prioritize key problem areas, to design and implement an appropriate treatment program based on current evidence and expert consensus, and to assess treatment effectiveness and modify intervention accordingly.

DPT 602 Cardiovascular and Pulmonary Rehabilitation for the DPT Professional (4)

This course provides theoretical and practical instruction for the evaluation and management of physical therapy patients with cardiovascular and pulmonary disorders. Emphasis is placed on the etiology and pathology of selected cardiovascular and pulmonary medical conditions, as well as the therapeutic management of patients with these conditions. Students will create a physical therapy plan of care for selected cardiovascular and pulmonary dysfunctions using diagnostic, pharmacologic, and clinical laboratory data. Concepts of health promotion and fitness are explored.

DPT 603 Integumentary Therapy for the DPT Professional (2)

A comprehensive review of the integumentary system concentrating on the prevention of integument disruption and management of patients with open wounds, burns, and other dermatologic disorders is presented. Attention is given to the examination of and intervention for the most common integumentary conditions across the lifespan.

DPT 620 Clinical and Community-Based Correlations for the DPT Professional II (2)

This course is a clinical and community-based practical learning experience that occurs through various settings/programs. This clinical and community correlation experience occurs in the community setting, in the Briar Cliff Clinic (Pro Bono), and in the classroom during the summer semester of the Program's second year. The student attends each clinical or community-based education experience throughout the semester to be-determined set amount of time. In addition, each faculty member or clinical instructor provides the student with opportunities to promote and expand their knowledge and practice of the physical therapy profession. As a component of this course, each student will also complete a final practical in order to demonstrate the level of achievement required for progression in the DPT program.

DPT 622 Clinical and Community-Based Correlations for the DPT Professional III (1)

This course is a clinical and community-based practical learning experience that occurs through a variety of settings/programs. This clinical and community correlation experience occurs in the community setting, in the pro bono clinic, hospital, and in the classroom during the fall semester of the second year of the program. The student attends each clinical or community-based education experience throughout the semester (a minimum of four experiences in all) for a to be determined set amount of time. Each faculty member or clinical instructor provides the student with opportunities to promote and expand their knowledge and practice of the physical therapy profession. As a component of this course, each student will also complete a final practical in order to demonstrate the level of achievement required for progression in the DPT program.

DPT 623 Clinical and Community-Based Correlations for the DPT Professional IV (3)

This course is a clinical and community based practical learning experience that occurs through a variety of settings/programs. This clinical and community correlation experience occurs in the community setting, in the pro bono clinic, hospital/clinic, and in the classroom during the Spring of the second year of the program. The student attends each clinical or community-based education experience throughout the semester (a minimum of four experiences in all) for a to be determined set amount of time. Each faculty member or clinical instructor provides the student with opportunities to promote and expand their knowledge and practice of the physical therapy profession. As a component of this course, each student will also complete a final comprehensive practical in order to demonstrate the level of achievement required for progression in the DPT program and advancement into full-time clinicals.

DPT 640 Pediatric Rehabilitation for the DPT Professional (2)

In this course the physical therapy student will learn appropriate assessment and intervention strategies for pediatric clients of PT services. Selected assessments and interventions are studied in light of patient/client management model as applied to contemporary pediatric physical therapist practice. The student will practice and demonstrate competency in basic PT assessment and intervention strategies related to the young child and adolescent population. The emphasis of this course is on the acquisition of knowledge for the role of a physical therapist in all areas of pediatric practice.

DPT 641 Geriatric Rehabilitation for the DPT Professional (3)

The purpose of DPT 641 is to provide students with the knowledge base for understanding the demographics of aging in the United States, as well as the physical, psychological, and emotional aspects of healthy human

aging including the effects of age-related physical changes as well as chronic conditions commonly found in older adults. The students will be required to formulate plans for treatment of the geriatric physical therapy patient including assessment, education, and application of therapeutic interventions.

DPT 642 Orthotics, Prosthetics, and Adaptive Equipment for the DPT Professional (3)

DPT 642 presents didactic material in the study of prosthetics and orthotics. Students learn to examine the patient/client for whom the use of prosthetics and/or orthotics is applicable. Students participate in examination, evaluation and treatment of individuals who require the use of upper and/or lower extremity prosthetics and orthotics. Students are educated about various materials and biomechanical components of prosthetic and orthotic devices. Students participate in clinical decision-making regarding the clinical uses of prosthetic and orthotic devices.

DPT 644 Movement Analysis for the DPT Professional (2)

This course is designed to challenge students to critically analyze tasks using their knowledge of the basic sciences and advanced Physical Therapy concepts. This course is a capstone course designed to challenge the DPT student to integrate information across the curriculum. The skills the students develop in this course will prepare them to apply their knowledge during the clinical education phase of the curriculum.

DPT 700 DPT Culmination (0)

This course is designed to prepare the Doctor of Physical Therapy (DPT) student for graduation and applying for licensure.

DPT 720 Clinical and Community-Based Correlations for the DPT Professional V (1)

This course is a clinical and community-based practical learning experience that occurs through various settings/programs. This clinical and community correlation experience consists of a series of interprofessional expert in-services directed towards preparation for long-term clinical experiences. A component of this course also consists of education related to preparation for the Boards. Each student will also complete a final written comprehensive exam in order to demonstrate the level of achievement required for progression in the DPT program and advancement into full-time clinicals.

DPT 721 Clinical Education in Physical Therapy I (8)

This course is a clinical practical learning experience that occurs in a community setting during the summer semester of the third year of the program. The student attends the clinic each day for a full workday as dictated by his/her clinical instructor. While in this setting, the student practices physical therapy basic level professional management including patient/client management. The clinical instructor provides opportunities for students to promote their physical therapy standards of practice in a professional and ethical practice. The length of this clinical education experience is 8 weeks.

DPT 722 Clinical Education in Physical Therapy II (8)

This course is a clinical practical learning experience that occurs in a community setting during the fall semester of the third year of the program. The student attends the clinic each day for a full workday as dictated by his/her clinical instructor. While in this setting, the student practices physical therapy basic level professional management including patient/client management. The clinical instructor provides opportunities for students to promote their physical therapy standards of practice in a professional and ethical practice. The length of this clinical education experience is 8 weeks.

DPT 723 Clinical Education in Physical Therapy III (8)

This course is a clinical practical learning experience that occurs in a community setting during the fall semester of the third year of the program. The student attends the clinic each day for a full workday as dictated by his/her clinical instructor. While in this setting, the student practices physical therapy basic level professional management including patient/client management. The clinical instructor provides opportunities for students to promote their physical therapy standards of practice in a professional and ethical practice. The length of this clinical education experience is 8 weeks.

DPT 724 Clinical Education in Physical Therapy IV (8)

This course is a clinical practical learning experience that occurs in a community setting during the spring semester of the third year of the program. The student attends the clinic each day for a full workday as dictated by his/her clinical instructor. While in this setting, the student practices physical therapy basic level professional management including patient/client management. The clinical instructor provides opportunities for students to promote their physical therapy standards of practice in a professional and ethical practice. The length of this clinical education experience is 8 weeks.

DPT 725 Clinical Education in Physical Therapy V (8)

This course is the final clinical education experience of the students DPT training. This experience occurs in a community setting during the spring semester of the third year of the program. The student attends the clinic each day for a full workday as dictated by his/her clinical instructor. While in this setting, the student practices physical therapy entry level professional management including patient/client management. The clinical instructor provides opportunities for students to promote their physical therapy standards of practice in a professional and ethical practice. The length of this clinical education experience is 8 weeks.

DPT 740 Sports Physical Therapy (1)

This course is designed to enhance student's understanding and knowledge of current concepts in evidence-based sports physical therapy. The course content included enhances the student's knowledge of relevant anatomy, physiology, biomechanics, physics, and kinesiology. The topics presented will include components of evaluation, diagnosis, and treatment utilizing evidence-based resources. The primary goal of the course is to provide students with an overview of sports physical therapy in health care. Students will not be considered sports physical therapists upon completion of the course.

DPT 741 Pelvic Health Physical Therapy (1)

DPT students will demonstrate proficiency in evaluating and treating patients with pelvic floor management issues.

DPT 743 Entry-Level Dry Needling in Physical Therapy Practice (1)

Components of dry needling that are not traditionally covered in the minimal required entry-level DPT curriculum (as identified by the HumRRO Report by the FSBPT) will be covered in this course, including, but not limited to, surface anatomy as it relates to underlying structures, emergency preparedness and response procedures related to secondary physiological effects or complications with dry needling, standards for dry needle handling, factors influencing safety and injury prevention, personal protection procedures and techniques as related to dry needling, theoretical basis for dry needling, theoretical basis for combining dry needling with other interventions, secondary effects or complications associated with dry needling on other systems, theoretical basis of pain sciences, contraindications and precautions related to dry needling, palpation techniques as related to dry needling, needle insertion techniques, needle manipulation techniques, and physiological responses to dry needling. This course will also identify the history of, theories behind, and skill of dry needling and its progression into a functional model.

**PHYS 116 Physical Science (4)**

A survey of physical science with emphasis on physics, chemistry and earth science. Arithmetic and simple algebra are used throughout the course. Required for elementary education majors, but open to all students. Not recommended for science majors. Spring

PHYS 121 Basic Physics I (4)

An introductory physics course for students of moderate mathematical ability. Topics include vectors, motion, force, energy, momentum, mechanical waves, oscillations, fluids and thermal physics. Recommended for pre-medics, pre-dental, biology majors, psychology majors, medical technologists and liberal arts students interested in science. An elementary understanding of algebra and trigonometry is required. Fall

PHYS 122 Basic Physics II (4)

A continuation of PHYS 121. Topics include electricity, magnetism, circuits, optics, relativity, quantum physics, atomic physics and nuclear physics. **Prerequisite:** PHYS 121. Spring

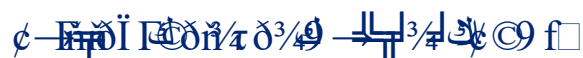
PHYS 231 College Physics I (5)

An introductory physics course for students who know calculus. Topics include vectors, motion, force, energy, momentum, mechanical waves and fluids. Highly recommended for all secondary science teachers, mathematics majors, chemistry majors, pre-engineers and science students who plan graduate study.

