

COLLEGE OF GLOBAL BUSINESS
AND PROFESSIONAL STUDIES
BEHAVIORAL SCIENCES
BIOLOGICAL AND PHYSICAL SCIENCES
COMMUNICATION DISORDERS
AND DEAF EDUCATION
EDUCATION/SPECIAL EDUCATION

FONTBONNE UNIVERSITY



Undergraduate & Graduate Catalog 2009–2011

ENGLISH AND COMMUNICATION
FINE ARTS
HISTORY, PHILOSOPHY, AND RELIGION
HUMAN ENVIRONMENTAL SCIENCES
INTERDISCIPLINARY STUDIES
MATHEMATICS AND
COMPUTER SCIENCE



FONTBONNE UNIVERSITY

A Catholic University sponsored by
The Sisters of St. Joseph of Carondelet, St. Louis Province

—THE SEAL—

The Fontbonne seal contains elements that deal with the University and with the history of the Sisters of St. Joseph of Carondelet, Fontbonne's sponsoring body. The fleur-de-lis, a French word for lily, is the symbol of the French royal family. In the Fontbonne seal, the fleur-de-lis symbolizes the French origin of the Sisters of St. Joseph, founded in France in 1650. The six fleurs-de-lis in the seal represent the first six Sisters who came to the United States in 1836. The lily is also the signature of St. Joseph, spouse of the Virgin Mary, foster father of Jesus, and patron saint of the Sisters of St. Joseph. The Latin words, "Virtus et Scientia," indicate the nature of Fontbonne's mission and can be translated as "virtue and knowledge," "valor and erudition," "religion and scholarship."

6800 Wydown Boulevard
St. Louis, Missouri 63105-3098
314.862.3456
www.fontbonne.edu

NOTICE OF NON-DISCRIMINATION

Fontbonne University does not discriminate on the basis of race, color, religion, age, gender, gender orientation, national or ethnic origin, or disability in employment or in the administration of its educational policies, admission policies, scholarship and loan programs, athletic and other school-administered programs. Furthermore, Fontbonne University prohibits retaliation against anyone who either opposes unlawful discrimination, assists or participates in an investigation of a complaint of discrimination, or exercises his or her rights under any law that forbids employment discrimination.

The Fontbonne University coordinator for Title IX and Section 504 of the Rehabilitation Act of 1973 and the EEO coordinator for other laws and regulations prohibiting discrimination:

Vice President for Finance and Administration
Fontbonne University
6800 Wydown Boulevard
St. Louis, MO 63105-3098
Phone: 314.719.8007
Fax: 314.719.8023

If the allegations of discrimination or retaliation allege involvement of the Vice President for Finance and Administration, the notification of the complaint shall be made to the Executive Vice-President of Strategy and Operations. The University will thoroughly and promptly investigate all complaints and take corrective or disciplinary action when appropriate.

Fontbonne University complies with the Family Educational Rights and Privacy Act of 1974, Public Law 93-380 as amended.

FERPA (The Family Educational Rights and Privacy Act)

The Family Educational Rights and Privacy Act (FERPA), also known as the Buckley Amendment, is a federal regulation that protects the privacy of student education records. It applies to all schools that receive funds from the U.S. Department of Education.

In accordance with the Family Rights and Privacy Act, certain information designated as “directory information” may be released without the prior consent of a student, unless the student has forbidden its disclosure in writing by completing a Request to Withhold Release of Directory Information form available in the Registrar’s Office. This form must be turned in to the Registrar within two (2) weeks of the start of the semester. It will stay in effect until the fall term of the next academic year. The university will assume that a student does not object to the release of directory information unless the student files this written notification.

A complete listing of directory information items is included in the FERPA policy which is posted on the Fontbonne website at

**[http://www.fontbonne.edu/academics/
registrar/ferpa.htm](http://www.fontbonne.edu/academics/registrar/ferpa.htm)**

Students should read the FERPA policy to know their rights and responsibilities as they pertain to their education records. Questions should be directed to the office of the Registrar.

GENERAL NOTICE

This catalog represents information about Fontbonne University at the time of publication. Fontbonne reserves the right to change any statement in this catalog, including but not limited to finances and academic policies, regulations, requirements, and programs, and to determine the effective date of such changes without prior notice.

The catalog should not be construed as the basis of a contract between the student and the institution.



Dear Students,

On behalf of the entire academic community, it is my pleasure to welcome you to Fontbonne University.

Down through the ages, it is clear that those who choose to engage in higher education have the opportunity to actualize their potential and to prepare themselves to live lives of transformation.

You have made such a choice and for this I commend you. Therefore, while you are at Fontbonne, I encourage you to take full advantage of the outstanding academic programs, the wisdom of the faculty and staff, the values of the Sisters of St. Joseph of Carondelet, as well as the friendships and networking with your classmates and others.

At Fontbonne, you will engage in an educational philosophy that can be summed up in four words, “Learn More. Be More.®” While on campus, you will also learn not only how to earn a living but how to live a life, which is ultimately more important. Such engagement and learning can change your life forever.

In closing, I welcome you to Fontbonne University and I wish you well as you actualize your potential so that you can become a transformational leader for a world in need.

Very sincerely,

A handwritten signature in black ink that reads "Denny Golden". The signature is written in a cursive, flowing style.

Dennis C. Golden
President

ACCREDITATION

Fontbonne University is accredited by:

THE HIGHER LEARNING COMMISSION

*A Commission of the North Central Association
of Colleges and Schools*

Fontbonne University is a member of the:

North Central Association
30 North LaSalle Street
Suite 2400
Chicago, Illinois 60602-2504
800.621.7440

The Teacher Education Unit is accredited by:

THE MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION (DESE)

P.O. Box 480
Jefferson City, Missouri 65102-0480
573.751.4212

The National Council for Accreditation of Teacher Education (NCATE)

2010 Massachusetts Avenue, NW
Suite 500
Washington, DC 20036-1023
202.466.7496

*This accreditation covers initial teacher preparation programs
and advanced educator preparation programs. NCATE is rec-
ognized by the U.S. Department of Education and the Council
for Higher Education Accreditation to accredit programs
for the preparation of teachers and other professional school
personnel.*

The Graduate Program in Speech-Language Pathology is accredited by:

The Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Associa- tion (ASHA)

10801 Rockville Pike
Rockville, Maryland 20852
800.638.8255

The Deaf Education Program is approved by:

THE COUNCIL ON THE EDUCATION OF THE DEAF (CED), DEPARTMENT OF EDUCATION, GALLAUDET UNIVERSITY

800 Florida Avenue, NE
Washington, DC 20002
201.651.5530

The Didactic Program in Dietetics holds initial accreditation by:

The Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association

120 South Riverside Plaza
Suite 2000
Chicago, Illinois 60606-6995
312.889.5400

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FALL SEMESTER 2009

August 7	Friday	1st 8-week Friday evening courses begin
August 8	Saturday	1st 8-week Saturday courses begin
August 15	Saturday	15-week Saturday courses begin
August 17	Monday	Final Registration 4:00–5:30 pm
August 19	Wednesday	All other fall semester courses begin (day, evening, online)
August 20	Thursday	1st 8-week Thursday evening courses begin
August 25	Tuesday	1st 8-week Tuesday evening courses begin; Evening Convocation, 7:00 pm
August 26	Wednesday	Convocation Day
Sept 4, 5	Fri., Sat.	Labor Day Weekend: Friday evening and Saturday courses will not meet
September 7	Monday	Labor Day: Day and evening courses will not meet; offices closed
October 9	Friday	Academic Study Day: day courses will not meet; evening courses will meet; Faculty Workshop; 2nd 8-week Friday evening courses begin
October 12	Monday	2nd 8-week Monday evening courses begin
October 14	Wednesday	Mid-semester; 2nd 8-week Wednesday evening courses begin
October 15	Thursday	2nd 8-week Thursday evening courses begin
October 20	Tuesday	2nd 8-week Tuesday evening courses begin
November 2–6	M, T, W, R, F	Advising week
November 9–13	M, T, W, R, F	Early Registration-online; clearance by advisor required
November 25–28	W, R, F, S	Thanksgiving Break: Campus is closed
December 1	Tuesday	Last class day for day courses
December 2	Wednesday	Reading day; day classes will not meet; evening classes will meet
December 3, 4, 7, 8	R, F, M, T	Exam days
December 4	Friday	Last class day for Friday evening courses
December 5	Saturday	Last class day for Saturday courses
December 6	Sunday	Graduation Mass 7:00 pm
December 10	Thursday	Last class day for all evening courses
December 11	Friday	Grades for graduating students due by 10:00am; Commencement 7:30 pm
December 14	Monday	All grades due by 10:00 am

SPRING SEMESTER 2010

January 8	Friday	1st 8-week Friday evening courses begin
January 9	Saturday	1st 8-week Saturday courses begin
January 11	Monday	Final Registration 4:00–5:30 pm
January 13	Wednesday	All other spring semester courses begin (day, evening, online)
January 14	Thursday	1st 8-week Thursday evening courses begin
January 15	Friday	Dr. Martin Luther King, Jr. Celebration 12:00 noon; Commencement 7:30 pm (if December 2009 commencement was postponed due to inclement weather)
January 16	Saturday	15-week Saturday courses begin
January 18	Monday	Dr. Martin Luther King, Jr. Holiday: No classes will meet; offices closed
January 19	Tuesday	1st 8-week Tuesday evening courses begin
February 17	Wednesday	Ash Wednesday Mass, 12:00 noon
March 1	Monday	2nd 8-week Monday evening courses begin
March 3	Wednesday	Mid-semester
March 5	Friday	2nd 8-week Friday evening courses begin
March 6	Saturday	2nd 8-week Saturday courses begin
March 11	Thursday	2nd 8-week Thursday evening courses begin
March 15 - 20	M, T, W, R, F, S	Spring Break; No classes will meet
March 23	Tuesday	2nd 8-week Tuesday evening courses begin
March 24	Wednesday	2nd 8-week Wednesday evening courses begin
April 1, 2, 3	R, F, S	Easter Break: No classes will meet; offices closed
April 5–9	M, T, W, R, F	Advising Week
April 12–16	M, T, W, R, F	Early registration—online; clearance by advisor required
April 30	Friday	Honors Convocation
May 7	Friday	Last class day for day courses and Friday evening courses
May 8	Saturday	Last class day for Saturday courses
May 10–13	M, T, W, R	Exam days
May 13	Thursday	Last class day for all evening courses
May 14	Friday	Grades for graduating students due by 10:00 am; Graduation Mass, 7:00 pm
May 15	Saturday	Commencement 10:30 am
May 17	Monday	All grades due by 10:00 am

OPTIONS students follow the OPTIONS calendar

FALL SEMESTER 2010

August 13	Friday	1st 8-week Friday evening courses begin
August 14	Saturday	1st 8-week Saturday courses begin
August 18	Wednesday	1st 8-week Wednesday evening courses begin
August 19	Thursday	1st 8-week Thursday evening courses begin; Final Registration 4:00-5:30 pm
August 21	Saturday	15-week Saturday courses begin
August 23	Monday	All other fall semester courses begin (day, evening, online)
		1st 8-week Monday evening courses begin
August 24	Tuesday	1st 8-week Tuesday evening courses begin
September 1	Wednesday	Convocation Day
September 3, 4	Fri., Sat.	Labor Day Weekend: Friday evening and Saturday courses will not meet
September 6	Monday	Labor Day: Day and evening courses will not meet; offices closed
October 8	Friday	Academic Study Day: day courses will not meet; evening courses will meet; Faculty Workshop
October 11	Monday	Mid-semester
October 13	Wednesday	2nd 8-week Wednesday evening courses begin
October 14	Thursday	2nd 8-week Thursday evening courses begin
October 15	Friday	2nd 8-week Friday evening courses begin
October 16	Saturday	2nd 8-week Saturday courses begin
October 19	Tuesday	2nd 8-week Tuesday evening courses begin
October 25	Monday	2nd 8-week Monday evening courses begin
November 1-5	M,T,W,R,F	Advising week
November 8-12	M,T,W,R,F	Early registration – online; clearance by advisor required
November 24-27	W,R,F,S	Thanksgiving Break: Campus is closed
December 6	Monday	Last class day for day courses
December 7	Tuesday	Reading day; day class will not meet; evening classes will meet; Last day for Tuesday evening courses
December 8,9,10,13	W,R,F,M	Exam days
December 8	Wednesday	Feast of Immaculate Conception, Mass 12:00 noon
December 10	Friday	Last day for Friday evening courses
December 11	Saturday	Last class day for Saturday courses
December 12	Sunday	Graduation Mass 7:00 pm
December 13	Monday	Last class day for all evening courses
December 15	Wednesday	Grades for graduating students due by 10:00 am
December 17	Friday	Commencement 7:30 pm
December 20	Monday	All grades due by 10:00 am

SPRING SEMESTER 2011

January 13	Thursday	1st 8-week Thursday evening courses begin
		Final Registration 4:00 – 5:30 pm
January 14	Friday	1st 8-week Friday evening courses begin
January 15	Saturday	1st 8-week Saturday courses begin
January 17	Monday	Dr. Martin Luther King, Jr. Holiday: No classes will meet; offices closed
January 18	Tuesday	All other spring semester courses begin (day, evening, online)
		1st 8-week Tuesday evening courses begin
January 19	Wednesday	1st 8-week Wednesday evening courses begin
January 21	Friday	Dr. Martin Luther King, Jr. Celebration 12:00 noon (Commencement 7:30 pm if December 2010 commencement was postponed due to inclement weather)
January 22	Saturday	15-week Saturday courses begin
January 24	Monday	1st 8-week Monday evening courses begin
March 9	Wednesday	Ash Wednesday
March 10	Thursday	2nd 8-week Thursday evening courses begin
March 11	Friday	2nd 8-week Friday evening courses begin
March 12	Saturday	2nd 8-week Saturday courses begin
March 14	Monday	Mid-semester
March 15	Tuesday	2nd 8-week Tuesday evening courses begin
March 16	Wednesday	2nd 8-week Wednesday evening courses begin
March 21-26	M,T,W,R,F,S	Spring Break; No classes will meet
March 28	Monday	2nd 8-week Monday evening courses begin
April 4-8	M,T,W,R,F	Advising week
April 11-15	M,T,W,R,F	Early registration – online; clearance by advisor required
April 21-23	R,F,S	Easter Break: No classes will meet
April 29	Friday	Honors Convocation
May 9	Monday	Last class day for day courses
May 10	Tuesday	Reading day; Last class day for Tuesday evening courses
May 11,12,13,16	W,R,F,M	Exam days
May 13	Friday	Last class day for Friday evening courses
May 14	Saturday	Last class day for Saturday courses
May 16	Monday	Last class day for all evening courses
May 18	Wednesday	Grades for graduating students due by 10:00 am
May 20	Friday	Graduation Mass 7:00 pm
May 21	Saturday	Commencement 10:30 am
May 23	Monday	All grades due by 10:00 am

OPTIONS students follow the OPTIONS calendar



ABOUT FONTBONNE UNIVERSITY



Mission

MISSION

Fontbonne University, a Catholic coeducational institution of higher learning sponsored by the Sisters of St. Joseph of Carondelet, is rooted in the Judeo-Christian tradition. The university is dedicated to the discovery, understanding, preservation, and dissemination of truth. Undergraduate and graduate programs are offered in an atmosphere characterized by a commitment to open communication, personal concern, and diversity. Fontbonne University seeks to educate students to think critically, to act ethically, and to assume responsibility as citizens and leaders.

VISION

Fontbonne University aspires to be acknowledged as one of the nation's premier Catholic universities, educating leaders to serve a world in need.

We will:

- Be known for a synthesis of liberal and professional education that promotes life-long learning and that enables students to see themselves as part of a diverse and changing world.
- Work together to develop academic programs and educational opportunities that reflect high standards, interdisciplinary thought, and integrated understanding.
- Continue to promote thoughtful experiential and service learning, bridging the gap between theory and practice by taking the student beyond the university walls.
- Build or strengthen alliances with individuals and organizations that are bringing about positive changes in the global community.
- Graduate students who will be distinguished by their appreciation of learning and the arts, their social conscience, and their ability to reflect, communicate, and act.

VALUES

Fontbonne University honors the values and heritage of the Sisters of St. Joseph of Carondelet by fostering excellence, integrity, respect, diversity, community, justice, service, faith, and Catholic identity.

COMMITMENT

Fontbonne University is committed to:

- Achieving academic and educational excellence.
- Advancing historical remembrance, critical reflection, and moral resolve.
- Promoting dialogue among diverse communities.
- Demonstrating care and respect for each member of the community.
- Serving the larger community.
- Preparing individuals to be an ethical and responsible presence to the world.

CATHOLIC IDENTITY STATEMENT

Fontbonne affirms its identity as a Catholic university. Sponsored by the Sisters of St. Joseph of Carondelet, it is founded on the beliefs that all creation reveals God, that the ministry of Jesus began a process of redemption that extends to this day, and that the Holy Spirit continues to impart grace through the daily experiences of women and men. Among the many signs of God's grace are teaching and learning, which at Fontbonne are pursued by people sharing a variety of religious beliefs and an understanding of the importance of education.

"Catholic" means "universal" and "throughout the whole," like leaven permeating bread. The permeating quality of Fontbonne is our commitment to know, to love, and to serve the truth that unites faith and reason, nature and grace, the human and the divine. The desire for a greater understanding of creation and its Creator is one of the most profound expressions of human dignity. In this sense, to learn is to augment one's capacity for love so that the thoughtful and loving acts of an educated person are a witness to the transformation of the world that began with the Resurrection and continues with the enlivening of humanity. What makes us truly human helps to unite us with the divine as we seek to understand, love, and serve God and neighbor without distinction.

The permeating and universal nature of Catholicism gives rise to the mission and vision of this university. Because Fontbonne is Catholic, we embrace openness and inclusiveness. Because Fontbonne is Catholic, we pursue educational excellence. And because Fontbonne is Catholic, we seek to recognize the presence of God in all creation and to participate in the continuing transformation of ourselves and a world in need.

DIVERSITY STATEMENT

Fontbonne University maintains a strong commitment to diversity to increase the number of faculty, staff, and students from all backgrounds. Every person, regardless of race, color, creed, national origin, gender, sexual orientation, age, or disability shall be treated with respect and dignity.

Therefore, Fontbonne University will strive to:

- Create a learning environment that promotes, nurtures, and supports the understanding, recognition, and appreciation of contributions to society made by diverse individuals and groups.
- Increase recruitment and retention of diverse students, faculty, and staff.
- Promote and foster effective communication and interaction among diverse populations.

An Institution of Higher Learning

HISTORY

Fontbonne University derives its name from Mother St. John Fontbonne, refounder of the Sisters of St. Joseph after the French Revolution, who, in 1836, sent six sisters from France to open a mission at Carondelet in St. Louis, Missouri. In 1917, the state of Missouri granted a charter for a liberal arts college to the Sisters of St. Joseph of Carondelet, St. Louis Province. A college for women was the inspiration of Sister Agnes Gonzaga Ryan, CSJ, the superior general who initiated the purchase of the land at the corner of Wydown and Big Bend Boulevards in 1907 and 1908. College classes began at the Carondelet Motherhouse in 1923 with nine students and nine faculty. Ground breaking at the present site took place in April 1924; 44 students moved to the new campus in 1925. The original campus comprised five buildings: Ryan Hall, the Fine Arts and Science buildings, the gymnasium, and the powerhouse. Additional buildings and ongoing interior and exterior modifications to the buildings preserve the classic style of the original campus. The original Fine Arts building is now referred to as the East building and houses academic departments, classrooms, and the newly developed Center for Teacher Therapist Education (CTTE). The former Southwest Hall has been totally renovated for the Fine Arts Center.

Founded as a college for women, Fontbonne evolved into a coeducational institution, admitting male students to all degree programs in 1974. The college provided undergraduate degree programs until 1975, when the first master's degree in communication disorders received approval. Since then, Fontbonne has developed additional bachelor's and master's degrees and degree programs in traditional and accelerated formats for both traditional-age and adult students. In 2007 Fontbonne was approved to offer its first online master's degree program.

Fontbonne College officially became Fontbonne University on March 14, 2002.

CAMPUS/OFF-CAMPUS SITES

Situated in a residential section of Clayton, Missouri, the 16-acre main campus makes an attractive addition to the area. Red Missouri granite, trimmed with Bedford stone, enhances the majority of the ten campus buildings.

In addition to the main campus in Clayton, off-campus sites are located in downtown St. Louis, Brentwood, Chesterfield, Fenton, and North, South and West St. Louis County, providing access to Fontbonne's programs for a diverse population of learners.

A LEARNING ENVIRONMENT

Fontbonne University is a vibrant academic community dedicated to educating all students holistically. In an atmosphere committed to excellence, students are challenged to think critically, act ethically, and communicate effectively both in and out of the classroom by faculty who are both scholars and mentors. Graduates of Fontbonne are well-equipped to play a leadership role in meeting the challenges of a global society.

Traditional, transfer, and adult students all have a home at Fontbonne. The university offers dozens of undergraduate degree programs in face-to-face settings, graduate degree programs in face-to-face settings, and in an online format. The OPTIONS program attracts working adults who are interested in completing their degrees through an accelerated evening or weekend format. Regardless of their choice of major or degree, students at Fontbonne are part of a caring community.

Students are offered the opportunity to learn outside the classroom as well. Study abroad opportunities in Europe and Asia are available during the semester, for the summer, or over spring break. Service learning trips are scheduled at both national and international sites. Students participate in groundbreaking research, help to set up language screening programs in Central America, work in classrooms in England, and complete practicums and internships at sites throughout the metropolitan area.

The pristine main campus, in the heart of Clayton, is in close proximity to the many attractions of Forest Park, downtown St. Louis, cultural venues, educational and health care institutions, and businesses, all of which play a vital role in a Fontbonne education.

THE DEDICATED SEMESTER

Fontbonne University offers the dedicated semester, a unique academic adventure that allows the university as a whole — students, faculty, staff, alumni — to explore a single theme during a semester. The first dedicated semester began in 2007 with the theme of "Judaism and Its Cultures." The fall 2008 semester was dedicated to the theme of "The Eight United Nations Millennium Goals," the fall 2009 semester is dedicated to "Immigrant Experiences," and the fall 2010 semester will focus on African American culture. This initiative encourages the exploration of a theme through a wide selection of courses, guest speakers, films, panels, and events, bringing the entire campus together as a learning community.

THE LIBRARY

The library provides materials and resources to support literature searches, instructional assistance which complements the curriculum, and attractive and comfortable spaces for reading and research. Library resources are focused on student learning and faculty teaching.

Fontbonne subscribes to hundreds of journals and magazines in paper format and several newspapers of local and national interest. Nearly 30,000 unique journal titles are available in full-text through the library's many subscription databases, including JSTOR, Business Source, Academic Source, and PsycARTICLES. Over 80,000 items are available in the library, including books, audiovisual materials, curriculum resources, and juvenile collections. These are supplemented by more than 8,000 electronic books and online reference databases. Through Fontbonne's membership in MOBIUS, the Missouri academic library consortium, Fontbonne students have access to millions of books, which can be delivered to Fontbonne within a few days.

Faculty librarians teach a course on Information Navigation and Evaluation for credit and provide library instruction sessions for other classes upon request. Librarians are actively involved in demonstrating the use of library resources to both groups and individuals.

The Information Commons area includes 42 student-access computers, as well as printing and scanning capabilities. Additional computers are available in other parts of the library and laptops can be checked out for use in the library. All library computers offer access to subscription databases, the Internet and Microsoft Office software, as well as friendly assistance in using them. The library also houses individual and group study rooms and tables, a video viewing room, meeting rooms, and lounge areas.

THE CENTER FOR EXCELLENCE IN TEACHING AND LEARNING

Because the focus of the Fontbonne academic community is on the student as learner, our faculty members must address the learning styles of each student. The Center for Excellence in Teaching and Learning seeks to foster an academic community where teaching is valued. The Center provides programs and resources devoted to helping instructors make their course content timely and relevant to their students.

THE KINKEL CENTER FOR ACADEMIC RESOURCES

The Kinkel Center for Academic Resources, located on the second floor of the library, provides academic support for both undergraduate and graduate Fontbonne students. Tutorial assistance is available at no cost in reading, writing, English, and math. Depending upon availability, tutors offer instruction in other subjects, also at no cost.

AMERICANS WITH DISABILITIES ACT (ADA)

Any student seeking academic accommodations under the Americans with Disabilities Act (ADA) must schedule an appointment with the Director of the Kinkel Center to request specific accommodations; provide appropriate and verifiable documentation of the specific disabilities for which accommodations are requested; submit a request for accommodations in a timely fashion, usually at least 48 hours before the accommodation is needed. Depending on the disability and the accommodation requested, timely notification may be four to six weeks prior to the semester in which the accommodation is needed.

Programs Offered

BACHELOR'S DEGREES OFFERED: Bachelor of Arts (BA); Bachelor of Business Administration (BBA) [OPTIONS]; Bachelor of Fine Arts (BFA); Bachelor of Science (BS)

BACHELOR'S DEGREE PROGRAMS

Advertising (BA)
Applied mathematics (BS)
Art (BA)
Biology (BS)
Business administration (BS)
Business administration (BBA) [OPTIONS]
Communication studies (BA)
Computer science (BS)
Contemporary studies (BA) [OPTIONS]
Corporate communications (BA) [OPTIONS]
Deaf education (BA)
Dietetics (BS)
Early childhood (BS)
Elementary education (BA)
English (BA)
Family and consumer sciences (BS)
Fashion merchandising (BS)
Fine arts (BFA)
General studies (BA)
Global studies (pending approval late spring 2009)
History (BA)
Human services (BA)
Management information systems (BS)
Mathematics for secondary education (BS)
Middle school education (BA)

Organizational studies (BA) [OPTIONS]
Performing arts (BA)
Psychology (BA)
Religious studies (BA)
Social science/pre-law (BA)
Sociology — applied (BA)
Special education (BS)
Speech-language pathology (BS)
Sports & entertainment management (BS) [OPTIONS]
Sports management (BS)
University major (BA or BS)

MINORS

Advertising
American culture studies
Art history
Biology
Business administration
Chemistry
Communication
Computer science
Early childhood
English
Food management
Global studies (pending approval late spring 2009)
Graphic design
History
Human services

Journalism
Management information systems
Mathematics
Performing arts
Professional writing
Psychology
Religious studies
Sociology
Women's and gender studies

CONCENTRATIONS

See academic departments and specific majors for available concentrations.

TEACHER CERTIFICATIONS

Full information on teacher certification may be found in the section entitled, "Teacher Education at Fontbonne University" in the introductory section for undergraduate programs in this catalog.

Also see academic departments and specific majors for available certifications.

UNDERGRADUATE CERTIFICATE PROGRAMS

Business or commercial Spanish
Spanish proficiency
Professional development
Website development

See the undergraduate program section in this catalog for information on all undergraduate programs.

MASTER'S DEGREES OFFERED: Master of Arts (MA); Master of Arts in Teaching (MAT); Master of Business Administration (MBA); Master of Business Administration (MBA) [OPTIONS]; Master of Fine Arts (MFA); Master of Management (MM) [OPTIONS]; Master of Science (MS); Master of Science in Taxation (MST)

MASTER'S DEGREE PROGRAMS

Accounting (MS)
Art (MA)
Business administration (MBA)
Business administration (MBA) [International]
Business administration (MBA) [OPTIONS]
Computer education (MS)
Early intervention in deaf education (MA)
Education (MA)
Education/Teaching (MAT)
Family and consumer sciences (MAT)
Fine arts (MFA)

Human environmental sciences (MA)
International marketing (MS)
Management (MM) [OPTIONS]
Speech-language pathology (MS)
Supply chain management (MS)
Taxation (MST)
Theatre education (MA)

GRADUATE CERTIFICATE PROGRAMS

Business taxation
Individual taxation
Computer education
Supply chain management

See the graduate program section in this catalog for information on all graduate programs.



UNDERGRADUATE STUDIES INFORMATION



Admission

Fontbonne University seeks to admit students who will succeed in, benefit from, and contribute to Fontbonne's educational programs and opportunities. In its review of student credentials, the university looks for those students who show evidence of successful completion of prior academic work, self-motivation, academic aptitude, and promise.

Fontbonne accepts applications for most undergraduate programs for both the fall and spring semesters. The university operates on rolling admission and will notify an applicant of a decision as soon as possible after the receipt of all required credentials. All credentials submitted for admission must be on file no later than one week prior to final registration for the term in which the applicant wishes to begin.

Accepted applicants indicate a decision to attend Fontbonne by forwarding a \$100 tuition deposit to the university. Tuition deposits for fall semester are refundable until May 1. Tuition deposits for spring semester are refundable until December 15.

The vice president for enrollment management welcomes correspondence from candidates for admission, high school and college counselors, and academic advisors. All correspondence regarding application for admission and all application credentials should be addressed to

Admission Office
Fontbonne University
6800 Wydown Boulevard
St. Louis, MO 63105-3098
314.889.1400
Fax: 314.889.1451
fadmiss@fontbonne.edu

ADMISSION FEE

A non-refundable application fee of \$25 must accompany each initial application for admission to the university. The fee remains the same for all students—degree seeking, unclassified (non-degree seeking), audit, full-time or part-time—whether they are beginning the fall, spring, or summer session. The fee is not refunded if the applicant withdraws or is not accepted at Fontbonne. Once admitted, the student need not pay the fee again for a change of status from unclassified to degree seeking or for reapplication after time away from the institution.

FIRST-YEAR STUDENT ADMISSION

Fontbonne considers as first-year students those degree-seeking students who are graduates of an accredited high school and who have not previously enrolled in a degree program at an accredited college or university.

Candidates for admission should begin application procedures early in the fall of the year preceding that for which they seek admission. To complete their application, each first-year student must submit the following:

1. A completed undergraduate application for admission accompanied by a \$25 non-refundable application fee.
2. An official copy of an accredited high school transcript which includes the sixth semester grades, class rank if applicable, and the cumulative grade point average.
3. Score results of the American College Test (ACT) or Scholastic Aptitude Test (SAT). Applicants are encouraged to take the ACT or SAT examinations no later than the fall of their senior year of high school.
4. A recommendation from a high school teacher or guidance counselor.
5. A self-statement: an essay describing academic and extra-curricular achievements. This statement also provides an opportunity for students to explain any weaknesses in their academic background.

Additional information may be requested after review of the applicant's file.

Minimum Criteria for Admission as a First-Year Student

To be admitted the student should have:

- An ACT assessment composite score of 20 or a minimum SAT composite score of 1425.
- A high school GPA of 2.5 or greater as determined by Fontbonne.
- A rank in the upper half of their high school class (if high school ranks).
- Completed the following recommended core requirements:
 - Four units of English
 - Three units of mathematics
 - Three units of social science
 - Three units of science (one must include a lab)
 - One unit of visual/performing arts
 - One unit of practical arts
 - One unit of physical education
 - Six units of academic electives (including foreign language).

When first-year student applicants fail to meet any one or more of these standards, their applications receive special consideration by the undergraduate admission standards and review committee. The committee will decide if the applicant should be admitted to the university and, if so, under what specific conditions.

GED Applicants

Applicants must earn a 2350 on the General Educational Development (GED) examinations.

The ACT is required if students wish to be considered for scholarship consideration.

In lieu of the ACT, students will be required to take the university subject-related placement tests.

All accepted candidates currently enrolled in high school must complete successfully all work in progress and submit, upon graduation, an official high school transcript showing all work completed, including their date of graduation. This transcript must be on file in the admission office prior to the beginning of the academic school year in which the student enrolls.

Placement Testing

Accepted first-year students whose ACT subject scores are 24 or above, are exempt from the university subject-related placement tests. First-year students not exempt must take the university computerized placement test(s) before registering for courses. The results of these tests assist the university in evaluating, advising, and placing incoming students in appropriate courses.

TRANSFER ADMISSION

Fontbonne welcomes transfer students from a wide variety of backgrounds, from two-year and four-year, public and private colleges and universities. Transfer applicants are those degree-seeking students who have previously enrolled in an accredited, post-secondary degree program. Transfer applicants should begin application procedures at least one month prior to final registration for the term in which they seek admission.

Transfer candidates must have a cumulative grade point average (GPA) of 2.0 on a 4.0 scale and preliminary departmental approval from their intended major department at Fontbonne. All candidates must meet minimum GPA requirements in their intended major field of study.

Course credits from another institution will, in general, be accepted under the following conditions. The credits must

- be from an accredited, degree-granting institution of higher learning;
- be college level;
- have a grade of D or better.

Students coming from a community college may transfer a maximum of 64 credit hours to Fontbonne University.

The major department determines the number of hours and the specific courses that will be accepted for transfer into the student's intended major. Transfer students must complete all Fontbonne degree requirements and the residency requirement of a minimum of 32 credit hours. All courses taken during the semester of degree completion/graduation must be completed at Fontbonne University.

For application, transfer candidates must submit:

1. A completed application for admission accompanied by the \$25 non-refundable application fee.
2. An official transcript from each accredited college or university previously attended showing all work completed to date. Students who have completed fewer than 30 semester hours must also submit an official high school transcript. Official transcripts must be stamped with the institution's official seal.

Students intending to pursue a major leading to teacher certification in the state of Missouri must also submit an official copy of their scores on either the ACT or the SAT test.

3. Recommendations from authorized school administrators or others who can evaluate the applicant's academic abilities and personal characteristics. Although optional, these recommendations prove particularly helpful to the admission standards and review committee, especially if the recommendations help to explain or mitigate weaknesses in the student's past academic record.

Candidates receive an official evaluation of transfer credit following acceptance. All accepted candidates currently enrolled elsewhere in college-level courses must complete successfully all work in progress and submit an official college transcript showing the additional courses completed. This transcript must be on file prior to final registration for the semester in which the student enrolls.

Accepted transfer students who are not exempt from the computerized university placement tests must take the tests before registering for courses. The tests assist the university in evaluating, placing, and advising incoming students. The following are exempt from the placement tests:

- A student who has earned a 3.0 cumulative grade point average on a minimum of 60 credit hours from an accredited, degree-granting college or university.
- A student 25 years of age or older who has earned a 2.5 cumulative grade point average on a minimum of 24 credit hours from an accredited degree-granting college or university.
- A student who has earned college credit with a grade of D or above in the subject areas which are represented in the tests and which meet Fontbonne's general education requirements.

EARLY ADMISSION

Fontbonne admits for summer school and to the first-year student class qualified candidates who have completed at least six semesters of high school. In evaluating candidates for early admission, the university requires evidence of a high level of motivation, strong academic credentials, and a level of maturity that will enable the candidate to succeed at Fontbonne.

Candidates for early admission must rank in the upper one-third of their high school class, present score results from the American College Test (ACT) or Preliminary Scholastic Aptitude Tests (PSAT), and have achieved a cumulative grade point average of 2.5 or above as determined by Fontbonne University. The high school principal and the parent/guardian of the candidate must also submit approval of the student's candidacy for early admission. Students applying for early admission should follow application procedures outlined in the first-year student admission section in this catalog during the fall semester of their junior year of high school.

Students accepted on early admission must arrange to obtain their high school diplomas on completion of their first year at Fontbonne.

ADMISSION OF UNDERGRADUATE INTERNATIONAL STUDENTS

Fontbonne University is a global community and encourages applications from international students. All applications must be submitted to the director of international affairs and should include the following:

1. A completed, signed application form.
2. A \$30 non-refundable application fee payable to Fontbonne University.
3. Certified, official transcripts (translated into English) from all secondary schools, colleges, or universities previously attended. Students who have earned college-level credit outside of the United States and wish to apply those credits toward a degree will be asked to have their transcripts evaluated by a U.S. evaluation service.
4. Evidence of English language proficiency which is necessary for those applicants whose first language is not English. Applicants must submit the Test of English as a Foreign Language (TOEFL) or an authorized Fontbonne University equivalent (STEP, IELTS). The required minimum TOEFL score is 61 IBT/173 CPT/500 PBT (IELTS 5.0). Admitted students will be required to take an English placement exam upon arrival at the university. Students may have to enroll in some English as a Second Language courses prior to taking English 101. Students not possessing proof of English language ability may be considered for acceptance on a 'conditional' basis.
5. An official letter of sponsorship and an official financial statement from the bank of the guarantor. These are required to meet U.S. Citizenship and Immigration Services regulations. The bank statement and letter from the sponsor must be in English. The bank statement must be certified by the bank, dated within 120 days of the application, and have the name of the sponsor (or sponsor's organization) on the account. The account will indicate the amount of funds available. The sponsor must have sufficient funds to support the student for a minimum of one year while in academic studies.
6. Two letters of recommendation.
7. A personal statement.
8. A copy of the current passport page with name, date of birth, and expiration date.

All new undergraduate international students must take Fontbonne's English and mathematics placement tests to determine the appropriate general education level course.

Any international student wishing to transfer to Fontbonne University from another institution within the United States must also submit the following documents:

1. Copies of all official I-20 documents from previously attended schools.

2. A copy of the current I-94 card.
3. A copy of the current visa.

An international applicant not meeting one or more of the entrance standards may be asked to submit additional information for review by the undergraduate admission standards and review committee.

All international students accepted for study at Fontbonne University will be required to purchase medical/health insurance by an insurance carrier selected by Fontbonne University in the U.S. Purchase of such insurance coverage will be completed at the time of registration at the university.

Limited SCHOLARSHIPS are available to new and transfer undergraduate international students. Priority will be given to F-1 non-immigrant visa holders. Non-immigrant international students are not eligible for federal financial aid.

ADMISSION FOR A SECOND UNDERGRADUATE DEGREE

An applicant who already holds a bachelor's degree may desire admission to pursue a second undergraduate degree in a major different from the first degree. The applicant must submit an application for admission accompanied by a \$25 non-refundable application fee and an official copy of their undergraduate transcript showing the degree granted. Additional credentials will be requested as needed.

The department in which the student wishes to study must accept the candidate for pursuit of a second bachelor's degree for the student to be admitted. The department will determine which courses from the first bachelor's degree will be accepted toward fulfillment of the major requirements for the second degree. These students must complete a minimum residency requirement of 24 credit hours at Fontbonne University, as well as all specific requirements for the second major and degree. They are exempt from taking the placement test and from completing the Fontbonne general education requirements.

ADMISSION FOR POST-BACCALAUREATE CERTIFICATION ONLY OR FOR AMERICAN DIETETIC ASSOCIATION VERIFICATION ONLY

An applicant who already holds a bachelor's degree may desire admission to pursue post-baccalaureate teacher certification (see the graduate section of this catalog for information regarding programs which combine teacher certification with an advanced degree) or to meet the minimum academic requirements for American Dietetic Association (ADA) verification. The applicant must submit an application for admission accompanied by a \$25 non-refundable application fee and an official copy of his/her undergraduate transcript showing the degree granted. Additional credentials will be requested as needed.

The department in which the student wishes to study must accept the candidate for pursuit of teacher certification or for completion of verification requirements for the student to be admitted. The department will determine which courses from the first bachelor's degree will be accepted toward fulfillment of the certification or verification requirements. The student is exempt from taking the placement test and from completing the Fontbonne general education requirements.

The student must complete a minimum residency requirement of 24 credit hours at Fontbonne University.

A student contemplating either teacher certification or verification should check with an advisor regarding master's degree programs at Fontbonne University which might be of added value.

Full information on teacher certification may be found in the section entitled, "Teacher Education at Fontbonne University" in the academic information section for undergraduate programs in this catalog. This includes policies and procedures for students in teacher certification programs, acceptance into the teacher certification program, and culminating project information in teacher certification at Fontbonne University.

ADMISSION OF UNCLASSIFIED STUDENTS

A student who does not wish to pursue a degree may register as an unclassified (non-degree seeking) student. The candidate for unclassified status submits a completed application for admission accompanied by a \$25 non-refundable application fee. The application fee will not be charged again if the student decides to change to degree-seeking status. Unclassified students are not eligible for financial aid.

CHANGE OF STATUS FROM UNCLASSIFIED TO DEGREE SEEKING

An unclassified student who wishes to change to degree-seeking status must complete a change-of-status form obtained from the office of admission. The office of admission (or in the case of an international student, the office of international affairs) will notify the student of any necessary additional credentials. An undergraduate applicant who is not exempt must take the university computerized placement tests before acceptance.

The following students are exempt from the placement tests:

- A student who has earned a 3.0 cumulative grade point average on a minimum of 60 credit hours from an accredited, degree-granting college or university.
- A student 25 years of age or older who has earned a 2.5 cumulative grade point average on a minimum of 24 credit hours from an accredited degree-granting college or university.
- A student who has earned college credit with a grade of D or above in the subject areas represented in the tests.

Acceptance to a degree program requires a minimum GPA

of 2.0 and department approval. The student must follow all requirements and curriculum in effect at the time of the change of status.

With the approval of the chairperson/dean of the department/college in which the student chooses to major, a maximum of 30 semester credits earned as an unclassified student at Fontbonne may be applied toward a degree.

The university reserves the right to dismiss an unclassified student who does not maintain the minimum cumulative grade point average of 2.0.

READMISSION TO FONTBONNE

Degree-seeking students who have previously attended Fontbonne University, but have not been enrolled for one or more semesters may apply for readmission. A student who has been dismissed from Fontbonne may apply for readmission after one full calendar year. Readmission requires no application fee. To apply for readmission, candidates must submit:

1. The admission application form.
2. Official transcripts from each accredited, degree-granting college or university attended since leaving Fontbonne.

A student re-entering Fontbonne University must follow all requirements, including the general education requirements and curriculum, stated in the catalog in effect at the time of re-entry.

READMISSION AFTER A LEAVE OF ABSENCE

An undergraduate degree-seeking student who anticipates a need to leave Fontbonne and expects to return after no more than two semesters (not including summer session) may request a leave of absence. (See Leave of Absence policy in this section.)

To re-enter Fontbonne the student may go directly to the registrar's office for registration materials, beginning at the time of early registration. The student must obtain an advisor's signature to be eligible to register.

READMISSION WITH A NEW START

A returning undergraduate Fontbonne student may petition to participate in the New Start program with the following stipulations:

1. The student has not been enrolled for five consecutive years at Fontbonne University.
2. The student may petition for the New Start program after returning to Fontbonne and completing 12 consecutive credit hours with a minimum grade of C- in each course.
3. Previous credits and grades from a maximum of six courses with grades of F and/or D may be removed from the grade point average, but not from the transcript.
4. All previous courses and grades will remain on the transcript. Previous grades of C- or better will count in the grade point average and the credits will be carried forward.
5. The grade point average will be recalculated.

6. The transcript will indicate New Start.
7. The student participating in the New Start program may be ineligible for Latin Honors at graduation. See Latin Honors in this section.

ADMISSION TO SUMMER SESSION

Graduates of accredited high schools, high school students who have completed a minimum of six semesters, and students in good academic standing at another college or university may take summer courses at Fontbonne.

New students may be admitted to the summer session as degree-seeking or as unclassified students. Unclassified students wishing to continue as degree-seeking students must follow the procedures for change of status from unclassified to degree seeking. Attendance as a summer school student does not guarantee admission to the university as a degree-seeking student.

ADMISSION TO THE OPTIONS PROGRAM

See the OPTIONS program in the college of global business and professional studies in the undergraduate programs' section in this catalog.

An off-campus site follows the same admission procedures as described for the various programs.

MIDWEST STUDENT EXCHANGE PROGRAM

Fontbonne University participates in the Midwest Student Exchange Program. This program is an interstate initiative established by the Midwestern Higher Education Commission to increase educational opportunities for students in its member states. The program enables residents from Kansas, Michigan, Minnesota, Missouri, and Nebraska to enroll in designated institutions and programs at reduced tuition levels outside their home state.

For information call 314.889.1478.

Placement Program

All Fontbonne undergraduate students must demonstrate college/university level skills in the areas of writing, mathematics, algebra, reading, and study skills. Students deficient in any of these skills, as determined by the university-administered ACT/COMPASS computerized placement test, must successfully complete the appropriate developmental course(s) in writing, mathematics, and/or reading and study skills within the first three full semesters (fall and spring) of enrolling at Fontbonne.

The credit for the 090 and 091 courses in writing, mathematics, and reading and study skills will not count as credit toward the 128 credit hours required for graduation.

The credit for the ENG 095 and MTH095 courses in writing skills and in algebra will count as elective credit toward the 128 credit hours required for graduation.

All incoming first-time, first-year students with an ACT or SAT sectional score below an established minimum, as determined by the undergraduate academic standards and review committee, are required to take a placement test in any area in which they show a deficiency. If a student has prior credit in a college-level course with a transferable grade, the student is exempt from testing in that academic area.

Transfer students are exempt from placement testing in any area in which transfer credits are accepted to meet a Fontbonne requirement.

The following students are exempt from placement testing and developmental courses:

- A transfer student who has earned a 3.0 cumulative GPA on a minimum of 60 credit hours from an accredited, degree-granting college or university.
- A student pursuing a second bachelor's degree.
- A student who holds a bachelor's degree and who returns to complete professional certification or registration requirements.
- A student 25 years of age or older who has earned a 2.5 cumulative GPA on a minimum of 24 credit hours from an accredited, degree-granting college or university.

A student must achieve a minimum grade of C- or better in a developmental course in order to move to the next level course.

DEVELOPMENTAL COURSES

ENG 090 Basic Writing Skills (3 credits)

ENG 095 College Writing Skills (3 credits)

(See department of English and communication for course descriptions.)

INT 091 College Reading and Study Skills (2 credits)

(See department of interdisciplinary studies for course description.)

MTH 091 College Mathematics Skills (3 credits)

MTH 095 Fundamentals of Algebra (4 credits)

(See department of mathematics and computer science for course descriptions.)

Scholarship Program

Fontbonne University, through its scholarship program, recognizes academic excellence, achievement, talent, and service. Especially capable and qualified students are urged to pursue their education at Fontbonne through the assistance of a variety of scholarships.

Ability scholarships are based on the individual's performance and potential without regard to financial circumstance. These scholarships range from \$1,000 to \$19,000.

Academic scholarships are competitive. The university determines the amount of scholarship assistance awarded through an evaluation of the depth, scope, and quality of the applicant's academic ability, leadership potential, and scholastic aptitude.

Talent scholarships in Art, Theatre, and English writing depend upon success in auditions, portfolio review, or written essays. The university also offers a scholarship for students majoring in Math/Computer Science.

Griffin Awards are offered to students who have demonstrated substantial commitment to service through their school, community, and other endeavors.

The university considers degree-seeking, full-time, first-time students and transfer applicants for scholarships. Scholarships apply to the following academic year with one-half of the award applied to each semester. To receive renewal of the award for subsequent semesters (up to the value of the scholarship), the recipient must enroll full time at Fontbonne and maintain the required cumulative university and departmental grade point average. If a student moves to part-time status in either or both of the semesters a scholarship is awarded, the student must consult the director of financial aid regarding eligibility to retain the scholarship.

Fontbonne encourages scholarship applicants to apply for financial aid consideration based on demonstrated need. Awarded scholarship funds become a part of the student's financial aid package. Any scholarship offered by Fontbonne may be reduced in order to retain a student's full eligibility for state and federal assistance and in keeping with the financial aid policy of the university.

Students receiving scholarship or grant funds from sources other than Fontbonne must report this information to the financial aid office. Outside scholarship funds may be used against the loan or work portion of a student's financial aid package. Any remainder will reduce a Fontbonne scholarship or grant.

For scholarship information and application materials, write or call the:

Admission Office
Fontbonne University
6800 Wydown Boulevard
St. Louis, MO 63105-3098
314.889.1400

ACADEMIC/LEADERSHIP SCHOLARSHIPS

Alumni Scholarship
A+ Scholarships
A+ Scholarship Achievement Award
Griffin Awards
Dean's Scholarships
Founders Scholarship
Freshman College Scholarship
Honors Award
Illinois Community College Scholarship
Phi Theta Kappa
Presidential Scholarships
St. Louis Community College Scholarships
Transfer Scholarships
Transfer Leadership Award

TALENT SCHOLARSHIPS

Art Scholarships
English/Writing Scholarships
Math/Computer Science Scholarships
Performing Arts Scholarships

SPECIAL SCHOLARSHIPS

Missouri Higher Education Academic Scholarship
(Bright Flight)
Missouri Teacher Education Scholarship

ENDOWED SCHOLARSHIPS

AT & T Endowed Scholarship
Alumni Reunion Endowed Scholarship
Mary Carol Anth, CSJ '57 Endowed Scholarship for
Human Environmental Sciences
Juane W. Beresford Memorial Scholarship for Human
Environmental Sciences
Mary C. Bernero Endowed Scholarship
Alvin Broughton Endowed Scholarship
Dr. Madonna Houltram Brown '68 Memorial
Endowed Scholarship
Theresa Mary Burmeister '35 Endowed Scholarship

Bussmann-Gund Endowed Scholarship
Carondelet Scholarship Fund
Carroll-Zwart Endowed Scholarship
Loretta and Gerald Cassidy Endowed Scholarship
Karen Clark Castellano '98 Endowed Scholarship
Kathleen A. Atchity '66 Coco Endowed Scholarship in Education
Mary Ann Coghill '48 Memorial Writing Award
Council of Regents Endowed Scholarship
Martha Hatch Doerr '35 Memorial Scholarship
Rose Genevieve Downs, CSJ '39 Endowed Scholarship
Katherine Flynt Durr '39 Teaching Scholarship
The Daniel J. and Eleanor A. Halloran '63 Ferry Endowed Scholarship
Dorothy M. '69 and Emil E. Fleck, Jr. Endowed Scholarship
Eleanor Reynolds Flynn '31 Endowed Scholarship
Mary Rita Wahlert Flynn '42 Memorial Scholarship
Agnes Loraine Flynt '42 Science Scholarship
Ellen A. Friesen '79 Scholarship
Edward Chase Garvey Memorial Scholarship
General Dynamics Endowed Scholarship
Charles Jeffers Glik Endowed Scholarship
Monica and Dennis Golden Endowed Scholarship
Loretto Hennelly Gunn '29 and Kathleen Toohey Gunn '65 Endowed Scholarship
Virginia and Ferd Gutting Endowed Scholarship
Jane Freund Harris Endowed Scholarship in the Humanities
Jane Kehoe Hassett, CSJ Endowed Scholarship
William Randolph Hearst Endowed Scholarship Fund
Mary Grace Heiner, CSJ '28 Endowed Scholarship
Marcella M. Holloway, CSJ '38 Endowed Scholarship
Bryan Kennedy Endowed Scholarship
Henry and Betty Krausel Memorial Scholarship
Mark Kronk Memorial Scholarship
E. Desmond Lee Endowed Scholarship
Tracey C. Marshall Endowed Scholarship in Honor of Janet S. Crites
Marie Jostes McBride '37 Endowed Scholarship
Coach Lee McKinney Endowed Scholarship
Virginia Guyol McShane '35 Endowed Scholarship
Anne C. Meyer Endowed Scholarship
Emma Lu Middleton Endowed Scholarship
Robert and Leona Millman Memorial Scholarship
Mary Alfred Noble, CSJ '30 Endowed Scholarship
Deirdre Noonan '83 Memorial Scholarship
O'Brien Crowley Endowed Scholarship
Anna Marie and Edward F. O'Neill Endowed Scholarship

Pulitzer Scholarship
Purple Heart Special Education Scholarship
Rose Sansone Memorial Endowed Scholarship
Mary Belle '30 and Daniel M. Sheehan Memorial Scholarship
Kathleen Cordell Sloan '38 Endowed Scholarship
Matilde Sonnino Endowed Scholarship
Carol Conway Spehr '63 Endowed Scholarship
John and Audrey Naumann '43 Steinfeld Endowed Scholarship
Joan Goostree Stevens '47 Memorial Scholarship in Education
Loraine and Frank J. Stroble Endowed Scholarship
Francis A. and Ruth O'Neill '52 Stroble Endowed Scholarship
Stephanie Stueber, CSJ '36 Endowed Scholarship
Norman J. Stupp Endowed Scholarship
Michael Thompson Endowed Scholarship
Rudy Torrini Endowed Scholarship
Margaret Eugene Tucker, CSJ '55 Endowed Scholarship
Sarah and Joseph Van Drisse Endowed Scholarship
Vatterott Family Grant Program
Voertman Endowed Scholarship in Human Environmental Sciences
Mary Leona Hall Weber '31 Endowed Scholarship
Adelaide G. Heverly Welge Endowed Scholarship in Education
Adelaide G. Heverly Welge Endowed Scholarship in Nutrition and Dietetics
Alumni/Welge Scholarship in Nutrition and Dietetics
Zuccherro-Sansone Endowed Scholarship

ANNUAL SCHOLARSHIPS

Several annual scholarships are available for students who demonstrate financial need. Some may be restricted to specific academic areas, based on merit, and in some instances, may be renewable.

