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.
Correspondence Directory

Street Address:
Briar Cliff University
3303 Rebecca Street
Sioux City, Iowa 51104

Telephone:
712-279-5321 or 1-800-662-3303

Prospective Students:
Office of Admissions
712-279-5200

Financial Aid:
Director of Financial Aid
712-279-5239

Institutional Advancement:
Toll-free: 866-5-BC-ALUM (866-522-2586)

Transcripts and Class Schedules:
Registrar
712-279-5447

Athletic Program:
Director of Athletics
712-279-1707

Every effort is made to ensure the accuracy of information in this catalog, but Briar Cliff University reserves the authority to make changes without prior notice. In its unfettered discretion, Briar Cliff University also reserves the authority to change the regulations governing admissions, tuition, fees or other expenses; to cancel programs or courses due to low enrollment, budget constraints or curricular changes; or to alter any regulations affecting the student body. The university reserves the authority to make other changes in policies and procedures at any time they are considered to be desirable or necessary. The university also reserves the authority to designate the effective dates of any such changes. This catalog is not to be construed as a contract between the student and the university.

Briar Cliff University will provide equal opportunity in compliance with the law and will not discriminate for any reason prohibited by the law.
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Welcome to Briar Cliff University!

On behalf of the Briar Cliff community, I would like to welcome you and wish you much success. I hope you are beginning to experience the "spirit" of Briar Cliff.

We are a community that recognizes its Franciscan tradition through our service to each other and our community. We show our care and concern for creation and our openness to all people. You will have the opportunity to make a difference at Briar Cliff and in our community. We hope you will.

We encourage you to pursue your field of study with intensity and passion. As a university of liberal arts, Briar Cliff provides an education whereby you will learn to exercise and apply the skills and abilities of critical analysis, logical thinking and problem solving. We will prepare you not only for today's job market but tomorrow's as well. Professors who are outstanding in their areas of academic expertise will teach you. You will never take a class taught by a graduate assistant.

At Briar Cliff University we will prepare you for your chosen profession and more. When you graduate, you will be happy with WHO YOU ARE as well as what you do.

Please take this time to read this catalog. If you have a question, please do not hesitate to ask. We are here to assist you as you pursue your dreams.

Best wishes and God's blessings.

Sincerely,

Beverly A. Wharton
President
The University: Past and Present

History
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 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 college's two-year education program was expanded to four years. Fifty-five men were admitted to the college in 1965, and coeducation was formalized in 1966 with the admission of 150 full-time male students. The innovative Weekend College program started in 1979. A graduate program in education was initiated in 2001, and the institution changed its name to Briar Cliff University in that year. Graduate programs in nursing and human resource management were initiated in 2004.

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, and a three-story addition to Heelan Hall in 2013.

Location
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.

Academic Program
Undergraduate majors are offered in addition to interdepartmental and divisional majors and pre-professional study. Bachelor of Arts, Bachelor of Science, Bachelor of Science in Nursing and Bachelor of Social Work degrees are conferred. Two-year Associate of Arts degrees are also available in two areas. Briar Cliff also confers a Master of Arts in Education, a Master of Arts in Management, Master of Science in Nursing, and a Doctorate of Nursing Practice. The academic year consists of two 14-week semesters (late August through May) that includes one week of final exams at the end of each semester, interim January and May terms used to offer students experiential learning experiences, and one 10-week summer session.

Student Body
Approximately 1,100 students, both residential and commuter, comprise Briar Cliff’s student body. Their average entrance scores are above the national average. Approximately 98 percent of the students receive some form of financial assistance.
Accreditation and Approval
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 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. The Bachelor of Science in Nursing and the Master of Science in Nursing programs at Briar Cliff University are accredited by the Commission on Collegiate Nursing Education (http://www.aacn.nche.edu/ccne-sccreditation) and approved by the Iowa Board of Nursing.

The university holds memberships in:

- The Association of Catholic Colleges and Universities
- The Association of Franciscan Colleges and Universities
- The Council for Higher Education Accreditation
- 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

Documents relating to accreditation and memberships can be reviewed by contacting the Office of the President.

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

Articulation Agreements
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. The following lists identify the institutions with which Briar Cliff University has articulation agreements and which degree programs the articulations cover.
Articulation agreements in which Briar Cliff University accepts credits

<table>
<thead>
<tr>
<th>Institution</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nebraska Indian Tribal Community College</td>
<td>Social Work</td>
</tr>
<tr>
<td>Human Services</td>
<td></td>
</tr>
<tr>
<td>Northeast Community College</td>
<td>Social Work</td>
</tr>
<tr>
<td>Human Services</td>
<td></td>
</tr>
<tr>
<td>Saint Luke’s College</td>
<td>Professional Studies</td>
</tr>
<tr>
<td>Respiratory Therapy</td>
<td></td>
</tr>
<tr>
<td>Western Iowa Technical and Community College</td>
<td>Business Administration</td>
</tr>
<tr>
<td>Administrative Office Management</td>
<td>Human Resource Management</td>
</tr>
<tr>
<td></td>
<td>Professional Studies</td>
</tr>
<tr>
<td>Biotechnology</td>
<td>Biology</td>
</tr>
<tr>
<td>Business Administration</td>
<td>Business Administration</td>
</tr>
<tr>
<td>Business EDGE</td>
<td>Human Resource Management</td>
</tr>
<tr>
<td>Human Services</td>
<td>Social Work</td>
</tr>
</tbody>
</table>

Articulation agreements in which Briar Cliff University sends and accepts credits

<table>
<thead>
<tr>
<th>Institution</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mercy Medical Center</td>
<td>Medical Laboratory Science</td>
</tr>
<tr>
<td>Palmer College of Chiropractic</td>
<td>Chiropractic and Biology or Sports Science</td>
</tr>
<tr>
<td>Saint Luke’s College</td>
<td>Medical Laboratory Science</td>
</tr>
<tr>
<td></td>
<td>Radiologic Technology</td>
</tr>
<tr>
<td>Sanford Medical Center</td>
<td></td>
</tr>
</tbody>
</table>

For more information on any of these articulation agreements and to begin your degree planning, contact the Admissions Office.
Mission and Values

**Mission**
Briar Cliff University is a community committed to higher education within a liberal arts and Catholic perspective. In the Franciscan tradition of service, caring, and openness to all, Briar Cliff emphasizes quality education for its students combining a broad intellectual background with career development. The University challenges its members to grow in self-awareness and in their relationships to others and to God.

**Values**
- *Our Catholic Franciscan identity*
  
  enhanced by the presence and sponsorship of the Dubuque Franciscan Sisters and the support of the Diocese of Sioux City

- *Our challenging academic environment*
  
  which includes a liberal arts education, career preparation, academic integrity and academic freedom

- *Our focus on the student*
  
  which promotes academic success and extra/co-curricular experiences

- *Our culture of service*
  
  to our constituents, to the Siouxland community and beyond

- *Our appreciation of diversity and*
  
  our respect for each person

- *Our commitment to shared governance*
  
  and collaborative decision making

- *Our innovative response to change*
  
  which envisions a promising and confident future
Community Life at Briar Cliff University

To fulfill the mission, Briar Cliff University

As a Community of Learners
provides an effective learning environment supported by quality instruction and active student participation
broadens the individual’s perspective through a liberal arts curriculum
develops competencies appropriate to one’s field of study
promotes the ability to make responsible judgments in a changing world
creates an atmosphere that inspires innovation and experimentation

As a Community of Persons
offers personal attention and equal opportunity to all
creates an environment in which the person can mature intellectually, spiritually, aesthetically, emotionally, socially and physically
sustains a climate that encourages candid dialogue among members of the community
provides for participation of the university community in university governance

As a Community Within the Catholic and Franciscan Tradition
fosters respectful acknowledgment of God and acceptance of persons
supports the teachings and traditions of the Catholic Church
encourages the Franciscan values of service, reverence for creation, simplicity, and peace
nourishes Christian life through meaningful liturgical worship and other spiritual experiences
promotes ecumenical dialogue and cooperation maintains a special relationship with the Sister of Saint Francis, Dubuque, Iowa, and the Diocese of Sioux City

As a Community Among Communities
develops sensitivity and ways of actively responding to the needs of society
demonstrates a leadership of service both on and beyond the campus
interrelates a regional focus with global awareness cooperates with other institutions, including educational, church, governmental, business, and community service organizations
Admission to Briar Cliff University

Entrance Requirements
1. Graduation from an accredited high school (or GED equivalency).
2. Sixteen units of high school work. It is recommended that the high school program include:
   English, Natural Sciences, Foreign Language*, Social Studies, Mathematics
   * Two years (eight units) of high school foreign language fulfills the foreign language requirement. The
     requirement for total number of units and distribution of these units is flexible. Exceptions may be made
     in certain cases in consultation with the Admissions Advisory Committee.
3. Satisfactory scores on the American College Test (ACT) or Scholastic Aptitude Test (SAT). This
   requirement is waived if the student has been out of high school five years or more.
4. Students seeking full-time admission but whose test scores or GPA are below standard requirements
   may request their application be reviewed by the Admissions Committee. These students will be asked to
   submit letters of recommendation and personal statement of commitment.

Application Procedures
An applicant for admission must include the following:
1. A completed application for admission available at www.briarcliff.edu or by calling the Office of
   Admissions.
2. An application fee of $20(non-refundable).
3. An official transcript of high school credits. Provisional acceptance may be granted upon submitting six
   semesters of high school credits. Final acceptance is contingent upon the receipt of a satisfactory
   academic record with certification of graduation.
4. Results of the American College Test (ACT) or Scholastic Aptitude Test (SAT).
5. A $150 tuition deposit.

Transfer Students
A student transferring from another accredited college should follow the application procedure outlined
above. Official transcripts from each post-secondary institution previously attended must also be
submitted. Conditionally admitted students who fail to earn a 2.0 GPA during their first semester at Briar
Cliff must meet with their academic advisor and follow his/her recommended course of action. All full-
time conditionally admitted students must limit their academic load to thirteen hours of credit per
semester.

Briar Cliff University accepts credits for courses taken at other accredited institutions. However, the
grades earned are not calculated as part of the Briar Cliff University grade point average. Coursework not
comparable to courses in the curriculum of Briar Cliff University will be counted as elective courses and
hours applicable toward graduation. Course acceptance is at the discretion of the Registrar and the
appropriate academic department chair.

A full-time student coming from an unaccredited college will be given two terms in which to earn a
cumulative Briar Cliff GPA of 2.0; if he/she achieves this, the D and better grades and credits from the
unaccredited college will be accepted for transfer to his/her Briar Cliff record.

Students with credits from post-secondary occupational programs are encouraged to contact the Briar
Cliff Office of Admissions to see whether any specific articulation agreement exists which allows those
credits to be transferred automatically, or to arrange for credit-by-examination or Project Assess credit
where applicable.

A maximum of 62 hours of transfer credit may be accepted from a two-year institution as applying
toward graduation from Briar Cliff University.
Continuing Education
Briar Cliff provides continuing education programs for students who are 23 years of age or older and who choose to pursue a degree or take courses during regular day classes or online.

Admissions counselors assist continuing education students with information about format, schedules and the programs, the application for admission, transcript requests and financial aid information.

Students with credits from post-secondary occupational programs are encouraged to ask about specific articulation agreements which allow credits to be transferred automatically, or to arrange for credit-by-examination or Project Assess where applicable.

A maximum of 62 hours of transfer credit may be accepted from a two-year institution as applying toward graduation from Briar Cliff University. For online learners, a maximum of 90 hours of transfer credit may be accepted from a two-year institution as applying toward graduation from Briar Cliff University.

Application Procedure:
1. Submit application for admission and the $20 application fee (non-refundable).
2. Request that all official transcripts be sent directly to Briar Cliff. This includes transcripts from each college previously attended and the high school of graduation.
3. For R.N.s seeking the B.S.N., submit a copy of the R.N. license.

Upon completion of the application process, the continuing education student’s transcripts will be evaluated and the application will be reviewed for acceptance. Arrangements will be made for the accepted applicant to meet with an advisor, plan a course of study and register for classes. There is no foreign language competency requirement for students in the School of Graduate and Continuing Studies. Call the Office of Admissions for current course of study options.

Admission of International Students
Briar Cliff University welcomes international students to its campus.

Non-English-speaking international students who wish to enroll in regular degree-seeking courses must be able to prove English proficiency by taking the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTs) and submitting their results to Briar Cliff University. Briar Cliff requires a minimum score of 525 on the written TOEFL and 193 on the computerized TOEFL, 70 on the Internet-based TOEFL and 5.5 on the International English Language System (IELTS).

Any student seeking financial assistance should make application in his/her home country to the various agencies offering scholarship grants.

For all international students the first semester of enrollment is considered provisional.

The international student who wishes to apply for admission to Briar Cliff University should provide the following:
1. A completed online application for admission at www.briarcliff.edu.
2. An application fee of $20 (non-refundable).
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 to a foreign credentialing service for an official evaluation.
4. All non-English-speaking students must submit results of the Test of English as a Foreign Language (TOEFL) or International English Language System (IELTS) (see above).
5. A letter of recommendation from a professor or teacher.
6. A notarized statement from a financial guarantor that costs while in attendance at Briar Cliff University will be underwritten.
7. Proof of health insurance coverage or purchase a health insurance plan that meets certain minimum benefit requirements.
The processing of an international application usually takes several weeks. Completed applications should be filed by July 1 for the fall semester.

An international student is required to maintain a full-time status. Normally this means a minimum of twelve hours per semester.

An acceptance notice, including the I-20A-B form of the U.S. Immigration and Naturalization Service, will be issued only after all documents have been submitted and the application has been favorably reviewed.

**Part-time Students**
Students interested in part-time enrollment should contact the Office of Admissions (1-800-662-3303) for specific information on the application procedure.

All degree candidates must submit a formal application upon completion of 15 credit hours. All students seeking financial aid must make formal application before financial aid will be awarded.

**Resumption of Study**
Former Briar Cliff students who have not attended the university for 12 months or longer must contact the Office of Admissions in order to resume study.

**Veterans**
Students who are eligible for financial assistance from the Veterans Administration should notify the Registrar’s Office of their intention to register. This office will assist all veterans in certification procedures.

Veterans are required by the Veterans Administration to maintain satisfactory progress in pursuit of their educational program. The specifics of these requirements are available from the Registrar’s Office and are enforced by Briar Cliff University.
Financial Data

Tuition and Fees 2014-2015

A. For Full-Time Undergraduate Students
Tuition-per year, full-time*  $26,228
Per semester, (12-18 credit hours)  $13,114
   Overload per sem. hr.**  $865
   Audit fee, per sem. hr.  $433
*Full-time tuition includes up to 5 credit hours in January (J-) Term, provided the total of
spring semester plus J-Term credit hours does not exceed 20.
**More than 18 credit hours per semester or 20 credit hours in a spring semester that includes
J-Term enrollment.

B. Fees
Student Fee:
   General Fee  $874
   Application Fee, not refundable  $20

C. Other Fees
   Transcript of credits, official  $10
   Transcript of credits, unofficial  $5
   Parking Permit  $60

D. For Students Enrolled in Degree Completion Program
   Tuition, per sem. hr.  $360
   Audit fee, per sem. hr.  $180

E. For Part-Time Undergraduate Students (Fewer than twelve credit hrs. per semester)
   Tuition, per sem. hr.  $865
   Audit fee, per sem. hr.  $433

F. Tuition For 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 $433 per sem. hr. Courses may be audited for a $10
registration fee only. Arrangements for these reductions must be made with one of the
continuing education admissions counselors.
G. Master of Arts in Education
Tuition, per sem. hr. ................................................................. 216
Student Fee, per sem. hr. .......................................................... 50

H. Master of Science in Behavior Analysis
Tuition, per sem. hr. ................................................................. 515
Student Fee, per sem. hr. .......................................................... 50

I. Master of Arts in Management
Tuition, per sem. hr. ................................................................. 345
Student Fee, per sem. hr. .......................................................... 50

J. Master of Business Administration
Tuition, per sem. hr. ................................................................. 400
Student Fee, per sem. hr. .......................................................... 50

K. Master of Science in Nursing
Tuition, per sem. hr. ................................................................. 556
Student Fee, per sem. hr. .......................................................... 50

L. Doctor of Nursing Practice
Tuition, per sem. hr. ................................................................. 735
Student Fee, per sem. hr. .......................................................... 50

Payment
Briar Cliff’s payment policy requires all semester charges to be paid by the first day of classes. A bill may be paid through personal resources, Federal Direct or Perkins Loans, participation in the Automatic Bill Payment Plan or a combination of the above.

To assist students and families in meeting their financial obligations, a wide range of Federal Direct or Perkins Loans are available. Wise use of these loan programs can make payment of the family share of college costs much more manageable. Briar Cliff endorses the use of these loan programs because the stress of large monthly payments is reduced both for parents and students.

Briar Cliff offers an Automatic Bill Payment Plan through the Business Office. This plan allows a student to make automatic payments, via auto-debit, on his or her student account. The payment plan is set up for a semester at a time. Fall plans begin in August for five months and Spring plans begin in January for five months.

The university also accepts most major credit cards. Payment by credit card may be made online, in person, by telephone or by mail. Checks and money orders should be made payable to Briar Cliff University.

Accounts not paid in full by the dates shown on the billing statement may be assessed a late payment charge of 1 percent per month on the unpaid balance. The University reserves the right to disenroll a student for non-timely payment.

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

Refunds
A. Tuition
If a student totally withdraws from all classes before the end of the semester, charges for tuition will be made on the following basis:

Withdrawal during the first week of the semester will result in no charge for the student.
Withdrawal from classes any time after the first week will result in a pro-rated charge based on the number of days the student attended class up to the 60 percent completion date of the semester.
Withdrawal after the 60 percent 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.
**B. Housing**
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.

Additionally, if the student cancels his/her housing contract prior to the end of the academic year, a cancellation fee of $200 will be assessed.

Residence hall activity fees are non-refundable.

**C. Meal Plans**
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 sixth week of the semester. After the sixth week of the semester the student is responsible for 100 percent of the meal plan charges for the semester.

*Note: 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 the acceptance of these conditions concerning financial matters.*

**Room Damage**
Damage to residence rooms and their furnishings beyond ordinary wear will be charged to each student’s account. They are due and payable when recorded.

**Room Reservation Deposit**
Students intending to return to Briar Cliff University for the following academic year and desiring a specific residence hall assignment will be required to make a $60 room deposit prior to housing registration. There are no refunds after May 15.

**Holiday Charges**
Room and board charges are based on expenses for the normal number of days in residence and on the assumption that the student will return home for the Thanksgiving, Christmas, Easter and interterm holidays. No reduction is made for weekends or other time spent off campus.

An overnight accommodation charge is assessed when a student stays at Briar Cliff University during these holidays. During these holidays, food service facilities are closed.

**Student Health Insurance**
All students carrying nine (9) or more credit hours on the Briar Cliff University campus are required to carry health insurance. Coverage may be through the student’s parents or through insurance students carry on their own.
Financial Assistance

To help you reap the rewards of a quality education, Briar Cliff provides a full range of financial aid sources. If you demonstrate the ability to benefit from a Briar Cliff education, we will do everything in our power to ensure that you and your family can meet our costs. Our determination of your level of financial need is based on the results of your application for financial aid, which takes into account total family income, number of children attending college and other factors.

Every year, Briar Cliff awards more than $20 million in financial assistance. Ninety-eight percent of our student body receives some form of aid, including university scholarships and grants, state and federal grants, loans, and work-study opportunities.

What's available to you at Briar Cliff:

**Presidential Scholarships** are awarded based on academic achievement and demonstrated leadership. A special application and an on-campus interview are part of this selection process.

**Academic Achievement Awards** are given based on high school academic performance. Award amounts vary based on performance.

**Athletic Scholarships** are available in men's basketball, golf, baseball, soccer, track, cross country, wrestling, tennis and football and in women's basketball, softball, volleyball, soccer, golf, track, tennis and cross country.

**Connection Scholarships** are awarded to students based on the following criteria:
1. Parent graduated from Briar Cliff
2. One sibling currently is enrolled at Briar Cliff
3. Student graduated from a Catholic high school

**STEM Scholarships** are awarded to students majoring in biology, environmental science, chemistry or biochemistry. Qualified applicants must have a 22 ACT score, 3.2 GPA in high school. See Briar Cliff website for details.

**Fine Arts Scholarships** are awarded in music and art to outstanding fine arts students.

**Transfer Scholarships** are awarded based on transfer GPA. Amounts vary.

**Application for Financial Assistance**

A. Students who wish to apply for scholarships, grants or loans must:
1. Complete the admissions application procedures outlined on page 10 of this catalog and be accepted for admission to Briar Cliff University.
2. Complete a Free Application for Federal Student Aid (FAFSA) form (www.fafsa.gov) and submit it online to the Federal processor. (Priority deadline is March 15 annually.)

B. The analysis of a student’s financial need must be in the Office of Financial Aid at Briar Cliff University before any need-based awards can be finalized.

**Annual Scholarships**

TED & EVELYN ALVEY SCHOLARSHIP - Awarded to a student demonstrating financial need and academic achievement.

AMERICAN BUSINESS WOMENS ASSOCIATION SCHOLARSHIP – Awarded to a student in their junior year of study who is enrolled full-time; with a cumulative grade point of 3.0 or higher; in any major; with financial needs.

ARAMARK SCHOLARSHIP - Awarded annually to full-time students employed by the college food service company.
ARGOSY CASINO SIOUX CITY SCHOLARSHIP - Awarded to students who are employees or dependents of employees of Argosy Casino Sioux City, in need of financial assistance and enrolled as a full-time student.

KIRK BALLARD SCHOLARSHIP

MYRIEL BOES ART SCHOLARSHIP - Awarded with first preference to an upper class art major; second preference to a full-time student. Student must have a GPA of 3.00 or above.

BOMGAARS SCHOLARSHIP - Awarded with first preference to an employee or a dependent of a Bomgaars employee. Second preference to a student with financial need and in good academic standing. Must have a 3.0 GPA or above.

CABLE ONE SCHOLARSHIP - An award to a mass communications major demonstrating financial need, with preference given to minorities and women.

BOND NURSING SCHOLARSHIP – Awarded to an upperclassman nursing major in need of financial assistance.

CHARLES AND BERTIE BOYLE MEMORIAL SCHOLARSHIP – First preference: Awarded to a full-time student who is an eligible member of the men's or women's basketball team and a graduate of a Sioux City, Iowa high school. Second Preference: Awarded to a student athlete that graduated from an Iowa or Nebraska Catholic high school.

CHESTERMAN FAMILY SCHOLARSHIP - Awarded to an art major with financial need and scholastic achievement.

ROBERT CHARLES/ELKS LODGE 39 OMAHA, NE ANNUAL SCHOLARSHIP – Awarded to a full-time Native American student in need of financial assistance.

JEAN CIRCO SCHOLARSHIP - Awarded to a full-time student in need of financial aid.

DOROTHY COLLINS SENIOR ART SCHOLARSHIP - An award granted to a senior art student enrolled full time, must show exceptional ability in their major and be identified as the Dorothy Collins Art Scholar in their senior exhibit.

CONDON FAMILY SCHOLARSHIP - Awarded with first preference to a student enrolled in the masters program - nurse educator only and 2nd or 3rd year. Awarded with second preference to a student enrolled in the masters program - nurse educator only and 1st year.

HELEN PROBST FARR ANNUAL NURSING SCHOLARSHIP – Awarded to a full-time nursing student in need of financial assistance.

FIRST AMERICAN BANK SCHOLARSHIP - Awarded to a full-time student based on financial need.

GELITA USA, INC. BIOLOGY SCHOLARSHIP - An annual award with first preference to an employee or dependent of an employee of GELITA USA, Inc; second preference to a full-time biology major or minor with demonstrated financial need and a 3.0 GPA.

GELITA USA, INC. CHEMISTRY SCHOLARSHIP - An annual award with first preference to an employee or dependent of an employee of GELITA USA, Inc; second preference to a full-time chemistry major or minor with demonstrated financial need and a 3.0 GPA.

GELITA USA, INC. ENVIRONMENTAL SCIENCE SCHOLARSHIP - An annual award with first preference to an employee or dependent of an employee of GELITA USA, Inc; second preference to a full-time environmental science major or minor with demonstrated financial need and a 3.0 GPA.


HENJES, CONNER, & WILLIAMS, P.C. SCHOLARSHIP - An annual award to a student majoring in accounting based on financial need and academic achievement.

NANCY HENRY GOLF SCHOLARSHIP - Awarded to a member of the women's golf team.

IMC BUILDING SERVICES SCHOLARSHIP - Awarded with first preference to a full-time chemistry major; second preference given to a science major. Student must demonstrate financial need.

JARCO BUILDERS WRESTLING SCHOLARSHIP - An annual award to a full-time student who placed 3rd or higher in state wrestling competition during high school.

JANEEN SMITH JORGENSEN STUDY ABROAD SCHOLARSHIP - First preference is a student who will study abroad for a minimum of one semester, must demonstrate financial need and possess an excellent academic record.

CATHERINE KELLY ANNUAL SCHOLARSHIP – Awarded to an incoming first year student who is a practicing Catholic verified in writing by their local parish. Must become active in the Briar Cliff University Campus Ministry Program. Must be a full-time student in need of financial assistance. Scholarship is renewable for additional two years as long as recipient is an active member in the Campus Ministry Program.
KING, REINSCH, PROSSER & CO. ACCOUNTING SCHOLARSHIP - An annual award to an outstanding student in accounting showing financial need.

KNOEPFLER CHEVROLET SCHOLARSHIP - Awarded with first preference to an employee or dependent of an employee; second preference to a full-time student in need of financial assistance.

ROB AND ROZ KOOB SCHOLARSHIP - An annual award to a full-time student from Carroll High School in Carroll, Iowa.

ALVIN CARL LISKE SCHOLARSHIP - Awarded with first preference to a baseball player who is also a human resource major. Second preference to a baseball player and third preference to a human resource major.

MARY ANN LONERGAN ANNUAL SCHOLARSHIP – Awarded with first preference to a junior/senior art major. Awarded with second preference to a sophomore/first year art major.

MAHONEY-HILL CHARITABLE FUND TRUST/JEWELL HASKINS TRUST SCHOLARSHIP - Awarded to a Siouxland student based on financial need and proven academic excellence.

MERCY HEALTH SYSTEMS WRESTLING PROGRAM SCHOLARSHIP – Awarded to students that are actively participating in the Wrestling Program and who remain eligible for the wrestling team and who have demonstrated financial need and who are a minority.

MERCY MEDICAL CENTER MINORITY SCHOLARSHIP - Awarded to one or more minority students that demonstrate financial need.

MARY ANN LONERGAN ANNUAL SCHOLARSHIP - Awarded with first preference to a junior/senior art major. Awarded with second preference to a sophomore/first year art major.

MIDAMERICAN ENERGY COMPANY SCHOLARSHIP - Awarded annually with first preference to a student from MidAmerican’s utility service area who is engaged in the study of engineering, pre-engineering, business, accounting or information technology.

MISSOURI RIVER HISTORICAL DEVELOPMENT SCHOLARSHIP - Awarded to students who graduated from a school in Woodbury County with no greater than a 3.5 GPA.

JULIEN A. NABER ANNUAL SCHOLARSHIP - Awarded to an incoming first-year student in need of financial assistance. Scholarship is renewable providing the recipient maintains a good academic standing.

NABER O’KANE SAXER SCHOLARSHIP - Awarded to an incoming first-year student in need of financial assistance who is also a graduate of a Sioux City school. Scholarship is renewable providing recipient maintains good academic standing.

SISTER MICHELLE NEMERS SCHOLARSHIP - Awarded with first preference to student(s) from Carroll Kuemper High School and second preference to student(s) from Carroll County. Recipients must be enrolled as full-time students, be in need of financial assistance and maintain a GPA of 2.5 or above.

EDWARD & ROSE O’KANE SCHOLARSHIP - An annual award to a full-time student demonstrating financial need.

DR. ROBERT E. OLSON SCHOLARSHIP - Awarded to a full-time biology student in good academic standing. Second preference to a pre-med or nursing student.

BOB AND GINNY PETERSON FOUNDATION SCHOLARSHIP - Awarded to full-time students in need of financial assistance.

SISTER EDWARD POTTEBAUM SCHOLARSHIP - Awarded to a student demonstrating financial need.

PRINCE MANUFACTURING SCHOLARSHIP - Awarded with first preference to employees or employee dependents attending Briar Cliff University; second preference to grandchildren of employees; third preference to Briar Cliff students demonstrating financial need and academic achievement.

KATHRYN ANN REICKS MASS COMMUNICATIONS SCHOLARSHIP - Awarded to a full-time mass communications student with junior or senior status and a 3.0 GPA or above.

LILLIAN SCHROEDER SCHOLARSHIP - Awarded to full-time students in need of financial assistance with a GPA of 2.5 or above. At least one recipient must be a graduate of Carroll Kuemper High School.

SECURITY NATIONAL BANK SCHOLARSHIP - Awarded to all academically qualified, full-time students majoring in business and SNB employees and/or dependents are eligible to receive a maximum $4,000. Student is considered to be a sophomore or junior. This scholarship is not available for first-years or seniors. Student is considered to have a financial need and is not eligible for a Federal Pell Grant. Student has achieved a cumulative GPA of at least a 2.0 and less than a 3.5 and the student was not awarded a President’s Scholarship or National Merit Finalist Scholarship. This scholarship is renewable provided the students maintain a minimum GPA of 2.0.
JOHN SEIBLE MEMORIAL SCHOLARSHIP - Awarded with first preference to an eligible member of the men’s or women’s basketball team who is a Younker’s employee or a dependent of a Younker’s employee and a graduate of a Sioux City, Iowa, high school; second preference to an eligible member of the Briar Cliff men’s basketball team who is a graduate of a Sioux City, Iowa, high school.

SIoux City Federated Women’s Club Scholarship - Awarded to a junior or senior woman, not necessarily in the upper 10 percent of her class, but a good student in need of financial assistance.

SIouxland Federal Credit Union Scholarship - Awarded with first preference to an employee or a dependent of an employee of Siouxland Federal Credit Union enrolled as a full-time student. Second preference is to a full-time student in need of financial assistance.

State Steel Supply Company Scholarship - An award granted annually to a student demonstrating scholastic excellence and financial need.

Sister Mary Arnold Staudt Organ Scholarship - Awarded to a student studying organ.

Lillian Veronica Stephen Annual Scholarship - Awarded to a graduate of Bishop Heelan Catholic High School in need of financial assistance.

St. Luke’s Annual Scholarship - Awarded with first preference to a St. Luke’s employee who is completing their BSN degree; second preference is to an employee who is completing a BSN degree.

United Airlines Scholarship - An award given annually to students residing within a 50-mile radius of Sioux City and pursuing an education which will qualify them, in whole or in part, for a career in emergency rescue, nursing, medical care, counseling, social work, clergy and religious or law enforcement.

Waitt Family Foundation Social Work Scholarship - Awarded to a full-time social work major in need of financial assistance, with the first preference given to a single parent.

Virginia Ho Wang Annual Scholarship – Awarded to a student majoring in a science. Based on financial need.

Wells Fargo Scholarship - Awarded to a Sioux City student demonstrating financial need and showing scholastic excellence.

Guy & Eleanor Wharton Annual Scholarship - Awarded to a full-time student based on financial need with a preference to students who graduated in the top half of their high school senior class. Preference also given to male or female athletes.

Sister Grace Ann Witte/Patti Pope Yamada Scholarship - An annual award to a student who is a practicing Catholic who has been active during the last two years in parish or diocesan work and is a sociology, social work or theology major.

Jim, Do & Charese Yanney Scholarship - An annual award granted to a student with financial need.

Endowed Scholarships
Sister Ruth Agnes Ahlers Scholarship - Awarded annually with first preference to a student from Le Mars with a major or minor in theology or philosophy, and second preference to a BCU student in good academic standing with a major or minor in theology or philosophy.

Alumni Endowed Scholarship - Awarded annually to full-time students demonstrating financial need.

Arendt, Legerski, O’Shonessey, Walding Scholarship Fund - To be awarded to a minority student attending Briar Cliff University.

Cecilia K. Bales Scholarship - Awarded to a full-time student with academic achievement and financial need.

Todd & Connie Barry Scholarship - Awarded to a member of the men’s basketball program for 2011-2012 and 2012-2013. Awarded to a nursing student for the 2013-2014 and then begin a yearly rotation. Awarded to a junior or senior academically, a person of good character, especially a servant leader, a student with financial need and is of good academic standing.

Merl & Alta Marie Baxter Endowed Scholarship Fund - To be awarded to a financially deserving student attending Briar Cliff University.

BC Cares/Campus Ministry Endowed Scholarship - Awarded to students who are pro-life and active in respect for life causes.

Bekins Accounting Endowed Scholarship - Awarded to accounting majors based on financial need and high scholastic achievement.

Bexter Mueller Family Endowed Scholarship - Awarded to a low-income student.

Henry J. and Elizabeth M. Boettcher Endowed Scholarship - Awarded to a financially deserving student.
WILLIAM AND MILDRED BOLSTER ENDOWED SCHOLARSHIP - Awarded annually to a financially deserving student(s).

THE WALTER & EMILY BOYLE MEMORIAL SCHOLARSHIP - To be awarded with first preference to a student from Nativity Parish; second preference to a student from Heelan High School with financial need.

MONSIGNOR FRANK BRADY SCHOLARSHIP - Awarded with first preference to a student from Heelan High School or members of Immaculate Conception Parish in Sioux City, IA.

DIANN BOWER - BOYLE ENDOWED SCHOLARSHIP - Awarded to a student who is a single mother and in need of financial assistance.

MARThA M. & ULRICH H. BUNKERS SCHOLARSHIP - A scholarship awarded with first preference to a graduate of St. Mary’s Remsen; second preference to a student from Blessed Sacrament or Heelan High School; and third preference to a student of good academic standing and financial need.

TERESA MCGOVERN BURNS SCHOLARSHIP - Awarded to a student with first preference to a biology major interested in ecology and/or wildlife. Student must have good academic standing and demonstrate financial need.

BUSINESS & ACCOUNTING ALUMNI SCHOLARSHIP - An award given annually to a business and accounting major by Briar Cliff University business and accounting alumni.

CHARLES CAMPOLO SCHOLARSHIP - Awarded to a deserving student selected by the psychology department.

CARRoLL COUNTY ENDOWED SCHOLARSHIP - Awarded annually with first preference to a student(s) from Carroll County, Iowa, demonstrating financial need and a high academic standing.

GLENDA CASTLEBERRY ENDOWED SCHOLARSHIP - Awarded to a non-traditional undergraduate.

CENTRAL TRANSPORTATION COMPANY ENDOWED SCHOLARSHIP - Awarded with first preference to a dependent of an employee; second preference to an eligible and qualified Briar Cliff University student from Norfolk, Neb.; third preference to an eligible and qualified Briar Cliff University student.

BLAIR CHICOINE MEMORIAL ENDOWED SCHOLARSHIP - To provide funding for paid internships coordinated between BCU History Dept. and the Sioux City Public Museum.

RUSS & MARILYN CHRISTIANSEN ENDOWED SCHOLARSHIP - First preference to a graduate of Bishop Heelan High School; second preference to a student who is a member of the Diocese of Sioux City.

CITIZENS STATE BANK ENDOWED SCHOLARSHIP - Awarded with first preference to a student(s) from the Pocahontas, Iowa area, demonstrating financial need and a high academic standing.

BERNARD A. & MARCENE COLE SCHOLARSHIP - Awarded to a student with a junior status and a business or accounting major.

M.KATHLEEN&OLGAH.DAMME ENDOWEDMEMORIALSCHOLARSHIP-Awardedto a qualified student with financial need.

DEVELOPERS OF SIOUX CITY, LTD. SCHOLARSHIP - Awarded to a financially deserving student.

SARA S. DIBLE ENDOWED SCHOLARSHIP - Awarded to students with high academic standing and demonstrated financial need.

IDA A. DOWN MUSIC SCHOLARSHIP - Awarded to a student in the field of music.

SISTER MARGARET CLARE DRECKMAN ENDOWED SCHOLARSHIP - Awarded to students based on financial need and academic achievement.

WILLIAM (BILL) DUFF MEMORIAL SCHOLARSHIP - Awarded annually with first preference to a sophomore, junior or senior who has overcome a personal tragedy or experience, who is committed to his or her education and helping others and has demonstrated financial need.

DORIS DURBEN ENDOWED SCHOLARSHIP - Awarded to a full-time nursing student in need of financial assistance.

MONSIGNOR CLARENCE E. FARRELLY SCHOLARSHIP - Awarded annually to a student demonstrating academic potential and financial need from the Emmetsburg, Iowa, area.

MARY E. FENNESSY ENDOWED SCHOLARSHIP - Awarded to a female business or accounting major with respectable GPA standards and demonstrated financial need.

GLORIA FISH MEMORIAL SCHOLARSHIP - Awarded to a student demonstrating financial need.
MONSIGNOR NEWMAN FLANAGAN SCHOLARSHIP - Awarded to a member of Blessed Sacrament Parish in Sioux City, IA; graduates of Heelan High School; and Briar Cliff University students with financial need.

THOMAS J. FLANAGAN LITURGICAL MUSIC SCHOLARSHIP - A scholarship awarded to a full-time student in the music department. Student must maintain GPA of 2.50 in high school or college. Selection made by chair of music department.

THE MARGUERITE (PEG) E. FRANCIS SCHOLARSHIP - Awarded to a student of high scholastic achievement and financial need. Preference will be given to students graduating from St. Michael's Grade School and Heelan High School in Sioux City.

FRANCISCAN HERITAGE SCHOLARSHIP - Awarded to full-time students with financial need and involved in activities that carry on the Franciscan tradition of service, helping to make a difference in others’ lives.

GEORGE AND BETH FRANGEDAKIS SCHOLARSHIP - Awarded to a business major in his/her junior or senior year.

ELINOR MCDEVITT FREEMAN MEMORIAL ENDOWED SCHOLARSHIP - Awarded to English or art students from rural Iowa with high academic standing and demonstrated financial need.

LEO AND LILA FROMMELT SCHOLARSHIP - Awarded to students who are children of alumni with demonstrated financial need.

LILA FROMMELT GOLF SCHOLARSHIP - Awarded to a member of the Briar Cliff University golf team.

MURIEL GALINSKY WOMEN’S GOLF SCHOLARSHIP - Awarded to a member of the women’s golf team.

JACQUELINE B. & LAWRENCE W. GALLOWAY ENDOWED SCHOLARSHIP - Awarded to a financially deserving student.

JOSEPH M. & MARY LOUIS GANTZ SCHOLARSHIP - Awarded to a financially deserving student.

GATEWAY ENDOWED SCHOLARSHIP - Awarded to Gateway employees, dependents of employees or grandchildren of employees.

GEHLEN HIGH SCHOOL ENDOWED SCHOLARSHIP - Awarded annually with first preference to a student from Gehlen High School and demonstrating financial need.

HARRY J. GLEASON & OLGA HIGLEY GLEASON ENDOWED SCHOLARSHIP – Awarded to a financially deserving student.

JOHN R. & HELEN GOLDMAN ENDOWED SCHOLARSHIP - Awarded to a financially deserving student.

GOOD SAMARITAN SCHOLARSHIP - Scholarship established through funds received as a result of Briar Cliff’s response to the tragedy of United Flight 232 in July 1989. The award is to be given to a student who exemplifies the ability to "rise to the occasion" in a crisis situation. Selection made by designated committee.

SISTER EDITH GOTTSACKER HISTORY ENDOWED SCHOLARSHIP – Awarded with first preference to a full-time student who is a history major (sophomore or above) with financial need, a 3.0 GPA or above in history and an Iowa resident; second preference to a junior or senior political science major.

GREAT SOUTHERN BANK ENDOWED SCHOLARSHIP - Awarded with first preference to an employee or dependent of a Great Southern Bank employee; second preference to a student based on academic achievement and financial need.

BISHOP FRANK H. GRETEMAN SCHOLARSHIP - Awarded to a graduating senior from Carroll Kuemper High School.

MARGUERITE GRIFFITH SCHOLARSHIP - Awarded to a financially deserving student.

HALMAN CONSTRUCTION, INC. ENDOWED SCHOLARSHIP - Awarded to a financially deserving student.

FRANCES & FLORENCE HANSEN NURSING SCHOLARSHIP - Awarded to a full-time nursing major.

DONALD & MARIE HARROLD & FAMILY SCHOLARSHIP - Awarded to a full-time junior or senior student in good standing who is a declared Religious Studies major or minor. Second preference to a catholic junior or senior student in good standing.

WILLIAM RANDOLPH HEARST ENDOWED SCHOLARSHIP - Awarded to a financially deserving student who intends to reside in the United States after completing their studies. ALAN A. HENRICH &

ALAN A. HENRICH AND CAROL NITZSCHKE-HENRICH GOLF ENDOWMENT - An award given annually to a member of the BCU women’s golf team.

LAWRENCE & ROSINA HOESING ENDOWED SCHOLARSHIP - Awarded with first preference to a male studying for the priesthood; secondly, to an individual studying for a vocation in religious life; thirdly to an individual in religious education or pastoral ministry.
SISTER JEANETTE HOFFMAN SCHOLARSHIP - Awarded to a student in the field of music with high academic standing and demonstrated financial need.

IRVING F. JENSEN FAMILY SCHOLARSHIP - Awarded to a financially deserving student.

CECELIA A. JOHANNE SCHOLARSHIP - Awarded to a financially deserving student.

TRENT JOHNSON ENDOWED SCHOLARSHIP - Awarded to a member of a BCU athletic team with a GPA of 3.0 or better and demonstrates financial need. First preference to a member of the men's basketball team.

DON JOYNT SPIRIT OF TRINITY SCHOLARSHIP - Awarded to an entering first-year student from Heelan High School demonstrating financial need.

ALBERT P. & BEULAH A. KLEIN DIOCESAN SCHOLARSHIP - Awarded to students of Briar Cliff University who are members of the Diocese of Sioux City.

FRED & JOSEPHINE KRIEGER SCHOLARSHIP - Awarded to a student demonstrating academic ability and financial need.

ROBERT M. KRUEGER FAMILY ENDOWED SCHOLARSHIP - Awarded to students majoring in music.

GEORGE LEE ENDOWED SCHOLARSHIP - Awarded to financially deserving students attending Briar Cliff University.

J. LEVICH ENDOWED SCHOLARSHIP - Awarded to full-time student majoring in Vocal Music; second preference to a student majoring in Education; and third preference to a student majoring in Theology.

HATTIE S., JOSEPH L., & MEYER S. LEVITT SCHOLARSHIP - Awarded to an upper class student majoring in art or business who has demonstrated academic excellence and financial need.

HELEN C. LEVITT SCHOLARSHIP - Awarded to a student with financial need.

MARY ANN LONERGAN ENDOWED SCHOLARSHIP – Awarded with first preference to a junior/senior art major. Awarded with second preference to a sophomore/first year art major.

CLIFFORD MARCUM ENDOWED SCHOLARSHIP - Awarded with first preference given to a direct descendent of Clifford (Tuck) Marcum and second preference to another Briar Cliff student to be designated by the financial aid office.

BERNARD B. MARKS SCHOLARSHIP – Awarded to a pre-law student with high scholastic ability and financial need.

HENRY T. MATSUMURA SCHOLARSHIP - Awarded to students with financial need and scholastic excellence.

MATSUO ENDOWED GOLF SCHOLARSHIP - Awarded to a member of the women’s golf team.

HELEN P. MCBRIDE ENDOWED NURSING SCHOLARSHIP - Awarded to a nursing student in good academic standing and in financial need.

MCGOWAN FAMILY ENDOWED SCHOLARSHIP - Awarded to financially deserving students.

WILLIAM K. MCGREEVY MEN’S BASKETBALL SCHOLARSHIP –Awarded to a member of the men’s basketball team.

DR. DONALD & NADINE MEIS ENDOWED MUSIC SCHOLARSHIP - Awarded to a financially deserving student majoring in music.

DR. DONALD & NADINE MEIS ENDOWED VISUAL ARTS SCHOLARSHIP - Awarded to a financially deserving student majoring in art.

DOROTHY TRELXLER MEIS ENDOWED MUSIC SCHOLARSHIP - Awarded to a financially deserving student demonstrating an interest in music; academically average student.

DOROTHY TRELXLER MEIS ENDOWED NURSING SCHOLARSHIP - Awarded to financially deserving students pursuing a degree in nursing.

DR. LEE MEIS, SR. SCHOLARSHIP - Awarded to a student or students in the field of music who have demonstrated high scholastic achievement.

DR. LEE JR. & MAXINE MEIS ENDOWED NURSING SCHOLARSHIP - Awarded with first preference to a Heelan graduate majoring in nursing.

MERCY MEDICAL CENTER FOUNDATIONAL CENTER ENDOWMENT - Awarded to students in the nursing or medical-related field.
MARY FRANCES MINETTE SCHOLARSHIP - Awarded to a student demonstrating financial need.

MISSOURI VALLEY STEEL ENDOWED SCHOLARSHIP - Awarded to a financially deserving student with preference given to a student who has been or is a member of Girls, Inc.

RAYMOND V. AND MARGARET F. MITCHELL ENDOWED SCHOLARSHIP – Presidential Scholarship

PAUL A., ALTHIA O., AND PAUL A. MOORE, JR., FAMILY SCHOLARSHIP - An award granted to a minority student.

MR. & MRS. ROBERT MULRONEY SCHOLARSHIP - An award given to a student of high academic achievement.

MRS. ROBERT MULRONEY MUSIC SCHOLARSHIP - Awarded to a female majoring in music.

ROBERT MULRONEY ENDOWED SCHOLARSHIP - Awarded to a male who is a member of the BCU baseball team.

FRIAR TOM AND SISTER GRACE NASH ENDOWMENT SCHOLARSHIP

DOROTHY M. NAUGHTON ENDOWED SCHOLARSHIP - Awarded to a student with financial need.

STANLEY NAVRUDE ENDOWED SCHOLARSHIP - Awarded to a student majoring in business with good academic standing (2.5 GPA or above).

AMIE THERESE NEAL ENDOWED SCHOLARSHIP - Awarded to a female communications major from Iowa.

APOLLONIA & RICHARD NICHOLSON ENDOWED SCHOLARSHIP - Awarded to a financially deserving student.

EMMET P. & VERONICA E. NOONAN SCHOLARSHIP - Awarded to a woman who has financial need.

MICHAEL P. & GRACE C. NOONAN ENDOWED SCHOLARSHIP - Awarded to a Heelan High School graduate (first-year student).

PEARL M. & JAMES P. O’NEILL SCHOLARSHIP - Awarded to a financially deserving student who demonstrates high academic achievement.

PATRICK & JERRY O’SULLIVAN MEMORIAL SCHOLARSHIP – An award granted for high scholastic achievement to a student with financial need.

MARGARET PACKARD/ADA WESTOVER EN DOWED SCHOLARSHIP - Awarded to two female students attending Briar Cliff University.

SEBASTIAN, WANDA, SUSAN PARRILLO SCHOLARSHIP - Awarded to a female student from Iowa or South Dakota with high academic standing and demonstrated financial need.

GERHARD & SUSAN PROBST SCHOLARSHIP - Awarded to a sophomore or junior from Remsen, LeMars, Alton or Granville, Iowa.

CLIFF & MARY PRUITT SCHOLARSHIP - Awarded to a student of high academic achievement.

MONSIGNOR ROBERT J. QUINN ENDOWED SCHOLARSHIP - Awarded to a student majoring in nursing, shall be based on academic standing.

AMELIA (BABE) RIZK MEMORIAL SCHOLARSHIP - Awarded to financially deserving students.

DR. DONALD RODAWIG, SR. MEMORIAL NURSING SCHOLARSHIP - Awarded to a student in the Bachelor of Science in Nursing program, to be selected by the nursing department.

KURT RUPP SCHOLARSHIP - Awarded to a student considering a career in religious service.

GEORGE SALLOW ENDOWED SCHOLARSHIP - Awarded to financially deserving students.

ARTHUR & STELLA SANFORD SCHOLARSHIP - Awarded to a student of high scholastic standing who needs financial assistance.

SISTER RUTH SCHOCK EDUCATION SCHOLARSHIP - Awarded to a full-time education major in good academic standing who has been accepted into the Teacher Preparation Program. Student must have established financial need; be in one or more of the following priority groups: first generation college student, international student or women experiencing social disadvantage; and be involved in activities that carry on the Franciscan tradition of service, helping to make a difference in the lives of others.

SCHROEDER FAMILY ENDOWED SCHOLARSHIP - Awarded to a full-time student in need of financial assistance.
MARY SCHROEDER ENDOWED SCHOLARSHIP - Awarded with first preference to women athletes attending BCU from Cedar Catholic High School in Hartington, Nebraska, and second preference to women attending BCU from northeast Nebraska.

SIoux City EducationAL Fund Scholarship - Awarded to a student of high scholastic ability from the Siouxland area.

SIoux City Foundry Endowed Scholarship - Awarded first to employees or dependents of employees of Sioux City Foundry Company, or secondly to Briar Cliff students majoring in business or the sciences.

SIouxCity Woman’s Club Endowed Scholarship – Awarded to a full-time junior or senior traditional age female student with a GPA of 2.0 or higher, in need of financial assistance, who demonstrates leadership ability and community involvement.

SiouxCity Woman’s Club Endowed Scholarship – Awarded to a student of high scholastic ability from the Siouxland area.

Sioux City Woman’s Club Endowed Scholarship – Awarded to a full-time junior or senior traditional age female student with a GPA of 2.0 or higher, in need of financial assistance, who demonstrates leadership ability and community involvement.

SiouxCity Woman’s Club Endowed Scholarship – Awarded to a student of high scholastic ability from the Siouxland area.

Sioux City Woman’s Club Endowed Scholarship – Awarded to a student of high scholastic ability from the Siouxland area.

Sisters of Saint Francis Scholarship - Awarded to a first generation student, minority student, an international student, or women returning to college and coming out of oppressive situations. All who receive awards (except single women with children) must be involved in a “service” activity designated by Briar Cliff.

MARYANN YODELIS SMITH SCHOLARSHIP - Awarded to a worthy female student.

Sylvia Kuennen Endowed Scholarship – Awarded to a full-time social work major who has an interest in social services and policy development that promote social work goals.

Soroptimist International of Siouxland Endowed Scholarship - Awarded to a non traditional senior female student.

Vali Sorathia Endowed Accounting Scholarship - Awarded to a student majoring in accounting who demonstrates high scholastic achievement.

Peter & Esther Stapenhorst Endowed Scholarship - Awarded with first preference to a student of high academic achievement from the Hospers, Ashton, Sibley or Sheldon, Iowa, area; second preference to a Heelan High School graduate.