Prerequisite: MATH 218. Fall (odd years)

PHYS 232 College Physics II (5)

A continuation of PHYS 231. Topics include thermal physics, electricity, magnetism, circuits, geometrical optics and physical optics. **Prerequisite:** PHYS 231. Spring (even years)

**PSCI 101 American Government (3) (HL)**

This course covers the basic elements of politics and government at the national level in the United States. It examines the structures, processes, behaviors, institutions, and policies of the American system with a relative emphasis on conflicting theories of power. By the end of the semester, students should have a solid understanding of how the system operates in addition to a comprehension of some of the key issues that face the country today.

PSCI 224 Geography and World Cultures (3) (CSL)

A survey of human cultures within their physical and social environments. The course reviews basic physical geography and examines major cultural regions and problems in the modern world. Understanding both of global social organization and of the ever-changing position of the United States within the international community is a major emphasis.

PSCI 200 Pre-Law Seminar (3)

Exploration of career preparation and specializations within the field of law and introduction to logical reasoning in the law. The course includes a mock trial experience.

PSCI 263 Social History of Law (3)

This course explores the foundations of our American system of law, moving through four periods of development in the Western legal tradition. The course begins with early codified law and systems of justice in ancient world. The medieval unit contrasts Roman civil law with Germanic customary law, with emphasis on England and the development of Common Law, later employed in the American colonies. The Revolutionary period covers the Enlightenment, human rights, and Constitutionalism in Europe and America. The culminating unit explores American Law, both as a unique modern system, and a product of these inherited historical traditions. This writing intensive course will emphasize argumentative writing skills and effective use of source evidence. Delving into law codes and trial records, students will consider how systems of law and justice reflect a society's values, culture, hierarchy, and prejudices. Fall (rotating years)

PSCI 366 American Constitutional Law (3)

An introduction to the study of constitutional law. A study of the interpretation of the federal constitution through leading decisions of the Supreme Court.

PSCI 370 Criminal Law (3)

Introduction to the substantive and procedural aspects of criminal law. Nature and origins of U.S. criminal law; conditions for criminality and type of crime. Fall

PSCI 490 Political Science Internship (1 -3)

Supervised practical training in an area of interest, mutually acceptable to department faculty members and student. **Prerequisite:** department approval.

**PSYC 110 Introductory Psychology (3)**

This course is an introduction to fundamental psychological concepts which are derived from applying the scientific method to the study of behavior. Examples of selected topics include: personality development, abnormal behavior and therapy, physiology, motivation and emotions, human development, learning and memory, and social behavior. This course emphasizes theories and theorists as well as relevant applications to everyday living. An introduction to APA style of writing is included. Fall/Spring

PSYC 111 Introduction to Behavior Sciences (3)

This course is an introduction to the principles of learning and behavior that are the natural science of behavior analysis. This class will help students to learn how events in their everyday lives affect their behavior. This class is designed to help students to learn to think about and investigate behavior as a behavior analyst does. This class will introduce how behavior analysts investigate behavior and how reinforcement, stimulus control, and aversive control can affect behavior. Fall.

PSYC 235 Drugs and Society (3)

This course provides an introduction to the basic physiological, psychological, and behavioral effects of the major drugs of use and abuse: stimulants, depressants, inhalants, psychoactive medications, alcohol, tobacco, caffeine, over-the-counter drugs, opioids, hallucinogens, marijuana, and performance-enhancing drugs. The course will also explore the following issues related to drugs and society: addiction and factors that affect it, prevention of drug abuse, treatment of drug abuse, and policy related to drug use and availability.

PSYC 205 Introduction to Forensic Psychology (3)

This course will provide students with an overview of the interface between psychology and the legal system. Students will learn about how legal issues and psychological issues weigh in the process of the criminal justice system. Topics under discussion will include the death penalty and the insanity defense, criminal investigation, eyewitness testimony, and how to ensure the most accurate police line-ups. Other topics will include areas such as suspect interrogations and false confessions, the validity of polygraphs, the veracity of child eyewitness accounts, and how to accurately interview young children. **Prerequisite:** PSYC 110. Fall

PSYC 211 Professional Development for Psychology Majors (3)

The purpose of this course is to prepare students for their professional lives by improving their writing (e.g., grammar, style, APA format, etc.), interviewing, and analytical skills (e.g., understanding research articles). Spring

PSYC 215 Social Psychology (3)

A comprehensive overview of the field of social psychology which examines the impact of other individuals, groups or social stimuli on individual thinking and behavior. The social influence process is studied through topics such as self-theory, attribution, social cognition, attitudes, aggression, pro-social behavior, attraction and groups. **Prerequisite:** PSYC 110. Fall (even years)

PSYC 280 Developmental Psychology (3)

This course focuses on the development of an individual from conception to death. Psychological/physiological growth is studied in terms of cognitive, psychosocial, moral, psychosexual, and thanatological developmental stage theories. A minimum of one behavioral observation and a journal research report written in APA style will be required. **Prerequisite:** PSYC 110. Fall/Spring

PSYC 294 Psychological Statistics (3)

The purpose of this course is to introduce students to the use of the scientific method in psychology and the statistical analysis of empirical data. Students will contact material and methods relating to descriptive, correlational, and inferential statistical methodology. Concurrent to lecture discussions and demonstrations, students will have opportunities to apply and compute the key formulas used in experiments. Students will be introduced to and properly trained in the use of the Statistical Package for Social Sciences (SPSS). The definitions, computational methods, and rationale for statistics will be thoroughly communicated via lecture, discussion, and active "laboratory" work. **Prerequisite:** PSYC 110 or PSYC 111. Fall

PSYC 295 Experimental Psychology (4)

Emphasizes the study of experimental methodology, research design, and analysis of research data using SPSS. The laboratory sessions provide practical experience in conducting research and learning to communicate research results. **Prerequisite:** PSYC 110 or PSYC 111, MATH 200, and instructor permission. Spring

PSYC 342 Community Psychology (3)

This course will offer a foundational overview of Community Psychology, emphasizing the interplay between individuals, social systems, and community well-being. Students will explore core ecological theories, key values, and the historical underpinnings of the field, moving beyond the individualistic focus of traditional psychology to understand human behavior through a social and environmental lens.

PSYC 310 Single-Subject Research Methods (3)

Students will be introduced to the single-subject research method designs most used in Applied Behavior Analysis. Throughout the course, emphasis will be placed on the necessity of demonstrating experimental control at the single-subject level. Students will practice defining and measuring target behaviors in appropriate experimental and applied contexts. As a measure of comprehension, students will complete weekly exams and a semester-long project in which students select a target behavior, intervention, and experimental design. **Prerequisites:** PSYC 111

PSYC 311 Ethics in Behavior Analysis (3)

In this course students will learn the BACB guidelines for responsible conduct in behavior analysis and disciplinary and ethical standards and procedures. The guidelines address ethical and professional concerns particular to BACB certificates, as well as other concerns that are salient to the interactions between behavior analysts, the people they serve, and society, in general. This class will prepare students for clinical work as behavior analysts. This class will help students recognize and think through ethical dilemmas that arise when providing services to vulnerable populations. **Prerequisite:** Majors Only. Spring (odd years)

PSYC 325 Introduction to Interviewing and Counseling (3)

The course focuses on the development of skills essential to effective professional counseling. Emphasis is on conducting the overall clinical interview, as well as conducting intake interviews, mental status evaluations, a bio-psychosocial history, a mental health history, and a psychological assessment for treatment planning. Finally, students will learn a variety of counseling theories and how techniques from these theories will help guide case formulation and treatment. As part of this course, students will have the opportunity to take part in two mock therapy sessions that will enable them to put their skills to use. **Prerequisite:** PSYC 110

PSYC 333 Assessment in Behavior Analysis (3)

In this course students learn how to conduct behavior analytic assessments (e.g., preference assessment, reinforcer assessments, functional behavior assessments). This class will help students learn how to determine why individuals engage behaviors. This class will introduce students to different interventions and behavior-change systems (e.g., functional communication training, task analyses, use self-management strategies, token economies, direct instruction). This class will introduce students to management and supervision systems (e.g., monitoring procedural integrity, behavioral skills training, performance monitoring and reinforcement systems). **Prerequisite:** PSYC 110 or PSYC 111. Fall (even years)

PSYC 342 Community Psychology (3)

This course will offer a foundational overview of Community Psychology, emphasizing the interplay between individuals, social systems, and community well-being. Students will explore core ecological theories, key values, and the historical underpinnings of the field, moving beyond the individualistic focus of traditional psychology to understand human behavior through a social and environmental lens.