University Expenses

TUITION (2009–2010)

Full-time Undergraduate Tuition

Full-time undergraduate tuition: \$9,737.50 per semester;
\$19,475 per academic year.

A full-time undergraduate student takes 12-18 credit hours per semester. Full-time students taking any hours in excess of 18 per semester will pay the undergraduate part-time rate for additional hours (\$521 per credit hour).

Part-time Undergraduate Tuition

Part-time undergraduate tuition: \$521 per credit hour

A part-time undergraduate student takes fewer than 12 credit hours in the fall or spring semester.

Summer Undergraduate Tuition

Summer undergraduate tuition: See summer course schedule.

FEES

(Please refer to the current semester course schedule.)

Application fee: \$25

Graduation fee for bachelor's or master's degree: \$50

Certificate fee: \$10

Lab fees: See individual course in current semester course schedule.

Parking permit: \$70 – \$135 (Parking permit fees are subject to change)

Prior learning assessment (non-traditional college credit):
See current semester course schedule.

Registration, change in: \$5 per course

Registration, late: \$20

Resource fee: See current semester course schedule.

Transcript, regular process: \$4

Transcript, on demand: \$15

ROOM AND BOARD (2009–2010)

Medaille Hall: \$8,470 per academic year (based on single occupancy and 14 meal plan)

St. Joseph's Hall: \$7,252 per academic year (based on double occupancy and 14 meal plan)

Southwest Apartments: \$6,780 per academic year (room only; meal plan not included)

Telephone long-distance charges will be added to the student's account.

REFUNDS

Tuition and fee adjustments resulting from withdrawal from Fontbonne University or withdrawal from a specific course will be computed from the date on which the registrar approves the official university form for withdrawal. No adjustment or refund is made for late entrance, for absence after entrance, or for dismissal. Ordinarily, no adjustment or refund is made for withdrawal for extenuating circumstances

beyond the tuition adjustments listed below.

Tuition adjustments

Withdrawal before the first day of classes: 100%

Withdrawal during the first drop/add period: 100%

Withdrawal within the first 10% of the semester: 90%

Withdrawal within the first 11 to 25% of the semester: 50%

Withdrawal within the first 26 to 50% of the semester: 25%

No refund after 51% of the semester: 0%

Fee Adjustments

Withdrawal before the first day of classes: 100%

Withdrawal during the first drop/add period: 100%

No refund after first drop/add period: 0%

Room and Board Refunds

Withdrawal from a residence hall will be prorated on the same basis as tuition and fees. The room deposit will be refunded subject to any outstanding financial obligations to the university.

TUITION DISCOUNTS*

Alumni Tuition Discounts

Students who have earned a degree from Fontbonne University may apply for an alumni discount on tuition rates for undergraduate courses, based on space available. Please see below for your program eligibility.

Fontbonne undergraduate alumni who are now enrolled in a TRADITIONAL program may apply for a 35% discount on tuition rates for undergraduate courses. These reduced rates apply to fall and spring semesters only.

Fontbonne alumni who are now enrolled in the OPTIONS program may apply for the following discount:

- Undergraduate alumni may enroll in additional undergraduate courses and receive a 30% discount on tuition rates.

Persons 60 and Older

Persons 60 years of age and older are eligible for half-price tuition rates for undergraduate courses, excluding lab and studio courses.

Educator's Discount

Students taking graduate courses at Fontbonne in art, communication disorders, computer education, education, or family and consumer sciences and who are employed at least half-time in a preschool through twelfth grade school or school system may apply for a 15 percent discount. Students need to obtain the *educator's discount* form from their program director.

**Note: Only one discount will be applied per course. If a student is eligible for more than one discount on the same course, the larger discount will be applied.*

AUDIT

A student who wishes to attend a course but not be obligated to complete assignments or take examinations may register to audit a course. The student is responsible for any fee required for the course. No credit is given for courses that are audited. Ordinarily, studio or lab courses are not eligible for audit.

Undergraduate courses: \$150 per course

An undergraduate student who is registered full time is exempt from this fee unless the total credits exceed 18 hours.

OBLIGATION OF PAYMENT

Accounts are due in advance; August 1, for the fall semester and December 1, for the spring semester. Accounts are due by the first day of class for the summer session.

Fontbonne University offers the convenience of Electronic Billing (E-Bill) and payments online. You may enroll to receive your monthly statements electronically and pay online. An e-mail notice will be sent to your Fontbonne e-mail address whenever a statement is generated for your account. You may also provide your parents or other payers with your personal log-on so they can have access to the bill and make payment. Visit our website at **www.fontbonne.edu** and click on Student Information System. Fontbonne University accepts MasterCard, Visa, and DISCOVER.

Fontbonne University has contracted with Tuition Pay to provide a payment plan that will allow monthly payments without interest charges. You can enroll online at **www.fontbonne.edu** or **www.tuitionpay.com**. Enrollment forms may also be obtained from the Fontbonne University business office.

Failure to make payments for tuition, fees, or other amounts owed the university when due, or failure to arrange for such payments before their due dates, is considered sufficient cause to:

1. Bar the student from registering for courses.
2. Drop the student from pre-registered courses, with subsequent registration subject to a late fee.
3. Withhold the transcript of record, certificate, or diploma.

The Board of Trustees of Fontbonne University reserves the right to change established tuition, fees, and services, to add additional fees and services, and to determine the effective date of such changes without prior notice.

Financial Aid

Through the administration of various financial aid programs, Fontbonne University assists qualified students with demonstrated financial need. In a spirit of partnership with the family, the Fontbonne financial aid policy attempts to supplement the resources of the family whose funds do not meet the student's educational costs. Most Fontbonne financial aid awards will combine grants, loans, and employment. Students in the OPTIONS program will be considered only for grants and loans.

Fontbonne University is committed to meeting the demonstrated need of its students with the following limitations: financial aid will attempt to meet demonstrated need up to budgeted tuition and fees for commuting students and up to budgeted tuition, fees, room, and board for resident students.

The financial aid process determines the family's expected contribution toward meeting the student's costs of education. The expected contribution is then subtracted from the student's budgeted cost at Fontbonne University. The difference between the total budgeted cost and the family contribution determines the student's need for financial assistance.

$$\begin{array}{r} \text{Total cost of attending Fontbonne} \\ - \text{Expected family contribution} \\ \hline = \text{Financial need} \end{array}$$

Current regulations do not permit unclassified (non-degree seeking) students to receive any type of federal aid. While most programs are limited to full-time students, three-quarter time and half-time degree-seeking students may qualify for aid through the Pell Grant program, SEOG Grant, Teach Grant, Federal Stafford Loan (*both subsidized and unsubsidized*) program, and the Parent Loan for Undergraduate Students. A student enrolled in a teacher certification or recertification program is considered the same as a fifth-year undergraduate student, but can only receive aid through the Federal Stafford Loan (*both subsidized and unsubsidized*) program.

Application Procedures and Deadlines

Applicants must first be admitted to Fontbonne University in a degree program; graduation from high school or issuance of a GED certificate is required. At the same time the Free Application for Federal Student Aid form should be completed along with a Fontbonne University Financial Aid Application. There is no cost associated with the submission of these forms. Please visit the Fontbonne website for more detailed information: www.fontbonne.edu.

The priority deadline for financial aid application is April 30. Fontbonne advises early application to receive full consideration. Later applications will be considered according to available funds.

Financial aid application must be made each year with a new determination of expected family contribution. Yearly awards

will be made according to the availability of funds.

For detailed information on application procedures, contact the:

Financial Aid Office
Fontbonne University
6800 Wydown Blvd.
St. Louis, MO 63105-3098
314.889.1414
www.fontbonne.edu/admissions/financialaid

OPTIONS students should call 314.889.4583 or visit:
www.fontbonne.edu/options/

ACADEMIC PROGRESS POLICY

A student who receives financial aid based on full-time enrollment must complete a minimum of 12 credit hours per semester for a total of 24 credit hours per academic year. A student receiving financial aid based on three-quarter time enrollment (*9-11 hours per semester*) must complete a minimum of nine credit hours per semester for a total of 18 credit hours per academic year. A student receiving financial aid based on half-time enrollment (*six to eight hours per semester*) must complete a minimum of six credit hours per semester for a total of 12 credit hours per academic year. Successful completion requires a grade of A, B, C, D or P. A grade of F or NP or a designation of I (*incomplete*) or W (*withdrawal*) is not acceptable. Evaluation of hours earned occurs at the end of the fall and spring semesters.

Please notify the financial aid office immediately upon your decision to stop attending class and complete the appropriate withdrawal procedures with your advisor and the registrar's office. Failure to properly withdraw from class or failure to attend a class could result in loss of financial aid.

If the student does not complete the required number of credit hours in a given academic year, the university may grant one semester of financial aid probation so that the student can make up the necessary work. If the deficiency is not made up, financial aid will be terminated until such deficiency is made up. Failure to complete at least six credit hours in a semester in which financial aid is awarded will result in termination of aid for the next semester and no financial aid probation being extended.

Students denied aid because of lack of progress must take courses at their own expense until they reach the minimum number of hours for which aid was previously given. For example, if a student, granted aid for full-time enrollment (*24 credit hours*), completes 18 credit hours in an academic year, the student must complete six credit hours at their own expense before the university awards additional aid. A student previously denied aid, who later completes the minimum required hours, should make an appointment with

the director of financial aid to discuss future eligibility for financial aid.

If students believe that extenuating circumstances exist which have prevented them from making satisfactory progress, they should send an appeal in writing to the director of financial aid stating the basis for the appeal and providing any appropriate documentation. The director of financial aid will review all such appeals. The decision will be final.

OPTIONS students, please see the following website for a detailed description of the academic progress policies for your program: www.fontbonne.edu/options.

GRANTS

The Pell Grant is a federally sponsored grant available to eligible full-time, three-quarter time, half-time, and less than half-time undergraduate students. The Pell Grant award amount is determined each year by federal legislation. All financial aid applicants must apply for the Pell Grant and present a valid Student Aid Report to the financial aid office.

Supplemental Educational Opportunity Grant (SEOG) is a federal program administered by Fontbonne University and is awarded on a funds-available basis to all undergraduate students demonstrating exceptional financial need. These grants are from federally appropriated funds made available to Fontbonne and can range from \$200 to \$4,000 per award year.

Access Missouri Grant is a grant from the state of Missouri available to full-time undergraduate students who are residents of Missouri, attend Missouri schools, demonstrate the required level of financial need, and who maintain a 2.5 gpa or higher. The application deadline is April 1. For more information visit www.dhe.mo.gov.

Fontbonne Grants are institutional grants made to full-time undergraduate students with demonstrated need and could range from \$200 to \$6,000. These grants are from budgeted funds of the university. Students who elect to reside in a Fontbonne residence hall will be considered for a Residence Hall Grant.

Fontbonne Family Award is a tuition reduction award and applies when two or more members of an immediate family enroll simultaneously as full-time undergraduate Fontbonne students. The reduction is \$250 per semester per student. These awards are made through the financial aid office upon request of the students and demonstration of eligibility.

Please see the following website for a more detailed list of the grants offered to students: <http://www.fontbonne.edu/admissions/financialaid/financialaidprograms/>.

Educator's Discount applies to teachers and staff members currently employed at least half-time in a preschool through twelfth grade school or school system. The discount is 15 percent and application is made through the business office.

Eligible applicants should be pursuing graduate coursework in art, communication disorders, computer education, education, or family and consumer sciences.

Other tuition discounts are available for undergraduate courses to persons 60 years of age or older (*50 percent discount*) and to Fontbonne graduates (*35 percent discount*). These discounts apply to fall and spring semester registrations and may exclude some laboratory and studio courses.

LOANS

Perkins Loan provides a long-term federal loan to undergraduate students with demonstrated need. The amount varies with a \$5,500 maximum total for the undergraduate years until junior status is attained and a maximum total of \$27,500 as an undergraduate. Fontbonne University is the lender from funds composed of both federal and university monies. The loan entitles new borrowers to a nine-month grace period, which begins immediately upon graduation, withdrawal from Fontbonne, or registration for less than six credit hours. At the conclusion of the grace period, repayment based on interest of five percent per year will begin. Loans may be fully or partially cancelled for teachers of handicapped children or teachers employed by a school with a high concentration of low-income students. Deferment of repayment is possible for half-time student status, military service, or VISTA. The appropriate deferment or request for cancellation must be filed at least once annually.

Federal Stafford Loan is available to students who have made application for financial aid and are registered at least half time (*six credit hours or more*) at Fontbonne each semester. The loan is offered in two different forms or combination of these forms. The first is a Federal Subsidized Stafford Loan based upon need, with the federal government paying the interest. The second is an Unsubsidized Stafford Loan with interest starting within 60 days of check disbursement and provision for the student to elect to defer the interest and add it to the principal amount borrowed. These loans are through a participating bank, savings and loan, or credit union. The maximum amount that can be borrowed is determined by the student's classification. The remaining balance is usually paid in two installments, at the beginning of the loan period and at the midpoint. Repayment of principal and interest on subsidized loans begins six months after graduation, withdrawal, or registration for less than six credit hours.

Prepayment may be made at any time without penalty. Applications are available from the participating lending institution or the financial aid office.

Federal Parent Loans for Undergraduate Students (FPLUS) is a non-need-based loan for dependent students applied for by a parent. Its availability is based upon a credit check and should only be applied for after eligibility for the Stafford Loan has been determined. The loan limit is the budgeted cost of education minus other financial aid. A three-percent origination fee and a one-percent insurance fee will be taken

from the amount borrowed. The interest rate is variable but will not exceed 12 percent. Repayment must begin immediately. Applications are available in the financial aid office.

EMPLOYMENT/WORK-STUDY

Federal Work-Study (FWS) is a work program for undergraduate students with demonstrated financial need. Eligible students find job opportunities on and off campus either during non-academic day hours or in the evening. The funds come from a combination of federal funds and Fontbonne University matching funds. Students awarded work-study must complete a job application to help the financial aid office match skills and interests with various job openings. Most students work an average of seven to 10 hours per week and are paid on a monthly basis as time sheets are submitted.

Fontbonne Work-Study is a limited work program classification for students who are employed by the university in critical areas dependent upon special skills or aptitudes. Such employment is not need-based but may be used toward meeting demonstrated need and is considered to be financial aid.

MIDWEST STUDENT EXCHANGE PROGRAM

Fontbonne University participates in the Midwest Student Exchange Program. This program is an interstate initiative established by the Midwestern Higher Education Commission to increase educational opportunities for students in its member states. The program enables residents from Kansas, Michigan, Minnesota, Missouri, and Nebraska to enroll in designated institutions and programs at reduced tuition levels outside their home state. For information call 314.889.1478.

Student Life

ATHLETICS

Fontbonne's athletic program, affiliated with the NCAA Division III and the St. Louis Intercollegiate Athletic Conference, features both men's and women's intercollegiate varsity sports. Men's soccer, cross country, basketball, baseball, lacrosse, track, tennis and golf, as well as women's volleyball, cross country, soccer, bowling, basketball, softball, lacrosse, golf, tennis and track fill the athletic schedule. Our club teams of men's volleyball and men's bowling, in addition to the Cheerleaders and Griffin Girls are also an active part of the athletic program.

In addition to on-campus health and fitness facilities, nearby Forest Park offers golf courses, jogging and bicycle paths, and outdoor tennis and racquetball courts for personal recreation.

For additional information call 314.889.1433.

BOOKSTORE

The campus bookstore buys and sells new and used textbooks for all courses. The store also carries most school supplies and personal items as well as Fontbonne apparel and gift items.

For information call 314.889.1420.

HEALTH SERVICES

Fontbonne students may receive medical care at the Southside Family Practice (314.647.9444) which is part of Esse Health, an independent group of over 75 physicians in private practice in the St. Louis area. Southside Family Practice is located close to Fontbonne in the doctors' building of St. Mary's Health Center at 1031 Bellevue, one-half mile east of Big Bend Boulevard and just south off Clayton Road. Information on the medical staff, participating insurance plans, and billing procedures is available online at www.essehealth.com/southsidepractice.asp.

Southside is staffed by physicians, a physician assistant, and nurse practitioner and offers a full-range of medical services. In most cases, students can be seen the same day or the next day by one of the providers. Most major health insurance plans are accepted and students should bring their insurance cards and co-pays to each appointment. Professional staff is available by telephone after hours and on weekends. Students should identify themselves as Fontbonne students when calling to schedule appointments.

Information on the medical staff at Southside Family Practice, participating insurance plans, and billing procedures is available online at www.essehealth.com/southsidepractice.asp.

Please contact Fontbonne's student affairs office (314.889.1411) if you have any questions.

Student accident and sickness insurance information is available in the student affairs office on the first floor of Medaille

Hall. The plans are voluntary and optional. Each student deals directly with the insurance company and no plan is sponsored or specifically endorsed by the university.

All international students accepted for study at Fontbonne University are required to carry medical/health insurance by an insurance company selected by Fontbonne University in the U.S. Purchase of such insurance coverage will be completed at the time of registration at the university.

All students participating in inter-collegiate athletics must verify with the athletic director that they have adequate medical insurance and are in sound physical condition. This verification needs to be documented with insurance and by physician's certifications. The university does not carry primary medical insurance on any student.

ID CARDS

The student affairs office, located on the first floor of Medaille Hall, issues picture I.D. cards during regular office hours. There is no charge for the first I.D. If the I.D. is lost or damaged, a replacement card can be purchased for \$10. The I.D. identifies you as a Fontbonne student and is issued for campus security, use of facilities in the Dunham Student Activity Center, library borrowing privileges, cashing checks, and using Griffin Bucks. A valid I.D. may be used throughout the city for discounts to selected movies, sporting events, plays, museums, and cultural events. To get an I.D., students need to provide proof of semester registration and a receipt for paid fees.

PARKING

To park on campus or on the Fontbonne shuttle lot students must obtain a parking permit from the Fontbonne business office. The business office also issues a list of parking regulations. These regulations are strictly enforced. Violators will be ticketed.

Questions regarding parking should be directed to the public safety office in Ryan 101 or by calling 314.719.8024 or e-mailing safety@fontbonne.edu.

STUDENT ACTIVITY CENTER

The Dunham student activity center is the home court for Fontbonne's varsity volleyball and basketball squads, and the main facility for the intramural sports program. Centrally located on campus, this 38,000 square-foot building houses a gym with seating for 1500, training rooms, a fitness center, aerobic studio, a running track, the university's athletic department, and recreation and varsity locker rooms. In addition the Caf', a multipurpose student union/snack bar located on the second floor, is a gathering place for students between classes, providing Fontbonne's community with a relaxing atmosphere in which to study or meet with friends.

INTERNATIONAL AFFAIRS

The office of international affairs is a comprehensive student-centered office that assists students with transition to the American system of higher education. Students are provided with academic and personal advising, admission (*see admission of undergraduate international students*), orientation, and advisement of immigration regulations. The office strives to provide a “home away from home” through a reliable, knowledgeable, and trustworthy staff dedicated to serving the international interests of Fontbonne University. The office is also responsible for all aspects of international student marketing and international recruitment efforts.

International Affiliations

Fontbonne University has affiliations with a number of institutions in Europe and Asia for both undergraduate and graduate programs. Nearly 100 students from over 25 countries are enrolled in ESL, undergraduate, and graduate programs at Fontbonne and faculty have participated in a number of exchanges.

All matters related to international students may be directed to the office of international affairs, Ryan Hall, Room 107 or contact the director of international affairs at 314.889.4509 or internationalaffairs@fontbonne.edu.

STUDENT AFFAIRS

Fontbonne’s division of student affairs supports the central mission of the university and contributes to the overall development of each student. Through individual and collective care and concern, and drawing upon specific areas of expertise, student affairs staff members strive to engage, educate, and empower our students. A rich blend of professional and career-related initiatives, social events, multicultural programs, and spiritual and service activities creates a campus spirit and learning environment which is inclusive of all students. Through out-of-the-classroom experiences, students can increase their understanding of self and others, strengthen human relations, communications, and critical thinking skills, and develop leadership capabilities and social responsibility. The departments comprising student affairs are listed below. For additional information, go to www.fontbonne.edu/studentlife/studentaffairs.htm.

Campus Ministry

When the Sisters of St. Joseph were founded in 1650, their focus was serving those around them in whatever way they could, hoping that God would work through them to touch the people they served. The Sisters referred to this as “connecting neighbor to neighbor, and neighbor with God.”

Fontbonne’s department of campus ministry continues this over 350-year-old tradition in today’s world, connecting with students wherever they are—in the dining halls, the Meadow, the hallways, residence halls, chapels, classrooms, or the gym. It is a goal of campus ministry to help students connect with God and to utilize their spirituality as a guiding light for the daily choices in their lives. We embrace their diversity of

beliefs and faith traditions and provide opportunities for on-going ecumenical and interfaith dialogue and programming.

Campus ministry organizes a wide variety of programs: Catholic Masses, social events, local service projects, alternative break service trips, retreats, prayer opportunities, and discussion groups. Events are open to the Fontbonne community—people of all ages, backgrounds, and faith traditions who want to strengthen their spirituality and connection with God. For additional information go to www.fontbonne.edu/cm.

Career Development

The department of career development teaches students and alumni how to take active responsibility for their professional planning, growth, and career management. A comprehensive range of programs and resources, including self-assessment, occupational information, and online job listings, helps students make informed career decisions, select realistic academic majors, and master job search skills for ongoing professional development. In addition, the department sponsors many career-related activities and events throughout the year, including on-campus employer recruiting opportunities, as well as internship, networking, and professional etiquette informational programs. For additional information go to www.fontbonne.edu/studentlife/careerservices.

Multicultural Affairs

The department of multicultural affairs affirms the value of diversity shared by Fontbonne University and the Sisters of St. Joseph of Carondelet. The office contributes to the promotion of a community that acknowledges, respects, supports, and celebrates diversity. The department presents programs, makes resource referrals, and advises students and groups. In addition, it provides sensitivity education to advance faculty, staff, and student awareness and appreciation of themselves and other members of the wider community.

Highlights of the office include observance for: Hispanic/Latino Heritage, Native American Heritage, Martin Luther King, Jr., African-American Heritage, Diversity Week, Asian-American Heritage, as well as other cultures and traditions. For additional information go to www.fontbonne.edu/studentlife/multiculturalaffairs.

Personal Counseling

The department of counseling supports students dealing with a broad range of issues and concerns which may impact their emotional and academic well-being. Through short-term professional counseling on campus and/or off-campus referrals, students can increase awareness, insight, and knowledge to acquire the skills and resources to more effectively meet the challenges they may encounter. For additional information go to www.fontbonne.edu/studentlife/personalcounseling.

Residential Life

One of the most enriching and exciting aspects of university life is living on campus. Fontbonne’s department of residential life offers a neighborhood environment in which students

can grow in self-discipline, organizational skills, effective study habits, and independent living. The neighborhood atmosphere also provides the opportunity to develop study partners, support systems, and lasting friendships with a diverse group of neighbors.

The residence halls which make up the on-campus neighborhood are St. Joseph Hall, Medaille Hall, and Southwest Hall. The buildings are co-educational, with men and women living in designated areas. The St. Joseph Hall student population consists of freshmen, sophomores, and juniors. Resident rooms in this building are designed for double occupancy.

Medaille Hall is designed for single occupancy. Many of these rooms are reserved in advance by returning Fontbonne resident students. The Hall population is predominately juniors, seniors, and graduate students.

Southwest Hall, the third floor of the Fine Arts Center, offers apartment-style living. Each unit is designed to accommodate four students with separate bedrooms and shared living room, kitchenette, and bathroom. This residence hall population is primarily juniors, seniors and graduate students. The lower levels of this building house the fine arts department.

Generally, a student must be registered as a full-time student to reside on campus. For residence hall costs see the section on university expenses.

For additional information or application call 314.889.1411. Visit the residential life website at **www.fontbonne.edu/studentlife/residentialliving**.

Student Activities and Leadership Programs

The department of student activities and leadership programs coordinates and oversees student organizations, leadership programs, co-curricular activities, and new student orientations. The department helps schedule program activities to meet students' social, recreational, cultural, and entertainment interests.

Students are encouraged to join a campus student organization while at Fontbonne University. Campus organizations related to professional associations, community service needs, and social/recreational activities form a strong and integral part of students' total university experience. Student participation can increase leadership and teamwork skills, interpersonal communication, and problem-solving and decision-making abilities, thus contributing to personal growth and professional appeal.

Any student or students interested in forming a new student organization or in registering for the Touchstone Leadership Programs may contact the director of student development in the Dunham Student Activity Center.

For additional information go to **www.fontbonne.edu/studentlife/activities** or **www.fontbonne.edu/studentlife/leadershipprograms**.

Honors Program

The honors program is designed to help talented students gain the most from their Fontbonne education. Because honors courses satisfy general education requirements, with additional credits to be earned in courses of the student's choice, the honors program fits any academic major. Through the honors program, students have the opportunity to formalize their commitment to excel and to have their academic talents recognized. Students who complete the program requirements in the first and second years are recognized as Honors Scholars at the annual academic Honors Convocation, and students who complete further requirements in their junior and senior years are designated University Scholars at graduation. Active members of the honors program have the privilege of early registration for all classes and can compete for scholarships for study abroad after their sophomore or junior years. The program sponsors co-curricular activities, such as the honors lecture series, intended to support the academic experience of honors students and to enrich the intellectual life of the campus.

ENTRANCE REQUIREMENTS

Incoming first-year students with ACT scores of 25 or higher or outstanding high school records are invited to join the honors program to work toward the achievement of Honors Scholar status.

Students who complete their first year at Fontbonne with a minimum cumulative grade point average of 3.5 or transfer students who enter with at least 30 hours of academic credit and a minimum cumulative grade point average of 3.5 will also be invited to enroll in the honors program. In addition, faculty members may nominate students with cumulative grade point averages over 3.3 who are considered good candidates for the program. First-year students with honors potential may be invited to enroll in honors courses. Students cannot enroll in the program after the first semester of the junior year because it will be difficult to complete the required number of hours to graduate as a University Scholar. These students, however, may register for honors courses if space is available.

BECOMING AN HONORS SCHOLAR

Incoming first-year students invited to join the honors program will have the opportunity to take designated honors sections of certain general education courses as well as upper-division interdisciplinary seminars. The students will complete a minimum of four honors courses in the first four semesters (or the first 60 credit hours) completed at Fontbonne.

In addition, students working to become Honors Scholars take the one credit hour HON 125 Freshman Honors Seminar, a multidisciplinary approach to a topic of broad importance. The seminar is led by the director of the honors program and

features faculty members from several disciplines. Students who complete these 13 credits of requirements in their first and second years will be named Honors Scholars.

BECOMING A UNIVERSITY SCHOLAR

To graduate as a University Scholar, the following requirements must be met:

- A minimum cumulative grade point average of 3.5 for continued participation in the honors program. Students who fall below the minimum have one semester of continued participation in the honors program to raise their grade point average to the required 3.5.
- A minimum of 15 hours in honors credit with at least six hours to be taken through upper-division honors courses. No more than six hours may be completed by contract for honors credit in non-honors classes.
- A senior honors project to be completed by graduation.
- Participation in at least one year of honors association activities.

COURSES

At least one honors course will be available each semester for general education credit; upper-division interdisciplinary honors courses will also be available regularly. In some instances, cross-listed courses will allow students to satisfy requirements in two areas; for example, a student might take an honors course titled Religion and Literature, satisfying requirements in either or both areas.

These courses will be specially designed to challenge able students as they fulfill college requirements. Students not enrolled in the honors program may be permitted to take honors courses if space is available and they have a minimum cumulative grade point average of 3.5. If a student does not have a cumulative average of 3.5 but can demonstrate excellence in a particular area, the director of the honors program may permit enrollment upon recommendation from that student's advisor.

During the junior or senior year, a student in the honors program may contract with any instructor to earn honors credits in one course per semester that is not specifically designated an honors course. The student and the instructor will write a plan defining the level of participation that will justify honors in that particular course. The director of the honors program will approve the plan.

THE NATURE OF AN HONORS COURSE

Honors courses focus on critical analysis and active learning in a collaborative atmosphere. Upper-division honors courses are frequently team-taught and interdisciplinary in content. All honors courses benefit from enrollments maintained at levels lower than the university's excellent student-faculty ratio.

In providing guidelines for the honors section of general education courses, it may be helpful to describe what they are not:

- They are not courses designed to train departmental majors.
- They do not require or presume substantial background in the discipline.
- They do not simply increase the quantity of work required in a comparable non-honors section. They do not achieve their goals by requiring substantially more assignments or longer papers. They emphasize quality, not quantity, of work.

Some things honors sections do differently than non-honors sections are:

- More attention is given to critical analysis of concepts and less to transmission of information.
- More attention is given to considering methods of interpretation in a given discipline. That is, do different points of view reflect a difference about facts or about how information should be interpreted or arranged along a scale of values? How and why can two competing persons or theories look at the same ideas and reach different conclusions?
- Students are assumed, and helped, to be active rather than passive learners. In-class discussions should encourage students to interpret or take positions about subject matter.
- Writing, both in class and out of class, should be emphasized. Writing assignments should serve the purpose of developing critical thinking abilities by emphasizing interpretations or evaluations. If there are research assignments, they should be essays rather than reports; that is, they should require that a student use data to reach a conclusion rather than simply compile data about a subject.
- Whenever possible, the instructors should provide opportunities for collaboration, where groups of students work together to resolve intellectual problems and evaluate one another's writing.
- Research shows that one of the things students want from an honors program is an increased sense of collegiality; therefore, some activity outside of the classroom (e.g., a field trip, an evening at the professor's home, watching a film, attending a lecture off campus) may be included.

Guest lecturers with a particular expertise or perspective may present in honors courses to enhance student learning.

SENIOR HONORS PROJECT

The senior honors project offers students an opportunity to pursue an interest developed in the course of their education. The student will pursue a research project, a scientific experiment, a field experience, a series of readings, the writing of poetry or fiction, the production of a film, or some similar project. It will be coordinated with the director of the honors

program and completed under the direction of a faculty advisor.

The student's work will culminate in some product, such as a research paper, a critical examination of readings, a series of connected short papers, or a creative work.

A student whose major department requires a senior project may combine the honors project with departmental work with the understanding that the project will exceed the limits ordinarily defined by the department.

Departments may wish to formalize expectations for students who are pursuing senior projects jointly with the honors program. The director of the honors program will approve all projects, discussing those that also fulfill departmental requirements with appropriate department chairs to ensure that the work the student undertakes qualifies as an honors project by exceeding ordinary expectations.

When registering for the senior honors projects, a student must obtain a project proposal form from the honors program director. The form requires the approval of the faculty advisor and the honors program director, and must be completed by the last day of early registration for the semester in which credit is to be earned. Students may earn one to three credits for their honors projects.

EARLY REGISTRATION

Members of the honors program are eligible for early registration if they are registering for honors courses. First-year honors students who have been in the freshman honors seminar may register early. Beyond the first year, early registration is open to students seeking enrollment in an honors course who already have six hours of honors credit.

HONORS ASSOCIATION ACTIVITIES

Students in the honors program are required to participate in the honors association. In addition to its regular meetings, each semester the honors association offers a minimum of four event-related activities for students, including theatre performances, concerts, poetry readings, and cultural excursions. Members of the association complete journal entries and readings relevant to activities and presentations at meetings. By registering for HON 294, students may earn one hour of academic credit for participating in 12 honors events and submitting response papers to the instructor.

HONOR SOCIETIES

Alpha Delta Omega (ΑΔΩ) [human services]

Delta Mu Delta (ΔΜΔ) [international honor society for business]

Kappa Gamma Pi (ΚΓΠ) [national Catholic graduate honor society for academic excellence and service leadership; available upon graduation at both the bachelor's and master's levels]

Lambda Delta ($\Lambda\Delta$) (honor society for first-time first-year students)

Phi Kappa Phi ($\Phi\Kappa\Phi$) [oldest, largest, and most selective national honor society for all academic disciplines at both the bachelor's and master's levels]

Pi Lambda Theta ($\Pi\Lambda\Theta$) [international honor society for education]

Sigma Tau Delta ($\Sigma\tau\Delta$) [international honor society for English]

Academic Information

ACADEMIC VISION

Fontbonne University promotes informed and discerning practice in scholarship, the arts, the professions, and service. By combining a pursuit of academic excellence with an evolving awareness of the world's needs, the Fontbonne community seeks to strengthen the relationship between the educated person and a diverse society. In concert with an emphasis on teaching and learning, the university promotes vital engagement between intellectual endeavor and social responsibility, giving meaning to information and insight to inquiry. In an open, caring, and challenging environment, students and teachers integrate knowledge from the liberal arts and professional programs, developing the understanding and skills central to a thoughtful and committed life.

UNDERGRADUATE DEGREES OFFERED

- Bachelor of Arts (BA)
- Bachelor of Business Administration (BBA)
- Bachelor of Fine Arts (BFA)
- Bachelor of Science (BS)

UNDERGRADUATE PROGRAMS

Fontbonne offers a variety of majors as well as minors, concentrations, teacher certifications, and certificate programs. In addition to 42 credit hours of general education requirements and a graduation requirement of a course in religion or theology, specific required courses form the background of knowledge and skills that students need in preparation for an undergraduate degree. Students may also elect other courses, allowing the tailoring of a curriculum specific to the individual student's needs.

Students have the responsibility fulfilling the general education requirements, specific program requirements, and all other degree and graduation requirements.

The bachelor of science (BS) degree program in business administration is offered at the Clayton campus and the Fenton site.

MAJORS (Traditional and OPTIONS [accelerated] programs)

- Advertising (BA)
- Applied mathematics (BS)
- Art (BA)
- Biology (BS)
- Business administration (BS)
- Business administration (BBA) [OPTIONS]
- Communication studies (BA)
- Computer science (BS)
- Contemporary studies (BA) [OPTIONS]
- Corporate communication (BA) [OPTIONS]
- Deaf education (BA)

- Dietetics (BS)
- Early childhood (BS)
- Elementary education (BA)
- English (BA)
- Family and consumer sciences (BS)
- Fashion merchandising (BS)
- Fine arts (BFA)
- General studies (BA)
- Global studies (pending approval late spring 2009)
- History (BA)
- Human services (BA)
- Management information systems (BS)
- Mathematics for secondary education (BS)
- Middle school education (BA)
- Organizational studies (BA) [OPTIONS]
- Performing arts (BA)
- Psychology (BA)
- Religious studies (BA)
- Social science/pre-law (BA)
- Sociology-applied (BA)
- Special education (BS)
- Speech-language pathology (BS)
- Sports & entertainment management (BS) [OPTIONS]
- Sports management (BS)
- University major (BA or BS)

MINORS

- Advertising
- American culture studies
- Art history
- Biology
- Business administration
- Chemistry
- Communication
- Computer science
- Early childhood
- English
- Food management
- Global studies (pending approval late spring 2009)
- Graphic design
- History
- Human services
- Journalism
- Management information systems
- Mathematics
- Performing arts
- Professional writing
- Psychology
- Religious studies
- Sociology
- Women's and gender studies

CONCENTRATIONS

See academic departments and specific majors for available concentrations.

CERTIFICATE PROGRAMS

- Business or commercial Spanish
- Spanish proficiency
- Professional development
- Website development

TEACHER CERTIFICATIONS

Full information on teacher certification may be found later in this section entitled, "Teacher Education at Fontbonne University".

See the undergraduate college/department sections in this catalog for all undergraduate program information.

OPTIONS PROGRAM

The Fontbonne University OPTIONS program provides evening degree programs for adult students in an accelerated format. The OPTIONS program offers the following degree programs at the Clayton campus and through off-campus sites in Brentwood, Chesterfield, downtown St. Louis, Fenton, and at north, south and west county sites:

- Business administration (BBA)
- Contemporary studies (BA)
- Corporate communication (BA)
- Organizational studies (BA)
- Sports & entertainment management (BS)

See the OPTIONS program in the college of global business and professional studies in the undergraduate programs section in this catalog.

See the undergraduate college/department sections in this catalog for all undergraduate program information.

ONLINE COURSES

Fontbonne University's online courses are student-centered, just as the traditional face-to-face courses are. The learning environment is an asynchronous one, giving flexibility to the online course. The asynchronous nature of the course does not mean that the course lacks structure and/or deadlines. Students have weekly assignments and deadlines and are expected to participate in class discussions. Course requirements may include weekly group discussions, online quizzes, individual and/or small group assignments, readings, problem solving, or the critiquing of articles.

Note: Some on-campus meetings may be required for some online courses. Online undergraduate courses may require proctored testing on campus or at an approved location.

Blackboard is the platform used for offering online courses at Fontbonne. Prior to taking the first online course at Fontbonne University, a student must complete an online tutorial

(FOC 101) which introduces the student to the Blackboard Web management tool.

Undergraduate online courses are currently offered through the following college and departments:

College of Global Business and Professional Studies

Departments of:

- Behavioral Sciences
- Communication Disorders and Deaf Education
- Education/Special Education
- English and Communication
- History, Philosophy, and Religion
- Human Environmental Sciences
- Interdisciplinary Studies
- Mathematics and Computer Science

ACADEMIC ADVISING

The director of academic advising is responsible for seeing that each undergraduate student is assigned a faculty advisor from the major discipline in which the student is interested, or an academic staff advisor. The academic advisor assists the student to develop and progress through an academic program that suits the student's career goals, interests, and abilities. The advisor guides the student in choosing appropriate courses each semester and encourages the student to take advantage of the opportunities of the total Fontbonne experience. In the event that an advisor/advisee arrangement does not work effectively, a student may petition the director of academic advising for a new advisor.

The student has the responsibility for becoming acquainted with and understanding academic policies, procedures, and requirements, including those for general education, their major, minor, concentration, certification, and/or certificate program, and the requirements for graduation.

In preparation for registration, it is the student's responsibility to schedule an advising session with the academic advisor to plan the next semester course schedule. A student may not register for courses online until the student has been cleared by the academic advisor.

GENERAL EDUCATION REQUIREMENTS

The general education requirements at Fontbonne University provide students with the opportunity to acquire the knowledge and develop the skills that help to define an educated individual. Fontbonne is committed to the liberal arts tradition. While the general education requirements give specific manifestation of that commitment, a liberal arts perspective permeates all courses of study.

General education requirements at Fontbonne apply to all undergraduate degree programs and consist of 42 hours of academic credit taken within the following components:

- I. Communication (9 credits; a total of three courses are required)

Through the study of communication, an educated individual should be able to:

- Analyze his or her own and other's speaking and writing.
- Conceive of writing as a recursive process that involves many strategies, including generating material, evaluating sources when used, drafting, revising, and editing.
- Make formal written and oral presentations employing correct diction, syntax, usage, grammar, and mechanics.
- Focus on a purpose (e.g., explaining, problem solving, and argument) and vary approaches to writing and speaking based on that purpose.
- Respond to the needs of different venues and audiences and choose words for appropriateness and effect.
- Engage effectively in electronic collaboration.
 - A. Written Communication (both courses are required)
 - ENG 101 Composition I (3 credits)
 - ENG 102 Composition II (3 credits)
 - B. Oral Communication (one course is required)
 - COM 102 Public Speaking (3 credits)
 - COM 103 Interpersonal Communication (3 credits)
 - BCC 320 Corporate Presentation and Persuasion (OPTIONS only) (3 credits)

II. Mathematics (3 – 4 credits; one course is required)

Through the study of mathematics, an educated individual should be able to:

- Describe the contributions to society from the discipline of mathematics.
- Recognize and use connections within mathematics and between mathematics and other disciplines.
- Read, interpret, analyze, and synthesize quantitative data (e.g., graphs, tables, statistics, and survey data) and make reasoned estimates.
- Formulate and use generalizations based upon pattern recognition.
- Apply and use mathematical modes (e.g., algebraic, geometric, statistical) to solve problems and to present information with clarity, accuracy, and precision.
 - MTH 102 Contemporary Topics in Mathematics for Educators (3 credits)
 - MTH 103 Excursions into Modern Mathematics (3 credits)
 - MTH 105 College Algebra (4 credits)
 - MTH 115 Introduction to Statistics (3 credits)
 - MTH 150 Calculus with Analytic Geometry I (4 credits)
 - ORG 315 Applications in Modern Math for Managers (OPTIONS only) (3 credits)

III. Valuing (6 credits; a total of two courses is required)

Through the study of valuing, an educated individual should be able to:

- Compare and contrast historical and cultural ethical perspectives and belief systems.
- Utilize cultural, behavioral, and historical knowledge to clarify and articulate a personal value system.
- Recognize the ramifications of one's value-based decisions on self and others.
- Recognize conflicts within and between value systems and recognize and analyze ethical issues as they arise in a variety of contexts.
- Consider multiple perspectives, recognize biases, deal with ambiguity, and take a reasonable position (reflective thinking).

A. Introductory Course in Philosophy (one course is required)

PHL 110 Introduction to Philosophy (3 credits)
 PHL 260 Contemporary Moral Issues (3 credits)

B. Specialized Valuing Course (one course is required)

ACS 100 Introduction to American Culture Studies (3 credits)
 ART 207 High Art, Propaganda, and Kitsch (3 credits)
 EDU 234 Philosophical Foundations of Education (3 credits)
 HES105 Personal, Professional, and Cultural Dress (3 credits)
 HES 266 Management of Family Resources (3 credits)
 HES 397 Advocacy in Professional Practice (3 credits)
 PER 314 Multicultural Experiences in Performance (3 credits)
 PHL 221 Business Ethics (3 credits)
 PHL 228 Environmental Ethics (3 credits)
 WGS 101 Introduction to Women's Studies (3 credits)
 BAC 410 Corporate Responsibility in Today's World (3 credits)
 BBA 407 Management and Business Ethics (OPTIONS only) (3 credits)
 ORG 312 Values and Ethics in the Organization (OPTIONS only) (3 credits)
 SEM 350 Ethical and Legal Issues in Sports and Entertainment (3 credits)

IV. Social and Behavioral Sciences (6 – 9 credits; a total of three courses may be required)

Through the study of social and behavioral sciences, an educated individual should be able to:

- Understand social institutions across the range of historical and cultural contexts.
- Explain individual human behavior using hypotheses.
- Evaluate contemporary problems from a social science perspective.

- Compare diverse social, cultural, and historical settings and processes.
 - Explain constitutions of the US and Missouri.
 - A. History (one course is required)
 - HST 103 Introduction to Western Civilization I: Prehistory to 17th Century (3 credits)
 - HST 104 Introduction to Western Civilization II: 17th Century to the Present (3 credits)
 - HST 105 Introduction to American History I: Discovery through Civil War (3 credits)
 - HST 106 Introduction to American History II: Post-Civil War to Present (3 credits)
 - HST 340 American Social History (3 credits)
 - HST 366 Trends that Shaped the Modern World (3 credits)
 - B. Human Behavior (one course is required)
 - PSY 100 Introduction to Psychology (3 credits)
 - PSY 200 Developmental Psychology (3 credits)
 - SOC 100 Survey of Sociology (3 credits)
 - SSC 201 The American Economy (3 credits)
 - GOV 230 American National Government (3 credits)
 - BUS 202 Principles of Macro Economics (3 credits)
 - BUS 203 Principles of Micro Economics (3 credits)
 - GGY 205 Cultural Geography (3 credits)
 - BBA 400 Macroeconomics for Managers (OPTIONS only) (3 credits)
 - BBA 402 Microeconomics for Managers (OPTIONS only) (3 credits)
 - C. U.S. & MO Constitutions (one course may be required. If GOV 230 is taken in social and behavioral sciences, category B, to meet the human behavior requirement, it will also meet this U.S. & MO constitutions requirement.)
 - GOV 230 American National Government (3 credits)
 - OR**
 - GOV 101 U.S. and Missouri Constitutions (1 credit)
- V. Humanities and Fine Arts (6 credits; a total of two courses is required)
- Through the study of the humanities and fine arts, an educated individual should be able to:
- Describe the scope and variety of works in the humanities and fine arts (e.g., fine and performing arts, literature, and speculative thought).
 - Explain the historical, cultural, and social contexts of the humanities and fine arts.
 - Identify the aesthetic standards used to make critical judgments in various artistic fields.
 - Articulate a response based upon aesthetic standards to observance of works in the humanities and fine arts.
- A. Literature (one course is required)
- ENG 120 Introduction to Literature (3 credits)
 - ENG 240 Survey of English Literature I (3 credits)
 - ENG 241 Survey of English Literature II (3 credits)
 - ENG 260 American Literary Tradition: To Whitman (3 credits)
 - ENG 261 American Literary Tradition: Since Whitman (3 credits)
- B. Fine Arts (one course is required)
- ART 155 Art Appreciation (3 credits)
 - ART 160 Art History Survey I (3 credits)
 - ART 161 Art History Survey II (3 credits)
 - MUS 106 American Popular Music (3 credits)
 - MUS 108 Music Appreciation (3 credits)
 - PER 101 Theatre Appreciation (3 credits)
- VI. Life and Physical Sciences 6 – 8 credits; a total of two courses is required)
- Through the study of life and physical sciences, an educated individual should be able to:
- Explain how to use the scientific method and how to develop and test hypotheses in order to draw defensible conclusions.
 - Evaluate scientific evidence.
 - Describe the basic principles of the physical universe.
 - Describe concepts of the nature, organization, and evolution of living systems.
 - Explain how human choices affect the earth and living systems.
- A. Life Science (one course is required)
- BIO 108 Introduction to Life Science with Lab (3 credits)
 - BIO 112 General Biology I with Lab (4 credits)
 - BIO 250 Microbiology with Lab (4 credits)
 - BIO106 Topics in Environmental Science with Lab (OPTIONS only) (3 credits)
- B. Physical Science (one course is required)
- CHM 102 Essentials of Chemistry with Lab (4 credits)
 - CHM 106 General Chemistry I with Lab (4 credits)
 - PHY 108 Introduction to Physical Science with Lab (3 credits)
 - PHY 208 College Physics I with Lab (4 credits)
- VII. Managing Information (4 credits; a total of two courses is required)
- Through the study of the management of information systems, an educated individual should be able to:
- Use electronic tools for research and evaluation to access and/or generate information from a variety of sources, including the most contemporary technological information services, and evaluate information for currency, usefulness, truthfulness, and accuracy.
 - Create electronic documents to present information clearly and concisely, using contemporary technologies.
 - Create technology-enhanced presentations to present information clearly and concisely, using contemporary technologies.
 - Create and use spreadsheets/databases to organize, store, and retrieve information efficiently.

- Use electronic tools for analyzing qualitative and quantitative data: reorganize information for an intended purpose.
- Examine the legal, ethical, and security issues involved in the use of information technology.

A. Information Literacy (required)

INT 199 Information Navigation and Evaluation (1 credit)

B. Computer Information Systems (one course is required)

CIS 100 Computer Technology: Issues and Applications (3 credits)

CIS 103 Microcomputer Applications in Education (3 credits)

CIS 110 Microcomputer Applications: Spreadsheet (3 credits)

CIS 111 Microcomputer Applications: Data Base (3 credits)

CIS 160 Computer Science I (Math/CIS majors only) (3 credits)

VIII. Higher-Order Thinking Skills

A combination of general education courses will assist the student in developing an ability to distinguish among opinions, facts and inferences, identifying underlying or implicit assumptions, making informed judgments, and solving problems by applying evaluative standards. The educated individual should be able to:

- Recognize the problematic elements of presentations of information and argument and formulate diagnostic questions for resolving issues and solving problems.
- Analyze and synthesize information from a variety of sources and perspectives and apply the results to resolving complex situations and problems.
- Defend conclusions using relevant evidence and reasoned argument.
- Use a variety of approaches to describe problems, identify alternative solutions, and make reasoned choices among solutions.
- Reflect on and evaluate critical thinking process.

Elective General Education Courses

A sufficient number of credit hours to complete a minimum of 42 credit hours must be taken from the courses listed under general education requirements.

The Fontbonne general education requirements are designed to meet the Missouri statewide general education goals and competencies.

A course taken for P/NP cannot meet a general education requirement.

TEACHER CERTIFICATION AT FONTBONNE UNIVERSITY

(Applicable to all departments offering a teacher certification option.) *See chart next page.*

The following provides an overview of programs leading to teacher certification at Fontbonne University at the post-baccalaureate level. All certification programs are accredited by the Missouri Department of Elementary and Secondary Education (DESE) and the National Council for the Accreditation of Teacher Education (NCATE). It should be noted that all certifications to teach are issued by DESE, not Fontbonne University. The university makes the recommendation for certification to DESE upon a candidate's completion of all requirements.

The following table lists the primary areas of certification that typically accompany the departmental major. With the assistance of an academic advisor, a student may choose to pursue an additional certification from those listed. Choosing multiple areas of certification could result in the lengthening of a student's program.

Conceptual Framework

Fontbonne University faculty members believe that teachers should be reflective practitioners/decision makers. This conceptual framework is knowledge-based, clearly articulated, shared throughout campus, and is consistent with the institutional mission and the Missouri standards for preparation of teachers as well as the standards of the National Council for the Accreditation of Teacher Education. The conceptual framework and programs are evaluated through student outcomes, course evaluations, field experiences, graduate surveys, and employer feedback. Students are expected to adhere to the "Commitments of the Responsible Educator" which are reflective of the conceptual framework.

As indicated in the conceptual framework, Fontbonne University is in touch with the social, political, and economic realities which place demands on education. The university therefore offers teacher certification programs that prepare individuals who will be able to teach students with a variety of learning styles from diverse backgrounds and prepare these students for the future by encouraging an attitude of openness and critical evaluation regarding change.