Sister Sharon Sullivan Scholarship - Awarded to a junior or senior female student majoring in social work, theology or education with an emphasis in social justice, women’s issues, community or union organizing.

Tanzanian Endowed Scholarship - Awarded to Tanzanian students.

Patricia Terhaar Endowed Scholarship - Awarded to students pursuing health careers. Second preference will be given to students pursuing service-related ministries.

Robert ThiLo Memorial Golf Scholarship - Awarded to a member of the men’s or women’s golf team.

Olive R. Thomas Endowed Scholarship - Awarded to one student with an interest in music, preferably a Cliff Singer and one recipient to be a member of the women’s golf team.

Mary Tice Women’s Golf Endowment - Awarded to a member of the women’s golf team.

Paul & Julia Urbanis Endowed Nursing Scholarship - Awarded to nursing students from within a reasonable radius of the tri-state area, with first priority to first and second year nursing students. Second priority to third and fourth year students.

US Bank Scholarship - Awarded to a financially deserving student.

Father John Vakulskas Scholarship - Awarded to a student who demonstrates financial need and maintains a GPA of 2.5 or better.

Tom and Betty Vaughan Endowed Scholarship - Awarded to a financially deserving student.

VTI, Inc. Scholarship - Awarded with first preference to employees or dependents of VTI, Inc.; second preference to students from Holstein, Iowa; and third preference to a Briar Cliff student demonstrating high scholarship and financial need.

Monsignor Dean Walker Scholarship - Awarded to a music student/major who is willing to volunteer at a parish to help with liturgical music.

Hyim Ward Endowed Scholarship - Awarded to a financially deserving student.

Alice Waters Endowed Scholarship - Awarded to a full-time student in need of financial assistance.

Sister Clotilde Weisenser Children’s Literature Ed. Scholarship - Awarded to a sophomore, junior or continuing education student majoring in elementary education who has completed or is enrolled in the Children’s Literature (EDEL241) class.

Sister Catherine Weisenser Endowed Nursing Scholarship - Preference to be given to financially deserving registered nurse(s) resuming their education to achieve their BSN degree or a junior or senior in the BSN program at Briar Cliff University.
WELTE FAMILY ENDOWED SCHOLARSHIP - Awarded with first preference to a nursing student and second preference to a member of the women’s basketball team, a Heelan High graduate, a student majoring in art or accounting, or to a member of the women’s golf team.

SISTER MARGARET WICK HEALTH PROFESSIONS SCHOLARSHIP - Awarded to a low-income student in a health related profession with first preference given to Mercy Medical Center employees or their dependents.

JOSEPH L. WIEDEMEIER, JR. ENDOWED SCHOLARSHIP – Awarded to a sophomore, junior, or senior nursing student with a GPA of 3.0 or better.

Distinguished Scholars
THERESA DEE MEIS SCHOLARSHIP - Granted annually to a student of high scholastic achievement and financial need. This scholarship was established in loving memory of Theresa, who generously gave of herself toward the betterment of Briar Cliff and its students.

LARRY & SHARON WALSH SCHOLARSHIP - An annual award to students of outstanding academic achievement who demonstrate financial need.

Campus Employment
Students seeking employment are often assigned to campus positions. They earn part of their expenses by working in the offices, laboratories, food service, library, maintenance, engineering and security service. Work assignments are usually 10 to 20 hours per week.

Briar Cliff Loan Fund
This special loan fund has been established to provide low interest loans to help cover costs associated with a student’s education.

State and Federal Programs
Eligibility for the following programs is determined through need analysis provided by filing a Free Application for Federal Student Aid (FAFSA). (Priority deadline is March 15 annually.)

Iowa Tuition Grant (ITG)
The ITG is available to qualified Iowa residents who are enrolled in at least three credit hours at a private institution in Iowa. The ITG is based on need, and students must have a FAFSA at the federal processors by July 1 to be considered for this award. The maximum ITG was $4,550 for the 2014-2015 academic year. In the event that available state funds are insufficient to pay the full amount of each approved grant, the Iowa College Student Aid Commission has the authority to administratively reduce the award.

Federal Pell Grant
The Federal Pell Grant provides financial assistance that does not have to be repaid by eligible students. Application is made by completing the Free Application for Federal Student Aid (FAFSA). The Federal Pell Grant program provides grants to full-time and part-time undergraduate students and may be used at any eligible college or university. The award may vary according to the number of credit hours you are enrolled. You must be enrolled for at least twelve hours per semester to receive a full award. The maximum award for the 2014-2015 academic year was $5,730. Federal Pell Grant eligibility is based on need and the funding level approved by Congress.

Federal Supplemental Education Opportunity Grant (SEOG)
The Federal SEOG program is for students who show exceptional financial need. Students who show exceptional need, who are Pell Grant eligible and have filed FAFSA by March 15 have highest priority. These limited federal funds are dependent on Congressional appropriations and are awarded by the University in varying amounts.

Teacher Education Assistance for College and Higher Education (TEACH) Grant
The Federal TEACH Grant is for students that will be teaching in a low-income school and in a high need field of study. The student could receive a grant of up to $4,000 for four years as an undergraduate and for two years as a graduate.
To qualify for a TEACH Grant you must:

- Be a U.S. citizen or eligible non-citizen
- Complete the FAFSA; however, financial need is not a requirement
- Score above the 75th percentile on ACT/SAT or maintain a GPA of at least 3.25
- Be enrolled as an undergraduate or a graduate student
- Be enrolled in coursework that is necessary to begin a career in teaching in an identified high need field
- Sign a TEACH Grant Agreement to Serve (ATS) to teach in a low-income school and in a high need field full-time for four academic years within eight calendar years after completion or withdrawal from the academic program for which the TEACH Grant was received. ATS is located at www.teach-ats.ed.gov and low-income schools at http://www.tcli.ed.gov/CBSWebApp/tcli/TCLIStrateWelcome.jsp.

If service obligation is not met, the grant funds will be converted to a Federal Direct Unsubsidized Loan that must be repaid with interest charged from the date of each TEACH Grant disbursement.

Federal Direct Loans
A Federal Direct Loan (subsidized and unsubsidized) is a low-interest loan made to students by the U.S. Department of Education. The interest rate for the Federal Direct Subsidized Loan is fixed at 4.66% for the 2013-2014 academic year. The interest rate for a Federal Direct Unsubsidized Loan is fixed at 4.66%. Annual borrowing limits vary based on the student’s year in school and FAFSA dependency status.

Freshman annual loan limit = $5,500
No more than $3,500 will be subsidized, plus additional $4,000 unsubsidized if student is independent.

Sophomore annual loan limit = $6,500
No more than $4,500 will be subsidized, plus additional $4,000 unsubsidized if student is independent.

Junior annual loan limit = $7,500
No more than $5,500 will be subsidized, plus additional $5,000 unsubsidized if student is independent.

Senior annual loan limit = $7,500
No more than $5,500 will be subsidized, plus additional $5,000 unsubsidized if student is independent.

The amount your Federal Direct Loan that is subsidized depends upon the results of your FAFSA and other financial aid that you may be offered.

Federal Direct Subsidized Loans are need-based with interest paid by the federal government while the student is enrolled at least half-time (minimum of 6 credits).

Federal Direct Loans are based on the cost of attendance (as determined by Briar Cliff), minus any other financial aid the student is receiving. Interest on unsubsidized loans accrues prior to repayment. The student has the option to make interest-only payments while attending college or to defer payment (capitalization rules may apply).

Federal Direct PLUS Loan
A Federal Direct PLUS Loan is an excellent option for families who need to borrow beyond the Federal Direct Loan limits. This low-interest loan can be used by parents to borrow on behalf of dependent undergraduates. A credit check is required and performed by the U.S. Department of Education. The interest rate is fixed at 7.21%. Eligibility is limited to the cost of attendance (as determined by Briar Cliff) minus any other financial aid the student is receiving. To apply for a Federal Director PLUS Loan, please contact the Office of Financial Aid.
Federal Perkins Loan
Federal Perkins Loans are made directly through Briar Cliff University with funds provided jointly by the university and the Federal government. The interest rate is fixed at 5%. Application is made by filling out a FAFSA. The amount of the Perkins Loan depends upon available funds and your financial need as determined by the results of your FAFSA. The federal government pays the interest as long as you are enrolled at least half-time and through the nine-month grace period. Deferments may be available in certain situations such as military involvement, volunteer service in a private nonprofit, Vista, or Peace Corps-type organizations. When you enter repayment status, certain cancellation provisions are available. The standard repayment period is based on 10 years. Institutions may extend the repayment period for the Deferred Perkins Loan up to 10 additional years for low-income individuals. Further details can be found on the Perkins Promissory note. If a Federal Perkins Loan has been included in your financial aid award, a first-time borrower in the Perkins Loan program must complete a Personal Confidential Information Sheet and a Statement of Rights and Responsibilities. Funds for the Federal Perkins Loan will not be credited to your account until these forms have been received and a Promissory Note has been signed. Freshmen and sophomores who cannot borrow the maximum Stafford Loan are given priority for the Federal Perkins Loans.

Federal Consolidation Loans
Students who have educational loans may apply for a consolidation loan from the Department of Education at www.loanconsolidation.ed.gov. Information regarding Consolidation Loans will be provided during your exit interview. If you have questions prior to the exit interview, contact the Office of Financial Aid.

Federal College Work-Study Program
Briar Cliff's Work-Study Program allows eligible students to earn up to the amount shown on the financial aid award at a part-time job on or off campus. Awards are based on calculated need as determined by information provided on the FAFSA. Need-based employment is funded by the Federal Work-Study Program. Employment earnings are paid twice each month directly to the student for hours worked and DO NOT show as credit on the tuition bill. Briar Cliff hosts a job fair one day prior to the beginning of the academic year. Students may sign up and visit with interested employers on that day.

Financial Aid Adjustments
Adjustments to a student's financial aid can be related to two factors:
1. Receipt of new information concerning the student's aid application
2. Clarification of existing information

A student’s financial aid will be set at the end of validation (the first week of each semester). There will be no adjustments to financial aid or reduction in charges after that time unless a student totally withdraws from all classes. However, a student may still drop a class for academic reasons (to receive a grade of "W") through the seventh week of the semester.

If a student adds a class later in the semester, he or she will be charged the appropriate tuition and fee, but may not receive an increase in financial aid.

It is extremely important that students validate their enrollment during the first week of each term to receive the maximum financial aid for which they are eligible.

Students with federal aid who withdraw completely before the end of the refund period will have their financial aid adjusted on the basis of federal regulations governing Title IV funds. Funds will be returned in the following order: Direct Unsubsidized Loan, Direct Subsidized Loan, Perkins Loan, Grad PLUS Loan, Direct PLUS Loan, Pell Grant, Supplemental Education Opportunity Grant, and other Title IV programs. Please refer to the Student Handbook online for additional information. State funds and institutional aid will be returned to the proper programs according to the percent of refund calculation based on the date of withdrawal.
Standards of Academic Progress
The Higher Education Act of 1965, as amended, requires that each student maintain satisfactory progress in his or her pursued course of study to receive Title IV Federal Financial Aid. At Briar Cliff University, these standards are also applied to state and institutional programs.

Students attending full-time have a maximum of five academic years to complete a program of study at BCU. Students will only receive state funding for four academic years. If the student’s major required additional completion time, a fifth year of institutional funding can be allowed.

Academic Progress will be measured both qualitatively and quantitatively. A minimum GPA and a minimum number of credit hours completed in the academic year are requirements.

Students who do not meet the grade point average requirement after their first semester will receive a Warning notification. Students unable to achieve the required grade point average after two semesters will be placed on Financial Aid Suspension. Students can also be placed on Financial Aid Suspension after two semesters for not completing 70% of the hours they attempted.

Students placed on Financial Aid Suspension have the right to appeal the suspension. The suspension form is mailed to the student to complete. The appeal will require the reasons for the suspension and an Academic Plan which must be signed off by the student’s Academic Advisor. The student will have a timeframe to have the document completed and submitted to the Financial Aid Office so a decision can be made. Students who are granted approval will be placed on Financial Aid Probation for one semester. After the probationary semester the student will either be in good standing or will not be able to receive any federal, state or institutional funds until they are in good standing again.

Eligibility can also be terminated when the credit hours required for a specific degree/program are earned or the student has attempted greater than 150% of the credit hours required for a specific degree program.

Transfer Students
Transfer students will be assumed to be maintaining satisfactory academic progress at the time of admission. Transfer credits and GPA that are accepted at Briar Cliff are counted toward the total attempted credit/ cumulative GPA in determining satisfactory academic progress compliance.

Repeated Coursework
When students repeat a course, the most recent grade received is used in the calculation of the cumulative GPA unless the student performs worse. In that case, the better of the two grades is counted toward cumulative GPA.

Non-Credit Coursework
Non-credit coursework is not counted in the minimum credit requirement. In the event that a student fails to successfully complete courses at the minimum level, the student will be placed on Financial Aid Probation. A student in this category may receive financial aid for one additional semester. If the student does not meet the minimum levels by the end of the warning period, the student is considered to be making unsatisfactory progress and is placed on Financial Aid Suspension.

Financial Aid Suspension means the termination of all financial aid except private loans. The Financial Aid Office evaluates the progress of each student according to these standards on an annual basis. If a student is placed on Financial Aid Suspension, that student will have the opportunity to appeal the suspension. A student will receive notification of suspension and an Appeals Document. The appeals committee will review the student’s request and notify the student of its decision in writing.

Changes in Academic Load
During the first week of each semester, called "Validation Week," students will have an opportunity to change their registration or room/board plan with no financial penalty. After Validation Week, there will
be no adjustment to tuition or financial aid if the student drops a class or changes to a different room/board plan.

Students who completely withdraw from the University may be allowed a refund on tuition, fees, room/board (if applicable). Federal and state regulations require that all or a portion of the refund be returned to the appropriate government aid programs. Refunds on behalf of the federal aid recipients must be returned in the following order: Federal Direct Unsubsidized Loans, Federal Direct Subsidized Loans, Federal Perkins Loan, Federal Grad PLUS, Federal Direct PLUS, Federal Pell Grant, Federal SEOG, TEACH Grant, other Title IV aid.
The Briar Cliff Community

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.

Briar Cliff University stresses the importance of the individual. Because students come to college with varying capacities, hopes and values, a person-to-person approach assures the greatest personal, academic and vocational adjustment and growth. The Office of Student Development encourages students to develop in 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.

**Academic Resource Commons**
The Academic Resource Commons provides students with the resources and services necessary for academic success and recovery. Located in the ARC are the following: ELL support services, the Writing Center, Academic Peer Mentors, the Early Alert Project Manager, and the Director of Academic Support and Achievement.

Through one-on-one appointments, peer support and mentoring, workshops, and academic advising (in addition to faculty advising), the Academic Resource Commons 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.

**Academic Support and Achievement**
Recognizing there are a variety of reasons why a student may struggle academically, the director of academic support and achievement helps students overcome obstacles while empowering them to create their own unique, college experience.

The director meets with students to 1) connect them with necessary campus resources; 2) provide the support and services necessary to aid in students' success; and, 3) enable the development of programs that fit students’ ever-changing personal and academic needs as they persist at Briar Cliff University.

The office of academic support and achievement serves students in all ways, and welcomes the opportunity to meet with a student for any reason – whether it be social, academic or personal.

**Briar Cliff Student Government (BCSG)**
The BCSG is the voice for the student body. One major function is to keep an open line of communication among students, administrators and faculty. Student representation on University committees helps ensure vital input into academics, student life, and University-wide policies.

**Campus Ministry/BCCares**
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 RCIA. It strives to provide an environment for community building and meaningful ministry opportunities nationally and internationally for students and employees including mission trips during “J” term, May
term, and Spring Break. It also seeks to educate and involve the BCU community in a deeper understanding and living out of 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’s service division, known as BCCares, 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. BCCares 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.

**Campus Security**
The main responsibility of Briar Cliff Security is for the physical safety of our students, faculty and staff. Briar Cliff Security also ensures the safety of University property which includes locking and securing buildings, reporting suspicious activity to law enforcement, enforcement of parking regulations, and reporting any emergencies to local authorities. Campus Security has a good working relationship with the Sioux City Police and Fire Departments.

**Career Education**
Career Education assists students in developing the skills necessary to make transitions to their chosen careers, gain valuable work experiences through meaningful internship programs, and continue their education in graduate or professional schools. Career Education offers job and internship opportunities, résumé uploads and electronic portfolios via College Central Network available to students and alumni. The office of Career Education oversees both on-campus and off-campus work-study.

**Chicago Experience**
Briar Cliff offers students the opportunity to live, work and study in Chicago. Chicago Semester (CS) is a full-term fall 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 term, students gain first-hand experience applicable to life after graduation as they begin the 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 Career Education Office and visit the Chicago Semester Web site at [www.chicagosemester.org](http://www.chicagosemester.org).

**Developmental Skills Program**
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.

**Academic Technology**
The mission of academic technology is two-fold: to help improve the learning experience at Briar Cliff University by assisting faculty in the design and implementation of courses with the right balance of technology and methods, which will help students meet their course outcomes and to assist faculty and students gain the knowledge and skills of learning technologies through workshops(both virtual and classroom) and online-tutorials.
**ELL Support Services**
Located in the Academic Resource Commons, ELL support services provide students with additional help in reading comprehension, vocabulary development and grammar, writing skills, listening proficiency, and oral communication. Students closely work one-on-one with an ELL Specialist to help with their specific learning needs.

**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 maybe incurred for diagnostic testing, immunizations, and TB screenings. Students will be encouraged to become proactive and responsible for their 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.

**Information Technology (IT) Center**
The IT Center is located in Heelan Hall Room 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 computer labs with network printers in each Residence Hall and the Library. Instructional computer classrooms located in Heelan Hall Rooms 112 and 138 may be utilized by students 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 and Recreational Sports**
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, cross country, football, golf, soccer, volleyball (2015), track, and wrestling. Women compete in basketball, cross country, golf, softball, soccer, track, cheer and dance, 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.

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 each individual with an opportunity to participate in his/her 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/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.

Learning Communities
Intentionally using a cooperative, Franciscan service learning perspective, Briar Cliff University’s General Education 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.

Library and Information Services
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, 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 materials. Librarians conduct classes and provide assistance in-person, and via telephone, email, or the library web site's chat feature. Through the library's interlibrary loan system, students are able to locate and request 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 Educational Curriculum Lab for education majors, the mezzanine is the home of the Roth Business Collection, and the second floor is home to the Academic Resource Commons.

Hours the building is open are listed on the library web site at http://library.briarcliff.edu/, along with links to information about services and search tools for locating materials available in electronic format. The university I.D. card allows students to check out and request materials.

Multicultural and International Student Programs
The Multicultural and International Student Programs office implements programs that educate the student population and campus community regarding issues of cultural understanding and sensitivity that are relevant in a global society. The programs support student learning, success, and retention through individual mentoring and advising for students of all cultures. The office also plans and coordinates the offerings and opportunities for American students to study abroad. This office also serves the international population at BCU.
Organizations and Publications
Honor societies, including those in history, nursing, and theatre, as well as disciplinary and departmental clubs and organizations, enable the student to develop a sense of professionalism and service. Student publications include Cliff News, an online campus newspaper and The Briar Cliff Review, a literary magazine.

Residence Life & Housing
The Residential 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 that are 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 or and 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.

Residency Policy
Briar Cliff University believes that 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. It is the policy of Briar Cliff University that all full-time undergraduate students live in campus housing and are enrolled in a meal plan until they have reached senior class standing (91 credit hours).

Exceptions to this housing policy will include students living with their parents or legal guardians within commuting distance (40 miles) of campus or individuals establishing independent status.

An independent student is one who: 1) is at least 23 years of age, 2) is married, 3) has children, 4) is a veteran, or 5) achieves independent status according to Federal financial aid guidelines.

Housing Agreement
Housing agreements are for the entire academic year and cannot be broken once initiated by University without the consent of the Assistant Dean of Students/Director of Campus Life. Residential students are responsible for all of the terms of the housing agreement. The Assistant Dean of Students/Director of Campus Life reserves the right to grant individual exemptions to the residency policy.

Student Activities
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!

Student Organizations
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.
Study Abroad Programs
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. Recent 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.

TRiO - Student Support Services Program
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.

Writing Center
The Briar Cliff University Writing Center, located in the Bishop Mueller Library within the Academic Resource Center (ARC), 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, displaying competence in grammar, articulation, structure and cohesion.

The Briar Cliff University Writing Center is a place for students to engage and collaborate with their peers, to learn to diagnose error patterns in their writing, and to develop the skills to write effectively in their personal and professional lives. The BCU Writing Center’s mission is to support Briar Cliff’s community of writers by empowering those we serve to think critically and to write articulately as a part of an ongoing process of self-awareness and self-expression.

The Writing Center offers one-on-one mentoring, workshops, and various computer-based tutorials.
Policies and Regulations

Academic Status and Normal Load
Twelve to 18 credit hours is considered full-time enrollment. 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.

First-year students whose ACT falls between 18 and 24 may register for no more than 17 credit hours in first semester. First-year students whose ACT is a 17 or below may register for no more than 14 credit hours in first semester. Transfer students may register for no more than 17 credit hours in first semester. Students who wish to register for more than 18 credit hours must have a GPA of 3.0 or higher.

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

<table>
<thead>
<tr>
<th>Number of Semester Hours Earned</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-29</td>
<td>First-year student</td>
</tr>
<tr>
<td>30-59</td>
<td>Sophomore</td>
</tr>
<tr>
<td>60-89</td>
<td>Junior</td>
</tr>
<tr>
<td>90+</td>
<td>Senior</td>
</tr>
</tbody>
</table>

Adding, Dropping and Withdrawing from Classes
Students may add or drop classes in their schedules with the help of faculty advisors. Classes may be added or dropped within the first two days of the term 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 by printing the Change of Registration form located on the Briar Cliff University website at [http://www.briarcliff.edu/academics/registrar](http://www.briarcliff.edu/academics/registrar); click on Add/Drop class. After the first week, however, only the Registrar's Office may change a student's schedule.

Students must seek written instructor approval before adding a class after the first two days of a term. Adding a course will require the instructor’s signature approval during this three day period. Once the signature approval 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 in a term. To withdraw from classes students need written consent both from their faculty advisor and from 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 withdraw passing or 'WF' for withdraw failing. 'WP' grades do not impact cumulative GPA. 'WF' grades calculate into cumulative GPA the same as an 'F' grade. Withdrawing from a course that is not the entire length of the semester will switch to the penalty grading 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 page 27.)

Admission to the University and Registration for Classes
Most students are admitted to the university in "good standing" and may register for any appropriate classes. After a student has been accepted, the Office of Admissions will authorize the student to register. Students consult with their academic advisors before selecting classes.

Advising
All students have academic advisors with whom they cooperatively plan their programs within the general requirements for graduation. Advisors assist in the development of a balanced liberal arts program which is consistent with each student's educational objectives. Adult learners and
traditional-age transfer students will be assigned an advisor within the department of their major course of study or, if undecided as to major, a first-year advisor.

**Appealing Grades and Other Academic Matters**

(not pertaining to the academic integrity issues)

Students wishing to appeal grades or other academic matters should follow these guidelines detailed in the "Student Grievance Procedures:"  
1. Discuss the concern with the faculty member involved within three weeks of the issuance of the final grade to initiate an appeal.  
   If the student remains unsatisfied, he or she may:  
2. Appeal to the division and department chairperson in writing within three working days of discussing the grievance with the faculty member. Include the circumstances of the grievance, specific concerns and a possible remedy. The student should make an appointment and meet with the chairpersons. The student will be notified in writing of the chairpersons’ decision.  
   If the student remains unsatisfied, he or she may:  
3. Appeal to the Vice President for Academic Affairs in writing within three working days of notification by the chairpersons. Include in the written document circumstances of the grievance, specific concerns, and a possible remedy. The student should make an appointment and meet with the Vice President for Academic Affairs. The student will be notified in writing of the Vice President for Academic Affairs’ decision.  
4. In all cases, the decision of the Vice President for Academic Affairs is final.

**Assessment**

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 writing and mathematics course. These placements are based on sub-scores on the ACT or its equivalent. See the following table that shows course placement by ACT score ranges.

**Mathematics**

<table>
<thead>
<tr>
<th>ACT Score</th>
<th>Course Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 17</td>
<td>MATH 01A: Fundamentals of Mathematics and then MATH 0010: Basic Algebra</td>
</tr>
<tr>
<td>17-20</td>
<td>MATH 0010: Basic Algebra</td>
</tr>
<tr>
<td>21-25</td>
<td>MATH 105, 111, 118, or 200</td>
</tr>
<tr>
<td>Greater than 25</td>
<td>MATH 217 or 225</td>
</tr>
</tbody>
</table>

**Writing**

<table>
<thead>
<tr>
<th>ACT Score</th>
<th>Course Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 20</td>
<td>WRTG 100: College Prep Writing</td>
</tr>
<tr>
<td>Greater than 20</td>
<td>WRTG 109: Introduction to College Writing</td>
</tr>
</tbody>
</table>

A student who believes that a course placement is not appropriate for her/his skill level may request an alternative assessment to determine course placement.

**Class Attendance**

Students are expected to attend all classes and laboratories and are responsible for work missed due to an absence, regardless of the reason. The attendance policy for each course is determined by the instructor, who will state the policy in the course syllabus.
Conditional Admission
Students who do not meet the regular acceptance criteria may be admitted to Briar Cliff conditionally because exam results, prior grades or other academic indicators suggest that they may be able to succeed at college-level work. Conditionally admitted students who fail to earn a 2.0 GPA during their first semester must meet with their academic advisor and follow his/her recommended course of action. All full-time conditionally admitted students must limit their academic load to 13 hours of credit per semester.

Following academic assessment tests, conditionally admitted students will be required to register for appropriate developmental courses.

Courses Offered With Departmental Approval
Courses listed with departmental approval are offered with permission of the departmental chairperson and Vice President for Academic Affairs.

Resumption of Study with a Suppressed Academic Record
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 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.

Restoration of Credits from a Suppressed Academic Record
Students that resume study with a suppressed academic record can elect to restore some of the previously withheld credits upon the successful completion of 10 semester credit hours. Only credits earned in courses graded ‘C’ or better will be considered for restoration. Major courses can be restored at the discretion of the department chairperson. If approved, only the courses and credit hours will be restored, not the grades or grade points.

Requests for credit restoration will be considered through the Office of the Registrar. There is a $25 per credit hour fee for processing the restoration of credits.

Dean’s List
The Vice President for Academic Affairs office reviews the grades of students at the close of each term. 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 term grade point average of 3.50 or above.

Disability Services
Persons with disabilities who need accommodations should contact the TRiO-Student Support Services Office to discuss needs. Documentation of the disability is required.

Family Educational Rights and Privacy Act of 1974 (Buckley Amendment)
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.

**Directory Information**

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 (Dean’s List) and awards received.

**Grades**

Grades are issued at the end of each semester and are available to the student via the student’s Web advisor account. 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. Faculty members may issue warning notices if a grade is a "D," "F," or "I."

The quality of the student’s work is indicated by the following grades and grading rubrics:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>SUBJECT MATTER</th>
<th>INSIGHT &amp; UNDERSTANDING</th>
<th>EXPRESSION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A = 4.00</strong></td>
<td>Superiority marked by an extremely high level of independence, scholarship, other research, analysis or performance</td>
<td>Extraordinary command of interrelationships within the subject and extremely high level of originality and/or creativity in approaching problems</td>
<td>An extremely high level of proficiency in oral, written or expression</td>
</tr>
<tr>
<td><strong>A- = 3.67</strong></td>
<td>Excellent level of independence, scholarship, research, analysis or performance</td>
<td>Excellent command of interrelationships within the subject and an excellent level of originality in approaching problems</td>
<td>Excellent level of proficiency in oral, written or other expression</td>
</tr>
<tr>
<td><strong>B+ = 3.33</strong></td>
<td>High level of independence, scholarship, research, analysis or performance</td>
<td>Command of interrelationships within the subject and a high level of originality in approaching problems expression</td>
<td>High level of proficiency in oral, written or other</td>
</tr>
<tr>
<td><strong>B = 3.00</strong></td>
<td>Very good knowledge of subject matter and a good manifestation of the ability to work independently; demonstrates good scholarship, research, analysis or performance</td>
<td>Very good understanding of the fundamentals and their interrelationships; originality and insight in approaching problems</td>
<td>Very good level of proficiency in oral, written or other expression</td>
</tr>
<tr>
<td><strong>B- = 2.67</strong></td>
<td>Good knowledge of subject matter and a manifestation of the ability to work</td>
<td>A good understanding of the fundamentals and their interrelationships; originality and insight</td>
<td>A good proficiency oral, written or other expression</td>
</tr>
<tr>
<td>Grade</td>
<td>Description</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>-----------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>C+ = 2.33</strong></td>
<td>Knowledge of most subject matter and a manifestation of the ability to work independently; demonstrates some scholarship, research, analysis or performance in approaching problems</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>C = 2.00</strong></td>
<td>Basic knowledge of course content; satisfactory completion of course requirements; demonstrates somewhat uneven scholarship, research, analysis or performance</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>C- = 1.67</strong></td>
<td>Basic, though incomplete, knowledge of course content; uneven scholarship, research analysis, or performance</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>D+ = 1.33</strong></td>
<td>Minimal knowledge of course content; significant course requirements not met; demonstrates very little scholarship, research, analysis or performance</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>D = 1.00</strong></td>
<td>Demonstrates minimum knowledge of course content; overwhelming amount of course requirement not met; demonstrates almost no scholarship, research, analysis or performance</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>F = 0.00</strong></td>
<td>Course requirements not met; demonstrates no scholarship, research, analysis or performance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>Delayed grade</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P</td>
<td>Passing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WP</td>
<td>Withdrawal Passing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WF</td>
<td>Withdrawal Failing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>Audit</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The mark "I" signifies that work in a course is incomplete because of illness or circumstances beyond the control of the student or because an instructor feels further evaluation is needed before the grade can be determined. A student who receives an "I" at the end of a course must complete the necessary work within three weeks, or the "I" will automatically become an "F."

The mark "N" signifies that a student’s grade has been delayed, not because the work is incomplete, but because the learning experience extends beyond the end of the term. The grade is typically used for internships and field experiences. The "N" grade will not affect placement on the dean’s list or the probationary status of a student. Students may carry an "N" grade (delayed grade) for one year. If a final grade has not been submitted, the "N" grade will convert to an "F."

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 online 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 assure correct grade recording. Departments may limit the application of this policy as it relates to courses in the student’s major program.

Honors at Graduation
In recognition of superior scholarship, the following special 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 statuses will be determined in the following manner:
1. 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 J-Term in the year they will graduate. Nine (9) of those credit hours may have been taken pass/fail. No more than three (3) courses may have been taken pass/fail.
2. 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.

Housing
Residency Requirement: All full-time, unmarried students under 21 years of age and not living with parents, spouses or legal guardians must live in the Briar Cliff University residence halls. Students 20 years of age may apply to live off campus through the Office of Residential Life and Housing.

Integrity: Policy, Procedures and Appeals
Briar Cliff strives to create an environment where 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, 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:

- obtaining, disseminating or using unauthorized materials for the completion (by oneself or another student) 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 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: the representation of another's ideas, statements or data as one's own. Plagiarism includes copying, paraphrasing or summarizing another's work (even if that work is found on the Internet) without proper acknowledgment (footnotes, in-text credit, quotation marks, etc.). 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 university bookstore and the Bishop Mueller Library.

The policy of Briar Cliff University is that for an individual’s first offense, the student's instructor or work supervisor will determine an appropriate penalty, with a possible penalty of "F" for the course or termination of employment. For a second offense, the instructor or supervisor and the Vice President for Academic Affairs will determine an appropriate penalty, up to and including dismissal from the university. For an offense after the second, the Vice President for Academic Affairs will determine an appropriate penalty, up to and including dismissal from the university. Depending on the nature and severity of the offense, the university reserves the authority to exact maximum penalty even in the case of a first offense.

In all cases of alleged academic dishonesty, the faculty member or work supervisor shall, in writing, notify the student of the specific charges and circumstances and a copy of the notice shall be sent to the Vice President for Academic Affairs. If the student wishes to deny the allegations or appeal the penalty, he/she must, within 10 working days, file with the division and department chairpersons or the work supervisor's immediate superior, a written intent to appeal. 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 evidence presented (in writing or at an oral hearing) by both the student and the instructor or work supervisor 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 a student is found in violation of the University's policy on academic honesty, the student may be subject to disciplinary review that may include an appropriate penalty, up to and including dismissal from the University. Depending on the severity of the offense, the University reserves the authority to exact maximum penalty even on the first offense.

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 an 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.

In order to support the academic integrity statement, faculty members are expected to administer, monitor and evaluate tests and other assignments in a fair and consistent manner.

**Pass/Fail Grading**

Students may request to take a pass/fail grade for courses at Briar Cliff under the following conditions:
1. The student has completed at least 60 semester hours of course work with a cumulative GPA of at least 2.0.
2. The course is an upper-division course; lower-division courses may be taken with the permission of the chairperson of the department offering the course.
3. The course is not a requirement of a major or minor
4. The total number of courses taken by a student is not greater than three and only one course is taken pass/fail in a given semester.
5. The decision to elect a course pass/fail must be made at the time of registration. A student may elect to change back to the regular grading system, but the reverse is not permitted.
6. A grade of "pass" does not enter into the calculation of the student’s GPA. However, a grade of "fail" is recorded as such and affects the GPA in the same way as an "F."
7. Students must achieve a grade of "C" or higher to receive a "P."

**Prerequisites for Enrolling in Courses**
A student may not register for a course with prerequisites unless the student has successfully completed the prerequisites as stated in the Briar Cliff University catalog. If the prerequisites have not been successfully completed, the student may be dropped from the class by the instructor.

**Probationary Status, Good Standing and Academic Dismissal**
In order to be a considered a student in good standing at Briar Cliff University, a student must earn and maintain a cumulative grade point average of 2.00 or better.
1. Students with a cumulative grade point average of 2.00 or above are in good academic standing.
2. Any student who fails to earn a 2.00 grade point average in any term and whose cumulative grade point average drops below 2.00 is classified as a student on probation and runs the risk of being dismissed from the university.
3. Students who fail to achieve the following cumulative grade point averages are subject to academic dismissal:
   
   **Note:** The following only includes credit hours taken at Briar Cliff:
   - 1.00 upon attempting 15 credit hours at BCU
   - 1.25 upon attempting 30 credit hours at BCU
   - 1.50 upon attempting 40 credit hours at BCU
   - 1.75 upon attempting 50 credit hours at BCU
   - 2.00 after attempting 60 or more credit hours at BCU

4. In addition, students who fail to achieve the following cumulative grade point averages are subject to academic dismissal:
   
   **Note:** The following includes transfer credit hours.
   - 1.50 upon attempting 70 credit hours
   - 1.75 upon attempting 80 credit hours
   - 2.00 after attempting 90 or more credit hours

A student who is subject to academic dismissal may appeal his or her dismissal to the Vice President for Academic Affairs. Any student who is academically dismissed may return to the university after one term (not including summer school). 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.
5. Any student receiving a grade point average less than 1.00 in any term is subject to academic review and/or dismissal.

**Student Handbook**
The Student Handbook details the university’s living standards. It is revised annually. All students enrolled at Briar Cliff are expected to review the Student Handbook and uphold the regulations described in it.
4-1-4-1 Calendar
The calendar of Briar Cliff is organized in two 14-week semesters, Fall and Spring, with two interim terms, January and May Term. The summer term consists of a 10-week semester with courses being offered in 10-week or accelerated, shortened formats. All Briar Cliff credits are recorded in semester hours with a normal student load of 15 to 18 hours in a 14-week semester.

Transcripts of Credits
There is a $10 charge for the first official transcript, $5 for the first unofficial transcript, and $1 for each subsequent transcript ordered at the same time. Requests for transcripts must be in writing. Transcript requests will be processed provided all financial obligations to the university have been met. Unless a student requests an exception, transcript information is made available, without seeking student permission, to university professional personnel whose responsibilities require such information.

Tutoring
Tutoring services are provided to students in most 100- and 200-level courses taught in face to face format fall and spring semesters. Students in need of tutors may sign up in the tutorial coordinator’s office from the first day of the term through the end of the eleventh week of classes. Peer tutors will provide help individually or in small groups.

Withdrawal from the University
Students who are considering withdrawing from Briar Cliff University are asked to see the Director of Student Achievement. 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 the Financial Aid Office in order to prevent problems in applying for state or federal financial aid at another institution.

Permission to Enroll in More Than 17 Credit Hours
Students who want to enroll in a sixth course of three or four credit hours must have a GPA of 3.00.
Options for 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 Project Assess and Credits-by-Examination programs and may not be a part of the last 30 hours.

Credit-By-Examination
The university participates in the CLEP (College Level Examination Program.) Through this program, examinations in specific subjects can be taken, and students may receive credits for classes without formally having taken a course in the subject. If a student scores at or above the 50th percentile in a CLEP test, he or she may receive credit in the course if it is approved by the department chair for credit to be awarded for the major.

In all of the credit-by-examination programs, the department reserves the right to define the number and the arrangement of courses for which majors, or those seeking a minor, can substitute CLEP. The charge for credit-by-examination is $25 per credit hour, plus the cost of the test.

The following courses have corresponding CLEP tests:

<table>
<thead>
<tr>
<th>Briar Cliff University Courses</th>
<th>Appropriate CLEP Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting 203 Principles of Accounting I</td>
<td>Financial Accounting</td>
</tr>
<tr>
<td>Biology 151 General Biology I</td>
<td>Biology</td>
</tr>
<tr>
<td>Business/HRM 223 Business Law I</td>
<td>Introductory Business Law</td>
</tr>
<tr>
<td>Business 225 Principles of Management</td>
<td>Principles of Management</td>
</tr>
<tr>
<td>Chemistry 111, 112 Principles of Chemistry I &amp; II</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Economics 211 Principles of Macroeconomics</td>
<td>Principles of Macroeconomics</td>
</tr>
<tr>
<td>Economics 210 Principles of Microeconomics</td>
<td>Principles of Microeconomics</td>
</tr>
<tr>
<td>Education 318 Educational Psychology</td>
<td>Introduction to Educational Psychology</td>
</tr>
<tr>
<td>English 110 Introduction to Literature</td>
<td>Analyzing and Interpreting Literature</td>
</tr>
<tr>
<td>English 175 Independent Study</td>
<td>American Literature or English Literature</td>
</tr>
<tr>
<td>French 111 &amp; 112 Beginning French</td>
<td>French Language, Level I</td>
</tr>
<tr>
<td>History 231 U.S. History to 1877</td>
<td>History of the United States I: Early Colonization to 1877</td>
</tr>
<tr>
<td>History 232 U.S. History Since 1877</td>
<td>History of the United States II: 1865 to the Present</td>
</tr>
<tr>
<td>Mathematics 111 College Algebra</td>
<td>College Algebra</td>
</tr>
<tr>
<td>Mathematics 217 &amp; 218 Calculus I &amp;II</td>
<td>Calculus with Elementary Functions</td>
</tr>
<tr>
<td>Political Science 101 American Government</td>
<td>American Government</td>
</tr>
<tr>
<td>Psychology 110 Introductory Psychology</td>
<td>Introductory Psychology</td>
</tr>
<tr>
<td>Sociology 124 Principles of Sociology</td>
<td>Introductory Sociology</td>
</tr>
<tr>
<td>Spanish 101,102 Elementary Spanish</td>
<td>Spanish Language, Level I</td>
</tr>
<tr>
<td>Writing 109 Introduction to College Writing</td>
<td>College Composition</td>
</tr>
</tbody>
</table>

Credit for Prior Learning
Non-traditional students who feel they have learned the content of a Briar Cliff course outside the classroom may apply for credit through Project Assess. Contact your advisor for information. Project assess may not be used as part of the last 30 hours of credit. There is a $50 fee to have the portfolio evaluated for credit. If credit is awarded, there is a $25 per credit hour fee to have the credit transcripted.

Advanced Placement
Students scoring three or above on an advanced placement exam are given advanced placement, e.g., he/she does not have to take WRTG 109 as a prerequisite before taking other English courses. An individual department may authorize advanced placement as equivalent to credit, and the student must pay $25 per credit hour to have it recorded on his/her transcript.
Correspondence Courses and Off-Campus Study
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 hours.

International Baccalaureate (IB)
The International Baccalaureate Program is an internationally recognized program. The two-year rigorous college preparatory curriculum is offered to high school juniors and seniors. This curriculum leads to final examinations in six subject areas. The curriculum is designed for highly motivated students to encourage critical thinking, develop research skills, engage in community service and provoke inquiry into the nature of knowledge. College credit will be awarded to students earning a 4 or higher on the higher level examination offered by the International Baccalaureate Program. Each examination will count as 8 hours. The Registrar will determine the use of the scores to satisfy appropriate course requirements for the general 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:

Registrar • Briar Cliff University
3303 Rebecca Street
Sioux City, IA 51104

As with any transcript, it must be requested in writing (by mail, fax or e-mail); be sure to 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.
Professional and Pre-Professional 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.

Church Ministry
All four tracks of the Theology Major provide students with the solid intellectual foundation on which all effective ministry depends, whether ordained or lay. Students can gain practical experience in ministry by designing an individualized Theology internships course that fits their needs and interests.

Law
Most law schools do not require a specific curriculum for students preparing for law, but require the baccalaureate degree for admission. Since it is stated that a liberal arts training is the best preparation for law, it is recommended 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.

Medical Laboratory Science
Students electing this program spend the first three years at Briar Cliff University. During the first term of the junior year, the student makes application for admission to a program of medical laboratory science which is approved by the American Medical Association. The competitive fourth year of study is directed by the instructors at these clinical sites. Briar Cliff equates the completion of this clinical study to one full academic year at the university and grants the baccalaureate degree upon completion of the work. The student may then sit for the Registry Examination. (See page 144).

Radiologic Technology
Briar Cliff University has a cooperative program with the Department of Radiology Education at St. Luke's College, Sioux City, Iowa.

In this program, the student is required to spend his/her first year at Briar Cliff University and then apply for admission to St. Luke’s program. After satisfactory completion of work at St. Luke's, the student is required to complete his/her senior year at Briar Cliff University. Students may elect to complete the two clinical years at an approved program other than St. Luke’s.

Students who are seeking the B.S. in Radiologic Technology who have completed a two-year clinical radiologic technology program are granted 62 hours of credit. These students must complete an additional 62 hours of credit which includes course work that satisfies the distribution requirements for graduation. Graduates of this program may qualify for positions as directors in hospital radiologic departments. They will be granted the B.S. degree upon completion of the program.

Candidates for this program in radiologic technology must satisfy the admissions requirement of completing an approved radiologic technician program,

Social Work Program
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 BSW program has been accredited by the Council on Social Work Education since 1974 and has ten expected educational competencies. Graduates are eligible for licensing in Iowa, Nebraska, South Dakota, and other states.
Teacher Education Program
The Teacher Education Program at Briar Cliff University includes preparation for teaching in the elementary and secondary schools, and includes preparation for K-12 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.
A Liberal Education

A liberal education prepares students to live with significance, direction and purpose. What one does and how one earns a living is an important dimension of human endeavor, but what one is and how one lives extends far beyond the work or profession which an individual pursues. All humans need to relate to family, neighbors and community. All need to vote intelligently, shop wisely, recreate deeply and worship sincerely. For most people, sound parenting and creative family life become highly absorbing focal interests of daily activity.

The Mission of General Education
Following in the rich intellectual tradition of Catholic institutions of higher learning, Briar Cliff University offers its students a liberal education based on the values of intellectual freedom, personal responsibility, commitment to society, and respect for the dignity of the human person. Briar Cliff graduates are prepared for success in their chosen fields as well as for lifelong learning. They are reflective persons, aware of the interconnectedness of knowledge and able to ask challenging questions. From local and global perspectives, they appreciate the rich diversity of ideas and experiences that characterize the human condition. They accept responsibility for the ethical consequences of their actions and are willing to be agents of appropriate change. Committed to the Franciscan values of peace, respect for creation, and service to community, they carry the Briar Cliff mission and traditions with them throughout their lives.

The Goals of General Education
As a result of their general education, Briar Cliff graduates will
• comprehend the creative, expressive, and structural dimensions of the arts
• understand the scientific method and fundamental scientific principles
• be able to use empirical evidence to examine and understand individual and/or social human behavior
• comprehend their own cultural identity and understand cultures different from their own
• understand changes and continuities within the human community from an historical perspective
• be able to examine and reflect on the religious values and experiences of human persons
• be able to critically examine ethical dimensions of human choices and behavior
• be aware of implications of national and global interdependence
• be able to integrate knowledge from different disciplines and from multiple perspectives
• read, write, and speak effectively
• be able to use quantitative and logical reasoning to solve problems
• be able to effectively acquire, evaluate, and communicate information and ideas
• contribute meaningful service to their communities.

Briar Cliff implements liberal learning through a comprehensive general education program consisting of intellectual foundations, competencies, and service learning.

The Four Components of General Education
General Education at Briar Cliff has four components: Liberal Arts, Intellectual Foundations, Competencies, and Service.

I. Liberal Arts

Franciscan Core Courses
To introduce students to the University's heritage as a Franciscan institute of higher learning, Briar Cliff requires all students to take courses from our "Franciscan Life" series (CORE 100/110:Franciscan Life; CORE 101:Franciscan Experience). These courses provide students with a basic understanding of who
Saint Francis of Assisi was, what he stood for, and what the founding principles of his order are. Students encounter these ideas through both the study of historical, primary-source documents as well as through the examination of 21st Century social issues and service learning experiences. CORE 100 and CORE 101 are required of all first-year students (students with 15 or less transfer hours); CORE 110 is required for all transfer students with more than 15 hours. Traditional first-year students, as well as students transferring in with less than 30 credits will need to take both CORE 100 and CORE 101. Students transferring in with 30 credits or more may opt to take CORE 110.

**Freshman Seminar Course**

The beginning of college represents a huge change for nearly every student. The purpose of this course is to provide students with a receptive academic community where they can learn critical academic skills and where they can share and discuss experiences from all aspects of their life in college with their fellow students and a faculty mentor. CORE 120M is an introductory course in academic rigor at the college level. Students in the Freshman Seminar experience will participate in cooperative learning activities designed to enhance individual skill development and group engagement.

**II. Intellectual Foundations**

A set of seven areas of study is intended to develop students' intellectual abilities and to illuminate for them various dimensions of knowledge. Through these areas of study, students will expand their awareness of themselves and the world, strengthen their ability to think independently, and equip themselves to lead an examined life.

*With the exception of the first-year-student liberal arts course, general education foundation courses must be taken from at least six different disciplines.*

1. **Aesthetic Foundation (AE)**

This foundation promotes the ability to comprehend the creative, expressive and structural dimension of the arts by expanding the knowledge and appreciation of various art forms and of their application throughout history.

Through this foundation students will

• demonstrate ability to understand and analyze the structure, form, and style of specific works of art, music literature, drama, or film
• develop an awareness of the aesthetic traditions and the cultural and historical dimensions of specific works of art, music, literature, drama, or film
• understand how form is expressive in a work of art
• come to recognize the value of the arts as an essential form of human expression.

Assessment: On an addendum to the student evaluation form, students will rate the course on a scale of 1 to 5, with 1 being “no progress” and 5 being “significant progress” toward the goal:

As a result of this course,

• did you learn to analyze the structure, form, and style of the works presented?
• are you aware of aesthetic traditions and cultural and historical dimensions of the works presented?
• do you understand how the form of a work is expressive?
• have you come to recognize the value of this art as a form of human expression?

The instructor will also evaluate student accomplishment of these objectives through a combination of examinations, projects, papers, presentations, discussions, and/or other class assignments embedded in the course. This foundation requires two courses, taken from two different disciplines.
<table>
<thead>
<tr>
<th>Department</th>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART</td>
<td>108</td>
<td>International Art Travel Seminar</td>
</tr>
<tr>
<td>ART</td>
<td>112</td>
<td>Introduction to Visual Arts</td>
</tr>
<tr>
<td>ART</td>
<td>115</td>
<td>Art History: Prehistory-Gothic</td>
</tr>
<tr>
<td>ART</td>
<td>116</td>
<td>Art History: Renaissance-Modern</td>
</tr>
<tr>
<td>ART</td>
<td>117</td>
<td>Art History: Modern</td>
</tr>
<tr>
<td>ENGL</td>
<td>110</td>
<td>Introduction to Literature</td>
</tr>
<tr>
<td>ENGL</td>
<td>125</td>
<td>Film and Literature</td>
</tr>
<tr>
<td>ENGL</td>
<td>210</td>
<td>Modern Fiction</td>
</tr>
<tr>
<td>ENGL</td>
<td>211</td>
<td>Modern Poetry</td>
</tr>
<tr>
<td>ENGL</td>
<td>243</td>
<td>Shakespeare</td>
</tr>
<tr>
<td>GDES</td>
<td>203</td>
<td>The History of Graphic Design</td>
</tr>
<tr>
<td>MUSC</td>
<td>125</td>
<td>American Popular Music</td>
</tr>
<tr>
<td>MUSC</td>
<td>220</td>
<td>Music Appreciation</td>
</tr>
<tr>
<td>MUSC</td>
<td>247</td>
<td>Music History and Literature I</td>
</tr>
<tr>
<td>MUSC</td>
<td>248</td>
<td>Music History and Literature II</td>
</tr>
<tr>
<td>PHIL</td>
<td>215</td>
<td>Philosophy in Film, Literature and Art</td>
</tr>
<tr>
<td>THTR</td>
<td>101</td>
<td>Introduction to Theatre</td>
</tr>
<tr>
<td>THTR</td>
<td>350</td>
<td>World Theatre History I</td>
</tr>
<tr>
<td>THTR</td>
<td>351</td>
<td>World Theatre History II</td>
</tr>
<tr>
<td>THTR</td>
<td>361</td>
<td>Midwestern Theatre</td>
</tr>
<tr>
<td>THTR</td>
<td>362</td>
<td>American Theatre History</td>
</tr>
</tbody>
</table>

2. Physical and Life Sciences Foundation (PL)
This foundation promotes an examination of the physical and biological world by scientific modes of thinking.

Students will be able to
• demonstrate knowledge of the scientific method
• demonstrate knowledge of fundamental scientific principles.

Assessment: Student accomplishment of these objectives will be measured through activities, examinations, and/or projects. This foundation requires one course.