PSYC 345 Sensation and Perception (3)

The purpose of this course is to introduce students to the fundamentals of human sensation and perception. Students will contact material relating to the experimental methods in psychophysics and the development of theories to describe perception. This course will review the components involved in visual, auditory, olfactory, gustatory, and somatosensory sensation and perception. Furthermore, this course will review components associated with pain such as the perception of physical and non-physical sources of pain and the effects of pharmaceuticals on pain sensation and perception. **Prerequisite:** PSYC 110. Fall (even years)

PSYC 354 Child and Adolescent Psychology (3)

This course will study the intellectual, socio-emotional, educational, cognitive, and physiological development of children and adolescents. Emphasis is placed on theory and research with primary focus on the developmental theories of Piaget (Cognitive), Erikson (Psychosocial), and Kohlberg (Moral). Time will also be spent understanding the roles that families, peers, and school play in the development of children and adolescents. **Prerequisite:** PSYC 110, PSYC 280. Fall/Spring

PSYC 355 Adulthood and Aging (3)

This course provides a foundation for understanding psychological development of older people with focus on geriatric assessment and psychological disorders in the aging population. **Prerequisite:** PSYC 110. Fall (odd years)

PSYC 360 Abnormal Psychology (3)

A study of the classification of variant behavior and hypotheses used to explain such behavior. The symptoms, dynamics, treatment, and prognosis of various behavior syndromes will also be considered. **Prerequisite:** PSYC 110. Fall/Spring

PSYC 365 Human Motivation and Emotion (3)

This course will examine the human principles of motivation and emotion. Special emphasis is given to the influence motivation and emotion principles have on the human learning process. **Prerequisite:** PSYC 110

PSYC 380 Theories of Personality (3)

An advanced level course designed to present, in detail, several theoretical perspectives on the nature of human personality. Included are the Freudian, Neo-Freudian, behavioral, cognitive and humanistic-existential models. **Prerequisite:** PSYC 110

PSYC 400 Principles of Learning (3)

The study of the principles of conditioning, learning, and memory in animals and humans. Special emphasis on theoretical foundations and practical applications. Traditional and current theoretical perspectives are evaluated in the light of empirical research evidence. **Prerequisite:** PSYC 110 or PSYC 111. Fall (odd years)

PSYC 401 Behavior and Evolution (3)

This course will provide students with an introduction to the use of an evolutionary approach to add to an understanding of human behavior. The course will begin with discussing fundamentals of an evolutionary approach to understanding behavior and then discuss particular examples of human behavior from that perspective. These examples may include cognition, emotion, cooperation, conflict, mating, psychiatric disorders, and culture. **Prerequisite:** PSYC 110

PSYC 405 Criminal Forensic Psychology (3)

This course provides an introduction to psychological issues related to understanding, assessing, and managing both sexual and violent behaviors. An overview of mental health disorders and their relationship to both types of criminality will be provided. Topics include, but will not be limited to, insanity, psychopathy, serial killing, stalking, women who kill and sexually offend, and treatment strategies aimed at reducing both sexual and physical violence. Finally, the course will focus on methods of assessment currently used to help predict the risk of both sexual and violent re-offending. **Prerequisite:** PSYC 110, PSYC 205. Spring (odd years)

PSYC 415 Cognitive Psychology (3)

This course covers the advent of the cognitive revolution, the components of the human information processing system (i.e. detection, attention, pattern recognition and memory), and higher cognitive processes like language and problem solving. Historical and current theories examined in the light of empirical evidence and the usefulness of this perspective will be illustrated in pragmatic areas. **Prerequisite:** PSYC 110. Fall (even years)

PSYC 430 Psychological Assessment (3)

The study of development, application, and interpretation of various methods of psychological assessment. Techniques for determining aptitudes, abilities, personality, interests and performance are examined. Criteria for evaluating assessment techniques including reliability, validity and ethical issues are considered.

Prerequisite: PSYC 110. Fall (even years)

PSYC 445 Behavioral Neuroscience (3)

In this course students will acquire an advanced understanding of the physiological basis of behavior. Topics of discussion will include the molecular structure of the neuron, neuronal electrochemical communication, divisions of the nervous system, sensory and motor systems, psychopharmacology, learning and memory, emotion, biological rhythm regulation, neurological disorders, and recovery from brain injury. For each topic discussed, students will be provided foundational information as well as a brief survey of relevant empirical research. **Prerequisite:** PSYC 110 or PSYC 111. Spring (odd years)

PSYC 455 Behavior Interventions (3)

This course covers fundamental elements of behavior change and specific behavior-change procedures. Students will learn both behavioral acquisition and reduction procedures (e.g., discrimination training, mand training, and differential reinforcement procedures) as they pertain to solving socially significant problems (e.g., severe problem behavior, limited communication skills, and limited social skills). **Prerequisite:** PSYC 110 or PSYC 111. Spring (odd years)

PSYC 460 Special Topics in Behavior Analysis (3)

Students will be introduced to a specific area of study within the field of behavior analysis. Students will acquire an advanced understanding of a specific topic, area of study, or phenomenon in behavior analysis. An example course description is below: **Prerequisites:** PSYC 111, PSYC 400 or PSYC 455. Spring (odd years)

PSYC 493 Intensive Practicum (3)

This practicum will involve 10-15 hours per week of work in a supervised clinical practice, educational, or applied research setting in which procedures based on behavior-analytic principles are implemented. The characteristics of clients served during the practicum will depend on the practicum site. Clients may be any person for whom behavior analysis services are appropriate (e.g., children with autism, typical children receiving behavioral or education services, young adults with developmental disabilities, typically developing young adults, athletes). However, the applicant may not be related to the client or the client's primary caretaker. The practicum will be arranged such that applicants work with multiple clients and in multiple settings (e.g., residence, school, community) during the overall practicum experience. Students will be supervised by one or more Board Certified Behavior Analyst, and supervision will consist of weekly observations and weekly 1:1 or group meetings consisting of review of clinical cases, discussion of practice-related topics, and performance feedback. The exact schedule of observations and meetings will vary depending on the practicum setting. However, supervision will occur at least twice per week for a minimum of 1-1.5 hours per week and will consist of a minimum of 30-45 min per week of individual supervision.

Prerequisite: Permission of Director of Behavior Analysis. Fall/Spring

Application of statistical tests within SPSS. Students will practice entering data, running analyses within SPSS, and interpreting the results. This course will discuss descriptive statistics, t-tests, analysis of variance, correlation, linear regression, chi-square test of independence, and nonparametric statistics. **Prerequisite:** PSYC 110 or PSYC 111, PSYC 294, PSYC 295, Majors Only. Spring

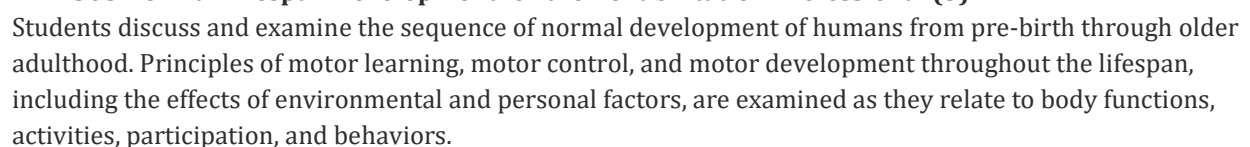
A capstone research experience where the student will select a research idea, conduct a literature review on the topic, propose a study, conduct the study, and then present data in both oral and written form.

A capstone research experience where the student will select a research idea, conduct a literature review on the topic, propose a study, conduct the study, and then present data in both oral and written form.

Field internships are available at community agencies, medical and mental facilities, special or early childhood education settings, businesses/industry or national placements such as Washington or Chicago and international such as Greece, England or Sweden. Internships are cooperative endeavors among a psychology faculty member/advisor, the psychology student and a community supervisor. Students should begin the process of creating an internship at least 10 weeks (one term) prior to beginning the internship. Students may propose a tentative internship location and learning experience to their psychology advisor or discuss with an advisor various possibilities for an internship. The minimum number of participation hours for a 10-week term for three credits is 150 hours (50 hours per credit). Upon completion of this internship, development of an experiential portfolio and an oral presentation based on an internship project to be shared with an identified campus group/class are required. Additional requirements depend upon the advisor and community supervisor. **Prerequisite:** Permission of the psychology department chairperson.

This 3-credit elective course is designed to provide students with an opportunity to discover, apply, and systematically apply evidence-based practices to improve socially significant behavior in individuals.

This 3-credit elective course will focus on practical issues and methods for teaching in the college environment. It will focus on selection and use of teaching materials; course structure and development of instructional sequences; the role of lecture, discussion, and active participation; student evaluation and grading practices; and student motivation. **Prerequisite:** Permission of course instructor.



RHB 506 Human Pathophysiology for the Rehabilitation Professional (3)

Students are introduced to the fundamentals of human pathophysiology. General and systemic pathologies, associated with age-related, socioeconomic, environmental, and behavioral factors, are examined as to their effect on the musculoskeletal, respiratory, cardiovascular, nervous, and genitourinary systems and how they impact function, activity, and participation.

RHB 507 Pharmacology for the Rehabilitation Professional (3)

This course will teach the basis of pharmacologic action. The course will explore how the actions of drugs influence the physiologic function of the body and also the body's response to these drugs. Common adverse drug events, the appropriate therapeutic use of drugs, along with how the drug may impact rehabilitation interventions will be discussed.

RHB 508 Human Medical Imaging for the Rehabilitation Professional (2)

This imaging course includes the basic principles of diagnostic imaging, the evidence for application of diagnostic imaging in patient care, and pathology for various areas of the body. The student will learn basic principles of musculoskeletal imaging as they apply to normal as well as pathology utilizing plain radiography, magnetic resonance imaging, and computerized axial tomography. The student will also be introduced to the method plain radiographs are taken which will include the patient position, X-Ray beam direction, and bony anatomy involved. The student will view a labeled radiograph, MRI, and CT scan in which bony and soft tissue structures have been identified. The student will also be introduced to a variety of pathologic conditions involving a variety of body areas and various imaging modalities. The course is focused primarily on the musculoskeletal area of clinical practice, but also contains information involving the nervous system. The student will learn to apply knowledge of pathologic findings on diagnostic imaging, and knowledge of patient pathology to develop or modify a plan of care for a patient. The student will also learn to apply knowledge of diagnostic imaging in the differential diagnosis process for patient examination as well as intervention.

RHB 540 Foundational Rehabilitation Test and Measures (3)

Students learn to employ measurements associated with the evaluation process to administer safe, patient-centered, evidence-based examinations. Discipline-specific examinations, scoring, and interpretation of acquired data are explored. Assessment of knowledge of course content is made through lab activities, case studies, and practical examinations.

RHB 541 Foundational Rehabilitation Interventions (4)

Students learn to employ therapeutic interventions related to evaluation outcomes to administer safe, patient-centered, and evidence-based interventions. Discipline-specific interventions are explored. Assessment of knowledge of course content is made through lab activities, case studies, and practical examinations.

RHB 560 Rehabilitation Scholarly Project Proposal (1)

Students participate in the scholarly process, under the direction of a faculty research advisor, establishing a research question, exploring the literature, and developing a research proposal on a specific topic related to clinical practice.

RHB 581 Laws and Reimbursement for the Rehabilitation Professional (1)

Students are introduced to and identify the legal and ethical practices related to documentation, coding, and reimbursement across practice settings. Assessment of knowledge of course content is made through case studies, insurance analyses, documentation, and billing practices.