All Fontbonne teacher certification programs prepare students for the challenge of teaching and enable students to give meaningful service to children and adults. Teacher certification at Fontbonne University provides:

- opportunities for innovation and creativity;
- opportunities for reflective decision making;
- faculty who are well-educated, creative teachers, professionally involved, and have outstanding supervisory skills;
- a foundation of sound theoretical knowledge for each area of certification with extensive practicum experiences;

MAJOR	DEPARTMENT	CERTIFICATION	DUAL/ADD-ON CERTIFICATION
Art	Fine Arts	Art (K-12)	
Biology	Biological and Physical Sciences	Biology (9-12)	
Deaf Education	Communication Disorders and Deaf Education	Deaf Education (Birth-12)	
Early Childhood	Human Environmental Sciences	Early Childhood (Birth-3)	Early Childhood Special Education (Birth-3)
Elementary Education	Education/Special Education	Elementary (1-6) (Also included with the Special Education major)	Early Childhood (Birth-3) Early Childhood Special Education (Birth-3)
English	English and Communication	English (9-12)	Middle School (5-9)
Family and Consumer Sciences	Human Environmental Sciences	Family and Consumer Sciences (Birth-12)	
Fine Arts	Fine Arts	Art (K-12)	
History	History, Philosophy, and Religion	Social Studies (9-12)	Middle School (5-9)
Mathematics	Mathematics and Computer Sciences	Mathematics (9-12)	Middle School (5-9)
Middle School Education	Education/Special Education	Language Arts (5-9) Mathematics (5-9) Science (5-9) Social Studies (5-9)	
Performing Arts	Fine Arts	Speech/Theatre (9-12)	Middle School (5-9)
Special Education	Education/Special Education	Special Education (K-12)	Elementary (1-6)

- a thorough foundation in both typical and exceptional development of children;
- an introductory course which provides an overview of educational theory and practice, along with the development of skills in observation and analysis of classroom interactions; and
- faculty members who strive for effective student-teacher relationships.

Policies and Procedures for Students in Teacher Certification Programs

Students are responsible for obtaining a copy of the manual, Policies and Procedures for Students in Teacher Certification Programs, upon beginning their program at Fontbonne. These are available on a CD from the certification coordinator in the East Building, room 235. Students are responsible for carrying out all current policies, procedures, and requirements for graduation and for teacher certification.

Each student must maintain a minimum cumulative blended grade point average of 2.75 on a 4.0 scale for coursework designated as “professional,” and an overall cumulative blended grade point average of 2.5 on a 4.0 scale. These standards take into consideration all coursework taken at all colleges and universities. Candidates must pass all segments of the College Basic Academic Subjects Examination (C-Base). Students earning certification in middle school and secondary programs must achieve a GPA of 2.5 in the relevant content areas. (See the appropriate departmental program section in this catalog.)

Students who have “conditions” placed upon them by the teacher education unit will not be approved for teacher certification. Conditions may be defined as deficiencies related to the potential success of the candidate to be an effective teacher, especially as set forth by the Commitments of the Responsible Educator. (Students should refer to the Policies and Procedures Manual for specific guidelines in this area.)

Candidates for teacher certification must fulfill all current requirements of the Missouri Department of Elementary and Secondary Education (DESE), to include passing scores on entrance and exit tests, appropriate grade point average, and approved culminating project. These requirements are subject to change.

Most school districts require that any individual who teaches, supervises, or has access to students in a school undergo an FBI fingerprint check, a criminal record check, and child abuse/neglect screening. The Missouri Highway Patrol and the Department of Social Services conduct these screenings. Every Fontbonne student engaged in clinical experiences in the pre-service teacher certification programs must complete background checks as required prior to placement. Students are responsible for keeping background checks current in order to avoid exclusion from clinical sites, practicum sites, and student teaching. (Costs for these background checks will be borne by the student.)

Assessments Required for Missouri Teacher Certification

The Missouri State Board of Education has approved the College Basic Academic Subjects Examination (C-BASE) as the official assessment required for admittance into professional education programs for undergraduate students. This test evaluates knowledge and skills in English, mathematics, science, and social studies. The Board has also approved the Praxis II: Subject Assessments/Specialty Area Tests to be the official assessments required for the certification of professional school personnel. The Praxis II assessments measure the candidate's knowledge of the subjects they will teach, as well as general and subject-specific pedagogical skills and knowledge.

Teacher Certification Policy for Transfer Students

Students who transfer to Fontbonne University from another institution and who have been granted transfer credit for courses equivalent to EDU 234 Philosophical Foundations and/or EDU 200/201 Introduction to Classroom Teaching are required to enroll in EDU 301 Teacher Education at Fontbonne University. This seminar introduces students to the key components of Fontbonne's teacher education programs, to include the conceptual framework, the commitments, the Fontbonne lesson-planning model, and the culminating project which is conducted during student teaching. While this course carries zero credit, it is a requirement for transfer students for major approval. Students will enroll for the course during their first semester on campus. The course will be taught predominately online, but a limited number of face-to-face meetings will be required. Students will receive a grade of P/NP.

In addition, the student must:

- Fulfill the admission requirements for transfer students listed in the university catalog.
- Be recommended by the appropriate department chairperson for admission into the teacher certification program.
- Be admitted into the teacher certification program.
- Complete a curriculum comparable with native Fontbonne students at Fontbonne University, to include appropriate coursework, clinical experiences, student teaching, and culminating project development.

Students desiring to apply to Fontbonne University for student teaching only must obtain from their home institution a letter of intent stating that the home institution agrees to be the sponsoring institution to recommend the student for certification. Such a letter of intent must be filed in the department of education/special education before admission procedures can be completed.

Major Approval Process for Teacher Certification Candidates

While there are university and departmental guidelines for major approval for students not seeking teacher certification (see major approval in academic policies and regulations in

this introductory section in this catalog), the following guides all programs in the major approval process for those seeking teacher certification.

Undergraduate candidates must apply for major approval during the second semester of their sophomore year after completing 45 hours. Transfer students apply for major approval after completing the equivalent of one full semester (a minimum of 12 credit hours) at Fontbonne.

Major approval for a teacher certification program is based upon the following criteria:

- Completion of EDU 200/201 (or DEA 200/210 for deaf education majors) without conditions.
- A cumulative GPA of 2.75 for all professional course work from all colleges/universities attended.
- A cumulative GPA of 2.5 from all colleges/universities attended.
- For middle/secondary candidates, a 2.5 cumulative GPA in the content areas of choice.
- Transfer students who have completed the equivalent of Introduction to Classroom Teaching and Philosophical Foundations at another institution must complete a required "zero hour" course: EDU 301: Teacher Education at Fontbonne University.
- Successful completion of the C-BASE examination.

Major Approval with Conditions

This designation indicates that the student is deficient in one or more of the above categories or is deficient in adherence to the Commitments of the Responsible Educator. The student may continue the major in his/her respective department (this is determined by the department); however those who fail to eradicate all deficiencies will not be admitted into the teacher certification program and, therefore, will not be allowed to student teach.

Final Approval for the Teacher Certification Program

Qualified students who wish to be certified must apply for acceptance to the teacher certification program. Said application should be made at the close of the second semester of the junior year for native students and no later than the third semester of attendance at Fontbonne University for transfer students. Acceptance into the teacher certification program is based upon major approval; final validation of professional (2.75) and cumulative (2.5) GPA; final validation of a 2.5 GPA in relevant content areas for middle/secondary candidates; successful completion of the C-BASE; and approval by the Teacher Education Unit. Without approval by the teacher education unit, students cannot enroll for student teaching.

Student Teaching/Field Experience Requirements

Student teacher/field experience candidates must demonstrate competence in all areas of professional preparation identified by the Missouri Department of Education for the certification area. Prior to student teaching, students are required to have completed, or be in the process of completing,

all required coursework; to be in compliance with GPA and C-BASE requirements of the university; to be in compliance with all screening requirements dictated by school districts; and to have received written approval by the university teacher education unit. While some coursework for teacher certification may be taken elsewhere, student teaching/field experience must be completed through Fontbonne University. Student teacher applications may be obtained from the director of student teaching, and are due January 30 for the following fall semester and May 1 for the following spring semester. (Students in deaf education complete the application process through the director of deaf education.) Student teaching/field experience must be conducted within the St. Louis metropolitan area.

Culminating Project Requirement

The culminating project requirement of Fontbonne University's teacher education unit is a performance assessment through which the pre-service teacher provides evidence of his/her ability to facilitate learning. This project assesses the pre-service teacher's ability to design and teach an effective unit of instruction, to assess student performance, and to reflect on the experience. The artifacts collected for this project will provide evidence of the candidate's competency in the 11 quality indicators of the Missouri Standards for Teacher Education. An approved culminating project is required prior to the university recommending the candidate for certification to DESE.

Completion of the Teacher Certification Program

Completion of the teacher certification program is contingent upon the following:

- Completion of all degree requirements to include student teaching.
- Submission of an acceptable culminating project.
- Submission of a qualifying PRAXIS score.

The individual will not be considered a program completer, nor will the university submit a recommendation for certification to the Missouri Department of Elementary and Secondary Education for official teacher certification until all of these criteria have been met.

Post-Baccalaureate Certification

Those already holding a baccalaureate degree should reference the graduate section of this catalog for information regarding programs which combine teacher certification with an advanced degree. Programs are available in the departments of education/special education, human environmental sciences (family and consumer sciences), and fine arts (theatre).

Degreed individuals interested in pursuing teacher certification should refer to the graduate portion of this catalog, specifically the section on post-baccalaureate certification.

Web-based Documents

A full set of policies and procedures related to teacher certification at Fontbonne University may be found at the following URL: www.fontbonne.edu/academics/teachercertification/downloads.htm

Title II Summary

Title II Institutional Report (2006-2007)

In compliance with the provisions of Title II of the Higher Education Act, the following information is provided to the public:

- During the 2006-2007 academic year, 100 percent (100%) of Fontbonne University's initial teacher certification program completers passed the required state certification tests. The statewide pass rate for program completers that year was 98%.
- There were 529 students enrolled in Fontbonne University's teacher preparation programs during 2006-2007.
- There were 126 students in programs of supervised student teaching during 2006-2007.
- Depending upon the certification program, the total required hours of supervised student teaching ranges from 300 to 600.
- Fontbonne University offers teacher certification programs in 15 areas. The programs are accredited by the Missouri Department of Elementary and Secondary Education and the National Council for the Accreditation of Teacher Education (NCATE).

Those wishing to access the full report may do so by visiting the University website, www.fontbonne.edu.

INDEPENDENT STUDY COURSES

Independent study courses, available to qualified undergraduate degree-seeking students, allow students to pursue interests not available in the established curriculum. An independent study course may take the form of research, a reading program, or a special off-campus project. Each independent study course must have an instructor.

A formal independent study application must be submitted to the registrar's office at the time of registration. The application form is available in the registrar's office.

Students who have completed 60 or more credit hours may register for an independent study course. Students on academic probation are not eligible to register for an independent study course.

See academic departments for independent study course numbers and descriptions.

COOPERATIVE EDUCATION

The cooperative education program permits students to gain valuable work experience in their major field of study while earning money to help finance their education. Students with sophomore, junior, or senior status may apply for positions in business or non-profit organizations. Students earn one to six hours of academic credit for each semester of cooperative work experience. The credit, considered elective credit, contributes to the 128 hours required for graduation. Students may earn up to 18 hours of cooperative education credit. Students in all majors except education, special education, deaf education, and speech-language pathology may take advantage of this opportunity.

ACADEMIC TOURS

National and international trips and tours for academic credit are sponsored by Fontbonne University under the guidance of faculty and professional staff. For students, such trips and tours involve prior reading, attendance at planning meetings, and full participation at all trip and follow-up activities as outlined in the syllabus prepared by the instructor. The course prefix includes the letter code of the sponsoring department and usually has either a 200- or 400-level number assigned to it. Academic trips and tours ordinarily carry no more than three credit hours.

STUDY ABROAD

Fontbonne encourages students to become a part of the global community by offering multicultural learning experiences through individual study abroad programs, faculty-directed study abroad trips (see academic tours above), and international community-service projects. Students have participated in programs and projects throughout the world, including Italy, England, Ireland, Costa Rica, and Australia.

Short-term, semester, and academic year study abroad opportunities are available. Students must have a minimum cumulative GPA of 2.5 in order to participate in study abroad programs. For additional information on study abroad, please call 314.719.8058.

PRIOR LEARNING ASSESSMENT (PLA)

Fontbonne University offers students the opportunity to earn undergraduate credit for non-collegiate sponsored learning. Prior learning assessment is a concept based on accepted principles of adult learning and serves to validate the professional competence achieved by men and women outside the classroom. Credit for prior learning may be earned as a result of professional training and college-level learning gained through experience, military training and/or validated by various tests. A maximum of 32 credit hours will be accepted in PLA credit opportunities at Fontbonne. Students may not count PLA credit toward the 32-hour residency requirement at Fontbonne or toward the OPTIONS core requirements. Fees charged for PLA credit are subject to change.

The standards and criteria established by Fontbonne for assessing college-level learning were developed in conformance with guidelines set forth by the Council for Adult and Experiential Learning (CAEL). Fontbonne University cannot guarantee how any other college might interpret transfer credit through Prior Learning Assessment.

The PLA program at Fontbonne encompasses the following opportunities.

National Standardized Tests/Department Proficiency Tests/Credit by Exam

Students may earn up to 30 credit hours received through the assessment of their college-level learning by these methods of testing. Students will not earn credit for an examination if they have taken a college course of equal or higher equivalency in that area prior to the exam. These credit hours will not count toward the 32-hour residency requirement or the core requirements in the OPTIONS program. The testing methods recognized by Fontbonne are defined as follows:

Advanced Placement (AP) Tests

Students who score four or five on Advanced Placement tests may be awarded college credit through Fontbonne, subject to the approval of the appropriate department. Each department will decide the amount of credit and the specific course for which credit will be given. A student who scores one, two or three on AP tests will not receive advanced placement or earn college credit. Official test scores must be received directly from the testing agency.

A copy of the Fontbonne courses that are satisfied by advanced placement courses is available in the offices of the coordinator of prior learning assessment, admissions, registrar, and academic affairs.

Standardized Tests

Students may earn credit for CLEP general and subject examinations to fulfill certain course requirements according to departmental policy. Official test scores must be received directly from the testing agency. Credit is awarded if the score received is at or above the American Council of Education (ACE) recommended score. Although CLEP exams are among the best known, other standardized tests may be reviewed and considered by the appropriate department chairperson.

Credit by Exam

Fontbonne will accept undergraduate credit by exam for non-standardized examinations given by accredited institutions. The course number, title, and credit hours must appear on the official transcript. Determination as to the fulfillment of certain course requirements will be reviewed and considered by the appropriate department chairperson.

Department Proficiency Exams

Several departments offer proficiency exams for certain Fontbonne courses. Students who satisfactorily complete a departmental proficiency exam may elect to have a require-

ment waived or petition to receive credit for that particular course.

Military Experience

College credit can be awarded for military courses and enlisted ranks/military occupational specialties (MOS) which have been evaluated by the American Council on Education (ACE) Guide. When available, submission of the ACE registry transcript is required. If ACE is unable to provide a transcript, the DD214 and/or a transcript of in-service training is required.

Professional Training

College credit can be awarded for professional training courses sponsored by business and industry, government, and labor which have been evaluated by the American Council on Education (ACE) or the New York State's Program on Non-collegiate Sponsored Instruction (PONSI).

Portfolio Evaluation

The portfolio evaluation is available in two formats: Portfolio I: Documented Learning and Portfolio II: Narrative Essay. If students believe they have already acquired the competencies of college courses, they may petition for credit through the portfolio evaluation. Students can earn credit for courses listed in the Fontbonne University catalog as well as for college-level courses listed in the catalogs of an accredited degree-granting college or university, provided there is a Fontbonne faculty member who can evaluate the request. The prior learning assessment coordinator provides guidance in portfolio preparation and submission procedures. The portfolio must contain detailed evidence of learning outcomes, supporting documentation, and descriptions of personal and professional experience.

Portfolio I: Documented Learning

Students must prepare a portfolio of their learning experiences, which can be documented by licenses, certifications, or transcripts from non-accredited or professionally accredited colleges and schools. Professional training programs through local corporations, which have not been evaluated by ACE/PONSI, may be included in this portfolio.

Portfolio II: Narrative Essay

If the student has extensive knowledge which cannot be supported through areas of learning covered under the Portfolio I description, Portfolio II must be prepared for assessment. The narrative essay portfolio relies more on the student's explanation of the learning outcomes and the practical application of the experiences. Examples of supporting documentation include work samples, certificates of completion of workshops/seminars, and verification from superiors.

For additional information on prior learning assessment, please contact: 314.719.8009 or 314.729.7555.

INTER-INSTITUTIONAL CROSS REGISTRATION

Fontbonne University participates in an inter-institutional agreement with the following universities: Lindenwood, Maryville, Missouri Baptist, and Webster.

Undergraduate students may take courses at these host institutions only during the fall and spring semesters under the following conditions:

- The student must take 12 or more semester hours (including the inter-institutional course) and pay full tuition at Fontbonne.
- The inter-institutional course is not offered at the home institution during the semester the student wishes to take the course.
- The host institution must have room in the course.
- The student is limited to six credit hours or two courses per semester at the host institution.
- The student does not pay additional tuition for the interinstitutional course (unless it brings the total credit hours over 18), but must pay the host institution any incidental fees such as laboratory or studio materials.
- The student should not take inter-institutional courses during the semester in which the student expects to graduate due to the unavailability of a timely final transcript from the other institution's registrar's office.
- The Fontbonne registrar's office handles registration for inter-institutional courses. Required forms are available in the registrar's office.

DUAL DEGREE PROGRAM IN ENGINEERING WITH WASHINGTON UNIVERSITY IN ST. LOUIS

Fontbonne students may choose a dual degree program of study in connection with the School of Engineering and Applied Science at Washington University. This program may be combined with any major, but is most easily pursued in conjunction with a major in applied mathematics or in biology. Students who have completed the first three years of required work on a major at Fontbonne and who have a minimum cumulative grade point average of 3.0, both overall and in specified mathematics or science courses, may apply for admission to the dual degree program. Upon satisfactory completion of the program, the student will be awarded bachelor's degrees from both Fontbonne University and Washington University.

FOREIGN LANGUAGE STUDY AT THE UNIVERSITY COLLEGE, WASHINGTON UNIVERSITY IN ST. LOUIS

Fontbonne students may study foreign languages through a special arrangement with the University College of Washington University. Students choose from a variety of languages, such as Asian, Classic, Germanic, Romance, and Slavic languages. Not all languages are offered every semester. Credits earned for foreign language through the University College count as home credit for Fontbonne students.

3/2 ARRANGEMENT IN SOCIAL WORK WITH WASHINGTON UNIVERSITY IN ST. LOUIS

Fontbonne students may choose a 3/2 program of study in connection with the George Warren Brown (GWB) School of Social Work at Washington University. Students who have completed the first three years of required work for a major in human services at Fontbonne and who have a minimum cumulative grade point average of 3.5 may apply for admission to the GWB School of Social Work at the end of the junior year. Upon satisfactory completion of the first year at GWB, the student will be awarded a bachelor of arts degree from Fontbonne University. It is the student's responsibility to apply for this degree from Fontbonne at the satisfactory completion of the first year at GWB. At the end of the second year of study at GWB, students should qualify for a master of social work (MSW) degree at Washington University.

3/2 ARRANGEMENT IN OCCUPATIONAL THERAPY WITH WASHINGTON UNIVERSITY IN ST. LOUIS

Fontbonne students may elect to pursue a 3/2 program of study in connection with the Occupational Therapy (OT) program in the Washington University School of Medicine. Students who have completed the first three years of coursework for a biology or psychology degree at Fontbonne and who have a minimum cumulative grade point average of 3.0 in required prerequisite courses may apply for admission to the OT program during their junior year. Upon satisfactory completion of the first year of coursework at Washington University, the student will be awarded a bachelor of science degree in biology or a bachelor of arts degree in psychology from Fontbonne University. It is the student's responsibility to apply for this degree from Fontbonne upon satisfactory completion of the first year of coursework at Washington University. At the end of the second year of study at Washington University, students would qualify for a master of occupational therapy degree from the Washington University School of Medicine.

ACCELERATED BRIDGE PROGRAM WITH SAINT LOUIS UNIVERSITY SCHOOL OF SOCIAL WORK

Fontbonne students may choose an accelerated bridge program of study with Saint Louis University School of Social Work. Senior level students who have completed 44 credits hours including specific course requirements with a minimum cumulative grade point average of 3.2 may apply for admission to the Saint Louis University School of Social Work. Bridge students will be given visiting student or non-degree student status if accepted in the MSW Program and pay the current Saint Louis University School of Social Work tuition rates and fees. Bridge students are not eligible to apply for School of Social Work Scholarships until they have received full admission to the MSW Program. Students accepted into the bridge program may take between 3 – 15 credit hours from select social work courses. Upon completion of gradu-

ation requirements at Fontbonne University and successful completion of SLU social work courses students will be given full admission to the St. Louis University School of Social Work MSW Program. It is the student's responsibility to meet with her/his academic advisor to appropriately plan for admission to the Bridge Program.

ASSOCIATION OF COLLEGES/UNIVERSITIES OF THE SISTERS OF ST. JOSEPH EXCHANGE PROGRAM

The Association of Colleges/Universities of the Sisters of St. Joseph (ACSSJ) Exchange Program offers students the opportunity to broaden their educational experience by studying for a semester or a year at a member campus. Each of the ACSSJ colleges and universities is a caring community offering an enriched academic experience with many exciting opportunities for intellectual and personal development.

To be eligible for the exchange program, a student must have completed by the time of the visit at least 24 semester hours at the home university and have achieved a minimum cumulative grade point average of 2.5 on a 4.0 system. A student interested in the exchange program should consult the office of academic affairs for more information at least one full semester before the planned exchange.

The member institutions include:

- Avila University, Kansas City, MO (www.avila.edu)
- Chestnut Hill College, Philadelphia, PA (www.chc.edu)
- Elms College, Chicopee, MA (www.elms.edu)
- Fontbonne University, St. Louis, MO (www.fontbonne.edu)
- Mount St. Mary's College, Los Angeles, CA (www.msmc.la.edu)
- Regis College, Weston, MA (www.regiscollege.edu)
- The College of St. Catherine, St. Paul, MN (www.stkate.edu)
- The College of St. Rose, Albany, NY (www.strose.edu)

INTERNATIONAL AFFILIATIONS

Fontbonne University is a member of the Missouri London Consortium (MLC) which has as an associate, the International Enrichment (I.E.) organization. International Enrichment oversees the London Study Abroad Program. Fontbonne is an affiliate of Regent's College in London, England. Qualified students may study through the London Study Abroad Program or at Regent's College and transfer approved courses to Fontbonne toward degree requirements.

Fontbonne also has affiliations with a number of European and Asian institutions, including Hosei University, Aletheia University, Providence University, Fu Jen Catholic University, National Taichung University, and National Taiwan University of Arts, for both undergraduate and graduate programs.

Students from over 25 countries are enrolled in undergraduate and graduate programs at Fontbonne University and

faculty have participated in a number of exchanges.

All matters related to international students may be directed to the office of international affairs, Ryan Hall, room 107. Contact internationalaffairs@fontbonne.edu or 314.889.4509. For study abroad opportunities, contact 314.719.8058.

AFFILIATION WITH CHAMBERLAIN COLLEGE OF NURSING IN ST. LOUIS

Fontbonne University enjoys an affiliation with Chamberlain College of Nursing by providing general education courses for the students enrolled at Chamberlain College of Nursing. While most of the general education courses are held on the Chamberlain campus, the science laboratory courses are held on the Fontbonne campus.

Fontbonne students who wish to explore nursing as a career option may pursue a joint program with Chamberlain in their first year by taking Fontbonne general education courses required for nursing and the Introduction to Nursing course at Chamberlain College. Transfer to Chamberlain would be necessary after the first year because of significant clinical experiences in the second year of the nursing program.

Chamberlain students are welcome at Fontbonne campus events and may use the Dunham student activity center where a Chamberlain ID permits students the same privileges as a Fontbonne ID. A Chamberlain College map is available in the registrar's office.

Academic Policies and Regulations

STUDENT RESPONSIBILITIES

Students have full responsibilities for

- fully informing themselves of and being responsible for all academic policies, procedures, regulations, and requirements pertinent to general education, major, minor, concentration, certification, certificate, and degree requirements;
- knowing and understanding their progress in their academic program by routinely and thoroughly reviewing their degree audit and by regularly scheduling meetings with their academic advisor to discuss their progress;
- fulfilling the general education, major program, and graduation requirements identified in the catalog in effect at the time of the student's matriculation at Fontbonne or at the time of a change of major;
- reading the syllabus from each course. The syllabus serves as a guide for all course policies and procedures and provides a permanent record of the learning outcomes and assessments for each course.

BACCALAUREATE DEGREE REQUIREMENTS

All students seeking the baccalaureate degree must complete the following requirements:

1. A minimum of 128 credit hours.
2. A minimum cumulative grade point average (GPA) of 2.0 on a 4.0 scale. A college, department, or program may require a higher minimum cumulative GPA for the degree, major requirements, certificate, etc. (See the college, department, or program for specific information.)
3. A minimum of 32 of the 128 credit hours at Fontbonne University to meet the minimum residency requirement.
4. A minimum of 42 credit hours of general education requirements (GER). All GER courses must be completed with a letter grade.
5. All course requirements for the major, minor, or concentration as stipulated by the department or program in which the major, minor, or concentration is offered, including:
 - a. Completion at Fontbonne of a minimum of 50 percent of the credit hours required for the major, minor, or concentration.
 - b. Completion at Fontbonne of a minimum of 15 credit hours of the major requirements as upper division (300/400 level) coursework.
 - c. Completion of a capstone course/experience as part of the major.
 - d. Completion of each course required for the major, minor, or concentration with a minimum grade of C-.
 - e. Completion of the minimum cumulative grade point average required for the major.
6. A minimum of one course in religion or theology as a graduation requirement. This course must be completed with a letter grade.

7. The completion at Fontbonne, for an undergraduate, non-OPTIONS student, of the final semester of coursework, regardless of the number of credit hours taken.

RESIDENCY REQUIREMENTS FOR THE BACCALAUREATE DEGREE

An undergraduate degree-seeking student must complete a minimum of 32 credit hours of coursework at Fontbonne University toward a degree. Immediately prior to the conferring of a degree, the final semester of coursework, regardless of the number of credit hours taken, must be completed at Fontbonne.

A student may not take courses required for the degree at any other institution during the semester in which the degree is conferred; the only exception is an institution with which Fontbonne has a course or program agreement. The student may not take CLEP or apply for any externally granted credit through Prior Learning Assessment during the semester in which the degree is to be conferred.

SECOND BACCALAUREATE DEGREE REQUIREMENTS

A student who enters Fontbonne University with a bachelor's degree may earn a second bachelor's degree at Fontbonne by completing:

- A minimum of 24 credit hours in addition to the total number of hours earned for the first degree.
- All specific requirements for a second major.
- All specific requirements for the second degree.

A student pursuing a second bachelor's degree at Fontbonne is not required to take the university placement tests or to fulfill the university general education requirements.

For a student to be admitted to Fontbonne, the college or department in which the student wishes to study must accept the candidate for pursuit of the second bachelor's degree. The college/department will determine which courses from the first bachelor's degree will be accepted toward fulfillment of the major requirements for the second degree.

A student is not officially accepted in the major for the second degree until the major approval process has been successfully completed. (See major approval.)

See the admission section in this catalog for admission requirements.

DUAL BACCALAUREATE DEGREE REQUIREMENTS

A student may work simultaneously for two different degrees (i.e., BA and BS) provided the following requirements are completed:

- A minimum of 24 credit hours beyond the minimum of 128 credit hours for the first degree.
- All specific requirements for each of the two majors.
- All specific requirements for each degree.

DOUBLE MAJORS

Since many Fontbonne major programs provide an opportunity for a student to choose electives, a student may work simultaneously toward majors in two different areas or disciplines. Both majors must lead to the same degree. The student must fulfill all the requirements for both majors in addition to specific degree/graduation requirements.

A student who wishes to pursue two majors leading to different degrees (e.g., BA and BS) must take the additional 24 credit hours required for dual baccalaureate degrees. (See dual baccalaureate degree requirements above.)

RESIDENCY REQUIREMENTS FOR MAJORS, MINORS, CONCENTRATIONS, AND CERTIFICATES

1. A student must successfully complete, at Fontbonne University, a minimum of 50 percent of the credit hours required for a major, minor, and concentration (as defined under academic terminology in this catalog).
2. A student must successfully complete, at Fontbonne University, a minimum of 15 upper-division credit hours of the departmental coursework required for the major.
3. A student must successfully complete, at Fontbonne University, all certificate requirements.

COLLEGE/DEPARTMENTAL AND MAJOR REQUIREMENTS

An individual college or department may establish requirements (beyond general education and other institutional/graduation requirements) for students whose majors are in that unit. A college or department reserves the right to interpret requirements if questions arise. It is the student's responsibility to know, understand, and fulfill the requirements of the major.

An academic department defines and administers the majors, minors, concentrations, and certificate programs within that department. Transcript notations will show the major, minor, concentration, certification, and/or certificate program.

A student must earn a minimum grade of C- in each course required for the major, minor, concentration, or certificate.

WAIVER/MODIFICATION OF DEGREE REQUIREMENTS

A student may request a waiver or modification of a degree requirement. The waiver/modification form must be obtained from the registrar's office and be completed. A clear rationale as to why the requirement should be waived or modified must be included. Waived credit does not count toward total degree requirements. The student must complete a minimum of 128 credit hours to graduate with a bachelor's degree.

DUAL UNDERGRADUATE/GRADUATE ENROLLMENT REQUIREMENTS

A Fontbonne undergraduate student may be eligible to earn graduate academic credit for graduate level courses only after the student becomes dually enrolled. Dual enrollment means that the student is enrolled as a degree-seeking undergraduate student taking undergraduate coursework toward completion of a bachelor's degree and as an unclassified graduate student taking graduate coursework. To be eligible for dual enrollment a Fontbonne undergraduate student must be classified as a senior (a minimum of 90 credit hours earned) and have a minimum cumulative grade point average of 3.0. Graduate credit hours may not be used toward the 128 hour requirement for an undergraduate degree.

Enrollment in graduate courses must be approved by the graduate program director, since preference is given to students enrolled in the graduate program.

A maximum of nine graduate credit hours taken during dual enrollment may be applied to the total credit hours required for the master's degree.

UNDERGRADUATE CERTIFICATE PROGRAMS

Undergraduate certificate programs are designed for undergraduate students and for individuals who have completed a baccalaureate degree but are not enrolled in a graduate program. A certificate is defined as a minimum of 18 and a maximum of 27 credit hours in a sequence of interdisciplinary coursework or a narrowly defined set of courses within a discipline.

Requirements for the completion of a certificate:

1. A student must earn a minimum grade of C- in each course required for the certificate.
2. All certificate program courses must be successfully completed at Fontbonne University, culminating in a minimum cumulative grade point average of 2.0. An individual department may establish a higher cumulative grade point average for a specific certificate program.
3. Courses that fulfill the requirements for a certificate may also be used to fulfill degree program requirements, but may not be used to fulfill requirements for a minor, concentration, or another certificate.
4. Fontbonne policies and regulations apply to certificate-seeking students.

REQUIREMENTS FOR POST-BACCALAUREATE CERTIFICATION ONLY, OR FOR AMERICAN DIETETIC ASSOCIATION VERIFICATION ONLY

An applicant who already holds a bachelor's degree may desire admission to pursue post-baccalaureate teacher certification (see the graduate section of this catalog for information regarding programs which combine teacher certification with an advanced degree) or to meet the minimum academic requirements for American Dietetic Association (ADA) verification. See the admission section of undergraduate general information in this catalog for admission requirements.

The department in which the student wishes to study must accept the candidate for pursuit of teacher certification or for completion of dietetic verification requirements for the student to be admitted. The department in which the student wishes to study will determine which courses from the first bachelor's degree will be accepted toward fulfillment of the certification or verification requirements. The student is exempt from taking the placement test and from completing the Fontbonne general education requirements. The student must complete a minimum residency requirement of 24 credit hours at Fontbonne University.

A student contemplating either teacher certification or dietetic verification should check with an advisor regarding master's degree programs at Fontbonne University which might be of added value.

Full information on teacher certification may be found in the section entitled, "Teacher Education at Fontbonne University" in the previous academic information section. This includes policies and procedures for students in teacher certification programs, acceptance into the teacher certification program, and culminating project information in teacher certification at Fontbonne University.

AUTHORIZATION FOR STUDY AT ANOTHER INSTITUTION

Policies Related to Transfer Credit after Entering Fontbonne University

1. A student may not take courses required for the degree at any other institution during the semester in which the degree is to be conferred; the only exception is an institution with which Fontbonne has a course or program agreement.
2. A student may not take CLEP or apply for any externally-granted credit through Prior Learning Assessment (PLA) during the semester in which the degree is to be conferred.
3. All transcripts of previously earned coursework, CLEP, and internal PLA documentation must be submitted to the office of the registrar by the midterm date of the semester in which the student will graduate.
4. A minimum of 32 credits must be completed at Fontbonne University (residency requirement).

5. A maximum of 64 credits will be accepted from a community college.

A student seeking approval to study at another institution while a student at Fontbonne University must complete the appropriate form obtained in the office of the registrar.

ACADEMIC TERMINOLOGY

Undergraduate Program Criteria

Major: 33 to 64 credit hours in the student's major college/department

Concentration: 15 to 21 credit hours in a specific discipline in the major college/department

Major and concentration: A maximum of 64 total credit hours in the student's major college/department

Minor: A minimum of 18 credit hours outside the major discipline, providing contrast, enhancement, and/or parallel study to the major

Certificate: 18 to 27 credit hours in a sequence of interdisciplinary coursework or a narrowly defined set of courses within a discipline

Undergraduate Student Classifications

Degree-seeking student: A student pursuing a degree

Unclassified student: A student not pursuing a degree

Full-time undergraduate student: A student who carries 12 or more credit hours per semester

Part-time undergraduate student: A student who carries fewer than 12 credit hours per semester

Class Status

First-year student: Fewer than 30 credit hours earned

Sophomore student: 30 to 59 credit hours earned

Junior: 60 to 89 credit hours earned

Senior: 90 or more credit hours earned

COURSE NUMBERING GUIDELINES

First-year and sophomore level courses are designated by 100 and 200 course numbers and generally have no prerequisites. These courses are typically introductory to a discipline or subject and focus on general elements or principles. The 200-level courses may build on prior knowledge or skills in 100-level courses, be a second course in a sequence, and/or be an introduction to sub-disciplines or to special topics. These courses are concerned with knowledge and comprehension.

Junior and senior level courses are designated by 300 and 400 course numbers and usually have prerequisites. The 300-level courses focus on specialized content or skills, are the intermediate link between general introductory content and advanced content, and may be the third in a sequence of courses. The 400-level courses provide in-depth content, a synthesis or application of prior courses, may be the fourth course in a sequence, and include capstone, internship, and student teaching courses. These courses are concerned with application, analysis, and synthesis.

Ordinarily, a first-year student may not take courses at the 300 or 400 level.

MAJOR APPROVAL

A student is not officially accepted into a major until the major approval process has been successfully completed. A first-year student must obtain major approval during the spring semester of the sophomore year, usually after completion of 45 credit hours at Fontbonne. A transfer student or a student seeking a second degree must also obtain major approval. Ordinarily, this is done after completing the equivalent of one full-time semester (a minimum of 12 credit hours) at Fontbonne.

A student pursuing two majors must obtain major approval from the college dean/department chairperson of each major in order to assure proper advising.

The student must complete an application form for major approval (available in the registrar's office) and obtain the required signatures. To receive and continue major approval the student must be in good standing and meet and maintain the college/department requirements for the major through degree completion.

A student who does not meet or maintain the requirements for major approval may be accepted into or remain in the major with qualifications that must be met within a specific time frame or the student may be rejected from the major. No college/department is obligated to approve a request for major approval merely because a student has accumulated the specified minimum number of credit hours in that area.

CHANGE OF MAJOR/CONCENTRATION/MINOR/CERTIFICATION

A student who wishes to change his or her major, concentration, minor, or certification must obtain a change of major/concentration/minor form from the registrar's office, complete the form, and obtain all of the required signatures. The registrar's office will notify the former advisor to forward the student's file to the new advisor if a change of advisor occurs.

When changing a major, concentration, minor, or certification a student may be required to use the current catalog if different from the catalog in effect at the time of the student's initial matriculation.

PRE-REGISTRATION/REGISTRATION PROCEDURES

Each fall and spring semester Fontbonne schedules two weeks for pre-registration (including academic advising) and web-registration for returning students. The scheduled dates are listed in the semester course schedule. A student must be advised and obtain registration clearance before the student is able to register. Academic advisors and support staff are readily available to assist students during these pre-registration/registration times. The beginning date for new students

to complete the pre-registration/registration process is also listed in the semester course schedule.

A student may complete registration for summer session online, by mail, or in person. The scheduled times and dates for summer registration are listed in the spring and summer course schedules.

Changes in Registration

Any change in registration, including withdrawal from a course, must

- be made on the change of registration form available in the registrar's office.
- give the supportive reason for the change (drop or add).
- be approved and signed by the academic advisor, the business office, the financial aid office, and, if applicable, by the dean of undergraduate studies.
- be returned to the registrar's office before the deadline specified in the semester course schedule.

EARLY PROGRESS REPORT

Faculty report unsatisfactory academic progress for first-year students at the seven-week point to the registrar's office every fall and spring semester. The registrar's office will send faculty notification that early progress reports must be submitted via the web one week prior to the mid-semester date for first-year students who show unsatisfactory academic progress. The names of first-year students who have one or more unsatisfactory reports will be sent to the office of academic advising and to the student's academic advisor for intervention. This policy assumes that faculty will give and grade at least one substantial assignment or multiple smaller assignments prior to the week before the mid-term date of each semester. Providing early feedback on student progress facilitates student success.

EXAMINATIONS

Mid-semester examinations are given at the discretion of the instructor. Semester examinations in each course are optional. Ordinarily each faculty member decides the value and importance of the final examination in terms of the nature of the course and its objectives.

The last exam, either unit or comprehensive, should be given at the time scheduled for final exams. If an instructor chooses not to give an exam, the scheduled exam time should be used for a class meeting.

Students do not make up tests and examinations missed because of absence except at the discretion of the instructor.

GRADING AND EVALUATION

At the beginning of each semester, each instructor will inform the students in the course of the factors taken into consideration for grading. Methods of grading and evaluations are included in the course syllabus.

GRADE DEFINITIONS FOR UNDERGRADUATE COURSES

Fontbonne uses letter grades and +/- to indicate the quality of a student's work.

GRADES	INTERPRETATION	COMMENTS
A, A-	Excellent quality and intellectual initiative	Applies to all courses
B+, B, B-	High quality and intellectual initiative; above average achievement	Applies to all courses
C+, C, C-	Acceptable quality; satisfactory achievement	Applies to all courses
D	Deficient quality; minimum competency	Applies to all courses
F	Failure to meet minimum requirement	Applies to all courses
P	Pass	Applies to courses selected for the P/NP option; pass is defined as a grade of D or better
NP	No pass	Applies to courses selected for the P/NP option; NP is assigned when a student fails; no credit is earned
I	Incomplete	Applies when a student is earning a passing grade, is prevented from completing the work for serious reasons, has permission from instructor; work must be completed by specified deadlines or I will change to F
W	Withdrawal	Applies when a student, with proper authorization, withdraws from a course by specified date
X	Deferred grade	Applies when institutional circumstances prevent awarding a grade in a timely manner
AU	Audit	Applies when a student takes a course for no credit; not available for all courses
NA	Never attended	Student never attended; no authorized withdrawal; no basis for evaluation
IP	In progress	IP is the default prior to grade entry; NOT A GRADING OPTION
NR	Not recorded	NR is the default from IP (In Progress) when no grade is entered during grade entry; NOT A GRADING OPTION

GRADES AND QUALITY POINTS

To express the quality of a student's work in numerical form, letter grades are translated into quality points. Each grade carries a specific number of quality points. Fontbonne uses the following grades/quality points:

Grade	Quality Points	Grade	Quality Points
A	4.0	C+	2.3
A-	3.7	C	2.0
B+	3.3	C-	1.7
B	3.0	D	1.0
B-	2.7	F	0.0

GRADE POINT AVERAGE

The grade point average (GPA) is calculated by dividing the quality points earned by the credit hours attempted. The grade point average is figured on the basis of credit hours attempted, not credit hours passed. Grades of pass (P) and no pass (NP) and the incomplete (I) designation do not carry quality points and are not computed in the GPA.

All GPAs listed on grade reports and transcripts, as well as those used for the determination of the dean's list, reflect Fontbonne grades only. (See Latin Honors in this section for GPA calculation information for honors.)

Pass/No Pass (P/NP) Grading Option

A student who has a minimum of 30 credit hours may choose the pass/no pass (P/NP) grading option for selected courses, not to exceed six courses. This policy allows a student the opportunity to explore unfamiliar discipline areas. A student may not choose the P/NP grading option in courses required for the major, minor, concentration, or certificate unless the student first obtains approval from the college dean/department chairperson.

In some cases such as practicums and internships, Fontbonne may require P/NP grading for all the students in the course. When the university requires P/NP grading in a course, this course does not count in the six courses which a student may choose to take for a P/NP.

A course taken for P/NP cannot meet a general education requirement or the religion/theology requirement for graduation.

INCOMPLETE (I)

If a student is earning a passing grade in a course, but does not complete the requirements of the course in a timely manner due to extraordinary circumstances beyond the student's control (e.g., serious illness) that occur within the last two or three weeks of the semester, the student may request an incomplete (I) for the course. The student must obtain the request for an incomplete form from the registrar's office, complete the form with the instructor, and obtain all of the required signatures before submitting the form to the registrar's office.

An incomplete (I) will become an F if the I has not been changed to a letter grade by the close of the day one week following the mid-semester date. In extraordinary circumstances, the dean of undergraduate studies, in consultation with the instructor and the student, may extend the incomplete, but not beyond two months.

DEFERRED GRADE

If, for some reason, the grade from a particular course cannot reach the registrar's office in time for the semester report, the student will receive a deferred designation (X). As soon as the instructor completes the change of grade form, the grade will be recorded on the student's transcript.

GRADE CHANGE

Once a semester is over, a grade may not be changed because a student submits additional work or submits work that was due during the semester.

Grade changes should occur only under any of the following three conditions:

1. To convert an incomplete (I) to a letter grade. The required change of grade form, available in the office of the registrar, must be completed by the instructor according to the date listed in the semester course schedule. (See incomplete above.)
2. To convert a deferred grade (X) to a letter grade. The required change of grade form, available in the office of the registrar, must be completed by the instructor as soon as possible, generally within the week grades are due. (See deferred grade above.)
3. To correct an incorrect grade awarded due to an instructor's calculation or recording error. The required change of grade form, available in the office of the registrar, must be completed by the instructor by the end of first two weeks of the following semester.

REPEATED COURSES

An undergraduate student may choose to repeat a maximum of two courses in which the student has received a grade of C-, C, or C+.

A student who earns a D or F grade in a course may be required to repeat the course as determined by requirements established by a specific academic department. The chairperson of the department of the student's major will decide if or when a course from another institution may be used in lieu of a course repeated at Fontbonne. If a student is repeating a course, the student must indicate this on the registration form.

If, upon repeating the course, the student makes a D or F grade when a higher grade is required, to take the course a third time at Fontbonne or at another institution, the student must obtain the written approval from each of the following: the department chair overseeing the student's major, the department chair overseeing the course in question, and the dean of undergraduate studies.

Both the original and the repeated course will appear on the transcript. Only the higher grade will be calculated in the GPA; the total credits earned will be incremented only once.

Note: Repeating a course may affect a student's eligibility for federal financial aid.

AUDITING A COURSE

Auditing a course allows a student, for a fee, to participate in all the classroom activities of the course. Ordinarily a student auditing a course does not take tests and complete assignments unless the instructor specifies otherwise. The student accrues no credit for an audited course. The audit designation of AU will be listed on the student's transcript. Generally courses with studio or laboratory classes are not available for audit. Tuition and/or fees for auditing a course are available in the undergraduate expenses section in this catalog and in the semester course schedules.

CLASS ATTENDANCE

Responsibility for attendance at class rests on the individual student. Fontbonne University expects regular attendance. Faculty who use regular attendance as part of the course requirements for evaluation purposes will notify their classes of the policy in writing on the course syllabus distributed at the first class meeting.

Each instructor is expected to give reasonable consideration to the feasibility of make-up work. Students are directly responsible to instructors for class attendance and for work missed during an absence for any cause.

If a student chooses to stop attending a class without officially withdrawing from the course (i.e., completing a drop/add form obtained from the registrar's office) the student will receive a grade of F for the course.

Note: The last date of attendance as recorded by the instructor may have financial aid implications for the student.

Class Attendance – Eight-week Courses

If a student misses the first class of an eight-week or less undergraduate course that meets once a week, the student is automatically withdrawn from the course by the registrar's office. An exception to this policy will only occur when the student has obtained prior approval to miss the first class from the faculty member teaching the course.

A student athlete is not allowed to register for an eight-week face-to-face course during the season of the student's sport without the written consent of the athletic director and the faculty athletic advisor.

FACULTY UNANNOUNCED ABSENCE/LATENESS FOR CLASS

An instructor is encouraged to note the following policy on the course syllabus:

For courses which meet two or more times per week, students must wait a minimum of 15 minutes before leaving a class for which the instructor has not arrived.

For courses which meet only once per week, students must wait a minimum of 30 minutes before leaving a class for which the instructor has not arrived.

One student in the class will assume responsibility for starting a dated attendance record for student signatures and for seeing that the attendance record is submitted to the registrar's office immediately following the students' leaving the classroom.

APPEAL PROCESS IN ACADEMIC AFFAIRS

A student may petition the appeals committee for a hearing relative to academic matters. The committee, made up of an equal number of elected faculty and selected students, offers a fair hearing to students.

The appeal must be initiated in the office of the dean of undergraduate studies. The dean will provide the procedures and time lines for the appeal process. Appeals are not heard in the summer session.

Appeal Regarding a Grade Dispute

To enter into the appeal process to resolve a grade dispute, the student must submit a letter of appeal to the dean of undergraduate studies within the first three full weeks of classes of the fall or spring semester following the semester in which the grade in question was issued. It is the student's responsibility to provide documentation to support the appeal.

If a dispute about a grade cannot be resolved between the student and the instructor or among the student, instructor, college dean/department chairperson, and, if appropriate, the dean of undergraduate studies, the student may request a hearing with the academic appeals committee.

WITHDRAWALS

Withdrawal from a Course

A student who, with proper authorization, withdraws from a course (see changes in registration under the registration procedures in this section) before the date specified in the semester course schedule receives a grade of W. A student may not request a withdrawal after the date specified in the semester course schedule. However, a student with appropriate and verifiable documentation may request, from the dean of undergraduate studies, an exception to this policy when an extenuating circumstance forces the student to request a withdrawal after the specified date. A student who does not complete the authorized withdrawal process receives a grade of F.

For financial aid purposes, the instructor must record the last date of attendance when a student stops attending or withdraws from a course.

***Note:** Failure to attend class does not constitute a withdrawal and may affect the student's federal financial aid status. A student must notify the financial aid office, business office, and registrar's office immediately upon the student's decision to stop attending a course.*

Withdrawal for an Extenuating Circumstance

A student may request to withdraw from Fontbonne University at any time throughout a session of enrollment (fall, spring, summer) for an extenuating circumstance. An extenuating circumstance is an unexpected or unusual situation beyond a student's control which makes it impossible for the student to complete his or her coursework during the enrollment term. Personal or immediate-family medical or non-medical issues, financial problems, trauma, and military deployment are examples of extenuating circumstances. An undergraduate student must obtain information, including procedures and forms concerning a withdrawal for an extenuating circumstance, from the dean of undergraduate studies.

Official Withdrawal from the University

A student who chooses to leave Fontbonne before the beginning of a new semester with no intention of returning must obtain an official withdrawal form from the registrar's office. The student must then contact the office of academic advising to complete the official withdrawal process, which includes a brief exit interview. In addition to a signature from the director of academic advising, signatures from the offices of financial aid, business, and registrar are required on the withdrawal form before the process is complete.

The purpose of completing an official withdrawal form is to ensure that the student receives a withdrawal (W) from the courses rather than an F and that all financial arrangements and required loan exit interviews are complete.

A student who withdraws from courses within the first 50 percent of the fall or spring term may be entitled to some refund. The refund policy and the complete schedule of percentages of refund are published in each semester course schedule, as well as in the university undergraduate expenses section in this catalog.

PROBATIONARY STATUS AND DISMISSAL

The academic review subcommittee of the undergraduate academic committee reviews the academic status of students at the end of the fall and spring semesters. Each undergraduate student must maintain a minimum cumulative grade point average (GPA) of 2.0 to remain in good standing at Fontbonne University.

Probationary Status

The undergraduate academic review subcommittee places any student with a cumulative GPA below 2.0 in the fall or spring semester on probation. Fontbonne reserves the right to require mandatory academic support activities, including a maximum course load and/or specific courses, when a student is on probation. First-year students placed on probation are automatically enrolled in a one-credit hour course, INT106 Strategies for Academic Success, during their second semester. All other probationary students must participate in the Managing Academic Progress (MAP) program administered through the Kinkel Center for Academic Resources.

A student who is on academic probation is ineligible to participate on a sports team (see Athletic Handbook for policy), to hold a leadership position as president, vice-president, secretary, or treasurer in a student organization, association, or club, or to register for an independent study course.

Probation ordinarily extends not more than two semesters for first- and second-year students and not more than one semester for juniors and seniors. Fontbonne will dismiss, for academic deficiencies, a student who does not remove the probation after the time specified.

Academic Dismissal

Fontbonne University reserves the right to dismiss any student who does not maintain the minimum academic standards.

A student whose cumulative GPA falls below 1.0 may be dismissed for academic deficiencies without first being placed on probation. Fontbonne ordinarily dismisses a student who is placed on probation, then removed from probation, and then again drops below the minimum 2.0 GPA.

A student who is dismissed may appeal the decision by sending a letter of appeal to the dean of undergraduate studies within the time frame specified in the dismissal letter.

A dismissed student who does not appeal or whose appeal is rejected may apply for readmission to Fontbonne University after one full calendar year. The student must apply to the office of admission for readmission consideration by the undergraduate admission standards and review committee.

Non-Academic Dismissal

A student may be dismissed at any time from Fontbonne University for a variety of non-academic offenses. These include, but are not limited to, behavior or attitudes unworthy of a good campus citizen, an unsatisfactory financial record,

or violation of any policy of Fontbonne University. For further information, refer to the code of student conduct in the Student Handbook.

CONTINUOUS ATTENDANCE REQUIREMENT

Fontbonne University requires a reasonable degree of continuity in attendance at Fontbonne for all students. The university reserves the right to establish time limits on degree programs and courses.

Fontbonne may invoke more recent degree and/or other requirements, such as

- a. if considerable time has elapsed since the student achieved degree-seeking status;
- b. if the degree requirements have changed substantially since the student began the program.

If the student leaves the university without an approved leave of absence and re-enters at a later date, the student must follow all requirements stipulated in the catalog in effect at the time of re-entry.

LEAVE OF ABSENCE

An undergraduate degree-seeking student who has a pre-determined need to leave Fontbonne for one or two semesters (not including summer session) with the expectation to return may request a leave of absence. The student must complete a request for leave of absence form obtained from the registrar's office.