<table>
<thead>
<tr>
<th>Department</th>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL</td>
<td>102</td>
<td>Human Biology</td>
</tr>
<tr>
<td>BIOL</td>
<td>106</td>
<td>Biology of Women</td>
</tr>
<tr>
<td>BIOL</td>
<td>151</td>
<td>General Biology I</td>
</tr>
<tr>
<td>BIOL</td>
<td>152</td>
<td>General Biology II</td>
</tr>
<tr>
<td>CHEM</td>
<td>107</td>
<td>Chemistry and Sports</td>
</tr>
<tr>
<td>CHEM</td>
<td>108</td>
<td>Chemistry and Society</td>
</tr>
<tr>
<td>CHEM</td>
<td>109</td>
<td>Chemistry for the Health Sciences I</td>
</tr>
<tr>
<td>CHEM</td>
<td>111</td>
<td>Principals of Chemistry I</td>
</tr>
<tr>
<td>CHEM</td>
<td>175</td>
<td>A History of Western Sciences</td>
</tr>
<tr>
<td>ESCI</td>
<td>110</td>
<td>Environmental Science</td>
</tr>
<tr>
<td>PHYS</td>
<td>107</td>
<td>Astronomy</td>
</tr>
<tr>
<td>PHYS</td>
<td>116</td>
<td>Physical Science</td>
</tr>
<tr>
<td>PHYS</td>
<td>121</td>
<td>Basic Physics I</td>
</tr>
<tr>
<td>PHYS</td>
<td>231</td>
<td>College Physics I</td>
</tr>
</tbody>
</table>

3. Social and Behavioral Sciences Foundation (BS)
This foundation promotes an understanding of self and society by examining what the social and behavioral sciences have learned about human behavior and social systems: the processes that are used to discover, describe, explain, and predict the behavior of humans and social systems, and the interdependent nature of the individual and society in shaping such behavior and determining quality of life.
Students will be able to
• recognize, describe, and explain interpersonal and/or larger social structures and processes and the complexities of a diverse society.
• understand how personal behavior, social development and quality of life are influenced by social systems; or how larger social systems are influenced by individuals or organizations.
• understand how information is collected, used and evaluated by individuals or organizational entities in that particular field.
• examine how social and behavioral scientific research can aid in our understanding of contemporary issues or ourselves.

Assessment: Student accomplishment of the foundation’s objective will be measured through a combination of exams, projects, papers, presentations, discussions and other class assignments. This foundation requires one course.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUAD 225</td>
<td>Principles of Management</td>
</tr>
<tr>
<td>ECON 210</td>
<td>Principles of Microeconomics</td>
</tr>
<tr>
<td>HPER 118</td>
<td>Personal and Community Health</td>
</tr>
<tr>
<td>PSCI 338</td>
<td>Parties and the Elections</td>
</tr>
<tr>
<td>PSYC 110</td>
<td>Introductory Psychology</td>
</tr>
<tr>
<td>SOCY 124</td>
<td>Principles of Sociology</td>
</tr>
</tbody>
</table>

4. Multicultural Foundation (MC)
This foundation promotes an awareness and understanding of cultures different from one's own.

Students will be able to
• describe how people share space and interact on a day-to-day basis with people who are different from themselves
• explain differences in privilege, power and power perception between diverse groups in a shared space, and,
• analyze historical basis for development of differential power and privilege between diverse groups.

Assessment: Assessment tools include a combination of examinations, projects, papers, presentations, discussions and other class assignments. This foundation requires one course.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 114</td>
<td>Multicultural Plays and Films</td>
</tr>
<tr>
<td>ENGL 140</td>
<td>Multicultural Voices</td>
</tr>
<tr>
<td>ENGL 150</td>
<td>Women's Voices</td>
</tr>
<tr>
<td>ENGL 260</td>
<td>Classics of World Literature</td>
</tr>
<tr>
<td>HPER 231</td>
<td>Recreation Leadership</td>
</tr>
<tr>
<td>HIST 108</td>
<td>International Travel Seminar</td>
</tr>
<tr>
<td>HIST 110</td>
<td>Introduction to World Civilizations</td>
</tr>
<tr>
<td>HIST 224</td>
<td>The Vietnam Experience</td>
</tr>
<tr>
<td>HIST/PSCI 256</td>
<td>An Introduction to Russian History</td>
</tr>
<tr>
<td>HIST/PSCI 260</td>
<td>An Introduction to East Asian History</td>
</tr>
<tr>
<td>LIBA 200</td>
<td>Black Hills Experience</td>
</tr>
<tr>
<td>MCOM 230</td>
<td>Global Media Studies</td>
</tr>
<tr>
<td>MUSC 225</td>
<td>One World: Music of the World’s Peoples</td>
</tr>
<tr>
<td>NURS 455</td>
<td>Community &amp; Public Health Nursing Science II</td>
</tr>
<tr>
<td>PHIL/THEO 202</td>
<td>World Religions</td>
</tr>
<tr>
<td>PSCI 224</td>
<td>Geography and World Cultures</td>
</tr>
<tr>
<td>PSCI 284</td>
<td>Comparative Politics</td>
</tr>
<tr>
<td>PSCI 300</td>
<td>African Politics</td>
</tr>
<tr>
<td>SOCY 240</td>
<td>Racial, Ethnic, and Gender Inequality</td>
</tr>
<tr>
<td>SPAN 101,102</td>
<td>Elementary Spanish I,II</td>
</tr>
<tr>
<td>SPAN 205</td>
<td>Intermediate Spanish</td>
</tr>
</tbody>
</table>
5. Historical Consciousness Foundation (HC)
This foundation promotes the critical analysis of events and ideas within a historical context as a means of understanding changes and continuities within the human community.

Students will be able to
• evaluate and discuss events, ideas and individuals in a historical context through examination of primary sources
• recognize connections between the past, present and future
• recognize the importance of studying, encountering and analyzing the past for its own sake.

Assessment: Student accomplishment of the foundation objectives will be measured through a combination of exams, paper, presentations, discussion and other assignments. This foundation requires one course.

ENGL 320  British Renaissance Literature
ENGL 340  19th Century American Literature
ENGL 345  20th Century American Literature
ENGL 365  Victorian Literature
HIST 113/114 Western Civilization I, II
HIST 203  Historical Inquiry
HIST 231/232 American History I-to 1877; U.S. History II-1877 to present
HIST 238  History of Urban America
HIST 239  U.S. Popular Culture
HIST 337  20th Century World History
HIST 351, 352 or 353 Studies in American History I, II or II
MCOM 101  Introduction to Mass Media
PHIL 100  Introduction to Philosophy
PHIL 300  History of Philosophy: Ancient and Medieval
PHIL 310  History of Philosophy: Modern
PSCI 101  American Government

6. Religious and Ethical Foundation
This foundation promotes examination and reflection on the religious experience of human persons in light of the Judaeo-Christian theological tradition and provides an opportunity for the critical examination of human choices and behavior in light of ethical or moral principles from a philosophical or theological tradition. This foundation requires one course in theology and one course in ethics or morality.

Religious (RE)
Students will be able to
• recognize and analyze the spiritual component of the human person
• know and be open to other faith traditions and perspectives • describe the foundational elements of the Judaeo-Christian tradition
• recognize and value the ideals that shape Christian life (e.g. peace, social justice, service).

Assessment: Student accomplishment of these objectives will be measured through a combination of exams, in-class essays, papers, presentations, discussion and other assignments.

THEO 115  Foundations of Christianity
THEO 116  Church in the World
THEO 203  Protestant Churches
THEO 223  Old Testament
THEO 224 New Testament
THEO 245 Catholic School Teachings
THEO 255 Christian Spirituality and Prayer

**Ethical (EM)**

Students will be able to
- apply religious or philosophical tradition to human experience
- describe the foundational elements of moral/ethical decision making
- recognize and value the principles that shape moral/ethical life.

Assessment: Student accomplishment of these objectives will be measured through a combination of exams, in-class essays, papers, presentations, discussion and other assignments.

PHIL 210 Ethics
PHIL 212 Ethics in Business and Society
PHIL 320 Philosophy of Law
THEO 204 Christian Morality

**7. Global Foundation (GL)**

This foundation presents an integrative study of contemporary global realities focusing on the increasingly interdependent relationships that are developing within the human community. This foundation requires one course.

Through this foundation students will
- identify and describe significant global issues which are uniting and dividing people of today's world
- gain insight into own society by studying other nations
- analyze the characteristics, development and implications of a topic which is global in scope through a major paper or project, and
- analyze the ethical and moral implications of globalization

Assessment: measured through examinations, essays, research paper/presentation, position papers.

LIBA 410 Global Society
LIBA 420 Global Experience-Travel
SOCY 428 Contemporary Global Problems

**III. Competencies**

Competencies are a set of practical abilities, at a specified level of performance, which enable individuals to function and adapt in a diverse and changing world. Students reach a basic level of competency by taking a specified course or courses listed under each of the six competencies. Many students may need additional course work to achieve the required competencies. Below will be found a description of each of the competencies, the "Student Learning Objectives" for each competency and the courses required listed under "Basic" and "Reinforcement."

1. **Critical Thinking**

Critical Thinking is the process of purposeful examination of information and ideas and the use of them in a reasoning process that includes evaluating, questioning, interpreting, analyzing, and communicating the students' conclusions or understanding. The result is a person who is open-minded, logical, and able to consider multiple solutions to complex problems.

Student Learning Outcomes:
1. Analyze, interpret and evaluate information and ideas
2. Understand and appropriately respond to diverse viewpoints.
3. Identify, articulate and examine their assumptions and the assumptions of others, including the research necessary to support or challenge those assumptions as they continue to encounter new ideas.
4. Recognize when information is needed and be able to locate, evaluate, and use the information ethically and legally.

5. Present their own and others’ concepts logically.

Basic:
Students will take and pass one of the following courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CORE</td>
<td>Franciscan Life</td>
</tr>
<tr>
<td>LIBA</td>
<td>Global Society</td>
</tr>
<tr>
<td>LIBA</td>
<td>Global Experience-Travel</td>
</tr>
<tr>
<td>PHIL</td>
<td>Logical Thinking</td>
</tr>
<tr>
<td>SOCY</td>
<td>Contemporary Global Problems</td>
</tr>
<tr>
<td>WRTG</td>
<td>Contemporary Argument &amp; Research</td>
</tr>
</tbody>
</table>

Reinforcement:
Departments will determine if this competency has been met.
Students should consult with their academic advisor concerning completion of the CT courses.

2. Oral Communication
A student competent in speaking should be able to effectively communicate orally in both formal presentations and informal discussions with integrity, clarity, completeness, responsiveness, poise and civility.

Student Learning Outcomes
- Convey information and ideas with clarity, integrity and completeness
- Show awareness of and responsiveness to the audience
- Show poise and presence before an audience
- Participate, listen and respond to others appropriately

Basic:
Students will take and pass one of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSCI</td>
<td>Mock Trial</td>
</tr>
<tr>
<td>SPEC</td>
<td>Voice and Diction</td>
</tr>
<tr>
<td>SPEC</td>
<td>Public Speaking</td>
</tr>
<tr>
<td>SPEC</td>
<td>Speech for International Students</td>
</tr>
<tr>
<td>SPEC</td>
<td>Oral Interpretation</td>
</tr>
<tr>
<td>THTR</td>
<td>Acting I</td>
</tr>
<tr>
<td>THTR</td>
<td>Acting II</td>
</tr>
</tbody>
</table>

Students who have had previous speech experience may test out through the Speech Department

Reinforcement:
Departments will be invited to designate one or more oral communication intensive courses or experiences in which students will demonstrate competency in formal presentations and informal discussions.

Students should consult with their academic advisor concerning completion of the oral communication course and complete by the end of their second year.

3. Writing
A student competent in writing will produce cohesive, clear, well-organized papers in which the major points are supported by evidence and examples. When required, research shall be thorough, well documented, and smoothly integrated into the paper. By the senior level, student papers should exhibit familiarity with scholarship in the area and critical thinking skills.
Student Learning Outcomes:
Demonstrate
• adequate development of ideas
• clear organization
• adequate support and specificity
• coherence and unity
• use of concise, vivid, energetic prose
• use of correct grammar and punctuation

Basic:
Entry and New Student Level
WRTG 109: Introduction to College Writing or its equivalent; required for all students to graduate
Placement into introductory writing course is based on ACT/SAT in reading/writing portion of exam
WRTG 109: Introduction to College Writing (or its equivalent) as determined by an ACT score of 20 or
SAT score of 470 in the appropriate portions
WRTG 100: College Prep Writing required for transfer students or traditional students with an ACT score
of 19 or below in the reading portion or below 470 in the writing portion of the SAT
Continuing education and International students will be placed into either WRTG 109 or WRTG 100
based on ACT/SAT equivalents if present; in all other cases these students will be placed based on
their performance in a writing competency assessment
CORE 100 required of all freshman and completed by the end of their first year

Reinforcement:
Global Foundation course required
Two required writing intensive (WI) courses:
Written work to exhibit unity, coherency, purposefulness, evidence and reasoning, relation of
the general to the specific, and attention to style, form and mechanics;
One formal writing assignment (5 or more pages) assessed according to student learning
outcomes
One or more additional significant writing assignments

Discipline-specific assessment and exit assessment
Departmental discipline appropriate plan to assess writing, including:
A formative writing experience
An exit level writing assessment

Students should consult with their academic advisor concerning completion of the WI courses.

4. Quantitative Literacy (QL)
This collection of acquired skills, knowledge, and dispositions will enable a person to deal with
quantitative issues and problems that arise in academic study in the workplace and in daily life.

Student Learning Outcomes:
• Read and understand quantitative information
• Use algebraic, graphical and statistical methods to solve problems in context
• Interpret mathematical models and draw inference from them
• Compare and assess alternative solutions of quantitative problems
• Effectively communicate conclusions of quantitative investigations
• Recognize limitations of mathematical and statistical methods
• Use appropriate technology as a problem solving tool

Basic
A student must either pass a Quantitative Literacy course in mathematics or transfer in equivalent course
work.

MATH 105 Mathematics for Liberal Arts students
MATH 111 College Algebra
MATH 118 Mathematics for Elementary Teachers I
MATH 150 Essentials of Statistics (for online program only)
MATH 200 Elementary Statistics
MATH 217 Calculus I

Reinforcement:
To satisfy the reinforcement component, students must pass a Quantitative Literacy course within a discipline other than mathematics (need not be in their major).

5. Reading
This competency requires the ability to describe accurately the main ideas and supporting ideas and examples within a text, to grasp the basic structure of that text, to read contextually and critically and to interpret a text.

Student Learning Outcomes:
• Use cues to determine the meaning of words in context
• Correctly identify the main idea of a text
• Correctly identify the supporting ideas of a text
• Describe the basic structure or organization of the text

Basic:
Score 18 or above on the ACT Reading test
Students below 18 must take and pass:
OSCC 008A Reading and Critical Thinking OR
ENGL SS93 Reading Dynamics

Reinforcement:
Students will develop higher order reading skills by taking two courses in and/or out of their majors that have been identified as reading intensive (RI).

6. Information Technology
A student competent in the use of information technology should be able to use that technology to locate information, communicate with others, and solve problems using appropriate technological tools.

Student Learning Outcomes:
• Use a word processor to create different types of text document
• Use a spreadsheet to perform repetitive calculations or to create financial tables.
• Use a spreadsheet or statistical software to summarize and manipulate large sets of data
• Use the internet
• Use a graphics and/or artwork package to create illustrations, slides, or other images

Basic:
CSCI 100 Introduction to Computers
or
Provide evidence that the skills have been developed through other experiences

Reinforcement:
Departments will determine if this competency has been met.

7. Foreign Language
In support of Briar Cliff University’s commitment to foreign language and the development of a global perspective, the foreign language competency seeks to empower students with the ability to speak a second language.
Student Learning Outcome:
- Demonstrate bilingual competency

Basic:
Take two years of one foreign language in a high school program  OR  
Take two college semesters of one foreign language  OR  
Pass a CLEP exam at a level representing competency ordinarily attained in two college semesters of a foreign language  OR  
Demonstrate bilingual competency as verified by the modern language department

IV. Service Component
The Service Component consists of activities that help students to develop a lifelong willingness to contribute to the communities in which they live and a sense of their responsibility and relationship to those communities. Academic departments will define the service component for their majors and determine if students have fulfilled this requirement. The minimum requirements must include either a Service or a Service Learning experience. Service is intended to fulfill a community need. The student's service should not replace another person's gainful employment, nor should it be directed at those toward whom the student already has responsibilities, such as family members.

Service
Complete at least 10 hours. Departments may require more than 10 hours for their major requirements.
A. Provide a service to the university or community.
B. The student must reflect either through discussion and/or writing on their service experience. This reflection may address direct questions pertaining to the service experience. Departments may choose to have students reflect on their service experience in its entirety. This could be done in addition to or in place of reflections on individual experiences.

OR

Service Learning
Complete of at least one approved service learning activity. Students are invited to design their own service learning experience or participate in university service learning opportunities.
A. The service and learning experience must contain identifiable and assessable student learning outcomes.
   • The student will need direction/instruction/preparation prior to the service activity.
B. Provide a service to the university or community.
C. The student must reflect either through discussion and/or writing on their service and learning experience. This reflection may address direct questions pertaining to the service and learning experiences.
D. A significant commitment by the student in terms of time and/or energy in preparing and administering the service learning activity.
   • The service learning activity will likely take place over an extended period of time (more than 1 day or afternoon).
   • Successful completion of the service learning activity will be determined by the faculty, staff, or administrator in charge of the activity.

Assessment: Departments may require a more rigorous service component for graduation requirements. Prior to graduation, the department chairperson will verify that each graduate has fulfilled the service component. Many students meet this requirement through the first year experience.

The University Major
Every candidate for a bachelor's degree chooses a major or primary area of emphasis. An academic major consists of an integrated set of courses designed to achieve explicit student learning outcomes through
in-depth study in one or more disciplines. It is an important series of courses because the extended focus on one subject matter offers a challenge and richness all its own. Such specialization teaches students how they can later pursue with depth other topics and interests which life’s opportunities may present or require. Having specialized in one university field, graduates are prepared to specialize again and prepare themselves in depth for whatever occupations, professions or careers they may eventually choose for themselves.

The Interdisciplinary / Multidisciplinary Major
Students may choose a major in a specific discipline or choose a customizable interdisciplinary or a multidisciplinary major. A carefully planned sequence of courses is followed. A student declares his/her major to the appropriate department chairperson(s) by the second semester of his/her sophomore year.

An interdisciplinary major is planned by a student with the assistance of his or her academic advisor and the department chairpersons concerned and with the approval of the vice president for academic affairs. A multidisciplinary major is a program approved by appropriate faculty and consists of at least 36 semester hours selected from at least three or more disciplines.

A student may in exceptional cases request a double major, but must meet the requirements of both departments for course work.

Electives and Minor Courses
Bachelor’s degree students need to complete successfully a total of 124 semester credits. The selection of courses in addition to the major and general education courses is left to student choice. Some students choose courses which are required or recommended as adjunct fields that provide insights or skills that complement the major field. Others simply use their freedom to pursue areas of interest, curiosity or taste.

If they wish, students may choose a field of secondary emphasis called a minor. A minimum of 18 credit hours constitute a minor. Additional courses, however, are required if a student is planning to become certified to teach that minor. Available minors are listed under academic programs.

Teaching Endorsements
Briar Cliff University has approved programs of practitioner preparation on file with the Iowa Department of Education for teaching endorsements at the K-6 (Elementary), 5-12 (Secondary), 5-8 (Middle School), and K-12 levels. The approved programs meet state requirements for teaching subject area endorsements. All education majors need to meet regularly with his/her education advisor to determine progress towards endorsement requirements. Students working on endorsements at other levels need to be advised by an education advisor and a subject area advisor.

Near completion of the Teacher Preparation Program, a student meets with the Licensure Official to begin the process of applying for licensure.

One Hour Courses
Briar Cliff offers courses ending with an ‘M’ to provide opportunities for first- and second-year students to enrich themselves by exploring a discipline and content area outside their intended major. Courses are also provided to enable students to develop skills and competencies needed. In general, these courses are crafted to offer contemporary, flexible exposure to the wide range of topics and disciplines that liberally educated people discuss.

Intensive Study Courses (also known as “IS” courses) are one-credit courses taken in a student’s major area of study. These courses are taken during the junior and senior years in college. Each discipline’s faculty establishes the IS courses for its majors.
Internships
Briar Cliff University offers all students a program of internship experience related to their academic disciplines. While some departments require an off-campus placement or clinical or field experience for all their majors, in other departments a student may elect to earn academic credit through a specially planned program of off-campus work experience. The student works with on-site and faculty supervisors to define the internship's academic goals. Placement follows an application and interview process and is usually reserved for junior and senior students who have the academic background necessary to benefit from the opportunity to apply their knowledge in "real-life" settings. The internship experience includes the use of academic assignments such as readings and papers.

The Honors Program
To be eligible for the BCU Honors Program, incoming first-year students must have an ACT score of 26 or higher. Current BCU students or transfer students need to complete 10 hours at BCU and have a cumulative GPA of at least 3.5. Students who meet these qualifications should complete an Honors Program application available in the Honors Program Director's office.

Honor Program Requirements:
Complete 18 credit hours of honor courses or equivalent experiences; students should participate in at least 1 Honors Seminar and customize 1 course within major or field of study (as a part of 18 total hours).
Maintain a cumulative GPA of 3.33 or above
Complete 10 hours of community service each year along with a service project organized by the Honors Program
Participate in a leadership role within Briar Cliff or his/her own community
Display a high level of character and act in accordance with the policies outlined in the Briar Cliff University handbook
Participate in the Honors Program term meetings
Participate in the senior research exhibition
Completion of the BCU Honors Program will be recognized at graduation and on transcripts.
Requirements for Graduation

Degree candidates must meet the graduation requirements of the catalog in effect at the time of graduation or of either of the previous two catalogs, provided that the student was enrolled at either Briar Cliff University or another institution with which Briar Cliff has a joint admission articulation. 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. **All students who intend to graduate in May, August or December must apply to graduate by Feb. 1.**

**Associate Degree**
A candidate for an associate degree must meet the following requirements:
1. Complete a minimum of 62 credit hours. Developmental courses may count toward graduation.
2. Maintain cumulative grade point average of 2.0.
3. Complete intellectual foundations for liberal arts as specified on page 135.
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.
5. Complete at least 15 credit hours at Briar Cliff.
6. Complete the last 15 credit hours at Briar Cliff, and these may not include credits from any other institution of post-secondary education. Exceptions will be made in cases of credit earned from CLEP tests, Regents College Examinations and departmental proficiency examinations.
7. **Complete an application for graduation by Feb. 1.**

**Bachelor Degree**
A candidate for a bachelor degree must meet the following requirements:
1. Complete a minimum of 124 credit hours. Developmental courses may count toward graduation.
2. Maintain a cumulative grade point average of at least 2.0 on a 4.0 system. Maintain a 2.0 in the major; same rule applies to the minor.
3. Complete the four components of Briar Cliff’s general education program: Intellectual Foundations, Competencies, Service Learning and Liberal Arts.
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.
5. Complete a major field of concentration.
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 from CLEP tests, Regents College Examination (formerly ACT), and departmental proficiency examinations.
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.**

**Second Bachelor Degree**
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.
Areas of Study

Notes on Courses Fulfilling General Education Requirements
On the far right of the first line of the course description of each course meeting a General Education requirement is a symbol noting which requirement the course meets. The courses are coded using the following system:
(AE) Aesthetic
(PL) Physical and Life Sciences
(BS) Behavioral and Social Sciences
(MC) Multicultural
(GL) Global
(HC) Historical Consciousness
(RE) Religious
(EM) Ethical
(QL) Quantitative Literacy
(IT) Information Technology
(OC) Oral Communication
(CT) Critical Thinking
(RF) Religious/Franciscan
Accounting

Bachelor of Arts, Minor

The mission of the Briar Cliff University Business Department is to deliver a quality education and develop individuals who can provide leadership in a changing global environment, within an ethical and socially responsible framework. This is accomplished through a broad education using business theory and practice and based upon a liberal arts foundation.

The department's goals are based on a concept that emphasizes not only technical competence but also the ethics of professional service, thus seeking to foster sensitivity and responsiveness to social responsibilities as well as the ability to identify and pursue personal opportunities. The faculty endeavor to achieve these goals through a variety of teaching techniques including lectures, cases, role-playing, seminars, directed study, internships and computer team simulations. The department arranges and supervises internships in all majors for qualified juniors and seniors.

The curriculum for the major in accounting is designed with the principal goal of developing a level of technical competence necessary to prepare the student for a career as a professional accountant. The required coursework provides the student with the minimum educational requirements to sit for the Uniform Certified Public Accountant examination and other similar professional accounting certifications. This program has also been designed to provide the student with a broad educational background which emphasizes social responsibility and professional service. Major coursework has been designed to build on the student's liberal arts foundation coursework that emphasizes reading, writing, mathematics, research, critical thinking and problem-solving skills to accomplish these objectives.

Upon graduation, students majoring in accounting will be able to demonstrate competencies in the core areas of research, problem solving, statistical analysis, computer skills, mathematics, oral communication and writing, apply ethical reasoning to decision making and demonstrate personal and team leadership skills, exhibit knowledge of the legal, regulatory, ethical and technological issues inherent in the global environment of business today, demonstrate skills necessary to progress in a career and/or pursue advanced studies, apply fundamental knowledge of economics, finance, information systems, accounting research, law, management and international business to decision making, demonstrate an overall perspective of the basic elements of accounting theory, concepts and applications.

Bachelor of Arts Requirements: Minimum of 37 credit hours from the accounting offerings (ACCT) including ACCT 201S, 203, 204, 311, 316, 317, 323, 324, 325, 340, 350, 403 and 465. Those pursuing CPA certification should take at least 6 credit hours of the following: ACCT 370, 413, 420 or ACCT Internship. In addition, BUAD 223, 225, 301, 330, 429, MIS 220 and ECON 210, 211 are required. The following courses offered by other departments are also required for accounting majors: MATH 200 (or SOCY 341), PHIL 212, WRTG 225, and SPEC 111. The business faculty will certify the general education service component and competencies in computer usage, morals/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. All other degree requirements are outlined on page 61.

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

Minor Requirements: Minimum of 21 credit hours in accounting including the following ACCT 203, 204, 323, 324, and 325.
Faculty
Mr. Mark Rossi, Professor of Business Administration and Chairperson
Ms. Shari Fowler, Assistant Professor of Accounting
Mr. Mark Nielsen, Assistant Professor of Accounting
Mr. Tommy Raulston, Assistant Professor of Accounting

Accounting Courses (ACCT)

ACCT 201S  ALEKS  1 sem. hr.
This course stresses the assessment of the students’ knowledge of financial accounting and its application as it relates to the corporate accounting environment. Student will be able to recognize appropriate accounting principles and practices and develop and present external-use financial information.
Concurrent with: ACCT 324 or later (or permission of instructor)
• Fall, Spring
• Fall, Spring (online)

ACCT 203 Principles of Accounting I  3 sem. hrs.
An introduction to the use of accounting in the decision-making process. Course competencies will be developed in the areas of identifying the role of accounting in society, basic accounting and business terminology, accounting standards and generally accepted accounting practices, and analysis, preparation and interpretation of financial statements of business entities.
Prerequisite: MATH 3A or recommendation of department faculty based upon math assessment
• Fall, Spring
• Fall (online)

ACCT 204 Principles of Accounting II  3 sem. hrs.
This course is designed to continue financial statement analysis and introduce the basics of managerial accounting, including, but not limited to, the following: cost behavior, costing methods, cost-volume-profit analysis, budgeting, planning and control and other introductory topics.
Prerequisite: ACCT 203
• Fall, Spring
• Fall (online)

ACCT 311 Vita (Volunteer Income Tax Assistance)  3 sem. hrs.
Theory and practice of individual income tax preparation. This course fulfills the community service component.
Prerequisite: Junior status; ACCT 316
• J-Term

ACCT 316 Federal Taxation I  3 sem. hrs.
An introduction to federal tax law as it applies to individuals. Topics covered include the basic tax model, basic tax research and planning, determination of gross income, exclusions, adjustments, deductions, losses, taxable income, depreciation, passive activity losses, alternative minimum tax, tax credits, payment procedures, capital gains and losses, property transaction, nontaxable exchanges, accounting bases, accounting periods and return preparation.
Prerequisite: ACCT 204
• Fall
• Fall (online)

ACCT 317 Federal Taxation II  3 sem. hrs.
An introduction to federal tax law as it applies to corporations, partnerships, S-corporations, and trusts and estates. Basics of tax planning, research and tax preparation for some of these entities are also introduced. Prerequisite: ACCT 316
• Spring
• Fall (online)

ACCT 323 Intermediate Accounting I  3 sem. hrs.
This course is designed as an intensive study of accounting principles and current methodology; analysis of problems concerning the recording and reporting of accounts; and the accounting process and the interrelationship of balance sheet and income statement accounts.
Prerequisite: ACCT 204
• Fall
• Spring (online)
**ACCT 324 Intermediate Accounting II**  
This course focuses on the analysis of problems concerning the recording and reporting of liabilities; the capital structure of corporations; the communication and reporting of financial information; the preparation and interpretation of financial statements; and the reporting of pensions for corporations.  
**Prerequisite:** ACCT 323  
- Spring  
- Spring (online)

**ACCT 325 Intermediate Accounting III**  
This course is designed as an intensive study of accounting principles and analysis of problems concerning recording and reporting shareholders’ equity, cash flows, and earnings per share. Students will explore the differences between U.S. GAAP and IFRS applicable to the topics covered.  
**Prerequisite:** ACCT 324  
- Spring

**ACCT 350 Cost Accounting**  
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, ECON 201, Statistics course, MIS 220 or permission of instructor.  
- Spring  
- Fall (online)

**ACCT 370 Governmental Accounting**  
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 2015

**ACCT 403 ASC Research**  
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  
- Spring 2015  
- Fall (online)

**ACCT 413 Advanced Accounting**  
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, MIS 220, Senior status, or permission of instructor  
- Spring 2016

**ACCT 420 Forensic Accounting**  
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  
- As needed

**ACCT 465 Auditing**  
A study of audit concepts and objectives, principles of internal control, audit reports, and procedures.  
**Prerequisite:** ACCT 324, Statistics course, or permission of instructor  
- Fall 2016  
- Fall (online)

**ACCT 175, 275, 375, 475 Independent Study**  
Approved research project or reading program under the direction of accounting instructor.  
*With department approval*  
- As Needed (online)

**ACCT 390, 490 Internship in Accounting**  
To be arranged. Permission of the department is required.  
- As Needed (online)
Art

Bachelor of Arts; Minor in Art; Teaching Endorsement; Minor in Art History

The Department of Art pursues an approach to the visual fine arts that focuses on the development of the individual creating artist. The mission of the Department of Art is to prepare artistically competent and liberally educated individuals. Students will develop their intellectual abilities and technical skills through studio production, art history courses, and critical theory seminars. Among the careers students may prepare for are as a practicing artist, an elementary or secondary art teacher, or continue with advanced graduate study for careers in studio art, art therapy, architecture, arts administration, or college/university teaching.

The Department of Art teaches the studio areas of drawing, design, painting, sculpture, mixed media, and ceramics; the history of art from ancient through contemporary; and art theory and criticism. Art education methods courses are offered for the elementary and secondary art education student.

The student begins their artistic development with the foundations of drawing, design, art history, and theory. This is followed by a progressive studio experience which is individualized for the purpose of developing each student’s core sensibility. The studio experience is based on a sequence of six courses, during which the student progresses from an elemental stage of artistic thinking and forming to one where they are comprehending the current aesthetic issues in the visual arts.

This studio sequence begins with initial ideas, models, and studies that progress to completed works which demonstrate facility in media and techniques. Direction and criticism is provided at all levels of development. This process supports the needs of each student as they pursue their own creative, artistic direction. The student has the freedom at all levels of the studio experience to employ methods and materials that are relevant to their concepts and ideas. The major studio experience begins in the first semester of the sophomore year and culminates with the thesis course in the senior year, which includes the production of a thesis paper, artwork and an individual exhibition.

Upon graduation, students majoring in art will be able to produce basic visual forms, produce an electronic image portfolio of their works, understand the history of western art, understand and apply media and techniques as an integral component of their art works, develop an understanding of contemporary and avant-garde issues in art, encounter critical and historical works of art, independently produce critical, creative and personal works of art using appropriate media and techniques, relate their work to critical theories and art history, and pursue professional and career options in art such as graduate study in painting, sculpture, museum studies, architecture, teaching, and/or pursue areas of special interest.

Bachelor of Arts Degree in Art Requirements:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ART110</td>
<td>Drawing (3)</td>
<td></td>
</tr>
<tr>
<td>ART111</td>
<td>Design (3)</td>
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<tr>
<td>ART120</td>
<td>Drawing II (3)</td>
<td></td>
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<tr>
<td>ART115</td>
<td>Art History: Prehistory - Gothic (3)</td>
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<tr>
<td>ART 116</td>
<td>Art History: Renaissance - Modern (3)</td>
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<tr>
<td>ART 117</td>
<td>Art History: Modern-Present Day (3)</td>
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<tr>
<td>ART 217</td>
<td>Reading Seminar (3)</td>
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<tr>
<td>ART 225</td>
<td>Media and Techniques (1)</td>
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<tr>
<td>ART 235</td>
<td>Encounter with Art I (1)</td>
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<tr>
<td>ART 250</td>
<td>Studio I (3)</td>
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<tr>
<td>ART 260</td>
<td>Studio II (3)</td>
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<tr>
<td>ART 345</td>
<td>Encounter with Art II (1)</td>
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<tr>
<td>ART 350</td>
<td>Studio III (3)</td>
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<tr>
<td>ART 360</td>
<td>Studio IV (3)</td>
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<tr>
<td>ART 425</td>
<td>Senior Seminar (1)</td>
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<tr>
<td>ART 450</td>
<td>Studio V (3)</td>
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<tr>
<td>ART 460</td>
<td>Studio VI, Thesis (3)</td>
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</tbody>
</table>
Majors are required to participate in department exhibits and activities and to have a special exhibition of their work during the second semester of their senior year. They must also present to the department a written paper on their thesis work and a CD collection of their works completed throughout their time at Briar Cliff. The art faculty will certify the general education service component and competencies in oral communication, reading, research, and writing in this major.

**Minor in Art**

**Requirements:** ART 110, 111, 116, 117, 217, 225, 250, and 260

**Minor in Art History**

**Requirements:** HIST 110 (MC), ART 115 (AE), 116 (AE), 117 (AE), 217; and either ART 111 or ART 230.

**Teaching Endorsement**

**Requirements:** Art major with a teaching endorsement requires the art courses necessary for the general major plus ART 332, and ART 440.

- Art K-6 art endorsement requires ART 110, 111, 115, 116, 117, 217, 225, 250, 260, and 332. Both ART 332 and ART 440 are required for those seeking both a K-6 and 7-12 endorsement.
- Art minor with 7-12 endorsement requires ART 110, 111, 115, 116, 117, 217, 225, 250, 260, and 440.

To qualify for student teaching, the student must have completed at minimum: ART 110, 111, 116, 117, 217, 225, 250, and 260.

**Transfer Students**

The Art Department requires the following guidelines to be observed in transferring art courses and credits toward the completion of an art major or minor.

1. A portfolio consisting of actual works or CD must be submitted to the Art Department for review when requesting that credit/course work taken at another institution be applied to the completion of an art major or minor at Briar Cliff.
2. Art History, theory and criticism courses will be transferable on content covered and grade achieved.

**Faculty**

- **Ms. Nan Wilson,** Associate Professor of Art and Chairperson
- **Mr. Jeff Baldus,** Associate Professor of Art
- **Ms. Mary Ann Lonergan,** Assistant Professor of Art Emerita
- **Dr. Judith Welu,** Professor of Art Emerita
- **Mr. William Welu,** Professor of Art Emeritus

**Art Courses (ART)**

**ART 108 International Art Travel Seminar**

3 sem. hrs. (AE)

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 organized and preparatory meetings will be held in advance of the trip. Specific destinations will change depending on student and faculty interest.

- **Spring**

**ART 110 Drawing I**

3 sem. hrs.

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.

- **Fall**

**Art 111 Design**

3 sem. hrs.

Design is an introductory course in the elements of art and the principles of color and composition. 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.

- **Fall**
ART 112 Introduction to Visual Arts  
This course introduces the student to the fundamental principles needed to develop a basic understanding of the creative, structural and expressive dimensions of the visual arts. It is an exploration of the theories, media, and historical context that has informed artists.  
• J-Term

ART 115 Art History: Prehistory-Gothic  
A historical survey of Western Art from Prehistory through Gothic. Includes the Ancient World: Prehistory, Egyptian, Ancient Near East, Aegean, Greek, Etruscan and Roman; and The Middle Ages: Early Christian, Byzantine, Early Medieval, Romanesque, and Gothic.  
• Fall

ART 116 Art History: Renaissance-Modern  
A historical survey of Western Art from Renaissance through Modern. Includes The Renaissance through Rococo: Early and High Renaissance, Mannerism, Late Gothic, Baroque and Rococo; and The Modern World: Neodassicism, Romanticism, Realism, Impressionism, Post-Impressionism, and Twentieth Century.  
• Spring

ART 117 Art History: Modernism  
A historical survey of Modern Art, a time of radical change and innovation. 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 present day.  
• Fall

ART 120 Drawing II  
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.  
Prerequisite: ART 110

ART 217 Reading Seminar  
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 independent reading program. 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.  
Prerequisite: Art 117

ART 225 Media and Techniques  
This course introduces the student to the basic media 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 modified and specialized media and techniques for a diverse overview. This course should be taken in conjunction with Art 250.  
Prerequisite: ART 110, 111 and 120

ART 230 Pottery I  
An introduction to the art of wheel-thrown ceramics. 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 the pottery. 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.  
• Fall, Spring

ART 231 Pottery II  
This ceramics course is an advance of Art 230 Pottery I. Students in this course will advance beyond the introductory methods and techniques of Pottery I and strive to achieve a higher level of technique and a more refined and aesthetic form.  
Prerequisite: Art 230

• Fall, Spring
ART 235 Encounter with Art I
In this course students will travel to regional galleries and museums. The focus is on direct encounter with the form, medium, technique 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
• Spring

ART 250 Studio I
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 Studio I takes the student through numerous and varied studies and culminates in the first finished work. Selection within a variety of mediums such as drawing, painting, sculpture, and mixed media, as investigated in Art 225, gives the student the opportunity to experience multiple media while following their artistic interest.
Prerequisite: ART 110, 111, 120 and declared major or minor in art.
• Fall, Spring

ART 260 Studio II
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 artists, art works, media, techniques, aesthetics and theory will be included in the studio experience.
Prerequisite: ART 250
• Fall, Spring

ART 332 Special Methods of Teaching Elementary Art
A survey of the models and strategies necessary to build a K-6 art education program. Students will be introduced to educational strategies used in successful art programs as well as the DBAE (Discipline Based Art Education) of instruction. Study of curriculum and pedagogy.
Prerequisite: Education majors
• J-term

ART 345 Encounter with Art II
Advanced encounter with works of art in galleries, museums, and online, with the purpose of studying art works in relationship to the student's art work.
Prerequisite: ART 235
• Spring

ART 350 Studio III
Studio III is a continuation of ART 260 with a continuing emphasis on producing finished works. Discussion and research of artists, art works, media, techniques, aesthetics, and theory will be included in this studio experience.
Prerequisite: ART 260
• Fall, Spring

ART 360 Studio IV
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 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 art work.
Prerequisite: ART 350
• Fall, Spring

ART 425 Senior Seminar
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 artists' studios, art galleries, and outdoor exhibitions.
Prerequisite: ART 360
• Fall
ART 440 Special Methods of Teaching Secondary Art  3 sem. hrs.
Survey of the art program on the junior and senior high levels. Study of the art needs of the secondary student, classroom management, and teaching procedures. Involvement with 2-D and 3-D techniques and media applicable to this level.
Prerequisite: Education majors and declared art majors
• J-term

ART 450 Studio V  3 sem. hrs.
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 360
• Fall, Spring

ART 460 Studio VI, Thesis  3 sem. hrs.
This course is a senior capstone course in which a student produces a defining work and writes a position paper on that work. 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.
Prerequisite: ART 450
• Fall, Spring

ART 175, 275, 375, 475 Independent Study  1 - 3 sem. hrs.
With departmental approval

ART 380, 390 Internship  1 or 3 sem. hrs.
With departmental approval
• To be arranged
Biochemistry

*Bachelor of Science*

Biochemists study the composition of living organisms at the molecular level and the chemical reactions that regulate life. Integrating the fields of chemistry, cell biology, genetics, physics and related disciplines in their approach, they use experimentation to probe the workings of nature. The Biochemistry major will prepare students for careers in areas of science that are rapidly expanding, including those related to the health industry sector. A solid preparation is insured by the program’s heavy emphasis on laboratory experiences which affords technical expertise while developing critical thinking skills through involvement in independent research. Students in this major will benefit from the hands-on experience using extensive state-of-the-art instrumentation exemplified by a "lab-on-a-chip" (Bioanalyzer) and a "gene analyzer" (Real-Time PCR).

The following list of course requirements assume that for courses having separate lab courses (e.g., CHEM 337 and 337L) this lab course is also required.

**Required Courses**

- BCMB 10IS, BCMB 20IS, BCMB 401, BCMB 402, BCMB 403
- BIOL 151, BIOL 357, BIOL 420
- CHEM 111, CHEM 112, CHEM 337, CHEM 338, CHEM 442, CHEM 443

Biochemistry majors must also choose one of these following courses: CHEM 235, 301 or 445; and one of these following courses: BIOL 339 or BIOL 400.

Also required is one of the two supporting math curriculums:

- Option 1: MATH 217, MATH 218, PHYS 231, PHYS 232
- Option 2: MATH 200, PHYS 121, PHYS 122

The chemistry faculty will certify the general education service component and competencies in computer usage, moral/ethical reasoning, oral communication, research and writing in this major. All other degree requirements are outlined on page 61.

**Faculty**

- **Dr. Paul L. Weber**, Professor of Chemistry and Chairperson of the Chemistry Department
- **Dr. Candice Coffin**, Professor of Biology
- **Dr. Joo-Yong (Daniel) Jung**, Assistant Professor of Biology

**Biochemistry Courses (BCMB)**

**BCMB 10IS - Molecular and Genetic Techniques I**

This laboratory course complements the laboratory course CHEM 442L to provide a more complete exposure to modern experimental biochemical methods.

**Prerequisite:** CHEM 442L  
**Fall 2015**

**BCMB 20IS - Molecular and Genetic Techniques II**

This laboratory course complements the course BIOL 357 to provide a more complete exposure to modern experimental genetic and biochemical methods.

**Corequisite:** BIOL 357  
**Spring 2015**
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Description</th>
<th>Prerequisite</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCMB 401 - Biochemistry (Molecular Biology) Research Project I</td>
<td>1 sem. hr.</td>
<td>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.</td>
<td>declared major</td>
<td>Fall 2016</td>
</tr>
<tr>
<td>BCMB 402 - Biochemistry (Molecular Biology) Research Project II</td>
<td>1 sem. hr.</td>
<td>A continuation of BCMB 401, this course focuses on laboratory experimentation in a research project and the challenges it can present.</td>
<td>BCMB 401</td>
<td>J-term 2017</td>
</tr>
<tr>
<td>BCMB 403 - Biochemistry (Molecular Biology) Research Project III</td>
<td>1 sem. hr.</td>
<td>A continuation of BCMB 402, this provides an opportunity for the final steps in the research project. Additional experiments may be conducted to bring that facet of the project to a conclusion. The results of the research are then incorporated into a report (paper) suitable for either presentation in a public forum or publication in a journal. In the former situation, the student will present the work at a scientific meeting, preferably at the national or regional level.</td>
<td>BCMB 402</td>
<td>Spring 2017</td>
</tr>
</tbody>
</table>
Biology

Bachelor of Science, Minor, Teaching Endorsement

The mission of the biology program is to prepare students for careers in research, teaching, environmental science, industry or government as well as to enter professional schools or to continue their education at the graduate level.

The biology program will instill in students comprehension of the scientific method and the application of this method to investigations in biology. Upon graduation, students majoring in biology will be able to think critically and solve problems, effectively communicate using scientific language, demonstrate a respect for life and the environment, identify and discuss key biological principles, apply a basic understanding of chemistry to biological processes, demonstrate skill in observation, demonstrate safe and effective lab technique, and find employment in a science-related field or enter graduate/professional school.

Bachelor of Science
Requirements: Forty-four hours with a BIOL prefix including BIOL151, 152, 212, 213, 339, 22IS and 58IS are required. Additionally, CHEM111 and lab as well as CHEM112 and lab are required. BIOL102 and BIOL239 do not count towards the major.

No more than 1 D or D+ in BIOL prefixed 3- or 4-credit courses will count toward the major. A minimum of a 2.0 GPA in the major is required for graduation.

The biology faculty will certify the general education service component and competencies in information technology, moral/ethical reasoning, oral communication, research and writing in this major. All other degree requirements are outlined on page 61.

Minor
Requirements: Twenty-three hours with a BIOL prefix including BIOL151 and 152 are required. BIOL102 does not count towards the minor.

Teaching Endorsement: Biology
Requirements: The major in biology with a teaching endorsement requires 44 hours of BIOL prefixed courses including BIOL151, 152, 212, 213, 221, 237, 339, 440, 22IS and 58IS. CHEM111 with lab and CHEM112 with lab are also required. BIOL102 does not count towards the major.

Teaching Endorsement: Basic Science 5-12
Requirements: The major in Basic Science requires 43 credits. Required courses include the following courses with labs: BIOL151 and 152, CHEM111 and 112, PHYS121 and 122, two of ESCI211, 212, or 213. Also, the major requires 3-4 credits of mathematics: MATH118, 119, or higher, and 8 credits of science electives at the 300 or 400 levels.

Research Project
For students who intend to go on to graduate or professional schools or have an interest in research, the opportunity to do research projects may be available.

Note: Most biology lab courses include a lab fee for supplies, which is billed at the time of registration.
Faculty
Dr. Brian T. Hazlett, Professor of Biology, Chairperson, Director of Environmental Science
Dr. Jason Adams, Assistant Professor of Biology
Dr. Candice Coffin, Professor of Biology
Dr. Joo-Yong (Daniel) Jung, Assistant Professor of Biology
Dr. J. Stephen Munzinger, Professor of Biology Emeritus
Dr. Robert Olson, Professor of Biology Emeritus

Biology Courses (BIOL)
BIOL 102 Human Biology 3 sem. hrs. (PL)
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. Three lectures.  •  Fall, Spring

BIOL 102L Human Biology Laboratory 1 sem. hr.
An optional laboratory for those students desiring some practical exercises dealing with the topics in lecture. One laboratory per week.  •  TBD

BIOL 151 General Biology I 4 sem. hrs. (PL)
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, one lab per week.  •  Fall

BIOL 152 General Biology II 4 sem. hrs. (PL)
This course in an introduction to organismal biology. Topics covered include the scientific method, ecology, evolution and the diversity of life forms. Three lectures, one lab per week.  •  Spring

BIOL 212 General Botany 4 sem. hrs.
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, one lab per week.
Prerequisite: BIOL 151 or 152 or equivalent  •  Spring

BIOL 213 Invertebrate Zoology 4 sem. hrs.
A survey of representative phyla of the invertebrates, organisms that consist of at least 90 percent of the earth’s fauna. Three lectures, one lab per week.
Prerequisite: BIOL 152 or equivalent  •  Fall

BIOL 221 Human Anatomy 4 sem. hrs.
A study of the structure of the human body at the four structural levels (cells, tissues, organs and systems) and the relationship of its parts. Three lectures, one lab per week.  •  Fall

BIOL 222 Human Physiology 4 sem. hrs.
A study of the functions of the cells and organ systems of the human body.
Prerequisite: BIOL 221 or equivalent. Three lectures, one lab per week.  •  Spring

BIOL 237 General Ecology 4 sem. hrs.
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, one lab per week.
Prerequisite: BIOL 152  •  Fall

BIOL 239 Introduction to Microbiology 4 sem. hrs.
An introduction to the world of microorganisms, with special emphasis on their medical importance. Aseptic technique is stressed in the laboratory. Three lectures, two labs per week.
Prerequisite: eight hours of biology and/or chemistry or permission of the instructor. Not open to students having credit for BIOL 339.  •  Fall
BIOL 240 Nutrition  
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. Three lectures.  
**Recommended:** four hours of biology, four hours of chemistry  
**Prerequisite:** Sophomore status  

BIOL 280 Extended Field Trip  
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.  

BIOL 320 Comparative Vertebrate Zoology  
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, 152 and 221 or permission of the instructor  

BIOL 339 Principles of Microbiology  
An in-depth study of microorganisms, including ultra structure, growth characteristics, metabolism, genetics, and immunology. Three lectures, two labs per week.  
**Prerequisite:** eight hours of chemistry or permission of the instructor. Not open to students having credit for BIOL 239.  

BIOL 340 Pathophysiology  
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. Four lectures.  
**Recommended:** eight semester hours of chemistry.  
**Prerequisite:** BIOL 221, 222  

BIOL 357 Genetics  
The scientific study of heredity including transmission genetics, cytogenetics and molecular genetics. Four lectures.  
**Prerequisite:** 12 hours of biological science or permission of the instructor  

BIOL 400 Immunology  
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, one lab per week.  
**Recommended:** BIOL 339 and 357  
**Prerequisite:** BIOL 151, 221 and eight hours of chemistry  

BIOL 412 Field Botany  
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, one lab per week.  
**Prerequisite:** BIOL 212 or permission of instructor  

BIOL 420 Cellular and Molecular Biology  
Through lecture and laboratory activities this course investigates the structure and function of eukaryotic cells and the techniques used in cell biology. Topics covered include the principles of membrane structure, membrane transport, intracellular communication, signal transduction, cellular communities, and cancer. Students attend lectures plus one three-hour laboratory per week.  
**Prerequisite:** BIOL 151 and 8 hours of chemistry  

• Fall 2016

• Spring 2014
BIOL 440 Special Methods of Teaching Secondary School Biology  3 sem. hr.
A survey of biological science curricula, presentation of lecture content and structuring of laboratories.
With departmental approval

BIOL 175, 275, 375, 475 Independent Study  3 sem. hrs.
Open to juniors and seniors who wish to engage in directed research in a selected area. Permission of the
advisor is required. With departmental approval

BIOL IS  1 sem. hr. each
Investigations and intensive study directed in specific areas of biology such as cell biology, behavioral
biology, evolution or history of biology. For junior and senior students in the department.

BIOL 22IS Scientific Writing and Research  1 sem. hr.
This course examines the various components of scientific primary sources as well as how each section is
written. Students will demonstrate the use of basic computer skills: database search strategies,
spreadsheets, presentation software, word processing and use of e-mail. Students will demonstrate
scientific analytical and communication skills through writing assignments and an oral presentation.