RHB 643 Differential Diagnosis for the Rehabilitation Professional (3)

The primary focus of this course is to prepare students to recognize acute and chronic health conditions commonly seen in the general population. Primary content area will include diseases or conditions of the neuromuscular, musculoskeletal, integument, cardiopulmonary systems. This course applies current evidence-based theory of physical therapy and reviews the underlying pathology and clinical manifestation of the more common disorders. We will use lecture, journal article readings, small group discussion, and cases presentations. Clinical problem-solving strategies and intervention development skills will be applied and practiced. Role playing will be used to further develop clinical decision-making skills as well as to promote advanced communication skills.

RHB 660 Rehabilitation Scholarly Project (3)

Under the direction of a faculty research advisor, students continue the scholarly process by implementing a previously developed scholarly proposal and producing a final written product that can be professionally disseminated.

RHB 680 Rehabilitation Practice Management (2)

Students identify and examine basic business and management concepts that can be applied in diverse practice environments and are necessary to thrive in today's healthcare industry. Assessment of knowledge of course content culminates with a business plan project.

RHB 742 Advanced Pediatric Rehabilitation (1)

Students gain advanced knowledge in specific theoretical approaches, assessment methods, and intervention strategies related to practice with children and youth experiencing impairments, functional limitations, and participation challenges.

RHB 744 Manual Therapy Rehabilitation (1)

This is a hands-on course designed to practice manual therapy skills utilized in a clinical setting including palpation, soft tissue mobilization (SASTM- Sound Assisted Soft Tissue Mobilization), and joint mobilization/manipulation for the spine and extremities. Emphasis is placed on enhancing psychomotor skills necessary for the appropriate application of clinically relevant techniques. The student will have the opportunity for SASTM online certification upon the completion of this course. The course promotes safe and effective manual therapy techniques for client management with feedback from peers and instructors on applying the techniques.

RHB 745 Vestibular Rehabilitation (1)

Students gain advanced knowledge in specific theoretical approaches, assessment methods, and intervention strategies related to practice with individuals experiencing impairments, functional limitations, and participation challenges resulting from vestibular deficits.

**SWRK 011S Introduction to Practicum Experience (2)**

Orientation to practicum work including a beginning understanding of the community social service network, visiting selected agencies, becoming familiar with agency expectations, interviewing and finalizing practicum placement. **Prerequisite:** SWRK 230, 315, 320, and 370.

SWRK 130 Introduction to Social Work (3)

Survey of the field of professional social work with particular emphasis on the role of the social worker in addressing racial and ethnic relations and contemporary social problems. Overview of areas of practice employed in social work. The course will include an on-going exploration of the student's values and interest in working with people.

SWRK 175 Independent Study (1 – 4)

Student-designed project in a special area. Prerequisite: Junior or senior standing with the permission of the program director.

SWRK 230 Social Work and Social Welfare (3)

History of social work and introduction to the general method of social work with emphasis on diversity and populations-at-risk. Directed volunteer experience for a total of 24 hours. This is the first required course in the social work sequence.

SWRK 300 Bereavement (3)

This course uses an interdisciplinary approach to provide students the opportunity to develop a personal and professional framework of grief and bereavement practices as it relates to their own values, professional context, and areas of bereavement practices. This course also explores grief and bereavement issues as it relates to developmental life stages of individuals as well as incorporating interventions to allow a person to grieve in a healthy manner.

SWRK 310 Trauma Informed Practice (3)

This course will introduce the basic key concepts of trauma informed care in generalist social work practice. Students will gain an understanding of and identify different types of trauma, basic effects of trauma and trauma responses. Students will be given an overview of the fundamental tenets of Trauma Informed Care, the service relationship, secondary trauma effects, and learn to apply a trauma conceptual framework to interventions.

SWRK 315 INTERACTIONAL SKILLS (2)

This course will provide practice and feedback to the student in the use of the general method of social work as a framework for practice with client systems of varied sizes. Emphasis will be placed on individuals interacting with other systems in their environment – with family, groups, organizations and community. The focus will be on multicultural, micro-practice skills which are basic for mezzo- and macro-practice. **Corequisite:** SWRK 370

SWRK 320 Human Behavior and the Social Environment (3)

The course provides content about theories and knowledge of human biological, psychological and social development, and about the range of social systems in which individuals live (families, groups, organizations, institutions and communities). Content includes examining the impact of social and economic forces on individuals and social systems as well as values and ethical issues related to bio-psycho-social-spiritual theories. Human diversity issues are infused throughout the course. **Prerequisite:** BIOL 102, BIOL 151, PSYC 110, PSYC 280, SOCY 12 or 125, and SWRK 230,

SWRK 325 Mental Health and Mental Illness (3)

This course will familiarize students with the most common mental health disorders and explore the prevalence of mental health realities in the social work field. This course will acquaint students with mental health resources and issues including legislative advocacy.

SWRK 330 Human Sexuality (3)

This course is an introduction to human sexuality and understanding of sexual orientation, gender, and identity. A biological, psychological and developmental overview of developmental aspects pertaining to sexual behaviors, health and theories related to sexuality will also be discussed. An ethical component will be introduced through different cultural lenses.

SWRK-335 Substance Abuse and Addiction (3)

This course will introduce students to one of the country's most prevalent mental health and health-related problems, substance use and addiction. Every population served by helping professionals is affected by substance abuse and addiction in some way. Therefore, helping professionals are likely to directly or indirectly encounter individuals and families affected by addiction-related issues. This course will cover the social, legal, political, psychological, biological, spiritual, and ethical factors related to the use, abuse, and treatment of substances and other addictions. Students will be introduced to various intervention models such as stages of change, harm reduction, and the strengths perspective. This course will emphasize the role of a professional helper in the field of addictions treatment through understanding the process of enhancing human well-being and empowering individuals.

SWRK 345 Child Welfare (3)

General philosophies, goals and functions of the field of child welfare practice; in-depth analysis of specific child welfare service programs in the context of the overall social service delivery system.

SWRK 355 Law: Child Abuse and Neglect (3)

This course focuses on the study of the Indian Child Welfare Act and other federal legislation, as well as the impact of federal and state policies on social work with children who have been abused and neglected. The course culminates in a mock trial.

SWRK 360 Social Issues and Policy (3)

Analysis of current social policy at all levels within the context of historical and contemporary factors and principles of social and economic justice. Includes the study of political and organizational processes used to influence and formulate policy and the delivery of social services. **Prerequisite:** SWRK 230, SWRK 320

SWRK 370 Social Work Practice with Individuals (3)

The course will direct the student in the use of the general method of social work practice as a framework for practice with client systems of varied sizes. Emphasis will be placed on individuals interacting with other systems in their environment. The course and lab include practice of interviewing skills. **Prerequisite:** SWRK 230 and 320

SWRK 375 Social Work Practice with Families and Groups (3)

Within the framework of the general method of social work and interacting with other systems, particular attention is focused on mezzo practice and theory. The class itself is a group lab experience. **Prerequisite:** SWRK 230, 320, 370, and 315

SWRK 380 Social Work Practice with Communities and Organizations (3)

The general method of social work practice is applied to working with community and organizations as these interact with smaller systems. Content includes the knowledge, values and skills needed for developing intervention strategies that can be applied to all client systems with special focus on macro practice.

Prerequisite: SWRK 230, 320, 370 and 315

SWRK 385 Engaging in Cross Cultures (2)

This course will focus on engaging cross cultures, utilizing an international perspective. It will allow students to research and gain knowledge of an identified culture, while having the opportunity to engage in a service-learning component through SWRK 385L in the same or adjoining semester. **Corequisite:** SWRK 385L

SWRK 385 L Engaging in Cross Cultures Lab (1)

The lab component focuses on the experiential learning piece while traveling and integrating into culture of interest. This course focuses on the systems approach while engaging in the person-in-the environment theory to help students become aware of the barriers, limitations, and supports of the culture. **Corequisite:** SWRK 385

SWRK 455 Practicum Experience (12)

Practicum placement in a local agency (450 hrs.) with professional supervision supplemented by conferences, collateral readings, written evaluation and an on-campus monthly professional development seminar. Permission of Director of Practicum Education required for agency field placement. Prerequisite: all required social work courses. **Prerequisite:** All required social work courses

SWRK 465 Gerontology (3)

Focuses on the multiple social aspects of aging: gender, sexuality, isolation and loneliness, roles, employment and retirement, dying, death and bereavement, living environments, political aspects, legal aspects, community resources and supports, critical issues in aging, social service delivery systems, social inequalities, cultural aspects and ethical considerations.

**SOCY 124 Introduction to Sociology (3)**

Introduction to the field of sociology and its theories, concepts and research methods. Main topics are culture, the family, socialization, deviance, social stratification, race relations, gender, and economic and political globalization. Spring

SOCY 125 Social Problems (3)

Introduction to the basic theoretical paradigms of sociology and their application to common social problems in industrialized societies. Fall

SOCY 235 Sociology of Marriages and Families (3)

Study of the family as a basic institution of society with emphasis on its internal structure and dynamics, its functions for the individual and society, and its relationship to other social institutions. Fall

SOCY 240 Racial, Ethnic, & Gender Inequality (3)

Course Description: Analysis of the interaction of minorities with dominant populations; explanations of how minorities are created and maintained; characteristics of racial, ethnic and gender relations in the United States and other societies.

SOCY 319 Social Movements (3)

Exploration of social movements and their importance in bringing about social change. Examination of key sociological theories used to understand and analyze social movements. Includes coverage of the women's suffrage movement, the Prohibition era, the Civil Rights era, and the environmental movement.

Principles of problem formulation, design, measurement, sampling, data collection and analysis; ethical considerations for research on human subjects. Students are given the opportunity to design or carry out a research project. **Prerequisite:** SOCY 341, MATH 150, and MATH 200, or instructor permission. Spring

Statistical analysis of social science data. The course will cover descriptive statistics, t-tests, analysis of variance, correlation, linear regression, chi-square, and non-parametric statistics, with extensive practice in using SPSS software. Fall.

An overview of the American class structure, both historic and current, and its impact on other areas of social life; focus on issues of inequality and social class.

Criminology offers an extensive examination of the theoretical explanations of deviance and their intersection with crime control policies. The course emphasizes theory development, integration and evaluation, and requires extensive reading and writing.