The student with an approved leave of absence may return under the same catalog and general education requirements in effect at the time of the initial matriculation. If the student's program curriculum has changed due to an accrediting/approval agency mandate, the student must follow the new requirements. To re-enter Fontbonne, the student may go directly to the registrar's office for registration materials, beginning at the time of pre-registration. The student must see an advisor and obtain the advisor's signature and web clearance to be eligible to register.

READMISSION WITH A NEW START

A returning Fontbonne undergraduate degree-seeking student may petition to participate in the New Start program with the following stipulations:

1. The student has not been enrolled for five consecutive years at Fontbonne University.
2. The student may petition for the New Start program after returning to Fontbonne and completing 12 consecutive credit hours with a minimum grade of C- in each course.
3. Previous credits and grades from a maximum of six courses with grades of D and/or F may be removed from the grade point average, but not from the transcript.
4. All previous courses and grades will remain on the transcript. Previous grades of C- or better will count in the grade point average and the credits will be carried forward.

5. The grade point average will be recalculated.
6. The transcript will indicate New Start.
7. The student participating in the New Start program is ineligible for Latin honors at graduation. See Latin honors in this section of the catalog.

To petition to participate in the New Start program, a student must obtain a new start program petition form from the registrar's office, complete the form, and return it to the registrar's office.

THE DEAN'S LIST

The dean's list is published at the end of fall and spring semesters. To be considered for the dean's list a student must

- be a full-time undergraduate student earning a first bachelor's degree.
- earn a minimum of 12 undergraduate credit hours in the semester. (The grades for courses that end after the last official day of the semester will not be calculated for consideration for the dean's list.) Since P, NP, and I grades are not computed in the GPA, any credit hours graded P, NP, or I will not count toward the required minimum of 12 credit hours. However, students who successfully complete required courses that are offered only on a P/ NP basis and who have completed at least six graded credits are eligible.
- achieve a semester GPA of 3.7 or above.

LATIN HONORS

A Fontbonne undergraduate student who is seeking a first baccalaureate degree may earn Latin honors which are conferred at graduation. Latin honors reflect the academic excellence of all of the undergraduate coursework taken in preparation for the undergraduate degree.

To calculate Latin honors, Fontbonne uses the grades for all courses taken at other colleges and universities, as well as all courses taken at Fontbonne. The final coursework (minimum of 12 credits) is not included in the calculation.

All transcripts/grades to be considered for the calculation of Latin honors, including any outstanding grades, must be received in the registrar's office no later than September 30 for the December graduation, January 31 for the May graduation, and May 31 for the August graduation.

Latin honors are as follows:

Cum laude: 3.7 to 3.79 cumulative grade point average

Magna cum laude: 3.8 to 3.89 cumulative grade point average

Summa cum laude: 3.9 or above cumulative grade point average

DEAN'S AWARD FOR ACADEMIC EXCELLENCE

The Dean's Award is presented to a graduating senior who achieves a Fontbonne cumulative grade point average of 3.7 or above on a minimum of 60 credit hours taken at Fontbonne. A Dean's Award recipient is not eligible for Latin honors due to transfer coursework which results in a combined cumulative grade point average below 3.7.

HONORS CONVOCATION

Each spring the university recognizes outstanding students in various categories, such as academic department/program honors and awards, honors program awards, honor society awards, and Latin honors. This recognition is publicly acknowledged at the honors convocation.

APPLICATION FOR DEGREE

All students who wish to apply for a degree to be conferred must file their applications in the registrar's office by August 31 for the December graduation, October 31 for the May graduation, and April 30 for August graduation. Commencement ceremonies are held in May and December.

COMMENCEMENT/CONFERRING OF DEGREES

Fontbonne University confers bachelor's and master's degrees at the annual commencement ceremonies in May and December. Ordinarily, a student may participate in commencement ceremonies only if all requirements for the academic degree have been fulfilled by the date of commencement. Should a student not complete all requirements by the student's expected date of commencement because of an unforeseeable extenuating circumstance beyond the student's control, the student may direct an appeal to walk in the commencement ceremony to the dean of undergraduate studies.

RECORD OF WORK AND TRANSCRIPTS

A student receives a semester grade report online after the close of each semester.

A graduate, with no outstanding bills or fees, receives one unofficial copy of the final transcript at no charge. A student may request additional copies of the transcript for a fee.

To protect the right to privacy of a student, a student must make a written request for transcripts. A request should be submitted at least one week in advance of the time the transcript is needed. Fontbonne will not issue any transcripts until all indebtedness to the university has been settled in full.

To be considered an official transcript, a transcript must be either received directly from another institution or sent directly to another institution and must include the institution's seal.

Fontbonne will not release official transcripts from other institutions filed for the purpose of admission to Fontbonne. These become the property of Fontbonne University.

ACADEMIC INTEGRITY/HONESTY

According to its mission, Fontbonne University is committed to graduating students who are prepared to think critically, to act ethically, and to assume responsibility as citizens and leaders. Fontbonne University expects the highest standards of integrity from its students.

A violation of academic integrity includes, but is not limited to, any act of cheating, plagiarism, fabrication, dissimulation and any act of aiding and abetting academic dishonesty. In cases where academic integrity is in question, the following definitions and policies will apply.

Cheating is a purposeful deception in the preparation and/or submission of papers and assignments and the taking of exams, tests, or quizzes.

Plagiarism is the representation of the words and ideas of another as one's own in any academic exercise. Plagiarism includes failing to give a citation for using work from another person or source. Modifications and rephrasing do not reduce the requirement for giving a citation. This also applies to information obtained electronically, such as from the Internet.

Fabrication is the deliberate falsification or invention of any information or citation in any academic exercise, such as making up a source, giving an incorrect citation, misquoting a source.

Dissimulation is the disguising or altering of one's own actions with the intent to deceive another about the real nature of one's actions concerning an academic exercise. Examples include fabricating excuses for such things as missing classes, postponing tests, handing in late papers, turning in a paper for one class that was originally written for another class (when original work is requested).

Broader violations of academic integrity include, but are not limited to:

Abuse of resources is the damaging of any resource material or inappropriately limiting access to resource material that is necessary for academic work. Abuse includes hiding library materials; removing non-circulating material from the library; hiding or stealing another person's textbook, notes, or software; failure to return library materials when requested.

Forgery of academic documents is the unauthorized changing or construction of any academic document, such as changing transcripts, changing grade books, changing grades on papers which have been returned, or forging signatures. Other examples include completion of an application for any academic program that omits or falsifies any requested information. Such violations can result in the revocation of the application even if approval was previously granted on the basis of fabricated information.

Sabotage is the damaging or impeding of the academic work of another student. Sabotage includes ruining another student's lab work; destroying another student's term paper.

Aiding and abetting academic dishonesty is knowingly facilitating any act defined above.

Individual instructors will set specific policies regarding academic integrity. In general, students may expect to receive a zero (0) on any assignment, exam, test, or quiz and perhaps fail a course when a violation of academic integrity has occurred.

Violations of academic integrity have a broad impact on the university and will result in university review and action.

ASSESSMENT

To ensure the continuing quality of a Fontbonne degree, the university regularly collects data on academic programs, advising, student activities, and campus climate. Examples include course evaluations and advising evaluations which all students are expected to complete.

Student participation in periodic assessment, such as surveys and achievement tests, is expected and may be required for graduation. Because of the random sampling methods used to identify participants, not all students will be required to participate in the same assessment activities. Along with formal assessments, student work samples from individual classes may also be collected to provide authentic artifacts for internal and external program review.

The assessment program is designed to assist faculty, staff, and administrators in improving student learning, as well as the delivery of all campus services. Academic programs and student services are reviewed and revised based on a regular analysis of the data obtained from the assessment process. In this way, both the individual student and the institution benefit from assessment.



UNDERGRADUATE PROGRAMS



Business Administration (BS)

Sports Management (BS))

Bachelor of Business Administration (BBA) (OPTIONS)

Contemporary Studies (BA) (OPTIONS)

Corporate Communication (BA) (OPTIONS)

Organizational Studies (BA) (OPTIONS)

Sports and Entertainment Management (BS) (OPTIONS)

Gateway Curriculum (OPTIONS)

The mission of the college of global business and professional studies at Fontbonne University is to provide academically sound traditional and non-traditional business programs that are responsive to current and future business needs. The programs strive to create a supportive environment that provides individualized attention to a diverse student population. Consistent with the liberal arts orientation of the university, the programs are designed to enhance students' ethical and global perspective, and their overall quality of life professionally and personally, and to prepare them for successful careers.

The college of global business and professional studies offers a bachelor of science (BS) degree in business administration in the traditional format at the Clayton campus and at the Fenton site. The college also offers a bachelor of science (BS) degree in sports management at the Clayton campus. The college offers a minor in business administration for students in other departments/majors.

The college's OPTIONS program offers a bachelor of business administration (BBA) degree, a bachelor of arts (BA) degree in contemporary studies, a bachelor of arts (BA) degree in corporate communication, a bachelor of arts (BA) degree in organizational studies, and a bachelor of science (BS) degree in sports and entertainment management, as well as the Gateway curriculum, all in an accelerated format for working adults at the Clayton campus and at the Brentwood, Chesterfield, downtown St. Louis, Fenton, South County, and North County sites.

For information on the graduate programs in the college of global business and professional studies, see the graduate program section in this catalog.

FACULTY

Linda D. Maurer, associate professor of business administration and dean of the college of global business and professional studies

Mark M. Alexander, instructor of business administration and assistant chairperson

Linda Buhr, assistant professor of business administration

Robert Carver, professor of business administration

William D. Foster, assistant professor of business administration; director of adjunct faculty; administrative director for the MST program

Howard Griffin, assistant professor of finance

Hans Helbling, associate professor of business administration

Erin McNary, assistant professor of sports management

Donald Shifter, instructor of business administration

Undergraduate degree program information follows under the headings of College of Global Business and Professional Studies—Traditional Programs and College of Global Business and Professional Studies—OPTIONS Programs.

COLLEGE OF GLOBAL BUSINESS AND PROFESSIONAL STUDIES—TRADITIONAL PROGRAMS

The college supports the life-long learning goals of Fontbonne University and attempts to ensure that each student graduates with the ability to think critically, act ethically, and assume responsibility as citizens and leaders. The college also works to provide students with facts, theories, and practical skills to hold responsible managerial and administrative positions in general business, industry, and nonprofit organizations. The college accomplishes this by offering undergraduate majors in business administration at the Clayton campus and at the Fenton site and in sports management at the Clayton campus. Both degrees lead to the bachelor of science degree. Those students majoring in business administration who are seeking intensive exposure to accounting, finance, management, or marketing can obtain a concentration in these areas. In addition, the faculty in the college of global business and professional studies encourage business students to consider minors outside of the college.

The undergraduate major in business administration is ideally suited for traditional college students seeking a day or evening program. This program is also appropriate for adults

seeking a variety of course offerings in a day or evening format. In addition to classroom study, students are required to participate in a practicum or internship during their junior or senior year.

Co-Operative Education (CO-OP)

Many cooperative education experiences are available for students working toward an undergraduate degree in the department of business administration. Such experiences allow the student to earn money and receive college credit for academically-related work experience.

MAJOR IN BUSINESS ADMINISTRATION— CLAYTON CAMPUS AND FENTON SITE Baccalaureate Degree and Residency Requirements

All requirements for an undergraduate degree are listed under academic policies and regulations in the undergraduate introductory section in this catalog. These requirements include a graduation requirement of at least one course in religion or theology.

Students in the major in business administration must complete Performance Management Assessment I & II in order to meet graduation requirements.

Major Approval

Major approval is required during the second semester of the sophomore year, or after the completion of 45 credit hours at Fontbonne. For transfer students, major approval is required after completing the equivalent of one full semester (a minimum of 12 credit hours) at Fontbonne.

Students in the major in business administration must achieve a minimum cumulative grade point average of 2.0 which is required when applying for both major approval and graduation (through degree completion). A minimum cumulative grade point average of 2.5 is required to declare a concentration.

Course Requirements for a Major in Business Administration

All business administration majors must complete the requirements of seven core areas:

- Central Core
- Social Science Core
- Humanities Core
- Communication Core
- Quantitative Core
- Managing Information Core
- Capstone Core

Credit hour requirements for the business administration major:

- Required for major: 48 semester credit hours (includes the capstone core)
- General education credits required for the degree: 42
- Religion or theology course required for the degree: 3 credits

Required for a concentration: 18 credits
 Additional credits required for free electives: 20*
 Required for BS degree: 128 semester credit hours
**Without a concentration, 18 semester credit hours of additional electives should be added to the 20 additional credits required for free electives.*

General Education Requirements

The 42 credit hours of general education requirements are presented in the undergraduate academic information section in this catalog. A course that meets a general education requirement may also meet a course requirement for the major or a course requirement in another discipline.

The following specific general education courses must be chosen to meet the requirements for this major:

- BUS 202 Principles of Macro Economics (3 credits)
- CIS 100 Computer Technology: Issues and Applications (3 credits)
- COM 102 Public Speaking (3 credits)
- HST 104 Introduction to Western Civilization II: 17th Century to the Present (3 credits)
- OR**
- HST 106 Introduction to American History II: Post Civil War to the Present (3 credits)
- MTH 105 College Algebra (4 credits)
- PHL 221 Business Ethics (3 credits)
- PSY 100 Introduction to Psychology (3 credits)
- OR**
- SOC 100 Survey of Sociology (3 credits)

Courses Required in the Major

Central Business Core: 42 semester credit hours

- BUS 102 Performance Management Assessment I (0 credits)
- BUS 202 Principles of Macro Economics (3 credits)
- BUS 203 Principles of Micro Economics (3 credits)
- BUS 205 Financial Accounting (3 credits)
- BUS 207 Managerial Accounting (3 credits)
- BUS 230 Management Principles (3 credits)
- BUS 233 Marketing Principles (3 credits)
- BUS 241 Business Law (3 credits)
- BUS 310 Organizational Behavior (3 credits)
- BUS 342 Legal Environment of Business (3 credits)
- BUS 343 Managerial Finance (3 credits)
- BUS 365 International Business (3 credits)
- BUS 387 Productions/Operations Management (3 credits)
- BUS 472 Performance Management Assessment II (0 credits)
- PHL 221 Business Ethics (3 credits)
- INT 200 Professional Development (3 credits)

Courses required in each of the other core areas (courses in other disciplines):

Social Science Core: 3 semester credit hours

- PSY 100 Introduction to Psychology (3 credits)
- OR**
- SOC 100 Survey of Sociology (3 credits)

Humanities Core: 12 semester credit hours

HST 104 Introduction to Western Civilization II:
17th Century to the Present (3 credits)

OR

HST 106 Introduction to American History II: Post Civil
War to the Present (3 credits)

REL 225 World Religions (3 credits)

One of the following literature courses:

ENG 120 Introduction to Literature (3 credits)

ENG 240 Survey of English Literature I (3 credits)

ENG 241 Survey of English Literature II (3 credits)

ENG 260 American Literary Tradition: To Whitman
(3 credits)

ENG 261 American Literary Tradition: Since Whitman
(3 credits)

Plus the following:

PHL 110 Introduction to Philosophy (3 credits)

OR

PHL 260 Contemporary Moral Issues (3 credits)

Communication Core: 12 semester credit hours

COM 102 Public Speaking (3 credits)

ENG 101 Composition I (3 credits)

ENG 102 Composition II (3 credits)

ENG 201 Business Writing (3 credits)

Quantitative Core: 7 semester credit hours

MTH 105 College Algebra (4 credits)

MTH 115 Introduction to Statistics (3 credits)

Managing Information Core: 6 semester credit hours

CIS 100 Computer Technology: Issues and Applications
(3 credits)

BUS 410 Management Information Systems (3 credits)

Capstone Core: 6 semester credit hours

BUS 470 Strategic Management (3 credits)

Plus the following:

BUS 484 Practicum in Business (optional for International
Students) (3 credits)

OR

BUS 485 Internship in Business Administration
(with college approval) (3 credits)

CONCENTRATIONS FOR THE BUSINESS ADMINISTRATION MAJOR

The departmental course requirements for a concentration must be completed at Fontbonne University. If a student, prior to transferring, has already completed a course that is required in the concentration by Fontbonne, to earn the concentration the student must still complete a minimum of 18 semester hours of upper-division coursework in that concentration at Fontbonne.

A maximum of two concentrations are allowed.

A minimum cumulative grade point average of 2.5 is required to declare a concentration.

Accounting Concentration Core: 19 semester credit hours

The accounting concentration prepares students for careers in public and private accounting.

Required Core:

BUS 311 Intermediate Accounting I (4 credits)

BUS 312 Intermediate Accounting II (3 credits)

BUS 314 Cost Accounting (3 credits)

BUS 319 Survey of Federal Income Taxation (3 credits)

BUS 405 Auditing (3 credits)

BUS 467 Advanced Topics in Accounting (3 credits)

***If a student desires to sit for the CPA Exam he or she must take a total of 33 credit hours of accounting courses. After completing the central core and the accounting concentration, the student will need another 9 credit hours of accounting courses at the undergraduate or graduate level.*

Finance Concentration Core: 18 semester credit hours

The finance concentration prepares students for careers in finance, banking, insurance, and real estate.

Required Core:

BUS 344 Money & Banking (3 credits)

BUS 346 Credit Management (3 credits)

BUS 352 Investments (3 credits)

BUS 394 Commercial Banking (3 credits)

BUS 415 Advanced Financial Management (3 credits)

BUS 465 Case Studies in Finance (3 credits)

Management Concentration Core: 18 semester credit hours

The concentration in management gives students a general understanding of the behavioral aspects of organizations. It is ideal for students who are either undecided regarding the other business concentrations or who wish a non-quantitative approach to business administration.

Required Core:

BUS 331 Human Resource Management (3 credits)

BUS 332 Seminar in Human Resource Development
(3 credits)

BUS 351 International Management (3 credits)

BUS 362 Small Business and Entrepreneurship (3 credits)

BUS 401 Advanced Concepts in Management (3 credits)

BUS 471 Leadership: Managing in a Changing
Environment (3 credits)

Marketing Concentration Core: 18 semester credit hours

The marketing concentration prepares students for careers in sales, sales management, advertising, market research, and marketing management.

Required Core:

BUS 336 Advertising Principles (3 credits)

BUS 356 Principles of Selling (3 credits)

BUS 357 Consumer Behavior (3 credits)

BUS 362 Small Business Entrepreneurship (3 credits)

BUS 369 Marketing Research (3 credits)

BUS 400 Marketing Management (3 credits)

BUSINESS ADMINISTRATION MAJOR WITH MINORS OUTSIDE THE COLLEGE OF GLOBAL BUSINESS AND PROFESSIONAL STUDIES

Business Administration Major with Food Management Minor

This major/minor combination is ideal for students who are interested in a career in food management, marketing, and/or retailing. For detailed information regarding the food management minor see the department of human environmental sciences in this section in this catalog.

Business Administration Major with Management Information Systems Minor

This major/minor combination is ideal for students interested in careers in accounting and finance. For detailed information regarding this minor see the department of mathematics and computer sciences in the undergraduate section in this catalog.

Minors are available in other departments. Students wishing to pursue minors in other departments should consult their advisor.

COURSES

BUS 101 Introduction to Business Administration (3 credits)

Examines the various functions of business administration: accounting, finance, management, and marketing. The course also surveys topics in economics, ethics, and international business. This course is designed to provide the beginning business student a better basis for choosing concentrations, or for the non-business major to gain a general knowledge of the modern business world. FA, SP

BUS 102 Performance Management Assessment I (0 credits)

This course assesses business skills essential to students' professional careers. Business skills assessed include group meetings, speeches, and in-basket exercises. From this assessment students receive feedback on their performance and suggestions for performance management and improvement. Graduation requirement. FA, SP, SU

BUS 124 Business Mathematics (3 credits)

A study of essential, basic quantitative skills, and procedures used in business. Topical coverage includes mark-ups, mark-downs, discounts (cash and trade), simple interest, compound interest, annuities, consumer credit, home mortgages, taxes, insurance, and investments. Prerequisite: MTH 091 or competency. Offered on an as-needed basis.

BUS 202 Principles of Macro Economics (3 credits)

Macro economics deals with the problem of how society allocates its scarce resources. Topics such as national income determination, inflation, unemployment, economic growth, and the monetary system are examined. FA, SP, SU

BUS 203 Principles of Micro Economics (3 credits)

Micro economics deals with the theory of the firm, price determination, and resource allocation. FA, SP, SU

BUS 205 Financial Accounting (3 credits)

Acquaints students with the language of communicating financial information of a business enterprise to owners and stakeholders. Material to be covered includes the components of financial statements and the development thereof, accounting principles of service and merchandising concerns, and inventory and depreciation methods. FA, SP, SU

BUS 207 Managerial Accounting (3 credits)

Focuses on developing and utilizing accounting information for planning, control, and managerial decision making. Cost classifications, job costing, process costing, activity-based costing, cost-volume profit analysis, budgeting, variable costing, relevant cost, and the contribution approach to decision making will be covered. Prerequisite: BUS 205. FA, SP, SU

BUS 208 Personal Finance (3 credits)

A study of the following consumer topics: consumer credit, housing, income tax, insurance (property, liability, life), investments, and estate planning. Offered on an as-needed basis.

BUS 230 Management Principles (3 credits)

A review of the classical management functions of planning, organizing, directing, and controlling. Provides a systematic analysis of management's responsibilities in profit and non-profit organizations. The student gains a thorough understanding of what it means to be a manager and the functions and duties of managers within the managerial hierarchy. FA, SP, SU

BUS 233 Marketing Principles (3 credits)

A survey of the major marketing functions: sales, advertising, transportation, pricing, channels of distribution, promotion, customer service, consumer and industrial buying behavior. An in-depth analysis of the middleman functions of wholesaling and retailing are provided. An analysis and review of free enterprise marketing theory. FA, SP, SU

BUS 241 Business Law (3 credits)

An introductory course in the study of business law. Topics include the nature of law, the types and function of dispute resolutions, contracts, agency, torts, and business organizations. FA, SP, SU

BUS 247 Negotiation Skills in Business (3 credits)

This course introduces the theory and practice of effective negotiations. Focus is placed on the human responses to negotiations, planning for negotiations, and bargaining techniques. Offered on an as-needed basis.

BUS 293 Special Topics (1-3 credits)

Course offered to supplement regular course offerings. Offered on a one-time or periodic basis.

BUS 294-299 Cooperative Education (1-6 credits)

Supervised off-campus work experience for pay and for academic credit. Must be related to the student's degree program. Cooperatively administered by an employer and the director of cooperative education. P/NP grading option only. Prerequisite: Sophomore/junior/senior status. FA, SP, SU

BUS 303 Public Administration and Nonprofit Management (3 credits)

Compares and contrasts business administration and public administration. Details the job of the public administrator and explains how the public's interest differs from the stockholder's interest. Explains the importance of public administration as a profession and the many jobs available in the various public sectors. Prerequisite: BUS 230. Offered on an as-needed basis.

BUS 310 Organizational Behavior (3 credits)

The study and application of knowledge about how people act within organizations. An examination of psychological and sociological principles that affect organizational behavior. Topics in motivation, leadership, organizational structure, communication, group dynamics, and organizational development will be emphasized. Prerequisite: BUS 230. FA, SP, SU

BUS 311 Intermediate Accounting I (4 credits)

A study of the body of generally accepted accounting principles specifically concerned with the recognition of matching of revenues and expenses to determine book net income and the related issues of asset measurement, including modifications and refinements used to develop accounting information. Prerequisite: BUS 205. FA

BUS 312 Intermediate Accounting II (3 credits)

A study of generally accepted accounting principles focusing on the problems of balance sheet valuation and the affect upon the income statement and the statement of cash flows. Recent accounting standards affecting judgment and opinion upon financial statements are also considered. Prerequisites: BUS 205; BUS 311. SP

BUS 314 Cost Accounting (3 credits)

An intensive study of the unique accounting requirements of manufacturing firms focusing on job, process, activity-based costing, and standard costing method, as well as the implication of direct versus full absorption costing analyses for decision-making purposes. Prerequisites: BUS 205; BUS 207. SP

BUS 319 Survey of Federal Income Taxation (3 credits)

The study of the Internal Revenue Code and concomitant regulations as they relate to the accounting problems affecting individual and corporate taxpayers. Course will deal with both the theoretical and practical (compliance) aspects of tax accounting, including the regular and alternative minimum tax computations. Prerequisite: BUS 205. FA

BUS 331 Human Resource Management (3 credits)

A study of the role of personnel as a staff function within the organization. Personnel functions of recruitment, interview-

ing, manpower planning, wage and salary administration, management development, and motivation are examined. An investigation of the interpersonal relationships of employees in the organizational setting are also considered. Prerequisite: BUS 230. FA

BUS 332 Seminar in Human Resource Development (3 credits)

This course provides an in-depth analysis of the manager's role in managing and developing talent in the organization. The course will include readings, discussion, and skill-building cases and exercises. Prerequisites: BUS 230; BUS 331. SP

BUS 334 Retail Management (3 credits)

A study of relevant merchandising, pricing, promotional, and control techniques in the retail field of distribution. Prerequisite: BUS 233. FA

BUS 336 Advertising Principles (3 credits)

A general course on promotion techniques, the functions in advertising agencies and departments, with emphasis on effective integrated marketing communications, market analysis, and media use and selection. Prerequisite: BUS 233. SP

BUS 342 Legal Environment of Business (3 credits)

A continuation of the principles of Business Law. Topics include sales, commercial paper, real and personal property, secured transactions, debtor and creditor rights, employment law, anti-trust law, and securities law. Prerequisite: BUS 241. FA, SP, SU

BUS 343 Managerial Finance I (3 credits)

A study of finance as a managerial tool; particular emphasis will be given to the study of time value analysis of money, stock and bond pricing, working capital management, and capital budgeting. Prerequisite: BUS 205. FA, SP, SU

BUS 344 Money and Banking (3 credits)

An examination of the functions of money, the commercial banking system, the Federal Reserve System, monetary policy, and monetary theory. Prerequisites: BUS 202; BUS 203; BUS 343. FA

BUS 346 Credit Management (3 credits)

Study of consumer and commercial credit function, credit criteria, practices, systems, policies, and decision making of retail, wholesaler, banks, finance companies, credit card organizations, and others. Prerequisite: BUS 343. Offered alternate years. FA

BUS 348 Elements of Supervision (3 credits)

An examination of the role of first-line supervisors within the framework of the organizational setting. The course brings into clear focus the critical function of first-line supervision as the organization's "front line" management team. The importance of the directing function and the balance of relationships are investigated. Prerequisite: BUS 230. Offered on an as-needed basis.

BUS 350 International Marketing (3 credits)

Shows how the key to international marketing lies in becoming familiar with and adapting to the different environmental factors in order to satisfy the wants and needs of consumers by promoting, pricing, and distributing products for which there is an overseas market. The basic marketing strategies (four Ps) will be shown to work as long as they are tailored to the business and socio-cultural environments, economic settings, and the political/legal structures of each individual foreign marketplace. Prerequisites: BUS 233; BUS 365. SP

BUS 351 International Management (3 credits)

An examination of management practices in a changing global market. Topics include culture, politics, planning, organizing, international human resource management, decision making, market entry and expansion, and information management. This course will include case study analysis and discussion. Prerequisites: BUS 230; BUS 365. FA

BUS 352 Investments (3 credits)

A study of the securities market, its instruments, and their characteristics. Includes topics in investment theory and analysis. Prerequisite: BUS 343. SP

BUS 354 Sports and Entertainment Marketing (3 credits)

A study of the elements in the sports marketing field. Subjects include sports event and venue planning, hospitality, agents and contract negotiations, celebrity endorsements, merchandising, and the many other opportunities for future growth. Prerequisite: BUS 233. FA, SP

BUS 356 Principles of Selling (3 credits)

An introduction to the art of selling. Topics include types of selling and sales training, communications, and the psychology of selling and sales management (compensation and organization). Both the customer and the business perspective are considered. Prerequisite: BUS 233. SP

BUS 357 Consumer Behavior (3 credits)

Explores the application of the principles of psychology and other social sciences to consumer behavior. The impacts of interpersonal dynamics and social influences are studied in depth. Course material is oriented to the practical application of the basic concepts. Prerequisite: BUS 233. FA

BUS 358 Sales Management (3 credits)

This course examines such topics as personal selling techniques and prospecting; role playing in the sales process; evaluation of career opportunities in sales; selecting, training, compensating, and motivating a sales force; distribution methodologies, and impact on sales. Prerequisite: BUS 356. Offered on an as-needed basis.

BUS 359 Industrial/Organizational Marketing (3 credits)

Examines the full range of business-to-business marketing, including commercial enterprises, institutions, and government, as well as traditional industrial marketing issues. It focuses on

market dynamics and stresses the strategies industries employ in developing and implementing their methods to industrial buyer behavior, market selection, product planning, product positioning, reseller's market, and pricing. Prerequisite: BUS 233. Offered alternate years. FA

BUS 361 Seminar in Sales & Sales Management (3 credits)

Select topics in sales & sales management will be explored in this seminar, such as personal selling techniques and prospecting; role playing in the sales process; evaluation of career opportunities in sales; selecting, training, compensating, and motivating a sales force; distribution methodologies, and impact on sales. Prerequisite: BUS 358. Offered on an as-needed basis.

BUS 362 Small Business and Entrepreneurship (3 credits)

A comprehensive course in the management of small businesses with special emphasis on marketing, finance, and management. Small retailing, wholesaling, manufacturing, and service businesses are studied with special concern to the development of a business plan to fit the needs of the very small business entrepreneur. Prerequisite: BUS 233 or BUS 205. FA, SP, SU

BUS 365 International Business (3 credits)

Topics include importing, exporting, tariffs, the balance of payments, foreign exchange, and the phenomenon of globalization. Prerequisites: BUS 202; BUS 203. FA, SP, SU

BUS 366 Computerized Accounting Systems (3 credits)

This course is designed to provide students with an understanding of how computers are used to simplify record keeping and to make the accounting process more efficient. Students will receive hands-on experience using commercial accounting modules on personal computers. Prerequisite: BUS 205. Offered on an as-needed basis.

BUS 369 Market Research (3 credits)

Presentation of the analytical techniques required to identify target markets, consumer needs, and motivations. Includes problem discovery techniques, research design, interpretation of data, and forecasting. Attention is also given to research techniques for the smaller business enterprise. Prerequisite: BUS 233. SP

BUS 370 Introduction to Project Management (3 credits)

This course is an overview of project management. Students examine the entire process, study contemporary issues in the field, and examine key activities. The basic principles and concepts of project management are investigated. Offered on an as-needed basis.

BUS 371 Project Leadership and Team Building (3 credits)

This course is designed to emphasize leadership, communication, team organization, managing conflict, and other human

relations activities that influence the success of the project. Students will examine leadership skills and explore personal leadership styles. Prerequisite: BUS 370. Offered on an as-needed basis.

BUS 372 Project Cost and Schedule Control (3 credits)

This course will focus on the techniques of setting project requirements and tasks, work breakdown structure, estimating and scheduling, base lining, change management, earned-value, forecasting, and budgeting. The focus is on managing time and costs. Prerequisite: BUS 370. Offered on an as-needed basis.

BUS 373 Project Risk Management (3 credits)

This course will explore the foundations of risk management. The student will examine the identification of risk, quantification of risk, and response development. This course will concentrate on both qualitative and quantitative approaches to risk management. Prerequisite: BUS 370. Offered on an as-needed basis.

BUS 374 Project Contract Management (3 credits)

This course will explore the contracting process. Students will investigate and learn how to manage contractual agreements, concepts and principles through the pre-award phase, award phase, post-award phase, and termination phase. Performance issues between the contractor and sub-contractor will be explored. Prerequisite: BUS 370. Offered on an as-needed basis.

BUS 375 Project Simulation (3 credits)

This course is a comprehensive synthesis of the prior courses. Team projects will be used to measure the student's mastery of the knowledge, skills, and techniques of successful project management. Prerequisites: BUS 370; BUS 371; BUS 372; BUS 373; BUS 374.

BUS 376 Case Studies/Readings in Management (1-3 credits)

Provides the business student with an opportunity to review and research a variety of topics within the current literature and to study specific management problems through the case study method. Prerequisite: BUS 230. FA, SP, SU

BUS 377 Case Studies/Readings in Marketing (1-3 credits)

Provides the business student with an opportunity to review a variety of topics within the current literature and to study specific marketing problems through the case study method. Prerequisite: BUS 233. FA, SP, SU

BUS 387 Production/Operations Management (3 credits)

A review of operations management in general, with specific emphasis on production in manufacturing environments. Special emphasis is given to material management, inventory control, quality control, production scheduling, plant layout, and the effective utilization of labor to achieve profitable and efficient operations. Prerequisite: BUS 230. FA, SP, SU

BUS 394 Commercial Banking (3 credits)

Study of the banking system and bank management with emphasis on asset/liability management, policies and practices in lending, investment, equity, trust, and international aspects of a bank. Prerequisite: BUS 344. SP

BUS 400 Marketing Management (3 credits)

An investigation into the managerial responsibilities, as expressed in cases, of the modern marketing executive. Marketing strategy and planning are stressed. Emphasis is placed on the techniques used to assemble the marketing mix and satisfy the needs of consumer in identified target markets. Prerequisite: BUS 233. FA

BUS 401 Advanced Concepts in Management (3 credits)

This course analyzes advanced and specialized topics of current concern in the field of management. In addition to providing more depth in terms of content, this course provides the student with considerable practical experience though the use of class exercises, case studies, and group discussions. Prerequisite: BUS 230. SP

BUS 405 Auditing (3 credits)

A study of the standards and procedures used by independent certified public accountants in verifying business data to render an opinion and report on financial statements. Focus is also on generally accepted auditing standards and the AICPA canon of ethics. Prerequisite: BUS 312. FA

BUS 406 Governmental and Nonprofit Accounting (3 credits)

A study of generally accepted accounting principles relating to governmental and nonprofit organizations, including the elements of fund accounting, the use of modified accrual basis accounting, and the preparation of financial statements. Prerequisite: BUS 205. Offered on an as-needed basis.

BUS 410 Management Information Systems (3 credits)

This course covers the use and management of information technologies to enhance business processes, improve business decision making, and gain competitive advantage. Additional emphasis is on the essential role of technologies proving a platform for business, commerce, and collaboration processes among all business stakeholders in today's network enterprises and global markets. Prerequisites: CIS 100; BUS 202; BUS 205; BUS 230. FA, SP, SU

BUS 412 Financial Statement Analysis (3 credits)

The study of analyzing, interpreting, and evaluating the financial statements of a business organization to identify the organization's strengths, weaknesses, and opportunities from the prospective of shareholders, creditors, and other stakeholders. Prerequisites: BUS 205; BUS 343. Offered on an as-needed basis.

BUS 415 Advanced Financial Management (3 credits)

Case studies in finance that build upon the principles covered in Managerial Finance. Topics covered include risk evaluation, equity financing, appropriate dividend policy, capital market,

lease financing, business combinations, and bankruptcy and reorganization. Prerequisites: BUS 205; BUS 343. SP

BUS 425 Cash and Treasury Management (3 credits)

Study of the dynamics of cash management as it applies to corporations, including cash collection and disbursement, systems, forecasting cash flows, electronic fund transfers, check processing, international cash management, and e-commerce cash reconciliation. Prerequisite: BUS 344. Offered alternate years. FA

BUS 463 Quantitative Analysis in Business (3 credits)

Study of theories and techniques of mathematical models applied to business decision making, including, but not limited to, probability theory, game theory, linear programming, and forecasting. Prerequisites: BUS 343; MTH 105; MTH 115. SP

BUS 465 Case Studies in Finance (3 credits)

This course covers a wide-range of advanced topics in finance including evaluation of investment alternatives, trends in capital, and money markets' derivative securities and management of financial and non-financial firms. Prerequisites: BUS 312; BUS 415. FA

BUS 467 Advanced Topics in Accounting (3 credits)

A study of advanced accounting concepts with particular emphasis on consolidated financial statements, mergers and acquisitions, accounting principles and practices, and financial statement analysis. Prerequisite: BUS 312. SP

BUS 470 Strategic Management (3 credits)

A synthesis of all business administration functions using the case study method. Cases in general management require the application of knowledge, theories, skills, and techniques derived from previous coursework in order to provide analysis of specific business problems and for decision making to formulate strategies, plans, and policies for the improvement of organizational performance. Prerequisite: Senior status. FA, SP, SU

BUS 471 Leadership: Managing in a Changing Environment (3 credits)

A study of leadership techniques with particular emphasis on managing change. This course will go beyond the basic principles of management (BUS 230) and concentrate on the skills needed to develop effective leadership in modern organizational settings. The material will draw on research in the social sciences and case studies both of organizational situations and specific leader. The course will provide the opportunity for the student to examine and develop leadership potential for application in their chosen profession. Prerequisite: BUS 230. FA

BUS 472 Performance Management Assessment II (0 credits)

This course assesses business skills essential to students' professional careers. Activities in this assessment may include group meetings, speeches, and in-basket exercises. From this assessment students receive feedback on the progress they

have made in their performance management process. Prerequisite: BUS 102. Graduation requirement. FA, SP, SU

BUS 484 Practicum in Business (3 credits)

A supervised experiential-learning course that requires the student to apply the theoretical knowledge obtained in their coursework to an actual work environment. This course will require the student to think critically about the application of business theories to the workplace. The student will be required to identify the specific business theories being utilized in their work setting and analyze their application, including their appropriateness and effectiveness. This course will include a comprehensive paper and presentation. This experiential-learning course will be cooperatively administered by an employer-supervisor and a member of the faculty. Prerequisite: Junior or senior status. FA, SP, SU

BUS 485 Internship in Business Administration (3 credits)

A supervised experiential-learning course that requires the student to apply the theoretical knowledge obtained in their coursework to an actual work environment. This course will require the student to think critically about the application of business theories to the workplace. The student will be required to identify the specific business theories being utilized in their work setting and analyze their application, including their appropriateness and effectiveness. This course will include a comprehensive paper and presentation. This experiential-learning course will be cooperatively administered by an employer-supervisor and a member of the faculty. Prerequisite: Junior or senior status with a cumulative GPA of 3.0 or above. Students must apply to the department of business administration the semester before they intend to enroll in this course. Enrollment is limited. FA, SP, SU

BUS 490 Independent Study (1-4 credits)

Study in a specialized area, to be arranged according to student need and interest. Prerequisites: Junior or senior status; permission of instructor and department chairperson. Offered on an as-needed basis.

BUS 494 Special Topics (1-6 credits)

Course offered to supplement regular course listings. Offered on an as-needed basis.

MAJOR IN SPORTS MANAGEMENT (An Interdisciplinary Major)

Baccalaureate Degree and Residency Requirements

All requirements for an undergraduate degree are listed under academic policies and regulations in the introductory section for undergraduate programs in this catalog. These requirements include a graduation requirement of at least one course in religion or theology.

A student in the sports management major must also complete Performance Management Assessment I & II in order to meet graduation requirements.

Major Approval

Major approval is required during the second semester of the sophomore year, or after the completion of 45 credit hours at Fontbonne. For transfer students, major approval is required after completing the equivalent of one full semester (a minimum of 12 credit hours) at Fontbonne.

A student in the sports management major must have achieved a minimum cumulative grade point average of 2.0 on a 4.0 scale at the times of application for major approval and application for a degree (through degree completion).

Course Requirements for a Major in Sports Management

All sports management majors must complete the requirements of five core areas:

- Central Core
- Science/Health Core
- Communication Core
- Quantitative Core
- Capstone Core

General Education Requirements

The 42 credit hours of general education requirements are presented in the undergraduate academic information section in this catalog. A course that meets a general education requirement may also meet a course requirement in the major or a course requirement in another discipline.

The following specific general education courses must be chosen to meet the requirements for this major:

- BIO 108 Introduction to Life Science with Lab (3 credits)
- CIS 110 Microcomputer Applications-Spreadsheets (3 credits)
- COM 102 Public Speaking (3 credits)
- MTH 115 Introduction to Statistics (3 credits)

Courses Required in the Major**Central Core: 21 semester credit hours**

- BUS 205 Financial Accounting (3 credits)
- BUS 233 Marketing Principles (3 credits)
- BUS 354 Sports & Entertainment Marketing (3 credits)
- SPT 101 Introduction to Sports Management (3 credits)
- SPT 200 Dynamics of Coaching (3 credits)
- SPT 300 Ethical and Legal Issues in Sports (3 credits)

One of the following:

- BUS 336 Advertising Principles (3 credits)
- BUS 369 Marketing Research (3 credits)

Courses required in each of the other four core areas (courses in other disciplines)**Science/Health Core: 17 semester credit hours**

- BIO 108 Introduction to Life Science with Lab (3 credits)
- BIO 206 Essentials of Human Anatomy and Physiology with Lab (4 credits)
- BIO/SPT 306 Introduction to Kinesiology with Lab (4 credits)
- HES 119 Essential Concepts for Health and Fitness (3 credits)

- HES/SPT 213 Nutrition for Fitness and Physical Performance (3 credits)

Communication Core: 15 semester credit hours

- COM 102 Public Speaking (3 credits)
- COM 350 Organizational Communication (3 credits)
- ENG 101 Composition I (3 credits)
- ENG 102 Composition II (3 credits)
- ENG 201 Business Writing (3 credits)

Quantitative/Computer Core: 9 semester credit hours

- CIS 110 Microcomputer Applications-Spreadsheets (3 credits)
- CIS 111 Microcomputer Applications-Database (3 credits)
- MTH 115 Introduction to Statistics (3 credits)

Capstone: 3 semester credit hours

- SPT 495 Internship in Sports Management (3 credits)

Elective Courses: maximum of 7 semester credit hours

- SPT 102-105 Intercollegiate Athletic Participation (1-4 credits)
- SPT 250 Case Studies and Readings in Sports Management (1-3 credits)
- SPT 494 Special Topics in Sports Management (3 credits)

COURSES**SPT 101 Introduction to Sports Management (3 credits)**

An introduction to management principles with application to the field of sports management. The course also surveys selected topics in marketing, ethics, and law as they pertain to sports. Also explored are career paths in sports management. FA, SP

SPT 102-105 Intercollegiate Athletic Participation (1-4 credits)

Students participating for Fontbonne in an intercollegiate sport have the opportunity to register for this one-credit elective course. Completion of the course includes both completion of the competitive season and an acceptable required paper on a topic to be agreed upon by the student and the instructor. Prerequisite: Sports management major or approval from the director of the sports management program. FA, SP

SPT 106 Performance Management Assessment I (0 credits)

This course assesses business skills essential to students' professional careers. Business skills assessed include group meetings, speeches, and in-basket exercises. From this assessment students receive feedback on their performance and suggestions for performance management and improvement. FA, SP, SU

SPT 200 Dynamics of Coaching (3 credits)

This course allows students to develop skills and teaching cues applicable to various lifetime activities and sports. The course emphasizes various aspects of team building, creative problem solving, conditioning, and game strategies. FA

SPT/HES 213 Nutrition for Fitness and Physical Performance (3 credits)

Introduction to basic nutrition concepts related to fitness and physical performance of athletes at all levels. Students will also explore current issues in nutrition for athletes including ergogenic aids and weight management practices. SP

SPT 250 Case Studies and Readings in Sports Management (1-3 credits)

Provides students with an opportunity to review and research a variety of topics within the current literature and to study specific issues within the field of sports management. Prerequisite: Sports management major or approval from the director of the sports management program. FA, SP

SPT 300 Ethical and Legal Issues in Sports (3 credits)

This course explores several areas of potential liability as it deals with litigation in the sports field. Topics will include sports franchise rights, league issues, sports agents, anti-trust laws, intercollegiate sports and title IX, alternatives to litigation, and paths of response when confronted by a lawsuit. Also offered is a comprehensive analysis of ethical issues as they apply to the sports field. Prerequisites: SPT 101; BUS 233. FA, SP

SPT/BIO 306 Introduction to Kinesiology (4 credits)

Introduction to the mechanical principles of movement. Emphasis is placed on how the use of these principles can help improve sports skills for the athlete at all levels of training. Prerequisite: BIO 206. SP

SPT 470 Performance Management Assessment II (0 credits)

This course assesses business skills essential to students' professional careers. Activities in this assessment may include group meetings, speeches, and in-basket exercises. From this assessment students receive feedback on the progress they have made in their performance management and improvement process. Prerequisite: SPT 106. FA, SP, SU

SPT 494 Special Topics in Sports Management (3 credits)

Provides the student with an opportunity to explore specific issues within the sports industry and the field of sports management. Opportunities for experiential and service learning are at the core of this course. Prerequisites: SPT 101; SPT 200; SPT 300. Offered on an as-needed basis.

SPT 495 Internship in Sports Management (3 credits)

A supervised experiential-learning course that requires the student to apply the theoretical knowledge obtained in their coursework to an actual work environment. The course will include seminar sessions and comprehensive written and oral reports. Prerequisite: Senior status. FA, SP, SU

MINOR IN BUSINESS ADMINISTRATION—TRADITIONAL PROGRAMS

A student must successfully complete, at Fontbonne, a minimum of 50% of the credit hours required for the minor.

Minor in Business Administration

Required courses: 21 semester credit hours

BUS 202 Principles of Macro Economics (3 credits)

BUS 205 Financial Accounting (3 credits)

BUS 230 Management Principles (3 credits)

BUS 233 Marketing Principles (3 credits)

BUS 343 Managerial Finance I (3 credits)

CIS 100 Computer Technology: Issues and Applications (3 credits)

MTH 115 Introduction to Statistics (3 credits)

COLLEGE OF GLOBAL BUSINESS AND PROFESSIONAL STUDIES—OPTIONS PROGRAM

Linda D. Maurer, dean of the college of global business and professional studies

William D. Foster, director of adjunct faculty for the college of global business and professional studies; assistant professor of business administration; administrative director for the MST program

Amy Layhew, director of academic student services

Steve Rankin, director of curriculum and assessment for the college of global business and professional studies

UNDERGRADUATE OPTIONS PROGRAMS

Business Administration (BBA)

Contemporary Studies (BA)

Corporate Communication (BA)

Organizational Studies (BA)

Sports and Entertainment Management (BS)

****Gateway Curriculum**

In response to growing demands from the business community and the changing demographics of higher education, Fontbonne University created OPTIONS, evening degree programs expressly for the working professional. The evening undergraduate degree program and the Gateway curriculum are designed to be convenient, practical, and accelerated. Students may enter programs at various times throughout the year, and register once for the entire sequence of courses in the program, attending class on the same night each week. Students may attend classes at numerous locations including the Clayton main campus and the Brentwood, Chesterfield, downtown St. Louis, Fenton, North County and South County, sites.

***The Gateway curriculum provides the general education requirements in an evening accelerated format and serves as a stepping stone to a variety of core or major courses.*

Faculty members in the OPTIONS programs are professionals with advanced degrees and practical experience in the courses they teach. Because enrollment is limited to career-

minded men and women with work experience, the classroom style is interactive, relating theory to real-world events.

Small groups of 16 to 22 adults progress through the curriculum together. Classes meet formally the same night each week and courses are taken one or two at a time. At the end of most programs, students have the opportunity to apply all their coursework to a real-world situation in their program capstone project.

For additional information, contact

Fontbonne University OPTIONS
1300 Strassner Drive
Brentwood, MO 63144-1873
314.863.2220
Fax: 314.963.0327
E-mail: OPTIONS@fontbonne.edu

GATEWAY CURRICULUM

The Fontbonne OPTIONS Gateway curriculum is for those adults who want to earn a bachelor's degree but have little or no prior college/university credit. The curriculum delivers the liberal arts foundation for a degree and serves as a stepping stone directly into any of the OPTIONS bachelor degree programs. Gateway courses cover several disciplines, including English and communication, fine arts, science, and the social sciences. The OPTIONS Gateway curriculum comprises approximately one third of the courses needed for graduation, all of the general education requirements, and can be completed in less than two years.

Gateway Admission Requirements

- Completed application form and \$25 non-refundable application fee.
- Official high school transcript or GED certificate.
- A minimum high school grade point average of 2.5 on a 4-point scale or acceptable GED score (if fewer than 15 transferable college semester credits).
- Official college transcripts from each accredited, degree-granting institution attended.
- Minimum college cumulative grade point average of 2.0 on a 4-point scale.
- A minimum age of 23 years.
- A minimum of two years of full-time work experience.
- Two letters of recommendation from persons qualified to judge the applicant's professional expertise, character, and capacity for college-level study.
- Applicants whose native language is not English must pass the Test of English as a Foreign Language (TOEFL) with a score of 213 CBT/79 IBT or a Fontbonne authorized equivalent test.

COURSES (unique to OPTIONS)

GWY 110 Personal and Professional Development (2 credits)

An introduction to the OPTIONS Gateway curriculum, this course challenges adult students to manage their available time and energy in light of the demands of their environment; in addition, it will assist them in setting the stage for success. Topics include academic readiness, strategies for managing time and stress, strategies for reading and note taking, test taking, professional and personal growth, basics of writing and documenting sources to avoid plagiarism, and using technology to enhance learning.

GWY 115 Critical Thinking & Writing (3 credits)

This course introduces students to academic writing and thinking at the college level. Students will gain practice in reading, interpreting, responding, and arguing.

GWY 201 Current Issues in Education (3 credits)

This course focuses on the nature and purpose of education as a central institution in contemporary culture and society. Readings are drawn from a variety of disciplines, including sociology, education, journalism, and psychology. Students analyze texts and experiences to develop written arguments about specific issues within education.

GWY 202 Status and Inequality (3 credits)

Students in this course examine theories of class, status, and inequality and apply them to a variety of social circumstances. Readings are drawn from a variety of disciplines, including sociology, anthropology, and economics. Students analyze texts and experiences to develop written arguments about specific areas of inequality.

MTH 100 Topics in Algebra for Statistics (2 credits)

This course covers the essential topics in algebra that are needed specifically to do common statistical calculations. Topics include sets, signed numbers, exponents, algebraic expressions, factoring, linear equations, and introductions to two-dimensional graphing, radicals, and quadratic equations.

BBA 308 Data Development & Analysis (3 credits)

This course focuses on the analysis and interpretation of statistical data for the business manager. Topics include an examination of the role of statistics in research, statistical terminology, appropriate use of statistical techniques, and the interpretation of statistical findings in business and business research. Quantitative concepts and basic techniques in research are stressed. Prerequisite: MTH 100.