BIOL 35IS Advanced Anatomy  1 sem. hr.
This course is a laboratory setting that offers a hands-on approach in learning and discovering human
anatomy. In the lab students will learn anatomy through cadaver dissection and anatomical models.

BIOL 58IS Senior Seminar  1 sem. hr.
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. Open only to seniors.
Business Administration

Bachelor of Arts, Minor

The mission of the Briar Cliff University Business Department is to deliver a quality education and develop individuals who can provide leadership in a changing global environment, within an ethical and socially responsible framework. This is accomplished through a broad education using business theory and practice and based upon a liberal arts foundation.

The department's goals are based on a concept that emphasizes not only technical competence but also the ethics of professional service, thus seeking to foster sensitivity and responsiveness to social responsibilities as well as the ability to identify and pursue personal opportunities. The faculty endeavor to achieve these goals through a variety of teaching techniques including lectures, cases, role-playing, seminars, directed study, internships and computer team simulations. The department arranges and supervises internships (i.e. actual job situations) for qualified juniors and seniors.

The major in business administration will provide necessary instruction in functional areas including management, marketing, and finance and accounting, as well as economics. This provides a generalist background needed for a variety of careers in business and a solid foundation for the MBA degree. Students wishing to specialize have the opportunity to do so by taking their elective courses in management, marketing or finance.

Upon graduation, students majoring in business administration will be able to demonstrate competencies in the core areas of research, problem solving, statistical analysis, computer skills, mathematics, oral communication and writing, apply ethical reasoning to decision making and demonstrate personal and team leadership skills, exhibit knowledge of the legal, regulatory, ethical and technological issues inherent in the global environment of business today, demonstrate skills necessary to progress in a career and/or pursue advanced studies, apply fundamental knowledge of economics, finance, information systems, business research, accounting, law, management, marketing and international business to decision making.

Bachelor of Arts
Requirements: 41 hours from the business administration offerings (BUAD) including BUAD 621S, BUAD 220, BUAD 223, BUAD 225, BUAD 301, BUAD 330, BUAD 350, BUAD 385 and BUAD 429. Majors are also required to take ACCT 203, ACCT 204, ECON 210, ECON 211, WRTG 225, SPEC 111, and MATH 200. In addition to a major in business administration, the department also offers an emphasis in finance. Contact the department for further information regarding this option. 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. All other degree requirements are outlined on page 61.

Minor (Business Administration)
Requirements: Required BUAD 225, 301, ACCT 203 and 204, ECON 210 and 211 and two additional 3- or 4-credit hour BUAD courses.

Minor (Finance)
The minor in finance is open to students from all majors and will provide necessary instruction in functional areas including corporate finance, investments, money and banking, calculus, statistics, and management information systems. The finance minor is designed to hone crucial skills to help students prepare for a quantitative financial position or a graduate program. Requirements: Students must successfully complete 20 credit hours of coursework for the minor. The following six courses are required: BUAD 330, BUAD 383, BUAD 415, MATH 217, MATH 324, and MIS 321.
Faculty
Mr. Mark Rossi, Professor of Business Administration and Chairperson
Dr. Philip Burian, Professor of Business Administration
Ms. Marilyn Eastman, Assistant Professor of Business Administration
Mr. Mark Nielsen, Assistant Professor of Business Administration
Mr. Tommy Raulston, Assistant Professor of Business Administration
Dr. Judith Thompson, Professor of Business Administration

Business Administration Courses (BUAD)

BUAD 08IS Economics for the 21st Century  
1 sem. hr.
This course covers economic topics including supply and demand, elasticity, and production costs. This is an introductory course for non-business majors and meets the economics prerequisite requirements for a social media minor.  
• J Term

BUAD 100 Introduction to Business  
3 sem. hrs.
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 sem. hrs.
This course covers personal finance topics including budgeting, insurance, investing, debt, and home ownership. This is an introductory course for non-business majors.  
• J Term

BUAD 150 Entrepreneurship  
3 sem. hrs.
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.  
• J Term

BUAD 220 Microcomputer Applications for Business  
3 sem. hrs.
See MIS 220  
• Fall, Spring (online)

BUAD 223 Legal Environment of Business  
3 sem. hrs.
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.  
• Fall, Spring  
• Spring online

BUAD 224 Business Law II  
3 sem. hrs.
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 223 or permission of instructor  
• Spring  
• Spring (online)

BUAD 225 Principles of Management  
3 sem. hrs. (BS)
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.  
• Fall, Spring  
• Fall (online)
BUAD 230 Leadership
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.
- Fall
- Fall (online)

BUAD 276 E-Business
This course examines the influence of the Internet on business. E-commerce (buying and selling electronically), providing services to customers, internal collaboration and cooperation with business partners are researched and discussed. This class will take a managerial approach rather than a technical one.
- Spring
- Spring (online)

BUAD 301 Principles of Marketing
See MRKT 301
Prerequisite: ECON 210 or 211 or permission of instructor
- Fall, Spring
- Fall, Spring (online)

BUAD 305 Consumer Behavior
See MRKT 305
Prerequisite: BUAD 301, PSYC 110 is recommended
- Fall
- Fall (online)

BUAD 316 Federal Taxation I
See ACCT 316
- Fall
- Spring (online)

BUAD 317 Federal Taxation II
See ACCT 317
- Spring
- Spring (online)

BUAD 321 Management Information Systems
See MIS 321
- Fall

BUAD 322 Systems Analysis and Design
See MIS 322
- Spring

BUAD 325 Human Resource Management
See HRM 325
- Fall, Spring
- Fall, Spring (online)

BUAD 330 Principles of Corporate Finance
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 211, and MATH 200 or permission of instructor
- Fall
- Fall (online)

BUAD 335 Organizational Behavior
See HRM 335
- Fall, Spring
- Fall, Spring (online)

BUAD 345 Advertising
See MRKT 345
Prerequisite: BUAD 301
- Spring
- Spring (online)
BUAD 350 Production and Operations Management 3 sem. hrs.
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 225, MATH 111 or permission of instructor, and a statistics course

• Spring
• Spring (online)

BUAD 355 Employment Law
See HRM 355 3 sem. hrs.

• Spring
• Spring (online)

BUAD 360 Marketing Research 3 sem. hrs.
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 a statistics course

• Fall

BUAD 370 Seminar in Entrepreneurship 3 sem. hrs.
Seminar in Entrepreneurship is designed to give students the knowledge and tools needed to write a professional business plan. They search for business opportunities, research demand and costs, and design marketing and human resource plans for their proposed business. Students generate projected financial statements for three years of operation.

Prerequisite: BUAD 225, BUAD 301, and ACCT 204

• As Needed

BUAD 383 Money and Banking 3 sem. hrs.
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: ECON 210, 211 or permission of the instructor

• Fall 2016

BUAD 385 Global Management 3 sem. hrs.
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 225, ECON 210, ECON 211, MRKT 301

• Fall
• Fall (online)

BUAD 408 Labor Management Relations 3 sem. hrs.
See HRM 408

• Fall
• Fall (online)

BUAD 410 Marketing Management 3 sem. hrs.
See MRKT 410

Prerequisite: Three marketing courses.

• Spring

BUAD 415 Investment Analysis and Portfolio Management 3 sem. hrs.
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.

Prerequisite: ACCT 204, ECON 211 and Statistics course

• Fall 2016

BUAD 420 Compensation 3 sem. hrs.
See HRM 420

• Fall
• Fall (online)
BUAD 429 Strategic Management 3 sem. hrs.
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, 301, 330 and 350; a statistics course; and ACCT 203 and 204.

• Spring
• Spring (online)

BUAD 175, 275, 375, 475 Independent Study 3 sem. hrs.
Readings, research or creative work on a problem related to major field. With departmental approval

• Fall, Spring (online)

BUAD 390, 490 Business Internship 3-6 sem. hrs.
To be arranged.
With departmental approval

• Fall, Spring (online)
Chemistry

Bachelor of Science, Bachelor of Arts, Minor, Teaching Endorsement

The Chemistry Department offers two programs to accommodate the variety of backgrounds and interests of students with a desire to major in chemistry. The Bachelor of Science (B.S.) degree is designed for students who plan to enter industry or to pursue graduate study in chemistry while the Bachelor of Arts (B.A.) degree is often selected by those preparing for the medical or paramedical professions. The B.S. option places a greater emphasis on mathematics and its scientific applications while the B.A. stresses the biological aspects of chemistry. Either degree is quite appropriate for students intending to teach in secondary schools.

The following list of course requirements assumes that for courses having separate lab courses (e.g., CHEM 337 and 337L) this lab course is also required for a major or minor. All chemistry lab courses include a fee for supplies which is billed at the time of registration.

Upon graduating, students majoring in Chemistry will have developed a high level of problem solving ability, particularly with respect to laboratory problems, be able to prepare chemical solutions independently, be able to work independently in lab, be skilled at observing and collecting data, possess an extensive knowledge base in the areas of inorganic, organic, physical, analytical and biochemistry, demonstrate an ability to communicate scientific information in a written format in a coherent fashion, demonstrate an ability to present scientific information to a public, demonstrate knowledge of the organization of scientific literature and ability to collect and organize such information, possess a historical appreciation for some of the major developments in the field, and have conducted independent research under the mentorship of a faculty member and/or worked as an assistant in the preparation and delivery of courses in the chemistry laboratory.

Bachelor of Science
Requirements: CHEM 111, 112, 235, 301, 337, 338, 339, 442, 445 and 446; PHYS 231, 232; MATH 217, 218. Also required are three one-hour courses as described below. MATH 219 is recommended. The chemistry faculty will certify the general education service component and competencies in computer usage, moral/ethical reasoning, oral communication, research and writing in this major. All other degree requirements are outlined on page 61.

Bachelor of Arts
Requirements: CHEM 111, 112, 235, 301, 337, 338, 339, 442, 443 and 445; PHYS 121, 122; MATH 200. Also required are three one-hour courses as described below. The chemistry faculty will certify the general education service component and competencies in computer usage, moral/ethical reasoning, oral communication, research and writing in this major. All other degree requirements are outlined on page 61.

Students with a major in the Bachelor of Science or the Bachelor of Arts must take a total of three one-hour courses as follows:

**Option 1 - Research Track:**
CHEM 05 IS (Research 1),
CHEM 13 IS (Research 2) and
CHEM 35 IS (Dissemination of Results)

**Option 2 - Academic Track:**
CHEM 04 IS (Lab Instructor I) or CHEM 29 IS (Chemical Materials Preparation),
CHEM 35 IS (Dissemination of Results) and
CHEM 36 IS (Academic Project)
Minor
Requirements: Six courses are required: CHEM 111, 112, 337, 338 and two more term courses, not to include 108 or 109.

Teaching Endorsement: Chemistry
Requirements: All students seeking a teaching endorsement must complete the secondary education requirements. (See page 172) Chemistry major with 7-12 endorsement: the courses required are CHEM 111 and 111L, CHEM 112 and 112L, CHEM 235, CHEM 301, CHEM 337 and 337L, CHEM 338 and 338L, CHEM 442 and 442L, and CHEM 445 and 445L plus Special Methods of Teaching Chemistry, CHEM 440.

Teaching Endorsement: Basic Science 5-13
Requirements: The major in Basic Science requires 42 credits. Required courses include the following courses with labs: BIOL151 and 152, CHEM111 and 112, PHYS121 and 122, two of ESCI211, 213, or 213. Also, the major required 304 credits of mathematics: MATH118, 119 or higher; and 8 credits of science electives at the 300 or 400 levels.

Interdisciplinary Major
Chemistry can be the primary (seven courses) or secondary (five courses) emphasis in this major. If chemistry is the primary emphasis, CHEM 111, 112, 235, 337, 338, plus two more term courses in chemistry, and PHYS 121 and 122 are required. With biology as the secondary emphasis, five courses are required including BIOL 339, and one term course selected from BIOL 221, 222, 237, 320, 357, 400 and 420. Fulfillment of the competency requirements as outlined by the chemistry department is also required.

Faculty
Dr. Paul Weber, Professor of Chemistry, Chair and Program Coordinator of Medical Laboratory Science
Dr. Ted Bryan, Associate Professor of Chemistry

Chemistry Courses (CHEM)

CHEM 107 Chemistry and Sports 4 sem. hrs. (PL)
A study of the fundamental principles of chemistry and the application of these principles to sports. The course includes a lab component with experiments that complement topics covered in lecture. The course is required for students majoring in Sport Science but is open to all students. • Spring

CHEM 108 Chemistry and Society 3 sem. hrs. (PL)
A study of the fundamental principles and applications of chemistry for the non-science major. As Needed

CHEM 109 Chemistry for the Health Sciences 4 sem. hrs. (PL)
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 sem. hrs. (PL)
A presentation of the basic principles of chemistry including stoichiometry, thermochemistry, atomic and molecular properties, and properties of gases, liquids and solids.
Prerequisite: Math ACT score of 21 or higher OR Math 10 or higher (may be taken concurrently) • Fall

CHEM 111L Principles of Chemistry Laboratory I 1 sem. hr.
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 sem. hrs.
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; Math 111 or higher (may be taken concurrently) • Spring

CHEM 112L Principles of Chemistry Laboratory II
1 sem. hr.
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.
Corequisite: CHEM 112 or consent of instructor.
Prerequisite: CHEM 111L • Spring

CHEM 235 Quantitative Analysis
4 sem. hrs.
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 2016

CHEM 301 Instrumental Analysis
4 sem. hrs.
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 2015

CHEM 337 Organic Chemistry I
3 sem. hrs.
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 sem. hr.
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 sem. hrs.
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 sem. hr.
A continuation of CHEM 337L, spectrophotometric methods are included as well as a group research project.
Corequisite: CHEM 338 or consent of the instructor
Prerequisite: CHEM 337L • Spring

CHEM 339 Inorganic Chemistry
3 sem. hrs.
A study of inorganic systems including atomic structure, bonding theories, acid-base phenomena, transition-metal chemistry, periodicity and solvent systems.
Prerequisite: CHEM 112 • Spring 2016

CHEM 440 Special Methods of Teaching Chemistry
1 sem. hr.
A study of the methods, tools, and techniques used in teaching high school chemistry.
With departmental approval
**CHEM 442 Biochemistry I**
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**
Experimental treatment of topics covered in CHEM 442.
**Corequisite:** CHEM 442 or consent of instructor

**CHEM 443 Biochemistry II**
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.

**CHEM 445 Physical Chemistry I**
A study of the theoretical treatment of the physical processes which govern chemical behavior. Topics include thermodynamics and equilibrium.
**Prerequisite:** CHEM 112

**CHEM 445L Physical Chemistry Laboratory I**
Experimental treatment of those topics which are covered in CHEM 445.
**Corequisite:** CHEM 445 or consent of instructor

**CHEM 446 Physical Chemistry II**
A continuation of CHEM 445 with expansion of topics to include kinetics, quantum mechanics and spectroscopy.
**Prerequisite:** CHEM 445 and MATH 218

**CHEM 446L Physical Chemistry Laboratory II**
Experimental treatment of those topics covered in CHEM 446.
**Corequisite:** CHEM 446 or consent of instructor

**CHEM 04 IS Lab Instructor I**
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**
Original scientific research performed by the undergraduate under the mentorship of a faculty member.

**CHEM 13 IS Research 2**
A continuation of CHEM 05 IR, 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**
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**
Students present the results of research, either their original work or a review paper, in a public forum.

**CHEM 36 IS Academic Project**
Students will gather information from a variety of resources on a current topic in chemistry and write a paper using this information.
Computer Science

Bachelor of Science, Bachelor of Arts, Minor

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. First-year students who intend to major in computer science should take the CSCI 201-202 Computer Programming sequence in the fall and spring terms of their first year.

First-year students who intend to major in a field other than computer science are encouraged to take CSCI 100 Introduction to Computers. CSCI 100 is an introductory course recommended for students in all disciplines and is not part of the major or minor sequence. This class meets all of the requirements of the Information Technology competency for general education.

Bachelor of Science
Requirements: Ten to 13 courses numbered above 200 including CSCI 201, 202, 280, 325, 345, 360, 380 and 425 and four credit hours of Intensive Study. Required supporting courses: MATH 200 or 324, MATH 225, PHIL 212, and SPEC 111. No more than 3 credit hours of C- or lower in CSCI courses.

Bachelor of Arts
Requirements: Ten to 13 courses numbered above 200 including CSCI 201, 202, 280, 325, 345, 360, 380 and 425 and four credit hours of Intensive Study. Required supporting courses: MATH 200 or 324, PHIL 212, SPEC 111, ACCT 203 and 204, BUAD 225, ECON 210 and 211. No more than 3 credit hours of C- or lower in CSCI courses.

Minor
Requirements: Any six CSCI classes numbered above 200.

Faculty
Mr. Thomas Kleen, Assistant Professor of Computer Science
Dr. Philip Burian, Associate Professor of Business Administration

Computer Science Courses (CSCI)

CSCI 100 Introduction to Computers 2 sem. hrs. (IT)
An introduction to common computer applications. All sessions will be held in one of the university’s computer labs. Students will become proficient with Windows, Word for Windows (word processor), Excel for Windows (spreadsheet), PowerPoint (presentation graphics), and use of the Internet.
• Fall, Spring

CSCI 201 Computer Programming I 3 sem. hrs.
An introduction to problem solving and object-oriented programming. Students will learn the basic concepts of programming by designing game programs for the Xbox. 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
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisite/Notes</th>
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<tbody>
<tr>
<td>CSCI 202</td>
<td>Computer Programming II</td>
<td>3</td>
<td>Grade of C or better in CSCI 201, Spring</td>
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<tr>
<td>CSCI 280</td>
<td>Computer Organization</td>
<td>3</td>
<td>CSCI 201, Fall 2014</td>
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<tr>
<td>CSCI 321</td>
<td>Management Information Systems</td>
<td>3</td>
<td>MIS 321, Fall</td>
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<td>CSCI 322</td>
<td>Systems Analysis</td>
<td>3</td>
<td>MIS 322, Spring 2015</td>
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<tr>
<td>CSCI 325</td>
<td>Data Structures and Algorithms</td>
<td>3</td>
<td>CSCI 202, Fall 2015</td>
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<tr>
<td>CSCI 345</td>
<td>Database Management</td>
<td>3</td>
<td>CSCI 202, Fall 2015</td>
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<tr>
<td>CSCI 360</td>
<td>Networking/Communications</td>
<td>3</td>
<td>CSCI 280, Fall 2015</td>
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<tr>
<td>CSCI 380</td>
<td>Operating Systems</td>
<td>3</td>
<td>CSCI 280, Spring 2015</td>
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<tr>
<td>CSCI 425</td>
<td>Internet Programming</td>
<td>3</td>
<td>CSCI 202, 345, Spring 2015</td>
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<tr>
<td>CSCI 375, 475</td>
<td>Independent Study</td>
<td>3</td>
<td>senior status, GPA of 3.00, department approval</td>
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<tr>
<td>CSCI IS</td>
<td>Intensive Study</td>
<td>1</td>
<td>Fall, Spring</td>
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<tr>
<td>CSCI 019M</td>
<td>Electronic Spreadsheet</td>
<td>1</td>
<td>Fall, Spring</td>
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Criminal Justice

Bachelor of Arts, Minor

The study of criminal justice at Briar Cliff is an interdisciplinary program drawing from the disciplines of sociology, political science, psychology and social work. It is designed to prepare students for career options such as policing and corrections, juvenile diversion and monitoring, court administration, probation and parole, victim reconciliation and mediation programs, security administration, investigation and research.

The program assumes that criminal justice agencies and programs are most effective when based on justice, charity, equity and reconciliation. It also assumes that the use of coercive force should be practiced as a part of a coherent set of values, attitudes and skills designed to deescalate situations of violence, lawlessness, vengeance and prejudice.

Upon graduation, students majoring in criminal justice will understand the core areas in the field of criminal justice: crime, law enforcement, adjudication and corrections; understand human behavior, social interaction processes, and social institutions and policies; apply ethical standards to situations and practices that arise in positions of public trust; think logically and critically in the process of applying formal knowledge and principles to practice in the criminal justice field; communicate clearly and effectively in oral and written form; and process and apply information reliably through the use of appropriate information resources, research methodology, statistics and computer tools.

Students may have no more than one "D" grade in their major coursework.

Bachelor of Arts
Requirements: CJUS 100, 246, 320, 447, 460, 470, and 490; two of CJUS 250, 251, and 252; one of PSYC 310 or 360; PSCI 370; SOCY 340; and three approved electives. Currently approved electives include CJUS 350, 352, 355, 365, 442, 443, 465, and 480; PSCI 321 (in semesters featuring a criminal case); PSYC 102, 205 and 405; and SOCY 376. Students desiring credit for a non-approved elective must request departmental permission. Students must also sit for the Criminal Justice Major Field Test in their final spring semester of coursework.

Minor in Criminal Justice
Requirements: A minimum of 18 credit hours, including CJUS 100, 246, and 320; one of CJUS 250, 251, or 252; and two approved electives.

Faculty
Dr. Wendy Brame, Assistant Professor of Sociology, Chairperson
Dr. Scott Fleming, Assistant Professor of Sociology
Ms. Elizabeth Keller-Charbonneau, Instructor of Criminal Justice
Dr. Regan Murray, Assistant Professor of Psychology

Criminal Justice Courses (CJUS)
CJUS 100 Introduction to Criminal Justice 3 sem. hrs.
Introduction to Criminal Justice is an overview of the criminal justice system and the sub-systems in the United States. Topics include: law enforcement, courts, and corrections; focus on interrelations among the criminal justice agencies, processing of offenders, punishment and its alternatives, and future of the criminal justice system.

• Spring
CJUS 246 Introduction to Criminology  
Introduction to Criminology presents the major biological, psychological, and sociological theories of criminal behavior, and provides a descriptive overview of crime in the United States. Topics include crime rate statistics, historical trends in crime and crime rates, and characteristics of both offenders and victims.

- Fall

CJUS 250 Modern Police Theory and Practice  
Modern Police Theory and Practice is an overview and analysis of the American system of law enforcement, examining the origins, development, roles, functions, and operations of policing in a modern democratic society. Detailed understanding of the issues involved in policing a democratic society will be developed and critical issues/new advances in law enforcement will be examined.

- Fall

CJUS 251 Courts and the Criminal Justice Process  
Courts and the Criminal Justice Process provides an in-depth exploration of the criminal adjudication process in the U.S. Topics include the various court systems, court personnel, the adjudication process, plea bargaining, and sentencing.

- Fall

CJUS/SWRK 252 Corrections  
Corrections covers criminal sentencing, probation, parole and prisons; alternatives to institutionalization, including rehabilitation and restorative justice, are explored in depth.

- Spring

CJUS 350 Issues in Policing  
Issues in Policing is an overview of the role of policing in the criminal justice system, with emphasis on community/police collaboration and policing as problem solving. This course includes the historical context and current status of police, policing strategies, police culture, restorative justice strategies, and contemporary challenges in police work.

Prerequisite: CJUS 250

- As Needed

CJUS 352 Issues in Corrections  
Issues in Corrections examines a continuum of sanctions ranging from probation to institutional confinement. This class in an analysis of issues that arise in these settings and includes theory/goals of corrections, risk assessment, prison crowding/violence, and correctional intervention/treatment.

Prerequisite: CJUS 252

- As Needed

CJUS 355 Criminal Investigation Techniques  
Criminal Investigation Techniques provides a brief overview of scientific crime detection and more detailed discussion of techniques for case management and documentation, the concept of proof, the impact of emergent technology on the investigative process, interacting with victims and witnesses, and interviewing suspects. Particular emphasis may be placed on the investigation of particular types of crimes, for example, homicides, sex offenses, child abuse, hate crimes, and so forth.

Prerequisite: CJUS 250 or consent of instructor.

- As Needed

CJUS 365 Juvenile Justice  
Juvenile Justice explores the distinct system that handles juvenile justice in our society, including its history and underlying philosophies. Topics may include the juvenile offender, juvenile court procedures, the role of law enforcement and corrections in the juvenile justice system, and contemporary issues facing the juvenile justice system.

- As Needed

CJUS 442 Advanced Research Methods  
Advanced Research Methods prepares students to design and conduct research projects at an advanced level with an emphasis on quantitative methods. Topics include issues of research problem formulation, study design, operationalization and measurement, sampling theory and procedures, data collection and management, and the ethical treatment of human participants in social scientific research.

Prerequisites: SOCY 340 and 341, or instructor permission.

- As Needed
CJUS 443 Advanced Statistical Analysis 3 sem. hrs.
Advanced Statistical Analysis prepares students to use original and/or secondary data, various statistical
techniques, and computer software (SPSS) to conduct research projects and publicly present statistical
results. This course builds on statistical techniques students learn in SOCY 341 or an equivalent
undergraduate statistical course by teaching students to use ANOVA and regression analysis to solve
social scientific problems.
Prerequisites: CJUS 442 and SOCY 341, another undergraduate statistics course, or instructor’s
permission.

CJUS 447 Advanced Criminology 3 sem. hrs.
Advanced 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.

CJUS 460 The Constitution and Criminal Justice 3 sem. hrs.
The Constitution and Criminal Justice examines the criminal procedural foundations established by the
fourth, fifth, sixth, and eighth amendments to the U.S. Constitution. Topics include an introduction to the
Constitution, interpretation of the relevant provisions by the U.S. Supreme Court, implementation of
these provisions in law enforcement and corrections, and exploration of contemporary issues
surrounding the protection of individual rights.
Prerequisite: CJUS major, PSCI 366, or instructor permission.

CJUS 465 Policy Analysis 3 sem. hrs.
Policy Analysis provides an in-depth examination of criminal justice policies, their histories,
contemporary political influences, and practical consequences. At the undergraduate level, students will
work primarily with existing evaluation research.
Prerequisites: SOCY 340, another undergraduate research methods course, or instructor permission.

CJUS 470 Ethics in the Criminal Justice System 3 sem. hrs.
Ethics in the Criminal Justice System is an in-depth analysis of theories and practices in areas of legality,
morality, values, and ethics. Topics include corruption, the code of silence, brutality and use of force, and
methods of dealing with these phenomena. The concept of profession and professional conduct are also
examined.

CJUS 480 Comparative Criminal Justice Systems 3 sem. hrs.
Comparative Criminal Justice Systems examines issues related to criminal justice systems throughout the
world. Focusing on identifying, analyzing, and comparing the criminal justice system in the United States
of America with those of other countries, the course will explain worldwide philosophies of law and
justice, the arrangements for crime prevention/law enforcement, and the methods of dealing with
convicted offenders throughout the world.

CJUS 490 Criminal Justice Internship 3 or 4 sem. hrs.
Criminal Justice Internship provides a supervised learning opportunity in a criminal justice setting,
requiring a minimum of 150 hours in placement for three credit hours or 200 hours in placement for four
credit hours. Students must maintain a descriptive log and meet periodically throughout the placement
with the on-campus supervisor and fellow interns.
Development Courses

Developmental courses offer assistance in strengthening the skills necessary for success in college. Courses in writing, reading, mathematics and study skills are offered. The personal contact and follow-up with instructors and personnel provide the basis for helping students become secure and successful in their chosen academic areas of study.

The university offers several courses which help students overcome deficiencies and succeed in subsequent classes. These courses produce grades and carry academic credit. Because these courses are sometimes required, they all may be included in the calculation of credit hours for purposes of defining student status for financial aid and athletic eligibility.

Ordinarily, all full-time non-probationary day students who are assessed as needing five or more developmental courses will be limited to enrolling in two, three-hour courses during their first term and will be required to take needed developmental courses that term and throughout the first year.

### Developmental Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Description</th>
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<tbody>
<tr>
<td>MATH 1A</td>
<td>Fundamentals of Mathematics</td>
<td>1</td>
<td>A review of arithmetic skills including fractions, decimals, percent, and measurement.</td>
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<tr>
<td>MATH 4A</td>
<td>Algebra Review</td>
<td>1</td>
<td>A review of the first year of high school algebra from signed numbers to quadratic equations.</td>
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<td>Prerequisite: Recommendation of the department based upon math assessment</td>
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<td>As Needed</td>
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<tr>
<td>MATH 10</td>
<td>Basic Algebra</td>
<td>2</td>
<td>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.</td>
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<td>Prerequisite: MATH 1A or recommendation of the department</td>
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<td>Fall, Spring</td>
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<tr>
<td>OSSC 008A</td>
<td>Reading and Critical Thinking</td>
<td>1</td>
<td>This course is designed to improve a student’s skills in the areas of reading, comprehension and vocabulary to the levels needed to meet the reading demands of college-level courses and to make reading enjoyable. Through the use of text and video materials, discussions and exercises, and conferences with students, the following areas will be covered: identifying main idea, supporting detail and sequence of events, locating facts, using context clues, drawing conclusions, identifying persuasion, making accurate inferences and identifying figurative language.</td>
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<tr>
<td>WRTG 100</td>
<td>College Preparatory Writing</td>
<td>3</td>
<td>This course prepares students for introductory college writing by improving their understanding of grammar and punctuation, and the main characteristics of the writing process: pre-writing, planning, drafting, revising, and proofreading.</td>
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• Fall, Spring
• As Needed
Diversity Studies

Minor

The United States has always been a diverse nation, and current demographic projections indicate that it will become increasingly diverse over the next several generations. The minor in diversity studies is designed to expose students to various facets of the racial, ethnic, socio-economic, gender and religious diversity in the United States and the ways in which this diversity is manifested in the nation’s culture, economy and politics.

Upon graduation, students with a minor in diversity studies will be able to:
• discuss the racial and ethnic diversity in the United States, its historical development and its current manifestations;
• understand the socio-economic divisions in United States society, economic and political causes and consequences of that inequality;
• appreciate the changing nature of gender roles in the United States;
• discuss the ways in which diversity is manifested in literature, theatre and/or the arts;
• respect religious diversity and freedom of conscience;
• recognize prejudice and discrimination and work to eliminate it;
• apply the knowledge that they acquire through their coursework in their workplaces, daily lives and as citizens.

Minor Requirements: Students must successfully complete a minimum of 24 credit hours including at least 15 credit hours from the following courses: ART 117, ENGL 140, ENGL 150, ESCI 110, MUSC 125, SOCY 240 and THEO 203, and one three-hour course selected in consultation with their advisor and approved by the program director. LIBA 410 is required for the minor. Additional courses may be offered and included in the minor with permission of the program director.

Faculty
Dr. Wendy Brame, Assistant Professor of Sociology/Criminal Justice and Program Director
Dr. Patricia Currans-Sheehan, Professor of English/Writing
Dr. Scott Fleming, Assistant Professor of Sociology
Dr. Linda Harrington, Associate Professor of Theology
Dr. Brian Hazlett, Professor of Biology
Dr. Matthew Pangborn, Assistant Professor of English/Writing
Dr. Richard Steinbach, Professor of Music
Ms. Nan Wilson, Associate Professor of Art

Diversity Studies Courses
ART 117 Art History: Modern 3 sem. hrs. (AE)
A historical survey of Modern Art, a time of radical change and innovation. Includes: 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 Neo-Modernism.  • Fall

ENGL 140 Multicultural Voices 3 sem. hrs. (MC)
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 people’s essential and lasting contributions.  • Spring 2015
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Units</th>
<th>Semester(s)</th>
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<tbody>
<tr>
<td>ENGL 150</td>
<td>Women’s Voices</td>
<td>3 sem. hrs. (MC)</td>
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<td>Spring 2016</td>
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<td>For years, women were left out of the literary</td>
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<td></td>
<td>canon. In this course, students will study great</td>
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<td></td>
<td>female writers who struggled to make their</td>
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<td></td>
<td>voices heard. Students will read works such as</td>
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<td></td>
<td><em>A Room of One’s Own</em>, <em>The Color Purple</em>,</td>
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<td><em>In the Time of the Butterflies</em>, and *The</td>
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<td>Handmaiden’s Tale*, writing a critical analysis</td>
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<td>of one of the novels.</td>
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<td>ESCI 110</td>
<td>Environmental Science</td>
<td>4 sem. hrs. (PL)</td>
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<td>A survey of environmental issues and problems</td>
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<td>facing today’s society. Includes a study of</td>
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<td>population biology, ecology, natural resources</td>
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<td>and energy, environmental quality, land use and</td>
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<td></td>
<td>bioethics.</td>
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<td></td>
<td>Three lectures, one lab per week</td>
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<td>LIBA 410</td>
<td>Global Society</td>
<td>3 sem. hrs. (GL)</td>
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<td>An interdisciplinary study of contemporary</td>
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<td>global realities focusing on the increasingly</td>
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<td>interdependent economic, ecological, political,</td>
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<td>social, technological, religious and cultural</td>
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<td>relationships that are developing within the</td>
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<td>human community; emphasis is placed on issues of</td>
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<td>justice and peace.</td>
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<td>MUSC 125</td>
<td>American Popular Music</td>
<td>3 sem. hrs. (AE)</td>
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<td>This music appreciation course focuses on the</td>
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<td>history and evolution of rock music. Topics</td>
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<td>include ragtime, Tin Pan alley, jazz, rhythmic</td>
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<td>and blues, gospel, country, soul, Motown,</td>
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<td>British invasion, folk psychedelic rock, southern</td>
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<td>rock, heavy metal, art and glitter rock, ska</td>
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<td>and reggae, punk rock, new wave, funk, disco,</td>
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<td>hip-hop and rap. All reading assignments,</td>
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<td>listening assignments, writing assignments,</td>
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<td>quizzes and exams are completed online.</td>
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<tr>
<td>SOCY 240</td>
<td>Racial, Ethnic, and Gender Inequality</td>
<td>3 sem. hrs. (MC)</td>
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<td>Analysis of the interaction of minorities with</td>
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<td>dominant populations; explanations of how</td>
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<td>minorities are created and maintained;</td>
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<td>characteristics of racial, ethnic and gender</td>
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<td>THEO 203</td>
<td>Protestant Churches</td>
<td>3 sem. hrs. (RE)</td>
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<td>The multiplicity of Christian denominations is</td>
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<td>a phenomenon of modern times. In this course,</td>
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<td>students will study both the history of the</td>
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<td>major families of Christian denominations and</td>
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<td>the doctrinal, ecclesial and liturgical</td>
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<td>differences among those denominations. Students</td>
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<td>will also investigate current ecumenical</td>
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<td>movements that seek to reduce divisions among</td>
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<td>Christians.</td>
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Economics

Teaching Endorsements

An understanding of economic principles is essential since so many of the questions and decisions which touch our lives have an economic aspect. The growth of our economy and the improvement in our living standards require us to compete in a global society. To understand and evaluate what economists, politicians and others are saying, we need knowledge of economics.

Teaching Endorsement
Requirements: Economics 7-12 endorsement requires a major in one of the social sciences and ECON 210, 211, ECON/BUAD 383 and two additional economics electives.

Faculty
Mr. Tommy Raulston, Assistant Professor of Accounting

Economics Courses (ECON)
ECON 08IS Economics for the 21st Century 1 sem. hr.
See BUAD 08IS

ECON 210 Principles of Microeconomics 3 sem. hrs. (BS)
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 status or permission of instructor
• Fall, Spring
• Fall, Spring (online)

ECON 211 Principles of Macroeconomics 3 sem. hrs.
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
• Spring
• Spring (online)

ECON 383 Money and Banking 3 sem. hrs.
See BUAD 383
Prerequisite: ECON 211 or permission of instructor
• Fall 2016

ECON 175, 275, 375, 475 Independent Study 3 sem. hrs.
Reading, research or creative work on a problem related to economics. Permission of the department is required.
With departmental approval
• As Needed
Education

Bachelor of Arts, Teaching Endorsements

The department of education offers an elementary education major, a secondary education major, and education courses for endorsements in academic disciplines. Students successfully completing the professional preparation program for teacher education are eligible to apply for teacher licensure. The Teacher Preparation Program complies with and is accredited by the State of Iowa Department of Education.

In the Franciscan tradition, the Briar Cliff University education program prepares professional educators through community, service and learning.

The following learning outcomes for the Teacher Preparation program were adopted and adapted from the Interstate Teacher Assessment and Support Consortium (InTASC).

A. Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

B. 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.

C. 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.

D. 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.

E. 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.

F. 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.

G. 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.

H. 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.

I. 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.

J. 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.

Teacher Preparation Program

The professional preparation program for teaching in private and public schools begins with the Educational Foundations course. This course includes 12 hours of field experience mandated by the Iowa
Department of Education and serves as the gateway to the education program. It is a prerequisite for all other education courses. Students who complete the requirements for this course are eligible to apply for admission to the education department.

**Acceptance into the Teacher Preparation Program**
The formal application for acceptance into the Teacher Preparation Program is screened by the Teacher Education Committee. The screening criteria include:
1. a grade of "C" in WRTG 109 or passing the writing competency in the education department;
2. a cumulative and major grade point average of 2.5;
3. a grade of "C" in accepted speech course or passing the speech competency in the education department;
4. a letter of nomination by an employer or a Briar Cliff University faculty member outside the education department;
5. successful completion of the pre-professional skills test (PPST) (reading 170, writing 170, mathematics 170, with a composite score of 517);
6. other appropriate items—e.g., mathematics, reading, speaking, writing, listening assessments and/or a personal interview;
7. demonstrate the personal characteristics necessary to teaching; and
8. Teacher Education Advisory Committee recommendation of acceptance.

When accepted, the student is notified. If a student does not meet the above criteria, the reasons for non-acceptance will be given to the student.

Once accepted into the Teacher Preparation Program, students are required to maintain the standards under which they were accepted. Personal qualities required of a teacher are also required of all students in the education department. These qualities include but are not limited to: the ability to complete work on time, punctuality and attendance, the ability to accept guidance in teaching, and the ability to relate to other people.

To enroll in 300 and 400 level courses in the professional core and/or elementary content, students must be admitted to the Teacher Preparation Program. This includes EDUC02IS.

**Internship (Student Teaching)**
Iowa School Law requires each student in the Teacher Preparation Program to complete a student teaching internship. The student will make formal application for internship in the fall of the year preceding the one in which the internship will be undertaken. Forms for application are distributed during the fall registration advising meeting.

The internship is a full-time responsibility. The intern is required to follow the schedule and activities of the cooperating teacher, including after-school meetings and activities. This educational experience should be scheduled during a semester in which the student is free of other college classes, sports and work.

**Licensure**
When the internship and all course work are completed, the Licensure Officer will complete the process for licensure.

**Transfer Students**
Transfer students and students who make late decisions are subject to the same screening procedures and are required to meet the standards as described above.

**Title II Program Information**
One hundred ten students were enrolled in the Teacher Preparation Programs at Briar Cliff during the 2013-2014 academic year. Nineteen students were enrolled in supervised student teaching, completing a
minimum of forty hours per week. Four supervising faculty in professional education were appointed to supervise prospective teachers. The student teacher/university supervisor ratio was 5:1.

**Teaching in the Catholic School System**

Briar Cliff University prepares students for teaching in Catholic schools by offering courses which provide the students with the background needed for consideration in the Catholic school system. The four dioceses of Iowa have agreed to give preferential hiring to students who have Iowa licensure and have taken the following courses:

One course in each of the areas of scripture, sacraments and morality, and:

- EDUC300 Foundations and History of Catholic Schools
- EDUC400 Ministry of Catholic School Teaching

**Grades**

All grades required for licensure must be "C" or above.

**Praxis II Testing for Licensure**

Effective January 1, 2013 all teacher candidates are required to pass standardized tests in their content area and pedagogy prior to being recommended for an Iowa Teaching License. The tests are taken in the final stage of the teacher preparation program.

**Faculty**

Dr. Kristen Crabtree-Groff, Associate Professor of Education and Chairperson
Dr. Kenneth Berg, Associate Professor of Education
Ms. Theresa Engle, Assistant Professor of Education
Ms. Traci Hansen, Instructor of Education
Dr. Ruth Schock, O.S.F., Associate Professor of Education

**Education Courses (EDUC)**

**EDUC 100 Introduction to Education**

This one-credit course provides an orientation to and an overview of the teaching profession. The requirements for admittance to the Briar Cliff University Teaching Preparation Program will also be presented.

- Fall, Spring

**EDUC 101 Practicum**

This course is a fifteen-hour practicum that is taken concurrently with EDUC 100.

- Fall, Spring

**EDUC 250 Management and Instruction**

An examination of and experimentation with various processes and strategies in classroom management and arrangement available to elementary and secondary classroom teachers is presented. Activities will include planning and organization of lessons, and approaches to discipline. EDUC 01 IR is taken concurrently with EDUC 250.

**Prerequisite:** EDUC 100, 101

- Fall, Spring

**EDUC 270 Exceptional Learners**

The intent of the course is to examine education of persons with learning disabilities, mental retardation, emotional and behavioral disorders, physical disabilities, sensory impairments, other health impairments, and gifted and talented children. The special traits of each group will be studied as well as the relationships of their traits and abilities to their education, social and psychological needs. Stress will be placed on practical applications of theory (e.g. remediation techniques, etc.) as well as the theories regarding etiological factors.

- Fall, Spring
EDUC 300 Foundations of Catholic Schools in America 1 sem. hr.
Historical overview of the development of Catholic schools in America; exploration of the Catholic school identity, legislation and judicial issues affecting Catholic schools. Taken after the completion of 60 hours.
• Fall 2014

EDUC 318 Educational Psychology 3 sem. hrs.
Study of psychological principles applicable to the learning process; theories of learning, and research pertinent to teaching and learning. EDUC 02IR is taken concurrently with EDUC 318.
Prerequisite: EDUC 100, 101, PSYC 110
• Fall, Spring

EDUC 330 Educational Measurement and Evaluation 3 sem. hrs.
Emphasis upon the nature of standardized tests and the construction of classroom evaluative devices; introduction of elementary statistics; test interpretation; discussion of current trends and needs in evaluation.
Prerequisite: EDUC 100, 101, and acceptance into the Teacher Preparation Program
• Fall, Spring

EDUC 400 Ministry of Catholic School Teaching 1 sem. hr.
Considers the concepts of the call, covenant and mission of the Catholic school teacher; reviews sources of spiritual formation, faith community development, and the governance and structure of the diocesan school system. Taken after the completion of 60 semester hours.
• Spring 2015

EDUC 410 Student Teaching in the Elementary School 13 sem. hrs.
Scope and general characteristics of the elementary school, including teacher characteristics, evaluation; classroom management and control; current trends and issues in teaching and professional growth. Directed observations, participation and teaching under the supervision and guidance of selected classroom teachers and the college supervisor of student teaching. Must be taken in conjunction with EDUC 14IS Electronic Portfolio.
Prerequisite: Acceptance into the Teacher Preparation Program and completion of the professional methods sequence
• Fall, Spring

EDUC 412 Student Teaching K-12 13 sem. hrs.
Observation and participation in teaching art, vocal music or physical education in both elementary and secondary schools. Must be taken in conjunction with EDUC 14IS Electronic Portfolio.
Prerequisite: Acceptance into the Teacher Preparation Program and completion of the professional methods courses
• Fall, Spring

EDUC 415 Student Teaching in the Secondary School 13 sem. hrs.
Observation and participation in teaching and other professional activities related to the work of the secondary school teacher; planning periods and conferences with the supervising teacher and the college supervisor(s) of student teaching. Must be taken in conjunction with EDUC 14IS Electronic Portfolio.
Prerequisite: Acceptance into the Teacher Preparation Program and completion of the professional methods course(s)
• Fall, Spring

EDUC 423 Content Area Literacy 3 sem. hrs.
This course prepares secondary and K-12 teachers in the use of literacy strategies (reading, writing, listening, and speaking) for secondary students and how to infuse these strategies throughout the curriculum.
Prerequisite: EDUC 100, 101, and acceptance into the Teacher Preparation Program
• Fall, Spring

EDUC 452 Human Relations for Teachers 2 sem. hrs.
Designed to develop professional human relation skills for teaching in an aspiring pluralistic society through both theoretical and experiential work. Special emphasis placed on understanding social, cultural, and interpersonal dimensions of the interaction among subgroups. Approximately half of the course time is spend in off-campus experiences.
Prerequisite: EDUC 100, 101, 60 hours of coursework
• Fall, Spring
EDUC 475 Independent Study  
Open to students who wish to engage in directed research in a selected area. Permission of the departmental chairperson is required. 
**Prerequisite:** EDUC 100, 101, *With departmental approval*

The following courses in selected areas of education are required:

**EDUC 03IS** provides teacher candidates with the skills and appropriate application of current and emerging technologies and how to implement them with all learners in their content areas. Emphasis is given to the effective and ethical use of educational technologies.  
2 sem. hrs.

**EDUC 14IS** Electronic Portfolio This course prepares education majors in how to create the electronic portfolio used to demonstrate the candidate's competency in meeting each of the standards of the Teacher Preparation Program. This course must be taken in conjunction with student teaching.  
2 sem. hrs.
Elementary Education

Bachelor of Arts

All students intending to seek an elementary education degree must first be admitted into the Teacher Preparation Program (See Education).

Bachelor of Arts Requirements:

General Education Courses: BIOL 102, HIST 231 or 232, MATH 118 and 119, PHYS 116, PSYC 110, and PSCI 224.

*Note: Music majors or minors take MUSC 345.*

Elementary education majors are also required to complete a reading endorsement. This endorsement includes three additional courses (9 credits) beyond the required courses for an elementary education major.

A middle school endorsement is available to an Elementary education major. The endorsement includes EDMI 421 and two areas of specialization in language arts, mathematics, science, social studies. Thirty hours of practicum experience in a middle school is also required.

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

Professional Development School Practica:
Elementary education majors will participate in a Professional Development School (PDS) for the field experiences assigned with the elementary methods courses. The elementary methods courses are: EDEL 316 Teaching Elementary Science, EDEL 335 Teaching Elementary Mathematics, EDEL 342 Teaching Elementary Social Studies, EDEL 461 Teaching Elementary Language Arts, EDEL 466 Teaching Elementary Reading.

The purpose of the Professional Development School is to:
• Create a collaborative relationship between the Briar Cliff University Teacher Preparation Program and Leeds Elementary School
• Build and support educational leadership and professional practice for all participants (candidates, cooperating teachers, and university faculty).
• Provide teacher candidates the opportunity to connect theory with practice in a classroom setting.

Praxis II Testing for Licensure
Effective January 1, 2013 all teacher candidates are required to pass standardized tests in their content area and pedagogy prior to being recommended for an Iowa Teaching License. The tests are taken in the final stage of the teacher preparation program.

Faculty
See Education page 97.

Elementary Education Courses (EDEL)
EDEL 241 Children’s Literature
3 sem. hrs.
The study of literature, encompassing PK-8, either expressly written for children or given to children, including folklore, poetry, fantasy, modern realistic fiction, biography, historical fiction, multicultural and informational books. **Prerequisite:** WRTG 109 or permission of instructor

• Spring
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
<th>Prerequisite</th>
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<tr>
<td>EDEL 316</td>
<td>Teaching Elementary Science</td>
<td>3 hrs.</td>
<td>The principles and methods of teaching elementary science will be covered. Emphasis will be placed on teaching science through discovery, inquiry and hands-on activities.</td>
<td>EDUC 100, 101, 250</td>
<td>Spring</td>
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<td>EDEL 317</td>
<td>Health Methods</td>
<td>1 hrs.</td>
<td>The principles and methods for integrating physical education, health, and wellness in the elementary classroom will be emphasized. This course is taught in conjunction with EDEL 316 Teaching Elementary Science.</td>
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<td>EDEL 318</td>
<td>Visual Arts Methods</td>
<td>1 hrs.</td>
<td>The principles and methods for integrating visual arts in the elementary classroom will be emphasized. This course is taught in conjunction with EDEL 461 Teaching Elementary Language Arts.</td>
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<td>Fall</td>
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<tr>
<td>EDEL 319</td>
<td>Performance Arts Methods</td>
<td>1 hrs.</td>
<td>The principles and methods for integrating performance arts in the elementary classroom will be emphasized. This course is taught in conjunction with EDEL 342 Teaching Elementary Social Studies.</td>
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<td>Spring</td>
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<td>EDEL 335</td>
<td>Teaching Elementary Mathematics</td>
<td>3 hrs.</td>
<td>Principles and methods for teaching elementary mathematics will be emphasized in the course. Practical application of concepts through the use of manipulatives and interdisciplinary approaches are included in this course.</td>
<td>EDUC 100, 101, 250</td>
<td>Fall</td>
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<tr>
<td>EDEL 342</td>
<td>Teaching Elementary Social Studies</td>
<td>3 hrs.</td>
<td>The principles and methods of teaching elementary social studies will be covered. Emphasis will be placed on: designing instruction that incorporates research-based strategies; differentiation of instruction based on students' needs; and supporting instruction through literature, writing, and a variety of resources, including technology.</td>
<td>EDUC 100, 101, 250</td>
<td>Spring</td>
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<tr>
<td>EDEL 461</td>
<td>Teaching Elementary Language Arts</td>
<td>3 hrs.</td>
<td>This is an introductory course which emphasizes the principles and methodology of teaching language arts skills (grammar, spelling, listening, thinking, speaking and writing).</td>
<td>EDUC 100, 101, 250, EDEL 241 or permission of instructor</td>
<td>Fall</td>
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<tr>
<td>EDEL 464</td>
<td>Reading Assessment, Diagnosis, and Evaluation</td>
<td>3 hrs.</td>
<td>This course emphasizes the teaching of language development, corrective and remedial reading problems and strategies. Informal and formal assessment measures are studied.</td>
<td>EDEL 461, 466, EDEL 241</td>
<td>Spring</td>
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<tr>
<td>EDEL 465</td>
<td>Reading Practicum</td>
<td>1 hrs.</td>
<td>This course has students apply the knowledge and skills from EDEL 464. Students will study the causes of reading difficulties, instruction in the administration and interpretation of tests, and use case histories in the analysis of data. Small group and individual student diagnosis and remediation are employed through a practicum.</td>
<td>taken concurrently with EDEL 464</td>
<td>Spring</td>
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<td>EDEL 466</td>
<td>Elementary Reading and Content Area Instruction</td>
<td>3 hrs.</td>
<td>This course emphasizes research-based reading, writing, vocabulary and assessment strategies and practices for teaching reading effectively in the elementary through middle school classroom. Particular emphasis will also be given to text structure, vocabulary and comprehension for teaching reading in content areas.</td>
<td>EDUC 100, 101, 250, EDEL 241, 461</td>
<td>Spring</td>
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</table>
The English major affords students essential insights into human nature and thought as well as an appreciation of the written word as a mode of expression. English majors are prepared for responsible careers in business, law, education, public service, information services, and other professional areas, as well as for graduate study in English.

Upon graduation, students majoring in English will be able to demonstrate coherent historical knowledge of literature, analyze, interpret, evaluate and appreciate well-crafted literature and be able to share that appreciation with others, write clearly and persuasively, research, organize and communicate information effectively, help others with their writing, communicate effectively to a live audience, use their English skills to serve others in their communities, and explore career options and implement job search strategies.