SPAN 101C: The Great Transition of Ancient Civilizations in Latin America: Environmental, Health, Famine, Language and Communication Effects (4) (FLL)

This course is an overview of the history, health arts, society, arts, and religions of the cultures of the Aztec, Maya, and Inca civilizations, and other major early Central, South, and North American cultures, and the environmental impacts of the Spanish colonization. The introduction of livestock, massive hunting, alternative crops, and new diseases precipitated environmental degradation, progressive climate drying, and indigenous population decimation. Humans have lived in the Americas for over ten thousand years. Dynamic and diverse, they spoke hundreds of languages and created thousands of distinct cultures. Native Americans built and settled communities and followed seasonal migration patterns, maintained peace through alliances, and warred with their neighbors, and developed self-sufficient economies and maintained vast trade networks. They cultivated distinct communication forms and spiritual values. Kinship ties knit their

communities together. But the arrival of Europeans and the resulting global exchange of people, animals, plants, and microbes- what scholars benignly call Columbian.

SPAN 102B: War on Drugs in the Americas Language and Culture (4) (FLL)

This course explores drug trafficking as one of the greatest current threats to security and stability in the Americas. This illicit trade and the efforts to counter it have taken a devastating toll on individuals, societies, and nations. In this class, we will attempt to gain a greater understanding of how drug trafficking became such an immense problem and why it has been so difficult to combat. After a general introduction to the theme, we will begin by exploring the origins of international narcotics trade. Why is there such a great demand for drugs? How did the demand for and supply of narcotics develop? We will then focus on the three drugs that historically have had the greatest impact on the Americas: cocaine, marijuana, and opiates. After that, we will address the issue of control and supply, focusing on Latin American and U.S. providers and participants in trafficking networks. How do illegal drugs make their way from producers to consumers? Who participates in trafficking, and why? How did the Americas become involved in a War on Drugs, and why have we been unable to win that war? We will begin the second half of the semester studying the myriad consequences of drug trafficking, including militarization, violence, destabilization, and international tensions. We will conclude by exploring possible solutions to the pressing problem of drug trafficking in the Americas. **Prerequisite:** SPAN 101 B or SPAN 101C or appropriate placement through the placement exam.

SPAN 102C: Pandemic Disease in the Iberian Peninsula and Medieval World: The Black Death (4) (FLL)

Since 2019, the world has been facing COVID-19, a devastating pandemic that has infected and killed more than two million people worldwide. In the past, vaccines, public health interventions, and then antibiotics helped us gain control over the major global infectious diseases; epidemics and pandemics were a fact of life. The most severe pandemic in human history was the Black Death, which struck Europe, Africa, and Asia towards the end of the Middle Ages. Although total (absolute) mortality would be higher from the 1918-19 (Spanish flu) or the current HIV/AIDS pandemics, as a percentage of the population, the mortality from the Black Death (estimated between 40 and 60% in many areas) is the highest of any large-scale catastrophe known to humankind. Which makes it disconcerting that we still know so little about it. This course will look at the traditional historical sources to reconstruct the pandemic as a social, cultural, and political event. For this was a *pandemic*, a single disease suddenly affecting societies as different as the Mongol Kipchak Khanate in central Eurasia, Christian Iberian Kingdoms, and Muslim Spain. How did the disease emerge out of its likely original home in the highlands of western China? What were its effects in Song- and Yuan-dynasty China, and why have they been invisible to historians for so long? What common practices of trade or animal husbandry facilitated the spread of the disease outside of East and Central Asia? Why were the responses to the massive mortality so different in Christian, Jewish, and Muslim areas? How did minority populations in the Iberian Peninsula fare in times of great fear and panic? What long-term effects did massive mortality have? And how did all these regions cope with the late medieval shift to a colder climate where plague became a recurrent threat?

SPAN 205B: Latinos in American Life and Culture (3) (FLL)

This course explores the powerful voices, resilient communities, and historical roots of Latino cultures. This course examines how Latinos are renovating the United States socially, culturally, and economically even as they evolve. We also analyze identity, pan-ethnicity, and race; we debate the issue of ethical dilemmas.

Posed by immigration, evaluate the implications of Latinos' unprecedented geographical dispersal; explore what the growing second and third generation implies for future socio-economic inequality, political influence, and consider cultural imprints through arts, music, sports, cuisine, and social media.

SPAN 205D: Hispanic/Latina/o/x Immigration in Siouland: The Construction of Memory Through Community Service-Learning (3) (FLL)

Students will examine personal narratives, oral histories, and local archives to understand how immigrant communities preserve and construct collective memory. In collaboration with local organizations, students will participate in community service-learning projects that amplify immigrant voices and support initiatives rooted in Franciscan values of compassion, service, and justice. Taught in Spanish, this course strengthens language proficiency while fostering meaningful connections between academic learning and real-world advocacy.

SPAN 210: Introduction to Translation and Interpretation (3)

An introduction to the theory and practice of translation and interpretation. Students examine the distinction between written translation and live interpretation; build foundational skills in sight translation, consecutive interpreting, and terminology management; and apply professional ethical standards to medical, legal, and community contexts. Serves as the gateway course to the Translation and Interpretation specialization.

Prerequisite: SPAN 205.

SPAN 221 Spanish for Health Care Professionals I (3)

These courses are appropriate for novice beginner-level Spanish students in the medical health care professions who wish to increase their cultural competency and their effectiveness in communication with Spanish-speaking patients. Topics include how to greet patients, brief conversations, preliminary patient information, checking not at the hospital, at the doctor's office, and medical culture. Cultural competence will be taken into consideration for a better understanding of each situation. The instructor will dedicate time and effort to achieve a more individualized course. **Online/Hybrid.**

SPAN222 Spanish for Health Care Professionals II (3)

These courses are appropriate for intermediate beginner-level Spanish students in the medical health care professions who wish to increase their cultural competency and their effectiveness in communication with Spanish-speaking patients. Topics include anatomy, common diseases, protocol for obtaining a medical history, and a patient's cultural belief system as related to illness and health. Cultural Competence will be taken into consideration for a better understanding of each situation. The instructor will dedicate time and effort to achieve a more individualized course. **Prerequisite:** SPAN 221

SPAN 223 Spanish for Health Care Professionals III (3)

These courses are appropriate for novice beginner-level Spanish students in the medical health care professions who wish to increase their cultural competency and their effectiveness in communication with Spanish-speaking patients. Topics include how to greet patients, brief conversations, preliminary patient information, checking into the hospital, at the doctor's office, and medical culture. Cultural Competence will be taken into consideration for a better understanding of each situation. The instructor will dedicate time and effort to achieve a more individualized course. **Prerequisite:** SPAN 223

SPAN 224 Spanish for Health Care Professionals Practicum (3)

This is the last sequence of the Spanish for Health Professionals. This course familiarizes providers with the most common health issues affecting the Latino community in Siouland. Emphasis will be placed on individuals interacting with the community in local health care organizations. **Prerequisite:** SPAN 224

SPAN 225 Global Immersion Experience for Healthcare Professionals (3)

This program is designed to strengthen students' Spanish language skills while introducing them to health concepts and organizations working to improve healthcare in a Spanish speaking country. A combination of classroom language instruction and Medical Spanish at the *Universidad de las Andes* (University of the Andes) or the *Universidad de Cadiz* (University of Cadiz) with cultural excursions, learning, and service-learning activities **on** the teaching hospital, clinics, orphanages and nursing homes allow student to build fluency in Spanish while also learning how culture and medicine interconnect in this Hispanic society. This experience will complete the sequence of Spanish for healthcare professional series. **Prerequisite:** 221 and SPAN 222

SPAN 230: Narco-Wars: Exploring the Drug Trafficking in Popular Media (3) (CSL)

A signature course that examines the history, development, and consequences of the illegal drug trade in Latin America and the United States through a Catholic Franciscan lens. Using films such as *Narcos: Mexico*, *Narco-Wars*, and *Surviving Escobar*, we will explore how drug cartels have been shaped by socio-economic, political, and cultural factors, as well as how these factors impact marginalized communities. The course culminates in a research poster that integrates drug-related issues with Franciscan values, addressing potential solutions to drug trade-related challenges in the Americas.

SPAN 240: Stories of Resistance: Cultures and Civilizations of the Americas through Films (3)

This course offers an engaging exploration of the rich and varied cultures and civilizations of the Americas, with a focus on their historical development, unique identities, and ongoing pursuit of civic participation, fairness, and equal opportunity under the law. Through a project-based learning approach, students will study the complex dynamics of race, ethnicity, migration, and colonization that have shaped the Western Hemisphere. Drawing from a selection of impactful films, documentaries, and series, such as *Roma*, *In the Heights*, *El Infierno*, and *Smoke Signals*, students will gain insight into the experiences of Indigenous peoples, Afro-descendant communities, and Latin American populations across different regions and time periods. The culminating project is a research poster that proposes practical, community-centered responses to contemporary challenges, guided by the Franciscan values of Building a Caring Community, Peacemaking, Reverencing Creation, and Connection with Joyful Service.

SPAN 301 Advanced Grammar and Conversation (3)

An advanced study of grammar nuances, idiomatic expressions, and vocabulary in a conversational context. Readings and videos will encourage class discussion. Students will be evaluated based on their oral and written proficiency through class discussions, written and oral reports. This course is conducted in Spanish. **Prerequisite:** SPAN 205, four years of high school Spanish, or appropriate placement through the Placement Exam. **Hybrid/Online**

SPAN 302 Advanced Grammar and Composition (3)

A continuation of the grammar principles studied in 301, with additional emphasis on composition. This course is conducted in Spanish. **Prerequisite:** SPAN 302 or permission of the instructor. **Hybrid/Online**

SPAN 303 Spanish for Careers (Business, Healthcare, Education, Social Work, Law Enforcement) (3)

An advanced course designed to meet the students' needs for special vocabulary and expressions for the different careers. Emphasis will be placed on business, bilingual education, social work, law enforcement, and health care professions. The ability to study independently, stick to with deadlines, and good organizational skills are strongly recommended.