The descriptions for the following courses can be found in the individual departmental listings for undergraduate programs:

- GOV 101 U.S. and Missouri Constitutions (1 credit)
- ENG 101 Composition I (3 credits)
- PHL 260 Contemporary Moral Issues (3 credits)
- ENG 102 Composition II (3 credits)
- COM 102 Public Speaking (3 credits)
- ENG 120 Introduction to Literature (3 credits)

HST 340 American Social History (3 credits)
INT 199 Information Navigation and Evaluation (1 credit)
CIS 100 Computer Technology: Issues and Applications (3 credits)
BIO 106 Topics in Environmental Science with Lab (3 credits)
SOC 100 Survey of Sociology (3 credits)
MUS 106 American Popular Music (3 credits)
PHY 108 Introduction to Physical Science with Lab (3 credits)
REL 100 Introduction to Religious Studies (3 credits)

BACHELOR DEGREES (OPTIONS)

Bachelor of Business Administration Degree (BBA)
Bachelor of Arts Degree in Contemporary Studies (BA)
Bachelor of Arts Degree in Corporate Communication (BA)
Bachelor of Arts Degree in Organization Studies (BA)
Bachelor of Science Degree in Sports and Entertainment Management (BS)

Undergraduate Program Admission Requirements:

- Completed application form and \$25 non-refundable application fee.
- A minimum of 48 approved semester credits earned from accredited, degree-granting colleges or universities. Official transcripts must be received from each institution attended. Upon matriculation, credit hours can also be awarded from standardized exams (CLEP) and military experience.
- Completion of Composition I and II with a grade of C- or better.
- A maximum of 64 credit hours may transfer from a two-year college.
- A cumulative grade point average of 2.0 on a 4.0 scale.
- A minimum age of 23 years.
- A minimum of two years of full-time work experience.
- Two letters of recommendation from persons qualified to judge the applicant's professional expertise, character, and capacity for college-level study.
- Applicants whose native language is not English must pass the Test of English as a Foreign Language (TOEFL) with a score of 213 CBT/79 IBT or a Fontbonne authorized equivalent test.

Graduation Requirements

A total of 128 semester credit hours is required to graduate from Fontbonne including:

- a minimum cumulative grade point average of 2.5 for all OPTIONS bachelor degree programs' core curricula taken at Fontbonne.
- satisfactory completion of 48 semester hours of general education requirements. A minimum cumulative GPA of 2.0 must be maintained in the Gateway core. A minimum grade of C- must be attained in the three required English/communication courses.
- satisfactory completion of an approved religion or theology course.

- satisfactory completion of Performance Management Assessment I & II (BBA program only).
- the additional credit hours required for graduation may be obtained at Fontbonne or another accredited, degree-granting institution through:
 - Fontbonne OPTIONS Gateway and supplemental courses—accelerated evening and weekend courses offered up to five times per year.
 - Fontbonne Prior Learning Assessment (PLA), including proficiency exams, some licenses, training, and professional and corporate training approved by ACE/PONSI.
 - Fontbonne certificate programs.
 - Telecourses, online/Internet courses.
 - Correspondence courses.
 - CLEP Exams.

BACHELOR OF BUSINESS ADMINISTRATION DEGREE

The Fontbonne OPTIONS bachelor of business administration program provides adults with a solid grounding in the knowledge and skills necessary to effectively manage organizational needs. Vital business topics are covered in a well-rounded and broad-based curriculum including management, marketing, accounting, law, finance, economics, and international business. Working professionals enhance their leadership, teamwork, and communication skills throughout the program.

Students complete all courses in about two years for the bachelor of business administration, which constitutes their business major. Completion of this degree's core fulfills approximately one-third of the 128 credits required for graduation.

COURSES

BBA 275 Performance Management Assessment I (0 credits)

This course assesses business skills essential to students' professional careers. Business skills assessed include decision-making, communication skills, and ethics. Activities in this assessment may include group meetings, speeches, and in-basket exercises. From this assessment students receive feedback on their performance and suggestions for performance management improvement. Graduation requirement.

BBA 300 Management, Leadership, & Professional Development (3 credits)

Management techniques and their application to the development of improved managerial effectiveness are studied in this course. Topics include the management of individual and professional priorities, management theory and functions, decision making, work group effectiveness, and professional development topics such as self assessment, leadership dimensions, professional presence, and networking.

BBA 303 Executive Communication Techniques (3 credits)

The critical role of communications within contemporary business organizations is examined in this course, including written, interpersonal, and organizational communication. The course reviews basic principles of effective writing and applies them to business letters, memos, reports, and other forms of business communications. Also discussed are presentation skills and strategies for communicating clearly, concisely, and effectively in order to meet business objectives for the executive.

BBA 305 Business Law & the Legal Environment (3 credits)

This course examines the application of commerce-oriented state and federal laws to the modern business environment in the United States. Topics include consumer protection, environmental regulation, contracts, labor relations, employment, torts, and intellectual property. This course also examines the extent to which these laws achieve just results consistent with modern American social values. Students are encouraged to constructively question and critique the system of commercial law in the United States.

BBA 306 Financial Accounting for Managers (3 credits)

The primary objective of this course is to help students develop the analytical skills needed to evaluate a company's financial performance. This course explains how financial reports are prepared, the assumptions and concepts accountants use in preparing them, and why these assumptions are necessary. Particular attention is paid to the rationale of various accounting rules and the judgment needed in applying them in a business context.

BBA 307 Managing Human Resources (3 credits)

The role of human resource management as a staff function within the organization is studied in this course. The human resource management functions of recruitment, interviewing, manpower planning, wage and salary administration, management development, and motivation are examined. Topics include legal aspects of personnel management, employee-employer and race/ethnic relations, benefits, and training and development programs.

BBA 309 Managerial Accounting for Managers (3 credits)

This course focuses on the management functions of planning, controlling, and decision making and how accounting information aids a manager in performing these functions. Topics include cost classifications, job costing, process costing, activity-based costing, cost-volume profit analysis, budgeting, variable costing, relevant cost, and the contribution approach to decision making.

BBA 310 Production & Operations Management (3 credits)

This course will provide insight to managers in all functional areas on the production and operation side of a business. Most principles studied will apply to all business enterprises,

but special emphasis will be given to manufacturing companies. Topics covered will include material management, inventory control, quality control, production scheduling, plant layout, and the effective utilization of labor to achieve profitable and efficient operations. Prerequisite: BBA308 Data Development and Analysis (in Gateway curriculum) or equivalent statistics course.

BBA 400 Macroeconomics for Managers (3 credits)

This course provides a foundation in the principles of macroeconomics in relation to the behavior of the economy as a whole. The course blends macroeconomic theory with practical applications.

BBA 402 Microeconomics for Managers (3 credits)

This course provides a foundation in the principles of microeconomics in relation to the behavior of individual units in the economy and the study of individual units in relation to the economic system as a whole. The course blends theory with practical applications, developing a framework for managers to use in making business decisions.

BBA 403 Current Issues in Marketing (3 credits)

The role of marketing within the organization is analyzed in this course. The factors affecting consumer behavior, the development of marketing strategies, and the recognition of marketing variables are examined. Topics include marketing strategy planning, pricing policy, international marketing, marketing opportunity analysis, new product development, and product life cycles.

BBA 404 Financial Management (3 credits)

This course presents an overview of the fundamentals of financial administration. It emphasizes techniques used in the development of financial thought, financial decisions and risk-return relationships, legal forms of the organization, tax implications for the business, tools of financial analysis, working capital management, the determination of long-term sources of capital, the use of funds, a firm's financial structure, cost of capital, leverage, internal financing mechanisms, and long-term financing policies.

BBA 405 Topics in International Business (3 credits)

Issues which involve the internationalization of markets and competition for both small proprietorships and large corporations are studied in this course. Topics include the organization and operation of the multinational firm, problems involved in establishing overseas markets, financing production abroad, legal restrictions, foreign and domestic tax complications, and theories of world trade.

BBA 407 Management & Business Ethics (3 credits)

This course examines the impact of business decisions and technological change on society. Ethical systems are studied and applied to business and public policy issues.

BBA 425 Management Information Systems (3 credits)

This course provides understanding of the role of the computer as a tool used for business. Students will focus on the applica-

tion of information systems in organizations and functional areas; and the use of computer resources for problem solving. This course will prepare students to recognize the information needs of management, information technology used by various business subsystems, and how technology can be utilized for competitive advantage. Prerequisite: CIS100 Computer Technology: Issues and Applications (in Gateway curriculum) or equivalent computer course.

BBA 435 Strategic Planning & Policy Analysis (3 credits)

This capstone course involves the investigation and discussion of problems, policies, responsibilities, and ethics in the various areas of business management and strategic planning. The case method is stressed. A major course outcome is the development of a case by each study group.

BBA 475 Performance Management Assessment II (0 credits)

This course assesses business skills essential to students' professional careers. Activities in this assessment may include group meetings, speeches, and in-basket exercises. From this assessment students receive feedback on the progress they have made in their performance management process. Prerequisite: BBA 275. Graduation requirement.

BACHELOR OF ARTS DEGREE IN CONTEMPORARY STUDIES

The OPTIONS bachelor of arts degree in contemporary studies addresses contemporary issues of our time. Examined from a framework of ethics, leadership, and public responsibility, the multidisciplinary program recognizes the increasing interdependence of the world and the global nature of current issues. The broad-based curriculum is relevant on both a personal and professional level, by helping provide deeper insight and understanding of current issues, values and cultures in the world today. Students are challenged to think critically about important social, cultural, and economic events. The BA degree in contemporary studies seeks to develop the whole person by learning new ideas and fresh ways of thinking, rather than training for a specialized task as in more traditional fields of study.

Students complete all courses in about two years for the BA degree in contemporary studies, which constitutes their major. Completion of the degree's core fulfills approximately one-third of the 128 credits required for graduation.

COURSES

BAC 400 Foundations of Contemporary Culture (3 credits)

This course is an introduction into the exploration of the roles and influences exerted by law, ethics, and religion in the shaping and guiding of cultural development. The study will include an examination of the interrelationship of these three dimensions of culture with particular emphasis upon their roles in exerting influence upon forming and changing aspects of contemporary society.

BAC 405 Isolation of the Modern Leader (3 credits)

This course will examine the obligations and privileges of leaders in society and expectations that influence leaders. Topics will include an examination of the effect of insulating leaders from day-to-day tasks, the creation of a leader's expectation of privilege as a result of their position, the impact of insulating leaders from those components of society for whom a leader's decisions have a large impact, and the balancing of special interests essential for the continued success of a leader versus a focus on the general well being of society.

BAC 410 Corporate Responsibility in Today's World (3 credits)

This course will examine the obligation to shareholders, employees, community members, and society at large and the complex dilemmas in business in trying to "do good" for society and "do well" for the shareholders. This course will also discuss the role marketing has in creating a demand for products and an awareness of ideas. Topics will include target marketing and its impact on segments of the population, the role of advertising in creating images that are embraced by society as goals for which to strive, and corporate social responsibility from a strategy perspective supportive of core business objectives.

BAC 411 Impact of Religion, Value, and Culture on Education (3 credits)

Current issues in education are discussed. Topics include public funding for education, how culture affects what is taught and how it is taught, free expression of ideas, and the implications religion has on education.

BAC 412 American Culture (3 credits)

A broad overview of American culture. This course will examine the many factors that influence American culture and how American culture influences individuals and their decisions.

BAC 413 Economics of Aging (3 credits)

This course will examine the impact that an aging population has on the social, political, and economic environment. Implications for the medical system, social security system, educational system, and other facets of society will be examined.

BAC 414 Ethical Frameworks (3 credits)

This course will provide an overview of ethical frameworks that can be used to examine ethical issues raised in today's society. This course will examine a variety of ethical theories and how they are used to analyze complex issues and aid in decision making.

BAC 415 Collision of Values and Culture in the Expression of Art (3 credits)

This course is a thematic exploration of visual art, encompassing art made during prehistoric eras to present day. Material covered in the course defines the purposes and functions of art in different civilizations with emphasis on exhibiting art, patronage, and religion.

BAC 416 Societal and Legal Implications of the Internet (3 credits)

This course explores the development and proliferation of the internet and the ways in which the wide variety of internet-based information services have either enhanced or inhibited social communication, education, entertainment, the arts, politics, and religion as well as other aspects of contemporary culture. Topics include freedom of speech, censorship, privacy rights, e-commerce, e-giving, social-networking, intellectual property, and ownership rights.

BAC 420 Reel to Real: The Impact of Representations in Film on Cultures (3 credits)

By analyzing documentary and feature films about the same subjects, students will learn how films both construct and reflect commonly held beliefs about how the world works. Students will use the techniques of textual analysis to argue ways that films can solidify or challenge ideas about class, gender, and race. These same techniques can be applied to other cultural works from music to literature.

BAC 425 Healthcare Public Policy (3 credits)

This course discusses health care as a public policy issue. Topics include health care rationing, funding for health care, affects of health care policy on society from a national perspective as well as state and local perspectives, the complexity and issues arising out of universal and national health care plans, and the disparities in access to treatment for different groups of the population such as those in rural areas.

BAC 430 Nutrition in Global Societies: The Role of Cultures and Values (3 credits)

This course will discuss how food and nutrition impacts the health and lifestyle concerns of citizens in different countries. Topics will include global nutrition and the consumer, policy makers, environmental concerns, and corporate involvement.

BAC 435 Exploring Religion's Role in Politics (3 credits)

This course explores the interrelationships of politics and religion. There will be a focus on emerging religious trends in society and the resulting affects of religious ideas, individuals, and movements on the political climate in the United States. Topics will include the political power that religious groups have exerted over the years with emphasis upon national political campaigns in the 21st century.

BAC 440 Influence of American Culture on International Communities (3 credits)

This course will explore the influence of American commerce, culture, values, and religion on countries around the world. Topics will include the role commerce plays in the expectations of citizens and how religion impacts the decisions and policies of international communities.

BAC 445 Terrorism, War, Peace, and Human Rights (3 credits)

This course will explore ethical, theoretical, and practical questions relating to terrorism, the engagement of war,

cultural, and ethnic conflicts. This course will explore why we wage war, the development of terrorism and its impact on societies, society's quest for peace, and the methods attempted to achieve peace. This course will also explore the concept of human rights and how terrorism and war impact those rights.

BAC 495 Examination of Social Policy (3 credits)

This course will examine social policy by reviewing social issues and their impact on society. The students will learn about the guidelines for constructing social policy proposals and use their knowledge and skills acquired during this program to effectively evaluate an existing or proposed social policy within the corporate, non-profit, or government sector. The student will discuss the ramifications of the social policy and the impact it will have on various segments of society.

BACHELOR OF ARTS DEGREE IN CORPORATE COMMUNICATION

The bachelor of arts degree in corporate communication is a broad-based, multidisciplinary degree program combining business with a wide variety of communication courses. The program establishes a solid foundation related to how businesses communicate internally between people and departments, as well as externally with its stakeholders, the public, and other key audiences. Students will be exposed to different communication tools, processes, and strategies within the organizational setting and learn to apply them appropriately. Writing, presentation, and interpersonal skills are emphasized throughout the entire curriculum to develop skillful communicators who are highly valued and in demand by employers. The degree in corporate communication will provide the knowledge and skills to help students become a more capable manager, leader, and motivator.

Students complete all courses in about two years for the BA degree in corporate communication, which constitutes their major. Completion of the degree's core fulfills approximately one-third of the 128 credits required for graduation.

COURSES**BCC 275 Performance Management Assessment I (0 credits)**

This course assesses business skills essential to students' professional careers. Business skills assessed include decision-making, communication skills, and ethics. Activities in this assessment may include group meetings, speeches, and in-basket exercises. From this assessment students receive feedback on their performance and suggestions for performance management improvement.

BCC 300 Foundations in Corporate Communication (3 credits)

This course integrates and summarizes the evolution of communication as it relates to how we interact in business situations today. Using a theoretical foundation students will be able to practice and apply the changes in the communica-

tion methods used today. Basic writing, presentation, and interpersonal communication skills will be addressed.

BCC 310 Effective Writing for Business Communication (3 credits)

This course covers effective business writing as an integral part of the managerial communications process. Writing strategies to produce concise letters, executive summaries, memos, e-mails, newsletter articles, as well as engaging PowerPoint presentations, are presented. Topics covered are writing as a management tool, audience analysis, and the process of outlining, writing, and editing. The elements of successful writing in an electronic environment are also discussed along with the impact of technology on business communications.

BCC 320 Corporate Presentation & Persuasion (3 credits)

This course examines the art of persuasion and improving presentation skills. The student will learn the elements of how to effectively deliver presentations to a variety of audiences. Topics covered include design and delivery, the art of persuasion, advanced presentation techniques, non-verbal communication, meeting management strategies, and how to use technology for successful presentations.

BCC 330 Public Relations & Media Communications (3 credits)

This course exposes the student to different kinds of communications/writing projects encountered in corporate settings, each calling for different styles of writing and production techniques. Applications may include video scripts, speeches, newsletters, press releases, position papers, pitch letters, and writing for/to various publics. Emphasis is placed on the nature of corporate image and reputation, investor relations, and communicating with diverse publics. The student will develop a public relations campaign involving a variety of these media.

BCC 340 Understanding the Business Environment (3 credits)

This course provides an understanding of the language of business, how a business works, and how to communicate this business acumen through various functions of an organization. The business functions of accounting, finance, management, and marketing are explored. Emphasis is placed on business terminology and concepts to enable the student to identify functional problems, investigate alternative solutions, and be able to communicate those solutions to appropriate departments.

BCC 350 Organizational Culture and Leadership (3 credits)

This course will examine effective communications from a leadership perspective. Topics will include positive and negative feedback, staff reviews, conducting interviews, negotiating, mentoring staff, employee development, and mediating employee disputes. Students will apply strategies to use communication to achieve goals and objectives of the organization and will examine how communication flows through an orga-

nization and learn how to assess an organization's communication hierarchy through cultural and communication audits.

BCC 400 Global Communication in the 21st Century (3 credits)

This course studies the interrelationships between communications and social, political, economic, and cultural factors that affect global communications. Topics include cross cultural communication differences within the workplace, global customs, international money and banking, language differences, technology, and conducting business globally while understanding social and political climates.

BCC 410 Dynamics of Organizational Communication (3 credits)

This course focuses on the theoretical framework for improving communication within the organization. Topics for the course include needs assessment, working with data analysis, training and structured experiences, technology in the organization, organizational development and intervention, managing feedback, crisis communication, dealing with conflict, and the change process. The students will develop a comprehensive communication audit. This audit presented both in written and oral forms will include a complete analysis of an organization's communication and specific recommendations for improvement.

BCC 420 Marketing & Design Principles (3 credits)

This course examines marketing and advertising design principles and their application in the business environment. Emphasis is placed on the communication tools available to promote a product or service to target customers. Web-page design, newsletters, billboards, posters, other printed materials, and other forms of advertising are presented in this course.

BCC 430 Legal and Ethical Issues in Corporate Communication (Valuing GER) (3 credits)

This course examines legal and ethical issues and ethical decision making strategies and responsibilities. Topics include crisis communication, judicial issues, disclosure and confidentiality concerns, fair practices in business competition, international law, cyber law, intellectual properties, and regulatory impact. Students will review issues relating to professional and legal conduct as well as specific laws that apply to corporate, non-profit, government, and political arenas.

BCC 440 Strategic Communication (3 credits)

This course identifies key situations that require specialized communication. Through the development of a crisis plan, students will be able to analyze critical situations (e.g., disaster recovery, power outages, organizational change) that are identified today as key areas for these plans. Current plans that are being used will be analyzed to help students in the development of critical procedures that will allow the organization to handle any situation that may threaten its well-being or brand.

BCC 475 Performance Management Assessment II (0 credits)

This course assesses business skills essential to students' professional careers. Activities in this assessment may include group meetings, speeches, and in-basket exercises. From this assessment students receive feedback on the progress they have made in their performance management process.

Prerequisite: BCC 275.

BCC 490 Capstone Experience in Corporate Communication (3 credits)

This capstone course requires integration and application of the knowledge, theories, skills, and techniques acquired throughout the program. The student will conduct an internal audit of an organization, applying research and development techniques learned, to develop an in-depth project focusing on practical corporate communications issues or opportunities specific to improving communication within organizations.

BACHELOR OF ARTS DEGREE IN ORGANIZATIONAL STUDIES

The OPTIONS bachelor of arts degree in organizational studies program is designed for adults who wish to assume leadership and administrative roles within the organization. A variety of disciplines are integrated into the curriculum including management, psychology, communication, law, and human resources. Coursework focuses on the behavioral aspects of managing, motivating, and communicating to help working professionals become more effective at the workplace. Leadership and teamwork skills, as well as ethical issues facing today's manager, are reoccurring themes throughout the program.

Students complete all courses in about two years for the BA degree in organizational studies, which constitutes their business major. Completion of this degree's core fulfills approximately one-third of the 128 credits required for graduation.

COURSES**ORG 275 Performance Management Assessment I (0 credits)**

This course assesses business skills essential to students' professional careers. Business skills assessed include group meetings, speeches, and in-basket exercises. From this assessment students receive feedback on their performance and suggestions for performance management and improvement.

ORG 300 Managing for Results (3 credits)

Examines management techniques and their application to the development of improved managerial effectiveness. Topics include the management of individual and professional priorities, management theory and functions, and work-group effectiveness.

ORG 310 Management of Human Resources (3 credits)

This course is a study of human resource management (HRM)—the utilization of individuals to achieve organizational objectives. HRM functions are discussed as they relate to the manager's role in the organization. Topics include staffing, compensation, and evaluation.

ORG 311 Professional Communication Techniques (3 credits)

This course presents an examination of communication theory and process, and its application to the professional environment. Primary emphasis is on written communication. Principles of effective writing are reviewed and applied to business letters, memos, reports, and other forms of business communication.

ORG 312 Values and Ethics in the Organization (3 credits)

A study of the process and criteria for forming and testing values and relating them to ethical obligations. Personal values are examined in relation to organizational values. Ethical systems are studied and applied to organizational and public policy issues.

ORG 313 Business Administration for Non-Financial Managers (3 credits)

Examines functions of business administration including accounting, finance, economics, and marketing. The focus of the course is on preparing the manager who must interpret, apply, and act on business information.

ORG 314 Employment Law for Managers (3 credits)

The focus of this course is on managing effectively with an understanding of the potential legal ramifications of employment decisions. Topics include discrimination, the right to privacy, evaluation, and regulation of job performance, OSHA, ERISA, and labor law.

ORG 315 Applications in Modern Math for Managers (3 credits)

This course applies mathematical concepts to real-life problems. Specific mathematical applications to management are studied, such as the mathematics of scheduling, measuring uncertainty, and collecting statistical data.

ORG 316 Social Psychology and the Workplace (3 credits)

The primary focus of this course is on the behavior of individuals in social groups. Applications to the workplace are explored. The course examines scientific theories and research on the ways people think about, influence, and relate to one another. Topics include attribution theory, attitudes, persuasion, conformity, prejudice, aggression and altruism, and the impact of the community on the organization and vice versa. Prerequisite: Introduction to Psychology or Introduction to Sociology.

ORG 317 Organizational Behavior for Managers (3 credits)

The study and application of knowledge about how organizations work and how individuals behave within organizations. An examination of psychological and sociological principles that affect organizational behavior. Topics include motivation, leadership, organizational structure and communication, and organizational development and culture.

ORG 401 Managing in the Multicultural Workplace (3 credits)

This course provides a framework for understanding the issues and opportunities managers face in a multicultural environment. Differences and similarities among cultures, ethnicities, gender orientations, age groups, social classes, and nationalities will be explored in the context of managerial effectiveness. The challenges of globalization will also be studied.

ORG 409 Seminar in Human Resource Management (3 credits)

This course covers human resource functions and aspects of management in depth. Current issues in the field are analyzed. Topics include labor relations, crisis management, the organizational reward system, and strategic HR planning. Behavioral science research in the areas of motivation and employee development are studied. Prerequisite: Management of Human Resources.

ORG 410 Organizational Communication for Managers (3 credits)

Focuses on the theoretical framework for improving communication within the organization. Topics for the course include needs assessment, working with data analysis, training and structured experiences, technology in the organization, organizational development and intervention, managing feedback, crisis communication, dealing with conflict, and the change process. Through an ongoing group project, students will develop a comprehensive communication audit. This audit presented both in written and oral forms will include a complete analysis of an organization's communication and specific recommendations for improvement.

ORG 411 Perspectives in Leadership (3 credits)

Promotes leadership development through the study of leadership theory and concepts and encourages the practical application of leadership at all levels. Includes analysis of historical approaches to leadership and focuses on influential contemporary leadership perspectives such as servant leadership, situational leadership, transformational leadership, and principle-centered leadership. Topics include decision making and effective negotiation techniques.

ORG 425 Management Information Systems (3 credits)

This course provides understanding of the role of the computer as a tool used for business. Students will focus on the application of information systems in organizations and functional areas; and the use of computer resources for problem solving. This course will prepare students to recognize

the information needs of management, information technology used by various business subsystems, and how technology can be utilized for competitive advantage. Prerequisite: CIS100 Computer Technology: Issues and Applications (in Gateway curriculum) or equivalent computer course.

ORG 435 Seminar in Organizational Studies (3 credits)

This is a capstone course, requiring the application of knowledge, theories, skills, and techniques derived from previous coursework and experience. Synthesis topics covered include planning and plan execution to achieve organizational goals. Current trends and issues in the field will be discussed. Each student will pursue in depth an area of special interest that has arisen through the organizational studies curriculum. Prerequisite: Completion of all other courses in the major.

ORG 475 Performance Management Assessment II (0 credits)

This course assesses business skills essential to students' professional careers. Activities in this assessment may include group meetings, speeches, and in-basket exercises. From this assessment students receive feedback on the progress they have made in their performance management process. Prerequisite: ORG 275.

BACHELOR OF SCIENCE DEGREE IN SPORTS AND ENTERTAINMENT MANAGEMENT

The OPTIONS bachelor of science degree in sports and entertainment management is an innovative business degree program. The dual focus offers opportunity for greater exposure to both exciting, high-growth industries which share many areas of common ground. Wide-ranging topics are viewed from a business and management perspective with particular emphasis on industry-specific issues, topics, and insight. This degree provides a broad-based business foundation in sports and entertainment management and develops critical thinking, communication, and managerial skills which are highly transferable to any industry.

Students complete all courses in the approximately 19-month BS degree in sports and entertainment management, which constitutes their business major. Completion of this degree's core fulfills approximately one-third of the 128 credits required for graduation.

COURSES

SEM 275 Performance Management Assessment I (0 credits)

This course assesses business skills essential to students' professional careers. Business skills assessed include group meetings, speeches, and in-basket exercises. From this assessment students receive feedback on their performance and suggestions for performance management and improvement.

SEM 300 Introduction to Sports and Entertainment Management (3 credits)

An introduction to management functions with applications

in the field of sports and entertainment management. The course also surveys selected topics in sports marketing and career paths in sports.

SEM 310 Current Issues in Marketing (3 credits)

This course involves an integrated analysis of the role of marketing within the total organization. Specific attention is given to the analysis of factors affecting consumer behavior, the identification of marketing variables, the development and use of marketing strategies, and the discussion of international marketing issues.

SEM 320 Business and Finance in Sports and Entertainment (3 credits)

This course will focus on the unique economic and finance theories that apply to the sports and entertainment industry. The course will examine the complexities and challenges of running a sports or entertainment business.

SEM 330 Executive Communication Techniques (3 credits)

This course examines the critical role of communication within contemporary business organizations, with particular emphasis on written communication. Basic principles of effective writing are reviewed and applied to business letters, memos, reports, e-mail messages, and other forms of business communications. Strategies for communicating clearly, concisely, and effectively in order to meet business objectives are stressed.

SEM 336 Advertising Principles (3 credits)

A general course on promotion techniques, the functions in advertising agencies and departments, with emphasis on effective integrated marketing communications, market analysis, and media use and selection.

SEM 340 Sports and Entertainment Event Development (3 credits)

This course will examine the business concepts involved in developing a sports and entertainment special event. The course will focus on the planning process necessary to stage sports and entertainment events with emphasis placed on creating and selecting the location for the event, strategies to encourage spectators and participants, and developing pertinent timelines and operational objectives for the event.

SEM 350 Ethical and Legal Issues in Sports and Entertainment (3 credits)

This course will focus on laws and regulatory bodies affecting the management of entertainment and sport personnel, facilities, and events. The course will also examine agreements between professional athletes and leagues, agreements with entertainers and entertainment companies, and endorsement contracts.

SEM 400 Public Relations (3 credits)

A study of the communication process for the public relations professional. The course will examine such areas as evaluating target audiences, developing promotional campaigns,

researching public relations, and creating effective media strategies/messages.

SEM 410 Resort and Club Recreation Programming (3 credits)

Management of club and resort sport complexes. The course is designed to study the administration and development of recreational activities at clubs and resorts.

SEM 420 Spectator Facility and Venue Management (3 credits)

This course will focus on programming, marketing, public relations, fiscal considerations, operations, labor relations, personnel, and event management for spectator sports and entertainment facilities. The course will also focus on facility management, funding, budgeting, site selection, planning, design, purchasing, risk management, and maintenance.

SEM 430 International Sports and Diversity in Sports (3 credits)

This course is an examination of sports as viewed in various parts of the world today, diversity in sports in the U.S., and their impact on the sports world. The course will examine several transformational focuses in the world today; the global economy, the electronic village, and the politics of sports.

SEM 440 Social Aspects of Sports and Entertainment (3 credits)

This course will discuss the developments, trends, and social processes that explain sports and entertainment activity. The emphasis of this course will be placed on the impact sports and entertainment has on society.

SEM 470 Sports and Entertainment Internet Marketing (3 credits)

The course surveys the use of integrated online marketing communication concepts, theories, and strategies in sports and entertainment. The objective of this course is to give students a practical planning framework for effective internet marketing of sports and entertainment events.

SEM 475 Performance Management Assessment II (0 credits)

This course assesses business skills essential to students' professional careers. Activities in this assessment may include group meetings, speeches, and in-basket exercises. From this assessment students receive feedback on the progress they have made in their performance management process. Prerequisite: SEM 275.

SEM 480 Sports and Entertainment Services Marketing (3 credits)

This course will discuss the basic principles required to promote a service marketing strategy in sports and entertainment. The course will provide insight into customer priorities and perspectives, marketing, and sales benchmarks and best practices, and the changing requirements for service marketing success.

SEM 490 Capstone Course Special Topics-Current Issues (3 credits)

The student will be required to utilize the concepts learned in the sports and entertainment program to investigate and develop a comprehensive plan for an event or business in the sports or entertainment industry.

The department of behavioral sciences offers bachelor of arts degrees in human services, psychology, and sociology–applied. The department also offers minors in human services, psychology, and sociology. In each of these areas of study, students learn essential critical thinking, problem solving, research, and communication skills.

Human services ranks within the top ten fastest growing occupations in the United States. The bachelor of arts degree in human services at Fontbonne University provides a foundation for the scientific study of human services. Students develop the theoretical foundation and repertoire of skills that are fundamental to becoming responsible and effective professionals in a variety of settings that help people live better lives. This training also prepares students for graduate study in social work, sociology, or counseling-related fields.

Psychology currently ranks as the second most popular undergraduate major in the United States. The discipline of psychology embraces all aspects of the human experience—from individual brain functions to the actions of social groups within society. The understanding of behavior and mental life is the scientific enterprise of psychologists. Students use the scientific method to answer questions, design research projects, and collect data that may help improve the human condition. Psychology is suited for students who are interested in applying the scientific approach to understand human behavior and cognition.

Applied sociology is a relatively new and dynamic sub-discipline in sociology with expanding opportunities for a wide range of career paths. Given the breadth, adaptability, and utility of sociology, employment opportunities abound for applied sociology graduates. Students use the sociological perspective, principles, and tools to understand, intervene, and enhance human social life through applied social research. Students also acquire the tools for client-oriented problem solving by developing skills in data collection and analysis methods. In addition, students will have the opportunity to develop the required academic skills to pursue graduate studies in sociology and related disciplines.

FACULTY

Rebecca D. Foushée, associate professor of psychology and chairperson of the department of behavioral sciences
Stephanie E. Afful, assistant professor of psychology
Sharon M. Jackson, instructor; director of human services program
Catharine E. Mennes, assistant professor; director of field education in social work
Laurel C. Newman, assistant professor; director of psychology program
Deborah L. Phelps, professor of sociology
Suzanne M. Stoelting, assistant professor of sociology

MAJOR IN HUMAN SERVICES

The degree in human services includes knowledge, theory, and skills that are related to the historical development of human services and human systems, including the individual, group, family, and community. Students will investigate conditions that promote or limit human functioning and develop the skills to design and administer effective interventions and services, utilizing a variety of biopsychosocial and evidence-based practice models.

The curriculum encompasses specific guidelines of the Council for Standards in Human Service Education, which emphasize three specific curricular components: knowledge, skills, and attitudes.

1. **Knowledge.** This component incorporates a demonstrated knowledge of the history, content, and dimensions of human services, as well as an awareness of the diverse populations encountered in human services work.
2. **Skills.** The skills portion of the curriculum offers the student competency in a broad range of methods and techniques, including the planning and evaluation of intervention protocols, and interpersonal and administrative skills.
3. **Attitudes/Values.** The final component emphasizes the importance of continued self-development in addition to a wide range of client-related values.

Goals of the Human Services Major

The goals of the human services major are to provide a broad, comprehensive curriculum in human services to prepare students for entry into graduate school or, alternatively, to be vocationally viable as human service providers at the baccalaureate level. Upon completion of the program, graduates are prepared to pursue further study in disciplines such as social work, psychology, counseling, and sociology. As

human service practitioners, graduates are qualified for employment in a variety of agencies which provide services to a wide range of human service populations.

The major consists of 48 hours of required courses. A cumulative grade point average of 2.5 on a 4.0 scale is required in human services courses for acceptance into the major, to remain in the program, and for graduation. All courses for the major must be completed with grades of C- or above.

Many agencies require their employees to undergo a criminal record check and child abuse/neglect screening. The Missouri Highway Patrol and the Department of Social Services conduct these screenings. Every Fontbonne student engaged in practica experiences in the human services program must complete these background checks prior to any internship or practicum experience.

Baccalaureate Degree and Residency Requirements

All requirements for an undergraduate degree are listed under academic policies and regulations in the introductory section for undergraduate programs in this catalog. These requirements include a graduation requirement of at least one course in religion or theology.

Major Approval

Major approval is required during the second semester of the sophomore year, or after the completion of 45 credit hours at Fontbonne. For transfer students, major approval is required after completing the equivalent of one full semester (a minimum of 12 credit hours) at Fontbonne.

General Education Requirements

The 42 credit hours of general education requirements are presented in the undergraduate academic information section in this catalog. A course that meets a general education requirement may also meet a course requirement for the major or a course requirement in another discipline.

The following specific general education course must be chosen to meet the requirements for the human services major:

SOC 100 Survey of Sociology (3 credits)

Courses Required in Human Services:

- HUS 100 History and Politics of Human Services (3 credits)
- HUS 221 Social Issues and Social Welfare Policy (3 credits)
- HUS 230 Interviewing and Counseling (3 credits)
- HUS 250 Human Service: Theory and Practice (6 credits)
[140 practicum hours = 3 hours; seminar = 3 hours]
- HUS 315 Advocacy and Case Management (3 credits)
- HUS 326 Research Methods in Human Service Practice (3 credits)
- HUS 330 Group Counseling (3 credits)
- HUS 351 Practicum II (3 credits) [200 practicum hours]
- HUS 390 Human Service Administration (3 credits)
- HUS 410 Community Assessment and Resources (3 credits)

HUS 415 Professional and Ethical Issues in Human Services (3 credits)

HUS 425 Assessment and Intervention (3 credits)

HUS 450 Practicum III (3 credits) [200 practicum hours]

HUS 496 Senior Seminar (3 credits)

Courses Required in Other Disciplines:

PSY 200 Developmental Psychology (3 credits)

SOC 265 Diversity and Social Justice (3 credits)

Required courses may not be taken independently.

3/2 ARRANGEMENT IN SOCIAL WORK WITH WASHINGTON UNIVERSITY IN ST. LOUIS

Fontbonne students may choose a 3/2 program of study in connection with the George Warren Brown (GWB) School of Social Work at Washington University. Students who have completed the first three years of required work for a major in human services at Fontbonne and who have a minimum cumulative grade point average of 3.5 may apply for admission to the GWB School of Social Work at the end of the junior year. Upon satisfactory completion of the first year at GWB, the student will be awarded a bachelor of arts degree from Fontbonne University. It is the student's responsibility to apply for this degree from Fontbonne at the satisfactory completion of the first year at GWB. At the end of the second year of study at GWB, students should qualify for a master of social work (MSW) degree at Washington University.

ACCELERATED BRIDGE PROGRAM WITH SAINT LOUIS UNIVERSITY SCHOOL OF SOCIAL WORK

Fontbonne students may choose an accelerated bridge program of study with Saint Louis University School of Social Work. Senior-level students who have completed 44 credits hours including specific course requirements with a minimum cumulative grade point average of 3.2 may apply for admission to the Saint Louis University School of Social Work. Bridge students will be given visiting student or non-degree student status if accepted in the MSW Program and pay the current Saint Louis University School of Social Work tuition rates and fees. Bridge students are not eligible to apply for School of Social Work Scholarships until they have received full admission to the MSW Program. Students accepted into the Bridge Program may take between 3–15 credit hours from select social work courses. Upon completion of graduation requirements at Fontbonne University and successful completion of SLU social work courses students will be given full admission to the St. Louis University School of Social Work MSW Program. It is the student's responsibility to meet with her/his academic advisor to appropriately plan for admission to the Bridge Program.

MAJOR IN PSYCHOLOGY

The psychology curriculum provides a broad and balanced foundation in the core areas of the discipline. Students will study various aspects of the human psychological experi-

ence, including lifespan growth and development; learning, memory, and cognition; biological foundations of behavior; abnormal psychology; social psychology; and personality. Students will also build research, analytical, and writing skills through courses in statistics, research methods, and the history of psychology. The program culminates with a senior research seminar that gives students the opportunity to apply their knowledge and skills by conducting an individual research project during a year-long capstone experience. Additional learning opportunities for students include participating in faculty research, completing supervised internships, or exploring psychology through independent study projects.

The psychology major at Fontbonne University is designed to provide students with a solid foundation in all major sub-fields of psychology. Students are encouraged to enhance their major course of study by choosing a minor which emphasizes the intersection between psychology and related disciplines. Suggested minors include advertising, business, biology, computer science, mathematics, early childhood, human services, sociology, religion, or women's and gender studies. Students may also choose to complete additional psychology elective courses within the major.

The psychology curriculum prepares students for employment at the baccalaureate level or advanced study in psychology and related disciplines upon graduation. The psychology program conforms to guidelines established by the American Psychological Association.

Required courses may not be taken independently.

The major consists of 39 hours of required courses. A 2.5 grade point average on a 4.0 scale is required in psychology courses for acceptance into the major, to remain in the program, and for graduation. All courses for the major must be completed with grades of C- or above.

Baccalaureate Degree and Residency Requirements

All requirements for an undergraduate degree are listed under academic policies and regulations in the introductory section for undergraduate programs in this catalog. These requirements include a graduation requirement of at least one course in religion or theology.

Major Approval

Major approval is required during the second semester of the sophomore year, or after the completion of 45 credit hours at Fontbonne. For transfer students, major approval is required after completing the equivalent of one full semester (a minimum of 12 credit hours) at Fontbonne.

General Education Requirements

The 42 credit hours of general education requirements are presented in the undergraduate academic information section in this catalog. A course that meets a general education requirement may also meet a course requirement for the major or a course requirement in another discipline.

The following specific general education course must be chosen to meet the requirements for the psychology major:

PSY 100 Introduction to Psychology (3 credits)

Courses Required in the Psychology Major:

PSY 100 Introduction to Psychology (3 credits)

PSY 200 Developmental Psychology (3 credits)

PSY 305 Personality Psychology (3 credits)

PSY/SOC 310 Social Psychology (3 credits)

PSY 315 Abnormal Psychology (3 credits)

PSY 320 Statistics for the Behavioral Sciences (3 credits)

PSY 330 Research Methods for the Behavioral Sciences (3 credits)

PSY 450 History and Systems of Psychology (3 credits)

PSY 496 Senior Research Seminar I (3 credits) **AND**

PSY 497 Senior Research Seminar II (3 credits)

OR

One additional 300 or 400 level elective (3 credits) **AND**

PSY 391 Testing and Measurement for the Behavioral Sciences (3 credits)

One of the following:

PSY 335 Cognitive Psychology (3 credits)

OR

PSY 445 Biological Psychology (3 credits)

Required courses may not be taken independently.

Elective Courses—Psychology majors must complete two elective courses (at least one must be at the 300 or 400 level). Some courses are offered every other year:

PSY 250 Cross-cultural Psychology (3 credits)

PSY/REL 270 Psychology of Religion (3 credits)

PSY 275 Psychology of Women (3 credits)

PSY 293 Special Topics (3 credits)

PSY 301 Careers in Psychology (1 credit)

PSY 325 Introduction to Clinical Psychology (3 credits)

PSY 327 Industrial/Organizational Psychology (3 credits)

PSY 335 Cognitive Psychology (3 credits)

PSY 391 Testing and Measurement for the Behavioral Sciences (3 credits)

PSY 440 Internship in Psychology (1 – 6 credits)

PSY 445 Biological Psychology (3 credits)

PSY 490 Independent Study (3 credits)

PSY 494 Special Topics (3 credits)

PSY 495 Undergraduate Research in Psychology (1 – 6 credits)

The courses chosen for electives may not meet both a requirement and an elective.

3/2 ARRANGEMENT IN OCCUPATIONAL THERAPY WITH WASHINGTON UNIVERSITY IN ST. LOUIS

Fontbonne students may elect to pursue a 3/2 program of study in connection with the Occupational Therapy (OT) program in the Washington University School of Medicine.

Students who have completed the first three years of coursework for the psychology degree at Fontbonne and who have a minimum cumulative grade point average of 3.0 in required prerequisite courses may apply for admission to the OT program during their junior year. Upon satisfactory completion of the first year of coursework at Washington University, the student will be awarded a bachelor of arts degree in psychology from Fontbonne University. It is the student's responsibility to apply for this degree from Fontbonne upon satisfactory completion of the first year of coursework at Washington University. At the end of the second year of study at Washington University, students would qualify for a Master of Occupational Therapy degree from the Washington University School of Medicine.

Required OT Prerequisite Courses in Psychology for admission to the 3/2 program in Occupational Therapy:

- PSY 100 Introduction to Psychology (3 credits)
- PSY 200 Developmental Psychology (3 credits)
- PSY 320 Statistics for the Behavioral Sciences (3 credits)
- PSY 440 Internship in Psychology (3 credits)

Required OT Prerequisite Courses in other Disciplines:

- BIO 220 Anatomy and Physiology I with Lab (4 credits)
- BIO 222 Anatomy and Physiology II with Lab (4 credits)

MAJOR IN SOCIOLOGY – APPLIED

The sociology major at Fontbonne emphasizes an applied sociological approach. Applied sociology advances our collective knowledge of social phenomena, solves problems, and/or improves social interaction. Applied sociology encompasses evaluation research, needs assessment, market research, social indicators, and demographics. It also includes the understanding of the uses of the sociological perspective, sociological theory, and sociological research in such areas as medicine, mental health, complex organizations, work, and sports. Applied sociological research produces descriptions, analyses, and findings that can be translated into ideas and problem-specific solutions for groups, organizations, and communities.

A bachelor's degree in applied sociology is excellent preparation for graduate work in sociology or entry-level positions throughout the business, social service, and government sectors. Graduates with an applied sociology degree appeal to potential employers because of their unique set of analytical skills and the ability to apply them in a variety of organizational settings. Because the facets of human society are intrinsically fascinating, applied sociology also offers valuable preparation for careers in journalism, politics, public relations, business or public administration, or other fields that involve investigative skills and diversity training.

The applied sociology program at Fontbonne University is designed to provide a solid foundation in the perspective, principles, and applicability of the major under the guidelines of the Commission on Applied and Clinical Sociology. Some of the goals of the major are to enable students to:

1. Define and determine a client-based problem and make recommendations.
2. Identify and demonstrate how social structures are formed.
3. Understand the structure-person connection.
4. Develop and use teams and groups in the analytical process.
5. Develop processes which enhance leadership.
6. Identify and understand cross-cultural issues and globalization.
7. Understand and organize change.
8. Identify trends and interpret change.
9. Understand and employ fundamental elements of demography in applied settings.

The major consists of 57 hours of required courses. A minimum cumulative 2.5 grade point average on a 4.0 scale is required in sociology courses for acceptance into the major, to remain in the program and for graduation.

Baccalaureate Degree and Residency Requirements

All requirements for an undergraduate degree are listed under academic policies and regulations in the introductory section for undergraduate programs in this catalog. These requirements include a graduation requirement of at least one course in religion or theology.

Major Approval

Major approval is required during the second semester of the sophomore year, or after the completion of 45 credit hours at Fontbonne. For transfer students, major approval is required after completing the equivalent of one full semester (a minimum of 12 credit hours) at Fontbonne.

General Education Requirements

The 42 credit hours of general education requirements are presented in the undergraduate academic information section in this catalog. A course that meets a general education requirement may also meet a course requirement for the major or a course requirement in another discipline.

The following specific general education course must be chosen to meet the requirements for the sociology major:

- SOC 100 Survey of Sociology (3 credits)

Courses Required in the Sociology Major:

- SOC 115 Social Problems (3 credits)
- SOC 215 Introduction to Applied Sociology (3 credits)
- SOC 225 Contemporary Social Theory (3 credits)
- SOC 235 Social Stratification (3 credits)
- SOC 245 Social Theory (3 credits)
- SOC 255 Sociological Statistics with Lab (3 credits)
- SOC 265 Diversity and Social Justice (3 credits)
- SOC/PSY 310 Social Psychology (3 credits)
- SOC 325 Ethics in Sociology (3 credits)
- SOC 335 Program Evaluation (3 credits)
- SOC 345 Sociological Research Methods (3 credits)
- SOC 450 Senior Seminar in Sociology I (3 credits)

- SOC 451 Senior Seminar in Sociology II (3 credits)
- SOC 460 Sociology Internship I (3 credits)
- SOC 461 Sociology Internship II (3 credits)

Required courses may not be taken independently.

Elective Courses: Sociology majors must also complete one additional elective course:

- SOC 293 Special Topics (3 credits)
- SOC 355 Social Aspects of Aging (3 credits)
- SOC 490 Independent Study (3 credits)
- SOC 494 Special Topics (3 credits)

MINORS

In addition to majors, the department of behavioral sciences offers three minors designed for students from other majors who are interested in one of the behavioral sciences. A student must successfully complete, at Fontbonne, a minimum of 50 percent of the credit hours required for the minor. All courses for the minor must be completed with grades of C- or above.

Minor in Human Services (21 credit hours):

- SOC 100 Survey of Sociology (3 credits)
- HUS 100 History and Politics of Human Services (3 credits)
- HUS 221 Social Issues and Social Welfare Policy (3 credits)
- HUS 230 Interviewing and Counseling (3 credits)
- HUS 315 Advocacy and Case Management (3 credits)
- HUS 390 Human Service Administration (3 credits)
- HUS 410 Community Assessment (3 credits)

Minor in Psychology (21 credit hours):

- PSY 100 Introduction to Psychology (3 credits)
- PSY 200 Developmental Psychology (3 credits)
- PSY/SOC 310 Social Psychology (3 credits)
- PSY 315 Abnormal Psychology (3 credits)
- PSY 330 Research Methods for the Behavioral Sciences (3 credits)
- PSY One any-level elective in Psychology (3 credits)
- PSY 300/400 One upper-level elective in Psychology (3 credits)

Minor in Sociology (21 credit hours):

- SOC 100 Survey of Sociology (3 credits)
- SOC 115 Social Problems (3 credits)
- OR**
- SOC 215 Introduction to Applied Sociology (3 credits)
- SOC 245 Social Theory (3 credits)
- SOC 265 Diversity and Social Justice (3 credits)
- SOC/PSY 310 Social Psychology (3 credits)
- SOC 345 Sociological Research Methods (3 credits)
- SOC 200/300 One 200- or 300-level Sociology elective (3 credits)

ADVANCED PLACEMENT

An entering student who scores a four or five in Introduction to Psychology (PSY 100) and/or Sociology (SOC 100) on the Advanced Placement Test will receive advanced placement and university credit in those courses. A student who scores one, two, or three on Advanced Placement tests will not receive advanced placement or earn college credit.

COURSES

Gerontology

GRN 101 Understanding Aging (3 credits)

Study of the process of aging to arrive at a better understanding of the changes that occur throughout the lifespan. Changes in family relationships, individual differences in the effects of aging, and the importance of environmental factors in aging will be among the topics discussed. Consult semester course offerings.

GRN 293 Special Topics (3 credits)

Course offered to supplement regular course listings. Consult semester course offerings.

GRN 490 Independent Study (3 credits)

Prerequisite: Junior or senior status and permission of instructor. FA, SP, SU

GRN 494 Special Topics (3 credits)

Course offered to supplement regular course listings. Consult semester course offerings.

Human Services

HUS 100 History and Politics of Human Services (3 credits)

Surveys the historical development and political dynamics of human service agencies. Students analyze effectiveness of human service organizations at meeting people's needs. FA

HUS 221 Social Issues and Social Welfare Policy (3 credits)

An analysis of the interactions between social welfare policy, social service agencies, and contemporary social issues. SP

HUS 230 Interviewing and Counseling (3 credits)

An introduction to basic counseling techniques with emphasis on problem solving, solution-oriented methods, and psychosocial assessment. FA

HUS 250 Human Service: Theory and Practice (6 credits)

Field placement (140 credits) in a human service agency with a focus on service and an analysis of the agency. In the seminar, students will discuss goals and objectives of their practicum experience with emphasis on the interactions between the agency, provider, and client. FA

HUS 293 Special Topics (3 credits)

Course offered to supplement regular course listings. Consult semester course offerings.

HUS 315 Advocacy and Case Management (3 credits)

Skill development in the area of advocacy and case management. The biopsychosocial approach will be utilized for problem identification, assessment, treatment planning, therapeutic intervention, and case monitoring. Attention will also be given to crisis intervention and problem solving counseling with high-risk populations. Prerequisite: HUS 230. SP

HUS 326 Research Methods in Human Service Practice (3 credits)

An introduction to research methods used in human services. Emphasis is on program evaluation, evidence based practice, and outcome evaluations. Prerequisite: HUS 315. SP

HUS 330 Group Counseling (3 credits)

Focuses on the basic issues and key concepts of group process for effective group facilitation with a variety of populations. SP

HUS 351 Practicum II (3 credits)

Additional field placement (200 hours) in an approved human service agency with a focus on service analysis of the agency. Prerequisite: HUS 250. **Note:** Practicum experiences must entail service in two different approved human service agencies over the three-semester period. FA, SP

HUS 390 Human Service Administration (3 credits)

Presents principles and practice of human service management. Areas of emphasis include environments of human services agencies, planning and program design, organization design, managing human resources, supervisory relationship, finances, and program goals. FA

HUS 410 Community Assessment and Resources (3 credits)

Focuses on the human services professional as a facilitator of community resources. Course includes discussion and skill development in the areas of community assessment, resource collaboration and referral, program planning, and evaluation. Prerequisite: HUS 100. FA

HUS 415 Professional and Ethical Issues in Human Services (3 credits)

In-depth examination of ethical guidelines and principles for human service professional. Ethical dilemmas, value conflicts, and social justice issues will be presented in case studies and examined through systematic analysis and applications of codes of ethics. Prerequisites: HUS 100; HUS 221; HUS 315; senior class standing or permission of instructor. SP

HUS 425 Assessment and Intervention (3 credits)

Examines current assessment and intervention modalities for high risk populations in micro, mezzo, and macro settings. Prerequisites: HUS 230; junior or senior class standing or permission of instructor. SP

HUS 450 Practicum III (3 credits)

Additional field placement (200 hours) in an approved human service agency with a focus on service and analysis of the agency. Prerequisite: HUS 250. FA, SP

HUS 490 Independent Study (3 credits)

Prerequisite: Junior or senior status and permission of instructor.