**Bachelor of Arts**

**Requirements:** Completion of the major requires 49 semester hours of courses lettered ENGL, including: 110; 243; 301; 460; 490; one from 114, 140, 150 or 260; either 210 or 211; two from 305, 310, 320, or 330; either 340 or 345; either 360 or 365; and 9 credit hours of other ENGL courses, of which at least 3 credit hours should be an ENGL 275. In addition to ENGL courses, the major requires WRTG 159 and 420. The English faculty will certify the general education service component and competencies in computer usage, moral/ethical reasoning, oral communication, research and writing in this major. All other degree requirements are outlined on page 61.

**Minor**

**Requirements:** Completion of the minor requires 18 semester hours of courses lettered ENGL, including: 110; 243; either 210 or 211; two courses numbered above 300; and one other course.

**Teaching Endorsement**

**Requirements:** To achieve 7-12 endorsement in English, English majors must take, in addition to their major requirements: ENGL 440; EDSE 07IS; ENGL 14IS; WRTG 335; WRTG 336; SPEC 111.

To achieve 7-12 endorsement in English, English minors must take the following: ENGL 243; ENGL 340 or ENGL 345; ENGL 440; EDSE 07IS; ENGL 01IS; ENGL 14IS; one other ENGL course; WRTG 159; WRTG 335; WRTG 336; WRTG 420; and SPEC 111.

To achieve K-6 endorsement in English/language arts, students must take, in addition to their elementary education major classes: ENGL 110 or ENGL 211; ENGL 243; ENGL 340 or ENGL 345; ENGL 01IS; WRTG 159, WRTG 335, WRTG 336; SPEC 111.

**Faculty**

Dr. Matthew Pangborn, Assistant Professor of English and Writing and Chairperson
Dr. Ryan Allen, Assistant Professor of English and Writing
Dr. Patricia Currans-Sheehan, Professor of English and Writing
Dr. Adam Frisch, Professor of English and Writing
Ms. Meghan Roe, Instructor of English and Writing
Mr. Phillip Hey, Professor of English and Writing Emeritus
Dr. James Redmond, Professor of English and Writing Emeritus

**English Courses (ENGL)**

**ENGL 110 Introduction to Literature**

Students read short stories and poems for enjoyment, discussion and analysis. Learning literary terms and critical methods will be added course outcomes.

**Prerequisite:** WRTG 100, ACT English score of 20, or SAT Writing score of 470

- Fall, Spring
ENGL 114 Multicultural Plays and Films
Students will discover the rich cultural diversity of the Americas through plays and films, following a young emigrant from Guatemala as he searches for a better life in the United States, for example, and celebrating the musical festivities of Rio de Janeiro’s Carnaval. Students will investigate differences and commonalities among different cultures’ values and worldviews.

- Fall 2015

ENGL 125 Literature and Film
Enjoy watching Westerns such as Stagecoach? Mysteries like Rear Window? Have you seen the war film Apocalypse Now? This course studies the stories that inspired these and other movie classics. Students will discuss how the literary works’ transformation from page to screen affects both our attitudes towards their plots and characters and the stories’ relevance.

- Fall

ENGL 140 Multicultural Voices
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 people’s essential and lasting contributions.

- Spring 2015

ENGL 150 Women’s Voices
For years, women were left out of the literary canon. In this course, students will study great female writers who struggled to make their voices heard. Students will read works such as A Room of One’s Own, The Color Purple, In the Time of the Butterflies, and The Handmaid’s Tale, writing a critical analysis of one of the novels.

- Spring 2016

ENGL 210 Modern Fiction
The modern era was a tumultuous period, but it also produced some of the finest works in all of Western literature. The authors studied grapple with major problems of modernity, such as war, gender inequality, poverty, and colonialism. Yet they are also writers who investigate major issues of any time: the pursuit of love and happiness, and the mysterious workings of memory.
Prerequisite: WRTG 109 or equivalent skill.

- Fall

ENGL 211 Modern Poetry
Major poets and poems of the high modernist era through the twentieth century are examined to gain appreciation of their formal and thematic concerns. Poets include Frost, W.B. Yeats, T.S. Eliot, Wallace Stevens, Langston Hughes, Elizabeth Bishop, Anne Sexton, Sylvia Plath, Gwendolyn Brooks, and others.
Prerequisite: WRTG 109 or equivalent skill

- Spring

ENGL 243 Shakespeare
Shakespeare’s famous works still provoke questions: Why, for instance, do some actors in A Midsummer Night’s Dream play multiple roles? How can Othello be so suspicious of a totally faithful wife? English 243 revisits what we know about Shakespeare’s life and his most famous plays for answers to these and other questions about his enduring art.
Prerequisite: WRTG 109 or equivalent skill

- Fall

ENGL 260 Classics of World Literature
This course ventures outside of the English-language tradition to study diverse works in translation, written by such luminaries as Goethe, Flaubert, Tolstoy, Levi, and García Márquez. Students will gain an appreciation for the rich contributions to world culture of writers in other languages, in other times, and in other places.
Prerequisite: WRTG 109 or equivalent skill

- Fall

ENGL 301 Literary Criticism
For as long as humans have been telling stories, we have analyzed those stories. English 301 continues that great tradition, beginning with Plato and Aristotle and continuing through contemporary approaches to literature, including psychoanalysis, deconstruction, and feminist criticism. The course will challenge students to articulate their own ways of reading and to demonstrate their own approaches to literature in the interpretation of a specific text.

- Spring
ENGL 310 Medieval Literature 3 sem. hrs.
This course offers students insight into the dreams and nightmares of the classical and medieval eras. Students will encounter monsters and heroes, gods and goddesses, knights, sorcerers, pilgrims, mystics, and even Satan himself in timeless works by Sophocles, Ovid, Dante, Chaucer, and others. These classic works will come alive through students’ analysis and exploration of the texts’ enduring imaginative power.
Prerequisite: WRTG 109 or equivalent skill  • Fall 2015

ENGL 320 British Renaissance Literature 3 sem. hrs. (HC)
The Renaissance was a key period of rebirth in the Western world, but its compelling ideas also still command our attention: the possibility of Utopia, the Faustian bargain, and the attraction of evil so central to Milton's Paradise Lost. This course examines the new writing that arose as the stark restrictions of the Middle Ages gave way to humanistic exploration.
Prerequisite: WRTG 109 or equivalent skill  • Spring 2015

ENGL 330 British Enlightenment Literature 3 sem. hrs.
The Rise of Globalization. New Technology. Human Rights. These topics from today’s headlines have their origins in eighteenth-century Britain. In reading works by authors such as Dryden, Pope, Swift, and Fielding, students will encounter the Age of Reason, the neoclassical rebirth of satire, and the beginnings of the English novel; yet they will also explore the very foundations of today’s world.
Prerequisite: WRTG 109 or equivalent skill  • Spring 2016

ENGL 340 Nineteenth Century American Literature 3 sem. hrs. (HC)
The phrase “American Dream” is used to express the idealism upon which the nation was founded. In the nineteenth century, however, the metaphor of the dream also helped authors as diverse as Frederick Douglass and Emily Dickinson explore a much more complicated national reality. Students will examine a variety of works, including those of the “American Renaissance,” contextualizing these writings within an understanding of the time period.
Prerequisite: WRTG 109 or equivalent skill  • Fall 2015

ENGL 345 Twentieth Century American Literature 3 sem. hrs. (HC)
Students will experience the regionalists and local colorists, the realists and the naturalists, the modernists and postmodernists, the experimentalists and metafictionalists. They will discover the Lost Generation, the Beat Generation, the Merry Pranksters, and Generation X. The course includes fiction, poetry, and drama from a variety of great American authors.
Prerequisite: WRTG 109 or equivalent skill  • Spring 2015

ENGL 360 British Romanticism 3 sem. hrs.
From Blake's philosophical “Marriage of Heaven and Hell” to the celebration of nature in Wordsworth's “Tintern Abbey,” from Byronic heroes like “Manfred” to contemplative “Nightingale” listeners like Keats, English 360 explores the literary works created during the early 1800's as Great Britain entered, with fear and hope, the tumultuous Modern Industrial Age.
Prerequisite: WRTG 109 or equivalent skill  • Spring 2016

ENGL 365 Victorian Literature 3 sem. hrs. (HC)
Romance, women’s rights, struggles with faith and doubt—these issues and more will be discussed through reading Charles Dickens, Charlotte Brontë, Robert Browning, and other great writers of late nineteenth-century England. Students will gain a greater appreciation for the literature, culture, and history of the British Empire at the height of its power.
Prerequisite: WRTG 109 or equivalent skill  • Spring
ENGL 440 Special Methods in Secondary Teaching  3 sem. hrs.
This course examines the skills, resources, and practices for teaching English in high school and offers students practical experience in the field. Required for licensure.
Prerequisite: WRTG 109, 159, 420; EDUC 210, 250
• Spring

ENGL 460 Senior Survey  3 sem. hrs.
Senior Survey provides the culminating capstone experience for all English majors. Students will make connections among the works they have studied to gain a greater understanding of the histories, cultures, and literatures they have covered. Students will rediscover these works' relevance as they ponder the futures they are preparing to experience.
• Spring

ENGL 175, 275, 375, 475 Independent Study  1 or 3 sem. hrs.
By arrangement with instructor only.
Prerequisite: WRTG 109 or equivalent skill; With departmental approval

ENGL 490 Internship  3 sem. hrs.
Working in collaboration with faculty, students will explore their career interests, refine writing skills tailored to professional success in graduate school or the marketplace, and engage in either on-campus or off-campus work environments. Internship placement may be local or performed at a distance, including participation in programs such as Chicago Semester.
Prerequisite: WRTG 109 or equivalent skill and junior status; with departmental approval
• Fall, Spring

ENGL 141S Adolescent Literature  1 sem. hr.
Adolescent literature today is an exciting field, as recent works have confronted long-standing taboos and smashed stereotypes. Students will read and evaluate a selection of the best works currently being written for young adult readers, such as *The Chocolate War*, *Holes*, *Out of the Dust*, *The Hunger Games*, *The Absolutely True Diary of a Part-time Indian*, and *The Book Thief*.
• Spring

ENGL 161S or ENGL 80M Briar Cliff Review  1 sem. hr.
From manuscript to publication, students gain hands-on experience helping to produce an award-winning national literary art magazine. Student editors are involved in every step of the process, from processing submissions to copyediting and proofreading and designing layout. This is an invaluable opportunity for any student interested in art, literature, publishing, or graphic design.
Prerequisite: WRTG 109
• J-Term

ENGL 19 IS: Advanced Briar Cliff Review  1 sem. hr.
Experienced students of literature and writing read and evaluate manuscripts submitted to *The Briar Cliff Review*, helping to vet submissions for faculty editors' evaluations. This is a unique and invaluable opportunity for advanced students of written expression interested in gaining experience in the publication of an award-winning national literary art magazine.
Prerequisites: WRTG 109, ENGL 16 IS or 80M
• Fall
Environmental Science

Bachelor of Arts

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 our environment requires an interdisciplinary approach. Responsible environmentalists desiring to solve problems such as pollution, habitat destruction and the loss of biological diversity must be fluent in both the natural sciences (including biology, chemistry and earth science) and socially relevant disciplines (such as economics and political science). Students will have the opportunity to pursue internships and to participate in extended field trips that provide opportunities for practical applications of classroom instruction.

Upon graduation, students majoring in environmental science will be able to think critically and solve problems, effectively communicate using scientific language, identify and discuss key biological/environmental science principles, apply a basic understanding of chemistry and/or earth science to environmental science, demonstrate skill in observation, demonstrate safe and effective lab technique, demonstrate a basic understanding of how social and economic issues relate to environmental science, and find employment in a science-related field or enter graduate/professional school.

Bachelor of Arts
Requirements: Students are required to take ESCI 110, 211, 212, 213, 237, 300, 339, 401, and 412. Also required are BIOL 152, 212, 213; ECON 210; PSCI 101; LIBA 200 or BIOL 34IS. Students are expected to complete an environmental internship, field station course or participate in a field experience such as ESCI 280. Six one credit ISs including BIOL 22IS are also required. No more than one D or D+ in ESCI or BIOL prefixed courses will count toward the major. A minimum of a 2.0 GPA in the major is required for graduation.

Minor
Requirements: The six courses comprising a minor in environmental science will vary according to a student's major. If the minor is earned with a biology major, these courses are ESCI 211, 212, 213 and three of the following: ESCI 237, 300, 401 or 412. If the minor is earned with a chemistry major these courses are ESCI 211, 212, 213 and three of the following: ESCI 237, 300, 339, 401, or 412. If the minor is earned with neither a biology or chemistry major these courses are ESCI 110, 211, 212, 213, 237 and either ESCI 300 or 412.

Faculty
Dr. Brian T. Hazlett, Professor of Biology, Program Director
Dr. Candice Coffin, Professor of Biology
Mr. Mark Rossi, Professor or Business Administration

Environmental Science (ESCI)
ESCI 110 Environmental Science
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 211 Earth Science I - Introductory Geology
An introduction to the classification and formation of rocks, strata and soils. Three lectures, one lab per week.
• Spring 2017
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESCI 212</td>
<td>Earth Science II - Earth Processes</td>
<td>4</td>
<td>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, one lab per week.</td>
<td>Spring 2016</td>
</tr>
<tr>
<td>ESCI 213</td>
<td>Earth Science III - Weather And Climate</td>
<td>4</td>
<td>An introduction to the daily variation of local atmospheric conditions and the results of the long-term patterns of such. Three lectures, one lab per week.</td>
<td>Fall 2016</td>
</tr>
<tr>
<td>ESCI 237</td>
<td>General Ecology</td>
<td>4</td>
<td>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, one lab per week.</td>
<td>Fall</td>
</tr>
<tr>
<td></td>
<td>Prerequisite: BIOL 151 or BIOL 152</td>
<td></td>
<td></td>
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<tr>
<td>ESCI 280</td>
<td>Extended Field Trip</td>
<td>3</td>
<td>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.</td>
<td>TBD</td>
</tr>
<tr>
<td>ESCI 339</td>
<td>Principles of Microbiology</td>
<td>4</td>
<td>An in-depth study of microorganisms, including ultra structure, growth characteristics, metabolism, genetics, and immunology. Not open to students having credit for BIOL 239. Three lectures, two labs per week.</td>
<td>Summer</td>
</tr>
<tr>
<td></td>
<td>Prerequisite: eight hours of chemistry or permission of the instructor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESCI 401</td>
<td>Environmental Law and Policy</td>
<td>3</td>
<td>An overview of environmental law and public policy.</td>
<td>TBD</td>
</tr>
<tr>
<td>ESCI 412</td>
<td>Field Botany</td>
<td>4</td>
<td>An introduction to the classification, nomenclature and identification of vascular plants. Taxonomic and biogeographical relationships of families, genera and species will also be discussed. The laboratory will be 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, one lab per week.</td>
<td>Spring 2017</td>
</tr>
<tr>
<td>ESCI 175, 275, 375</td>
<td>Independent Study</td>
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</tbody>
</table>
Developed by the nursing, psychology and social work departments, the interdisciplinary gerontology minor prepares students in any discipline to work with other people in a rapidly changing population.

Students from all disciplines benefit from studies of the aging population. An interdisciplinary minor provides the vehicle for organized gerontological studies for any student in any of the academic programs. Courses required for the 18-credit hour interdisciplinary minor include the following:

**Minor Requirements:** One course from the following BIOL listing: BIOL 102, BIOL 221, or BIOL 240; NURS 356; PSYC 110 and PSYC 355; SOCY 124; SWRK 465; and a gerontology internship. Elective courses include: NURS 461S and NURS 511S; and SWRK 971S.

**Gerontology Courses**

**BIOL 102 Human Biology** 3 cr. hrs. (PL)
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. Three lectures.  • Fall, Spring

**BIOL 221 Human Anatomy** 4 cr. hrs.
A study of the structure of the human body at the four structural levels (cells, tissues, organs and systems) and the relationship of its parts. Three lectures, one lab per week.  • Fall

**BIOL 240 Nutrition** 3 cr. hrs.
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. Three lectures.

**Recommended:** four hours of biology, four hours of chemistry, or permission of the instructor.

**Prerequisite:** Sophomore Status  • Fall

**NURS 356 Biological and Health Aspects of Aging** 3 cr. hrs.
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.  • Fall, Spring

**PSYC 110 Introduction to Psychology** 3 cr. hrs. (BS)
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 355 Adulthood and Aging  3 cr. hrs.
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 2015

SOCY 124 Introduction to Sociology  3 cr. hrs. (BS)
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.
• J-Term, Spring

SWRK 465 Gerontology  3 cr. hrs.
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.
• Fall 2016

INTERNSHIP  1 cr. hr.
A 50-hour gerontology internship is required for the gerontology minor and may be part of other departmental internship requirements. Internships are supervised by faculty in the student’s major department.

NURS 46IS Elders in Society  1 cr. hr.
This course provides a wholistic examination of the aging process, including an overview of the attitudes of society and nursing towards aging. In addition, the common issues and needs of the elderly will be examined, with emphasis on community resources and services available to provide assistance in meeting the needs of the elderly. Interview will be conducted by the student with an elderly person focusing on those areas of aging: physical, social, mental, spiritual, and economic. Stories in film and literature will be analyzed through critical and reflective thinking as applied to Geriatric Nursing.
• On Demand

NURS 51IS Ethics in Health Care with Aging Population  1 cr. hr.
This course provides an opportunity for the student to expand knowledge on the ethics of aging in today’s society with an emphasis on autonomy, neoliberalism, independence, elder abuse-neglect and self-neglect, physical and chemical restraints, unsafe driving, health care decision-making, advanced directives, and end-of-life care. It is hoped that the student will have some deep rethinking about how we address aging and ethics that may lead to social change in the future.
• On Demand

SWRK 97IS Death and Dying  1 cr. hr.
This course explores the issues of death and dying how these impact older people and their families.
• On Demand
Global Studies

Minor

The minor in Global Studies is a multidisciplinary program designed to provide students with the opportunity to examine the many dimensions of globalization and to understand the place of the United States in this process.

Through the courses offered in this program, students will:
- develop respect for universal human rights, the rule of law, and cultural differences;
- become aware of the growing interdependence of nations and peoples;
- learn the value of appropriate technology and sustainable development in the use of the earth's resources;
- become concerned about global inequality in access to the means necessary for a decent livelihood;
- develop an understanding of the sources of conflict in today's world
- have the ability to apply their knowledge in their workplaces and more generally as citizens of the global community.

Minor Requirements: Students must successfully complete a minimum of 24 credit hours including at least three courses from the following: ART 117, ESCI 110, MCOM 101, PHIL 212, PSCI 224, THEO 202; and at least two courses from the following: BUAD 385, HIST 337 and SOCY 320. LIBA 410 is required for the minor. Additional courses may be offered and included in the minor with permission of the program director.

Faculty
Dr. Wendy Brame, Assistant Professor of Sociology/Criminal Justice and Program Director
Dr. Stephen Brown, Associate Professor of Theology
Mr. Michael Crowley, Associate Professor of Mass Media
Ms. Marilyn Eastman, Assistant Professor of Business Administration
Dr. Brian Hazlett, Professor of Biology
Dr. Paul Korchin, Assistant Professor of Theology
Dr. Nick Probasco, Assistant Professor of History
Ms. Nan Wilson, Associate Professor of Art

Global Studies Courses
ART 117 Art History: Modern 3 sem. hrs. (AE)

BUAD 385 Global Management 3 sem. hrs.
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 225, ECON 210, ECON 211, MRKT 401
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Description</th>
<th>Semester(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ESCI 110 Environmental Science</strong></td>
<td>4 sem. hrs. (PL)</td>
<td>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.</td>
<td>Fall</td>
</tr>
<tr>
<td><strong>HIST 337 Twentieth Century World History</strong></td>
<td>3 sem. hrs. (HC)</td>
<td>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.</td>
<td>Fall</td>
</tr>
<tr>
<td><strong>LIBA 410 Global Society</strong></td>
<td>3 sem. hrs. (GL)</td>
<td>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.</td>
<td>Fall, Spring</td>
</tr>
<tr>
<td><strong>MCOM 101 Introduction to Mass Communications</strong></td>
<td>3 sem. hrs. (HC)</td>
<td>Overview of mass media and their respective social, psychological, international, political, legal and cultural impacts, including: communications law, cable television and satellite broadcasting. Prerequisite for all other course work in this major or minor.</td>
<td>Fall, Spring</td>
</tr>
<tr>
<td><strong>PHIL 212 Ethics in Business and Society</strong></td>
<td>3 sem. hrs. (EM)</td>
<td>Application of philosophical method to understanding ethical issues in business, including civil liberties in the workplace, obligations to the firm and to third parties, employment discrimination, sexual harassment, product safety, environmental protection, corporate responsibility, economic justice and black markets. <strong>Prerequisite:</strong> Twenty hours of college course work or instructor approval</td>
<td>Fall</td>
</tr>
<tr>
<td><strong>PSCI 224 Geography and World Cultures</strong></td>
<td>3 sem. hrs. (MC)</td>
<td>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.</td>
<td>Spring 2015</td>
</tr>
<tr>
<td><strong>SOCY 320 Restorative Justice</strong></td>
<td>3 sem. hrs.</td>
<td>Introduction to innovations and alternatives in the traditional criminal justice system with an emphasis on negotiation, mediation, and reparation in dispute resolution; emphasis on non-violence and peacemaking in the Franciscan tradition.</td>
<td>Spring</td>
</tr>
<tr>
<td><strong>THEO 202 World Religions</strong></td>
<td>3 sem. hrs. (MC)</td>
<td>Students will examine religious beliefs, customs and practices that are characteristic of the major living religions of the world. The similarities and differences among these religions will help the student to come to an understanding of the role that religion plays in human existence.</td>
<td>Spring</td>
</tr>
</tbody>
</table>
Graphic Design

Bachelor of Arts, Minor

The mission of the Digital Media Department is to prepare competent, well-trained and liberally educated men and women in the converging field of graphic design. 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 Digital Media Department 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 media 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, journalism and mass communication or writing.

Upon graduation, students majoring in graphic design will be able to interpret the role 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 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.
Bachelor of Arts Degree in Graphic Design Requirements:
ART 110 Drawing (3)
ART 111 Design (3)
MCOM 101 Introduction to Mass Media (3)
MCOM 200 Beginning Newswriting (3)
MCOM 216 Basic Photography (3)
GDES 203 History of Graphic Design (3)
MCOM 220 Visual Communications (3)
GDES 224 Typography (3)
MCOM 225 Graphic Communications (3)
GDES 350 Advertising Design (3)
MCOM 300 Legal and Ethical Issues in the Media (3)
Electives: GDES 002 Briar Cliff Review Design
              GDES 345 Motion Graphics

Minor
Requirements: Eighteen hours approved by the department chairperson of which six must be at the
300-level courses.

Faculty
Ms. Kristen Perez, Assistant Professor and Chairperson
Mr. Michael Crowley, Associate Professor
Ms. Shannon Beller, Instructor
Mr. Bruce Miller, Adjunct Instructor

Graphic Design Courses (GDES)
GDES 071 and 072 Magazine Production I and II 1 sem. hr.
Intensive focus on magazine design is studied. Purpose, philosophy, cover, grid systems, content design,
typography and print production are covered. This course is collaboration with Cliff News Net.
Prerequisite: GDES, 224, GDES 225, GDES 335 and MCOM 200
• Fall, Spring

ART 110 Drawing 3 sem. hrs.
Learning to see form through drawing: an exploration of natural and synthetic form.
• Fall

Art 111 Design 3 sem. hrs.
Design is an introductory course in the principles of color and composition, requiring no previous
drawing or artistic ability: open to all students. Projects will include 2- and 3-dimensional organization.
Studio activity will concentrate on collage as a method to produce assignments. The design projects will
progress from basic exercises to complete compositions. This course prepares the foundation for
students interested in painting, sculpture, architecture, and graphic design.
• Fall

MCOM 101 Introduction to Mass Media 3 sem. hrs. (HC)
Overview of mass media and their respective social, psychological, international, political, legal and
cultural impacts, including: communications law, cable television and satellite broadcasting. Prerequisite
for all other course work in this major or minor.
• Fall, Spring

MCOM 200 Beginning Newswriting 3 sem. hrs.
Instruction in basic skills for writing in print journalism. Includes news values, writing leads, rewrites
and follow-ups, and writing simple, complex and special story types. Students may be expected to submit
publishable stories to the campus newspaper or other campus publications. All first-year students are
strongly advised to take WRTG 159 before beginning the print sequence.
• Fall
GDES 203 The History of Graphic Design 3 sem. hrs. (AE)
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.

MCOM 216 Basic Photography 3 sem. hrs.
Introduction to digital photography. Material covered includes operation of a professional digital camera including aperture, shutter and depth of field in manual control. Camera handling and care lighting, composition, visual communication and photographic history. Extensive post-production using Photoshop software application is required. Lab fee includes camera rental fee.

MCOM 220 Visual Communications 3 sem. hrs.
Study of the graphic revolution and “image” as a powerful instrument of communication in society. Investigation of the pseudo-event, propaganda, public opinion and man's insatiable appetite for information. All forms of visual media (print, TV, advertising, digital, cinema, computer and the Internet) will be analyzed for obvious and hidden messages and their effects.

GDES 224 Typography 3 sem. hrs.
The history, terminology and design components of typography will be explored through lecture and studio exercises.

MCOM 225 Graphic Communications 3 sem. hrs.
An introduction to the process of graphic arts production with emphasis on the 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.

MCOM 300 Legal and Ethical issues in Mass Media 3 sem. hrs.
Study and discussion of ethical and moral considerations among journalists, acceptable actions by staff and management, as well as discussion of the grey areas of media responsibility. The course will also include legal issues such as constitutional and statutory law and the regulating agencies which affect the media. Student is required to participate in a community field service assignment.

Prerequisite: MCOM 101, MCOM 200, MCOM 220

MCOM 325 Website Production 3 sem. hrs.
Introduction to web development which focuses on the integration of current web technologies and techniques to produce a fully functional website. Emphasis is on using CSS, HTML, and content management systems to create more complex sites for diverse digital environments.

Prerequisite: MCOM 200, MCOM 210, MCOM 225

GDES 325 Graphic Design Production I 3 sem. hrs.
This course is a gateway course, which will build a solid foundation of computer technology and its relationship to the graphic design industry. Concentration on the introduction of computer technology, software, conceptual development, problem solving, and composition will be examined.

GDES 335 Graphic Design Production II 3 sem. hrs.
This course is a continuation of GDES 325, which concentrates on Corporate Identity development.

Prerequisite: GDES 325

• J-Term

• Fall (even years), Spring

• Spring

• Spring (odd years)

• Fall

• Fall

• Fall
GDES 340 Information Graphics  
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.  
Prerequisite: GDES 225  
Fall

GDES 350 Advertising Design  
Investigation, creation, and application of advertising design and the development of advertising campaigns. Course will focus on creative problem solving, audience, product, and client positioning, marketing, and creative strategies as applied to advertising, as well as the advertising design process. Course will also include creative team interaction, individual brainstorming techniques, and detailed research.  
Prerequisite: GDES 225  
Fall

GDES 400 Senior Exhibition  
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.  
Spring

MCOM 440 Research in Mass Media  
Individual exploration of a research topic in mass media. Student will analyze and evaluate research and develop an understanding of research as it relates to the field of mass media.  
Prerequisite: Senior level status  
Spring

GDES 445 Production III  
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 of 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: GDES 325, GDES 335  
Spring

MCOM 490 Internship  
On-site work experience in graphic design. Minimum of 300 working hours.  
Prerequisite: With departmental approval  
Fall, Spring
Health, Physical Education and Recreation

Bachelor of Arts, Minor, Teaching Endorsement

The health, physical education and recreation curriculum offers a nationally recognized set of professional-preparation programs and a service program geared to meet the present and future fitness and recreational needs of Briar Cliff students.

Included in the professional-preparation program for students in the Teacher Education Program is a major in K-12 Physical Education teaching, a teaching minor and a coaching endorsement. Students interested in coaching who are not education majors may get a coaching authorization by taking a set of four courses. Students interested in working in a recreational setting may select the recreation and leisure minor.

Bachelor of Arts in Sports Management
The sports management major is housed in the Department of HPER. The outcomes for sport management are as follows: the sports management student will be able to recognize the influence of cultural traditions, social values and psychosocial experiences on sports and sport experiences, the student will be able to define and understand the concepts of management and leadership. The students will be able to describe the various skills, roles and functions of sport managers. The students will be able to describe the elements of leadership theory and practices as they relate to the various managerial responsibilities, students will recognize and identify moral issues related to a sport in its intrinsic and extrinsic dimensions and develop a personal philosophy regarding social responsibility in the sport industry, the student will be familiar with the principles of interpersonal communication, mass communication and interaction with the public, particularly as they relate to the sport agency, the student will understand budget and financial aspects of sport, and most sport activities occur in settings that are potentially litigious. Students will be familiar with the legal concepts in those areas that they are most likely to encounter in the workplace.

Requirements: HPER 119, 280, 383, 385, 443, 490, either 384 or 439 and three HPER three-hour electives, BUAD 225, 301, HRM 325, 335, MATH 200, MCOM 307, SPEC 111, WRTG 225, HPER 42, 53IS, 64IS and 65IS. Plus six HPER mini courses or experiences, including three activity courses, one of which must be HPER 40. See program coordinator for a list.

Athletic Administration/Business Track
Requirements: HPER/SPMA 119, HPER/SPMA 280, SPMA 301, HPER/SPMA 385, HPER/SPMA 443, HPER/SPMA 490, 4 three-credit hour HPER/SPMA electives, PSYC 110, BUAD 225, HRM 225, HRM 325, HRM 335, MATH 200, plus HPER 042, HPER 40, HPER 65IS, either HPER 51IS or 53IS

Athletic Promotion and Communication Track
Requirements: HPER/SPMA 119, HPER/SPMA 280, HPER/SPMA 385, HPER/SPMA 443, HPER/SPMA 490, SPMA 301, SPMA 200, SPMA 316, 2 three-hour HPER electives, BUAD 225, MCOM 200, MCOM 216, MCOM 225, MCOM 330, GDES 325, MCOM 325, MATH 200, plus HPER 040 and HPER 43, 5 one-credit hour skill/experience courses.

Minor
Recreation and Leisure Requirements: HPER 231, 232, 214; BUAD 225; THTR 101. Required 1 credit courses HPER 40, 42, plus 4 experiential 1 or 3 credit courses from HPER, ART, MUSC, THTR
Coaching Authorization Requirements: HPER 72 or 385, 280, HPER 74 or EDUC 280, and one of HPER 78, 384, or BIOL 221.

Students in the Teacher Education Program may also select from a Bachelor of Arts in Physical Education Teaching K-12, a minor in Physical Education with a K-6/7-12 Teaching Endorsement, and a Coaching Endorsement.

Bachelor of Arts in Physical Education Teaching K-12

Modified from the National Association for Sport and Physical Education Standards for Advance Programs in Physical Education Teacher Education.

Standard 1: Content Knowledge
- Analyze, diagnose and provide appropriate cues for physical activity performance to maximize student practice and learning on a regular basis.
- Apply a variety of concepts from disciplinary knowledge (motor development and learning exercise science, sociology and psychology of movement, history and philosophy, and pedagogy) when planning and implementing instruction.
- Demonstrate expertise in multiple forms of physical activity including, but not limited to, adventure activities, aquatics, fitness activities, dance, games, sports, gymnastic activities and martial arts.

Standard 2: Curricular Knowledge
- Produce materials that articulate a sound Vision and align with NASPE standards, including written documentation that is shared with constituents.
- Use program evaluation data and relevant technologies continuously to inform revision of curriculum. Differentiate the merits of several curricular models and select the most appropriate model to match learners’ needs and contextual variables (e.g. climate, region and facilities).
- Explain and demonstrate connections between disciplinary and pedagogical knowledge when selecting and sequencing curriculum content.

Standard 3: Equity/Fairness/Diversity
- Encourage and model equity and fairness for all students.
- Critique and implement curricula that challenges students to value and respect individual and cultural differences and hold them accountable for demonstrating respect.
- Promote expectations that students will demonstrate ethical, moral and fair relationships with others and within and beyond the school’s context.
- Assess students’ understanding of the consequences of inappropriate language and behavior related to issues of equity, fairness and diversity.

Standard 4: Sound Teaching Practices
- Consistently arrange activities that engage all students in meaningful teaming tasks.
- Create learning environments, using relevant technologies, that promote interest and foster persistence in a variety of physical activities (e.g. games, gymnastics, dance, aquatics, etc.) to encourage students to become competent members of these movement cultures beyond the school setting.
- Create learning opportunities that are adapted to diverse students.
- Understand how social and cultural relationships among family, peer group, school and community can influence students’ learning and engagement in physical activities.

Standard 5: Assessment
- Use authentic assessments regularly and interpret results to inform teaching and learning.
- Apply authentic assessment techniques that are aligned with program philosophy, goals, learning experiences and student learning outcomes.
Standard 6: High Expectations for a Physically Active Lifestyle

- Plan and implement lessons that promote student responsibility, decision-making, problem solving and cooperation in their own and others' learning and encourage the adoption of a physically active lifestyle.
- Consistently demonstrate high levels of student engagement in meaningful learning tasks that lead to student competence in fundamental skills and proficiency in a few fundamental skills and proficiency in a few movement forms.
- Promote high expectations for student involvement in regular physical activity beyond the school setting.

Standard 7: Methods of Inquiry

- Examine and apply research on teaching and learning in physical education.
- Conduct and facilitate teacher- and classroom-based research regularly.
- Employ relevant technologies when seeking, analyzing and disseminating information.

Requirements: HPER 118, 119, 214, 338, 382, 383, 384, 439, 443 and one HPER three-hour elective. BIOL 221, 222, HPER 42, 51IS, 53IS, 64IS, plus six HPER skill courses or experiences, three of which must be an activity course. See program coordinator for a list.

Minor in Physical Education

[Students with a teaching endorsement and these courses will qualify for a K-6/7-12 Physical Education teaching endorsement]

Requirements: HPER 119, 214, 384, 439, 443, and two of the following three 338, 382, 383. HPER 383 and HPER 382 are required for a secondary endorsement. HPER 338 is required for an Elementary (K-6) endorsement. BIOL 221. Required ISs: HPER 42, and either 51IS or 53IS, plus four additional HPER skills courses or experiences. See program coordinator for list.

Coaching Endorsement

Requirements: HPER 72 or 385, 280, HPER 74 or EDUC 280, and one of HPER 78, 384, or BIOL 221.

Regardless of the program chosen, The HPER faculty will certify the general education service component and competencies in computer usage, moral/ethical reasoning, oral communication, research and writing in this major. All other degree requirements outlined on page 59 must also be met.

Note: Any student wishing to transfer credits to meet HPER requirements must have his/her transcript reviewed by the program coordinator. The coordinator will determine which credits will be accepted.

Activity courses are designed to develop attitudes, appreciation, personal skills and applied techniques in all types of activities included in the physical education program. Minimum standards of skill and knowledge are required for satisfactory completion of each activity unit.

Faculty

Mrs. Marian Pesky, Assistant Professor of Physical Education and Chairperson
Mr. Rory Jackson, Instructor of Physical Education

Health, Physical Education and Recreation Courses (HPER)

HPER 51IS Adapted Physical Education: Theory and Practice 1 sem. hr.
Provides the theoretical basis for the future teacher’s needs in working with the special child in the normal and/or segregated physical education setting. Laboratory experiences for teaching physical education in the schools to physically, sensory, mentally and multi-handicapped children will be provided. Special consideration to mandated skills such as writing; individual education.

- Fall
HPER 53IS Adapted Physical Activities: Living and Working  
1 sem. hr.  
The future teacher and recreation specialist will utilize community resources and environments where the handicap live and work. Programs will be studied and participated in that encompass the Special Olympics, Special-Needs Camping Programs, STARS Program and research concerns in the area of adapted physical education.  
Prerequisite: HPER 51IR or permission of instructor

HPER 61IS Senior Practicum  
1 sem. hr.  
While serving as teaching assistant, students are availed experiences in lesson planning, class organizing, grading and the actual teaching of physical skills. Prerequisite: senior status

HPER 63IS Methods of Teaching Track and Field  
1 sem. hr.  
Exposure to and analysis of basic skills, different techniques and approaches involved in teaching and/or coaching the variety of events including safety precautions involved in the sport of track and field. Field experience provided.

HPER 64IS Fitness Testing and Exercise Prescription  
2 sem. hr.  
Basic skills and understanding are developed in the art and science of fitness testing and exercise prescription. The conducting of individualized fitness programs for all age groups will be examined.

HPER 65IS First Aid and CPR Instructors Course  
2 sem. hr.  
This course is designed to certify the student as an American Red Cross First Aid and/or CPR Instructor. Current basic certification in first aid and CPR is required.

HPER 118 Personal and Community Health  
3 sem. hrs. (BS)  
An introductory course concerned with the many factors which influence a person's health. Special consideration is afforded the subject areas of substance abuse, disease and holistic health. Consideration is also given to the functions which various health agencies serve and to the modern technological advances which have been accomplished in health.

HPER 119 Introduction to and History of Physical Education, Health Education and Recreation  
3 sem. hrs.  
The student is introduced to five foundational areas - the historical, philosophical, psychological, physiological and sociological - of physical education, health education and recreation. A sixth unit in the course is designed to orient the student to the scope of the profession, including professional opportunities in the allied areas such as health, safety education and recreation.

HPER 214 Physical Education Activities for Pre-K to 6 Elementary Schools  
3 sem. hrs.  
This course will be a curriculum of physical education activities for grades K-6. The program will include fitness concepts, movement education, perceptual-motor concepts, manipulative activities and the acquisition of skills. Varied and new experiences for each grade level will be emphasized. There will be a stress on the necessity of child success and accomplishment through Elementary Physical Education.

HPER 231 Recreation Leadership  
3 sem. hrs. (MC)  
A course designed to study the fundamentals of recreation and play as it relates to various cultures. Consideration is given to the type of job opportunities in recreation and playground management.

HPER 232 Camp Counseling  
3 sem. hrs.  
A course designed to prepare students for various camp counseling or related job positions. Special consideration is given to the organization and administration of the camping program. Course includes a campout.

Prerequisite: HPER 51IR or permission of instructor

• TBD

• Fall, Spring
HPER 261 Practicum in Athletic Training  
3 sem. hrs.  
The student will get hands on experience in an athletic training setting. They will be active in initial evaluation of injuries, care of injuries, referrals, record keeping and rehabilitation of athletic injuries. They will be under the direct supervision of a certified athletic trainer. There will be a minimum of 150 hours of athletic training experience. With departmental approval • TBD  

HPER 280 Care and Prevention of Athletic Injuries  
3 sem. hrs.  
Prevention, 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.  
• J-Term, Spring  

HPER 338 Teaching Movement Pre K-6  
3 sem. hrs.  
This course is designed to give the physical education major teaching experience in primary and upper elementary physical education. Planning of lessons, instructional analysis and formative evaluations will be part of this experience. Conferences with the supervising teacher and observation will be with the instructor of the course.  
Prerequisite: 214 • Spring  

HPER 382 Curriculum, Computers/Media & Methods of Phys. Ed. and Health  
3 sem. hrs.  
A study of the organization and techniques of teaching physical education activities on the junior high and senior high school levels. Selection of materials, presentation, curriculum content and class organization are all part of the discussion and study. Areas of study include archery, basketball, volleyball, weight training and bowling. Laboratory experiences provided.  
Prerequisite: Junior HPER major, minor or permission • Spring  

HPER 383 Advanced Physical Education Skills  
3 sem. hrs.  
A study of the organization and techniques of teaching physical education activities on the junior high and senior high school levels. Selection of materials, presentation, curriculum content and class organization are all part of the discussion and study. Areas of study include soccer, softball-baseball, badminton, tennis, racquetball, golf and micro-teaching. Laboratory experiences provided.  
Prerequisite: Junior HPER major, minor or permission • Fall  

HPER 384 Exercise Physiology  
3 sem. hrs.  
A study of the scientific foundations of high-level performance and skill learning. Incorporates findings of exercise physiology, and physical education in the area of human movement. Stresses application for the practitioner.  
Prerequisite: junior standing • Fall  

HPER 385 Concepts of Coaching  
3 sem. hrs.  
Exposure to key concepts pertinent to the prospective high school coach concentrating on administrative responsibilities. Pre, in and post season preparation; sports psychology and motivation of athletes; and ethical issues and current pressures facing today's athletic programs. Prerequisite: Must be a HPER major, minor, or person presently in coaching certification program or with permission of instructor • Fall  

HPER 439 Kinesiology  
4 sem. hrs.  
Study of the basic mechanics involved in human motion, emphasis on the application of anatomy and elementary physics to the teaching of physical activities and sports skills.  
Prerequisite: junior standing • Spring
HPER 443 Curriculum: Organization and Administration of Physical Education, Athletics and Health
A study into the curriculum, organization and administration of physical education and athletics at the junior high and high school level. Philosophy, facilities, purchasing, budgeting, hiring and supervision are discussed.
Prerequisite: junior or senior physical education major

HPER 461 Advanced Athletic Training
An in-depth study and practice of physical examination of sport's injuries and muscle testing. Included will be initial inspection, bony palpation, soft tissue palpation, range of motion, neurological examination, and ligament stability tests. All body areas will be covered. Advanced rehabilitation and treatment procedures will be covered.
Prerequisite: HPER 280

HPER 175, 275, 375, 475 Independent Study
Open to juniors and seniors who wish to engage in an in-depth directed research project in a selected area. Permission of the program coordinator is required. With departmental approval

HPER 490 Internship
To be arranged. Permission of the department is required.
With departmental approval
History

Bachelor of Arts, Minor, Teaching Endorsement

We believe that the History major is essential to Briar Cliff University’s stated mission of "quality education, combining broad intellectual background with career development." 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 and therefore the study of history works in complementary fashion with our other major political science.

Specific Purposes of Major

The department believes that 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. The purpose of the major is to bring together both the factual background and the analytical tools necessary to understand and interpret historical events.

Upon graduation, students majoring in history will be able to demonstrate a basic knowledge of key themes, issues and trends that have shaped the history of humankind by taking required courses in American, European and non-western history. Their knowledge in this area will be assessed by the individual courses that we require through exams and other course requirements.

Students will develop skills of written and verbal expression. Opportunities to develop these skills will be available throughout the educational process through oral presentations and reflective and research papers. Our senior project requires students to write a substantial research paper, to present their findings and to defend their assertions. As such, this capstone course will assess their oral and written communication skills.

Students will develop skills of critical thinking and analysis. In both their classes and their senior project, they will need to weigh competing historical interpretations. This skill will be assessed both in their class papers and in their senior project.

Students will demonstrate knowledge of methods of the historical craft including both conceptual approaches to history and research methodologies. As part of their capstone sequence, they will examine different historical approaches in the seminar on the intellectual history and the fundamentals of research in the methods course. Their success will be assessed both in these classes through written assignments and class participation and in their senior project.

Bachelor of Arts

Requirements: History majors are required to take 14 courses, including Historical Inquiry (HIST 203) and Senior Thesis (HIST 470). Required courses include WRTG 159, HIST 110, HIST 113, HIST 114, HIST 231, HIST 232, HIST 337 and HIST 468. In addition, all majors must take three elective history classes and complete one of the following courses: HIST 351, HIST 352 or HIST 353. All majors must satisfy university competencies by completing any 3- or 4-credit hour math course, Speech 111, 10 hours of community service and presenting their senior thesis. All other degree requirements are outlined on page 61.

Minor

Requirements: Six courses including HIST 110; one from HIST 113, HIST 114 and HIST 337; one from HIST 231 and HIST 232; and one from HIST 351, HIST 352 and HIST 353.
Teaching Endorsement

7-12 Social Science-American History Requirements:
30 semester hours in the broad area of Social Science to include 15 hours in American History. Specific American History requirements include HIST 231 and HIST 232. Two selected from HIST 351, HIST 352 and HIST 353. One selected from HIST 224, HIST 238, HIST 239 and HIST 345.

7-12 Social Science-World History Requirements:
30 semester hours in the broad area of Social Science to include 15 hours in World History. Specific World History requirements include HIST 113, HIST 114, HIST 337, and HIST 360. One selected from HIST 256, HIST 260 and PSCI 300.

7-12 Social Science-American Government Requirements:
30 semester hours in the broad area of Social Science to include 15 hours in American Government. Specific American Government requirements include PSCI 101. Four selected from PSCI 243, PSCI 245, PSCI 264, PSCI 303, PSCI 318 and PSCI 338.

K-8 Social Science-Social Studies:
Completion of teaching major, including 24 hours in Social Studies. Specific Social Studies requirements include HIST 231, HIST 232, SOCY 240, PSCI 101, PSYC 110, EDUC/PSYC 280 and PSCI 224. Select one from PSYC 350 and PSCY 351.

7-12 Social Science-Coaching Requirements:
HPER 72, HPER 78 and HPER 280.

Faculty
Dr. Eric Juhnke, Professor of History and Chairperson
Dr. Nathan Probasco, Assistant Professor of History
Sister Edith Gottsacker, O.S.F., Professor of History Emerita

History Courses (HIST)

HIST 108 International Travel Seminar 3 sem. hrs. (MC)
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.

• On Demand Spring

HIST 110 Introduction to World Civilizations 3 sem. hrs. (MC)
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 sem. hrs. (HC)
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 sem. hrs. (HC)
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 sem. hrs. (HC)
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 2016
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 224</td>
<td>The Vietnam Experience</td>
<td>3 hrs.</td>
<td>J-Term 2016</td>
</tr>
<tr>
<td>HIST 231</td>
<td>American History to 1877</td>
<td>3 hrs.</td>
<td>Fall</td>
</tr>
<tr>
<td>HIST 232</td>
<td>U.S. History since 1877</td>
<td>3 hrs.</td>
<td>Spring</td>
</tr>
<tr>
<td>HIST 238</td>
<td>History of Urban America</td>
<td>3 hrs.</td>
<td>Spring 2016</td>
</tr>
<tr>
<td>HIST 239</td>
<td>U.S. Popular Culture</td>
<td>3 hrs.</td>
<td>Spring 2015</td>
</tr>
<tr>
<td>HIST 256</td>
<td>An Introduction to Russian History</td>
<td>3 hrs.</td>
<td>TBD</td>
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<tr>
<td>HIST 260</td>
<td>Introduction to East Asian History</td>
<td>3 hrs.</td>
<td>TBD</td>
</tr>
<tr>
<td>HIST 337</td>
<td>Twentieth Century World History</td>
<td>3 hrs.</td>
<td>J-Term 2015</td>
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<tr>
<td>HIST 345</td>
<td>Diplomatic History of the United States</td>
<td>3 hrs.</td>
<td>TBD</td>
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<tr>
<td>HIST 351</td>
<td>Studies in American History I</td>
<td>3 hrs.</td>
<td>TBD</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Description</td>
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<tr>
<td>HIST 352</td>
<td>Studies in American History II</td>
<td>3 s.h.</td>
<td>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.</td>
</tr>
<tr>
<td>HIST 353</td>
<td>Studies in American History III</td>
<td>3 s.h.</td>
<td>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.</td>
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<tr>
<td>HIST 360</td>
<td>Social History of Western Civilization</td>
<td>3 s.h.</td>
<td>This course will focus on in-depth analyses of major social themes in Western history from early civilization to the twentieth century. The classes will be seminar style, basing discussion on the articles read for each class. The course strengthens the ability to identify arguments, evaluate evidence and analyze primary documents, while developing writing and verbal skills. There will be presentations and papers.</td>
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<tr>
<td>HIST 468</td>
<td>Intellectual History</td>
<td>3 s.h.</td>
<td>This course will briefly survey the five major intellectual currents of metaphysics, politics, ethics, logic and aesthetics, followed by an analysis of how various historical figures, thinkers and events fit into one of the five categories. This course will point out major trends in Western thought, as well as developing higher-level thinking, writing and verbal skills.</td>
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<td><strong>Prerequisites:</strong> HIST: 335, 336, 337</td>
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<tr>
<td>HIST 470</td>
<td>Senior Thesis</td>
<td>3 s.h.</td>
<td>The senior thesis represents the &quot;capstone&quot; of the history degree, the last step in a student's undergraduate education at Briar Cliff. In the course of the seminar, you will select a topic, organize a bibliography, conduct research and write a thesis.</td>
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<tr>
<td>HIST 175, 275, 375, 475</td>
<td>Independent Study</td>
<td>3 s.h.</td>
<td>Directed research and discussion in history. Topics to be determined by the student and the major advisor. With departmental approval</td>
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<tr>
<td>HIST 490</td>
<td>History Internship</td>
<td>3 s.h.</td>
<td>Supervised practical training in an area of interest mutually acceptable to department faculty members and student. With departmental approval</td>
</tr>
<tr>
<td>HIST 440</td>
<td>Special Methods of Teaching Secondary Social Science</td>
<td>3 s.h.</td>
<td>A course designed to review current approaches to the teaching of the social sciences, with special emphasis on the teaching of history, incorporating audio-visual materials and computers in the classroom, and devising innovative strategies to meet the needs and demands of contemporary students. With departmental approval</td>
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<td><strong>Fall 2015</strong></td>
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Human Resource Management

*Bachelor of Arts, Minor*

The mission of the Briar Cliff University Business Department is to deliver a quality education and develop individuals who can provide leadership in a changing global environment, within an ethical and socially responsible framework. This is accomplished through a broad education using business theory and practice and based upon a liberal arts foundation.

The department's goals are based on a concept that emphasizes not only technical competency but also the ethics of professional service, thus seeking to foster sensitivity and responsiveness to social responsibilities as well as the ability to identify and pursue personal opportunities. The faculty endeavor to achieve these goals through a variety of teaching techniques—lectures, cases, role-playing, experiential exercises, seminars, directed study, internships and computer team simulations. The department arranges and supervises internships (i.e., actual job situations) for qualified juniors and seniors.

The Human Resource Management major focuses on the management of an organization's human resources in both unionized and non-unionized settings. The major is intended for two types of management-oriented students: 1) students who are concerned with management of human resources and 2) students who plan to specialize in industrial relations and human resource functions.

Upon graduation, students majoring in Human Resource Management will be able to demonstrate competencies in the core areas of research, problem solving, statistical analysis, computer skills, oral communication and writing, apply ethical reasoning to decision making and demonstrate personal and team leadership skills, exhibit knowledge of the legal, regulatory, ethical and technological issues inherent in the global environment of business today, demonstrate skills necessary to progress in a career and/or pursue advanced studies, and apply fundamental knowledge of economics, information systems, business research, accounting, law and management to decision making.