Hybrid/Online

SPAN 305 Advanced Spanish through Literature and Film (3)

The course combines Hispanic literature and film that deal with class, ethic, gender and power issues, ethical questions and artistic expression. Special attention will be given to analyze the development of differential power and privilege between diverse groups in the Hispanic atmosphere. This course uses pair and group work, learning context, and critical thinking skills to enhance listening, reading, speaking, and writing skills. The course is conducted entirely in Spanish. **Prerequisite:** SPAN 302 or permission of the instructor.

Hybrid/Online

SPAN 311 Culture and Civilization of Spain (3)

A study of the culture and civilization of Spain through its history of social, political, and religious institutions. This course is conducted in Spanish. **Prerequisite:** SPAN 302 or permission of the instructor.

Hybrid/Online.

SPAN 312 Culture and Civilization of Latin America (3) (CSL)

A study of the culture and civilization of Latin America through its history of social, political, and religious institutions. This course is conducted in Spanish. **Prerequisite:** SPAN 302 or the permission of the instructor.

Hybrid/Online

SPAN 335 Introduction to the Study of Literature in Spanish (3)

An introduction to the study of literature from the Spanish-speaking world. Emphasis will be placed on the skills necessary to study literature in a foreign language, including an introduction to the literary genres and vocabulary used to analyze literature in Spanish. Works will be chosen from Spain and Latin America. This course is conducted in Spanish. **Prerequisite:** SPAN 302 or permission of the instructor. **Hybrid/Online**

SPAN 401: Translation and Interpretation Techniques and Strategies (3)

The capstone of the Translation and Interpretation major. Students refine their skills in consecutive and simultaneous interpretation, sight translation, and specialized terminology management across medical, legal, educational, and community domains. Through a professional portfolio, live interpretation assessment, and translation projects benchmarked to ACTFL Advanced-level proficiency, students demonstrate readiness for professional practice and national certification. **Prerequisite:** SPAN 210.

SPAN 411 Survey of the Literature of Spain (3)

An introduction of the major writers and movements in Peninsular literature. The genres of poetry, drama, and narrative will be studied and analyzed. This course is conducted in Spanish. **Prerequisite:** SPAN 335.

Hybrid/Online

SPAN 412 Survey of the Literature of Latin America (3)

An introduction of the major writers and movements in Latin American Literature. The genres of poetry, drama, and narrative will be studied and analyzed. This course is conducted in Spanish. **Prerequisite:** SPAN 335. **Hybrid/Online**

SPAN 435 Lights/Camera, Action! (3)

An introduction to plays, and films in the Spanish world, this course will facilitate the study of Hispanic culture and language. This course is conducted in Spanish. **Hybrid/Online**

SPAN 440 Methods of Teaching Middle/High School Spanish (3)

This course develops teacher candidates' knowledge and skills in teaching secondary Spanish with instruction in planning and carrying out lessons. This includes development of instructional and classroom management

strategies, effective assessment, and engagement of learners for teaching in this discipline. This course requires completion of a 30-hour field experience. **Prerequisites:** EDUC 250/251 and Admittance to the Teacher Preparation Program

SPAN 450 International Experience (0 – 6)

An opportunity to study abroad for at least a week. This includes a complete immersion into a Hispanic language and culture. Arrangements from academic credits, and faculty approval must be made prior to international experience. Pass/no-credit grading. May be taken for no credit, or up to a total of six semester hours, depending upon instructional contact time. **Prerequisite:** Departmental approval.

SPAN 475 Independent Study (3)

Open to students who wish to engage in directed research in a selected area of study. The ability to study independently, keep deadlines, and good organizational skills are required. **Prerequisite:** Departmental approval. **Hybrid/Online**

SPAN 490 Internship (Local and/or International) (3)

An intensive, supervised work experience in a discipline related work environment, where student would use his/her knowledge of Spanish daily. Site and scheduling must be agreed upon by the student, faculty member, and workplace. Pass/no-credit grading. **Prerequisite:** Approval of supervising faculty member

SPAN 498 Senior Seminar (3)

A capstone course focusing on different topics of Spanish grammar, culture, or literature. Conducted in Spanish. **Hybrid/Online**

SPAN 601 Spanish for Health Care Professionals I (2)

SPAN 601D Clinical Immersion Internship Experience (1)

These courses are appropriate for novice beginner-level Spanish students in the medical health care professions who wish to increase their cultural competency and their effectiveness in communication with Spanish-speaking patients. Topics include how to greet patients, brief conversations, preliminary patient information, checking not at the hospital, at the doctor's office, and medical culture. Cultural competence will be taken into consideration for a better understanding of each situation. The instructor will dedicate time and effort to achieve a more individualized course. **Online/Hybrid.**

SPAN 602 Spanish for Health Care Professionals II (2)

SPAN 602 Clinical Immersion Internship Experience (1)

These courses are appropriate for intermediate beginner-level Spanish students in the medical health care professions who wish to increase their cultural competency and their effectiveness in communication with Spanish-speaking patients. Topics include anatomy, common diseases, protocol for obtaining a medical history, and a patient's cultural belief system as related to illness and health. Cultural Competence will be taken into consideration for a better understanding of each situation. The instructor will dedicate time and effort to achieve a more individualized course. **Prerequisite:** SPAN 601. **Online/Hybrid.**

SPAN 603 Spanish for Health Care Professionals III (2)

SPAN 603 Clinical Immersion Internship Program (1)

These courses are appropriate for novice beginner-level Spanish students in the medical health care professions who wish to increase their cultural competency and their effectiveness in communication with Spanish-speaking patients. Topics include how to greet patients, brief conversations, preliminary patient information, checking into the hospital, at the doctor's office, and medical culture. Cultural Competence will

be taken into consideration for a better understanding of each situation. The instructor will dedicate time and effort to achieve a more individualized course. **Prerequisite:** SPAN 602

SPAN 604 Spanish for Health Care Professionals Practicum (2)

SPAN 604D Clinical Immersion Internship Program (1)

This is the last sequence of the Spanish for Health Professionals. This course familiarizes providers with the most common health issues affecting the Latino community in Siouxland. Emphasis will be placed on individuals interacting with the community in local health care organizations. **Prerequisite:** SPAN 603

SPAN 605 Global Immersion Experience for Healthcare Professionals (2 – 4)

This program is designed to strengthen students' Spanish language skills while introducing them to health concepts and organizations working to improve healthcare in a Spanish speaking country. A combination of classroom language instruction and Medical Spanish at the *Universidad de las Andes* (University of the Andes) or the *Universidad de Cadiz* (University of Cadiz) with cultural excursions, learning, and service-learning activities **on** the teaching hospital, clinics, orphanages and nursing homes allow student to build fluency in Spanish while also learning how culture and medicine interconnect in this Hispanic society. This experience will complete the sequence of Spanish for healthcare professional series. **Prerequisite:** SPAN 601 and SPAN 602



SPED 200 Introduction to Special Education (3)

This course introduces a variety of special education topics, including the philosophical, historical, and legal bases for special education. Students explore laws supporting individuals with disabilities with primary focus on the Individuals with Disabilities Education Act, its core principles, IEPs, and the practical application of special education law in working with families and teaching learners with disabilities. Topics explored in this course will be examined in greater depth in other courses within the special education program.

SPED 300 Teaching K-8 Students with Disabilities (2)

This course examines methods and strategies for teaching K-8 students with mild/moderate disabilities. Students explore curricular and instructional methods, strategies, and materials, including explicit instruction and other high-leverage practices to teach students with disabilities. Specially designed instruction in the core academic areas of reading, writing, and math and theory and evidence-based practices for literacy and math are emphasized. **Prerequisites:** EDUC 250/251 **Corequisite:** SPED 301

SPED 301 K-8 Special Education Practicum (1)

This 20-hour field experience engages students in working alongside a special education teacher. Students participate in observation, interaction, and teaching activities to examine special education structures and practices and to apply and practice methods and strategies for specially designed instruction. Planning and teaching of two lessons in the assigned program is required. **Prerequisites:** EDUC 250/251 **Corequisite:** SPED 300

SPED 310 Teaching 5-12 Students with Disabilities (2)

This course examines methods and strategies for teaching 5-12 students with mild/moderate disabilities. Students explore curricular and instructional methods, strategies, and materials. Specially designed instruction in the core academic areas of reading, writing, and math and theory and evidence-based practices

for literacy and math are emphasized, as well as instructional considerations to support secondary transition needs. **Prerequisites:** EDUC 250/251 **Corequisite:** SPED 311

SPED 311 5-12 Special Education Practicum (1)

This 20-hour field experience engages students in working alongside a special education teacher. Students participate in observation, interaction, and teaching activities to examine special education structures and practices and to apply and practice methods and strategies for specially designed instruction. Planning and teaching of two lessons in the assigned program is required.

Prerequisites: EDUC 250/251 **Corequisite:** SPED 310

SPED 330 Assessment of Diverse Learners (3)

This course examines assessment, diagnosis, monitoring, and evaluation in general and special education settings, including the study and application of multi-tiered system of supports. Students explore legal provisions and practical applications related to the use of formal, informal, and unbiased measures for classroom assessment, progress monitoring, eligibility determination, and individualized program planning. Emphasis is placed on understanding and using assessment to support data-based decision making to identify and address student needs. **Prerequisite:** Admittance to the Teacher Preparation Program

SPED 340 Teaching Students with Disabilities in General Education (3)

This course examines strategies and tools to increase participation and achievement of students with disabilities in the general education setting. Students explore instructional principles and practices, including universal design for learning, accommodations and modifications, and assistive technology. Students develop an understanding of effective communication and collaboration skills, how to work in consultative and co-teaching roles, and appropriate duties for and supervision of para-educators. Students engage in a 15-hour practicum, observing, engaging, and collaborating with a special educator who works in consultative and/or co-teaching roles.

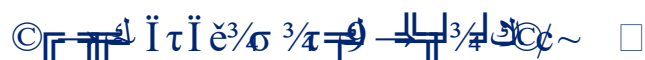
SPED 350 Behavior Interventions (3)

This course prepares students to plan and implement individual behavior management and behavior change strategies for students with disabilities. Students explore principles and practices for developing functional behavioral assessments and planning and implementing behavior intervention plans that employ prevention, teaching, and non-aversive techniques to address social-behavioral needs. Students engage in a 15-hour practicum with a focus on behavioral observation and collecting and analyzing behavioral data.