HUS 494 Special Topics (3 credits)

Course offered to supplement regular course listings. Consult semester course offerings.

HUS 496 Senior Seminar (3 credits)

A capstone course for all human services majors. FA, SP

Psychology

PSY 100 Introduction to Psychology (3 credits)

A general introduction to the discipline of psychology. The course examines the historical and theoretical foundations of modern psychology and surveys the various topical areas that use scientific methodology to study and explain human behavior. Topics considered include biological foundations, sensation and perception, motivation and emotion, human development, personality, social psychology, psychological disorders, and therapy. FA, SP, SU

PSY 200 Developmental Psychology (3 credits)

A study of the nature of human development across the life span. The course covers the physical, cognitive, and psychosocial development of the individual for each of the major developmental periods: infancy, childhood, adolescence, and adulthood. The psychosocial experience of aging and death is also examined. FA, SP, SU

PSY 250 Cross-cultural Psychology (3 credits)

An examination of the ways in which social and cultural forces shape human experience. The course focuses on how cultural and ethnic identifications relate to the development of behavior. The course will critically explore how broad conclusions made in Western psychology apply to people in other cultures. Explores the influence of culture on different dimensions of behavior, such as gender roles, conformity, aggression, individualism, altruism, and values. Prerequisite: PSY 100. FA 2010

PSY 270 Psychology of Religion (3 credits)

An introduction to the psychology of religion. The course examines the nature of religious experience, religious development, conversion, and religious behavior from a psychological perspective. The scope of the course includes the important historical contributions of James, Freud, Jung, and others, as well as current research findings into moral development, altruism, and prejudice. Cross-listed with REL 270. Prerequisite: PSY 100. SP 2011

PSY 275 Psychology of Women (3 credits)

The nature of gender from psychological and social perspectives will be examined. Topics covered include gender identity, gender role development, socialization, women's health, communication styles, career issues, and global perspectives on the psychology of women. Prerequisite: PSY 100. FA 2009, 2011

PSY 293 Special Topics (3 credits)

Course offered to supplement regular course listings. Consult semester course offerings.

PSY 301 Careers in Psychology (1 credit)

This course is designed to introduce students to the wide variety of career opportunities that exist within the field of psychology. Theoretical and practical aspects of these careers will be discussed. Students will research job opportunities, contact possible employers, create a resume or CV, write cover letters, practice interviewing skills, and discuss the graduate school application process. Prerequisite: PSY 100. FA

PSY 305 Personality Psychology (3 credits)

Personality psychology involves the scientific study of the enduring patterns of thought, feeling, and behavior that characterize individuals and influence their behavior. This course provides an overview of techniques, procedures, and findings from the field of personality psychology. Attention is paid to the historical background of various perspectives, but the primary emphasis of the course is on contemporary theory and research as well as discussion of critical issues in the field. Prerequisite: PSY 100. SP

PSY 310 Social Psychology (3 credits)

An examination of human social behavior. Primary focus is on the behavior of individuals in social contexts. The course examines scientific theories and research on the ways people think about, influence, and relate to one another. Topics include attribution theory, attitudes, persuasion, conformity, prejudice, aggression, and altruism. Prerequisite: PSY 100 or SOC 100. Cross-listed with SOC 310. FA, SP

PSY 315 Abnormal Psychology (3 credits)

The course examines the nature and scope of psychological maladjustment and pathology. Particular emphasis is given to the classification, description, and treatment of mental disorders, as well as their effects for the person, family, and society. Course focuses on a broad range of psychopathology, including anxiety disorders, depression and suicide, eating disorders, schizophrenia, dissociative disorders, and personality disorders. Prerequisite: PSY 100. FA

PSY 320 Statistics for the Behavioral Sciences (3 credits)

An introduction to statistics and statistical analysis in the behavioral sciences. The course examines both descriptive and inferential statistical methods. Emphasis is on the use of statistical analysis in behavioral science research. Topics covered include frequency, distributions, percentiles, standardized scores, probability theory, sampling distributions, t-tests, correlation, and ANOVA. Prerequisite: PSY 100 or SOC 100. FA

PSY 325 Introduction to Clinical Psychology (3 credits)

This course provides an introduction to the nature of psychopathology and psychotherapeutic techniques used in the treatment of mental disorders. The scope of the course includes diagnostic techniques (e.g., interviewing, testing),

crisis intervention, psychotherapy (including group and family therapies), and research methods. Prerequisites: PSY 100; PSY 315. SP 2010

PSY 327 Industrial/Organizational Psychology (3 credits)

An introduction to the principles of psychology as applied in work settings. Topics covered include job analysis and personnel selection, performance appraisal, employee training, development and evaluation, motivation, job satisfaction, work stress, management principles, leadership, teamwork, and organizational development. Prerequisite: PSY 100. SP 2011

PSY 330 Research Methods for the Behavioral Sciences (3 credits)

An introduction to basic techniques and research methods used in the social sciences. Emphasis is on learning the application of research methodology and on the analysis, interpretation, and presentation of results. Prerequisite: PSY 100 or SOC 100; PSY 320 recommended. FA, SP

PSY 335 Cognitive Psychology (3 credits)

An introduction to the scientific study of cognitive processes. Topics covered include learning mechanisms, attention, concept formation, memory, mental imagery, judgment and decision making, language, reasoning, problem solving, and models of information processing. Prerequisites: PSY 100; six additional credit hours of psychology. FA 2010

PSY 391 Testing and Measurement for the Behavioral Sciences (3 credits)

Provides an overview of principles of psychological testing and measurement as related to aptitudes, attitudes, and personality. Examines theories of psychological testing, the nature and types of psychological tests, test construction, test administration, interpretation of scores, ethical issues in testing, scale construction, and basic psychometric theory. Special emphasis on reliability, validity, and standardization procedures. Prerequisites: PSY 100; junior or senior standing; PSY 320 or PSY 330 recommended. FA

PSY 440 Internship in Psychology (1 – 6 credits)

Designed to provide students with a supervised, off-campus field-based experience at an approved site specifically related to students' individualized career goals. Integrates and applies knowledge, skills, and abilities in psychology. Emphasizes professional development and networking. Prerequisite: Senior status or permission of instructor. FA, SP, SU

PSY 445 Biological Psychology (3 credits)

This course explores the physiological foundations of behavior and cognition. Particular emphasis is given to research advances into the structure and function of the brain and nervous system. Anatomical and physiological mechanisms relevant to sensation and perception, motivation, emotion, and learning are examined. The physiological and genetic bases of behavior and pathology are considered. Prerequisites: PSY 100; six additional credit hours of psychology. FA 2009, 2011

PSY 450 History and Systems of Psychology (3 credits)

This course examines the history of psychology as a discipline and profession. Consideration is given to the historical contributions of philosophy, physics, and physiology to the field of psychology. The course also examines problems and research methods that comprise modern scientific psychology. The various schools and systems of thought in psychology are examined. Prerequisites: PSY 100; six additional credit hours of psychology. SP

PSY 490 Independent Study (3 credits)

Selected readings, discussions, and papers in a particular area of psychology in which the student has a special interest. Independent work under the direction of an instructor in psychology. Prerequisite: 60 credit hours and permission of instructor. FA, SP, SU

PSY 494 Special Topics (3 credits)

A special course covering a selected area of modern scientific psychology. Consult semester course offerings.

PSY 495 Undergraduate Research in Psychology (1 - 6 credits)

This course is designed to provide the student with an opportunity to conduct research on a topic of interest. Students will design and conduct a research project under the direction of a faculty member in psychology. Prerequisites: Senior status or permission of instructor. FA, SP, SU

PSY 496 Senior Research Seminar I (3 credits)

First semester of the capstone experience for psychology seniors. Current issues and debates in the research and practice of psychology are explored. Students will plan, research, and design an independent empirical research study in a particular area of psychology. Research proposal will be submitted to IRB and summarized in an APA-format paper and oral presentation at the end of the semester. This course is the first semester of a year-long capstone experience. Students must successfully complete the fall component to enroll in the subsequent spring component. Prerequisites: PSY 100; PSY 320 or PSY 330; senior class standing or permission of instructor. FA

PSY 497 Senior Research Seminar II (3 credits)

Second semester of the capstone experience for psychology seniors. Students will organize and run the psychology laboratory, collect data, manage the participant pool, analyze data, and complete an independent empirical research thesis. Research results will be submitted in an APA-format thesis and summarized in an oral presentation at the end of the semester. In addition, students will prepare for graduate study or careers in psychology and submit a final portfolio. Prerequisites: PSY 100; PSY 320; PSY 330; PSY 496; senior class standing or permission of instructor. SP

Sociology – Applied

SOC 100 Survey of Sociology (3 credits)

Definition, scope, and basic concepts of sociology; scientific approach to the study of society; practical application of concepts learned. FA, SP

SOC 115 Social Problems (3 credits)

An examination of contemporary American social issues such as alcohol and drugs, sexual deviance, prejudice, poverty, and mental illness. Students deal with theories as well as actual problem situations. FA

SOC 215 Introduction to Applied Sociology (3 credits)

An introduction to applied sociological principles, encompassing sociological theory, concepts, and methods to examine and find solutions to contemporary problematic social behavior and issues in organizations. Topics include strategic planning, needs assessment, focus group research, action research, and policy analysis. Prerequisite: SOC 100. FA

SOC 225 Contemporary Social Theory (3 credits)

Covers major works in contemporary sociological theory since 1950 with an emphasis on applied theory. Theories include structural functionalism, symbolic interactionism, hermeneutical approaches, phenomenological perspectives, and network and globalization theories. Prerequisite: SOC 100. SP

SOC 235 Social Stratification (3 credits)

An examination of the changing patterns of social stratification in the US with an emphasis on class, gender, and race. Topics include principles and theories of stratification, inequality, income, education, and social mobility. Prerequisite: SOC 100. SP

SOC 245 Social Theory (3 credits)

Covers major works of classical social thought from the Enlightenment period to 1950. Emphasis on social and intellectual contexts, conceptual frameworks, and methods and contributions to contemporary social analysis. Writers include Rousseau, Hume, De Tocqueville, Marx, Durkheim, Weber, and Freud. Prerequisite: SOC 100. FA

SOC 255 Sociological Statistics with Lab (3 credits)

Examines and utilizes statistical tools for sociological research, including descriptive statistics, univariate and bivariate analyses, and inferential techniques. Provides training in the use of statistical packages like SPSS. Prerequisites: SOC 100; MTH 115 recommended. SP

SOC 265 Diversity and Social Justice (3 credits)

An introduction to central debates in the sociological literature on diverse groups. Discussion of issues such as power and inequality, prejudice and discrimination, social justice, and policy. Prerequisite: SOC 100. FA, SP

SOC 293 Special Topics (3 credits)

Course offered to supplement regular course listings. Prerequisite: SOC 100. Consult semester course offerings.

SOC/PSY 310 Social Psychology (3 credits)

An examination of human social behavior. Primary focus is on the behavior of individuals in social contexts. The course examines scientific theories and research on the ways people think about, influence, and relate to one another. Topics include attribution theory, attitudes, persuasion, conformity, prejudice, aggression, and altruism. Prerequisite: SOC 100 or PSY 100. Cross-listed with PSY 310. FA, SP

SOC 325 Ethics in Sociology (3 credits)

An overview of ethical standards in the field, as well as the practical application of ethics in sociological practice. The course will be held in a seminar format. Prerequisite: SOC 100. FA

SOC 335 Program Evaluation (3 credits)

Provides skills for conducting program evaluations using applied sociological methods and techniques. Includes report writing, evaluation briefings, and the presentation of results on client-based projects. Prerequisites: SOC 100; six additional credit hours of sociology. SP

SOC 345 Sociological Research Methods (3 credits)

Covers qualitative and quantitative research design and methods of data analysis, including database research. Prerequisites: SOC 100 or SOC 255 FA

SOC 355 Social Aspects of Aging (3 credits)

An overview of the aging process and selected aspects of the social life of the older person. Theories of aging, results of studies on aging and older persons, and practical aspects of life of an older person in the United States are studied. Prerequisite: SOC 100. SP

SOC 450 Senior Seminar in Sociology I (3 credits)

A capstone course for all applied sociology majors. This course represents the design phase of the senior seminar project. Prerequisites: Senior standing and permission of instructor. FA

SOC 451 Senior Seminar in Sociology II (3 credits)

A capstone course for all applied sociology majors. This second phase of the capstone series gives students the opportunity to conduct an original project to fulfill the requirement for the major. The project can be an original research study, theoretical analysis, or an applied project. A paper and oral presentation are the culmination of this project. Prerequisite: SOC 450. SP

SOC 460 Sociology Internship I (3 credits)

Covers consulting and client-centered skills in preparation for field work in the Sociology Internship II course. Prerequisites: Senior standing and permission of instructor. FA

SOC 461 Sociology Internship II (3 credits)

Provides the opportunity to experience service learning in an approved sociological setting under academic supervision. Students will be applying sociological theory, methods, and data analysis techniques with a client-centered focus. Prerequisite: SOC 460. SP

SOC 490 Independent Study (3 credits)

Selected readings, discussions, papers, in a particular area of sociology in which the student has a special interest. Independent work under the direction of an instructor in sociology. Prerequisites: Junior or senior status and permission of instructor. FA, SP, SU

SOC 494 Special Topics (3 credits)

Potential topics include: Juvenile Delinquency and the Justice System, Urban Sociology, Women and Work, Sociology of Addictions, Medical Sociology, and Sociology of Violence. Consult semester course offerings.

The department of biological and physical sciences has as its objectives to introduce students to the methodologies and tools of science, to give them a background in science necessary for daily living and professional competence, to enable them to examine critically the contemporary issues related to the sciences, and to give science majors the proper foundations to pursue their professions or to enter graduate or professional schools.

The department offers a bachelor of science degree with a major in biology with concentrations in either physiology or biotechnology and a major in biology with secondary certification. All majors include a minor in chemistry.

The program offers a course of study that includes all courses required for admission to most professional schools. The department also offers courses needed for general education requirements, for majors in the department of human environmental sciences, for certification in elementary and middle school education, for sports management, and for Chamberlain College of Nursing, as well as minors in biology and chemistry. The department articulates with Washington University to provide two dual degree opportunities (see below).

FACULTY

Elizabeth Rayhel, associate professor and chairperson of the department of biological and physical sciences
Stephenie Paine-Saunders, assistant professor
David Thomasson, associate professor
Minh Truong, assistant professor
Elizabeth Makovec, affiliate instructor

DUAL DEGREE PROGRAM IN ENGINEERING WITH WASHINGTON UNIVERSITY IN ST. LOUIS

Students may choose a dual degree program of study in connection with the School of Engineering and Applied Science at Washington University in St. Louis. This program may be combined with the biology major. Students who have completed the required work for the major in biology at Fontbonne and who have a minimum cumulative grade point average of 3.0 on a 4.0 scale, both overall and in the core courses for the biology major, may apply for admission to the dual degree program. Upon satisfactory completion of the program, the student will be awarded a bachelor's degree in biology from Fontbonne University and a bachelor's degree in engineering from Washington University in St. Louis.

3/2 ARRANGEMENT IN OCCUPATIONAL THERAPY WITH WASHINGTON UNIVERSITY IN ST. LOUIS

Fontbonne students may elect to pursue a 3/2 program of study in connection with the Occupational Therapy (OT) program in the Washington University School of Medicine. Students who have completed the first three years of coursework for the degree in biology with a concentration in physiology at Fontbonne and who have a minimum cumulative grade point average of 3.0 in required prerequisite courses may apply for admission to the OT program during their junior year. Upon satisfactory completion of the first year of coursework at Washington University, the student will be awarded a bachelor of science degree in biology with a concentration in physiology from Fontbonne University. It is the student's responsibility to apply for this degree from Fontbonne upon satisfactory completion of the first year of coursework at Washington University. At the end of the second year of study at Washington University, students would qualify for a Master of Occupational Therapy degree from the Washington University School of Medicine. Details of the program are available in the biological and physical sciences' office.

MAJORS OFFERED

Biology with a concentration in Physiology (BS)
Biology with a concentration in Biotechnology (BS)
Biology with Secondary Certification (BS)

Baccalaureate Degree and Residency Requirements

All requirements for an undergraduate degree are listed under academic policies and regulations in the introductory section for undergraduate programs in this catalog. These requirements include a graduation requirement of at least one course in religion or theology.

In addition to the degree and residency requirements of the university and the department, all students must take both the biology entrance and exit exams.

MAJOR APPROVAL

Major approval is required during the second semester of the sophomore year, or after the completion of 45 credit hours at Fontbonne. For transfer students, major approval is required after completing the equivalent of one full semester (a minimum of 12 credit hours) at Fontbonne.

Students seeking major approval for a biology major must

have a minimum cumulative grade point average (GPA) of 2.5 on a 4.0 scale as well as a GPA of 2.5 in the courses specified below:

- Three courses in biology (including one introductory biology course)
- One course in chemistry

General Education Requirements

The 42 credit hours of general education requirements are presented in the undergraduate academic information section in this catalog. A course that meets a general education requirement may also meet a course requirement for the major or a course requirement in another discipline.

MAJOR IN BIOLOGY WITH CONCENTRATION IN PHYSIOLOGY

This major offers a course of study that prepares its graduates with the necessary background for a professional program, graduate school, or research in industrial, government, or university laboratories. This course of study focuses on human functioning.

General Education Requirements

The following specific general education course must be chosen to meet the requirements for the biology major:

- MTH 115 Introduction to Statistics (3 credits)

Courses Required in Biology (30 credits)

- BIO 112 General Biology I with Lab (4 credits)*
- BIO 114 General Biology II with Lab (4 credits)
- BIO 118 Entrance Exam (0 credits)
- BIO 207 Plant Biology with Lab (4 credits)
- BIO 250 Microbiology with Lab (4 credits)
- BIO 312 Genetics (3 credits)
- BIO 318 Cell and Molecular Biology (3 credits)
- BIO 320 Evolutionary Biology (3 credits)
- BIO 481 Biotech I (2 credits)
- BIO 496 Biology Seminar (2 credits)
- BIO 495/497 Department Research/Internship (1-4 credits)
- BIO 413 Exit Exams (0 credits)

*BIO 108, with recommendation of instructor and approval of department chair, may substitute for BIO 112. This substitution would not transfer to other institutions, and the student must adjust total credit hours accordingly.

Courses Required in the Physiology Concentration (15 credits):

- BIO 220 Anatomy and Physiology I with Lab (4 credits)
- BIO 222 Anatomy and Physiology II with Lab (4 credits)
- BIO 306 Kinesiology with Lab (4 credits)
- BIO 314 Developmental Biology (3 credits)

Courses Required in Chemistry (19 credits):

- CHM 106 General Chemistry I with Lab (4 credits)
- CHM 108 General Chemistry II with Lab (4 credits)
- CHM 210 Organic Chemistry I with Lab (4 credits)

- CHM 212 Organic Chemistry II with Lab (4 credits)
- CHM 318 Biochemistry (3 credits)

Courses Required in Mathematics and Computer Science (7 credits):

- MTH 150 Calculus with Analytic Geometry I (4 credits)
- MTH 315 Advanced Statistics (3 credits)

Courses Required in Physics (8 credits):

- PHY 208 College Physics I with Lab (4 credits)
- PHY 210 College Physics II with Lab (4 credits)

MAJOR IN BIOLOGY WITH CONCENTRATION IN BIOTECHNOLOGY

This major offers a course of study that prepares its graduates with the necessary background for a professional program, graduate school, or research in industrial, government, or university laboratories. This course of study focuses on applied biotechnology.

General Education Requirements

The following specific general education course must be chosen to meet the requirements for the biology major:

- MTH 115 Introduction to Statistics (3 credits)

Courses Required in Biology (30 credits)

- BIO 112 General Biology I with Lab (4 credits)*
- BIO 114 General Biology II with Lab (4 credits)
- BIO 118 Entrance Exam (0 credits)
- BIO 207 Plant Biology with Lab (4 credits)
- BIO 250 Microbiology with Lab (4 credits)
- BIO 312 Genetics (3 credits)
- BIO 318 Cell and Molecular Biology (3 credits)
- BIO 320 Evolutionary Biology (3 credits)
- BIO 481 Biotech I (2 credits)
- BIO 496 Biology Seminar (2 credits)
- BIO 495/497 Department Research/Internship (1-4 credits)
- BIO 413 Exit Exam (0 credits)

*BIO 108, with recommendation of instructor and approval of department chair, may substitute for BIO 112. This substitution would not transfer to other institutions, and the student must adjust total credit hours accordingly.

Courses Required in The Biotechnology Concentration (15 credits):

- BIO 322 Immunology (3 credits)
- BIO 483 Biotechnology II (3 credits)
- BIO 485 Biotechnology III (3 credits)
- BIO 487 Biotechnology IV (3 credits)
- BUS 230 Management Principles (3 credits)

Courses Required in Chemistry (19 credits):

- CHM 106 General Chemistry I with Lab (4 credits)
- CHM 108 General Chemistry II with Lab (4 credits)
- CHM 210 Organic Chemistry I with Lab (4 credits)
- CHM 212 Organic Chemistry II with Lab (4 credits)
- CHM 318 Biochemistry (3 credits)

Courses Required in Mathematics and Computer Science (7 credits):

- MTH 150 Calculus with Analytic Geometry I (4 credits)
- MTH 315 Advanced Statistics (3 credits)

Courses Required in Physics (8 credits):

- PHY 208 College Physics I with Lab (4 credits)
- PHY 210 College Physics II with Lab (4 credits)

MAJOR IN BIOLOGY WITH SECONDARY CERTIFICATION**Teacher Certification Requirements**

Those interested in combining a major in biology with secondary certification must review the policies and procedures for teacher certification found in the section entitled, "Teacher Education at Fontbonne University" in the introductory section for undergraduate programs in this catalog.

General Education Requirements

The following specific general education courses must be chosen to meet the requirements for the biology major with secondary certification:

- CIS 103 Microcomputer Applications in Education (3 credits)
- COM 102 Public Speaking (3 credits)
- EDU 234 Philosophical Foundations of Education (3 credits)
- GOV 101 US and MO Constitutions (1 credit)
- MTH 115 Introduction to Statistics (3 credits)
- PSY 200 Developmental Psychology (3 credits)

Courses Required in Biology (39 credits)

- BIO 106 Topics in Environmental Science with Lab (3 credits)
- BIO 112 General Biology I with Lab (4 credits)*
- BIO 114 General Biology II with Lab (4 credits)
- BIO 118 Entrance Exam (0 credits)
- BIO 203 The History and Philosophy of Science and Technology (2 credits)
- BIO 207 Plant Biology with Lab (4 credits)
- BIO 220 Anatomy and Physiology I with Lab (4 credits)
- BIO 222 Anatomy and Physiology II with Lab (4 credits)
- BIO 250 Microbiology with Lab (4 credits)
- BIO 312 Genetics (3 credits)
- BIO 318 Cell and Molecular Biology (3 credits)
- BIO 320 Evolutionary Biology (3 credits)
- BIO 371 Methods of Teaching Science in Secondary School (2 credits)
- BIO 396 Biology Seminar (3 credits)
- BIO 413 Exit Exam (0 credits)

*BIO 108, with recommendation of instructor and approval of department chair, may substitute for BIO 112. This substitution would not transfer to other institutions, and the student must adjust total credit hours accordingly.

Courses Required in Chemistry (19 credits):

- CHM 106 General Chemistry I with Lab (4 credits)
- CHM 108 General Chemistry II with Lab (4 credits)
- CHM 210 Organic Chemistry I with Lab (4 credits)
- CHM 212 Organic Chemistry II with Lab (4 credits)
- CHM 318 Biochemistry (3 credits)

Courses Required in Mathematics and Computer Science (7 credits):

- MTH 150 Calculus with Analytic Geometry I (4 credits)
- MTH 315 Advanced Statistics (3 credits)

Course Required in Physics (4 credits):

- PHY 208 College Physics I (4 credits)

Courses Required in Education (24 credits):

- EDU 120 Psychology of the Exceptional Child (3 credits)
- EDU 201 Introduction to Classroom Teaching–Middle/Secondary (3 credits)
- EDU 300 Classroom/Behavior Management Techniques (3 credits)
- EDU 350 Methods of Teaching Reading in the Content Area (2 credits)
- EDU 447 Planning for Instruction and Assessment–Middle and Secondary (3 credits)
- EDU 451 Student Teaching at the Secondary Level (10 credits)

MINORS

The department of biological and physical sciences offers minors in biology and chemistry. A student must successfully complete, at Fontbonne, a minimum of 50 percent of the credit hours required for the minor. All courses for the minor must be completed with a minimum grade of C- and a GPA of 2.5 or above.

Minor in Biology (22 credit hours):

- BIO 112 General Biology I with Lab (4 credits)
- BIO 114 General Biology II with Lab (4 credits)
- BIO 207 Plant Biology with Lab (4 credits)
- BIO 250 Microbiology with Lab (4 credits)
- BIO 312 General Genetics (3 credits)
- BIO 318 Cell and Molecular Biology (3 credits)

Minor in Chemistry (19 credit hours):

- CHM 106 General Chemistry I with Lab (4 credits)
- CHM 108 General Chemistry II with Lab (4 credits)
- CHM 210 Organic Chemistry I with Lab (4 credits)
- CHM 212 Organic Chemistry II with Lab (4 credits)
- CHM 318 Biochemistry (3 credits)

COURSES

Biological Sciences

BIO 106 Topics in Environmental Science with Lab (3 credits)

An introduction as to how nature works, how the environment has been and is being modified and abused by human activities, and what can be done to protect and improve it for future generations of humans and other living things. FA (odd years)

BIO 108 Introduction to Life Science with Lab (3 credits)

Introductory course covering the basic principles of life with an emphasis on the scientific method, characterization of life, organization of living things, energetics, and evolution. FA, SP, SU

BIO/CHM 111 Science Laboratory (1 credit)

A broad-based set of laboratory experiments in biology, chemistry, physics, and/or earth science emphasizing the scientific method. Prerequisite: A minimum two credit hour science lecture course that meets GER. FA, SP

BIO 112 General Biology I with Lab (4 credits)

Selected principles and problems in general biology with emphasis on those principles most applicable to all living organisms: cellular organization, energy exchange, and inheritance. FA

BIO 114 General Biology II with Lab (4 credits)

A general course in organismal biology covering diversity of living things from the prokaryote to higher plants and animals. Prerequisite: Introductory biology course with minimum grade of C within last five years or permission of department chair. SP

BIO 118 Department Assessment I—Entrance Exam (0 credits)

This course is required for all designated majors (including incoming transfer students) in Biology during their first semester at Fontbonne. A passing grade, signifying that the test has been taken, is required for major approval. The course consists of two nationally-normalized tests in biology and chemistry designed to assess baseline knowledge in the major field of study. FA, SP

BIO 124 Anatomy and Physiology of the Speech and Hearing Mechanism (3 credits)

A detailed study of the structure and function of those parts of the skeletal, muscular, respiratory, and nervous systems as they pertain to the process of communication. Offered in the department of communication disorders. (Science credit only for students in deaf education.) FA

BIO 203 The History and Philosophy of Science and Technology (3 credits)

An introductory course examining the history of science and technology, with an emphasis on modern science, as well as the philosophy of scientific and technological thought. FA (even years)

BIO 206 Essentials of Human Anatomy and Physiology with Lab (4 credits)

An introduction to the human body and how it functions, with special emphasis on the skeletal, muscular, digestive, respiratory, and cardiovascular systems. Prerequisite: BIO 108. FA

BIO 207 Plant Biology with Lab (4 credits)

Introduction to morphology, physiology, and evolution of vascular plants; integrating form and function to understand diversity. Prerequisite: Introductory biology course with minimum grade of C within last five years or permission of department chair. FA

BIO 220 Anatomy and Physiology I with Lab (4 credits)

A course designed to introduce students to those aspects related to the study of the human body. Particular attention is given to cells, tissues, integumentary, skeletal, muscular, nervous, and endocrine systems. FA, SP, SU

BIO 222 Anatomy and Physiology II with Lab (4 credits)

Continuation of Anatomy and Physiology I. Particular attention is given to the digestive, cardiovascular, respiratory, urinary, and reproductive systems. Prerequisite: BIO 220 with minimum grade of C within last five years or permission of department chair. SP, SU

BIO 250 Microbiology with Lab (4 credits)

A general course with emphasis on classification, physiology, and pathology of microorganisms. Prerequisites: Introductory biology course and introductory chemistry course, both with minimum grade of C within last five years or permission of department chair. SP, SU

BIO 306 Introduction to Kinesiology with Lab (4 credits)

An introduction to the mechanical principles of movement. Emphasis is placed on how the use of these principles can help improve sports skills for the athlete at all levels of training. Prerequisites: BIO 206 or equivalent; PHY 108. SP

BIO 312 Genetics (3 credits)

Study of the fundamental laws of inheritance in biological systems. Prerequisites: Introductory biology course and MTH 115, both with minimum grade of C within last five years or permission of department chair. SP (even years)

BIO 314 Developmental Biology (3 credits)

Study of the dynamics of development of organisms from gametogenesis to a more complex form, concentrating on mechanisms and gene regulation. Prerequisites: Introductory biology course; introductory chemistry course and CHM 108; all with minimum grade of C within last five years or permission of department chair. SP (odd years)

BIO 318 Cell and Molecular Biology (3 credits)

Study of fine structures, metabolism, physical, and chemical activities of cells and subcellular structures. Prerequisites: Introductory biology course; BIO 114; all with minimum grade of C within last five years or permission of department chair. FA (odd years)

BIO 320 Evolutionary Biology (3 credits)

This course examines the basic processes and patterns of evolution: natural selection, evolutionary genetics, the analysis of adaptation, the phylogeny of life, the fossil record, molecular evolution, macroevolution and speciation; as well as an evaluation of current evolutionary issues. Prerequisites: BIO 114; BIO 312. FA (even years)

BIO 322 Immunology (3 credits)

Introductory course which covers the basic concepts of antibody-mediated and cell-mediated immunity. Recent advances in the field will be emphasized from basic scientific and clinical perspectives. Prerequisites: Introductory biology course; BIO 114; BIO 250; CHM 106; CHM 108. FA (odd years)

BIO 370 Teaching of Science in Early Childhood and Elementary (2 credits)

Application of principles of teaching science on the early childhood and elementary school level; examination of various approaches to presenting hands-on activities. Prerequisites: BIO 108; PHY 108; both with minimum grade of C within last five years or permission of department chair. FA, SP

BIO 371 Teaching of Science in Middle and Secondary School (2 credits)

Application of principles of teaching science on the middle and secondary school level; examination of various approaches to presenting hands-on activities. Prerequisite: BIO 370. FA, SP

BIO 413 Department Assessment II (0 credits)

This course is required for graduation for all designated majors in biology. The course consists of two nationally-normalized tests in biology and chemistry designed to assess progress in the major field of study. FA, SP

BIO 481 Biotechnology I (2 credits)

A course designed to provide students with basic laboratory skills used in biotechnology methods with emphasis on solution preparation, measurements, and laboratory safety. Prerequisites: BIO 312; BIO 318; CHM 318. FA

BIO 483 Biotechnology II (3 credits)

A continuation of Biotechnology I with an emphasis on DNA manipulations. Prerequisites: BIO 481. FA

BIO 485 Biotechnology III (3 credits)

A continuation of Biotechnology I with an emphasis on immunology and protein methods. Prerequisites: BIO 481. SP

BIO 487 Biotechnology IV (3 credits)

A continuation of Biotechnology I with an emphasis on cell culture. Prerequisites: BIO 481. SP

BIO 490 Independent Study (1-4 credits)

Course in which students may pursue a library, curriculum development, or experimental research project in some aspect of science. Students with 60 or more semester credit

hours may register for an independent study course. Offered as needed with permission of department chair.

BIO 495 Department Research (1-4 credits)

This course is designed to provide the student with a non-classroom, non-structured, individualized experience in experimental research in the biological and physical sciences, utilizing the knowledge and skills obtained in other science courses. Offered with permission of department chair.

BIO 496 Biology Seminar (2 credits)

A capstone course designed to equip students with the skills of reading and evaluating primary scientific literature, while exploring current topics in science. An oral presentation will be required. Prerequisites: BIO 114; BIO 318; and at least junior status. FA

BIO 497 Biology Internship (1-4 credits)

A supervised, off-campus field-based experience at an approved site specifically related to students' career goals; integrates and applies academic knowledge and skills; emphasizes professional development. Prerequisites: At least junior status with a science GPA of 3.0 or consent of instructor.

Physical Sciences**CHM 102 Essentials of Chemistry with Lab (4 credits)**

An introductory course; includes stoichiometry, basic atomic theory, environmental, nuclear, acid-base, organic, and biochemistry. FA, SP, SU

CHM 106 General Chemistry I with Lab (4 credits)

An introductory course in chemistry for science majors. Includes stoichiometry, atomic structure, chemical reactions, and solutions. Prerequisite: College algebra or equivalent. FA

CHM 108 General Chemistry II with Lab (4 credits)

A continuation of CHM 106; includes kinetics, equilibrium, thermodynamics, acids and bases, and electrochemistry. Prerequisite: CHM 106 with minimum grade of C within last five years or permission of department chair. SP

CHM 210 Organic Chemistry I with Lab (4 credits)

A study of the compounds of carbon with emphasis on functional groups, structure nomenclature, and reactions. Prerequisites: CHM 106; CHM 108; both with minimum grade of C within last five years or permission of department chair. FA

CHM 212 Organic Chemistry II with Lab (4 credits)

A study of the mechanisms of reactions of organic compounds. Prerequisite: CHM 210 with minimum grade of C within last five years or permission of department chair. SP

CHM 318 Biochemistry (3 credits)

Study of chemical properties and metabolism of compounds of biological interest: carbohydrates, lipids, proteins, and nucleic acids. Prerequisites: Introductory biology course; CHM 210; with minimum grade of C within last five years or permission of department chair. SP

PHY 108 Introduction to Physical Science with Lab (3 credits)

Introductory course in physical science covering the scientific method, basic principles of physics, chemistry, earth science and astronomy. FA, SP, SU

PHY 208 College Physics I with Lab (4 credits)

A calculus-based course intended for science and math majors. Includes principles of mechanics, heat, wave motion, and sound. Prerequisite: MTH 150. FA

PHY 210 College Physics II with Lab (4 credits)

A continuation of PHY 208; includes light, electricity, magnetism, and quantum physics. Prerequisite: PHY 208 or equivalent. SP

The department of communication disorders and deaf education offers a bachelor of arts degree in deaf education, a bachelor of science degree in speech-language pathology, a master of science degree in speech-language pathology, and a master of arts degree in early intervention in deaf education. See the communication disorders and deaf education graduate program section in this catalog for information on the master's degrees.

FACULTY

Gale B. Rice, professor and chairperson of the department of communication disorders and deaf education

Paola Brush, instructor of communication disorders and deaf education

M. Jean Evans, clinical instructor of communication disorders and deaf education

Peg Jones, instructor of communication disorders and deaf education

Christine Krekow, instructor of communication disorders and deaf education

Susan Lenihan, professor of communication disorders and deaf education; director of the deaf education program

Richard Lewis, associate professor of communication disorders and deaf education

Barbara Meyer, associate professor of communication disorders and deaf education; clinic director

Nancy Murphy, instructor of communication disorders and deaf education

Carmen Russell, associate professor of communication disorders and deaf education

Lynne Shields, professor of communication disorders and deaf education; director of the graduate program in speech-language pathology

MAJOR IN DEAF EDUCATION

For the student who desires to work with children who are deaf or hard of hearing in an educational setting, Fontbonne offers a four-year program leading to a bachelor of arts degree.

Special emphasis is placed on method courses and practicum experiences. In this competency/ performance-based teacher education program students need to demonstrate their ability to apply theoretical knowledge to the teaching of children who are deaf or hard of hearing, especially in the areas of speech, speechreading, language, audition, cognition, and reading. Students must also demonstrate the ability to

develop listening skills in children through the optimal use of appropriate amplification or cochlear implant.

During the freshman, sophomore, and junior years, before beginning student teaching, students have the opportunity to work with children who are deaf or hard of hearing as teacher assistants, tutors, or dorm/playground supervisors.

During both semesters of the senior year, students participate in three different levels of student teaching experience at St. Joseph Institute for the Deaf, an internationally known school for children who are deaf or hard of hearing noted for its auditory/oral approach to teaching. Each senior's student teaching experience is designed to fit the student's interests and may include a placement at other deaf education programs.

Listed below are the functions that someone who enters the professions of speech-language pathology and auditory-oral deaf education must perform and therefore are required of majors in the department.

Physical Abilities:

- Participate in classroom or clinical activities for 2-4 hour blocks of time with one or two breaks;
- Ambulate to, from, and within academic/clinical facilities;
- Provide for or direct one's own personal hygiene;
- Manipulate screening/diagnostic/therapeutic/educational materials;
- Respond to emergency situations including fire, choking, and in the application of universal precautions;
- Visually monitor client responses and use of materials;
- Auditorily monitor and orally model correct speech and language production.

Affective Abilities:

- Work effectively with people;
- Make appropriate decisions, including the ability to evaluate and generalize appropriately without immediate supervision;
- Maintain proper work place behavior, including punctuality and regular attendance;
- Maintain composure and emotional stability in demanding situations;
- Maintain emotional and mental health required for use of intellectual abilities, prompt completion of responsibilities, and appropriate relationships with clients/students and colleagues.

Cognitive Abilities:

- Comprehend and read professional literature/reports;
- Write university-level papers and clinical/educational reports in standard American English;
- Speak standard American English intelligibly;
- Independently analyze, synthesize, interpret ideas and concepts in academic and clinical settings;
- Maintain attention and concentration for sufficient time to complete academic/clinical activities: typically 2-4 hours with 1-2 breaks;
- Comply with administrative, legal, and regulatory policies.

Highlights of this major:

- Approximately 700 clock hours of work with children who are deaf or hard of hearing.
- All coursework in deaf education is dove-tailed with practicum experiences.
- Student/teacher ratio in deaf education method courses is usually less than 10/1.
- Students are eligible for both state and national certification upon graduation.
- Students may be eligible for certification in elementary grades 1-6 by passing the Praxis Exam for elementary.

Baccalaureate Degree and Residency Requirements

All requirements for an undergraduate degree are listed under academic policies and regulations in the introductory section for undergraduate programs in this catalog. These requirements include a graduation requirement of at least one course in religion or theology.

Teacher Certification Requirements

Policies and procedures for teacher certification are located in the section entitled, "Teacher Education at Fontbonne University" in the introductory section for undergraduate programs in this catalog.

Major Approval

Major approval is required during the second semester of the sophomore year, or after the completion of 45 credit hours at Fontbonne. For transfer students, major approval is required after completing the equivalent of one full semester (a minimum of 12 credit hours) at Fontbonne.

General Education Requirements

The 42 credit hours of general education requirements are presented in the undergraduate academic information section in this catalog. A course that meets a general education requirement may also meet a course requirement for the major or a course requirement in another discipline.

The following specific general education courses must be taken to meet the requirements for this major:

- CIS 103 Microcomputer Applications in Education (3 credits)
- EDU 234 Philosophical Foundations of Education (3 credits)

The following specific general education courses are recommended for this major:

- BIO 108 Introduction to Life Science with Lab (3 credits)
- PHY 108 Introduction to Physical Science with Lab (3 credits)
- HST 105 or 106 Introduction to American History I or II (3 credits)

Courses Required in the Major

- CDS 105 Speech and Language Development of the Normal and Exceptional Child (3 credits)
- CDS 201 Anatomy and Physiology of the Speech and Hearing Mechanism (3 credits)
- CDS 211 The Nature of Language (3 credits)
- CDS 220 Phonetics (3 credits)
- CDS 231 Speech Science (3 credits)
- CDS 302 Phonological and Articulation Disorders (3 credits)
- CDS 410 Audiology (3 credits)
- CDS 414 Auditory Rehabilitation (3 credits)
- DEA 100 Psychology of Deafness (3 credits)
- DEA 200 Pre-student Teaching Practicum in Deaf Education (0 credits)
- DEA 210 Pre-student Teaching Practicum in Deaf Education (1 credit)
- DEA 300 Teaching Children Who Are Deaf (3 credits)
- DEA 310 Beginning Sign Language (2 credits)
- DEA 320 Pre-student Teaching Practicum in Deaf Education (1 credit)
- DEA 330 Pre-student Teaching Practicum in Deaf Education (1 credit)
- DEA 400 Teaching Speech in Deaf Education I (2 credits)
- DEA 410 Teaching Language in Deaf Education (3 credits)
- DEA 420 Teaching Reading in Deaf Education (2 credits)
- DEA 430 Parent Counseling in Deaf Education (2 credits)
- DEA 440 Speech Practicum in Deaf Education (2 credits)
- DEA 460 Reading and Writing in Deaf Education (3 credits)
- DEA 470/480 Student Teaching in Deaf Education I, II (8 credits)

Courses Required in Other Disciplines:

- EDU 120 Psychology of the Exceptional Child (3 credits)
- EDU 234 Philosophical Foundations of Education (3 credits)
- EDU 240 Literature for Children and Adolescents (2 credits)
- EDU 263 Methods of Teaching Reading and Language Arts (6 credits)
- EDU 300 Classroom/Behavior Management Techniques (3 credits)
- EDU 310 Reading Methods Practicum (2 credits)
- EDU 333 Multi-Sensory Methods for the Elementary Classroom (2 credits)
- EDU 392 Educational Assessment and Diagnosis of Children with Learning Problems (3 credits)
- MTH 102 Contemporary Topics in Mathematics (3 credits)

MTH 350 Methods of Teaching Mathematics in Early Childhood and Elementary School (3 credits)
 PSY 200 Developmental Psychology (3 credits)
 BIO 370 Teaching Science in Early Childhood, Elementary, and Middle School (2 credits)

MAJOR IN SPEECH-LANGUAGE PATHOLOGY

The undergraduate program includes basic information related to linguistics, speech science, speech and language development, hearing, and speech and language disorders. Students will learn to evaluate and manage communicative disorders during supervised clinical sessions.

The department offers the bachelor of science degree in the undergraduate program. Acceptance as a major in speech-language pathology requires a minimum cumulative GPA of 3.0 when the application for major approval is filed (no later than the end of the sophomore year). To participate in clinical practicum a grade point average of 3.0 must be maintained. Students are required to take a minimum of two semesters of pre-clinical or clinical practicum. Major approval is required for 300 and 400 level classes and practicum. Students are also required to complete a capstone experience, integrating knowledge gained in general education courses with clinical knowledge. Dual enrollment in the graduate program for up to 6 credit hours is possible during the second semester of the senior year for students meeting the following requirements:

1. Minimum GPA of 3.5
2. Department permission

Completion of undergraduate and graduate degree programs at Fontbonne will enable the student to meet the academic and clinical requirements for certification by the American Speech-Language-Hearing Association and licensure by the state of Missouri. This will also make students eligible for Missouri state certification as a speech-language specialist. This certificate is necessary to work in the public schools.

Listed below are the functions that someone who enters the professions of speech-language pathology and auditory-oral deaf education must perform and therefore are required of majors in the department.

Physical Abilities:

- Participate in classroom or clinical activities for 2-4 hour blocks of time with one or two breaks;
- Ambulate to, from, and within academic/clinical facilities;
- Provide for or direct one's own personal hygiene;
- Manipulate screening/diagnostic/therapeutic/educational materials;
- Respond to emergency situations including fire, choking, and in the application of universal precautions;
- Visually monitor client responses and use of materials;
- Auditorily monitor and orally model correct speech and language production.

Affective Abilities:

- Work effectively with people;
- Make appropriate decisions, including the ability to evaluate and generalize appropriately without immediate supervision;
- Maintain proper work place behavior, including punctuality, and regular attendance;
- Maintain composure and emotional stability in demanding situations;
- Maintain emotional and mental health required for use of intellectual abilities, prompt completion of responsibilities, and appropriate relationships with clients/students and colleagues.

Cognitive Abilities:

- Comprehend and read professional literature/ reports;
- Write university level papers and clinical/educational reports in standard American English;
- Speak standard American English intelligibly;
- Independently analyze, synthesize, and interpret ideas and concepts in academic and clinical settings;
- Maintain attention and concentration for sufficient time to complete academic/clinical activities: typically two to four hours with one or two breaks;
- Comply with administrative, legal, and regulatory policies.

Baccalaureate Degree and Residency Requirements

All requirements for an undergraduate degree are listed under academic policies and regulations in the introductory section for undergraduate programs in this catalog. These requirements include a graduation requirement of at least one course in religion or theology.

Major Approval

Major approval is required during the second semester of the sophomore year, or after the completion of 45 credit hours at Fontbonne. For transfer students, major approval is required after completing the equivalent of one full semester (a minimum of 12 credit hours) at Fontbonne.

A student in the speech-language pathology major must have achieved a minimum cumulative grade point average of 3.0 on a 4.0 scale at the times of application for approval of major and application for a degree and must maintain the GPA to participate in clinic.

General Education Requirements

The 42 credit hours of general education requirements are presented in the undergraduate academic information section in this catalog. A course that meets a general education requirement may also meet a course requirement for the major or a course requirement in another discipline.

The following general education courses or equivalent must be taken to meet the requirements for this major:

- BIO 108 Introduction to Life Sciences with Lab (3 credits)
- PHY 108 Introduction to Physical Science with Lab (3 credits)

HST 105 or 106 Introduction to American History I or II (3 credits)
CIS 103 Microcomputer Applications in Education (3 credits)
EDU 234 Philosophical Foundations of Education (3 credits)

Courses Required in the Speech-Language Pathology Major

CDS 105 Speech and Language Development of the Normal and Exceptional Child (3 credits)
CDS 201 Anatomy and Physiology of the Speech and Hearing Mechanism (3 credits)
CDS 211 The Nature of Language (3 credits)
CDS 220 Phonetics (3 credits)
CDS 231 Speech Science (3 credits)
CDS 300 Clinical Methods (3 credits)
CDS 302 Phonological and Articulation Disorders (3 credits)
CDS 311 Introduction to Language Disorders (3 credits)
CDS 380 Introduction to Fluency Disorders (3 credits)
CDS 410 Audiology (3 credits)
CDS 414 Auditory Rehabilitation (3 credits)
CDS 420 Introduction to Voice Disorders (3 credits)
CDS 425 Introduction to Neurogenic Communication Disorders (3 credits)
CDS 440, 441 or 442 Clinic Practicum (3 credits)
CDS 496 Senior Seminar (3 credits)

Courses Required in Other Disciplines:

EDU 120 Psychology of the Exceptional Child (3 credits)
PSY 200 Developmental Psychology (3 credits)

COURSES

Communication Disorders

CDS 101 Survey of Communication Disorders (1 credit)

An introductory survey of the speech, language, and hearing components associated with the processes of communication including issues related to normal functions and categories of communicative disturbances across the age span. FA

CDS 105 Speech and Language Development of the Normal and Exceptional Child (3 credits)

A study of the development of speech and language in the normal and exceptional child with a consideration of factors that contribute to or impair this development. Multicultural issues will be introduced. FA, SP

CDS 201 Anatomy and Physiology of the Speech and Hearing Mechanism (3 credits)

A detailed study of the structure and function of those parts of the skeletal, muscular, respiratory, and nervous systems as they pertain to the process of communication. Science credit for students majoring in deaf education only. FA

CDS 211 The Nature of Language (3 credits)

An introduction to modern linguistic theory as it applies to developmental psycholinguistics. Includes the study of

syntactic, semantic, morphological, phonological, and pragmatic rule systems. SP

CDS 220 Phonetics (3 credits)

An in-depth study of clinical phonetics when applying the IPA to the English language and dialectal variations. Multicultural issues will be introduced. FA

CDS 231 Speech Science (3 credits)

Acoustic nature of human speech with review of the instrumentation with which its parameters are measured; analysis of resulting data for application in voice, speech, and hearing pathology. Prerequisites: CDS 220; CDS 201. SP

CDS 300 Clinical Methods (3 credits)

Review theoretical and research bases for intervention strategies in communication disorders. Develop competencies in writing skills required for report writing, session plans, treatment objectives, etc. Orientation to clinical procedures in the Fontbonne University Speech and Language Clinic. Prerequisites: CDS 105; CDS 211; CDS 220. SP

CDS 302 Phonological and Articulation Disorders (3 credits)

An introduction to phonological and articulatory development and disorders. Includes information about differential diagnosis including dialectical and cultural issues. Treatment theories and procedures are discussed. Prerequisites: CDS 105; CDS 220. FA

CDS 311 Introduction to Language Disorders (3 credits)

An introduction to the nature of language disorders in children. Includes assessment and intervention of the syntactic, morphological, semantic, pragmatic and phonological systems of language. Prerequisites: CDS 105; CDS 211. SP

CDS 340 Pre-Clinical Practicum (1 credit)

The student will assist a student clinician in assessment, treatment, and case management of clients with speech, language, and hearing disorders in the Fontbonne University Speech and Language Clinic. Prerequisites: CDS 302; CDS 311 and permission.

CDS 380 Introduction to Fluency Disorders (3 credits)

An introductory study of the theories and therapy related to stuttering behavior in children, adolescents, and adults. SP

CDS 410 Audiology (3 credits)

Review of the anatomy and physiology of the ear and of the physics of sound; causes and types of hearing impairment; forms of remediation; administration, scoring, and interpretation of pure tone air and bone conduction; speech reception and speech discrimination tests and electrophysiological measures. Prerequisite: CDS 231. FA

CDS 414 Auditory Rehabilitation (3 credits)

Overview of aural habilitative and rehabilitative services carried out with children and adults with hearing loss. Consideration will be given to the auditory bases and assistive technology employed in rehabilitative efforts. Psychosocial, familial,

and interpersonal factors will also be discussed as they have impact on these populations. Prerequisite: CDS 410. SP

CDS 420 Introduction to Voice Disorders (3 credits)

A survey of etiology, diagnosis, and therapy of disorders of voice and related disorders, including an introduction to cleft palate. Prerequisite: CDS 201; CDS 231. SP

CDS 425 Introduction to Neurogenic Communication Disorders (3 credits)

A survey of the etiology, diagnosis, and management of communicative disorders associated with acquired brain damage in children and adults. Prerequisite: CDS 201. SP

CDS 440-442 Clinic Practicum (3 credits)

Supervised practicum in the Fontbonne University Speech and Language Clinic. Emphasis is placed on assessment, treatment, and case management of clients with speech, language, and hearing disorders. Prerequisites: CDS 300; CDS 302; CDS 311 and permission. Must have minimum 3.0 GPA. FA, SP

CDS 496 Senior Seminar (3 credits)

The focus of this course is the integration and generalization of knowledge in order to help students transition from undergraduate to graduate study. Topics included are: professional issues, setting specific information (legislation, IEP's, medicaid, medicare, etc.), communication disorders with special populations. The capstone project is incorporated into this seminar. Prerequisites: CDS 300; CDS 302 and a minimum of two of the following: CDS 311; CDS 380; CDS 420; CDS 425.