**Bachelor of Arts**

**Requirements:** 39 hours from the Human Resource Management (HRM) offerings including HRM 109, 223, 225, 240, 325, 335, 336, 355, 385, 408, 420, 425 and one of the following HRM electives: HRM 310, 224, 321, 475, 390/490. Other required courses include ACCT 203 and 204, MATH 200, BUAD 220, BUAD 225, ECON 210 and 211, PSYC 110, PHIL 212, and WRTG 159. 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. All other degree requirements are outlined on page 59.

**Minor**

**Requirements:** HRM 325, 420 or 425, two from HRM 109, 200 and 225; two from HRM 240, 321, 335, 310, 390, 408.

**Faculty**

**Mr. Mark Rossi,** Professor of Business Administration and Chairperson

**Ms. Marilyn Eastman,** Assistant Professor of Business Administration

**Dr. Judith Thompson,** Professor of Business Administration
Human Resource Management Courses (HRM)

**SPEC 109 Human Communication**  
3 sem. hrs.  
A general introduction to various contexts of human communication including the dyad, group dynamics, non-verbal, intra-and interpersonal communication.  
• Spring

**MATH 200 Elementary Statistics**  
4 sem. hrs. (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 3A or recommendation of the department chairperson based upon mathematics assessment  
• Fall, Spring

**BUAD 223 Legal Environment of Business**  
3 sem. hrs.  
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.  
• Fall, Spring  
• Spring (online)

**BUAD 224 Business Law II**  
3 sem. hrs.  
Principles of law that determine the rights and obligations of persons participating in business transactions. Major topics include sales, commercial paper, secured transactions, real property and estates, and the legal regulation of business.  
**Prerequisite:** BUAD 223 or permission of instructor  
• Spring  
• Spring (online)

**WRTG 225 Organizational Communications**  
3 sem. hrs.  
Practice and presentation of resumes, letters, reports, short speeches and other areas of functional communication. Not open to first-year students.  
**Prerequisite:** WRTG 109 or equivalent skill  
• Fall, Spring  
• Fall, Spring (online)

**SOCY 240 Racial, Ethnic, and Gender Inequality**  
3 sem. hrs. (MC)  
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.  
• Fall, Spring  
• Spring (online)

**PSYC 310 Social Psychology**  
3 sem. hrs.  
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. (See SOCY 310.)  
**Prerequisite:** PSYC 110  
• Spring

**MIS 321 Management Information Systems**  
3 sem. hrs.  
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:** MIS 220 or permission of instructor  
• Fall
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRM 325</td>
<td>Human Resource Management</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite:</strong> BUAD 225</td>
<td></td>
<td>Fall, Spring</td>
</tr>
<tr>
<td>BUAD 335</td>
<td>Organizational Behavior</td>
<td>3</td>
<td>This course uses a theory and experienced-based approach to study influences and outcomes of individual and group behavior within organizations. Sample topics include individual differences, motivation, culture, power/politics, stress, groups and communication.</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite:</strong> BUAD 225</td>
<td></td>
<td>Fall, Spring (online)</td>
</tr>
<tr>
<td>HRM 336</td>
<td>Training and Development</td>
<td>3</td>
<td>This course is designed to allow the student to develop expertise in the construction and execution of training and development activities relevant to human resource issues. Teamwork and change management strategies are developed and implemented through research studies. Case studies and role playing will also comprise assignments in this class.</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite:</strong> BUAD 225</td>
<td></td>
<td>Fall, Spring</td>
</tr>
<tr>
<td>HRM 355</td>
<td>Employment Law</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite:</strong> BUAD 225</td>
<td></td>
<td>Fall, Spring (online)</td>
</tr>
<tr>
<td>HRM 385</td>
<td>Global Management</td>
<td>3</td>
<td>This course studies how businesses plan, develop, market and distribute products/services on a global scale. A special emphasis is placed on how businesses adapt to different cultural, political, and economic environments. The course further discusses and covers the importance of international human resource management for global firms.</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite:</strong> BUAD 225</td>
<td></td>
<td>Fall, Spring (online)</td>
</tr>
<tr>
<td>HRM 408</td>
<td>Labor Management Relations</td>
<td>3</td>
<td>The study of unionization and collective bargaining in the private sector; an understanding of the mediation and arbitration process; the effects of international unionization in a global economy.</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite:</strong> BUAD 225 and junior or senior standing</td>
<td></td>
<td>Fall, Fall (online)</td>
</tr>
<tr>
<td>HRM 420</td>
<td>Compensation</td>
<td>3</td>
<td>This course analyzes concepts and practices of compensation administration in organizations. Job evaluation methods, salary structures, legal constraints and compensation programs and benefits are covered.</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite:</strong> BUAD 225</td>
<td></td>
<td>Fall, Fall (online)</td>
</tr>
<tr>
<td>HRM 425</td>
<td>Strategic Human Resources Management</td>
<td>3</td>
<td>This course is designed for the student to incorporate knowledge from previous Human Resource courses into decision-making analysis. Case studies will be used for problem evaluation and decision making. <strong>Prerequisite:</strong> Minimum of 15 HRM hours including HRM 325</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite:</strong> BUAD 225</td>
<td></td>
<td>Spring, Spring (online)</td>
</tr>
<tr>
<td>HRM 175, 275, 375, 475</td>
<td>Independent Study</td>
<td>3</td>
<td>Open to junior and senior HRM majors only</td>
</tr>
<tr>
<td>HRM 390, 490</td>
<td>Internship With departmental approval</td>
<td>3 - 6</td>
<td></td>
</tr>
<tr>
<td>HRM IS</td>
<td></td>
<td>1</td>
<td>Intensive study in a human resource management topic. Open to junior and senior HRM majors only</td>
</tr>
</tbody>
</table>
Journalism and Mass Communication

Bachelor of Arts, Minor

The mission of the Digital Media Department is to prepare competent, well-trained and liberally educated men and women in the converging field of mass 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 Digital Media Department 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 Journalism and Mass Communication curriculum is designed to whet your appetite by enabling you to enroll as a first-year student in a series of beginning-level courses: Introduction to Mass Communication, Visual Communication and the BCU-Radio practicum. We then begin to shape your writing skills. As a sophomore, you will enter our newswriting sequence (print and broadcast). At the beginning of your junior year, now that you have mastered the art of writing, you enter the advanced level coursework in media ethics and law, computer graphic design and video production. 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 Journalism and Mass Communication 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.
Bachelor of Arts Degree in Mass Communication Requirements:

MCOM 101 Introduction to Mass Media (3)  
MCOM 200 Beginning Newswriting (3)  
MCOM 216 Basic Photography (3)  
MCOM 220 Visual Communication (3)  
MCOM 225 Graphic Communication (3)  
MCOM 230 Global Media Studies (3)  
MCOM 300 Legal and Ethical Issues in Mass Media (3)  
MCOM 307 Public Relations (3)  
MCOM 310 Photojournalism (3)  
MCOM 312 Advanced Newswriting & Copyediting (3)  
MCOM 325 Website Production (3)  
MCOM 330 Video Production (3)  
MCOM 331 Reporting for Electronic Media (3)  
MCOM 333 Advanced Video Production (3)  
MCOM 407 Social Media (3)  
MCOM 440 Research in Mass Media (3)  
MCOM 490 Internship (3)  
MCOM 031 Cliff News Net Practicum I (2)  
MCOM 032 Cliff News Net Practicum II (2)  
MCOM 051 BCU-Radio Practicum I (1)  
MCOM 052 BCU-Radio Practicum II (1)  
MCOM 061 Cliff News Net Video Practicum I (2)  
MCOM 062 Cliff News Net Video Practicum II (2)

Minor
Requirements: Eighteen hours approved by the department chairperson of which six must be at the 300-level courses.

Faculty
Ms. Kristen Perez, Assistant Professor and Chairperson  
Mr. Michael Crowley, Associate Professor  
Ms. Shannon Beller, Instructor  
Mr. Bruce Miller, Adjunct Instructor

Mass Communications Courses (MCOM)

MCOM 101 Introduction to Mass Media  
Overview of mass media and their respective social, psychological, international, political, legal and cultural impacts, including: communications law, cable television and satellite broadcasting. Prerequisite for all other coursework in this major or minor.  
- Fall, Spring

MCOM 200 Beginning Newswriting  
Instruction in basic skills for writing in print journalism. Includes news values, writing leads, rewrites and follow-ups, and writing simple, complex and special story types. Students may be expected to submit publishable stories to the campus newspaper or other campus publications. All first-year students are strongly advised to take WRTG 159 before beginning the print sequence.  
- Fall

MCOM 216 Basic Photography  
Introduction to digital photography. Material covered includes operation of a professional digital camera including aperture, shutter and depth of field in manual control. Camera handling and care lighting, composition, visual communication and photographic history. Extensive post-production using Photoshop software application is required. Lab fee includes camera rental fee.  
- Fall (even years), Spring

MCOM 220 Visual Communications  
Study of the graphic revolution and "image" as a powerful instrument of communication in society. Investigation of the pseudo-event, propaganda, public opinion and man's insatiable appetite for information. All forms of visual media (print, TV, advertising, digital, cinema, computer and the Internet) will be analyzed for obvious and hidden messages and their effects.  
- Spring

MCOM 225 Graphic Communications  
An introduction to the process of graphic arts production with emphasis on the 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.  
- Spring
MCOM 230 Global Media Studies 3 sem. hrs. (MC)
An overview of the present state of global media and journalism theory; a critical analysis of the main issues confronting media organizations, audiences and those working in or with the media; and a comparative study of the cultures and media within the world’s eight major media regions.
• J-Term

MCOM 300 Legal and Ethical Issues in the Media 3 sem. hrs.
Study and discussion of ethical and moral considerations among journalists, acceptable actions by staff and management, as well as discussion of the grey areas of media responsibility. The course will also include legal issues such as constitutional and statutory law and the regulating agencies which affect the media.
Prerequisite: MCOM 101, MCOM 200, MCOM 220 • Fall

MCOM 307 Public Relations 3 sem. hrs.
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: For MCOM and GDES majors: MCOM 101, MCOM 200 • Spring

MCOM 310 Photojournalism 3 sem. hrs.
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 215, MCOM 225 • Fall (odd years)

MCOM 312 Advanced Newswriting and Copyediting 3 sem. hrs.
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 325 Website Production 3 sem. hrs.
Introduction to web development which focuses on the integration of current web technologies and techniques to produce a fully functional website. Emphasis is on using CSS, HTML, and content management systems to create more complex sites for diverse digital environments.
Prerequisite: MCOM 200, MCOM 210, MCOM 225. • Fall

MCOM 330 Video Production 3 sem. hrs.
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.
Prerequisite: Sophomore level status • Fall

MCOM 331 Reporting for Electronic Media 3 sem. hrs.
Principles of scriptwriting for radio and television. Broadcast voice development, interviewing and production. Use of actualities, tape editing and splicing. Extensive use of BCU radio air shift required.
Prerequisite: MCOM 101, MCOM 200, MCOM 330 (may be taken during same semester) • Fall
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>MCOM 333</td>
<td>Advanced Video Production</td>
<td>3</td>
<td>Hands-on instruction in non-linear, digital video editing and field video production. Students will produce newscasts and/or individual video projects. This course uses a Macintosh-based non-linear digital editing system.</td>
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<tr>
<td></td>
<td>Prerequisite: MCOM 330</td>
<td></td>
<td>• Spring</td>
</tr>
<tr>
<td>MCOM 407</td>
<td>Social Media</td>
<td>3</td>
<td>An overview of the present state of global media and journalism theory; a critical analysis of the main issues confronting media organizations, audiences and those working in or with the media; and a comparative study of the cultures and media within the world’s eight major media regions.</td>
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<tr>
<td></td>
<td>Prerequisite: MCOM 330</td>
<td></td>
<td>• Fall</td>
</tr>
<tr>
<td>MCOM 440</td>
<td>Research in Mass Media</td>
<td>3</td>
<td>Individual exploration of a research topic in mass media. Student will analyze and evaluate research and develop an understanding of research as it relates to the field of mass media.</td>
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<tr>
<td></td>
<td>Prerequisite: Senior level status</td>
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<td>• Spring</td>
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<tr>
<td>MCOM 490</td>
<td>Internship</td>
<td>3</td>
<td>On-site work experience in media-related fields. Minimum of 300 working hours.</td>
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<td></td>
<td>Prerequisite: With departmental approval</td>
<td></td>
<td>• Fall, Spring</td>
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<tr>
<td>Practicum MCOM 31 and 32 Cliff News Practicum I, II</td>
<td></td>
<td>2</td>
<td>Students will gain experience in writing for a newspaper on deadline. Students will write news, features, sports and editorial articles. This practical experience will also include a variety of duties in non-reporting areas will help to create a well-rounded journalist.</td>
</tr>
<tr>
<td></td>
<td>Prerequisite: Fall, Spring</td>
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<td></td>
</tr>
<tr>
<td>MCOM 51 and 52 BCU Radio Practicum I, II</td>
<td></td>
<td>1</td>
<td>Students will gain experience in writing, announcing and production for on-air radio. This practical experience can also include on-air shifts, documentation, evaluation of music, remote broadcasts and programming</td>
</tr>
<tr>
<td></td>
<td>Prerequisite: Fall, Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MCOM 61 and 62 BCU TV Practicum I, II</td>
<td></td>
<td>2</td>
<td>Students will gain experience in TV production. This practical experience can also include writing, editing, producing, post-production and on-air experiences.</td>
</tr>
<tr>
<td></td>
<td>Prerequisite: Fall, Spring</td>
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</table>
Legal Studies

Minor

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.

Minor Requirements: Students must successfully complete 24 credit hours of coursework for the minor. The following six courses are required: BUAD 223, PHIL 110, PSCI 101, PSCI 321, PSCI 366, and WRTG 159. Students must also successfully complete either PHIL 320 or SOCY 376 and one of the following: BUAD 224, BUAD 355, PSCI 370, PSCI 401, or SWRK 335.

Faculty
Dr. Wendy Brame, Assistant Professor of Sociology and Program Director
Dr. Stephen Brown, Associate Professor of Philosophy
Mr. Mark Rossi, Professor of Business Administration

Legal Studies Courses:
BUAD 223 Legal Environment of Business  3 sem. hrs.
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.

• Fall, Spring

BUAD 224 Business Law II  3 sem. hrs.
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.

• Spring

BUAD 355 Employment Law  3 sem. hrs.
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.

• Spring

PHIL 110 Logical Thinking  3 sem. hrs.
An introduction to principles of good reasoning. Shows how to assess arguments, how to formulate cogent arguments and how to recognize and avoid logical fallacies.

• Fall, Spring

PHIL 320 Philosophy of Law  3 sem. hrs.
This course focuses on three major interrelated areas in the philosophical approach to understanding law: the nature of law, including philosophical justifications and explanations of law and the relation between law and morality; processes of legal reasoning; and, important court cases showing applications of philosophy, philosophical ethics, and logic to various important legal and ethical issues.

• Spring 2016
**PSCI 101 American Government**  
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 term, 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.  
- Fall, Spring

**PSCI 321 Mock Trial**  
An introduction to the litigation process. The course will begin with an introduction to court procedure, rules of evidence, examination of witnesses, and case development, with the majority of the course devoted to preparing for and engaging in a mock trial. Students will take the role of attorney in the trial simulation, becoming familiar with the U.S. court system and furthering their critical thinking and public speaking skills. Enrollment limited to juniors and seniors, with preference given to students pursuing the Legal Studies minor.  
- Fall

**PSCI 366 American Constitutional Law**  
An introduction to the study of constitutional law. A study of the interpretation of the federal constitution through leading decisions of the Supreme Court.  
- Fall 2015

**PSCI 370 Criminal Law**  
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.  
- Spring

**PSCI 401 Environmental Law and Policy**  
An overview of environmental law and related public policy.  
- As needed

**SOCY 376 Sociology of Law**  
Study of the origin and types of law, ideas of justice and rights; and theories of punishment; comparison of the U.S. legal system and approach to punishment with that of other nations.  
- As Needed

**SWRK 355 Child Welfare and the Law**  
Study of Indian Child Welfare Act, Multiethnic Placement Act, and Adoption and Safe Families Act and the impact of these federal policies on child welfare.  
- Fall 2015

**WRTG 159 Contemporary Argument and Research**  
Current issues will be researched and discussed along with logic, analysis, persuasion and research methods.  
**Prerequisite:** WRTG 109 or equivalent skill  
- Fall, Spring
**Liberal Arts**

*Associate of Arts, General Education Requirement*

Liberal Arts provides a framework for those wishing to complete two years of college without a particular emphasis in a department or program; it encourages a broad, liberal education as well as flexibility in planning.

**Associate of Arts Requirements**

Sixty-two credit hours, of which at least 11 are at the 200 level or above. CORE 100/110 is required. Twelve courses must be completed from the university’s intellectual foundations, with at least one course completed in each foundation. Eight courses can be distributed according to the individual's needs or wishes.

**Liberal Arts, Franciscan Core Courses (LIBA, CORE)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>CORE 100 Franciscan Life</td>
<td>2 sem. hrs.</td>
<td>CORE 100 introduces incoming students to the cultural and historical foundations of Briar Cliff University through an exploration of the Franciscan tradition. The course will also serve to familiarize students with the academic infrastructure of the University and to acculturate them to the expectations, skills, and demands of life as a university student.</td>
</tr>
<tr>
<td>CORE 101 Franciscan Life: The California Missions</td>
<td>3 sem. hrs.</td>
<td>This course introduces students to the cultural and historical foundations of Briar Cliff University through an exploration of the Franciscan tradition. The course will follow the major events and turning points in the life of Francis of Assisi, focusing on the difficult questions he faced. Students will explore the Missions of California from the rich traditions to their conflicts. The roll of the mission in the past and today will be examined. This course will include a travel experience.</td>
</tr>
<tr>
<td>CORE 110 Franciscan Life Online</td>
<td>2 sem. hrs.</td>
<td>CORE 110 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 100, but is held online and does not include some of the experiential learning components of CORE 100. Available only to students transferring in with 30 credits or more.</td>
</tr>
<tr>
<td>CORE 120M College Life</td>
<td>1 sem. hr.</td>
<td>This course will serve to familiarize students with the academic infrastructure of the University; to acculturate them to the expectations, skills, and demands of life as a university student; and to begin establishing basic skills in communication, time-management, and an array of proven learning strategies.</td>
</tr>
<tr>
<td>LIBA 200 Black Hills Experience</td>
<td>3 sem. hrs. (MC)</td>
<td>The Black Hills Experience is a multidisciplinary course which is conducted in the Black Hills of South Dakota in May during the week immediately after Term III. Subject matter includes biology, chemistry, geology, history and literature of this unique area of the country. The course can be taken as an elective.</td>
</tr>
<tr>
<td>LIBA 410 Global Society</td>
<td>3 sem. hrs. (GL)</td>
<td>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.</td>
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Management Information Systems

Bachelor of Arts, Minor

The major in Management Information Systems (MIS) combines the areas of business and computer science to educate individuals in the effective and efficient handling of one of the most important organizational resources to managers: information. MIS is the science of taking data, processing it, and transforming it into meaningful information that can be understood by an organization.

The courses in Management Information Systems are designed to help decision makers understand how information can be used to improve managerial decisions. An informative systems professional should possess a good understanding of technology, as well as a broad knowledge of management functions.

Upon graduation, students majoring in Management Information Systems will be able to explain the basic concepts of information systems, describe the systems development process, explain the basic concepts of data communications and networking, demonstrate fluency in at least one programming language and be acquainted with several more, explain basic concepts of object-oriented programming, and explain the basic von Neumann computer architecture.

Bachelor of Arts
Requirements: Required courses include: MIS 220, 321, 322, CSCI 201, 202, 280, 345, 360, BUAD 225, 276, and 350. In addition, five support courses are required: ECON 200, ACCT 203 WRTG 225, MATH 200 and SPEC 111. The MIS faculty will certify the general education service component and competencies in computer usage, moral/ethical reasoning, oral communication, research and writing in this major. Students must have a minimum grade point average of 2.0 in the major. No more than 4 credit hours of C- or below in MIS, CSCI, and BUAD course, and no more than 8 credit hours in total of C- or below in all courses used to satisfy major requirements.

Minor
Requirements: Required MIS 220, MIS 321, MIS 322, CSCI 201, MATH 200, and one course from the following: ACCT 350, BUAD 350, CSCI 345, or an information systems course taught in a given discipline.

Faculty
Mr. Mark Rossi, Professor of Business Administration and Chairperson
Dr. Philip Burian, Professor of Business Administration
Mr. Thomas Kleen, Assistant Professor of Computer Science
Dr. Charles Shaffer, Professor of Mathematics

Management Information Systems Courses (MIS)
MIS 220 Microcomputer Applications for Business 3 sem. hrs.
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
• Fall, Spring (online)
MIS 321 Management Information Systems 3 sem. hrs.
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: MIS 220 or permission of instructor Fall

MIS 322 System Analysis and Design 3 sem. hrs.
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: MIS 321 Spring 2015

MIS 390, 490 Internships 3 sem. hrs. each
On-the-job experience at a local business.
Prerequisite: Senior status and the consent of the department

MIS 375, 475 Independent Study 3 sem. hrs.
With department approval.

MIS IS Independent Study 1 sem. hr.
Independent research on an advanced topic in business or computer science. Required of all junior and senior MIS science majors.
Marketing

Bachelor of Arts, Minor

The marketing major reflects the philosophy of the Business Administration Department (page 75). The major in marketing will provide instruction in core areas of marketing including planning and executing the conception, pricing, promotion, and distribution of ideas, goods, and services to create exchanges that satisfy individual and organizational objectives. The marketing major includes study of the demographic, social, economic, technological, environmental and cultural factors influencing demand for consumer and industrial goods and services, and the marketing strategies and plans necessary to meet this demand. Marketing majors will have both theoretical and applied learning foundations, and are also required to take courses in management, finance, accounting and economics which provide a solid foundation for the MBA degree.

Upon graduation, students majoring in marketing will be able to demonstrate competencies in the core areas of research, problem solving, statistical analysis, computer skills, mathematics, oral communication and writing, apply ethical reasoning to decision making and demonstrate personal and team leadership skills, exhibit knowledge of the legal, regulatory, ethical and technological issues inherent in the global marketing environment, demonstrate skills necessary to progress in a marketing career and/or pursue advanced studies, apply fundamental knowledge of marketing to decision making.

Bachelor of Arts

Requirements: 16 hours from the business administration offerings (BUAD) including BUAD 220, BUAD 225, BUAD 330, BUAD 350, BUAD 429 and 21 hours from the marketing offerings including MRKT 301, MRKT 305, MRKT 308, MRKT 345, MRKT 360, MRKT 385, and MRKT 410. Majors are also required to take one elective course from BUAD 150, BUAD 370, MRKT 276, MRKT 340, MRKT 365, MRKT 401 or MCOM 307 and at least one credit hour of Enactus (BUAD 70IS). Majors are also required to take ACCT 203, ACCT 204, ECON 210, ECON 211, WRTG 225, SPEC 111, and either MATH 200 or MATH 360. 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 classes. All other degree requirements are outlined on page 61.

Students who desire to double major in Marketing and Business Administration are required to take 15 BUAD credit hours which are not used to satisfy the Marketing major.

Minor

Requirements: BUAD 225, MRKT 301, MRKT 305, MRKT 308, MRKT 345, MRKT 410, and ECON 210 and 211.

Faculty

Mr. Mark Rossi, Professor of Business Administration and Chairperson
Ms. Marilyn Eastman, Assistant Professor of Business Administration
Dr. Judith Thompson, Professor of Business Administration

Marketing Courses (MRKT)

MRKT 276 E-Business
See BUAD 276

MRKT 301 Principles of Marketing
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.
Corequisite: Econ 210 or permission of instructor
Prerequisite: BUAD 08IS (for non-business majors)

3 sem. hrs.
• Spring
• Spring (online)

3 sem. hrs.
• Fall, Spring
• Fall, Spring (online)
MRKT 305 Consumer Behavior  
3 sem. hrs.  
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 more effectively plan marketing programs.  
Prerequisite: MRKT 301, PSYC 110 is recommended  
• Fall  
• Fall (online)

MRKT 308 Sales  
3 sem. hrs.  
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  
• Fall

MRKT 340 Retail Management  
3 sem. hrs.  
This course provides an overview of the marketing and management of retail businesses. The course will include administration and strategic planning in large and small retail firms. It will also cover the management of retail functions including stock planning, inventory control, markup and pricing, merchandising, retail promotion, human resources management, store location, design and layout, legal and ethical issues, customer service and retention strategies.  
Prerequisite: MRKT 301  
• As Needed

MRKT 345 Advertising and Integrated Marketing Communications  
3 sem. hrs.  
A survey of advertising objectives of different levels of business organization. The course deals with campaigns, techniques and various media available to firms and industry.  
Prerequisite: MRKT 301  
• Spring  
• Spring (online)

MRKT 360 Marketing Research  
See BUAD 360  
3 sem. hrs.  
Prerequisite: MRKT 301 and a statistics course  
• Fall

MRKT 370 Seminar in Entrepreneurship  
See BUAD 370  
3 sem. hrs.  
Prerequisite: BUAD 225, BUAD 301, ACCT 204  
• As Needed

MRKT 385 Global Management  
See BUAD 385  
3 sem. hrs.  
Prerequisite: ECON 210, ECON 211, MRKT 301  
• Fall  
• Fall (online)

MRKT 401 Special Topics in Marketing  
3 sem. hrs.  
This course integrates flexibility into the marketing major. Topics of interest to marketing majors and the professor will be taught on a yearly basis dependent on the needs of both the marketplace and the students. Topics may include: International Marketing, Non Profit Marketing, Sports Marketing, Creative Marketing Strategies, Brand Management, Pricing or others as necessary.  
Prerequisite: MRKT 301  
• As Needed

MRKT 410 Marketing Management  
3 sem. hrs.  
This is the capstone course for a marketing major or minor. Advance marketing strategies and tactics are studied and students create a marketing plan, execute a marketing project, and present the results to the client.  
Prerequisite: Three marketing courses.  
• Spring
Mathematics

Bachelor of Science, Bachelor of Arts, Minor, Teaching Endorsement

The mathematics curriculum promotes the development of skills in logical reasoning, problem solving, data analysis, and the communication of ideas. Two degree programs are available to accommodate students' individual interests and career goals. The Bachelor of Science (BS) in Mathematics incorporates an emphasis on statistical analysis and computer applications. It is intended to prepare graduates for careers in business and industry, statistics, and the actuarial profession, as well as graduate study in mathematical sciences. The Bachelor of Arts (BA) in Mathematics Education is designed to prepare students to teach mathematics at the secondary level. Students in the BA program must also pursue a major in secondary education.

Upon graduation, students who have majored in mathematics will be able to relate a core of basic mathematical concepts, use a variety of problem 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 either MATH 217 Calculus I 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 a physical science are encouraged to take MATH 105 Mathematics for Liberal Arts Students, MATH 111 College Algebra, or MATH 200 Elementary Statistics early in their programs. Developmental courses are available as preparation for success in these courses.

Bachelor of Science
Requirements: A minimum of 49 credit hours distributed among three areas.
1. Mathematics core (28 hrs.): MATH 217, 218, 219, 225, 324, 325, 344, 407, IS
2. Mathematics electives (2 or more hrs.): MATH 245, 350, 405, 475, 490
3. Support courses (19 or more hrs.): CSCI 201, 202, 345, CSCI elective, PHYS 231, WRTG 225

Bachelor of Arts
Requirements: A minimum of 39 credit hours distributed among three areas.
1. Mathematics core (30 hrs.): MATH 217, 218, 225, 245, 305, 324, 344, 405, 440, IS
2. Mathematics electives (2 or more hrs.): MATH 219, 325, 350, 407, 475
3. Support courses (7 or more hrs.): CSCI 201, PHYS 231

Minor
Requirements: MATH 217, 218, and 10 credit hours chosen from MATH 200 and MATH courses numbered above 218.

Teaching Endorsement
For a 5-12 endorsement in mathematics, students must complete the BA program.

For a 5-12 endorsement with a mathematics minor, course work must include MATH 200 or 324, 225, 305, 344, 405, 440, and CSCI 201.

For a K-8 mathematics endorsement, course work must include MATH 118, 119, 200 or 324, 225, CSCI 201, and two other MATH courses numbered 111 or above.
Faculty
Dr. Charles Shaffer, Professor of Mathematics and Chairperson
Dr. Craig Kalicki, Professor of Mathematics
Mr. Joshua Ruk, Assistant Professor of Mathematics

Mathematics Courses (MATH)
MATH 105 Mathematics for Liberal Arts Students  3 sem. hrs. (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  • Spring

MATH 111 College Algebra  4 sem. hrs. (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  • Fall

MATH 118 Mathematics for Elementary Teachers I  3 sem. hrs. (QL)
Emphasis on the understanding of mathematics taught in elementary school using a problem-solving approach and recommendations of the Iowa Core Mathematics. Topics from basic mathematics include numeration systems, whole numbers, operations, problem solving, measurement, sequences, sets, functions, Venn diagrams, and mathematical reasoning.
Prerequisite: MATH 10 or recommendation of the department chairperson based on mathematics assessment  • Fall

MATH 119 Mathematics for Elementary Teachers II  3 sem. hrs.
Continued emphasis on the understanding of mathematics taught in elementary school using a problem-solving approach and recommendations of the Iowa Core Mathematics. Topics include number theory, integers, fractions, decimals, rational and irrational numbers, proportions, percent, geometry, probability, and statistics.
Prerequisite: MATH 118  • Spring

MATH 150 Essentials of Statistics (A&CS Program Only)  3 sem. hrs. (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, 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 sem. hrs. (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 217 Calculus I
4 sem. hrs. (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 sem. hrs.
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
3 sem. hrs.
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 2015

### MATH 225 Discrete Mathematics
3 sem. hrs.
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

- Fall 2014

### MATH 245 Mathematical Reasoning
2 sem. hrs.
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

- Fall 2014

### MATH 305 Geometry for Teachers
3 sem. hrs.
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

- Fall 2014

### MATH 324 Statistical Methods I
3 sem. hrs.
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

- Fall 2015

### MATH 325 Statistical Methods II
3 sem. hrs.
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 324

- Spring 2016

### MATH 344 Linear Algebra
3 sem. hrs.
Systems of linear equations, matrix algebra, determinants, vector spaces, subspaces, basis and dimension, eigenvalues and eigenvectors, linear transformations and applications.
**Prerequisite:** MATH 218

- Spring 2015
MATH 350 Numerical Analysis       2 sem. hrs.
An introduction to numerical analysis with emphasis on numerical methods and computer solutions. Intended for students in mathematics, natural sciences and pre-engineering. The topics covered will include Newton, Trapezoidal, Simpson methods, Gauss quadrature, interpolation, curve-fitting and splines.
Prerequisite: MATH 218

MATH 405 Abstract Algebra       3 sem. hrs.
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, polynomials rings, factorization, groups, abelian groups, cyclic groups, permutation groups, homomorphism and isomorphism, cosets, quotient structures, extension fields.
Prerequisite: MATH 245

MATH 407 Mathematical Statistics       3 sem. hrs.
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.
Prerequisite: MATH 218

MATH 440 Special Methods of Teaching Secondary School Mathematics       3 sem. hrs.
This course is designed to provide students with knowledge and experience to enable them to become effective secondary mathematics teachers. Emphasis will be on instruction, curriculum design, problem solving, usage of technology, assessment, and national and state standards. Special attention will be given to the teaching of high school math subjects such as geometry, algebra, and more. Required field experience including a teaching component: 20 hours with a teaching component.
Prerequisite: MATH 218, MATH 225, EDUC 210, and EDUC 250

MATH 275, 375, 475 Independent Study       3 sem. hrs.
Topics chosen from an area of mathematics of interest to the student and the instructor. Available to mathematics majors and minors only.
Prerequisite: consent of the department chairperson.
With departmental approval

MATH 490 Internship       3 sem. hrs.
Experience involving applications of undergraduate mathematics in an industrial or commercial setting.
Open to junior and senior mathematics majors with consent of the department chairperson.
With departmental approval

MATH 11, 12 Intensive Study       1 or 2 sem. hrs.
Intensive study of an advanced topic in mathematics. Open to junior and senior mathematics majors.
Prerequisite: consent of instructor

• Spring 2015
• Fall 2015
• Fall 2016
• TBD
Medical Laboratory Science

Bachelor of Science

The purpose of the medical laboratory science major is to provide students who wish to become medical laboratory scientists a broad liberal arts background which they can take advantage of throughout their professional careers. The bachelor of science degree in medical laboratory science consists of three years of academic coursework on the campus of Briar Cliff University followed by a clinical year at one of a variety of medical laboratory science programs approved by the American Medical Association. Students who are beginning their junior year will be applying for admission to these programs. The clinical year of such programs is credited as one year of academic work at Briar Cliff University (31 semester hours). The successful completion of the clinical portion of the program results in the awarding of the baccalaureate degree.

Students are required to fulfill the general graduation requirements and the following courses:
BIOL 151, 221, 222, 339, 357, 400; CHEM 111, 111L, 112, 112L, 337, 337L, 338, 338L, 442, 442L; PHYS 121, 122; and MATH 200.

Representative courses in the clinical year are: Clinical Microscopy/Urinalysis, Clinical Hematology/Coagulation, Clinical Microbiology, Clinical Serology/Immunology, Clinical Chemistry, Clinical Immunohematology, Orientation to Medical Laboratory Science, Management and Supervision/Education/Methodologies/Introduction to Research.

Upon graduation, students majoring in Medical Laboratory Science will be able to be proficient in performing the full range of clinical laboratory tests in areas such as hematology, clinical chemistry, immunohematology, microbiology, serology/immunology, coagulation, molecular, and other emerging diagnostics, play a role in the development and evaluation of test systems and interpretive algorithms, have diverse responsibilities in areas of analysis and clinical decision-making, regulatory compliance with applicable regulations, education, and quality assurance/performance improvement wherever laboratory testing is researched, developed or performed, and possess basic knowledge, skills and relevant experiences in:

A. Communications to enable consultative interactions with members of the healthcare team, external relations, customer service and patient education;
B. Financial, operations, marketing and human resource management of the clinical laboratory to enable cost-effective, high-quality, value-added laboratory service;
C. Information management to enable effective, timely, accurate and cost-effective reporting of laboratory-generated information; and
D. Research design/practice sufficient to evaluate published studies as an informed consumer.

Faculty
Dr. Paul Weber, Professor of Chemistry, Chairperson and Program Coordinator of Medical Laboratory Science
Middle School Education

Teaching Endorsement

The student seeking the middle school endorsement must be enrolled in either the general elementary endorsement or one of the subject matter secondary level endorsements.

Middle School Teaching Endorsement

**Requirements:** Professional Education Core: EDUC 100, 101, 250, 270, 318, 330, 452 and student teaching. **Supporting Courses:** EDMI 421, EDEL 466 or EDUC 423, and PSYC 354. In addition, a candidate seeking a middle school endorsement must complete two, twelve-hour areas of specialization from language arts, science, social studies, or mathematics. Thirty hours of practicum experience in a middle level school is also required.

**Faculty**

See Education page 97.

**Middle School Education Courses (EDMI)**

**EDMI 421 Teaching in the Middle School** 3 sem. hrs.
The structure and curriculum of the middle school are studied in relationship to educational objectives and research in human development. Careful analysis will be made of research-based models for curriculum design and instruction in the middle school, specifically grades 5-8. Interdisciplinary teaming, advisories, and other strategies supporting the rationale of the middle school concept will be addressed.

- Spring

**EDUC 423 Content Area Literacy** 3 sem. hrs.
This course prepares secondary and K-12 teachers in the use of literacy strategies (reading, writing, listening, and speaking) for secondary students and how to infuse these strategies throughout the curriculum.

**Prerequisite:** EDUC 100, 101, and acceptance into the Teacher Preparation Program

- Fall, Spring

**EDEL 466 Elementary Reading and Content Area Instruction** 1 sem. hr.
This course emphasizes research-based reading, writing, vocabulary and assessment strategies and practices for teaching reading effectively in the elementary through middle school classroom. Particular emphasis will also be given to text structure, vocabulary and comprehension for teaching reading in content areas.

**Prerequisite:** EDUC 100, 101, 250, EDEL 241, 461

- Spring
Music

Bachelor of Arts, Minor, Teaching Endorsement

The department of music seeks to provide a means for spiritual, intellectual and artistic development consistent with a liberal arts education. With an annual schedule of more than thirty public presentations and an accomplished artist faculty, Briar Cliff’s Music Department exemplifies the unity of musicianship and educational practice needed for success in the real world. Graduates from the music department make significant contributions in their respective communities: they are teachers and administrators in private and public schools and institutions of higher education; they own and operate private studios; they work as professional concert artists, accompanists, church musicians, and directors of regional theatres; and they are graduate students at major research universities.

The core of every music curriculum is the individual lesson and performing ensembles. The music major focuses on voice, piano, and choral conducting. All music majors must enroll in applied music courses and take part in regularly scheduled performance seminars each term. Participation in at least one performing ensemble (Cliff Singers, Chamber Choir, Jazz Ensemble, or liturgical ensembles) each term the student is registered is required for graduation. The department facilitates abundant opportunities to develop musicianship through performances in recitals and seminars, theoretical analysis, acquiring familiarity with musical styles throughout history, listening experiences, studies in keyboard skills, conducting and effective choral rehearsal techniques, and information technologies.

Bachelor of Arts Requirements: The following courses are required for a major in music: MUSC 114, 115, 247, 248, 314, 315, 437, 438, and one of either MUSC 125 or 225. MUSC 439 is an elective and requires the permission of the instructor. Music majors must also complete six MUSC IS courses, including 22IS and 05IS. Students completing an endorsement in music education must also complete MUSC 345 and 440. All music majors must complete the following requirements, each semester of registration: 1) voice and/or piano lessons, 2) choral ensembles, as determined by the faculty, 3) recital attendance, in addition music majors must complete 4) a piano proficiency exam, and 5) senior recital or senior project. The department of music will accept no grade below a C in any MUSC course. Students are required to pass WRTG with a C or better and are expected to demonstrate consistent quality in writing in all major courses. The music faculty will certify the general education service component and computer usage, moral/ethical reasoning, oral communication, research and writing in this major. All other degree requirements are outlined on page 61.

Music majors are to register for recital attendance each semester of enrollment and are required to attend all music performances given by faculty and students, on and off campus. Music majors must pass the piano proficiency exam by the end of the second full year of study in order to continue in the program as a music major. Students pursuing an endorsement in music education may not student teach until the piano proficiency exam is completed. The proficiency exam in piano includes demonstrating the ability to perform vocal exercises, scales, chord progressions, choral score reading, harmonization, transposition, and the performance of vocal accompaniments. A senior recital or senior project, approved by the music faculty, must be completed before graduation.

Minor Requirements: Six courses: MUSC 114, 115, 248, one of MUSC 125, 225, or 247 plus two electives. Six semesters of applied lessons in either voice or piano, six semesters of ensembles, and six semesters of recital attendance are also required for the music minor. Cliff Singers is the required ensemble for the music minor with vocal emphasis.
Teaching Endorsement
Requirements: For students wishing to pursue a career in teaching, the department of music offers the Bachelor of Arts degree with a specialization in music education. A teaching major with both K-6 and 7-12 endorsement requires the courses necessary for the general music major plus MUSC 345, 440 and a minor in secondary education. Approval of certification in vocal and/or classroom music has been granted by the Iowa Department of Education.

Faculty
Dr. Mary Day, O.S.F., Associate Professor and Chairperson
Dr. Sean Burton, Associate Professor of Music and Division Chairperson of Arts and Humanities
Mr. Robert Gibson, Adjunct Instructor of Jazz
Dr. Jeremy Owens, Associate Professor of Music
Dr. Richard Steinbach, Professor of Music
Sister Mary Arnold Staudt, O.S.F., Assistant Professor of Music Emerita

Music Courses (MUSC)
MUSC 114 Music Theory I  3 sem. hrs.
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 2015

MUSC 114 Music Theory Lab I  1 sem. hr.
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 2015

MUSC 115 Music Theory II  3 sem. hrs.
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 2016

MUSC 115 Music Theory Lab II  1 sem. hr.
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 2016

MUSC 125 American Popular Music  3 sem. hrs. (AE)
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 (Advance), Spring, Summer

MUSC 220 Music Appreciation  3 sem. hrs. (AE)
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 225 One World: Music of the World's Peoples
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 247 Music History and Literature I
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 periods of music history.

MUSC 248 Music History and Literature II
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.

MUSC 314 Music Theory III
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

MUSC 314L Music Theory Lab III
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.

MUSC 315 Music Theory IV
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.

MUSC 315 Music Theory Lab IV
Sight singing and ear training lab corresponding to the regular lecture classes in Music Theory IV. Advanced practice in sight singing and melodic and harmonic dictation. Exercises in keyboard harmony are also included.
MUSC 340 Piano Pedagogy 2 sem. hrs.
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. • TBD

MUSC 345 Methods of Teaching Music in the Elementary School 3 sem. hrs.
A preparation for teaching music in the primary and intermediate grades. Activities for singing, rhythm, listening, body movement and creative activities, with emphasis on curriculum development and lesson planning. For Music major and minors only. Students must complete 20 hours of observation/teaching in an assigned field experience. • Spring 2016

MUSC 437 Conducting I 3 sem. hrs.
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 2015

MUSC 438 Conducting II 3 sem. hrs.
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 2016

MUSC 439 Choral Procedures 2 sem. hrs.
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 • TBD

MUSC 440 Methods of Teaching Music in the Secondary School 3 sem. hrs.
A comprehensive course dealing with teaching learning systems, materials, curriculum development, and lesson planning in junior high and high school music programs. Students must complete 20 hours of observation/teaching in an assigned field experience.
Prerequisite: Permission of instructor • Spring 2016

MUSC IS 1 or 2 sem. hr(s).
02IS Accompanying
03IS French Diction
04IS Italian Diction
05IS Senior Recital or Senior Project (required)
06IS German Diction
09IS Vocal Pedagogy
18IS Opera Workshop
20IS Conducting
22IS Music Technology (required)

MUSC 175, 275, 375, 475 Independent Study 3 sem. hrs.
Open to students who wish to engage in directed research in a selected area. With departmental approval
Ensembles
Various performance opportunities are offered to all students by the music department. Participation in all groups is decided by audition or permission of instructor. • Fall, Spring

Chamber Choir 48M
Cliff Singers 50M
Jazz Ensemble 55M

MUSC Applied Music
1 or 2 sem. hr(s).

<table>
<thead>
<tr>
<th>Applied Lesson</th>
<th>First-year students &amp; Sophomore</th>
<th>Junior &amp; Senior</th>
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<tbody>
<tr>
<td>Organ</td>
<td>MUSC 250</td>
<td>MUSC 450</td>
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<tr>
<td>Piano</td>
<td>MUSC 255 A (1)</td>
<td>MUSC 455 A (1)</td>
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<tr>
<td>Piano</td>
<td>MUSC 255 B (2)</td>
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<tr>
<td>Voice</td>
<td>MUSC 260 A (1)</td>
<td>MUSC 460 A (1)</td>
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<tr>
<td>Voice</td>
<td>MUSC 260 B (2)</td>
<td>MUSC 460 B (2)</td>
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</tbody>
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An additional fee is charged for private lessons in organ, piano and voice.

Class instruction in piano and voice are offered for students with little or no background. • TBD
Nursing

Bachelor of Science in Nursing

The Briar Cliff University Department of Nursing has two options to attain the Bachelor of Science in Nursing (BSN) degree: (1) BASIC BSN OPTION: Students who are not already registered nurses may elect to enroll at Briar Cliff for the entire four-year basic BSN program leading to eligibility to take the NCLEX-RN licensure examination for registered nurses. (2) RN-BSN OPTION: Registered nurses may pursue a program of study leading to a BSN. A 2.75 GPA 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 promote health, healing, and hope of persons and the community and to advocate for social justice and healthy environments. The mission is lived primarily but not exclusively in educating bachelor- and graduate-prepared nurses within an environment that:

1. Fosters wholistic personal and professional development,
2. Prepares nurses who engage in reflective practice related to health and quality of life in a variety of health care settings,
3. Develops nurses who participate in ethical decision-making related to health and quality of life,
4. Provides a foundation for critical thinking and for the development, integration, and evaluation of new or expanded knowledge into practice, and
5. Provides a foundation for continued learning and for graduate and post-graduate education in nursing.

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

Student Learning Outcomes

Upon graduation, students majoring in nursing will be able to:

- Solidify caring, wholistic 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 theory into the art and science of nursing.
- Collaborate, using a variety of communication skills, with individuals and inter/intraprofessionals 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.
Technical Standards of the Department of Nursing

Briar Cliff University prohibits denial of university privileges to students or applicants for admission on the basis of race, color, religion, gender, national origin, age, or disability.

Admission criteria do not discriminate against persons with disabling conditions. All candidates must meet minimum technical standards to function successfully as students.

The following general abilities have been identified as necessary to meet the technical 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 aids and services for persons 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.

The Bachelor of Science in Nursing and the Master of Science in Nursing programs at Briar Cliff University are accredited by the Commission on Collegiate Nursing Education (http://www.aacn.nche.edu/ccne-sccreditation) and approved by the Iowa Board of Nursing.

Upon admission, all students are required to sign and adhere to the Professional Conduct Standard.

Bachelor of Science in Nursing

Requirements: The following nursing courses are required: NURS 205, 210, 220, 240, 300, 360, 365, 370, 380, 400, 460, 480, 465, and 475. A grade C or better must be attained in both theory and clinical components of all nursing courses. In addition, the following related courses are required: CORE 100; CHEM 109; BIOL 221, 222, 239, 240, 340; PSYC 110, 280, 360; WRTG 109; SPEC 111; SOCY 124; MATH 200; THEO 204 or PHIL 210 or PHIL 212. A grade of C or better must be attained in all of the aforementioned required courses.

To complete the general education requirements, two courses in the aesthetic foundation, one course from the historical consciousness foundation, one course from the multicultural foundation, one course from theology, and one course in computer science must be completed. All other general education requirements may be met in the required support courses for the nursing major. The nursing faculty will verify the general education service component and competencies in information technology, moral/ethical reasoning, oral communication, research, and writing. All other degree requirements are outlined on page 61.

Documentation of physical health status obtained upon admission to the nursing major must also be on file in the Student Health Office. Immunizations must include hepatitis B vaccination (or signed waiver on file), a two-step Mantoux test, a second MMR if born after 1957, and proof of Varicella immunity if born after 1965 (either a positive titre or proof of a series of two immunizations) and an annual influenza immunization. Students also must maintain basic CPR certification throughout the program. In addition, upon admission to the nursing major, students must have a criminal background check completed through the vendor selected by the Department of Nursing.

Note: It is the responsibility of students to establish realistic academic loads (in light of work and home obligations) which permit them the time needed to satisfactorily meet course and program requirements.
The RN-BSN Option

The Department of Nursing offers an opportunity for registered nurses to pursue a Bachelor of Science in Nursing degree. The program is designed specifically for graduates of associate degree and hospital-based diploma programs and is offered in an online format. Students must present evidence of a license to practice nursing in Iowa or a state participating in the licensure compact prior to taking nursing courses. CPR certification is required prior to enrolling in nursing courses with clinical components. Registered nurses, because of their previous learning in other settings, are considered junior-level transfer students on entry into the university.

Prior to enrolling in the upper division nursing courses, the RN-BSN student must complete the following courses or their equivalents: WRTG 109, PSYC 110 and 280, SOCY 124, and BIOL 221, 222, 239, 240 and 340. In addition, the following related courses or their equivalents are required: MATH 150, PHIL 210 or PHIL 212 or THEO 204, and an upper division psychology course.

To complete the general education requirements, two courses in the aesthetic foundation, one course from the historical consciousness foundation, one course from the multicultural foundation, one course from theology, and one course in computer science must be completed. All other general education requirements may be met in the required support courses for the nursing major. The nursing faculty will verify the general education service component and competencies in information technology, moral/ethical reasoning, oral communication, research, and writing.

All other degree requirements are outlined on page 61. The nursing courses required for the RN-BSN program are: NURS 305, 310, 311, 320, 405, 435, 455 and a nursing elective. A grade C or better must be attained in both theory and clinical components of all nursing courses and a cumulative GPA of 2.75 must be maintained for admission and progression in the program.

Documentation of physical health status obtained upon admission to the nursing major must also be on file in the Student Health Office. Immunizations must include hepatitis B vaccination (or signed waiver on file), a two-step Mantoux test, a second MMR if born after 1957, and proof of Varicella immunity if born after 1965 (either a positive titre or proof of a series of two immunizations) and an annual influenza immunization. Students also must maintain basic CPR certification throughout the program. In addition, upon admission to the nursing major, students must have a criminal background check completed through the vendor selected by the Department of Nursing.

The RN-BSN student must complete electives to meet the graduation requirements of 124 credits.

Note: Work obligations of students are recognized in the class scheduling of courses. It is the responsibility of students to establish realistic academic loads (in light of work and home obligations) which permit them the time needed to satisfactorily meet course and program requirements.

Standards for Professional Conduct

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 Technical Standards of the Department of Nursing describe the physical abilities nursing students need to possess in order 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 (2001).
Faculty
Dr. Richard Petersen, Associate Professor of Nursing and Chairperson; Graduate Program Director
Dr. Susan Beidler, Associate Professor of Nursing
Dr. Barbara Condon, Professor of Nursing
Ms. Catherine Grimsley, Instructor of Nursing
Ms. Tavane Harrison, Instructor of Nursing
Dr. Traci Holmquist, Assistant Professor of Nursing
Ms. Lora Knaack, Instructor of Nursing
Ms. Bobbie Weber, Assistant Professor of Nursing
Dr. Gretchen Wheelock, Assistant Professor of Nursing
Dr. Carolyn Leman, Professor of Nursing Emerita
Dr. Patricia Miller, C.H.M., Professor of Nursing Emerita

Nursing Courses (NURS)

NURS 205 Foundational Nursing Concepts 5 sem. hrs.
Foundational Nursing Concepts provides an introduction to the scientific and theoretical concepts in 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, BIOL 221 and 222, CHEM 109
Concurrent: BIOL 239, BIOL 240, Nurs 220
Fees: Lab - $200, Organizational - $40, Testing - $179.83  • (2:3) Fall

NURS 210 Concepts for Beginning Nursing Practice 5 sem. hrs.
This course provides the initial theoretical basis for the application of the nursing process in caring for the individual across the life-span. Students will explore the use of pharmacologic agents utilized in beginning nursing practice. Clinical experiences focus on the provision of beginning nursing care related to the concepts: Health, Patient-Profile, Professional Nursing, and Health Care.
Prerequisite: NURS 205, NURS 220
Concurrent: NURS 240, BIOL 340,  Fees: Lab - $150, Testing - $179.83  • (2:3) Spring

NURS 220 Health Assessment 3 sem. hrs.
This course provides the foundation to implement the assessment phase of the nursing process to care for the individual across the life-span. 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: BIOL 221, BIOL 222, CHEM 109
Concurrent: BIOL 240, BIOL 239, NURS 205 Fees: Lab - $150  • (2:1) Fall

NURS 240 Concepts for Reproduction and Sexuality 3 sem. hrs.
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 clinical component will have an emphasis on women's health.
Prerequisite: NURS 205, NURS 220
Corequisite: NURS 210
Fees: Lab - $75  • (2:1) Spring

NURS 300 Evidence Based Nursing Practice 3 sem. hrs.
This course focuses on the utilization of evidence in nursing practice.
### NURS 310 Theoretical Basis for Nursing Practice *(RN-BSN only)* 3 sem. hrs.
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.