Prerequisites: SPED 200, EDUC 250/251, EDUC 290

SPED 400 Partnerships and Program Planning (3)

This course examines legal requirements and practical applications in the development of individualized education programs through collaborative partnerships among families, professionals, and outside agencies. Students study family systems, dynamics, advocacy, and cultural-linguistic diversity to effectively engage and communicate with parents. Students develop an awareness of sources of services, networks, and organizations for individuals with disabilities, including transitional supports for postsecondary living, learning, and employment. Case studies provide students the opportunity to develop IEPs for students at both elementary and secondary levels. **Prerequisites:** SPED 200, junior or senior standing



SPMA 201 Principles of Sport Management (3)

This course presents an introduction to concepts and practices in the area of sport management. The course uses a unique approach in addressing the substantive aspects of the sport management profession by presenting both the theoretical foundations and subsequent applications of these principles. The course presents a broad overview of the sport management profession including sections on the fundamentals of sport management, human resources management, issues of policy, facility management, marketing and the economics and finance of the sport management industry. Spring

SPMA 300 Sport Administration (3)

Study of management and leadership principles as applied to sport and recreation organizations. Emphasis on organizational behavior in sport settings (motivation, group dynamics, culture, change), human resource management (recruitment, hiring, supervision, performance evaluation, diversity and inclusion), and administrative processes (planning, organizing, staffing, budgeting, communication) for programs, facilities, and events. Students also examine ethical decision making in personnel and operational contexts through case studies involving collegiate, professional, and community sport organizations.

SPMA 320 Sport Law (3)

This course is designed to enable sport management students to expand their knowledge of some of the laws, rules and regulations that apply to the sport industry and that impact the work setting of sport organizations. Students will learn about and analyze substantive legal concepts in the following core areas of law: constitutional, employment, antitrust, labor, intellectual property, agency, contract, and business. The purpose of the course is to provide students with an understanding of the legal issues involved in the operation and management of organizations in the sport industry, and to equip students with the skills and strategies needed to effectively work with business executives and lawyers to resolve these issues. The course will focus on the practical application of laws, rules and regulations to situations current students will likely face (and decisions current students will likely need to make) when they become sport managers.

Prerequisite: BUAD 223. Fall

SPMA 325 Event Management (3)

This course equips students with essential strategies for managing sport events, including explaining event types, comparing bidding stages, budgeting/staffing, sponsorships, marketing, risk analysis, logistics, legacies, and globalization impacts. Through projects like event planning simulations and international bid proposals, students apply concepts to real-world scenarios, preparing for careers in sport event operations.

Prerequisite: SPMA 201. Fall

SPMA 326 Facilities Management (3)

Facility Management introduces students to the planning, design, development, and operations of sport and recreation facilities. The course examines key principles including maintenance, risk management, financial strategies, legal compliance, staffing, and event coordination, with practical applications through case studies and tours. **Prerequisite:** SPMA 201

SPMA 335 Name, Image Likeness and Personal Branding (3)

In order to take advantage of promotional opportunities using your name, image and likeness, students and student-athletes need to focus on building a strong, positive and engaging personal brand. This course will provide a history of promotional opportunities in amateur sport and an overview of the legal and regulatory landscape governing the ability of amateurs to profit off their own NIL. Students will learn how to locate promotional opportunities, develop marketing strategies, pitches and best practices to capitalize on these

opportunities. All students interested in amateur or college sport, entertainment, the arts, marketing and personal branding are encouraged to enroll. Fall.

SPMA 401 Sport Marketing, Promotion, and Sales (3)

This course examines how sport organizations plan and execute integrated marketing, promotion, and sales strategies to generate revenue and build fan relationships. Students will learn to analyze sport consumer markets, develop targeted action plans, and manage ticketing, sponsorship, and corporate partnership sales within a sport and event context. **Prerequisites:** SPMA 201 and ECON 210

SPMA 429 Strategic Sport Management (3)

Integration of key concepts and theories in business administration and sport management; strategic management; application to the context of sport with emphasis on professional sport organizations and intercollegiate athletic departments. In this course, students integrate previous knowledge, including management, marketing, sport operations, finance, analytics, risk management and human resources, in the development of business strategy in a competitive setting in the sport sector. Students acquire in-depth knowledge and critical understanding of the global environment in which sport organizations operate, the strategic management process, industry and competitive analysis, strategies to build competitive advantage, managing the internal organization and issues pertaining to the social responsibility of sport organizations. In the context of this module, students carry out a major research study in the field of sport, which enables them to gain indepth insights in the strategic management of sport organizations. Spring

SPMA 430 Sport Finance (3)

Analysis of the relationship between finance and the sport industry is addressed in this course. Students will study the financial and economic aspects of sport organizations and current issues relating to high school, collegiate, amateur and professional sport. **Prerequisite:** ECON 210, ACCT 203, ACCT 204 and MATH 205 or other statistics course approved by the instructor. Fall

SPMA 440 Current Issues in Sport (3)

Designed to examine current trends and issues in the study of sport administration. The field of sport administration is in a dynamic state. New theories, practices, and processes are constantly being developed. A variety of perspectives on these trends and issues will be analyzed by drawing on current literature and research in the sport industry. **Prerequisite:** SPMA 430. Spring

SPMA 450 Governance & Policy in Sport (3)

This course introduces students to how sport organizations are structured, governed, and regulated across youth and amateur sport, high school athletics, intercollegiate athletics, professional sport, and the Olympic and Paralympic movements. Students examine the authority, membership, and decision-making processes of key governing bodies and how these organizations create and implement rules and policies that shape sport at local, national, and international levels.

SPMA 479 Sport Analytics (3)

This course is designed to provide students with an introduction to the field of sport management analytics. Sport analytics is the use of data and advanced statistics by sport organizations to measure performance and make informed decisions in order to gain a competitive advantage on the field, in ticketing and sales, corporate partnerships and other important areas of the business. In order to help students understand and apply sport analytics, basic research methods, statistical modeling and data visualization will be introduced. **Prerequisite:** MATH 205 or other statistics course approved by the instructor. Spring

SPMA 390, 490 Internship (3)

Students have the opportunity to gain practical work experience, learn new skills, and develop professional contacts through internships. The internship is a critical component of the Sport Management major. This three-unit hour experience (minimum of 120 contact hours) must be completed during the junior or senior years under the direction of work site supervisor. Internships provide an excellent opportunity for students to gain work experience and create contacts in the sport industry. One three-hour internship is required for graduation. Fall/Spring

SPMA 550 Policy and Governance in Sports (3)

This course examines the governance structures and policy making mechanisms for sports organizations including The Olympic Movement, youth and amateur sports, high school athletics, intercollegiate athletics, and professional sports.

SPMA 555 Event and Facility Operations (3)

This course provides students with an understanding of the complexity involved in sports facility and event management. Sports facility management includes a variety of activities such as planning and designing a sports facility, staff management, facility marketing, developing revenue streams, and facility scheduling and operating. Sports event management consists of identifying goals of the event and coordinating people in the organizations involved to achieve those goals with the resources available.

SPMA 560 Historical and Theoretical Foundation of Sports (3)

This course serves as chronological and topical examination of the history of American sports. Major issues and trends in sports history are analyzed and placed within the broader context of American history, with consideration for how historical processes influenced the rise of sport, and how sports influenced major cultural and societal developments.

SPMA 601 Sports Marketing, Sponsorship & Sales (3)

This course features an examination of corporate sponsorship, its growing role and importance in the corporate/brand marketing mix; importance to event and property producers/organizers, participants, athletes, entertainers, communities and the media. Additionally, an overview of the industry and instruction on effective methods to plan, price, organize, acquire, implement, measure, and evaluate sponsorships including the development of a corporate sponsorship plan. There is a strong emphasis on post-program analysis utilizing various types of marketing research.

SPMA 621 The Business of Sports (3)

This course offers a unique perspective about the business of sports by exposing students to specific managerial challenges and issues facing industry leaders. It does so by blending assigned readings, current developments in the sports-business industry, and guest speakers. In order to address the flow of funds in the sports industry, the course examines the five most critical entities influencing the sports business: Professional sports franchises and leagues; amateur athletics, including collegiate sports and the Olympics; corporate America; the media; and the public sector.

SPMA 630 Sports in Society (3)

This course addresses the impact of sports on American culture, with focus on competition, economics, mythology, education, religion, ethics, professional sports, sports and minorities.



SPIN 106 Smartphone Photography (3)

This course will examine the use of a smartphone's camera through shooting, editing, sharing and printing your images. Students will become familiar with basic photography controls of their phone, composition and lighting. Spring

SPIN 235 Sports Communication (3)

This course will introduce you techniques for vocal performance for electronic media applications, as well as some radio and television history and equipment. You will learn to write correctly and clearly for electronic media, to apply the tools and technologies appropriate for electronic media applications using the college's webstream and audio production studios, and to apply basic numerical and statistical concepts as they relate to electronic media audience measurement and station ratings data. Spring

SPIN 445 Capstone (3)

Students will select a not-for profit agency and redo branding for the agency. This includes website, video, marketing, public relations and social media materials. Students will present work for client approval and then present it to the public. **Prerequisite:** Senior Standing

SPIN 490 Internship (3)

On-site work experience in media-related fields. Minimum of 300 working hours. **Prerequisite:** departmental approval. Fall/Spring



THEO 106 The Good Life (3)

The search for wisdom involves discovering "what works" in the pursuit of living a good life. This course draws upon the wisdom of the world religions, Old Testament wisdom literature in particular, and the Franciscan tradition as it explores what it means for people to live life well. Students will further explore their own understanding of what it means to live life well in light of these various traditions and their lived experience.

THEO 107 Christianity and Franciscan Traditions (3)

A comprehensive historical and theological exploration of Christianity, spanning from its origins into the contemporary age (1st–21st centuries CE). Content will focus upon significant individuals, places, events, and issues that have influenced the Christian church(es), contributing to a distinctive world religion manifesting doctrinal variety, denominational plurality, and ethnic diversity. Significant attention will also be devoted to Francis of Assisi, the 13th century Italian friar who founded a religious order that remains influential to this day, particularly at Briar Cliff.