CDS 490 Independent Study in Communication Disorders (1-3 credits)

The purpose of the independent study is to augment (not to substitute for or replace) the required curriculum in the department of communication disorders and deaf education. The procedure for applying for an independent study is to notify the departmental chairperson in writing of the desire for the course no later than the day of final registration for that semester. The notice is to include the area of interest and the desired instructor. The department will grant independent studies pending instructor availability. Students will be limited to one independent study during their undergraduate curriculum. Prerequisites: 3.5 GPA; department approval. FA, SP

Deaf Education

DEA 100 Psychology of Deafness (2 credits)

An introductory survey of deafness and the intellectual, social, and linguistic development of children who are deaf or hard of hearing. Causes, treatments, assistive devices, and communication modes are studied. Historical review of deaf education and deaf culture are addressed. FA

DEA 200 Pre-Student Teaching Practicum in Deaf Education (0 credits)

Observation and interaction with children who are deaf or

hard of hearing. Placements may be in classrooms, co-curricular program, or dorm program. Students learn to communicate with children who are deaf or hard of hearing. Students meet with the supervisor at the end of the semester to discuss the experience. P/NP grading. Prerequisite or concurrent: DEA 100. FA

DEA 210 Pre-Student Teaching Practicum in Deaf Education (1 credit)

This experience consists of observation and discussion of various educational settings for children who are deaf or hard of hearing. Visitations will be scheduled at locations in and around St. Louis. Additionally, presentations may take place on campus. Seminars will be held periodically in which the observations will be discussed. Students will turn in reflection papers for each observation. P/NP grading. Prerequisite: DEA 100. SP

DEA 300 Teaching Children Who Are Deaf (3 credits)

Overview of educational programming for children who are deaf or hard of hearing. Assessment and intervention strategies for speech, language, audition, speechreading, and content areas. Curriculum planning and strategies of effective instruction. Technology and instructional media, career development, additional disabilities, mainstreaming, and multicultural/deaf culture implications. Prerequisite: DEA 100. FA

DEA 310 Beginning Sign Language (2 credits)

Introductory sign language class (ASL) to generate basic sign skills/conversational skills in an interactive class environment and to develop an awareness about the deaf community and the culture. SP

DEA 320 Pre-Student Teaching Practicum in Deaf Education (1 credit)

Students visit St. Joseph Institute each week as a group for a one-hour observation followed by a seminar to discuss the observation. The students discuss the connections between theory and practice. P/NP grading. Prerequisite: DEA 210. FA

DEA 330 Pre-Student Teaching Practicum in Deaf Education (1 credit)

Students work with children who are deaf or hard of hearing in classroom setting for a minimum of 30 clock hours. Initially the cooperating teacher provides the plans for the sessions. The student is responsible for planning lessons after midterm. The student keeps a journal of the experience. The supervisor observes the student at the practicum site and conferences with the student at the completion of the practicum. Prerequisite: DEA 320. SP

DEA 400 Teaching Speech in Deaf Education I (2 credits)

A study of trends, curricular models, lesson planning, teaching strategies, and assessment materials for developing speech. Identification/remediation of speech problems, use of phonetic transcription, and writing IEPs are studied. Prerequisite: DEA 300. FA

DEA 410 Teaching Language in Deaf Education (3 credits)

This course focuses on theories and practices used in developing language in children who are deaf or hard of hearing. Competencies will be developed in assessment, curriculum models, instructional planning, and teaching. Prerequisite: DEA 300. FA

DEA 420 Teaching Reading in Deaf Education I (2 credits)

A study of trends, curricular models, lesson planning, teaching strategies, and assessment materials used in teaching reading to the young child with a hearing loss. Topics include storytelling, writing I.E.P. objectives, and identification/remediation of reading problems. Prerequisite: DEA 300. SP

DEA 430 Parent Counseling in Deaf Education (2 credits)

Develops an awareness and sensitivity to the social, relational, educational, and professional issues faced by parents of children who are deaf or hard of hearing. Topics include interviewing and counseling techniques, role playing, parent teacher conferences, career development expectations, and multicultural implications. Prerequisite: DEA 300. SP

DEA 440 Speech Practicum in Deaf Education (2 credits)

Students participate in supervised practicum in speech sessions at St. Joseph Institute and weekly seminar. Emphasis on assessment strategies and procedures for developing speech and audition. Prerequisite: DEA 300; DEA 400. SP

DEA 460 Reading and Writing in Deaf Education (3 credits)

A study of reading and written language across the curriculum including approaches to reading and written language assessment, lesson planning, and teaching strategies for middle grades through post secondary education. The course explores the connection between reading and writing. Analysis and correction of reading disabilities are addressed. Prerequisite: DEA 300. FA

DEA 470/480 Student Teaching in Deaf Education (4-8 credits)

Directed student teaching at St. Joseph Institute for the Deaf or other deaf education program. Each student teacher completes two semesters of student teaching at three different placements including a variety of age levels. Each student teacher's program is individually designed. Open to seniors in deaf education. FA, SP

DEA 481 Field Experience in Deaf Education (3-8 credits)

Supervised field experience for degreed candidates who are employed full time in a classroom. Field experience includes all responsibilities of teaching in a deaf education setting. Observations and conferences are required by cooperating teacher and university supervisor. Students must have received department approval and admission to the teacher certification program. Prerequisite: Admission to the teacher certification program and department approval. FA, SP, SU

DEA 490 Independent Study in Deaf Education (1-3 credits)

The purpose of the independent study is to augment (not to substitute for or replace) the required curriculum in the department of communication disorders and deaf education. The procedure for applying for an independent study is to notify the departmental chairperson in writing of the desire for the course no later than the day of final registration for that semester. The notice is to include the area of interest and the desired instructor. The department will grant independent studies pending instructor availability. Students will be limited to one independent study during their undergraduate curriculum. FA, SP

The department of education/special education offers a bachelor of arts degree in elementary education (grades 1-6); a bachelor of arts degree in middle school (grades 5-9) with concentrations in English, social studies, mathematics, and science; and a bachelor of science degree in special education with certification in mild/moderate disabilities, cross-categorical (grades K-12), in a dual certification program which includes elementary certification. The department also offers a master of arts degree in education and a master of arts in teaching degree (see the graduate program section in this catalog).

Teacher certification is also offered through the departments of biological and physical sciences; communication disorders and deaf education; English and communication; fine arts; human environmental sciences; mathematics, and history, philosophy, and religion.

FACULTY

William Freeman, associate professor, dean of education and chairperson of the department of education/special education

Dyanne Anthony, assistant professor of education

Kelley Barger, associate professor of education

Sam Bommarito, assistant professor of education

Val Christensen, associate professor of education

Judith Failoni, professor of education

Margaret Gray, professor of education; director of special education programs

Jim Muskopf, assistant professor of education; director of graduate programs in education; director of graduate studies

Rita Marie Schmitz, CSJ, professor of education

Gene Schwarting, associate professor of education

Louise Wilkerson, assistant professor of education; director of urban education initiatives

Certification Coordinator: **Rick Gwydir**

Coordinator of Assessment and Assistant Director, MA in Education: **Ruth Irvine**

Director of Career Builders Programs: **Kathy Schwarting**

Assistant Director of Career Builders Programs:

Carole Prince

Coordinator of Student Teaching Placement: **Cary Tuckey**

TEACHER CERTIFICATION

All certification programs are accredited by the Missouri Department of Elementary and Secondary Education (DESE) and the National Council for the Accreditation of Teacher Education (NCATE).

Full information on teacher certification may be found in the section entitled, "Teacher Education at Fontbonne University" in the introductory section for undergraduate programs in this catalog as well as in the appropriate departmental sections of this catalog.

INTRODUCTION TO THE DEPARTMENT

In its preparation of teachers, Fontbonne University is in touch with the social, political, and economic realities which place demands on education. The university therefore offers teacher certification programs that prepare individuals who will be able to teach students with a variety of learning styles from diverse backgrounds. A climate of openness to change is a critical component of Fontbonne programs, and the consideration of ongoing research and best practices informs our candidates in their ability to assume responsibility for the classrooms of the future.

All Fontbonne teacher certification programs prepare students for the challenge of teaching and enable students to give meaningful service to children and adults.

Education/special education at Fontbonne University provides

- opportunities for innovation and creativity;
- opportunities for reflective decision making;
- faculty who are well-educated, creative teachers, professionally involved, and have outstanding supervisory skills;
- a foundation of sound theoretical knowledge for each area of certification with extensive practicum experiences;
- a thorough foundation in both typical and exceptional development of children;
- an introductory course which provides an overview of education while concurrently giving students an exposure to survey of theory and providing for the development of preliminary skills in observation and analysis of classroom interaction;
- faculty members who strive for effective student-teacher relationships.

Baccalaureate Degree and Residency Requirements

All requirements for an undergraduate degree are listed under academic policies and regulations in the introductory section for undergraduate programs in this catalog. These requirements include a graduation requirement of at least one course in religion or theology.

MAJOR IN ELEMENTARY EDUCATION

The major in elementary education provides the student with a general education curriculum solidly grounded in the liberal arts and provides professional preparation leading to a teaching certificate for grades 1-6.

General Education Requirements

The 42 credit hours of general education requirements are presented in the undergraduate academic information section in this catalog. A course that meets a general education requirement may also meet a course requirement for the major or a course requirement in another discipline.

The following specific general education courses must be chosen to meet the requirements for this major:

- BIO 108 Introduction to Life Sciences with Lab (3 credits)
- PHY 108 Introduction to Physical Science with Lab (3 credits)
- PSY 200 Developmental Psychology (3 credits)
- EDU 234 Philosophical Foundations of Education (3 credits)
- HST 105 or 106 Introduction to American History I or II (3 credits)
- CIS 103 Microcomputer Applications in Education (3 credits)

Courses Required in the Major

- EDU 120 Psychology of the Exceptional Child (3 credits)
- EDU 200 Introduction to Classroom Teaching (3 credits)
- EDU 222 Educational Psychology (3 credits)
- EDU 223 Introduction to Classroom Assessment (3 credits)
- EDU 234 Philosophical Foundations of Education (3 credits)
- EDU 240 Literature for Children and Adolescents (2 credits)
- EDU 263 Methods of Teaching Reading and Language Arts (6 credits)
- EDU 306 Analysis and Correction of Reading Difficulties (3 credits)
- EDU 310 Reading Methods Practicum–Elementary (2 credits)
- EDU 333 Multi-sensory Methods of Instruction (2 credits)
- EDU 355 Analysis and Correction of Math Difficulties (2 credits)
- EDU 373 Teaching through a Global Perspective (2 credits)
- EDU 394 Counseling Techniques (3 credits)
- EDU 400 Classroom/Behavior Management Techniques (3 credits)
- EDU 410 Planning for Instruction and Assessment (2 credits)
- EDU 450 Student Teaching at the Elementary School Level (10 credits)

Courses Required in Other Disciplines:

- CDS 105 Speech and Language Development of the Normal and Exceptional Child (3 credits)
- MTH 350 Methods of Teaching Math (3 credits)
- BIO 370 Methods of Teaching Science (2 credits)

Students must also select: one course in geography, one course in health or nutrition and wellness, one course in economics and an additional course in mathematics.

Inclusion Specialty Certificate

Fontbonne's Inclusion Specialty certificate provides elementary education candidates with valuable knowledge and skills for effectively teaching diverse populations within the contemporary classroom. This specialty certificate involves 18 hours of coursework that develop competencies in the teaching of students with disabilities in inclusive learning environments.

Early Childhood Certification

Candidates seeking the major in elementary education may also work toward certification in early childhood education (birth–3rd grade) by adding the appropriate sequence of coursework. (Students wishing to major in early childhood should contact the department of human environmental sciences.)

Early Childhood Special Education

Candidates who seek to add certification in early childhood education (birth–3rd grade) may also add early childhood special education by adding the appropriate sequence of coursework.

MAJOR IN MIDDLE SCHOOL EDUCATION

The major in middle school education provides the student with a general education curriculum solidly grounded in the liberal arts and provides professional preparation leading to a teaching certificate for grades 5-9. Students seeking this major must select two areas of concentration from among the following: mathematics, social studies, language arts, and science. Students must complete at least 21 hours of approved coursework in the selected disciplines with a minimum cumulative GPA in each of 2.5 on a 4.0 scale.

General Education Requirements

The 42 credit hours of general education requirements are presented in the undergraduate academic information section in this catalog. A course that meets a general education requirement may also meet a course requirement for the major or a course requirement in another discipline.

The following specific general education courses must be chosen to meet the requirements for this major:

- BIO 108 Introduction to Life Sciences with Lab (3 credits)
- PHY 108 Introduction to Physical Science with Lab (3 credits)
- PSY 200 Developmental Psychology (3 credits)
- EDU 234 Philosophical Foundations of Education (3 credits)

HST 105 or 106 Introduction to American History I or II
(3 credits)
CIS 103 Microcomputer Applications in Education
(3 credits)

Courses Required in the Major

EDU 120 Psychology of the Exceptional Child (3 credits)
EDU 201 Introduction to Classroom Teaching–Middle/
Secondary (3 credits)
EDU 222 Educational Psychology (3 credits)
EDU 223 Introduction to Classroom Assessment (3 credits)
EDU 234 Philosophical Foundations of Education
(3 credits)
EDU 339 Middle School Philosophy, Curriculum, and
Instruction (2 credits)
EDU 350 Reading in the Content Area (2 credits)
EDU 360 Reading Methods Practicum–Middle/Secondary
(3 credits)
EDU 401 Classroom/Behavior Management Techniques–
Middle/Secondary (3 credits)
EDU 447 Planning for Instruction and Assessment–
Middle/Secondary (3 credits)
EDU 456 Student Teaching at the Middle School Level
(10 credits)

Methods Courses Required in Other Disciplines:

(Two courses to be selected depending upon the concentration areas selected for the major)

HST 252 Methods of Teaching History and Social Studies
(3 credits)
BIO 371 Teaching of Science in Middle and Secondary
School (2 credits)
MTH 360 Teaching Math in Middle/Secondary Schools
(3 credits)
ENG 386 Teaching English in the Middle and Secondary
School (3 credits)

MAJOR IN SPECIAL EDUCATION

The major in special education provides the student with a general education curriculum solidly grounded in the liberal arts and provides professional preparation leading to dual certification for grades K-12 in mild-moderate disabilities (cross-categorical) and elementary education (grades 1-6).

General Education Requirements

The 42 credit hours of general education requirements are presented in the undergraduate academic information section in this catalog. A course that meets a general education requirement may also meet a course requirement for the major or a course requirement in another discipline.

The following specific general education courses must be chosen to meet the requirements for this major:

BIO 108 Introduction to Life Sciences with Lab (3 credits)
PHY 108 Introduction to Physical Science with Lab
(3 credits)
PSY 200 Developmental Psychology (3 credits)
EDU 234 Philosophical Foundations of Education (3 credits)

HST 105 or 106 Introduction to American History I or II
(3 credits)
CIS 103 Microcomputer Applications in Education
(3 credits)

Courses Required in the Major

EDU 120 Psychology of Exceptional Child (3 credits)
EDU 200 Introduction to Classroom Teaching (3 credits)
EDU 206 Education of Students with Special Needs
(3 credits)
EDU 222 Educational Psychology (3 credits)
EDU 223 Introduction to Classroom Assessment (3 credits)
EDU 234 Philosophical Foundations of Education
(3 credits)
EDU 240 Literature for Children and Adolescents (2 credits)
EDU 306 Analysis and Correction of Reading Difficulties
(3 credits)
EDU 310 Reading Methods Practicum/Elementary
(2 credits)
EDU 308 Methods of Special Education I (3 credits)
EDU 309 Methods of Special Education II (2 credits)
EDU 314 Practicum in Special Education (3 credits)
EDU 320 Transition/Career Education (2 credits)
EDU 333 Multi-sensory Methods of Instruction (2 credits)
EDU 355 Analyses and Correction of Math Difficulties
(2 credits)
EDU 373 Teaching through a Global Perspective (2 credits)
EDU 392 Educational Assessment and Diagnosis (3 credits)
EDU 394 Counseling Techniques (3 credits)
EDU 400 Classroom/Behavior Management Techniques
(3 credits)
EDU 410 Planning for Instruction and Assessment
(2 credits)
*EDU 450 Student Teaching at the Elementary Level
(8 credits)
*EDU 455 Student Teaching in Special Education
(8 credits)

**Students may combine these experiences into a 12-hour elementary/special education "inclusionary" experience.*

Courses Required in Other Disciplines:

CDS 105 Speech and Language Development of the
Normal and Exceptional Child (3 credits)
MTH 350 Methods of Teaching Math (3 credits)
BIO 370 Methods of Teaching Science (2 credits)

Students must also select: one course in geography, one course in health or nutrition and wellness, and one course in economics.

SECONDARY EDUCATION CERTIFICATION

Majors leading to teacher certification in secondary areas (9-12) are lodged within the appropriate departments at Fontbonne University. Secondary certification programs are available in art, biology, English, family and consumer sciences, mathematics, social studies, and speech/theatre.

Candidates should review the coursework of the appropriate department specified in this catalog.

CAREER BUILDERS PROGRAM

Fontbonne University is especially interested in supporting the efforts of those who are working as paraprofessionals or teacher assistants, as well as those who are working with a temporary or alternative certificate in their efforts to obtain certification as special education teachers. Fontbonne's Career Builders Program has been approved by the Missouri Department of Elementary and Secondary Education (DESE) as an innovative program which recognizes the classroom experience of these individuals as they complete their certification requirements.

DUAL UNDERGRADUATE/GRADUATE ENROLLMENT

Students classified as seniors may be eligible to enroll in graduate classes as unclassified graduate students. Please see 'dual enrollment' in academic policies and regulations in the introductory section for undergraduate programs in this catalog and in the graduate information section of the catalog.

MAJOR APPROVAL

Students must apply for major approval during the second semester of their sophomore year, after completing 45 hours. Transfer students apply for major approval after completing the equivalent of one full semester (a minimum of 12 credit hours) at Fontbonne.

Major approval for teacher certification programs is based upon the following criteria:

- Completion of EDU 200/201 without conditions;
- A cumulative, blended GPA of 2.75 for all professional coursework from all colleges/universities attended;
- A cumulative blended GPA of 2.5 from all colleges/universities attended. For middle school candidates, a 2.5 cumulative GPA in each of the content areas of choice. Transfer students who have completed Introduction to Classroom Teaching and Philosophical Foundations (or equivalent) at another institution must complete a required "zero hour" course: EDU 301 Teacher Education at Fontbonne University.
- Successful completion of C-BASE examination.

Major Approval with Conditions

This designation indicates that the student is deficient in one or more of the above categories or is deficient in adherence to the Commitments of the Responsible Educator. The student may continue to major in the department, however those who do not eradicate all deficiencies will not be admitted into the teacher certification program and, therefore, will not be allowed to student teach.

Rejection for Major Approval

Students who show little or no capability to successfully complete requirements for a degree in the department will be rejected for major approval, will not be allowed to enroll for additional education coursework, and will be referred for career counseling pursuant to a change of major.

DEGREE WITHOUT CERTIFICATION

Students who choose not to seek teacher certification as outlined above may receive major approval for a degree from the university which is not calculated to result in teacher certification. Students completing this degree option must meet all requirements as outlined above with the following exceptions or modifications:

- A cumulative GPA of 2.5 is not required.
- A culminating project is not required.
- Completion of EDU 410 or EDU 447 Planning for Instruction and Assessment is not required.
- The C-BASE is not required.
- In lieu of student teaching, the student must successfully complete EDU 440 Student Teaching Laboratory (2 credits).

COURSES *(Semester indications are guidelines only.)*

EDU 120 Psychology of the Exceptional Child (3 credits)

A study of the psychological, social, and educational aspects of children with cognitive, physical, emotional, and social exceptionalities. FA, SP, SU

EDU 200 Introduction to Classroom Teaching—Elementary (3 credits)

This course will provide an introduction to the complicated environment of the classroom. The role of the teacher, curriculum, instructional strategies, evaluation, classroom motivation and management, accommodating learner needs, and diversity in the classroom will be examined. Pre-service teachers will have an opportunity to explore and analyze teaching as a profession through readings, discussions, class assignments, guided field observations, mentoring opportunities, and interaction with teachers and students. In addition to class attendance, the course requires 30 hours of classroom observation in elementary schools. FA, SP

EDU 201 Introduction to Classroom Teaching—Middle/Secondary (3 credits)

An introduction to the complicated environment of the classroom through guided field-site observations based on a theoretical overview of education principles and involvement in the classroom as a teacher assistant. In addition to class attendance, the course requires 30 hours of classroom observation in middle or secondary schools. FA, SP

EDU 202 Introduction to Classroom Teaching—Career Builders Practicum (2 credits)

This course will build upon and strengthen the skills and knowledge related to instructional planning and assessment acquired through the various certification courses the Career

Builders program participants have taken previously. The students will address the instructional process and products needed to complete their culminating project for certification. FA, SP

EDU 206 The Education of Students with Special Needs (3 credits)

This course extends the knowledge base of EDU 120 Psychology of the Exceptional Child. Through the close analysis of the characteristics, etiology, and diagnosis of students who have mild and moderate disabilities, the student will begin to understand the implications for instruction within the context of cross-categorical special education. Multiple field experiences offer students models of inclusive learning environments as well as more restrictive special education delivery systems that provide for a variety of special education needs. Required: 30 hours field work (20 hours practicum and 10 hours observation). Prerequisites: EDU 120; EDU 200. F, SP

EDU 222 Educational Psychology (3 credits)

An examination of the learner, the teacher, and the process that occurs between them. Learning processes, theories of learning, effective teaching strategies, motivation techniques, and basic skills for effective classroom management are included. FA, SP

EDU 223 Introduction to Classroom Assessment (3 credits)

This course will introduce a variety of educational assessment strategies used to inform instructional decisions. Students will explore the many forms of assessment including authentic/embedded assessment, formal and informal assessment tools, group achievement measures, and the Missouri Assessment Program (MAP). Special attention will be given to the use of assessment data to improve classroom teaching, to enhance instructional planning for a diverse student population, and to share information with various constituencies. Prerequisites: EDU 120; EDU 200. FA, SP, SU

EDU 224 Principles of Teaching and Learning (2 credits)

The role of the teacher, the learner, and their interactions will be examined. Major theories of learning and their applications to the learning processes and teaching strategies will be the focus of the course. Motivation techniques and classroom management will be discussed within the context of effective instructional practices. Emphasis will be placed upon the practical application of theory in contemporary classrooms. This course is available only to Career Builder candidates. Offered as needed.

EDU 234 Philosophical Foundations of Education (3 credits)

Explores the traditional and contemporary philosophies of education, the historical foundations of education in America, the current theories of schooling, and the issues facing today's educators. Students then address varying philosophical questions to help clarify their own personal values as educators. FA, SP, SU

EDU 240 Literature for Children and Adolescents (2 credits)

A study of the major genres found in literature for preschool-age children through young adults. Includes ways to incorporate quality books across the curriculum. FA, SP

EDU 245 Language Arts Methods (3 hours)

Exploration of instructional strategies for communication skills: listening, speaking, reading, and writing. An emphasis on developing creative strategies for oral and written language across the curriculum, with special attention to lesson planning for same. Prerequisite: EDU 200 or EDU 531. FA

EDU 263 Methods of Teaching Reading and Language Arts (6 credits)

Exploration of instructional strategies for communication skills: listening, speaking, reading, and writing. An emphasis on developing creative strategies for oral and written language across the curriculum through theme cycles. Using the literature of children and adolescents, the course explores the teacher's role in the process of developing literacy and students' abilities to construct meaning in the literature-based classroom. Prerequisite: EDU 200. FA, SP

EDU 264 Methods of Teaching Reading in Early Childhood, Elementary, and Middle Schools (3 hours)

Addresses the teacher's role in the process of developing literacy and students' abilities to construct meaning in the literature-based classroom. Prerequisite: EDU 200. EDU 200. Offered as needed.

EDU 265 Methods of Teaching Reading for Speech Pathologists (2 credits)

This course addresses the role of the speech pathologist in children's literacy and the connection to oral language development. Open to speech pathology majors only. FA

EDU 301 Teacher Education at Fontbonne University (0 credits)

This course is required for all transfer students who have been granted transfer credit for courses equivalent to EDU 234 Philosophical Foundations and/or EDU 200/201/DEA 200 Introduction to Classroom Teaching. Students so designated will enroll for the course during their first semester on campus. They will be introduced to teacher education at Fontbonne University to include an understanding of the Conceptual Framework for teacher education, Fontbonne's lesson planning model, the elements of the culminating project, and all procedures for earning teacher certification through Fontbonne University. The course will be taught predominately on-line, but a limited number of face-to-face meetings will be required. Students will receive a grade of P/NP. This course is required for major approval for designated transfer students majoring in education or whose content major includes teacher certification.

EDU 306 Analysis and Correction of Reading Difficulties (3 credits)

Emphasizes techniques for assessing and teaching reading to students with reading difficulties within the regular elementary or middle school classroom setting. Prerequisites: EDU 200; EDU 263. FA, SP

EDU 307 Methods of Teaching Early Childhood Special Education (3 credits)

Gives a theoretical and practical basis for teaching children requiring early childhood special education. Emphasizes individualization of educational interventions based upon current as well as classical theories of learning, incorporation of assessment into instruction, appropriate service delivery systems, legal and ethical implications, and the importance of the family in early childhood special education. Includes observations in ECSE programs. Prerequisites: EDU 120, EDU 200. SP

EDU 308 Methods of Special Education I (3 credits)

This course emphasizes development of teaching techniques, lessons, and curriculum along with the development of appropriate Individualized Education Programs (IEP's) for students with moderate and multiple disabilities. Assistive technology and instructional technology are explored and applied. Students integrate technology and incorporate multiple methods of assessment into thematic units. Prerequisites: EDU 120; EDU 200; EDU 206. FA

EDU 309 Methods of Special Education II (2 credits)

This course emphasizes development of teaching techniques, lessons, and curriculum along with developing appropriate Individualized Education Programs (IEP's) for students with mild to moderate disabilities. The focus of methodology is on productively addressing learning styles and using differentiated instruction for inclusive learning environments. This course must be taken concurrently with EDU314. Prerequisites: EDU 120; EDU 200; EDU 206; EDU 308. SP

EDU 310 Reading Methods Practicum—Elementary (2 credits)

This course provides an opportunity for students to apply reading instructional strategies in elementary school classroom settings. Students observe, assist, and teach under the direction of a cooperating teacher in a 40-hour practicum. Prerequisites: EDU 200; EDU 263; EDU 306 (may be taken concurrently). FA, SP

EDU 314 Practicum in Teaching Students with Disabilities (3 credits)

This supervised, clinical experience provides the student with opportunities to apply methods of teaching that are supportive of the needs of students with disabilities across different educational settings in the cross-categorical service model. Behavior management and interpretation and application of formal and informal assessment and diagnostic procedures are addressed as part of this 120-hour practicum experience. This course must be taken concurrently with EDU 309. Prerequisites: EDU 120; EDU 200; EDU 206; EDU 308. SP

EDU 320 Transition/Career Education for Individuals with Disabilities (2 credits)

For special educators to develop and implement effective programs for career education and transition services for students with disabilities. The course will emphasize knowledge of specific methods of career awareness and career exploration, development of comprehensive transition plans, and inter-agency coordination. Prerequisite: EDU 120 EDU 206. SP

EDU 325 Individualized Assessment and Approaches in Early Childhood (3 credits) (cross-listed as EDU 525)

Emphasis on a variety of assessment and intervention approaches enabling teachers to enhance their skills in identifying and responding to developmental and learning needs of the preschool child. Prerequisites: EDU 200 or DEA 200/210. FA

EDU 333 Multi-sensory Methods for the Elementary Classroom (2 credits)

This course will allow students to understand and develop strategies for addressing the wide diversity of learning styles which they will find in contemporary classrooms. Multiple intelligence theory will be introduced, to include best ways to meet the needs of students who might be artistically, musically, kinesthetically, or otherwise motivated. Other theories will be addressed as well in order to allow best practice in assisting all students to access knowledge, exhibit skills, and express behaviors. Prerequisites: EDU 200; EDU 201 or consent of instructor; FA, SP, SU

EDU 334 Principles and Methods of Teaching Art (1 credit)

The course is designed to provide the participants with information, exposure, and hands-on experience in the arts and aesthetics with methods and materials for the early childhood and elementary classroom. Prerequisite: EDU 200. Offered as needed.

EDU 335 Principles and Methods of Teaching Music (1 credit)

The course is designed to provide the participants with information, exposure, and hands-on experience in music and the performing arts with methods and materials for the early childhood and elementary classroom. Prerequisite: EDU 200. Offered as needed.

EDU 336 Principles and Methods of Teaching Physical Education (1 credit)

The course is designed to provide the participants with information, exposure, and hands-on experience in physical education and movement with methods and materials for the early childhood and elementary classroom. Prerequisite: EDU 200. Offered as needed.

EDU 338 Emergent Literacy across the Curriculum (2 credits)

This course involves the study of early literacy, instruction and assessment. During the course, the student will explore

the roots of language and thought as well as how young children learn to construct meaning about the function of symbols and print across the curriculum in the areas of math, science, social studies and literacy. SP

EDU 339 Middle School Philosophy, Curriculum, and Instruction (2 credits)

This course will present the philosophy, history, structure, and future direction of the middle school. Students will explore the characteristics of the middle level student, curriculum options, special needs students, the culturally diverse population in the middle school, the role of the teacher, and home and community aspects. Prerequisites: EDU 201 or consent of instructor; junior status. FA

EDU 350 Methods of Teaching Reading in the Content Area (2 credits)

Focuses on methods to enable secondary students to interact with content texts. Emphasis is on strategies for teaching vocabulary, concepts, comprehension, reasoning, and organization in specialty subject areas. Prerequisite: EDU 201. SP

EDU 355 Analysis and Correction of Math Difficulties (2 credits)

Provides techniques for the classroom teacher or the special educator in teaching students who have difficulty learning math through traditional methods. It will concentrate on the structure and accommodations necessary for students with disabilities and/or learning problems with emphasis on both individualized and regular classroom instruction. Prerequisite: MTH 350. FA, SP

EDU 360 Reading Methods Practicum—Middle and Secondary (3 credits)

This course provides an opportunity for students to apply reading instructional strategies in middle (grades 5-9) and/or secondary (grades 9-12) classroom settings. Students observe, assist, and teach under the direction of a cooperating teacher in a 60-hour practicum and also meet as a group throughout the semester. Must be taken concurrently with EDU 350. Prerequisites: EDU 200 or EDU 201; EDU 350. SP

EDU 373 Educating Toward a Global Perspective (2 credits)

Prepares students for the social, political, and economic realities encountered in culturally diverse regions of the world. Students will have opportunities to formulate, apply, and evaluate appropriate teaching strategies for elementary and middle school classrooms. Prerequisites: EDU 200; EDU 263; junior status. FA, SP, SU

EDU 392 Assessment of Ability and Achievement (3 credits)

Study of tests and measurements with emphasis on technical qualities, standardized and classroom test construction, cognitive and affective assessment, legal and ethical issues. Includes analysis and practical experience with diagnostic contemporary instruments. FA, SP

EDU 394 Counseling Techniques (3 credits)

Study of counseling strategies for working effectively with children, parents and families. Communication skills and the processes of balancing competing priorities among parent, child, home and school will be a focus of the course. The effect of exceptionalities upon the student, his/her parents, and siblings will also be addressed. Prerequisite: EDU 200; junior status. FA

EDU 400 Classroom/Behavior Management Techniques—Elementary/Special Education/ Deaf Education (3 credits)

This course addresses theories and principles of behavior management for classrooms. Models of discipline and motivation and their applications to classrooms are a central focus with an emphasis on establishing positive learning environments through use of appropriate behavior management techniques. Topics and activities apply to all levels, regular and special education, from preschool through secondary. Course is recommended to be taken in the semester prior to student teaching. Prerequisites: EDU 120; EDU 200 or EDU 201; junior status. FA, SP, SU

EDU 401 Classroom/Behavior Management Techniques—Middle/Secondary (3 credits)

This course addresses theories and principles of behavior management for middle and secondary classrooms. Models of discipline and motivation and their applications to classrooms are a central focus with an emphasis on establishing positive learning environments through the use of appropriate classroom/behavior management techniques. Participants will be required to conduct 30 hours of observations in middle/secondary classrooms, and reflect upon those experiences. A behavior management plan is required of all students. Course is recommended to be taken in close proximity to the student teaching semester. Prerequisites: EDU 120; EDU 200 or EDU 201; junior status. SP

EDU410 Planning for Instruction and Assessment—Elementary, Special Education, and Early Childhood (2 credits)

This course will provide the skills and knowledge to teacher certification candidates in early childhood, elementary and special education which will deepen their understanding and utilization of the instructional planning process and the importance of curriculum alignment. The course will build upon and strengthen the skills and knowledge related to instructional planning and assessment acquired through the various certification courses the students have taken previously. A particular focus for the course will be differentiating instruction. The content of the course will include a solid foundation in curriculum alignment which includes planning and assessment via Fontbonne's lesson planning model. In addition, the students will address the instructional process and products needed to complete their culminating project for certification. Prerequisite: Admission to teacher certification. FA, SP

EDU 440 Student Teaching Practicum (2 credits)

This course will allow students, under the supervision of a master teacher, to create, deliver, and assess an interdisciplinary unit of instruction in a local classroom. Several required class meetings will be scheduled. Prerequisite: The chair of the department of education/ special education must approve enrollment. (Two hours of credit are transferable to student teaching requirements.) FA, SP

EDU 441 Student Teaching Internship (2 credits)

This course allows students the opportunity to gain valuable experience in a number of classroom situations within a local school. Candidates are selected through an interview process conducted by Fontbonne University and the teachers and administrators of the participating school. The candidate will be integrated into the broad spectrum of activities in the participating school. The two hours credit earned may be applied toward the ten-hour general requirement for student teaching. The student is jointly supervised by school and university staff, and is expected to exemplify the highest levels of competency for Fontbonne teacher education candidates. Offered as needed.

EDU 447 Planning for Instruction and Assessment—Middle and Secondary (2-3 credits)

This course will provide the skills and knowledge to teacher certification candidates in middle school and high school which will deepen their understanding and utilization of the instructional planning process and the importance of curriculum alignment. The course will build upon and strengthen the skills and knowledge related to instructional planning and assessment acquired through the various certification courses the students have taken previously. The content of the course will include a solid foundation in curriculum alignment which includes planning and assessment via Fontbonne's lesson planning model. In addition, the students will address the instructional process and products needed to complete their Culminating Project for certification. Middle school candidates complete the course for two credit hours. Secondary candidates complete the course for three credit hours. Prerequisite: Admission to teacher certification candidacy. FA, SP

EDU 450 Student Teaching at the Elementary Level (4-16 credits)

Four to sixteen weeks of full-day sessions in directed observation and teaching in cooperating schools in the area; conferences with principals, cooperating teachers, and college supervisors. Prerequisites: All education courses in certification areas. Early childhood majors enroll for minimum of six hours. Elementary majors enroll for minimum of 10 hours. Special Education majors may enroll for four hours along with eight hours of special education student teaching, with the stipulation that the assignment be in one school with an inclusionary focus. Prerequisite: Admission to teacher certification candidacy. FA, SP

EDU 451 Student Teaching at the Secondary Level (10-16 credits)

Eight to sixteen weeks of full-day sessions in directed observation and teaching in cooperating schools in the area; conferences with principals, cooperating teachers, and college supervisors. Prerequisite: Admission to teacher certification candidacy. (10 hours required or eight hours plus EDU 440). FA, SP

EDU 452 Student Teaching at the Preschool–K Level (6-12 credits)

Six to twelve weeks of full-day sessions in directed observation and teaching in cooperative schools in the area; conferences with principals, cooperating teachers, and college supervisors. Prerequisite: Admission to teacher certification candidacy. FA, SP

EDU 453 Student Teaching in Early Childhood Special Education (6-12 credits)

Six to twelve weeks of full-day sessions in directed observation and teaching in classrooms for students with disabilities in cooperating schools in the area; conferences with cooperating teachers and college supervisors. Prerequisite: Admission to teacher certification candidacy. FA, SP

EDU 455 Student Teaching in Mild-Moderate Cross-Categorical Special Education (8-12 credits)

Eight to twelve weeks of full-day sessions in directed observation and teaching in classrooms for students with disabilities in cooperating schools in the area; conferences with cooperating teachers and college supervisors. Prerequisite: Admission to teacher certification candidacy. FA, SP

EDU 456 Student Teaching at the Middle School Level (10-16 credits)

Eight to sixteen weeks of full-day sessions in directed observation and teaching in cooperating schools in the area; conferences with principals, cooperating teachers and college supervisors. Middle school majors enroll for a minimum of 10 hours. Prerequisite: Admission to teacher certification candidacy. FA, SP

EDU 460 Field Experience at the Elementary Level (10 credits to be completed over the period of two semesters)

Supervised experience for degreed candidates who are employed full time in a classroom. Conferences with principals, mentor teachers, and college supervisors. Prerequisite: Admission to teacher certification candidacy. FA, SP

EDU 461 Field Experience at the Secondary Level (10 credits to be completed over the period of two semesters)

Supervised experience for degreed candidates who are employed full time in a classroom. Conferences with principals, mentor teachers, and college supervisors. Prerequisite: Admission to teacher certification candidacy. FA, SP

**EDU 465 Field Experience in Special Education
(8-10 credits to be completed over the period of two semesters)**

Supervised experience for degreed candidates who are employed full time in a classroom. Conferences with principals, mentor teachers, and college supervisors. Prerequisite: Admission to teacher certification candidacy. FA, SP

**EDU 466 Field Experience at the Middle School Level
(10 credits to be completed over the period of two semesters)**

Supervised experience for degreed candidates who are employed full time in a classroom. Conferences with principals, mentor teachers, and college supervisors. Prerequisite: Admission to teacher certification candidacy. FA, SP

EDU 490 Independent Study (1-3 credits)

A course which augments (as opposed to replaces) any course within the curriculum. Prerequisites: Junior or senior status; permission of instructor.

EDU 494 Special Topics (1-3 credits)

Course offered to provide students the opportunity to supplement regular course offerings. Offered on a one-time or irregular basis.

The department of English and communication offers majors in English and in communication studies leading to the bachelor of arts degree, as well as courses in foreign languages, including a certificate program in Spanish, and courses in American English for international students. The department offers minors in communication, English, journalism, and professional writing.

Concentrations

Students majoring in either communication studies or English may pursue a concentration in broadcasting, journalism, professional writing, or public relations, developing specific career skills and, in some instances, gaining experience through practica and internships. Classes in broadcasting are offered through the nationally recognized Broadcast Center in St. Louis, Missouri. The copyrighted curriculum of the Broadcast Center covers all aspects of the industry, including announcing, program and commercial production, and marketing. Students in the journalism concentration gain newspaper production skills, from reporting to layout, through their involvement with the Fontbanner, the university student newspaper. The department also offers a nationally recognized program in teacher certification for grades 9-12 or 5-9. In general, the department's programs are designed for maximum flexibility, so they easily accommodate the transfer student.

FACULTY

Heather Norton, associate professor of communication and chairperson of the department of English and communication

Cheryl Baugh, associate professor of speech communication and public relations

Patricia Brooke, associate professor of English

Jasna Meyer, associate professor of communication; director of communication studies

Benjamin Moore, associate professor of English

Rose Shapiro, associate professor of English; director of composition

Jason Sommer, professor of English; poet-in-residence

MAJOR IN COMMUNICATION STUDIES

The major in communication studies offers theoretical understanding of the ways in which humans construct meaning and practical communication skills for solving problems, making ethical decisions, and pursuing careers in a variety of areas including marketing, advertising, and public relations.

Baccalaureate Degree and Residency Requirements

All requirements for an undergraduate degree are listed under academic policies and regulations in the introductory section for undergraduate programs in this catalog. These requirements include a graduation requirement of at least one course in religion or theology.

Major Approval

Major approval is required during the second semester of the sophomore year, or after the completion of 45 credit hours at Fontbonne. For transfer students, major approval is required after completing the equivalent of one full semester (a minimum of 12 credit hours) at Fontbonne.

To receive approval for a communication studies major, a student must have a 2.5 GPA in communication courses at the time of application for major approval and through degree completion. Students must complete 15 hours in communication before applying for major approval; for transfer students, at least nine of these hours must be taken at Fontbonne.

General Education Requirements

The 42 credit hours of general education requirements are presented in the undergraduate academic information section in this catalog. A course that meets a general education requirement may also meet a course requirement in the major or a course requirement in another discipline.

The following general education courses or equivalent must be chosen to meet the requirements for this major:

- COM 102 Public Speaking (3 credits)
- COM 103 Interpersonal Communication (3 credits)
- CIS 100 Computer Technology: Issues and Applications (recommended) (3 credits)
- MTH 115 Statistics (recommended) (3 credits)
- PSY 100 Introduction to Psychology (3 credits)
- OR**
- SOC 100 Survey of Sociology (3 credits)

A student majoring in communication studies must also earn a minimum grade of C- in ENG 101 Composition I and ENG 102 Composition II.

Courses Required in the Major (36 credits)

- COM 102 Public Speaking (3 credits)
- COM 103 Interpersonal Communication (3 credits)
- COM 210 Rhetorical Criticism (3 credits)
- COM 220 Nonverbal Communication (3 credits)
- COM 230 Gender Communication (3 credits)

OR

COM 240 Intercultural Communication (3 credits)
 COM 350 Organizational Communication (3 credits)
 COM 351 Small Group Communication (3 credits)
 COM 370 Communication Theory (3 credits)
 COM 380 Persuasion (3 credits)
 COM 430 Argumentation and Debate (3 credits)
 COM 494 Special Topics in Communication (3 credits)
 COM 495 Senior Seminar in Communication (3 credits)

Course Required in Other Disciplines:

PSY 330 Research Methods for the Behavioral Sciences
 (3 credits)

MAJOR IN ENGLISH

The English major preserves a traditional liberal arts education while it prepares a student for a variety of careers and professions. Because it trains a student in analytical and creative thinking, in research and interpretation, and in coherent communication, a major in English is excellent preparation for careers in business and communication and for professions from writing to law.

Baccalaureate Degree and Residency Requirements

All requirements for an undergraduate degree are listed under academic policies and regulations in the introductory section for undergraduate programs in this catalog. These requirements include a graduation requirement of at least one course in religion or theology.

Major Approval

Major approval is required during the second semester of the sophomore year, or after the completion of 45 credit hours at Fontbonne. For transfer students, major approval is required after completing the equivalent of one full semester (a minimum of 12 credit hours) at Fontbonne.

To receive approval for an English major, a student must have a 2.5 GPA in English courses at Fontbonne at the time of application for major approval and through degree completion. Students must complete 15 hours in English before applying for major approval; for transfer students, at least nine of these hours must be taken at Fontbonne.

General Education Requirements

The 42 credit hours of general education requirements are presented in the undergraduate academic information section in this catalog. A course that meets a general education requirement may also meet a course requirement for the major or a course requirement in another discipline.

A student majoring in English must also earn a minimum grade of C- in ENG 101 Composition I and ENG 102 Composition II.

Courses Required in the Major (42 credits)

ENG 240 Survey of English Literature I (3 credits)
 ENG 241 Survey of English Literature II (3 credits)

ENG 260 American Literary Tradition: to Whitman
 (3 credits)
 ENG 261 American Literary Tradition: since Whitman
 (3 credits)
 ENG 303 History of the English Language (3 credits)
 ENG 320 Shakespeare's Comedies (3 credits)

OR

ENG 321 Shakespeare's Tragedies (3 credits)
 ENG 337 American Literary Renaissance (3 credits)
 ENG 370 Literary Theory (3 credits)
 ENG 496 Senior Seminar (3 credits)

PLUS: Nine additional hours in English electives, including an internship or student teaching, and six hours in a foreign language.

The remainder of the student's program should be designed to support the English major with courses from the humanities and to establish credentials for specific career interests.

Teacher Certification Requirements

Full information on teacher certification may be found in the section entitled, "Teacher Education at Fontbonne University" in the introductory section for undergraduate programs in this catalog.

The department's program in middle and secondary teacher certification has received national recognition from the National Council of Teachers of English for its effectiveness in preparing language arts teachers. For secondary teacher certification in English, a student must fulfill all the professional requirements of the teacher certification program; adding middle school certification requires additional courses. Refer to secondary education certification under the department of education/special education.

Courses Required for Teacher Certification:

EDU 120 Psychology of the Exceptional Child (3 credits)
 PSY 200 Developmental Psychology (3 credits)
 EDU 201 Introduction to Classroom Teaching-Middle/Secondary (2 credits)
 CDS 211 The Nature of Language (3 credits)
 EDU 234 Philosophical Foundations of Education
 (3 credits)
 EDU 300 Classroom/Behavior Management Techniques
 (3 credits)
 EDU 350 Methods of Teaching Reading in the Content Area (2 credits)
 EDU 447 Planning for Instruction and Assessment—Middle and Secondary (3 credits)
 EDU 451 Student Teaching at the Secondary Level
 (10-16 credits)
 ENG 386 Teaching English in the Secondary Schools
 (3 credits)
 ENG 388 Teaching Writing (3 credits)

These English courses may not be included as part of the hours for the English major.

CONCENTRATIONS

All concentrations listed below are available to students pursuing either the English or the communication studies major. A student must successfully complete, at Fontbonne (through Fontbonne in the case of the Broadcast concentration), a minimum of 50 percent of the credit hours required for the concentration. All courses required for the concentration must be completed with a grade of C- or higher.

Concentration in Broadcasting

The concentration in broadcasting, pursued through the Broadcast Center in St. Louis, provides practical training under the direction of professional broadcasters. It prepares students for a variety of careers involving broadcast media, ranging from performance to marketing.

Courses taught by the Broadcast Center and required for the concentration:

- BDC 220 Broadcast Communication (3 credits)
- BDC 230 Announcing I (3 credits)
- BDC 240 Production I (3 credits)
- BDC 250 Broadcast Marketing I (3 credits)
- BDC 260 Electronic Journalism (3 credits)
- BDC 330 Announcing II (3 credits)
- BDC 350 Broadcast Marketing II (3 credits)
- BDC 370 Announcing III (3 credits)
- BDC 440 Production II (3 credits)
- BDC 470 Announcing IV (3 credits)
- BDC 480 Announcing V (5 credits)

Concentration in Journalism

The concentration in journalism allows students to develop the writing and production skills essential to a variety of careers involving writing.

The following 18 credits in coursework are required:

- ENG 201 Business Writing (3 credits)
- ENG 208 Newspaper Workshop I (3 credits)
- ENG 209 Newspaper Workshop II (for 3 hours, with work in an editorial position)
- ENG 309 Journalism: Reporting and Editorial Writing (3 credits)
- ENG 310 Journalism: Feature Writing and the Interview (3 credits)
- PLUS:** A three-hour writing elective from the list of eight courses included under the concentration in professional writing.

Concentration in Professional Writing

This concentration is for students interested in becoming professional writers, pursuing graduate education in writing, or preparing for careers in which writing plays a significant role. With the consent of the department, the student may do a practicum (1-6 credits) in an employment setting which offers opportunities for writing. Pre-requisites: Demonstrated writing proficiency is required for acceptance into this concentration; the student must have received at least a B- in

ENG 101 and ENG 102 or must have received equivalent advanced credit.

The following 15 credits in writing coursework are required:

- ENG 304 Advanced Writing: Creative Nonfiction (3 credits) **NOTE:** The student is expected to receive at least a B- in this course in order to complete a concentration in professional writing.
- PLUS:** 12 hours in writing electives, selected from the following courses:
 - ENG 201 Business Writing (3 credits)
 - ENG 208 Newspaper Workshop I (1-3 credits)
 - ENG 209 Newspaper Workshop II (1-3 credits)
 - ENG 308 Studies in Editorial Leadership (3 hours; only for editor-in-chief of the Fontbanner)
 - ENG 309 Journalism: Reporting and Editorial Writing (3 credits)
 - ENG 310 Journalism: Feature Writing and the Interview (3 credits)
 - ENG 311 Writing Poetry (3 credits)
 - ENG 312 Writing Short Fiction (3 credits)
 - ENG 313 Writing the One-Act Play (3 credits)
 - ENG 494 Special Topics: Writing (3 credits) **NOTE:** ENG 494 topics will vary; thus a student may register for more than one course under this number.

Students may elect to do a practicum or internship in professional writing.

Concentration in Public Relations

This concentration prepares a student for a career in public relations, a diversified field serving all organizations—business and corporate, educational and medical, political and media—which maintain a public image. Students may elect to gain job experience by pursuing a practicum or internship (1-6 credits).

Students electing this concentration must complete the following courses:

- ART 115 Graphic Design (3 credits)
- BUS 233 Marketing Principles (3 credits)
- BUS 336 Advertising Principles (3 credits)
- COM/ENG 208 Newspaper Workshop I (3 credits)
- COM 250 Principles of Public Relations (3 credits)
- COM 340 Cases and Campaigns in Public Relations (3 credits)
- ENG 309 Journalism: Reporting and Editorial Writing (3 credits)
- ENG 310 Journalism: Feature Writing and the Interview (3 credits)
- Recommended:** (both courses will be pass/no pass)
 - COM 360/ENG 360 Practicum in Public Relations (1-6 credits)
 - COM 450/ENG 450 Internship in Public Relations (1-6 credits)

MINORS

A student must successfully complete, at Fontbonne, a minimum of 50 percent of the credit hours required for the minor. All courses required for the minor must be completed with a grade of C- or higher.

Minor in Communication

To qualify for a minor in communication, a student must complete a minimum of 18 credits in the following coursework:

- COM 102 Public Speaking (3 credits)
- COM 103 Interpersonal Communication (3 credits)
- COM 210 Rhetorical Criticism (3 credits)
- COM 351 Small Group Communication (3 credits)
- COM 430 Argumentation and Debate (3 credits)
- COM Communication elective (3 credits)

Minor in English

To qualify for a minor in English, a student must complete a minimum of 18 credits in the following English coursework:

- ENG 240 Survey of English Literature I (3 credits)
- ENG 241 Survey of English Literature II (3 credits)
- ENG 260 American Literary Tradition: to Whitman (3 credits)
- ENG 261 American Literary Tradition: since Whitman (3 credits)
- ENG 303 History of the English Language (3 credits)
- ENG Writing elective (3 credits)

Minor in Journalism

To qualify for a minor in journalism, a student must have received at least a C- in ENG 101 and ENG 102, as well as a minimum of 21 credits in the following coursework:

- ENG 201 Business Writing (3 credits)
- ENG 208 Newspaper Workshop I (3 credits)
- ENG 209 Newspaper Workshop II (for 3 hours, with work in an editorial position)
- ENG 308 Studies in Editorial Leadership (3 credits)
- ENG 309 Journalism: Reporting and Editorial Writing (3 credits)
- ENG 310 Journalism: Feature Writing and the Interview (3 credits)

PLUS: One three-hour writing elective from the list of eight courses included below under minor in professional writing.

Minor in Professional Writing

To qualify for a minor in professional writing, a student must have received at least a B- in ENG 101 and ENG 102 or the equivalent in advanced credit. The minor requirements include 18 credits in coursework in writing as follows:

- ENG 304 Advanced Writing: Creative Nonfiction (3 credits)

NOTE: To continue in the minor in professional writing, the student must receive at least a B- in ENG 304.