**Prerequisite:** RN licensure  
**Corequisite:** NURS 320  
• *(3:0) Fall, Spring*

### NURS 305 Evidenced-Based Practice and Research in Nursing *(RN-BSN only)* 3 sem. hrs.
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 the knowledge/skills through the development of evidence-based practice changes. The student is exposed to process of grant writing.

**Prerequisite:** NURS 310  
**Concurrent:** MATH 150  
• *(3:0) Fall, Spring*

### NURS 311 Professional Writing for Nurses *(RN-BSN only)* 1 sem. hr.
This course fosters the development of research and citation skills through the use and application of advanced research techniques. Students will learn how to identify, select, evaluate and cite appropriate Internet-based materials and print documentation. Advanced information searching and critical thinking in relation to the use and application of information will be stressed.

**Corequisite:** NURS 310  
• *(1:0) Fall, Spring*

### NURS 320 Health Assessment for Registered Nurses *(RN-BSN only)* 3 sem. hrs.
Provides opportunity for the student to expand upon current knowledge and skills applicable to the practice of health assessment in professional nursing. The emphasis of the course will be on the relationship between the nursing process and health assessment skills at various stages of life span development.

**Prerequisite:** RN licensure  
**Corequisite:** NURS 310  
**Fees:** Lab - $75  
• *(3:0) Fall, Spring*

### NURS 360 Concepts for Intermediate Nursing Practice I 5 sem. hrs.
This course focuses on the enhanced application of the nursing process in caring for the individual across the life-span. Didactic and clinical 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 210, NURS 240, BIOL 340  
**Concurrent:** NURS 300, NURS 365  
**Fees:** Lab - $150, Testing - $140.32  
• *(2:3) Fall*

### NURS 365 Pediatric Growth and Development 2 sem. hrs.
This course focuses on the concepts of growth and development. Didactic and clinical experiences emphasize the stages of pediatric development.

**Prerequisite:** NURS 210, NURS 240  
**Concurrent:** PSYC 360, MATH 200, NURS 300, NURS 360  
**Fees:** Lab - $75, Organizational - $80  
• *(1:1) Fall*
NURS 370 Concepts for Intermediate Nursing Practice II  3 sem. hrs.
This course focuses on the enhanced application of the nursing process in caring for the individual across the life-span. Didactic and clinical 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 300, NURS 360, NURS 365, PSYC 360
Concurrent: NURS 380
Fees: Lab - $150, Testing - $140.32
• (3:2) Spring

NURS 380 Nursing Practice in the Community  4 sem. hrs.
This course focuses on applying nursing concepts to promote, preserve and maintain population health. Didactic and clinical experiences immerse the learner in a variety of population health settings.
Prerequisite: NURS 300, NURS 360, NURS 365
Concurrent: NURS 370
Fees: Lab - $75
• (3:1) Spring

NURS 400 Psychosocial Concepts of Nursing Practice  4 sem. hrs.
This course focuses on the enhanced application of the nursing process in caring for the individual across the life-span. Didactic and clinical 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 370; NURS 380
Concurrent: NURS 480
Fees: Lab - $75
• (3:1) Fall

NURS 405 Nursing Process in the Community I  (RN-BSN only)  3 sem. hrs.
Provides for utilization of the levels of prevention as intervention to assist the family client system to promote, restore, and maintain stability. Emphasis is on synthesis of public health and nursing interventions, which utilize family strengths and community resources to increase the lines of resistance of the family system and to attain and maintain optimal patterns of health. Clinical experiences are in the home setting and assist the family to identify and allay risk factors associated with known stressors and to strengthen the flexible lines of defense.
Corequisite: NURS 310, NURS 320
Fees: Lab - $75
• (2:1) Fall, Spring

NURS 435 Nursing Leadership in the Health Care Delivery System  (RN-BSN only)  4 sem. hrs.
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 connection of personal, professional, and organizational values and ethics to the identification of options and alternatives in leadership and management in the health care system. 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 clinical component provides an opportunity for students to experience (a) the role played by a nurse leader/manager and/or (b) engage in a leadership change project.
Prerequisite: NURS 310
• (3:1) Fall, Spring

NURS 455 Community and Public Health Nursing Science II  (RN-BSN only)  3 sem. hrs. (MC)
The second course in the community and public health sequence synthesizes the concepts of nursing, human, and public health science and is integrated with the art of nursing. With an emphasis on the application of the nursing process with culturally diverse groups within the community, the course provides for the exploration and utilization of all levels of prevention to foster the promotion, restoration, and maintenance of community health. Clinical experiences in a variety of community settings will provide an opportunity for students to investigate the physiological, psychological, developmental, sociocultural, spiritual, and ethical dimensions which affect the health of the community.
Prerequisite: NURS 405, NURS 310
Fees: Lab - $75
• (2:1) Fall, Spring
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tr>
<td>NURS 460</td>
<td>Nursing Leadership and Management</td>
<td>4 sem. hrs.</td>
<td>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 clinical experiences emphasize Professional Nursing and Health Care concepts.</td>
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<td><strong>Concurrent:</strong> NURS 465; NURS 475</td>
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<td><strong>Fees:</strong> Lab - $75</td>
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<tr>
<td>NURS 465</td>
<td>Nursing Preceptor Experience</td>
<td>4 sem. hrs.</td>
<td>This course focuses on preparing the graduate nursing student for practice as a Registered Nurse. The learner will integrate all previous didactic, pharmacological and laboratory experiences into clinical application.</td>
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<td><strong>Prerequisite:</strong> NURS 400, NURS 480</td>
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<td><strong>Fees:</strong> Lab - $150; Testing - $201</td>
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<td>NURS 475</td>
<td>Transitions into Professional Nursing</td>
<td>2 sem. hrs.</td>
<td>This course focuses on providing basic B.S.N. seniors an opportunity to prepare for writing the NCLEX examination as well as securing and practicing in their first professional nursing position.</td>
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<td>NURS 480</td>
<td>Concepts for Complex Nursing Practice</td>
<td>6 sem. hrs.</td>
<td>This course focuses on the enhanced application of the nursing process in caring for the individual across the life-span. Didactic and clinical 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.</td>
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<td><strong>Fees:</strong> Lab - $75; Testing - $201</td>
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Philosophy

Minor

Philosophy is among the oldest of all fields of study and deals with eternal issues such as the meaning of existence, moral and aesthetic values, the nature of reality and the existence of God. Students minoring in philosophy will be able to think philosophically, think ethically, and become acquainted with the philosophical tradition.

Minor Requirements: Six courses including PHIL 100 or 215, PHIL 110, an ethics course (PHIL 210 or 212), and a history of philosophy course (PHIL 300 or 310).

Faculty
Dr. Stephen Brown, Professor of Philosophy and Chairperson
Mr. Paul Ermak, Assistant Professor of Philosophy

Philosophy Courses (PHIL)

PHIL 100 Introduction to Philosophy 3 sem. hrs. (HC)
An introductory course that surveys representative ancient, medieval and modern philosophers (including Plato, Aristotle, Thomas Aquinas, Soren Kierkegaard) in their historical context. In this process, students are also introduced to some key philosophical ideas.  
• Fall

PHIL 110 Logical Thinking 3 sem. hrs. (CT)
An introduction to principles of good reasoning. Shows how to assess arguments, how to formulate cogent arguments and how to recognize and avoid logical fallacies.  
• Spring

PHIL 202 World Religions 3 sem. hrs. (MC)
See THEO 202  
• Spring

PHIL 210 Ethics 3 sem. hrs. (EM)
Looks at several ethical theories that shape how people think ethically. Then examines various human behaviors, individual and social, from a moral viewpoint. Focuses on arguments for moral positions.  
Prerequisite: Sophomore status  
• Fall, Spring

PHIL 212 Ethics in Business and Society 3 sem. hrs. (EM)
Application of philosophical method to understanding ethical issues in business, including civil liberties in the workplace, obligations to the firm and to third parties, employment discrimination, sexual harassment, product safety, environmental protection, corporate responsibility, economic justice and black markets.  
Prerequisite: Twenty hours of college course work or instructor approval  
• Fall

PHIL 215 Philosophy in Film, Literature, and Art 3 sem. hrs. (AE)
Aesthetic exploration of philosophical ideas. Utilizes philosophical discourse and imaginative narrative to examine such issues as reality, human nature, free will, the mind, ethics and God.  
• Fall

PHIL 220 Philosophy of Religion 3 sem. hrs.
Philosophical treatment of a number of topics relative to God and religion, including: arguments for the existence of God, the problem of evil, faith and reason, religious experience, death and human destiny.  
Prerequisite: Sophomore status  
• Fall
PHIL 300 History of Philosophy: Ancient and Medieval  3 sem. hrs. (HC)
Survey of ideas from the history of ancient and medieval philosophy. Primary focus on Socrates, Plato, Aristotle, Augustine and Aquinas. Examines influential philosophical views on ethics, self, world and God.
Prerequisite: Previous coursework in philosophy or instructor approval  • Spring 2016

PHIL 310 History of Philosophy: Modern  3 sem. hrs.
Survey of ideas from the history of modern philosophy, from Descartes through Nietzsche. Examines influential philosophical views on ethics, self, world and God.
Prerequisite: Previous coursework in philosophy or instructor approval  • TBD

PHIL 320 Philosophy of Law  3 sem. hrs. (EM)
This course focuses on three major interrelated areas in the philosophical approach to understanding law: the nature of law, including philosophical justifications and explanations of law and the relation between law and morality; processes of legal reasoning; and, important court cases showing applications of philosophy, philosophical ethics, and logic to various important legal and ethical issues.
• Spring 2016

PHIL 410 Metaphysics  3 sem. hrs.
Idealism and materialism; substance, change and personal identity; freedom and determinism; causality and God as first cause of being.
• As Needed

PHIL 175, 275, 375, 475 Independent Study  3 sem. hrs.
Directed study of philosophical topics. Open to students with previous background in philosophy or to otherwise qualified students. With departmental approval

PHIL IR  1 sem. hr. each
Directed research in specific areas in philosophy, in response to special interest or needs of the students.
Today it is imperative that the college student add a new dimension to the beauty of his/her physical surroundings and acquire an understanding and appreciation of physical principles appropriate to well-informed members of society.

The physics program aims to meet the needs of those who wish to acquire a general knowledge of physics as part of their cultural development. It meets the needs of those who seek the pre-professional training in engineering, medicine, dentistry, medical technology and teaching; and it meets the needs of those students who plan a career in physics or scientific research. Most physics lab courses include a lab fee for supplies which is billed at the time of registration.

**Physics Courses (PHYS)**

**PHYS 116 Physical Science**
4 sem. hrs. (PL)
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. Three lectures, one lab.

- Spring

**PHYS 121 Basic Physics I**
4 sem. hrs. (PL)
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. Three lectures, one lab.

- Fall

**PHYS 122 Basic Physics II**
4 sem. hrs.
A continuation of PHYS 121. Topics include electricity, magnetism, circuits, optics, relativity, quantum physics, atomic physics and nuclear physics. Three lectures, one lab.

**Prerequisite:** PHYS 121

- Spring

**PHYS 231 College Physics I**
4 sem. hrs. (PL)
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. Three lectures, one lab.

**Prerequisite:** MATH 218

- Fall 2015

**PHYS 232 College Physics II**
4 sem. hrs.
A continuation of PHYS 231. Topics include thermal physics, electricity, magnetism, circuits, geometrical optics and physical optics. Three lectures, one lab.

**Prerequisite:** PHYS 231

- Spring 2016
Political Science

*Minor*

The Briar Cliff 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.

**Minor Requirements:** Six courses in political science to include: PSCI 101, one course from Area I, one from Area II and one from Area III.

**Area I. American Institutions:** PSCI 101 American Government, PSCI 243 State and Local Government, PSCI 245 Constitutional Law, PSCI 303 Congress and the Presidency, PSCI 318 The Elections, PSCI 338 Parties and Elections, PSCI Criminal Law, PSCI 401 Environmental Law and Policy

**Area II. International Relations and Comparative Politics:** PSCI 256 Introduction to Russia, PSCI 261 Introduction to East Asia, PSCI 284 Comparative Politics, PSCI 300 African Politics, PSCI 345 Diplomatic History

**Area III. Political Theory and Analysis:** PSCI 340 Social Science Research Methods, PSCI 455 American Political Thought

**Faculty**

Dr. Eric Juhnke, Professor of History and Chairperson

**Political Science Courses (PSCI)**

**PSCI 101 American Government**

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.

- 3 sem. hrs. (HC)
- TBD

**PSCI 224 Geography and World Cultures**

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.

- 3 sem. hrs. (MC)
- Spring 2015
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
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<tbody>
<tr>
<td>PSCI 243</td>
<td>State and Local Government</td>
<td>3 sem. hrs.</td>
<td>The purpose of this course is to familiarize the student with the nature, function and structure of government at the state and local levels. The approach used in the course combines a structural and functional view of government. It also addresses different theoretical perspectives relative to state and local government. Some of the topics to be discussed include: the policy making environment, public policy making structures, political parties, interest groups, forms of local government and issues of contemporary public policy.</td>
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<tr>
<td>PSCI 256</td>
<td>An Introduction to Russian History</td>
<td>3 sem. hrs. (MC)</td>
<td>See HIST 256</td>
</tr>
<tr>
<td>PSCI 260</td>
<td>An Introduction to East Asian History</td>
<td>3 sem. hrs. (MC)</td>
<td>See HIST 260</td>
</tr>
<tr>
<td>PSCI 264</td>
<td>Politics of Film</td>
<td>3 sem. hrs.</td>
<td>Popular culture, as expressed in music, journalism, or film, offers valuable insights into the political character of a nation. As a business, popular entertainment is marketed to a wide audience. As such, it must appeal to, embody and reflect, the tastes, preferences, and political sensibilities of its audience. This is why we can learn a lot about the political ideas of a particular time and place by carefully analyzing the various forms of popular entertainment. This course focuses on one of the most important forms of modern entertainment—film. Not only do popular films reflect prevailing political feelings, they simultaneously reinforce and shape them. Whether this politicization of film is done deliberately or by accident, film ultimately projects American's fear, anxieties, political preferences, hopes, dreams, and ambitions.</td>
</tr>
<tr>
<td>PSCI 284</td>
<td>Comparative Politics</td>
<td>3 sem. hrs. (MC)</td>
<td>This course is designed to acquaint students with many standard concepts used to analyze governments and politics within the field of comparative politics. In addition to introducing comparative concepts, the course provides information on the political systems of several modern-nation states. At the completion of this course, students should be able to combine factual material with abstract concepts in order to explain the basic politics and government of the nation-states covered in this course.</td>
</tr>
<tr>
<td>PSCI 300</td>
<td>African Politics</td>
<td>3 sem. hrs. (MC)</td>
<td>The goal of this course is to introduce you to African politics and society from the perspective of a political scientist. To do this, we will cover a good deal of history from the pre-colonial period to the present day. The approach will be thematic, using a comparative method that will pay particular attention to a handful of countries that embody the successes and challenges facing Africa's political development. By the end of the semester you will have a better understanding of African politics and society, how political scientists approach political development in this corner of the world, and become more interested in international affairs in our shrinking world.</td>
</tr>
<tr>
<td>PSCI 303</td>
<td>Congress and the Presidency</td>
<td>3 sem. hrs.</td>
<td>This course systematically explores several questions about our two preeminent political institutions; the Presidency and the Congress. We will carefully consider the constitutional powers of the Presidency, examine how the power of the office changed over time, and consider the nature of the Presidential leadership. We will also examine the structures and powers of Congress, its historical evolution, and the policy making process. We will also examine the relationship between the two branches and the electoral process.</td>
</tr>
<tr>
<td>PSCI 318</td>
<td>The Elections</td>
<td>3 sem. hrs.</td>
<td>This course will systematically explore the current election in general election years. We will carefully examine the primary process, the general election campaign, the critical issues that are defining and framing the election, and ultimately discuss the election outcome. This is all done from the perspective of political scientists in a way that applies empirical and formal political theory into practice.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Description</td>
</tr>
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<tr>
<td>PSCI 320</td>
<td>Philosophy of Law</td>
<td>3</td>
<td>See PHIL 320</td>
</tr>
<tr>
<td>PSCI 321</td>
<td>Mock Trial</td>
<td>3</td>
<td>An introduction to the litigation process. The course will begin with an introduction to court procedure, rules of evidence, examination of witnesses, and case development, with the majority of the course devoted to preparing for and engaging in a mock trial. Students will take the role of attorney in the trial simulation, becoming familiar with the U.S. court system and furthering their critical thinking and public speaking skills. Enrollment limited to juniors and seniors, with preference given to students pursuing the Legal Studies minor.</td>
</tr>
<tr>
<td>PSCI 322</td>
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<tr>
<td>PSCI 338</td>
<td>Parties and the Elections</td>
<td>3</td>
<td>Political parties play an integral role in democracy. This course explores the role that political parties play in the United States throughout history. Additionally, we will carefully examine the electoral system of the US and the behavior of the American voter.</td>
</tr>
<tr>
<td>PSCI 340</td>
<td>Social Science Research Methods</td>
<td>3</td>
<td>Principles of design, measurement, sampling; the ethical implications of research and evaluation methods. Students are given the opportunity to critique, design or carry out an actual research project.</td>
</tr>
<tr>
<td>PSCI 345</td>
<td>Diplomatic History of the United States</td>
<td>3</td>
<td>See HIST 345</td>
</tr>
<tr>
<td>PSCI 366</td>
<td>American Constitutional Law</td>
<td>3</td>
<td>An introduction to the study of constitutional law. A study of the interpretation of the federal constitution through leading decisions of the Supreme Court.</td>
</tr>
<tr>
<td>PSCI 455</td>
<td>American Political Thought</td>
<td>3</td>
<td>This course explores questions central to political theory. It begins with traditional readings on social contract theory, liberal democracy, speech rights, and Marxism. It then turns to a closer investigation of the relationship between morality and political thought: What role should the modern state play in people's lives? Some of the specific issues explored in this portion of the course will be racial profiling, drug legalization, pollution control, and school vouchers.</td>
</tr>
</tbody>
</table>
Professional Studies

Bachelor of Arts

The professional studies major is a degree completion program for individuals who hold an associate's degree in arts, science, applied arts or applied science or an associate's degree in nursing or another health care program from a regionally accredited institution.

Upon graduation, students majoring in professional studies will be able to demonstrate competencies in the core areas of research, problem solving, statistical analysis, computer skills, mathematics, oral communications and writing, apply ethical reasoning to decision making and demonstrate personal and team leadership skills, exhibit knowledge of the legal, regulatory, ethical and technological issues inherent in the global environment of business today, demonstrate skills necessary to progress in a career, and apply fundamental knowledge of economics, information systems, research, accounting, law, management and marketing to decision making.

Entrance

Requirements: Briar Cliff University recognizes that the academic, professional and experiential background of individuals with the kinds of associate degrees stipulated above, combined with in-service study and updating will constitute the first two years of the bachelor's degree. A second entrance requirement is that students admitted to this program must have at least two years professional work experience. The program gives adult professionals access to higher education and allows them to work toward a Bachelor of Arts degree. A minimum of 128 credit hours is required for the bachelor's degree in professional studies at Briar Cliff University. Briar Cliff accepts a maximum of 62 hours in transfer credit from the community college in which the student earned his/her associate's degree.

Bachelor of Arts

Requirements: The professional studies major builds upon the student's associate degree and professional experience. The major is designed to enable adult students to further their career interests in organizational management, entrepreneurship and small business management, human resource management and other professional occupations.

The major requires the completion of 12 courses at Briar Cliff, with at least three courses at the 300 or 400 level. Students must maintain a grade of "C" or better in all courses taken in the major. In the event that a student might have taken one or more of the courses in the core requirement, he or she will replace that course or courses with one or more courses drawn from the electives.

Core

Requirements: The following courses comprise the professional studies major and are required: ACCT 203, 204, BUAD 225, 301, 325, CSCI 100 or MIS 220, ECON 210, HRM 109 or SPEC 111, HRM 225, 335, and MATH 200

Elective

Requirements: In addition to the core requirements, the professional studies major requires one course drawn from the following electives: ACCT 323; BUAD 150, 223, 224, 276, 305, 330, 340, 345, 350, 383, ECON 211, HRM 240, 420, or MIS 220, and 321.

Faculty

See faculty in Accounting, Business Administration, Computer Science, Economics, Human Resource Management and Mathematics.

Professional Studies Courses

ACCT 203 Principles of Accounting I
A basic course in accounting theory and practice, nature of assets and equities; income measurement and preparation of financial statements.

3 sem. hrs.

- Fall, Spring
- Fall (online)
ACCT 204 Principles of Accounting II
3 sem. hrs.
Development of accounting principles as they apply to assets and equities. Study of partnerships, corporations and introductory management accounting; analysis and interpretation of financial statements.
Prerequisite: ACCT 203

BUAD 150 Entrepreneurship
3 sem. hrs.
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.
Prerequisite: ACCT 203

BUAD 225 Principles of Management
3 sem. hrs. (BS)
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 status or permission of instructor

BUAD 301 Principles of Marketing
3 sem. hrs.
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: ECON 200 or 210 or permission of instructor

HRM 109 Human Communication
3 sem. hrs.
See SPEC 109

HRM 225 Organizational Communication
3 sem. hrs.
See WRTG 225

HRM 335 Organizational Behavior
3 sem. hrs.
This course uses a theory and experienced-based approach to study influences and outcomes of individual and group behavior within organizations. Sample topics include individual differences, motivation, culture, power/politics, stress, groups and communication.
Prerequisite: BUAD 225

MATH 200 Elementary Statistics
4 sem. hrs. (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 3A, or recommendation of the department chairperson based upon mathematics assessment.

MIS 220 Microcomputer Applications for Business
3 sem. hrs.
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.
Prerequisite: BUAD 225 or permission of instructor
Psychology

Bachelor of Arts, Minor

The psychology department provides all students 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.

Bachelor of Arts
Requirements: Psychology 110 is a prerequisite for all other courses in psychology. All majors must satisfy the psychology department writing competency requirement. Students may not count more than five psychology courses from another institution toward the major and three psychology courses toward the minor. Students may not count more than one D/D+ in their major or minor course work. Transfer courses are subject to departmental approval. The department currently accepts only PSYC 110, PSYC 280, and PSYC 360 from two-year institutions.

Students are required to take a minimum of fifteen 3- or 4-credit psychology courses. Students are required to take PSYC 110, 211, 295, 460, 465 and 05IS; two courses from PSYC 365, 400, 415, or 452; two courses from PSYC 325, 360, 380, 405, 430, or 455; one course from PSYC 280, 354, or 355; and one course from PSYC 102, 205 or 215. An internship (PSYC 390/490) is strongly encouraged as one of the fifteen courses. MATH 200 is also required for psychology majors.

Minor
Requirements: A minimum of six (3 or 4 credit) courses including PSYC 110 and 280.

Faculty
Dr. Todd Knealing, Associate Professor of Psychology and Chairperson
Dr. Stephanie Bell, Associate Professor of Psychology
Ms. Stephanie Hood, Instructor of Psychology
Dr. Regan Murray, Assistant Professor of Psychology
Dr. Corey Stocco, Assistant Professor of Psychology
Dr. Thomas Padgett, Professor of Psychology Emeritus

Psychology Courses (PSYC)
PSYC 05IS Applied Statistics 1 sem. hr.
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, PSYC 295
PSYC 102 Drugs and Society  
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.  
• Fall 2017

PSYC 110 Introductory Psychology  
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 205 Introduction to Forensic Psychology  
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  
• Spring 2016

PSYC 211 Scientific and Technical Writing for Psychology Majors  
The purpose of this course is to prepare students for their professional lives by improving their writing (e.g., grammar, style, APA format, etc.) and analytical skills (e.g., understanding research articles).  
Prerequisite: PSYC 110  
• Spring

PSYC 215 Social Psychology  
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. (See SOCY 310.)  
Prerequisite: PSYC 110  
• Spring

PSYC 280 Developmental Psychology  
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 295 Experimental Psychology  
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 and MATH 200. (Instructor permission required)  
• Fall
PSYC 325 Introduction to Interviewing and Counseling
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 354 Child and Adolescent Psychology
This course will study the intellectual, socioemotional, 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

PSYC 355 Adulthood & Aging
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

PSYC 360 Abnormal Psychology
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

PSYC 365 Human Motivation and Emotion
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
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 Learning and Memory
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

PSYC 405 Criminal Forensic Psychology
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
PSYC 415 Cognitive Psychology       3 sem. hrs.
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 2014

PSYC 430 Psychological Assessment      3 sem. hrs.
The study of the 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 and MATH 200
• Fall 2014

PSYC 452 Introduction to Behavioral Pharmacology    3 sem. hrs.
An introduction to the behavioral analysis of drug effects. This course will explore behavior analytic methodology and techniques. Students will learn both how drugs affect behavior and how the study of behavior can help us illuminate the effects of drugs.
Prerequisite: PSYC 110
• Fall 2014

PSYC 455 Applied Behavior Analysis      3 sem. hrs.
Applied behavior analysis is a lecture/seminar-based course that introduces the basic concepts of behavior analysis and how they are applied to real world problems. We will discuss a broad range of topics, including: analyzing and evaluating behavior change, reinforcement, shaping, punishment, extinction, stimulus control, generalization and classical conditioning.
Prerequisite: PSYC 110
• TBD

PSYC 460 History and Systems  3 sem. hrs.
This course studies the historical contributions of modern psychology. The focus is on the philosophical and biological roots of current theoretical and empirical systems. Consideration is given to the major schools of thought in psychology and their influence on contemporary work in the field. Special emphasis is given to key influential persons who contributed to the early development of the distinct field of psychology.
Prerequisite: PSYC 110. (Instructor permission required)
• Spring

PSYC 275, 375 475 Individualized Special Topics Study  3 sem. hrs. each
Guided reading or research on special topics for individualized or group study. Examples could include clinical, Industrial/Organizational, School Psychology, Art Therapy, Sport Psychology, Psychometrics, Child/Family Counseling, Giftedness/Special Needs, Applied Behavioral Analysis and Sensation/Perception.
Prerequisite: Permission of instructor With departmental approval

PSYC 465 Senior Seminar       3 sem. hrs. each
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.
Prerequisite: PSYC 110, PSYC 295
• Fall, Spring
**PSYC 390, 490 Psychology Internship**

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 advisor and community supervisor.

**Prerequisite:** Permission of the psychology department chairperson. With departmental approval.
Radiologic Technology

Bachelor of Science

The purpose of the radiologic technology major is to provide students who wish to become radiologic technologists a broad liberal arts background which they can take advantage of throughout their professional careers. The B.S. in radiologic technology consists of two years of coursework at Briar Cliff University and two years of clinical work at an accredited school of radiologic technology. The usual manner in which this program is followed is for the student to enroll in foundational coursework and courses which support application to the clinical portion of the program. Application to the clinical portion of the program is made in the fall semester of the student’s first year. If accepted into the clinical portion of the program, two clinical years follow, after which the second year of coursework on the Briar Cliff University campus is performed. The two clinical years are credited as two years of academic work at Briar Cliff University (62 semester hours). If application to the clinical portion of the program is unsuccessful during the first year, the second year of coursework may be undertaken in the sophomore year during which the reapplication process is undergone.

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 two years of academic work and is then followed by the completion of the foundational coursework and graduation requirements.

**Bachelor of Science**

**Requirements:** First-year students should complete the following: MATH 111; PSYC 110; CSCI 100; WRTG 109; and PHIL 210. Depending on the student’s background, other courses that may be recommended include BIOL 221 and 222.

Representative radiologic courses in the years spent at the school of radiologic technology are: Radiographic Procedures, Radiologic Physics, Fundamentals of Radiology, Radiographic Imaging, Radiobiology/Radiation Protection, Quality Assurance, Film Critique and Radiographic Pathology. Upon graduation, students majoring in Radiologic Technology will be able to use established standards in caring for the health needs of individuals and groups by producing diagnostic radiographs, demonstrate clinical competence, be certified in healthcare provider CPR, demonstrate vital sign assessment, demonstrate professionalism in the practice of radiologic technology within ethical and legal guidelines, administer oxygen, perform venipuncture, apply the principles of radiation protection to the patient, self and others, use problem-solving and critical thinking skills in clinical practice, establish effective communication with individuals and groups within the health care team, and successfully pass the certification examination.

**Faculty**

**Dr. Richard Petersen**, Associate Professor of Nursing, Chairperson and Program Coordinator of Radiologic Technology
Secondary Education

*Bachelor of Art*

All students intending to seek licensure in secondary education must first be admitted to the Teacher Preparation Program. Students seeking a secondary education major must also have an academic major. This means that students with a double major must fulfill all the departmental requirements for the major departments.

**Bachelor of Art Requirements:** Professional Education Instruction Core: EDUC 100, 101, 250, 270, 318, 330, 423, 452, either EDUC 412 or 415. Required Supporting Courses: PSYC 110, one of either HIST 231 or 232, SOCY 240 or PSCI 224, MATH 105 or higher, a physical science and a life science. A specific methods course for each content major is also required: 440.

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

**Grades**
All grades required for licensure must be "C" or above.

**Praxis II Testing for Licensure**
Effective January 1, 2013 all teacher candidates are required to pass standardized tests in their content area and pedagogy prior to being recommended for an Iowa Teaching License. The tests are taken in the final stage of the teacher preparation program.

**Faculty**
See Education page 97.

**Secondary Education Courses (EDSE)**

**EDUC 423 Content Area Literacy**  
3 sem. hrs.
This course prepares secondary and K-12 teachers in the use of literacy strategies (reading, writing, listening, and speaking) for secondary students and how to infuse these strategies throughout the curriculum.  
**Prerequisite:** EDUC 100, 101, and acceptance into the Teacher Preparation Program  
• Fall, Spring
Social Media

Minor

This interdisciplinary minor provides necessary instruction in social media techniques in a business setting. Students will take courses from writing, business, marketing, graphic design and mass communications disciplines that offer students a broad perspective of how to utilize social media applications successfully to achieve business objectives. The minor is open to all students, regardless of major.

Requirements: The minor is a 21 credit minor with seven required three credit hour courses. There is no required order.

Faculty
Dr. Ryan Allen, Assistant Professor of English and Writing
Ms. Shannon Beller, Assistant Professor of Graphic Design
Dr. Philip Burian, Professor of Business Administration
Ms. Marilyn Eastman, Assistant Professor of Marketing
Ms. Kristen Perez, Assistant Professor of Mass Communications
Mr. Mark Rossi, Professor and Chair of Business Administration
Dr. Judy Thompson, Professor of Marketing

Social Media Courses
BUAD 276 E-Business  3 sem. hrs.
This course examines the influence of the Internet on business. E-commerce (buying and selling electronically), providing services to customers, internal collaboration and cooperation with business partners are researched and discussed. Additionally, Mobile Commerce and Social Media will be covered. This class will take a managerial approach rather than a technical one.
No prerequisites.  • Spring

BUAD 301 Principles of Marketing  3 sem. hrs.
This course will prepare students to think strategically about marketing in today’s fast changing environment. After successful completion of this course, students will have a basic understanding of the marketing concept, the marketing mix (product, place, promotion and price), segmentation, targeting, positioning, customer value, branding, services marketing, global marketing, marketing metrics, consumer and business behavior, ethics and social responsibility in marketing, market planning, market research and competitive analysis.
Prerequisite: ECON 210 or ECON 08IS  • Fall, Spring

BUAD 375 Seminar in Social Media Issues  3 sem. hrs.
This course addresses key issues in social media including the legal responsibilities of social media managers such as copyright infringement, creative content rights and licensing. It also addresses basic HTML coding as needed to manage social media platforms. Finally, it addresses customer relationship management and content management systems and how to analyze and capitalize on them to meet customer’s needs.
No prerequisites.  • As Needed

GDES 325 Graphic Design Production  3 sem. hrs.
This course is a gateway course, which will build a solid foundation of computer technology and its relationship to the graphic design industry. Concentration on the introduction of computer technology, software, conceptual development, problem solving, and composition will be examined.
No prerequisites.  • Fall
MCOM 307 Public Relations    3 sem. hrs.
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 an organization-wide strategic planning. 
No prerequisites. 
• Spring

MCOM 407 Social Media    3 sem. hrs.
Social media has transformed how communications professionals reach their audiences. It is essential for those entering the communications field to be prepared to use these new tools and platforms effectively. This course explores the opportunities, challenges and implications of social media usage for the communications profession, specifically within journalism and public relations. 
No prerequisites. 
• Fall

WRTG 315 Technical Writing for the Web    3 sem. hrs.
The Internet offers a frontier for innovation forms of communication. Students will learn how to apply their technical communication skills to specific online environments, gaining practice in creating a variety of texts. Students will collaborate in a workshop setting and explore communication styles across a variety of cultural contexts.  
Prerequisite: WRTG 225 Note: a creative writing course is strongly encouraged. 
• Spring 2016
Sociology

Bachelor of Arts, Minor, Interdisciplinary Minor in Social Research, Teaching Endorsement

Sociology is the scientific study of society: the social lives of individuals, groups, culture, and major social institutions. It covers both the impact of individuals on society and of society on the individuals living within it. The major prepares students for a career in a variety of fields as well as providing a foundation for graduate school. Students may also pursue a minor in sociology, an interdisciplinary minor in social research, or a teaching endorsement for the secondary level.

Upon graduation, students majoring in sociology will demonstrate an understanding of sociological theory within its historical context; will be able to scientifically measure and utilize basic sociological concepts such as social structure, social change, culture and socialization, stratification and social interaction; will understand the reciprocal relationship between individuals and society, and the ethical issues and standards involved in the study of human interactions; and will think critically, evaluate underlying assumptions, and generalize appropriately.

Students may have no more than one "D" grade in their major coursework.

Bachelor of Arts
Requirements: Students majoring in sociology are required to take SOCY 124, SOCY 340, SOCY 341, SOCY 428, SOCY 439, and to complete an internship, SOCY 490. Students must also take an additional 18 hours in sociology electives, of which a minimum of 12 hours must be comprised of 300 and 400 level courses. Eligible elective courses include SOCY 235, SOCY 240 or SOCY 245, SOCY 310, SOCY 319, SOCY 320, SOCY 342, SOCY 376, SOCY 384, SOCY 420, SOCY 430, and SOCY 447. The sociology faculty will certify the general education service component and competencies in computer usage, moral/ethical reasoning, oral communication, and research and writing in this major. All other degree requirements are outlined on page 61.

Minor in Sociology
Requirements: A minimum of 18 credit hours, including SOCY 124, 340, and four other three-credit courses, one of which must be numbered 300 or above.

Interdisciplinary Minor in Social Research
The Department of Sociology also offers an interdisciplinary minor in social research. The minor prepares interested students to participate actively and responsibly as researchers in their local communities, for business and governmental agencies, and for national and international organizations.
Requirements: MATH 200, PSYC 295, SOCY 340, SOCY 341, SOCY 342, and SOCY 384.

Teaching Endorsement in Sociology and Social Studies
Students interested in a teaching career in grades 7-12 may earn an endorsement in sociology by taking the following courses: SOCY 124, SOCY 235, SOCY 240, and SOCY 428; and one of SOCY 310, SOCY 319, SOCY 320, SOCY 340, SOCY 376, SOCY 420, SOCY 430, SOCY 439, or SOCY 475. Students must also complete an additional 15 hours in the broad area of social sciences; students should consult the Education department for full teaching endorsement requirements.

Interdepartmental Bachelor of Arts
If sociology is the dominant area, a minimum of seven courses including SOCY 124, 340, 341, 428, and 439. If sociology is the secondary area, a minimum of five courses including three of the following: SOCY 124, 340, 341, 428 or 439.
Faculty
Dr. Wendy Brame, Assistant Professor of Sociology, Chairperson
Dr. Scott Fleming, Assistant Professor of Sociology
Ms. Elizabeth Keller-Charbonneau, Instructor of Criminal Justice

Sociology Courses (SOCY)

SOCY 124 Principles of Sociology       3 sem. hrs. (BS)
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.
  • J-Term, Spring

SOCY 235 Sociology of Marriages and Families     3 sem. hrs.
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, and Gender Inequality     3 sem. hrs. (MC)
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.
  • Fall, Spring

SOCY 245 Civil Rights: Past and Present      3 sem. hrs.
This course provides students with an opportunity to travel to various historical sites in the southern U.S. with particular importance to the Civil Rights Movement. Historical sites include the MLK National Historic Site, the Rosa Parks Museum, the National Civil Rights Museum, and many more. The trip is coupled with a classroom component that covers theories of prejudice, discrimination, and inequality, as well as a brief introduction to the study of social movements.
  • As Needed

SOCY 310 Social Psychology       3 sem. hrs.
See Psychology 310
  • Spring

SOCY 319 Social Movements       3 sem. hrs.
An exploration of social movements and their importance as a means toward social change, including grassroots resistance, community organizing, political conflicts, and revolutions. Examination of major sociological theories used in the study of social movements. Specific movements to be covered include the women's suffrage movement, the Prohibition era, the Civil Rights era, and the environment movement.
  • As Needed

SOCY 320 Restorative Justice      3 sem. hrs.
Introduction to innovations and alternatives in the traditional criminal justice system with an emphasis on negotiation, mediation, and reparation in dispute resolution; emphasis on non-violence and peacemaking in the Franciscan tradition.
  • Spring

SOCY 340 Social Science Research Methods     3 sem. hrs.
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 124 or instructor's consent
  • Fall

SOCY 341 Statistical Analysis       3 sem. hrs.
A research methods course involving the collection, manipulation, analysis and reporting of social science data using computer software (SPSS). Students will process original or secondary data and prepare reports for public presentation.
Prerequisite: SOCY 340 or instructor's consent
  • Spring
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisite(s)</th>
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<tr>
<td>SOCY 342</td>
<td>Advanced Research Methods</td>
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<td>SOCY 376</td>
<td>Sociology of Law</td>
<td>3</td>
<td>As Needed</td>
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<td>SOCY 384</td>
<td>Geographic Information Systems</td>
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<td>Fall</td>
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<td>SOCY 420</td>
<td>Social Stratification</td>
<td>3</td>
<td>As Needed</td>
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<td>SOCY 428</td>
<td>Contemporary Global Problems</td>
<td>3</td>
<td>Spring 2015</td>
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<td>SOCY 430</td>
<td>Sociology of Religion</td>
<td>3</td>
<td>As needed</td>
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<tr>
<td>SOCY 439</td>
<td>Sociological Theory</td>
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<td>SOCY 447</td>
<td>Advanced Criminology</td>
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<td>SOCY 375, 475</td>
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<td>SOCY 490</td>
<td>Social Research Internship</td>
<td>3</td>
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<td>Special Topics</td>
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Social Work

Bachelor of Social Work

The major in social work prepares generalist social workers at the undergraduate level for entry-level positions in social work and for graduate social work education. The BSW program has been accredited by the Council on Social Work Education since 1974 and has 10 expected educational competencies.

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

1. identify as a professional social worker and conduct oneself accordingly;
2. apply social work ethical principles to guide professional practice;
3. apply critical thinking to inform and communicate professional judgments;
4. engage diversity and difference in practice;
5. advance human rights and social and economic justice;
6. engage in research-informed practice and practice-informed research;
7. apply knowledge of human behavior and the social environment;
8. engage in policy practice to advance social and economic well-being and to deliver effective social work services;
9. respond to contexts that shape practice; and
10. engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

In order to accomplish these 10 educational competencies, the following academic program is required.

Bachelor of Social Work
Requirements: Ten to 13 courses in social work, including SWRK 230, 320, 340, 360, 370, 375, 380, 443, 444; a minimum of two one-hour IS courses are also required including SWRK 01IS and SWRK 14IS. SWRK 370L is a one-hour lab concurrent with SWRK 370. In addition, the following liberal arts courses are required prior to SWRK 320: SOCY 124, SOCY 235, PSYC 110, PSYC 280, BIOL 102 or BIOL 151. General education requirements include: SOCY 140 or SOCY 240, PSCI 101 or HIST 231 or 232, MATH 105 or 111 or 117 or 200, CSCI 100, SPEC 111, and PHIL 210 or THEO 204. In addition to SWRK 340, SOCY 341 or MATH 200 must be completed as part of the research requirement. Spanish or another foreign language is expected of all social work majors. The social work faculty will certify the general education service component and competencies in information technology (CSCI 100), moral/ethical reasoning (PHIL210 or THEO 204), oral communication (SPEC 111), writing (WRTG 109), quantitative literacy (math and SOCY 341), reading, and critical thinking (WRTG 159) in this major.

Faculty
Mrs. Elizabeth Rembold, Instructor and Director of Social Work
Ms. Heather Craig-Oldsen, Professor of Social Work
Sister Shirley Fineran, O.S.F., Assistant Professor of Social Work
Dr. John Cordoue, Professor of Social Work Emeritus
Ms. Sylvia Kuennen, Professor of Social Work and Sociology Emerita

Social Work Courses (SWRK)

SWRK 130 Introduction to Social Work  3 sem. hrs.
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.  • Spring
**SWRK 230 History and General Method of Social Work**  
*3 sem. hrs.*  
History of social work and introduction to the general method of social work with emphasis on diversity and populations-at-risk. Directed volunteer experience in one agency (three to four hours a week). This is the first required course in the social work sequence. The online social work degree completion program will have the additional requirement of Skype consultation.  
- Fall  
- Fall, Spring online

**SWRK 280 Study Abroad in Guatemala**  
*3 sem. hrs. (MC)*  
This three-week course, offered in January, includes intensive one-on-one Spanish language instruction and service-learning experience with the Asociación Nuestros Ahijados. Students explore cultural, educational, health and social justice issues.  
- J-Term

**SWRK 320 Human Behavior and the Social Environment**  
*3 sem. hrs.*  
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 biopsychosocial-spiritual theories. Human diversity issues are infused throughout the course. The online social work degree completion program will have the additional requirement of Skype consultation.  
**Prerequisite:** SOCY 124, BIOL 102/BIOL 111, SWRK 230, PSYC 110 and 280  
- Fall  
- Fall, Spring online

**SWRK 325 Mental Health and Mental Illness**  
*3 sem. hrs.*  
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.  
- Fall 2015  
- Summer online

**SWRK 340 Social Science Research Methods**  
*See Sociology 340*  
*3 sem. hrs.*  
- Fall  
- Fall, Spring online

**SWRK 345 Child Welfare**  
*3 sem. hrs.*  
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.  
- Fall  
- Summer online

**SWRK 350 Issues in Policing**  
*3 sem. hrs.*  
This course is an overview of the role of policing in the criminal justice system, with emphasis on community/policing collaboration and policing as problem solving. This course includes the historical context and current status of police, policing strategies, police culture, restorative justice strategies, and contemporary challenges in police work.  
**Prerequisite:** CJJS 250  
- Fall

**SWRK 355 Law: Child Abuse and Neglect**  
*3 sem. hrs.*  
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.  
- Fall

**SWRK 360 Social Issues and Policy**  
*3 sem. hrs.*  
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  
- Spring  
- Fall, Spring online
SWRK 370 Social Work Practice I
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. The online social work degree completion program will have the additional requirement of Skype consultation.
Prerequisite: SWRK 230 and 320
• Spring
• Fall, Spring online

SWRK 370L Social Work Practice I Lab
This required lab is offered concurrently with Practice I. Students practice interviewing skills with supervision and feedback essential for integration of the knowledge foundation developed in SWRK 370. The online social work degree completion program will have the additional requirement of Skype consultation.
Concurrent with SWRK 370
• Spring
• Fall, Spring online

SWRK 375 Social Work Practice II
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. The online social work degree completion program will have the additional requirement of Skype consultation.
Prerequisite: SWRK 230, 320, 370, and 370L
• Fall
• Fall, Spring online

SWRK 380 Social Work Practice III
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 370, 375.
Concurrent with SWRK 443 and 444
• Spring

SWRK 381 Social Work Practice III Part A (Online only)
This course, combined with SWRK 382, is equivalent to SWRK 380 and is designed for online students. Online students apply the general method of social work practice to work with an organization as it interacts with smaller systems. Students utilize the knowledge, values and skills needed for designing a change process, using intervention strategies which are taught in SWRK 381. Weekly scheduled online consultations with the instructors provide coaching, mentoring and feedback.
Prerequisite: SWRK 370, 375, and 381.
Concurrent with SWRK 443 and 444
• Fall, Spring online

SWRK 382 Social Work Practice III Part B (Online only)
This course, combined with SWRK 381, is equivalent to SWRK 380 and is designed for online students. Online students apply the general method of social work practice to work with an organization as it interacts with smaller systems. Students utilize the knowledge, values and skills needed for designing a change process, using intervention strategies which are taught in SWRK 381. Weekly scheduled online consultations with the instructors provide coaching, mentoring and feedback. Video presentation required.
Prerequisite: SWRK 370, 375, and 381.
Concurrent with SWRK 443 and 444
• Fall, Spring online

SWRK 390 Grant Writing (Honors)
The two-hour grant writing course is open to social work majors and honors students from all disciplines. The course develops practical skills needed for successful grant writing. Weekly class sessions provide a theoretical foundation and opportunity for peer review, dynamic consultations with community grant writers, and instructor consultations for the successful development of a competitive grant proposal.
• Spring
### SWRK 01IS Introduction to Field Work
1 sem. hr.
Orientation to field work including a beginning understanding of the community social service network, visiting selected agencies, becoming familiar with agency expectations, interviewing and finalizing field placement.
**Prerequisite:** SWRK 230, 320, 370, and 370L
- Fall
- Fall, Spring online

### SWRK 14IS Community Organization
1 sem. hr.
This required senior IS presents theories and concepts essential to understanding community organization as a social work practice intertwined with practical experiential learning with community professionals. Includes study of history of organizing in the U.S. and examination of strategies and skills used in working with communities and organizations to promote self-determination, self-sufficiency, empowerment and social justice.
- Fall
- Fall, Spring online

### SWRK 443 Field Work
9 sem. hrs.
Field placement in a local agency (450 hrs.) with professional supervision supplemented by conferences, collateral readings, written evaluation and an on-campus weekly seminar. Monday - Thursday
Permission of Director of Field Education required for agency field placement.
**Prerequisite:** all required social work courses except SWRK 380
- Spring

### SWRK 444 Field Work Seminar
2 sem. hrs.
Required seminar for all students in SWRK 443 Field Work.
**Prerequisite:** All required social work courses except SWRK 380
- Spring

### SWRK 446 Field Work (First 2 of 9 credit hours) *(Online only)*
2 sem. hrs.
This course, combined with SWRK 447, is designed for online students and is equivalent to SWRK 443. Field placement in a local agency with professional supervision supplemented by weekly scheduled online conferences, collateral readings, and written evaluations begins the 450 hour internship. Permission of Director of Field Education required for agency field placement.
**Prerequisite:** all required social work courses except SWRK 382
- Fall, Spring online

### SWRK 447 Field Work (7 of 9 credit hours) *(Online only)*
7 sem. hrs.
This course, combined with SWRK 446, is designed for online students and is equivalent to SWRK 443. Field placement in a local agency with professional supervision supplemented by weekly scheduled online conferences, collateral readings, and written evaluations completes the 450 hours internship. Permission of Director of Field Education required for agency field placement.
**Prerequisite:** all required social work courses except SWRK 382 which will be taken concurrently with SWRK 445 Part 2
- Fall, Spring online

### SWRK 448 Field Work Seminar *(Online only)*
1 sem. hr.
This course, combined with SWRK 449, is designed for online students and is equivalent to SWRK 444. Required seminar for all students in online SWRK 446 Field Work. Required weekly online consultations and online video presentations.
**Prerequisite:** All required social work courses except SWRK 380.
- Fall, Spring online

### SWRK 449 Field Work Seminar *(Online only)*
1 sem. hr.
This course, combined with SWRK 448, is designed for online students and is equivalent to SWRK 444. Required seminar for all students in online SWRK 447 Field Work. Required weekly online consultations and online video presentations.
**Prerequisite:** All required social work courses except SWRK 380.
- Fall, Spring online
**SWRK 465 Gerontology**
3 sem. hrs.
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.

- Fall 2016
- Summer online

**SWRK 175, 475 Independent Study**
3 sem. hrs. each
Student-designed project in a special area. Open to advanced social work students with the permission of the chairperson.

**SWRK IS**
1 sem. hr. each
A minimum of two one-hour courses are required, including SWRK 01IS and 14IS. Students may choose from additional courses in selected aspects of social work, e.g., Death and Dying
Spanish

Bachelor of Arts, Minor, Teaching Endorsement

The Spanish department provides a solid foundation in listening, verbal, writing, reading skills and lifelong learning experiences in Spanish. The department emphasizes the development of a cultural understanding of the Hispanic people through the study of language, culture, literature, and an international experience. Mastery of the language and understanding of the culture are our goals. An international immersion experience of at least four weeks is required for students who are majoring or minoring in Spanish, with the last course of the major/minor to be taken on campus. Arrangements for academic credit and Spanish faculty approval must be made prior to studying abroad.

Students who have not completed two years of a foreign language in high school may meet the University's foreign language requirement in one of four ways.

• complete eight semester hours at Briar Cliff
• transfer into the University the equivalent of eight semester hours of a foreign language
• satisfactorily complete the College-Level Examination Program (CLEP) in a foreign language

Students who have previous learning experiences in Spanish and wish to continue their studies at Briar Cliff should take the CLEP exam in order to enter at the right level. Through the exam, students can earn credit for Spanish 101, 102, and 205, depending on their scores, prior to entering the University. Students who wish to continue their studies in Spanish at Briar Cliff are strongly encouraged to complete the required Spanish-language courses in sequence as soon as they enter the University.

Upon graduation, students majoring in Spanish will demonstrate a coherent progression of skills development in terms of reading, writing, speaking and listening as well as technological awareness and cultural proficiency. Students must also demonstrate a broad understanding of the cultural, linguistic and literary landscape of the Spanish speaking world.