THEO 115 Foundations of Christianity (3) (TL)

A survey into the essentials of Christian faith and practice, primarily as they are expressed in Roman Catholicism. Students will be invited to reflect on the meaning of faith, the relevance of the message and mission of Jesus Christ for the contemporary world, and the role of human spirituality in everyday life.

THEO 116 Church in the World (3) (TL)

A comprehensive theological, historical, and sociocultural exploration of Christianity, spanning from its origins to the contemporary age. Focus will be upon significant individuals, places, events, and issues that

have influenced the Christian churches, contributing to a distinctive world religion that displays doctrinal variety, denominational plurality, and ethnic diversity. Fall/Spring

THEO 202 World Religions (3)

Course Description: A comprehensive survey encompassing the major ancient and enduring religious traditions that emerged out of the Eastern–Western spectrum of civilizations anchored by Asia and Europe. These religions will be examined via their historical, scriptural, doctrinal, ritual, ethical, and sociocultural dimensions. cursory attention will also be devoted to the Northern–Southern axis of religions originating in Africa and the Americas.

THEO 203 Christian Denominations (3)

The multiplicity of Christian denominations is a phenomenon of modern times (i.e., the past half-millennium). Students will study the history of the major families of Christian denominations, along with the doctrinal, ecclesial, and liturgical distinctions among these denominations. Contemporary ecumenical movements that seek to reduce divisions among Christians will also be considered.

THEO 204 Christian Morality (3)

This course explores ideas and approaches regarding ethical principles and moral choices that are informed by Christian scripture and tradition. It also brings Christian morality into dialogue with opportunities as well as challenges that are posed by science and technology within our contemporary world. Fall

THEO 223 Old Testament (3) (TL)

A comprehensive literary, historical, and theological exploration into the texts and genres composing the holy scriptures of Ancient Israel, sacred to both Judaism and Christianity. Students will scrutinize the contents, structures, and sociocultural contexts of the biblical books to comprehend the religious ideas and ethical values which gave them shape—and which have shaped scripturally inspired faith communities for more than two millennia. Fall

THEO 224 New Testament (3)

A comprehensive theological, literary, and historical exploration into the texts and genres composing the sacred scriptures produced by early Christianity. Students will scrutinize the contents, structures, and sociocultural contexts of the biblical books to comprehend the religious ideas and ethical values which gave them shape—and which have shaped scripturally inspired faith communities for more than two millennia. Spring

THEO 225 Scripture in Times of Disruption (3) (TL)

Much of the Old Testament was written about times of upheaval. Furthermore, the Biblical text itself was written (or rewritten and edited) during times of disruption. Given the world's current collective experience of disruption, readers of the Bible are offered the opportunity to understand the sacred text in new ways. This course will introduce multiple methods of engaging Old Testament narratives.

THEO 240 Topics in Franciscan Ethics (3) (EL)

This undergraduate course explores the ethical dimensions of the Franciscan Value being emphasized during the current academic year (Peacemaking, Reverencing Creation, Joyful Service, or Building a Caring Community). Students will examine key theological and philosophical foundations for ethical decision-making in the context of this value, exploring both the historical development and contemporary relevance of Christian perspectives on pertinent related issues. The course will engage with prominent Christian thinkers in the area of study, offering an understanding of the diverse ethical positions within the Christian tradition, and the tools by which to make ethical judgements more broadly.

THEO 245 Christian Social Ethics (3)

This course is a critical introduction to normative Christian social ethics (its methodology, theology, and moral principles) on selected contemporary moral issues such as labor rights, poverty, racism, and environmental degradation. Students will be introduced to the origins and development of the tradition of Christian social ethics throughout history, with a special focus on their development and emergence as a distinct form of ethical thinking in the late 19th through the early 21st centuries. Over the span of the course, students will be familiarized with the decision-making processes of Christian ethics, examine the moral impact of central Christian convictions, and better understand the moral decision-making processes of others and themselves.

THEO 250: Theology of Death (3) (TL)

Every life also includes death. People experience the death of loved ones, as well as their own. This course will consider the phenomena of suffering, dying, and death from the perspective of pastoral theology. At the end of this course students should have a greater confidence in walking with the dying and negotiating death when it touches their lives.

THEO 255 Christian Spirituality and Prayer (3)

An exploration into the historical, cultural, and theological roots and flowerings of Christian ways of communicating with the transcendent. Topics will include influences of Judaism and Paganism on early Christian forms of prayer; impacts of martyrdom, monasticism, and mysticism upon Christian spirituality; and distinctive contributions made by Catholic, Orthodox, and Protestant traditions of worship. Fall/Spring

THEO 260 Francis, Clare and Franciscan Spirituality (3)

An encounter with the great spiritual masters of the Franciscan movement. Readings will be drawn from the foundational writings of Saints Francis and Clare, from medieval theologians such as Bonaventure and Duns Scotus, and from influential contemporary Franciscan writers. Students will also investigate the influence that Franciscan spirituality has had upon the Church as a whole, particularly as it has been lived out by the various Franciscan religious congregations and by Third Order Secular Franciscans.

THEO 265 Theology of Imagination (3) (TL)

Imagination is a central element of Christian belief and practice, influencing how Christian theology has developed, the function and form of Christian prayer, the shape of Christian hope, and the art and media that Christians (and societies influenced by them) create. This course is dedicated to discussing historical and contemporary ways in which our imaginations have formed and have been formed by Christianity through the interpretation of creative works (including Scripture) created by Christians or by non-Christians influenced by Christianity.

THEO 310 Ministry (3)

A consideration of both the theoretical and practical aspects of ministry. Students will be invited to reflect upon the shape of their own call to holiness—whether it be as spouse and parent, lay person, ordained minister, or consecrated religious—as they participate in service-learning projects that allow them to experience doing ministry first-hand. **Prerequisite:** at least one 100 or 200 level THEO course, or instructor approval.

THEO 325 Liturgy and Sacrament (3)

A historical approach to the development of the Christian ways of worship, placing this within the theological concepts of sacrament and ritual as the Roman Catholic Church understands them. **Prerequisite:** at least one 100 or 200 level THEO course, or instructor approval.

THEO 345 Ecclesiology (3)

Theologies of Christian community as encountered through the writings of patristic, medieval, and modern theologians, the documents of the Second Vatican Council, and via a comparison of Protestant and Catholic understandings about what it is to be church. **Prerequisite:** at least one 100 or 200 level THEO course, or instructor approval.

THEO 362 Prophets (3)

A comprehensive investigation into the phenomenon of Jewish ('Old') Testament prophecy within the contexts of its historical, sociocultural, and theological origins and functions. Students will scrutinize key contents, structures, contexts, and questions pertaining to these scriptures, in order to comprehend their theological values, literary dimensions, and sociocultural dynamics. **Prerequisite:** THEO 223, or instructor approval.

THEO 363 Gospels (3)

An in-depth critical exploration into the Christian Gospels of Matthew, Mark, Luke, and John as they have been expressed and interpreted across two millennia via text, painting, sculpture, and cinema. Students will scrutinize key contents, structures, contexts, and questions pertaining to these scriptures, in order to comprehend their theological values, literary dimensions, and sociocultural dynamics. **Prerequisite:** THEO 224, or instructor approval.

THEO 405 Christology (3)

An exploration into the ways that Christians have discerned and expressed their beliefs that God has accomplished human redemption through the life, death, and resurrection of Jesus of Nazareth. The New Testament scriptures will serve as primary sources, laying the groundwork for Christological issues that subsequently emerged out of the Patristic, Medieval, Renaissance, Enlightenment, and Modern eras. **Prerequisite:** THEO 115 or THEO 116, and THEO 224, or instructor approval.

THEO 445 Christian Anthropology (3)

A study into Christian understandings of the human person as created in the image of God. Primary texts will be considered to discover how Christian thinkers have variously understood the origins, nature, and destiny of the human being. **Prerequisite:** at least one 100 or 200 level THEO course, or instructor approval.

THEO 450 God - Father, Son and Holy Spirit (3)

The understanding of God as Trinity is one of the most foundational and yet most complex doctrines within all of Christianity. Students will consider the debates of the ancient Church Councils, along with Patristic and Medieval insights, as well as modern theological conversations about God as trinitarian. **Prerequisite:** at least one 100 or 200 level THEO course, or instructor approval.

THEO 285/385/485 Special Topics in Scripture (3)

Engagement with a specific biblical topic in detail, using primary exegetical sources as well as comprehensive secondary sources. The particular topic will be chosen in consultation with faculty and will address an area of specialization that the student wishes to pursue. **Prerequisite:** THEO 223 or THEO 224, or instructor approval.

THEO 491 Senior Seminar (3)

An in-depth thesis project that focuses upon a particular area of theological interest to the student. The process of selecting a topic, composing a thesis statement, compiling a bibliography, writing the paper, and

presenting the project to a wider audience will be directed by the faculty. **Prerequisite:** Senior standing in the theology major.

THEO 295/395/495 Special Topics in Theology (3)

Engagement with a specific theological topic in detail, using primary textual sources as well as comprehensive secondary sources. The particular topic will be chosen in consultation with faculty and will address an area of specialization that the student wishes to pursue. **Prerequisite:** at least one 100 or 200 level THEO course, or instructor approval



WRTG 131 Composition I (3) (BC, WL)

This introductory course is a multimodal composition experience in which students learn to ethically evaluate and incorporate research as they create, develop, and refine their writing and design skills. Writing 131 is required unless a student has attained an equivalent credit elsewhere or has achieved a satisfactory score on the writing placement test. Writing 131 should be taken in the first semester as part of the first-year learning community.

WRTG 259 Composition II (3) (WL)

In this class, students will explore current events and discuss their reasoned perspectives on contemporary issues. Students will pursue research topics and use logic, analysis, and persuasion to construct compelling arguments. **Prerequisite:** WRTG 131 or equivalent skill



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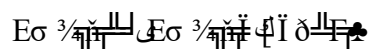
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Εο 3/4  Εο 3/4  Εο 3/4 

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