Learning Outcomes
• Development of reading, writing, speaking and listening skills at the Intermediate High/Advanced Low level in Spanish according to the American Council on Teaching Foreign Languages (ACTFL) guidelines.
• A broad understanding of the cultural, literary and linguistic contributions of the Spanish speaking world.
• Solid understanding of career options for Spanish degree recipients.
• Development of skills that translate directly into a work or postgraduate environment such as research, collaborative work, critical thinking, public speaking and technological awareness.
• Each course in Spanish will be taught emphasizing the Standards for Foreign Language Learning. The Five C’s of Language Learning: Communication, Cultures, Connections, Comparisons, and Communities.

Bachelor of Arts
Requirements for Major in Spanish Students must successfully complete a minimum of 30 credit hours including SPAN 205, two SPAN courses at the 400 level, and at least 21 credit hours of Spanish course electives.

Requirements for Minor in Spanish Students must successfully complete a minimum of 18 credit hours including SPAN 205 and at least 15 credit hours of SPAN 300 and 400 level course offerings.

Teaching Endorsement Requirements: To earn a 7-12 endorsement in Spanish, a student must complete a major or minor, which must include Spanish 440 and the secondary education requirements.
Faculty
Dr. Wilfrido Suarez, Assistant Professor of Spanish and Latin American Studies

Spanish Courses (SPAN)

SPAN 101 Elementary Spanish I 4 sem. hrs. (MC)
An introduction to the fundamentals of Spanish, including an emphasis on listening comprehension, speaking, grammar and culture. No prior experience with the language is required. It does not apply towards a major or a minor.
Prerequisite:  Fall

SPAN 102 Elementary Spanish II 4 sem. hrs. (MC)
A continuation of SPAN 101. It does not apply towards a major or minor.
Prerequisite:  SPAN 101 or appropriate placement through CLEP  Spring

SPAN 205 Intermediate Spanish 3 sem. hrs. (MC)
This course reinforces, synthesizes and expands upon the major concepts taught in elementary level Spanish. This course uses pair and group work, learning in context and critical thinking skills to enhance reading, writing, speaking and listening comprehension skills. This course is required for the major and minor in Spanish.
Prerequisite:  Fall

SPAN 301 Advanced Grammar and Conversation 3 sem. hrs.
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 202, four years of high school Spanish, or appropriate placement through CLEP  Fall

SPAN 302 Advanced Grammar and Composition 3 sem. hrs.
A continuation of the grammar principals studied in 301, with additional emphasis on composition. This course is conducted in Spanish.
Prerequisite:  SPAN 301 or permission of the instructor  Spring

SPAN 303 Spanish for Careers 1 sem. hr.
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, keeping with deadlines, and good organizational skills are strongly recommended.
Prerequisite:  SPAN 301 or permission of the instructor  As Needed

SPAN 311 Culture and Civilization of Spain 3 sem. hrs.
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 301 or permission of the instructor  As Needed

SPAN 312 Culture and Civilization of Latin America 3 sem. hrs.
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 301 or permission of the instructor  As Needed

SPAN 335 Introduction to the Study of Literature in Spanish 3 sem. hrs.
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 301 or permission of the instructor  Spring
SPAN 411 Survey of the Literature of Spain  3 sem. hrs.
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  •  As Needed

SPAN 412 Survey of the Literature of Latin America  3 sem. hrs.
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  •  As Needed

SPAN 435 Lights/Camera, ...Action!  3 sem. hrs.
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.
Recommended: SPAN 335  •  As Needed

SPAN 440 Seminar in Teaching Methodology  3 sem. hrs.
This course provides an overview of the theoretical as well as practical foundations, and applications of language instruction approaches, methods, and techniques that are effective in the foreign language classroom in the K-12 school setting. Recent trends and historical approaches to teaching foreign languages, and their applicability will be investigated. The concept of communicative language teaching, and the appropriate connections with other disciplines will be made. Teaching demonstrations, and research critiques based on the learning and teaching principles of the class will be required.
Prerequisite: Departmental approval  •  Spring

SPAN 450 International Experience  0-6 sem. hrs. (MC)
An opportunity to study abroad for a minimum of four weeks. This includes a complete immersion into Hispanic language and culture. Arrangements for academic credit, and faculty approval must be made prior to the international experience. Pass/no-credit grading. Maybe taken for no credit, or up to a total of six semester hours. The last course for completion of major or minor must be taken on campus.
Recommended: SPAN 201 or its equivalent and departmental approval is required beforehand.

SPAN 475 Independent Study  3 sem. hrs.
Open to students who wish to engage in directed research in a selected area of study. The ability to study independently, keeping with deadlines and good organizational skills are required.
With departmental approval

SPAN 490 Internship  0-3 sem. hrs.
An intensive, supervised work experience in a discipline related work environment, where student would use his/her knowledge of Spanish on a daily basis. Site and scheduling must be agreed upon by the student, faculty member and work place. Pass/no-credit grading.
Prerequisite: Approval of supervising faculty member

SPAN 498 Senior Seminar  3 sem. hrs.
A capstone course focusing on different topics of Spanish grammar, culture or literature. Conducted in Spanish.
Prerequisite: Junior or senior status and permission of the instructor  •  As Needed
Special Education

**Special Education Courses (SPED)**

**SPED 380 Assessment, Diagnosis, and Evaluation**  3 sem. hrs.
This course examines the educational diagnosis, assessment and evaluation of special education students. Topics include norm-referenced and criterion-referenced tests, ecological assessment techniques, systematic observation, social functioning data, individual trait or personality assessments, and application of assessment results to an individualized program.

**SPED 385 Behavior and Classroom Management**  3 sem. hrs.
This course examines behavior management, behavioral change strategies and classroom management in special education settings.

**SPED 03IR Classroom Inclusion**  1 sem. hr.

**SPED 04IR Laws of Special Education**  1 sem. hr.
Sports Science

Bachelor of Science

The sports science degree is an interdisciplinary Bachelor of Science degree with required course work from four disciplines: HPER, Sports Science, Biology and Chemistry. In addition to these courses, there will be two additional supporting courses from two different disciplines.

Upon graduation, students majoring in sports science will be able to recognize and explain the mechanical, anatomical, nutritional, chemical and physiological limitations of human motion, prescribe a safe and effective exercise plan for a wide variety of ages and body types, understand the interrelationship of physical fitness to complete and total health, properly select, safely administer and interpret a variety of physical fitness measures.

Students may select one of two tracks for the sports science degree. The medical track will prepare students for graduate work in a variety of fields such as physical therapy, chiropractic, and other medically related fields. The second track leads to fields including strength and conditioning coaches, personal trainers and sports medicine.

Bachelor of Science: Strength and Conditioning/Personal Training Track

Requirements: Students must complete the following sport science class work. SPTS 107, 221, 221L, 222, 222L, 240, 280, 384, 386, 439 and 490, one approved elective from upper level HPER or Biology, SPTS 64IS, 65IS, 66IS, 71IS and 42, 21, 28, 7 and 8. Plus MATH 200 and BUAD 225. The sports science faculty will certify the general education service component and competencies in computer usage, moral/ethical reasoning, oral communication, research and writing in this major. All other degree requirements outlined on page 61 must also be met.

Bachelor of Science: Pre-Health Sciences Track

Requirements: Students must complete the following sports science class work. SPTS 111, 111L, 112, 112L, 221, 221L, 222, 222L, 240, 280, 384, 439 and 490; one approved elective from upper level HPER or BIOL, SPTS 64IS, 65IS, 71IS, six skills or experiences including HPER 42, 21, 28, 7 and 8. Plus MATH 200 and BUAD 225. The sports science faculty will certify the general education service component and competencies in computer usage, moral/ethical reasoning, oral communication, research and writing in this major. All other degree requirements outlined on page 59 must also be met.

Faculty
See faculty in Health, Physical Education and Recreation, Biology, and Chemistry.

Sports Science Courses (SPTS)

SPTS 64IS Fitness Testing and Exercise Prescription 2 sem. hrs.
Basic skills and understanding are developed in the art and science of fitness testing and exercise prescription. The conducting of individualized fitness programs for all age groups will be examined.
- Spring

SPTS 65IS First Aid and CPR Instructors Course 2 sem. hrs.
This course is designed to certify the student as an American Red Cross First Aid and/or CPR Instructor. Current basic certification in first aid and CPR are required.
- Fall

SPTS 66IS Practicum 1 sem. hrs.
This course will provide hands on experience in fitness testing and exercise prescription in a variety of settings. It will be taken in conjunction with SPTS 64IS
- Spring

SPTS 71IS Advanced Human Anatomy 1 sem. hr.
Advanced study of the major systems of the body with emphasis on the nervous, musculoskeletal, cardiovascular and respiratory systems. One lecture, one lab per week.
Prerequisite: BIOL 221
- Spring
SPTS 107 Chemistry and Sports
A study of the fundamental principles of chemistry and the application of these principles to sports. The course includes a lab component with experiments that complement topics covered in lecture. The course is required for students majoring in Sports Science but is open to all students.

Prerequisite: Math ACT score of 21 or higher OR Math 10 or higher (may be taken concurrently)

• Spring

SPTS 111 Principles of Chemistry I
A presentation of the basic principles of chemistry including stoichiometry, thermochemistry, atomic and molecular properties, and properties of gases, liquids and solids.

Prerequisite: CHEM 111 or equivalent; Math 111 or higher (may be taken concurrently)

• Fall

SPTS 112 Principles of Chemistry II
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; Math 111 or higher (may be taken concurrently)

• Spring

SPTS 221 Human Anatomy
A study of the structure of the human body at the four structural levels (cells, tissues, organs and systems) and the relationship of its parts. Three lectures, one lab per week.

Prerequisite: BIOL 221 or equivalent

• Fall

SPTS 222 Human Physiology
A study of the functions of cells and organ systems in human body. Three lectures, one lab per week.

Prerequisite: BIOL 221 or equivalent

• Spring

SPTS 240 Nutrition
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 of infants, children, teenagers and the elderly, and some application of nutrition to health care. Three lectures.

Recommended: four hours of biology, four hours of chemistry

• Fall

SPTS 280 Care and Prevention of Athletic Injuries
Prevention, protection and first aid care of injuries in athletics. Evaluation of protective devices, diets and conditioning. Lab work includes taping and rehabilitation.

• J-Term & Spring

SPTS 384 Exercise Physiology
A study of the scientific foundations of high-level performance and skill learning. Incorporates findings of exercise physiology, psychology and physical education in the area of human movement. Stresses application for the practitioner.

Prerequisite: Junior standing

• Fall

SPTS 386 Principles of Strength and Conditioning
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.

• Spring

SPTS 439 Kinesiology
Study of the basic mechanics involved in human motion, emphasis on the application of anatomy and elementary physics to the teaching of physical activities and sports skills.

Prerequisite: Junior standing;

• Spring

SPTS 490 Internship
To be arranged. Permission of the department is required

• On Request
Theatre

Briar Cliff University theatre is exciting, fun, and challenging. Opportunities for participation are virtually unlimited! Majors have the opportunity to learn professional-level skills and working protocols. All participants increase awareness and understanding of what it means to be human. Students develop the ability to problem-solve with courage, conviction, and style. Our expansive curriculum encourages students to connect their work within the theatre to their work in other disciplines throughout the University.

Each year, the department produces shows drawn from comedies, dramas, musicals, and children’s theatre. Students have the opportunity to participate in all areas of production. As part of the Senior Project, students have the opportunity to take on a significant role as an actor, director, designer, etc. of a full production. Internships with professional theatres are also available.

Upon graduation, majors will have a broad working knowledge of the current techniques of play analysis, directing, theatrical design, and acting. They will also have been exposed to major ideas and trends from theatre traditions around the globe and throughout the breadth of world theatre history.

Bachelor of Arts
Requirements: THTR 105, 121, 200, 226, 230, 335, 350, 351, 361-2-6, and 495. In addition to the above, students need to take three additional electives from among the 3 credit hour courses offered by the department. Majors will also be required to accrue 3 credit hours of Theatre Practicum experience (THTR 038m/039m). Theatre faculty will certify the general education service component and competencies in computer use, moral/ethical reasoning, oral communication, research and writing in this major. All other degree requirements are outlined on page 61.

Minor
Requirements: The minor requires: THTR 121, 226, and 335. In addition, students need to take three additional electives from among the 3 credit hour courses offered by the department. Minors will also be required to accrue 2 credit hours of Theatre Practicum experience (THTR 038m/039m).

Faculty
Mr. Richard Poole, Professor of Theatre and Speech Communication and Chairperson

Theatre Courses (THTR)

THTR 101 Introduction to Theatre
A study of all the elements of the theatre: history, acting, directing, design and production. The course is designed as a basis for intelligent theatre going. Consists of lectures, selected readings, a project and play attendance.

• Fall, Spring

THTR 105 Stage Technology
A practical study of the basic practices and principles of scenery construction, lighting and prop development.

• On Demand

THTR 226 Play Analysis
A study of the play structure, genre and script examination for use in theatrical productions.

• On Demand

THTR 230 Theatre Design I
An introduction to the three primary design areas in the theatre: scenery, costumes and lighting. The course will focus on issues common to all three areas such as, composition, color theory, semiotics, collaboration and play analysis for design.

• Fall 2014
THTR 335 Directing I
A course designed to give practical experience to various aspects of play production: selection of plays, casting, blocking, rehearsing and management. A short one-act will be presented for public performance.
Prerequisite: THTR 121 and 226
• Spring 2015

THTR 350 World Theatre History I
A survey examining theatre forms, contexts and contents from the Golden Age of Greece to the Elizabethan Age. Prerequisite: WRTG 109 or equivalent
• Fall 2014

THTR 351 World Theatre History II
A survey examining theatre forms, contexts and contents from the Elizabethan Age to the present.
Prerequisite: WRTG 109 or equivalent
• Spring 2015

THTR 495 Senior Project or Internship
A production under faculty supervision which gives the student an opportunity to design or direct or a course in which advanced students use theory and practice in an off-campus internship.
With departmental approval
• On Demand

THTR 175, 475 Independent Study
Open to students who wish to engage in directed research in a selected area. Areas may include an advanced acting or directing project or directed play reading.
With departmental approval
• On Demand

THTR Practicum
Performance and technical opportunities are offered to all students by the theatre department. Participation in performance is determined by audition and by being cast in a mainstage production.
• Fall, Spring

Acting Performance 038M
Technical Production 039M
Theatre and Speech Communication

Effective human communication demands dynamic oral communication skills. Now, more than ever, these skills are essential for a successful life, both personally and professionally. Accordingly, the department offers both theoretical and practical courses enabling the student to prepare for a lifetime of effective oral communication.

**Minor Requirements:** With a minimum of six courses in theatre and speech communication, the minor comprises the following requirements: SPEC 109, 110, 111, 220 and two additional courses to be determined in consultation with the theatre and speech communication faculty.

**Faculty**
Mr. Richard Poole, Professor of Theatre and Speech Communication and Chairperson

**Speech Communication Courses (SPEC)**

**SPEC 109 Human Communication**  
A general introduction to various contexts of human communication including the dyad, group dynamics, non-verbal, intra-and interpersonal communication.  
- Spring

**SPEC 110 Voice and Diction**  
An introduction to the working of the human voice. Emphasis on development of maximum vocal flexibility, control and growth.  
- Fall, Spring

**SPEC 111 Public Speaking**  
An introduction to the craft of public speaking. Emphasis is placed on techniques of speech composition. A study is made of the different types of speeches with special attention given to informative and persuasive speaking.  
- Fall, Spring

**SPEC 113 Public Speaking for International Students**  
This course is specifically for students from Asian and Latin American countries but will be effective for all international students. Students will study sounds of American English and how to reproduce them without accent.  
- Spring
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 orthodox and meaningful for our times. Students will also develop skills that will allow them to carry on respectful conversation with people of all religious traditions. While the department emphasizes the Roman Catholic and Franciscan heritage of the University, students of other traditions will find courses among the department's offerings that challenge them to consider the essential questions of life's meaning in light of their own traditions.

In addition to providing a wide range of courses that satisfy the Religious Foundation Requirement, the Theo-Phil Department offers both a minor and a major in Theology. Students who wish to major in theology may select one of four tracks: Theological Foundations, Biblical Theology, Theology Teacher, and Theological Studies. These tracks are designed to provide a solid foundation in theology, yet offer the student the opportunity to tailor a course of study that meets his or her particular personal interests and career goals.

Students who major in theology and follow the Theological Foundations, Theology Teacher, or Theological Studies tracks will finish their studies at Briar Cliff University with THEO 491 - Senior Seminar. Students who follow the Biblical Theology track will finish their studies with THEO 480 - Biblical Theology. In the course of these senior capstone seminars, students will complete a major research project on a theological topic of their choice under the direction of a faculty member. This project, which will be presented to the wider campus community at the end of the semester, allows students to demonstrate their competence as theologians as well as their competence in research methods and writing and presentation skills. Students who minor in theology are welcome to participate in THEO 491 or THEO 480 during their senior year if they like; however, THEO 491 and THEO 480 will not count toward the minor.

Minor
Students who wish to include a broad exposure to basic Christian teachings in their liberal arts education may elect to minor in Theology. The Theology Minor consists of three required courses and three elective courses. Two of the elective courses must be numbered 300 or higher. It is strongly recommended that one of the electives be THEO 405 - Christology. Students who minor in Theology are welcome to participate in THEO 491 - Senior Seminar or THEO 480 - Biblical Theology during their senior year if they like; however, THEO 491 and THEO 480 will not count toward the minor.

Requirements: The minor requires six term courses: THEO 115 or THEO 116, THEO 204, THEO 223 or THEO 224 and three additional term courses. At least two of the courses must be numbered 300 or above.

Theological Foundations Track (30 Hours)
Students whose career goals do not include teaching or graduate study, or who wish to combine a theology major with another major, may follow the Theological Foundations Track. This track will
provide students with a solid foundation in Christian teachings that will inform both their other academic work and their future career choices. The Theological Foundations Track consists of six required courses and four elective courses. Two electives must be 300-level or higher; additionally, it is strongly recommended that students take both THEO 223 and THEO 224.

**Requirements:** THEO 115 or 116, THEO 223 or 224, THEO 245 or THEO 255, THEO 325, THEO 405, THEO 491

**Biblical Theology Track (30 Hours)**

Students who wish to concentrate on biblical studies may follow the Biblical Theology Track. This track will provide students with a solid foundation in understanding the ancient sacred texts of Judaism and Christianity, helping them develop the interpretive and analytical skills necessary for contemporary theological inquiry. The Biblical Theology Track consists of seven required courses and three elective courses chosen from the 300-400 level. It is strongly recommended that one of the electives be a biblical language course.

**Requirements:** THEO 115 or 116 or 203, THEO 223, THEO 224, THEO 480, and three of the following: THEO 361, THEO 362, THEO 363, THEO 364

**Theology Teacher Track (33 Hours Plus 31 EDUC Hours)**

Students who wish to teach religion in Christian schools, including Catholic Schools, or work in parish catechetical programs may elect to follow the Theology Teacher Track. The Theology Teacher Track consists of seven required Theology courses, four elective Theology courses, and fifteen required Education courses. Two of the Theology electives must be 300-level or higher.

**Teaching Certification**

For students wishing to pursue a career teaching religion classes in Iowa, the Theology Teacher Track requires a major in theology and a major in K-12 education, including a semester of student teaching in K-12 religion classes. Although Iowa does not license religion teachers, the Diocese of Sioux City will issue a certificate verifying the student's preparation for teaching.

For students wishing to pursue a career teaching religions classes in Nebraska, the above requirements will meet Nebraska licensing requirements.

**Requirements:** THEO 115 or 116, THEO 223, THEO 224, THEO 245 or 255, THEO 325, THEO 405, THEO 491

**Education Requirements:** EDUC 210, EDUC 250, EDUC 270, EDUC 280, EDUC 318, EDUC 330, EDUC 412, EDUC 450, EDUC 07IS, EDUC 03IS, EDUC 04IS, EDUC 14IS, EDUC 400, EDUC 01IS2/THEO 98IS, EDUC 02IS2/THEO 99IS

**Theology Studies Track (36 Hours Plus 12 Hours in Philosophy)**

The Theological Studies Track provides students with a strong academic foundation for work in service to the Church or for further study in seminary or graduate school. The Theological Studies Track consists of eight required Theology courses, four elective Theology courses, and four Philosophy courses. It is strongly recommended that students pursuing this track take both foundational courses, THEO 115 and THEO 116, and one course designated for the biblical studies track, THEO 361, 362, 363, 364.

**Requirements:** THEO 115 or 116, THEO 223, THEO 224, THEO 245 or 255, THEO 310, THEO 325, THEO 405, THEO 491, PHIL 110, PHIL 220, PHIL 300, PHIL 410

**General Education Requirements:** While students have some latitude in the courses they may take in order to satisfy the General Education requirements and to prepare for meeting competency requirements for graduation, students in the Theological Foundations Track are strongly encouraged to
take the following courses: CSCI 100, PHIL 110 (required for Theological Studies Track), SPEC 111, and THEO 204.

Faculty

Dr. Stephen Brown, Professor of Philosophy and Chairperson
Mr. Paul Ermak, Assistant Professor of Philosophy
Dr. Linda Harrington, Associate Professor of Theology
Dr. Paul Korchin, Assistant Professor of Theology
Mr. Gil Ridenour, Instructor of Theology
Sister Michaela Galles, O.S.F., Associate Professor of Theology Emerita

Theology Courses (THEO)

THEO 115 Foundations of Christianity 3 sem. hrs. (RE)
This course will explore the essentials of Christian faith and practice, particularly as they are expressed in Roman Catholic Christianity. 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 personal spirituality in everyday life.
• Fall, Spring (Honors: Spring)

THEO 116 Church in the World 3 sem. hrs. (RE)
This course will explore the history of the Christian church beginning with the foundations described in the Gospels and the Book of Acts. Students will learn about the crises, personalities, and cultural contexts that shaped the Christian Church in ages past and brought about the current state of denominational plurality and doctrinal differences. Since THEO 203 - Protestant Churches considers the development of the Protestant Churches after the Reformation, this course gives special attention to the past few centuries of the Roman Catholic Church. Additionally, students will learn about the various ecumenical dialogues that have begun in the last several decades in an attempt to restore some of the unity of the early Christian Church.
• Fall, Spring (Honors: Spring)

THEO 195 Theology of Harry Potter 3 sem. hrs.
Students learn about and reflect on the presence of theological themes and parallels in contemporary culture. The course will focus on and analyze the underlying theological issues of the Harry Potter series and evaluate whether or not it is responsible to draw parallels between modern cultural expression and major theological themes that have been borrowed and incorporated into western cultures. The course explores the central problem of how theology is to be undertaken in different cultural settings.

THEO 202 World Religions 3 sem. hrs. (MC)
Students will examine religious beliefs, customs and practices that are characteristic of the major living religions of the world. The similarities and differences among these religions will help the student to come to an understanding of the role that religion plays in human existence.
• Spring

THEO 203 Protestant Churches 3 sem. hrs. (RE)
The multiplicity of Christian denominations is a phenomenon of modern times. In this course, students will study both the history of the major families of Christian denominations and the doctrinal, ecclesial and liturgical differences among those denominations. Students will also investigate current ecumenical movements that seek to reduce divisions among Christians.
• Fall 2015

THEO 204 Christian Morality 3 sem. hrs. (EM)
The Christian life is a response to God’s saving act and the life and teachings of Jesus Christ. This course investigates the basic concepts and approaches to moral decision making and considers selected questions and issues that pose moral dilemmas in contemporary society.
• Fall, Spring (Honors: Spring)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Description</th>
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<tbody>
<tr>
<td>THEO 223</td>
<td>Old Testament</td>
<td>3</td>
<td>This course is a study of the formation and composition of the Old Testament as an inspired record of the progressive revelation by God to Israel and the faith response of God's people, as well as preparation for the revelation of Christ. It emphasizes basic theological themes and their applications to the lives of people of God today.</td>
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<tr>
<td>THEO 245</td>
<td>Catholic Social Teachings</td>
<td>3</td>
<td>The social teachings of the Roman Catholic Church promote the dignity of the human person and the centrality of the family for authentic human existence. Students will engage major social teaching documents of the church in order to notice both the development of that teaching in the 19th and 20th centuries and the continuity of that teaching with the Gospels and with the Christian tradition. They will also consider how those teachings, as well as other important human rights documents, provide the necessary foundation for the work for justice in the world.</td>
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<tr>
<td>THEO 255</td>
<td>Christian Spirituality and Prayer</td>
<td>3</td>
<td>If theology is &quot;faith seeking understanding,&quot; as St. Anselm has said, one cannot &quot;do&quot; theology without also having a significant faith life. Hence, this course has both an academic and a developmental focus. Students will read the great spiritual masters who have shaped Christian spirituality as they learn about the various Christian traditions and practices of prayer. During the course of the semester, students will be invited to reflect on their own spirituality and to consider how it shapes both their theological studies and their Christian praxis.</td>
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<tr>
<td>THEO 260</td>
<td>Francis, Clare and Franciscan Spirituality</td>
<td>3</td>
<td>This course introduces students to the writings of the great spiritual masters of the Franciscan movement. Readings will be drawn from those of Francis and Clare, from the great medieval writers such as Bonaventure, and from contemporary Franciscan writers. Students will also investigate the influence Franciscan spirituality has had on the Church as a whole, especially as it has been lived out by the various Franciscan religious congregations and by the Third Order Secular Franciscans.</td>
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<tr>
<td>THEO 270</td>
<td>Mission and Discipleship</td>
<td>3</td>
<td>Students learn about and reflect on mission and discipleship in preparation for participation in a mission trip sponsored by Campus Ministry. After the trip, students continue their reflection on mission and discipleship in light of their own experiences.</td>
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<td>* J-Term</td>
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<tr>
<td>THEO 310</td>
<td>Ministry</td>
<td>3</td>
<td>This course introduces students to both the theoretical and the practical aspects of ministry. Students will be invited to reflect on the shape of their own call to ministry, whether it be as spouse and parent, lay person in the church, ordained minister, or consecrated religious, as they participate in service learning projects that allow them to experience doing ministry first-hand.</td>
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<td>* Spring 2015</td>
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<tr>
<td>THEO 325</td>
<td>Liturgy and Sacrament</td>
<td>3</td>
<td>Sacrament and liturgy are central elements of the Christian encounter with and response to God's gift of salvation through the life, death and resurrection of Jesus Christ. This course uses an historical approach to the development of the Christian ways of worship, placing that development within the theological concepts of sacrament and ritual as the Roman Catholic Church understands them.</td>
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<td>THEO 345</td>
<td>Ecclesiology</td>
<td>3 sem. hrs.</td>
<td>The course will introduce the student to the theology of church through the writings of patristic, medieval and contemporary theologians, through study of the documents of the Second Vatican Council, and through a comparison of Protestant and Catholic understandings of what it is to be church.</td>
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<tr>
<td>THEO 361</td>
<td>Pentateuch</td>
<td>3 sem. hrs.</td>
<td>The Pentateuch or Torah, the first five books of the Bible, is foundational to Jewish and Christian understandings of God's covenantal relationship with humans and creation. Informed by ancient and modern religious thought, students will engage with the stories and religious practices of the ancient Hebrews, investigate their connections to Ancient Near Eastern literary and material (archaeological) cultures, and consider the impact of the Pentateuch on the theology and practices of Judaism and Christianity, exploring theological themes of creation, sin, covenant, purity, liturgy, and community.</td>
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<tr>
<td>THEO 362</td>
<td>Prophets</td>
<td>3 sem. hrs.</td>
<td>The Latter Prophets of the Hebrew Bible/Old Testament are records of revelation given to individual prophets over the course of at least five hundred years, from Isaiah through Malachi. Investigation of the prophets' cultural context and use of poetic communication will inform careful analysis of the prophets' messages of salvation and calls for social justice.</td>
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<tr>
<td>THEO 363</td>
<td>Gospels</td>
<td>3 sem. hrs.</td>
<td>The Synoptic Gospels (Matthew, Mark, and Luke) offer striking portraits of Jesus' vocation and saving death, providing insight into Jesus' ministry to the marginal and the implications of Jesus' parables and calls for transformation in view of the coming of the kingdom of God. The Gospel of John adds depth to the portrait of Jesus as divine, making claims that are the basis for Christian understandings of the Trinity. A critical treatment of the historical context and literary genres of the Gospels will inform careful exegesis, including comparison and contrast of the sources and extra-biblical texts and material culture.</td>
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<tr>
<td>THEO 364</td>
<td>Paul</td>
<td>3 sem. hrs.</td>
<td>Paul, &quot;the apostle to the Gentiles,&quot; left us a plethora of letters, providing stimulus for Christianity's mission to diverse cultures and providing foundational theological principles that have kindled rich theological inquiry and discussion. An evaluation of Paul's life, including his pre-Christian years and his extensive travels, and an examination of the recipients' cultural background and communal concerns will provide the foundation for careful exegesis of the Pauline letters.</td>
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<tr>
<td>THEO 368</td>
<td>Biblical Hebrew</td>
<td>3 sem. hrs.</td>
<td>Classical Hebrew is the primary language of the Hebrew Bible, a form of Hebrew that provides a basis for later Rabbinic and Modern Hebrew. This introduction delves into the basics of the language, including the verbal stems, nouns, particles, and sentence formation. The primary texts and vocabulary are taken from the Bible, supplemented by discussion of the Bible's origins and shifts in Classical Hebrew.</td>
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<tr>
<td>THEO 369</td>
<td>New Testament Greek</td>
<td>3 sem. hrs.</td>
<td>All the books of the New Testament were written in Koine (Common) Greek, a descendant of Classical Greek and the lingua franca for much of the Mediterranean during the Roman Empire. As an introduction to Koine Greek, this course provides a methodological treatment of the basics of the language: nouns, verbs, adjectives, particles, and sentence formation. With added attention to the formation of the New Testament, primary attention is given to New Testament vocabulary and texts, making this a good basis for careful study of the New Testament.</td>
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</tbody>
</table>
THEO 405 Christology 3 sem. hrs.
This course introduces the student to the ways that Christians have expressed their belief that God has accomplished our redemption through the life, death and resurrection of Jesus of Nazareth, whom Christians call the Christ. Beginning with the primary source for our knowledge about Jesus, the New Testament, especially the Gospels, students will learn about the person of Jesus, the doctrines of Incarnation and Trinity, and the various ways that Christians have attempted to explain Jesus’ work of salvation through the centuries.
Prerequisite: THEO 115 or THEO 116, and THEO 224, or consent of instructor.  • Spring 2016

THEO 445 Christian Anthropology 3 sem. hrs.
Using an historical approach, students will study the Christian understanding of the human person as created in God’s image. Students will read primary sources in order to discover the ways that Christian thinkers in every era of Christianity have understood the origins, nature and destiny of the human person. While the emphasis will be on the Roman Catholic tradition, readings will include authors from other Christian traditions as well as authors writing from such theological perspectives as feminist theology and liberation theology.
Prerequisite: at least one 100 or 200 level THEO course, or consent of instructor.  • Fall 2016

THEO 450 God - Father, Son and Holy Spirit 3 sem. hrs.
The Christian understanding of God as Trinity is one of the more complex doctrines of Christianity. In this course, students will follow the discussions of the early Councils, read such medieval greats as Thomas Aquinas, and engage with the contemporary theological conversation about God who is Father, Son and Holy Spirit.
Prerequisite: at least one 100 or 200 level THEO course, or consent of instructor.  • Spring 2016

THEO 480 Biblical Theology 3 sem. hrs.
The bible is the foundational source for Christian theology. This course explores such ideas as discipleship, salvation, and social justice as they are presented in the various sections of Scripture. It is a course that will allow students to put into practice the exegetical and interpretive skills they have developed in previous scripture courses.
Prerequisite: Senior standing as a Theology major in the Biblical Theology track, or senior standing as a Theology major/minor with one of the following courses: THEO 361, 362, 363, 364.  • TBD

THEO 491 Senior Seminar 3 sem. hrs.
Students will write a thesis that focuses on a particular area of interest to the student. The process of selecting a topic, constructing a bibliography and a thesis statement, writing the paper and presenting the project to a wider audience will be directed by the faculty.
Prerequisite: Senior standing as a Theology major in the Theological Foundations track, Theology Teacher track, or Theological Studies track, or senior standing as a Theology minor.

THEO 285/385/485 Special Topics in Scripture 3 sem. hrs.
Students will explore a particular biblical topic in greater detail, using primary exegetical sources (e.g. Patristic and Medieval writings, church documents, contemporary treatises) as well as comprehensive secondary sources that provide helpful analyses of the topic and its associated issues. The particular topic will be chosen in consultation with students and will address areas of specialization that students wish to pursue.
Prerequisite: THEO 223 or THEO 224, or consent of instructor.

THEO 295/395/495 Special Topics in Theology 3 sem. hrs.
Students will explore a particular theological topic in greater detail, using primary sources (e.g. Scripture, Patristic and Medieval writings, church documents, contemporary theological treatises) as well as comprehensive secondary sources that provide helpful analyses of the topic and its associated issues. The particular topic will be chosen in consultation with students and will address areas of specialization that students wish to pursue.
Prerequisite: at least one 100 or 200 level THEO course, or consent of instructor.
Writing

Bachelor of Arts, Minor

Briar Cliff offers majors and minors in both English and writing. Writing offers a lifetime of challenge and reward. Whether its result is a novel or a technical proposal, the writer’s work is essential to informing and improving society. The “information revolution” insures that the writer’s skills will be increasingly in demand to create, shape, communicate, and translate knowledge.

Upon graduation, students majoring in writing will be able to write clearly and persuasively, research, organize and communicate information effectively, compose in standard journalistic, business and creative literary forms, help others with their writing, appreciate well-crafted writing, communicate effectively to a live audience, use their writing skills to serve others in their communities, and explore career options and implement job search strategies.

Bachelor of Arts
Requirements: 46 credit hours of courses beyond WRTG 109, including: WRTG 128; WRTG 159; MCOM 200; WRTG 225; six hours of WRTG 328, 329 or 330; WRTG 420; ENGL 80M; WRTG 460; WRTG 490; WRTG 305 or 315; WRTG 335 or 336; any two 3- or 4-hour courses—one of which is at the 300 level or above—from Modern Languages offerings; and 3 additional credit hours from any other appropriate courses in MCOM. Finally, the writing major will complete a one-hour practicum/field-experience course. The English faculty will certify the general education service component and competencies in computer usage, moral/ethical reasoning, oral communication, research and writing in this major. All other degree requirements are outlined on page 61.

Minor
Requirements: A minimum completion of the minor requires 18 credit hours beyond WRTG 109, at least 3 credits of which must be from WRTG offerings, and at least 3 credits of which must be from MCOM or GDES offerings listed under the "Major" above. These 18 credit hours must include WRTG 159 and at least three writing courses numbered above 300.

Faculty
Dr. Matthew Pangborn, Assistant Professor of English and Writing and Chairperson
Dr. Ryan Allen, Assistant Professor of English and Writing
Dr. Patricia Curran-Sheehan, Professor of English and Writing
Dr. Adam Frisch, Professor of English and Writing
Ms. Meghan Roe, Instructor of English and Writing
Mr. Phillip Hey, Professor of English and Writing Emeritus
Dr. James Redmond, Professor of English and Writing Emeritus

Writing Courses (WRTG)

WRTG 100 College Prep Writing 3 sem. hrs.
Writing 100 helps students become more capable, confident writers by concentrating on the writing process—one with clear, manageable steps. Students will improve their understanding of grammar, punctuation, and rhetorical patterning, and they will gain critical practice in all the stages of writing. This course prepares students for Introduction to College Writing. • Fall, Spring

WRTG 109 Introduction to College Writing 3 sem. hrs.
Introduction to College Writing offers students multiple opportunities to practice essay planning, writing, and revision on a variety of topics. It challenges students to deepen their understanding of different expository modes at the same time that it helps them to develop their own distinctive voices as writers. Courses may have specific focuses or themes. Prerequisite: WRTG 100 or 20 or above on ACT (verbal section) • Fall, Spring
WRTG 128 Introduction to Creative Writing  3 sem. hrs.
Do you write poetry, essays, or short stories in your spare time? This course introduces students to the
craft of creative written expression in a variety of literary genres, providing students ample guidance and
practice in developing their artistic interests. Students will read and write nonfiction, fiction, and poetry
and practice the workshop format of sharing their work with peers.
Prerequisite: WRTG 109 or equivalent skill  • Fall

WRTG 159 Contemporary Argument and Research  3 sem. hrs.
In this class, students will explore current events and discuss their own reasoned perspectives on
contemporary issues. Students will pursue research topics and use logic, analysis, and persuasion to
construct effective arguments. Writing 159 is highly recommended for every student, as its methods can
be applied to writing in any discipline.
Prerequisite: WRTG 109 or equivalent skill  • Fall, Spring

WRTG 225 Organizational Communications  3 sem. hrs.
Bestseller titles continue to emphasize the importance in business of effective communication. This
course allows students to practice the many different forms of writing and presentation involved in
applying for a job and in performing it, while also exploring topics of professional ethics along the way.
Not open to first-year students.
Prerequisite: WRTG 109 or equivalent skill  • Fall, Spring

WRTG 305 Grant Writing  3 sem. hrs.
Hospitals, universities, and many other nonprofit organizations all depend upon raising funds through
grants. The ability to develop successful proposals is thus a skill much in demand. This course
emphasizes the practical application of research and composition skills in real-life situations, providing
students the training to become successful grant writers.
• Spring 2015

WRTG 315 Technical Writing for the Web  3 sem. hrs.
The Internet offers a frontier for innovative forms of communication. Students will learn how to apply
their technical communication skills to specific online environments, gaining practice in creating a
variety of texts. Students will collaborate in a workshop setting and explore communication styles across
a variety of cultural contexts.
Prerequisite: WRTG 225 or permission of instructor; not open to first-year students  • Spring 2016

WRTG 328 Creative Writing Workshop: Poetry  3 sem. hrs.
Using the workshop approach, student writing becomes the text. The instructor is open to suggestions for
assignments and other course content.
Prerequisite: WRTG 128 or approval of instructor  • Fall 2015

WRTG 329 Creative Writing Workshop: Fiction  3 sem. hrs.
Fiction, according to John Gardner, is “a vivid and continuous dream.” Students will strive to follow that
ideal in writing short stories while also reading the work of notable fiction writers, including Alice
Munro, Louise Erdrich, and William Faulkner. Students will participate in a workshop format, and each
student will submit two manuscripts to literary magazines.
Prerequisite: WRTG 128  • Spring 2017

WRTG 330 Creative Writing Workshop: NonFiction  3 sem. hrs.
A wonderful boom is occurring in nonfiction literature, and this course offers students the opportunity to
add their own voices to the mix by making student writing the primary text for the course. Using the
workshop format to develop their writing, students will read, write, and conduct research in the
nonfiction genre and prepare works to send out for publication.
Prerequisite: WRTG 128  • Spring 2016
WRTG 335 Introduction to Linguistics 3 sem. hrs.
Students will explore the nature of language, the origins and evolution of language, the history of the Indo-European languages, including English, the varieties of language as expressions of culture, the acquisition of language by children, language and gender, language and ethnicity, bilingualism, and other topics.
Prerequisite: WRTG 109 or equivalent skill

WRTG 336 Modern Grammar 3 sem. hrs.
Modern Grammar offers students an "under-the-hood" view of the workings of language, with a focus on structure, style, and function. In this course, students will learn how to take sentences apart and put them back together in order to see how they work, how to rearrange sentence parts in order to make them more elegant and clear, and, yes, when to use “who” and “whom.”
Prerequisite: WRTG 109 or equivalent skill

WRTG 420 Composition Seminar/Practicum 4 sem. hrs.
This seminar introduces students to the history of composition theory and the latest, most cutting-edge ideas in the field. Students will study and practice advanced essay writing, applied criticism, and editing, connecting recent composition and rhetoric theory to specific instances of invention, structure, revision, and style.
Prerequisite: WRTG 109 or equivalent

WRTG 460 Senior Seminar 3 sem. hrs.
Senior Seminar provides the culminating capstone experience for all writing majors. Students will prepare for entry into the writing marketplace or graduate school, work to understand the historical and critical context of the genre in which they are writing, and prepare a manuscript or collection of works for publication.
Prerequisite: Intended for last-semester writing majors

WRTG 175, 275, 375, 475 Independent Study 3 sem. hrs.
By arrangement with instructor only. Students will undertake extensive guided research or writing projects.
With departmental approval

WRTG 490 Careers/Internship 3 sem. hrs.
Working in collaboration with faculty, students will explore their career interests, refine writing skills tailored to professional success in graduate school or the marketplace, and engage in either on-campus or off-campus work environments. Internship placement may be local or performed at a distance, including participation in programs such as Chicago Semester.
With departmental approval

WRTG 19IS Advanced Briar Cliff Review 1 sem. hr.
Upper-level students will read and evaluate manuscripts for a nationally-acclaimed literary magazine.

WRTG 011M: Writing the Hills 1 sem. hr.
This special one-credit-hour course offers an intense, experiential, week-long field investigation into the ecology and history of the Loess Hills region in which Briar Cliff University is situated. Students will explore the unique Loess Hills landscape through selected reading and writing but also field trips into the surrounding area.

Prerequisite: WRTG 109 or equivalent skill

Spring 2015

Spring 2016

Fall
## Board of Trustees

<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Position</th>
</tr>
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<tbody>
<tr>
<td>Bailey Aalfs</td>
<td>Retired CEO, Sabre Communications</td>
</tr>
<tr>
<td>Ken Beaulieu</td>
<td>Principal, AC &amp; R Specialists</td>
</tr>
<tr>
<td>Eric Bertness</td>
<td>Retired CEO, Phillips Kiln Services, LTD</td>
</tr>
<tr>
<td>Tim Brown</td>
<td>Vice President, Brown Wegher Construction</td>
</tr>
<tr>
<td>Rose Chicoine</td>
<td>Manager, Ahlers Clocks</td>
</tr>
<tr>
<td>Sister Marie Cigrand</td>
<td>Vice President, Sisters of Saint Francis of Dubuque</td>
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<tr>
<td>Margaret Dolan, M.D.</td>
<td>Retired Physician and Medical Educator</td>
</tr>
<tr>
<td>Deborah Durham</td>
<td>Director, Iowa Economic Development Authority</td>
</tr>
<tr>
<td>Rev. Michael Erpelding</td>
<td>Pastor, St. Joseph and St. Boniface Churches</td>
</tr>
<tr>
<td>Sister Jeanette Homan</td>
<td>Director of Faith Formation, LeMars Area Catholic Cluster</td>
</tr>
<tr>
<td>James Jensen</td>
<td>CEO, Great West Casualty Company</td>
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<tr>
<td>Sister Cathy Katoski</td>
<td>Chairperson, President, Sisters of Saint Francis of Dubuque</td>
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<tr>
<td>Rosalynd Koob</td>
<td>Partner / Attorney, Heidman Law Firm</td>
</tr>
<tr>
<td>Jameley Levich</td>
<td>Community Leader</td>
</tr>
<tr>
<td>Joseph Liewer, M.D.</td>
<td>Medical Director and Staff Emergency Physician, Sioux City Mercy Medical Center</td>
</tr>
<tr>
<td>Most Reverend R. Walker Nickless</td>
<td>Bishop, Diocese of Sioux City</td>
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<tr>
<td>Beth Noel</td>
<td>Community Leader</td>
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<td>Virginia Peterson</td>
<td>Community Leader</td>
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<tr>
<td>Jim Roth</td>
<td>Medicare Marketing Representative, UCare</td>
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<tr>
<td>David Simmons</td>
<td>Director of Fellowships and Advancement, Equal Justice Works</td>
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<tr>
<td>Sister Marge Staudt</td>
<td>Former Vice President, Sisters of Saint Francis of Dubuque</td>
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<tr>
<td>Patrick M. Walsh, M.D.</td>
<td>Siouxland Urology Associates, P.C.</td>
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<tr>
<td>Beverly Wharton</td>
<td>President, Briar Cliff University</td>
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<tr>
<td>Chic Wolfe</td>
<td>President, Office Systems Company</td>
</tr>
<tr>
<td>Charese Yanney</td>
<td>Partner, Guarantee Roofing, Siding and Insulation Company</td>
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## Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Years</th>
<th>Education</th>
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</thead>
<tbody>
<tr>
<td><strong>Jason Adams (2012)</strong></td>
<td>Assistant Professor of Biology</td>
<td></td>
<td>B.S., Ph.D., Brigham Young University</td>
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<tr>
<td></td>
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<td></td>
<td>D.C., Palmer College of Chiropractic</td>
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<td>M.S., Boise State University</td>
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<tr>
<td><strong>Ryan Allen (2011)</strong></td>
<td>Assistant Professor of English/Writing</td>
<td></td>
<td>B.A., Western Kentucky University</td>
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<td></td>
<td></td>
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<td>M.A., Ph.D., University of South Dakota</td>
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<tr>
<td><strong>Jeffrey Baldus (2009)</strong></td>
<td>Associate Professor of Art</td>
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<td>B.A., Briar Cliff College</td>
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<td>M.F.A., University of South Dakota</td>
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<tr>
<td><strong>Susan Beidler (2014)</strong></td>
<td>Associate Professor of Nursing</td>
<td></td>
<td>B.S., Albright College</td>
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<td>M.S.N., M.B.E., Ph.D., University of Pennsylvania</td>
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<tr>
<td><strong>Stephanie Bell (2008)</strong></td>
<td>Associate Professor of Psychology</td>
<td></td>
<td>B.A., Nebraska Wesleyan University</td>
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<td></td>
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<td>M.A., Ph.D., University of Nebraska-Lincoln</td>
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<tr>
<td><strong>Kenneth Berg (1993)</strong></td>
<td>Associate Professor of Education</td>
<td></td>
<td>B.S., M.S., Mankato State College</td>
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<td></td>
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<td>Ed.D., University of Minnesota</td>
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<tr>
<td><strong>Wendy Brame (2010)</strong></td>
<td>Associate Professor of Criminal Justice</td>
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<td>B.S., Brigham Young University</td>
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<td>J.D., University of Kansas</td>
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<td>M.S., Ph.D., Oklahoma State University</td>
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<tr>
<td><strong>Stephen Brown (2003)</strong></td>
<td>Professor of Philosophy</td>
<td></td>
<td>B.A., University of Texas-Austin</td>
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<td>M.A., Ph.D., University of Oklahoma</td>
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<tr>
<td><strong>Theodore A. Bryan (1999)</strong></td>
<td>Associate Professor of Chemistry</td>
<td></td>
<td>B.S., Truman State University</td>
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<td>Ph.D., University of Arkansas</td>
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<tr>
<td><strong>Philip E. Burian (2014)</strong></td>
<td>Professor of Business Administration</td>
<td></td>
<td>B.S., Chapman University</td>
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<td>M.A., Webster University</td>
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<td>D.M., Colorado Technical University</td>
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<tr>
<td><strong>Sean Burton (2007)</strong></td>
<td>Associate Professor of Music</td>
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<td>B.M., The Hartt School of Music</td>
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<td>M.M., Boston University</td>
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<td>D.M.A., University of Nebraska-Lincoln</td>
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<tr>
<td><strong>Candice Coffin (1988)</strong></td>
<td>Professor of Biology</td>
<td></td>
<td>B.A., Loretto Heights College</td>
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<td>Ph.D., Arizona State University</td>
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<tr>
<td><strong>Barbara Condon (2003)</strong></td>
<td>Professor of Nursing</td>
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<td>B.S.N., Morningside College</td>
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<td>M.S.N., Ph.D., South Dakota State University</td>
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<td><strong>Kristen Crabtree-Groff (2012)</strong></td>
<td>Associate Professor of Education</td>
<td></td>
<td>B.A., Coe College</td>
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<td>M.S., Ed.S., Ed.D., Drake University</td>
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<tr>
<td><strong>Heather Craig-Oldsen (2004)</strong></td>
<td>Professor of Social Work</td>
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<td>B.A., Nebraska Wesleyan University</td>
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<td>M.S.W., University of Nebraska</td>
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<tr>
<td><strong>Patrick Cross (2013)</strong></td>
<td>Professor of Physical Therapy</td>
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<td>B.S., Truman State University</td>
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<td>D.P.T., Creighton University</td>
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<tr>
<td><strong>Michael Crowley (1989)</strong></td>
<td>Associate Professor of Mass Communications</td>
<td></td>
<td>B.S., California State University, Sacramento</td>
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<td></td>
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<td>M.A., Ball State University</td>
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<tr>
<td><strong>Patricia Currans-Sheehan (1986)</strong></td>
<td>Professor of English and Writing</td>
<td></td>
<td>B.A., Briar Cliff College</td>
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<td>M.A., Ph.D., University of South Dakota</td>
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<tr>
<td><strong>Sister Mary Day, O.S.F. (1977)</strong></td>
<td>Associate Professor of Music</td>
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<td>B.M., Briar Cliff College</td>
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<td>M.A., D.M.A., University of Iowa</td>
</tr>
</tbody>
</table>
Marilyn Eastman (2007)
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B.S., University of South Dakota
M.F.A., University of South Florida
Emeritus Faculty

John Cordoue (1975)
Professor of Social Work
B.S., St. Joseph’s University (PA)
M.A., St. Louis University
Ph.D., Catholic University of America
M.S.W., University of Iowa

Sister Michaela Galles, O.S.F. (1992)
Associate Professor of Theology
B.S., Briar Cliff College
M.S., M.A., University of Notre Dame

Sister Edith Gottsacker, O.S.F. (1963)
Professor of History
B.A., Briar Cliff University
M.A., The Catholic University of America
Ph.D., Georgetown University

Mr. Phillip Hey (1969)
Professor of English & Writing
B.A., Monmouth College
M.F.A., University of Iowa

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B.A., Briar Cliff College
M.A., Fordham University
M.S.W., University of Iowa

Carolyn Leman (1982)
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B.S.N., DePauw University
M.S., University of Oklahoma
Ph.D., University of Nebraska

Mary Ann Lonergan (1965)
Assistant Professor of Art
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Ph.D., University of Iowa

J. Stephen Munzinger (1978)
Associate Professor of Biology
A.B., Gettysburg College
M.S., Ph.D., Ohio State University

Robert Olson (1981)
Professor of Biology
B.S., College of Great Falls
M.S., University of North Dakota
Ph.D., University of Minnesota

Thomas Padgett (1967)
Professor of Psychology
A.B., Albion College
M.A., Miami University, Ohio
Ph.D., University of South Dakota

James Redmond (1977)
Professor of English
B.A., Lewis University
M.A., Ph.D., Purdue University

Sister Mary Arnold Staudt, O.S.F. (1979)
Assistant Professor of Music
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M.A., University of Iowa

Judith Lynch Welu (1963)
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Ed.D., University of South Dakota

William J. Welu (1966)
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