15 credits in writing electives, selected from the following:

- ENG 201 Business Writing (3 credits)
- ENG 208 Newspaper Workshop (for 3 credits)
- ENG 309 Journalism: Reporting and Editorial Writing (3 credits)
- ENG 310 Journalism: Feature Writing and the Interview (3 credits)
- ENG 311 Writing Poetry (3 credits)
- ENG 312 Writing Short Fiction (3 credits)
- ENG 313 Writing the One-Act Play (3 credits)
- ENG 494 Special Topics: Writing (3 credits) **NOTE:** ENG 494 topics will vary; thus a student may register for more than one course under this number.

FOREIGN LANGUAGE STUDIES

Students who pursue foreign language studies combine the study of the cultures and traditions of other nations with a developing facility for communicating ideas through the functional use of a foreign language.

Spanish Certificates

The department provides a range of Spanish courses that may lead to a certificate in Spanish. Students who wish to pursue Spanish beyond the introductory courses may take intermediate level courses that fulfill the requirements for a Certificate of Spanish Proficiency, a Certificate for Business Spanish, or a Certificate for Commercial Spanish.

Certificate of Spanish Proficiency

The certificate of Spanish proficiency provides the student with a degree of fluency balanced with an understanding of the language and its structures, enabling effective communication in Spanish. The program offers an overview of the culture and civilization of Spanish-speaking countries, thus providing the students with an insight into the people and area about which they are learning.

In addition to the requirement for introductory level Spanish (SPN 101 and 102), the 12 credits of requirements for the Certificate of Spanish Proficiency are:

- SPN 201 Intermediate Spanish I (3 credits)
- SPN 202 Intermediate Spanish II (3 credits)
- SPN 303 Advanced Spanish Conversation and Composition (3 credits)
- SPN 324 Spanish Civilization (3 credits)

In most cases, students begin with the introductory level course. The instructor's approval is necessary for entering at the intermediate level.

Certificate for Business or Commercial Spanish

The certificate for business or commercial Spanish is obtained by taking SPN 314 Spanish for Commerce (3 credits) in addition to fulfilling the above listed requirements for the certificate of Spanish proficiency.

FOREIGN LANGUAGE STUDY AT THE UNIVERSITY COLLEGE, WASHINGTON UNIVERSITY IN ST. LOUIS

Students who pursue foreign language studies combine the study of the cultures and traditions of other nations with a developing facility for communicating ideas through the functional use of a foreign language.

Fontbonne students may study foreign languages through a special arrangement with the University College of Washington University in St. Louis. Credits earned for foreign language through the University College count as home credit for Fontbonne students.

For information contact the chairperson of the department of English and communication.

AMERICAN ENGLISH PROGRAM

Courses in American English or intensive English are offered as needed. American English (AEN) courses support international students enrolled in specific degree programs at Fontbonne University, while intensive English (IEP) courses offer specialized instruction to students learning English as a second language. For purposes of placement, the student will be required to take the COMPASS/ESL Test.

Courses in American English (listed at the end of the course section) and intensive English follow a separate fee schedule.

For information, please contact the director of English as a second language at 314.719.8058.

ADVANCED PLACEMENT/CREDIT BY EXAMINATION

Advanced Placement

An entering student who scores four or five on the Advanced Placement (AP) Test will receive equivalent placement and college credit equivalent to one or two courses, ordinarily ENG 101 and/or ENG 120. The amount of credit and the specific courses for which credit will be given depend upon the quality of work demonstrated on the AP test and on the nature of the high school course.

CLEP Examination in English

Students who take the general exam and receive a passing score (following the American Council of Education recommendation) will earn three credit hours for ENG 101. Some credit may be awarded on the CLEP literature exams.

COURSES

Broadcasting

BDC 220 Broadcast Communication (3 credits)

An introduction to the four major divisions of commercial broadcasting. Consideration of various kinds of on-air performance; techniques used in commercial copy; philosophies of broadcast marketing in commercial broadcasting. FA

BDC 230 Announcing I (3 credits)

Examines government regulations and their influence upon the broadcasting community. Studies basic techniques in media performance and the significance of interpretation of commercial copy. Examines routine operation of a broadcast property and internal methods of adherence to governmental regulations. FA, SP

BDC 240 Production I (3 credits)

Examines commercial production from both creative and technical vantage points. Emphasizes professional blending of fundamental persuasive techniques with technical ability and knowledge. FA, SP

BDC 250 Broadcast Marketing I (3 credits)

Definition of marketing and of its role in both the broadcast industry and the national economy, with initial emphasis on the local consumer and advertiser. Discussion and application of written market persuasiveness. FA, SP

BDC 260 Electronic Journalism (3 credits)

Examination of electronic journalism from the viewpoints of construction, delivery, and responsibility; its role in today's society; the responsibilities and risks of journalism; news writing and transcribing news events into air-worthy news stories. Practical application of interviewing techniques. SP

BDC 330 Announcing II (3 credits)

Applies the basics of delivery, enunciation, and interpretation. Prerequisite: BDC 230. FA, SP

BDC 350 Broadcast Marketing II (3 credits)

Examination and application of marketing techniques, with emphasis on the utilization and implementation of techniques introduced in Introduction to Broadcast Marketing. Examines media audience surveys and effective merchandising. Prerequisite: BDC 250. FA, SP

BDC 370 Announcing III (3 credits)

Considers broadcast studio equipment operation, station promotions, and audience-building techniques. Prerequisites: BDC 230. FA, SP

BDC 440 Production II (3 credits)

Implements professional techniques by blending sounds into desired mental images. Prerequisite: BDC 240. FA, SP

BDC 470 Announcing IV (3 credits)

Intensive application of performance techniques developed in Broadcast Performance I. Emphasizes attainment of professional air performance. Prerequisite: 370. FA, SP

BDC 480 Announcing V (5 credits)

Integrates previously covered program elements. Synthesizes performance components to prepare students to enter the broadcast profession. Focuses on equipment operation. Concludes with preparation of audition tape and resume with training for job interviews. Prerequisite: BDC 470. FA, SP

BDC 492 Internship in Broadcasting (2-6 credits)

A supervised off-campus internship providing the student with the opportunity to apply broadcasting theory and skills in work setting at a radio or television station. The course also requires additional written work which includes a synthesis paper. The internship is cooperatively administered by an on-site supervisor and a faculty member. Prerequisites: Junior or senior status; permission of instructor. FA, SP

Communication

COM 102 Public Speaking (3 credits)

Acquaints the student with a sound approach to the preparation and delivery of informative and persuasive speeches. Students will study the fundamentals of organization, outlining, and supporting materials and apply these principles in the planning and delivery of several speeches before the class. Open to all students. FA, SP, SU

COM 103 Interpersonal Communication (3 credits)

A study of the different methods of analyzing the self and one-on-one relationships within the context of interpersonal communication. Application of theory through written analysis and small group interaction. Examination of practical methods of improving our communicative effectiveness in interpersonal relationships. Open to all students. FA, SP, SU

COM 208 Newspaper Workshop I (1-3 credits)

Students produce the campus newspaper or a magazine and, through practical experience, learn the art and science of journalism. Offers hands-on experience in reporting, news and feature writing, and layout; provides credentials for careers in journalism. FA, SP

COM 209 Newspaper Workshop II (1-3 credits)

Intermediate work in journalism. Students may specialize in reporting, feature writing, layout, or photography, with the possibility of working in an editorial position. Offered concurrently with COM/ENG 208. Prerequisite: 3 credit hours of COM/ENG 208 or permission of the instructor. FA, SP

COM 210 Rhetorical Criticism (3 credits)

Introduces students to a variety of rhetorical methods and perspectives that can be used to evaluate public discourse. By reading works of rhetorical criticism, engaging in class discussion, and writing and presenting individual reports, students will consider the constructed nature of public discourse in a variety of contexts and explore the methodological issues inherent in assessing that discourse. Students will integrate theory and practice in a critical essay. Prerequisites: ENG 101; ENG 102; COM 102. FA

COM 220 Nonverbal Communication (3 credits)

Acquaints students with the basic principles and theories of nonverbal communication. Students will examine the following topics: body communication, facial and eye communication, artifactual communication, proxemics and territoriality, tactile communication, paralanguage and

silence, olfactics, chronemics, and physical appearance. Emphasis on practical application to a variety of areas including the workplace, family, and social situations. Offered alternate years. FA

COM 230 Gender Communication (3 credits)

Explores the relationship between human communication and issues of gender. Students will be encouraged to think seriously about how society defines gender and what that means for us on a personal level. Specific applications will include the family, the workplace, and relationships. The course will culminate with an individual project tailored to the student's interest in gender communication. FA

COM 240 Intercultural Communication (3 credits)

Focuses on communication that occurs between individuals who come from different cultural backgrounds. Students will be presented with a model for intercultural communication which will serve as a theoretical foundation for the course. Particular emphasis will be placed on the understanding of cultural differences in an attempt to reduce communication barriers. FA

COM 250 Principles of Public Relations (3 credits)

A study of the communication process for the public relations professional. Examines such areas as evaluating target audiences, developing promotional campaigns, researching PR, and creating effective media strategies/ messages. Prerequisites: COM 103; ENG 101. FA

COM 260 Introduction to Mass Media (3 credits)

An introduction to the theory and function of the mass media, with emphasis on the media's cultural, ethical, and economic dimensions. Students will examine radio, television, newspapers, magazines, and computers as parts of an evolving information society. FA

COM 308 Studies in Editorial Leadership (1-3 credits)

Open to advanced students who hold the position of editor-in-chief of the college newspaper. Prerequisite: Permission of the instructor. FA, SP

COM 340 Cases and Campaigns in Public Relations (3 credits)

This advanced course in public relations will build on the student's knowledge of principles and theories. Students will examine public relations cases and determine the elements that either created success or failure for the participants. In addition, each student will be afforded the opportunity to work with a nonprofit organization to create a comprehensive public relations campaign. Prerequisite: COM 250. SP

COM 350 Organizational Communication (3 credits)

Focuses on the theoretical framework for improving communication within the organization. Topics for the course include needs assessment, working with data analysis, training and structured experiences, technology in the organization, organizational development and intervention, managing feedback, and dealing with conflict and change. Through an

ongoing group project, students will develop a comprehensive communication audit. Presented both in written and oral forms, this audit will include a complete analysis of an organization's communication and specific recommendations for improvement. FA, SP

COM 351 Small Group Communication (3 credits)

Focuses on communication theory in the small group process. Students learn how groups form, work, choose leaders, accept/reject ideas, and create identities. Practical experience with an ongoing task group project. FA, SP, SU

COM 360 Practicum in Public Relations (1-6 credits)

An opportunity for students to work on campus in a supervised practicum. Students will apply current theoretical and practical knowledge to this work setting. Additionally, students will be required to submit a daily journal, comprehensive synthesis paper, and samples of work. Prerequisites: Junior or senior status; permission of instructor; COM 250. P/NP grading option only. **Note:** A student must work 40 hours per credit hour. FA, SP, SU

COM 361 Practicum in Communication (1-6 credits)

An opportunity for students to work on campus in a supervised practicum outside of the field of public relations. Students will apply current theoretical and practical knowledge to this work setting. Additionally, students will be required to submit a daily journal, comprehensive synthesis paper, and samples of work. Prerequisites: Junior or senior status and permission of instructor. P/NP grading option only. **Note:** A student must work 40 hours per credit hour. FA, SP, SU

COM 370 Communication Theory (3 credits)

The course will offer an in-depth examination of various theories of communication. Specific attention will be paid to: 1) the nature and purpose of theories and theory-building; and 2) theories of interpersonal communication, group communication, intercultural communication, and mass communication. In addition students will be introduced to the basic methods of communication theory research. Prerequisites: COM 102; COM 103. FA

COM 380 Persuasion (3 credits)

This course will introduce students to persuasion theory and research. Students will become more critical consumers and producers of persuasive messages as they examine persuasion in a variety of contexts, and from a diverse set of theoretical perspectives. The course will culminate in the application and/or appraisal of a persuasive campaign. During Presidential election years, this course may be offered as Political Persuasion. Prerequisite: COM 102 or COM 103. FA

COM 430 Argumentation and Debate (3 credits)

A study of the various formats and strategies of argument. Development of debate techniques through research and classroom debate presentation. Prerequisite: COM 102. SP

COM 450 Internship in Public Relations (1-6 credits)

A supervised off-campus internship providing the student

with the opportunity to apply communication theory and skills in a work setting. The course also requires the student to submit a daily journal, comprehensive synthesis paper, and samples of work. The internship is cooperatively administered by an on-site supervisor and a faculty member. Prerequisites: Junior or senior status; permission of the instructor; COM 250. P/NP grading option only. **Note:** A student must work 40 hours per credit hour. FA, SP, SU

COM 451 Internship in Communication (1-6 credits)

A supervised off-campus internship providing the student with the opportunity to apply communication theory and skills in a work setting outside of the field of public relations. The course also requires the student to submit a daily journal, comprehensive synthesis paper, and samples of work. The internship is cooperatively administered by an on-site supervisor and a faculty member. Prerequisites: Junior or senior status; permission of the instructor. P/NP grading option only. **Note:** A student must work 40 hours per credit hour. FA, SP, SU

COM 490 Independent Study in Communication (1-3 credits)

To be arranged according to student need and interest.

COM 494 Special Topics in Communication (3 credits)

Allows students the opportunity to explore specialized areas of speech communication not included in the regular curriculum. SP

COM 495 Senior Seminar in Communication (3 credits)

In this capstone experience, students design and complete an in-depth research project that has arisen out of their course of study in communication. The study may apply either a social scientific or rhetorical approach to a significant issue in the field of communication. A written paper and public presentation are required. Open only to senior communication studies majors. Prerequisite: permission of the instructor. SP

English

ENG 090 Basic Writing Skills (3 credits)

Basic work in grammar, mechanics, spelling, reading comprehension, and sentence and paragraph development. Near the end of the semester, students will be advised of the steps they need to take in order to attain college-level writing and reading skills. **Note:** Credit does not apply towards the degree requirement of 128 credit hours. FA

ENG 095 College Writing Skills (3 credits)

Prepares students for academic writing at the college level. Emphasis on the writing process; responding to generating and organizing content; improving syntax, diction, usage, and mechanics. Students should gain confidence along with competence. Credit will be applied to the 128-hour degree requirement as elective credit. FA, SP

ENG 101 Composition I (3 credits)

Focuses on the development of a writing process. Students learn various strategies for exploring and focusing their

thinking. Practice in developing a thesis, choosing a rhetorical strategy, and communicating clearly, correctly, and effectively. Frequent student writing, evaluation, and revision; conferences. FA, SP

ENG 102 Composition II (3 credits)

Critical study and textual analysis of expository essays; emphasis on critical thinking, analysis, and argumentation as well as on developing increasing stylistic sophistication. Review of the tools of research. Prerequisite: ENG 101 or equivalent. FA, SP, SU

ENG 120 Introduction to Literature (3 credits)

Develops an appreciation for literature through the study of fiction, poetry, and drama; introduction to literary analysis, including critical terms; practice in writing about literature. FA, SP, SU

ENG 201 Business Writing (3 credits)

The theory behind the practice of various forms of business writing—letters, memos, proposals and reports. Emphasis on formulating communication objectives, analyzing the audience, structuring the message, and adopting an appropriate style. Individualized projects allow students to adapt the course to their own needs. Prerequisite: ENG 101 or equivalent. FA, SP

ENG 202 Intensive Grammar Review (1 credit)

This course introduces students to the discipline of traditional English grammar, including analysis of grammar and style and frequent practice of grammatical and stylistic principles. Offered as needed.

ENG 208 Newspaper Workshop I (1-3 credits)

Students produce the campus newspaper or a magazine and, through practical experience, learn the art and science of journalism. Offers hands-on experience in reporting, news and feature writing, and layout; provides credentials for careers in journalism. FA, SP

ENG 209 Newspaper Workshop II (1-3 credits)

Intermediate work in journalism. Students may specialize in reporting, feature writing, layout, or photography, with the possibility of working in an editorial position. Offered concurrently with COM/ENG 208. Prerequisite: 3 credit hours of COM/ENG 208 or permission of the instructor.

ENG 220 Introduction to Women's Literature (3 credits)

An introduction to the contributions of female writers. The goal of this course is to develop an awareness of how gender may influence the content and form of literature by women. Students will examine the varied components of a gendered identity, the ways they are represented in literature, and the effects they have had on a wide range of women writers. Offered when interest warrants.

ENG 240 Survey of English Literature I (3 credits)

Consideration of important movements, writers, and works from Beowulf to the Augustan era; detailed class analysis. FA

ENG 241 Survey of English Literature II (3 credits)

Consideration of important movements, writers, and works from the Romantic Movement to the 20th century; detailed class analysis. SP

ENG 260 American Literary Tradition: to Whitman (3 credits)

Consideration of important movements, writers, and works from the Colonial Period to the Civil War; emphasis on Hawthorne, Poe, Melville, Emerson, Thoreau, Douglass, Dickinson, and Whitman; detailed class analysis. Offered even years. FA

ENG 261 American Literary Tradition: since Whitman (3 credits)

Consideration of important movements, writers, and works of the late 19th century and of the 20th century; emphasis on such authors as Twain, James, Fitzgerald, Ellison, O'Connor, Frost, and Williams; detailed class analysis. Offered odd years. SP

ENG 293 Special Topics (1-3 credits)

Course offered to supplement regular course offerings. Offered on a one-time or periodic basis.

ENG 294-299 Cooperative Education (1-6 credits)

Supervised off-campus work experience. Cooperatively administered by an employer, the faculty advisor, and the director of cooperative education. Credits are determined by number of working hours in an approved job. P/NP grading option only. Consult advisor.

ENG 303 History of the English Language (3 credits)

Study of the English language, including an overview of modern grammar and linguistics, the growth of the language, and its relation to other languages and to the historical periods of English literature. Offered even years. FA

ENG 304 Advanced Writing: Creative Nonfiction (3 credits)

Advanced work in expository writing; detailed analysis of prose models with *The New Yorker* as text; extensive development of subject matter and in-depth consideration of style. Prerequisites: ENG 101 and 102 or equivalents. Offered even years. SP

ENG 308 Studies in Editorial Leadership (1-3 credits)

Open to advanced students who hold the position of editor-in-chief of the college newspaper. Prerequisite: Permission of the instructor. FA, SP

ENG 309 Journalism: Reporting and Editorial Writing (3 credits)

Study of the basic techniques, problems, and practices involved in writing objective reports and statements or essays of position. Editorial writing may be submitted to the student newspaper. Prerequisite: ENG 101 or ENG 102 or equivalent. Offered odd years. SP

ENG 310 Journalism: Feature Writing and the Interview (3 credits)

Study of feature writing as both a literary and journalistic form. Emphasis, through reading and writing, on the requirements, possibilities, and goals of feature writing. Prerequisite: ENG 101 or equivalent. Offered even years. SP

ENG 311 Writing Poetry (3 credits)

Study of poetic theory; introduction to creative techniques through analysis of selections of modern and contemporary poetry; writing poetry in various narrative and lyrical forms. Prerequisites: ENG 101 and 102 or equivalents or permission of the instructor. Offered even years. SP

ENG 312 Writing Short Fiction (3 credits)

Study of the theory of the short story; introduction to creative techniques through analysis of selections from modern fiction; construction of two original stories. Prerequisites: ENG 101 and ENG 102 or equivalents or permission of the instructor. Offered odd years. FA

ENG 313 Writing the One-Act Play (3 credits)

Through writing exercises and analysis of modern one-act plays, students explore the most effective ways to tell stories through dramatic form; construction of short scenes and one original play. Prerequisites: ENG 101 and ENG 102 or equivalents or permission of instructor. Offered when interest warrants.

ENG 315 Chaucer (3 credits)

Close reading and study of Chaucer's major works in Middle English; examination of the works as critical and practical responses to the times in which they were written. Offered when interest warrants.

ENG 320 Shakespeare's Comedies (3 credits)

A close study of several comedies—from the early plays through the festive comedies, the dark comedies, and the final romances. Offered odd years. SP

ENG 321 Shakespeare's Tragedies (3 credits)

Study of the nature of tragedy; close study of several Shakespearean tragedies, including a detailed analysis of the four major ones: Hamlet, Macbeth, Othello, and King Lear. Offered even years. SP

ENG 325 17th-Century Literature (3 credits)

Major writers; study of the prose and poetry of this period as it reflects the political, philosophical, and social trends of the century. Offered when interest warrants.

ENG 330 Restoration and 18th-Century Literature (3 credits)

Study of the prose and poetry of Behn, Dryden, Pope, Swift, Johnson, Burney, and others; consideration of the social and cultural context. Offered when interest warrants.

ENG 335 19th-Century Literature: Romantics (3 credits)

Study of selected works by Wordsworth, Coleridge, Keats, Byron, Shelley, Bronte, and others; understanding of

Romanticism as an enduring mode of thought. Offered when interest warrants.

ENG 336 19th-Century Literature: Victorians (3 credits)

Study of selected works by Tennyson, Browning, Hopkins, Newman, Eliot, Dickens, and others; understanding of this age as a precursor to the modern. Offered when interest warrants.

ENG 337 American Literary Renaissance (3 credits)

Study of the first great flowering of American literature in the generation before the Civil War. Authors as diverse as Poe, Hawthorne, Stowe, Douglass, Emerson, Fuller, Thoreau, Melville, Jacobs, Truth, Whitman, and Dickinson explored a variety of identities for Americans when the identity of the nation was still being formed. Offered odd years. FA

ENG 340 20th Century Literature (3 credits)

Development of a definition of modernism through a study of major English and American writers. Offered odd years. SP

ENG 350 Development of the English Novel (3 credits)

Study of representative novels against a historical background; analysis of the genre's evolution from Fielding through Joyce. Offered when interest warrants.

ENG 351 Topics in World Literature (3 credits)

Study in an area of world literature in English or in translation. Topics will include Latin-American Literature, the European Novel, the Medieval World, and Anglophone Literature. Detailed literary analysis and attention to cultural contexts. Offered alternate years. FA

ENG 355 African-American Literature (3 credits)

Provides a general familiarity with the literature of African-Americans from the slave narrative to the present and an opportunity to analyze and interrogate issues of race, identity, and gender in the works of African-American writers. Offered even years. SP

ENG 360 Practicum in Public Relations (1-6 credits)

An opportunity for students to work on campus in a supervised practicum. Students will apply current theoretical and practical knowledge to this work setting. Additionally, students will be required to submit a daily journal, comprehensive synthesis paper, and samples of work. Prerequisites: Junior or senior status; permission of instructor; COM 250. P/NP grading option only. **Note:** A student must work 40 hours per credit hour. FA, SP, SU

ENG 361 Practicum in English (1-6 credits)

An opportunity for students to work on campus in a supervised practicum. In a work setting, students will apply the skills developed through the study of literature and language. Additionally, students will be required to submit a daily journal, comprehensive synthesis paper, and samples of work. Prerequisites: Junior or senior status, permission of the instructor. P/NP grading option only. **Note:** A student must work 40 hours per credit hour. FA, SP, SU

ENG 365 Development of the American Novel (3 credits)

Study of representative novels against a historical background; analysis of the diversity of American fiction, from the realism of Howells and James to 20th-century experimentation. Offered when interest warrants.

ENG 370 Literary Theory (3 credits)

Study of the nature and function of literature and various extrinsic and intrinsic techniques for critical evaluation, including new criticism, structuralism, post-structuralism, and psychoanalysis. Offered odd years. FA

ENG 386 Teaching of English in the Middle and Secondary School (3 credits)

Application of teaching methods to the specific discipline of English with particular attention to its various aspects: literature, language, and writing. Offered even years. FA

ENG 388 Teaching Writing (3 credits)

Combines the study of composition pedagogy with practical classroom experience to prepare students to teach writing at the secondary level. Offered independently, as needed, usually in the semester preceding student teaching.

ENG 450 Internship in Public Relations (1-6 credits)

A supervised off-campus internship providing the student with the opportunity to apply communication theory and skills in a work setting. The course also requires the student to submit a daily journal, comprehensive synthesis paper, and samples of work. The internship is cooperatively administered by an on-site supervisor and a faculty member. Prerequisites: Junior or senior status; permission of the instructor; COM 250. P/NP grading option only. **Note:** A student must work 40 hours per credit hour. FA, SP, SU

ENG 451 Internship in English (1-6 credits)

A supervised off-campus internship providing the student with the opportunity to apply skills in writing and thinking in a work setting. The course also requires the student to submit a daily journal, comprehensive synthesis paper, and samples of work. The internship is cooperatively administered by an on-site supervisor and faculty member. Prerequisites: Junior or senior status, permission of the instructor. P/NP grading option only. **Note:** A student must work 40 hours per credit hour. FA, SP, SU

ENG 484 Practicum/Internship in Professional Writing (1-6 credits)

Supervised work experience that allows the student to practice in a writing-intensive profession. The course requires a journal, a synthesis paper, and samples of work. Credits are determined by the number of hours the student works. P/NP grading option only. **Note:** A student must work 40 hours per credit hour. FA, SP, SU

ENG 490 Independent Study (1-3 credits)

To be arranged in terms of student need, interest, and background. Prerequisite: Junior or senior status and permission of instructor and department chairperson.

ENG 494 Special Topics: Literature (2-3 credits)

In-depth study of specific works, authors, modes, themes, and literary problems. Recent topics have included the Pre-Raphaelites in literature and art, Southern literature, and Milton's *Paradise Lost*. In addition, the following courses might be offered if interest warrants: European literature, global literature, fiction to film, mythology, the comic spirit. Consult semester course offerings.

ENG 494 Special Topics: Writing (2-3 credits)

Intensive work in specialized writing problems, methods and practices connected with one or more types of writing—creative and professional. Consult semester course offering. Prerequisite: Two writing courses or permission of instructor.

ENG 496 Senior Seminar (3 credits)

Advanced study in the art of literary research applied to the senior synthesis. Allows the student to pursue in depth an interest that has arisen through the pursuit of the English major, to apply the skills in analysis and synthesis developed through the English curriculum, and to develop the research skills needed for advanced scholarship. Prerequisite: Senior English major. SP

Foreign Language/Spanish

SPN 101 Introduction to Spanish I (3 hours)

Development of listening, comprehension, speaking, reading and writing skills. Introduces the student to Hispanic culture. Fluency in basic Spanish structures is the goal. FA

SPN 102 Introduction to Spanish II (3 hours)

Second semester of introductory year. Development and reinforcement of basic Spanish structures. Prerequisite: SPN 101 or instructor's approval. SP

SPN 201 Intermediate Spanish I (3 hours)

Strengthening and reinforcement of listening, comprehension, speaking, reading and writing skills. Introduces students to more complex structures and situations and encourages oral expression of opinions and ideas. Prerequisites: SPN 101; SPN 102 or equivalent and instructor's approval. Offered as needed.

SPN 202 Intermediate Spanish II (3 hours)

Continuation of Intermediate Spanish I. Prerequisite: SPN 201. Offered as needed.

SPN 303 Advanced Spanish Conversation and Composition (3 hours)

Develops conversational skills through guided practice, strengthening vocabulary and reinforcing grammar structures. Practice in writing through varied assignments aimed at practical usage and experience. Prerequisite: SPN 202. Offered by arrangement.

SPN 314 Spanish for Commerce (3 hours)

Students are given an introduction to the commercial world from the perspective of the Spanish speaker. Heavy emphasis on vocabulary building. Prerequisite: Intermediate level competency. Offered by arrangement.

SPN 324 Spanish Civilization (3 hours)

A survey of major events and trends in Spanish speaking world. Presents a picture of the social, political and cultural forces which shaped it. Prerequisite: Intermediate level competency. Offered by arrangement.

AMERICAN ENGLISH PROGRAM**AEN 160 American English for the International Student (3 credits)**

Emphasis is on the relationship between listening comprehension and on the musical aspects of English; students learn how to use rhythm, stress, and intonation to provide navigational guides for the listener. Offered as needed.

AEN 161 American English for the International Student (3 credits)

Reading selections at the student's level of comprehension and exercises guide students toward acquiring the skills of good readers. Offered as needed.

AEN 265 Oral and Written Composition for the International Student (3 credits)

Basic elements of paragraph structure with grammatical explanations and exercises tailored to correct existing errors of non-native speakers, leading to the composition of short essays. In addition, students will practice listening and speaking skills. Offered as needed.

AEN 266 Advanced Composition for the International Student (3 credits)

Development of the fundamentals of good writing used in compositions, themes, and reports, with an emphasis on unity, coherence, and the systematic arrangement of thought. Students will write a research paper. Prerequisite: AEN 265 or equivalent. Offered as needed.

The department of fine arts offers a bachelor of arts (BA) degree with a major in art and a certification option in art (K-12), a bachelor of fine arts (BFA) degree with a major in fine arts and a certification option in art (K-12), and a bachelor of arts (BA) degree with a major in performing arts and a certification option in speech and theatre (9-12). The department offers minors in art history, graphic design, and in performing arts. Together with the department of mathematics and computer science, the department of fine arts also offers a certificate in website development.

The department of fine arts offers three graduate degree programs, a 30-hour master of arts (MA) degree for students involved in business and industry or K-12 teaching, a 30-hour master of arts (MA) degree in theatre education, and a 60-hour master of fine arts (MFA) degree for students primarily interested in advanced studio work or preparing for college-level teaching. Information about the graduate programs is found in the graduate program section in this catalog.

FACULTY

Catherine Connor-Talasek, professor of art and chairperson of the department of fine arts

Mark Douglas, associate professor of art

Deanna Jent, professor of performing arts; director of theatre and performing arts

Henry Knickmeyer, professor of art

Tim Liddy, associate professor of art

Michael Sullivan, associate professor of performing arts; lighting designer/technical director

Victor Wang, professor of art

UNDERGRADUATE PROGRAMS

Majors in Art and Fine Arts

The majors in art and fine arts provide a sequence of courses through which the students learn to master the fundamentals of visual communication and various media and tools. Historical and contemporary aesthetic ideas, both western and non-western, are explored in the studio classes and in art history. With these skills the students are directed by the faculty in the search for form and personal discovery within their artistic discipline.

In the BA program the student majors in art with no concentration. In the BFA program the student majors in fine arts and chooses a concentration in ceramics, drawing, graphic design, painting, or sculpture, or a studio concentration combining two compatible disciplines. The BA and the BFA

degree programs also offer teacher certification for K-12.

Major in Performing Arts

The major in performing arts includes a concentration in acting/directing, a concentration in arts management, and certification in speech and theatre. The core courses of the performing arts major embrace the variety of performance modes available today (from traditional theatre to storytelling to multi-media performance art) and also give the student a practical base in technical theatre. The acting/directing concentration includes additional coursework in acting and directing; the arts management concentration includes additional coursework in business and public relations.

MAJOR IN ART

A student must successfully complete, at Fontbonne, a minimum of 50 percent of the credit hours required for the major.

The department requires a portfolio of work from incoming freshman art majors (BA or BFA) for assessment purposes. This portfolio will contain a minimum of four samples of work by the student. It may be submitted as 35mm slides or in digital form (as a PowerPoint presentation only; no other digital forms will be accepted). The portfolio may be submitted any time after the student is accepted into the university, but must be submitted before the end of the first week of class for the current semester.

All art students are accepted provisionally as candidates for a BA degree until they reach the time they must apply for major approval.

Baccalaureate Degree and Residency Requirements

All requirements for an undergraduate degree are listed under academic policies and regulations in the introductory section for undergraduate programs in this catalog. These requirements include a graduation requirement of at least one course in religion or theology. In addition the following are required:

- A "B" average in studio courses.
- Successful participation in the senior exhibit.

Major Approval

Major approval is required during the second semester of the sophomore year, or after the completion of 45 credit hours at Fontbonne. For transfer students, major approval is required after completing the equivalent of one full semester (a minimum of 12 credit hours) at Fontbonne.

General Education Requirements

The 42 credit hours of general education requirements are presented in the undergraduate academic information section in this catalog. A course that meets a general education requirement may also meet a course requirement for the major or a course requirement in another discipline.

The following specific general education specialized valuing course must be chosen to meet the requirements for this major:

ART 207 High Art, Propaganda, and Kitsch (3 credits)

Courses Required in the Major

45 semester credit hours in art including 27 credits of required courses:

ART 100 Drawing (3 credits)
ART 200 Drawing (3 credits)
ART 201 Drawing (3 credits)
ART 300 Drawing (3 credits)
ART 110 Design I (3 credits)
ART 111 Design II (3 credits)
ART 160 Art History Survey I (3 credits)
ART 161 Art History Survey II (3 credits)

Three additional credits of art history which may include any of the following:

ART 305 Non-Western Art (3 credits)
ART 306 Modern Art (3 credits)
ART 319 American Artists (3 credits)
ART 492 The American Photograph: 150 Years of American Culture (3 credits)
ART 493 Renaissance Art (3 credits)
ART 494 Special Topic in Art History (1-3 credits)

OR

PHL 425 Aesthetics (3 credits)

18 credits in studio art from the following are required:

ART 115 Introduction to Graphic Design (3 credits)
ART 210 or one of the following - 212, 310, 312, 410, 412 Painting (3 credits)
ART 211 or one of the following - 311, 411 Painting Clinic (3 credits)
ART 215 or one of the following - 315, 415 Graphic Design (3 credits)
ART 216 or one of the following - 316, 416 Fibers (3 credits)
ART 217 or one of the following - 317, 417 Illustration Techniques (3 credits)
ART 218 or one of the following - 318, 418 Digital Imaging (3 credits)
ART 220 or one of the following - 221, 320, 321, 420, 421 Sculpture (3 credits)
ART 230 or one of the following - 231, 330, 331, 430, 431 Metalsmith (3 credits)
ART 240 or one of the following - 241, 340, 341, 440, 441 Ceramics (3 credits)
ART 280 or one of the following - 281, 380, 381, 480, 481 Photography (3 credits)

ART 302 or one of the following - 402 Designing for the Web (3 credits)

ART 304 or 404 Painting Techniques (3 credits)

ART 307 or 407 Drawing - Anatomy (3 credits)

ART 308 or 408 Drawing - Life Size Drawing (3 credits)

ART 309 or 409 Drawing - Bookmaking (3 credits)

ART 313 or 413 Painting - Life Size (3 credits)

ART 314 or 414 Painting - Survey of Artist's Materials (3 credits)

MAJOR IN FINE ARTS

A student must successfully complete, at Fontbonne, a minimum of 50 percent of the credit hours required for the major.

The department requires a portfolio of work from incoming freshman art majors (BA or BFA) for assessment purposes. This portfolio will contain a minimum of four samples of work by the student. It may be submitted as the actual work or in digital form (as a PowerPoint presentation only; no other digital forms will be accepted). The portfolio may be submitted any time after the student is accepted into the university, but must be submitted before the end of the first week of class for the current semester.

All fine arts students are accepted provisionally as candidates for a BFA degree until the time at which they must apply for major approval.

Baccalaureate Degree and Residency Requirements

All requirements for an undergraduate degree are listed under academic policies and regulations in the introductory section for undergraduate programs in this catalog. These requirements include a graduation requirement of at least one course in religion or theology. In addition the following are required:

- A "B" average in studio courses.
- A minimum of three hours in junior synthesis, a minimum of three hours in senior project, and successful participation in the senior exhibition.

Major Approval

Major approval is required during the second semester of the sophomore year, or after the completion of 45 credit hours at Fontbonne. For transfer students, major approval is required after completing the equivalent of one full semester (a minimum of 12 credit hours) at Fontbonne.

To be accepted as a major in the BFA program, a student must successfully complete ART 393 Junior Synthesis and apply for major approval at that time.

General Education Requirements

The 42 credit hours of general education requirements are presented in the undergraduate academic information section in this catalog. A course that meets a general education requirement may also meet a course requirement for the major or a course requirement in another discipline.

The following specific general education specialized valuing course must be chosen to meet the requirements for this major:

ART 207 High Art, Propaganda, and Kitsch (3 credits)

Courses Required in the Major

63 credits in art including the following 45 credits of required courses:

ART 100 Drawing (3 credits)
 ART 200 Drawing (3 credits)
 ART 201 Drawing (3 credits)
 ART 300 Drawing (3 credits)
 ART 110 Design I (3 credits)
 ART 111 Design II (3 credits)
 ART 160 Art History Survey (3 credits)
 ART 161 Art History Survey II (3 credits)

Three additional credits of art history which may include any of the following:

ART 305 Non-Western Art (3 credits)
 ART 306 Modern Art (3 credits)
 ART 319 American Artists (3 credits)
 ART 492 The American Photograph: 150 Years of American Culture (3 credits)
 ART 493 Renaissance Art (3 credits)
 ART 494 Special Topic in Art History (1-3 credits)

OR

PHL 425 Aesthetics (3 credits)

The following additional 18 credits are required:

ART 210 Painting (3 credits)
 ART 220 Sculpture (3 credits)
 ART 240 Ceramics (3 credits)
 ART 280 Photography (3 credits)
 ART 393 Junior Synthesis (3 credits)
 ART 495 Senior Project (3 credits)

18 credits in studio art from the following list, to include 15 credits in the student's area of concentration:

ART 115 Introduction to Graphic Design (3 credits)
 ART 210 or one of the following - 212, 310, 312, 410, 412 Painting (3 credits)
 ART 211 or one of the following - 311, 411 Painting Clinic (3 credits)
 ART 215 or one of the following - 315, 415 Graphic Design (3 credits)
 ART 216 or one of the following - 316, 416 Fibers
 ART 217 or one of the following - 317, 417 Illustration Techniques (3 credits)
 ART 218 or one of the following - 318, 418 Digital Imaging (3 credits)
 ART 220 or one of the following - 221, 320, 321, 420, 421 Sculpture (3 credits)
 ART 230 or one of the following - 231, 330, 331, 430, 431 Metalsmith (3 credits)
 ART 240 or one of the following - 241, 340, 341, 440, 441 Ceramics (3 credits)

ART 280 or one of the following - 281, 380, 381, 480, 481 Photography (3 credits)
 ART 302 or 402 Designing for the Web (3 credits)
 ART 304 or 404 Painting Techniques (3 credits)
 ART 307 or 407 Drawing - Anatomy (3 credits)
 ART 308 or 408 Drawing - Life Size Drawing (3 credits)
 ART 309 or 409 Drawing - Bookmaking (3 credits)
 ART 313 or 413 Painting - Life Size (3 credits)
 ART 314 or 414 Painting - Survey of Artist's Materials (3 credits)

MAJORS IN ART AND FINE ARTS WITH TEACHER CERTIFICATION (K-12)

The bachelor of arts degree in art or fine arts with the teaching certification enables a student to teach in the Missouri public schools K-12. Certification can also be combined with the BFA degree by completing all requirements below and fulfilling the concentration requirements (15 credits in drawing, ceramics, painting, sculpture, or studio plus the three credits of senior project, participation in the junior portfolio review, and senior exhibition). A student must successfully complete, at Fontbonne, a minimum of 50 percent of the credit hours required for the major with grades of C- or higher.

All students majoring in art or fine arts with teacher certification are accepted provisionally in the BA or BFA program until the time at which they must apply for major approval.

Baccalaureate Degree and Residency Requirements

All requirements for an undergraduate degree are listed under academic policies and regulations in the introductory section for undergraduate programs in this catalog. These requirements include a graduation requirement of at least one course in religion or theology. In addition the following are required:

- A "B" average in studio work.
- Successful participation in the senior exhibit.

Teacher Certification Requirements

Full information on teacher certification may be found in the section entitled, "Teacher Education at Fontbonne University" in the introductory section for undergraduate programs in this catalog as well as in the appropriate departmental sections of this catalog.

Major Approval

Major approval is required during the second semester of the sophomore year, or after the completion of 45 credit hours at Fontbonne. For transfer students, major approval is required after completing the equivalent of one full semester (a minimum of 12 credit hours) at Fontbonne.

General Education Requirements

The 42 credit hours of general education requirements are presented in the undergraduate academic information section in this catalog. A course that meets a general education requirement may also meet a course requirement in the major or a course requirement in another discipline.

The following specific general education courses stipulated by the Missouri Department of Education must be chosen to meet the requirements for this major:

BIO 108 Introduction to Life Science with Lab (3 credits)

CIS 103 Microcomputer Applications in Education (3 credits)

COM 102 Public Speaking (3 credits)

GOV 230 American National Government (3 credits)

OR

GOV101 U.S. and Missouri Constitutions (1 credit)

HST 105 Introduction to American History I (3 credits)

MTH 102 Contemporary Topics in Mathematics (3 credits)

PHY 108 Introduction to Physical Science with Lab (3 credits)

PSY 200 Developmental Psychology (3 credits)

Courses Required in the Major

46 credits in art including the following required courses:

ART 100 Drawing (3 credits)

ART 200 Drawing (3 credits)

ART 201 Drawing (3 credits)

ART 300 Drawing (3 credits)

ART 110 Design I (3 credits)

ART 111 Design II (3 credits)

ART 160 Art History Survey (3 credits)

ART 161 Art History Survey II (3 credits)

Three additional credits of art history which may include any of the following:

ART 305 Non-Western Art (3 credits)

ART 306 Modern Art (3 credits)

ART 319 American Artists (3 credits)

ART 492 The American Photograph: 150 Years of American Culture (3 credits)

Art 493 Renaissance Art (3 credits)

ART 494 Special Topic in Art History (3 credits)

OR

PHL 425 Aesthetics (3 credits)

The following additional 19 credits are required:

ART 210 Painting (3 credits)

ART 220 Sculpture (3 credits)

ART 240 Ceramics (3 credits)

ART 280 Photography (3 credits)

OR

Art 115 Introduction to Graphic Design (3 credits)

ART 316 Fibers (3 credits)

ART 350 Teaching of Art in the Elementary Schools (2 credits)

ART 351 Teaching of Art in the Secondary Schools (2 credits)

Education Courses required (24 credits):

EDU 120 Psychology of Exceptional Child (3 credits)

EDU 201 Introduction to Classroom Teaching–Middle/Secondary (3 credits)

EDU 234 Philosophical Foundations of Education (3 credits)

EDU 401 Classroom/Behavior Management–Middle/Secondary (3 credits)

EDU 350 Methods of Teaching Reading in the Content Area (2 credits)

EDU 447 Planning for Instruction and Assessment (3 credits)

EDU 450 Student Teaching at the Elementary Level (minimum 2 credits)

AND

EDU 451 Student Teaching at the Secondary Level (minimum 8 credits)

MAJOR IN PERFORMING ARTS

Baccalaureate Degree and Residency Requirements

All requirements for an undergraduate degree are listed under academic policies and regulations in the introductory section for undergraduate programs in this catalog. These requirements include a graduation requirement of at least one course in religion or theology.

Teacher Certification Requirements

Full information on teacher certification may be found in the section entitled, “Teacher Education at Fontbonne University” in the introductory section for undergraduate programs in this catalog as well as in the appropriate departmental sections of this catalog.

Major Approval

Major approval is required during the second semester of the sophomore year, or after the completion of 45 credit hours at Fontbonne. For transfer students, major approval is required after completing the equivalent of one full semester (a minimum of 12 credit hours) at Fontbonne.

General Education Requirements

The 42 credit hours of general education requirements are presented in the undergraduate academic information section in this catalog. A course that meets a general education requirement may also meet a course requirement in the major or a course requirement in another discipline.

The following specific general education courses must be chosen to meet the requirements for this major:

COM 103 Interpersonal Communication (for all but certification students) (3 credits)

COM 102 Public Speaking (for certification students only) (3 credits)

PER 101 Theatre Appreciation (3 credits)

PER 314 Multicultural Experiences in Performance (3 credits)

Courses Required in the Major**Core Curriculum:**

COM 103 Interpersonal Communication (3 credits)
OR
 COM 102 Public Speaking (certification students) (3 credits)
 PER 101 Theatre Appreciation (3 credits)
 PER 111 Performance Techniques (3 credits)
 PER 121 Stagecraft (3 credits)
 PER 130, 131, 230, 231, 330, 331, 430, 431 Theatre Synthesis (1 credit)
 PER 212 Oral Interpretation of Literature (3 credits)
 PER 314 Multicultural Experiences in Performance (3 credits)
 PER 317 Staging Literature (3 credits)
 PER 326 Technical Production (3 credits)
 PER 441 Development of Dramatic Art (3 credits)
 PER 494 Production and Stage Management (3 credits)
 Two PER electives

Concentration in Acting/Directing:

PER 318 Directing (3 credits)
 PER 443 Text Analysis (3 credits)
 PER 145 or PER 245 or PER 345 or PER 444 Advanced Acting (3 credits each)

Plus three electives from the following:

ENG 320/ENG321 Shakespeare's Comedies/Tragedies (3 credits)
 ENG 313 Writing the One Act Play (3 credits)
 Any other PER course

Concentration in Arts Management:

BUS 205 Financial Accounting (3 credits)
 BUS 233 Marketing Principles (3 credits)
 BUS 241 Business Law (3 credits)
 BUS 362 Small Business and Entrepreneurship (3 credits)
 COM 250 Public Relations (3 credits)
 PER 273 Practicum in Arts Management (1-3 credits)

Teacher Certification in Speech and Theatre:

CIS 103 Microcomputer Applications in Education (3 credits)
 COM 250 Mass Media (3 credits)
 COM 430 Debate (3 credits)
 ENG 320 or ENG 321 Shakespeare's Comedies or Tragedies (3 credits)
 PSY 200 Developmental Psychology (3 credits)
 PER 318 Directing (3 credits)
 PER 443 Text Analysis (3 credits)
 PER 145 or PER 245 or PER 345 or PER 445 Advanced Acting (3 credits each)
 PER 386 Methods of Teaching Speech & Theatre (3 credits)

Plus all required education courses**MINORS****Minor in Art History**

The art history minor is an 18 semester credit hour program. A student must successfully complete, at Fontbonne, a minimum of 50 percent of the credit hours required for the minor.

Requirements:

ART 160 Art History Survey I (3 credits)
 ART 161 Art History Survey II (3 credits)
 ART 305 Non-Western Art (3 credits)
Plus three of the following:
 ART 306 Modern Art (3 credits)
 ART 319 The American Artist (3 credits)
 ART 492 The American Photograph (3 credits)
 ART 493 Renaissance Art (3 credits)
 PHL 425 Aesthetics (3 credits)

Minor in Graphic Design

The graphic design minor is a 21 semester credit hour program. This minor will prepare students with the foundation in graphics necessary to qualify for a position in graphic design. A student must successfully complete, at Fontbonne, a minimum of 50 percent of the credit hours required for the minor.

Requirements:

ART 110 Design I (3 credits)
 ART 115 Introduction to Graphic Design (3 credits)
 ART 215 Graphic Design (3 credits)
 ART 280 Photography (3 credits)
 ART 302 Web Design (3 credits)
 ART 318 Digital Imaging (3 credits)
 ART Any 400 level graphic design course

Minor in Performing Arts

The performing arts minor is an 18 semester credit hour program. A student must successfully complete, at Fontbonne, a minimum of 50 percent of the credit hours required for the minor.

Requirements:

PER 101 Theatre Appreciation (3 credits)
 PER 111 Performance Techniques (3 credits)
 PER 121 Stagecraft (3 credits)
 PER 212 Oral Interpretation of Literature (3 credits)
 PER 314 Multicultural Experiences in Performance (3 credits)
 ART Any 300 or 400 level PER course

CERTIFICATE**Certificate in Website Development**

This certificate provides a solid foundation in all aspects of website development: graphics design, programming, and installation. (See undergraduate certificate programs in the undergraduate academic policy and regulations section in this catalog.)

Requirements:

ART 115 Introduction to Graphic Design (3 credits)
ART 302 Designing for the Web (3 credits)
ART 402 Designing for the Web (Advanced) (3 credits)
CIS 150 Fundamentals of Programming for Business (3 credits)
CIS 115 Introduction to Server Technology (1 credit)
CIS 215 Database Fundamentals and SSP (Server-Side Programming) (2 credits)
CIS 315 Advanced SSP (Server-Side Programming) (3 credits)

MUSIC

The fine arts department offers music courses in the belief that the study of music contributes significantly to the cultural development and creative experience of the students who take these classes. (See music courses below.)

ADVANCED PLACEMENT

An entering student who scores four or five on the Advanced Placement Test will receive advanced placement and university credit equivalent to one or two courses as determined by the department. A student who scores one, two, or three on Advanced Placement tests will not receive advanced placement or earn college credit.

A copy of the Fontbonne courses that are satisfied by advanced placement courses with scores of four or five is available in the department as well as in the offices of the coordinator of prior learning assessment, admission, and registrar.

COURSES

Art

ART 100, 101 Beginning Drawing (3 credits each)

Basic skills in life drawing will be covered. The use of line, shape, value, and composition will be explored as tools in visual communication. FA, SP

ART 110 Design I (3 credits)

A study of two-dimensional design, three dimensional design, and color theory. Extensive studio work on specific problems will be done in class. FA

ART 111 Design II (3 credits)

Continuation and completion of ART 110. SP

ART 115 Introduction to Graphic Design (3 credits)

An introduction to visual communication theory and practice: elements and principles of perception and design, typography, symbols, desktop design. FA

ART 155 Art Appreciation (3 credits)

A study of the vocabulary of art, both in form and meaning. Lecture and studio class structures introduce students to a wide range of art, both historically and culturally significant. Discussion and emphasis is on developing student's visual awareness and sensitivity. *Art Appreciation does not satisfy the fine arts art history requirement.* FA, SP

ART 160 Art History Survey I (3 credits)

A survey of Western art and architecture from Paleolithic through Medieval times. FA

ART 161 Art History Survey II (3 credits)

A survey of Western art and architecture from the Renaissance to the present. SP

ART 200, 201, 300, 301, 400, 401 Drawing (3 credits each)

Concepts of draftsmanship, involvement with the abstract idea as related to drawing; exploration of various media; perspective and space problems. Extensive work from human figure and nature. FA, SP

ART 207 High Art, Propaganda, and Kitsch (3 credits)

Meets the specialized valuing component of the general education requirements. Through the examination of works of art and artists, students will evaluate the uses of art, both current and historical, to better understand the role it has in contemporary society, and the methods used in critiquing art. FA

ART 210, 212, 310, 312, 410, 412 Painting (3 credits each)

Basic concepts of color theory and paint application developing toward an increased sensitivity to both color and formal relationships. Working from a variety of figurative/life sources, students are exposed to an ever broader agenda of painting concerns. Frequent discussions and references to both masters and contemporary artists encourage students to recognize and increasingly pursue individual direction. FA, SP

ART 211, 311, 411 Painting Clinic (3 credits each)

This class is designed for students who already have had painting experience in class or studio at Fontbonne University or other colleges/universities. Such students may, however, continue to have particular painting problems demanding individual clinical treatment. Such problems may include color observation, color theory, oil painting technique, painting composition, and oil medial materials, etc. Particular attention will be given by the clinic instructor to the fundamental problem of giving expression to the student's feelings through the choice and use of color. There are no regular assignments, but rather the instructor will offer advice and instruction according to the student's ongoing projects and problems and the problems encountered. Students will be treated individually and in small groups. Offered even years.

ART 215, 315, 415 Graphic Design (3 credits each)

Intermediate desktop design and publishing; electronic layout, pagination, and illustration; symbol, logo, poster, and publication design; computer imaging. Prerequisite: ART 115. SP

ART 216, 316, 416 Fibers (3 credits each)

An introduction to the use of fibers in a three-dimensional context. Basic basketry methods will be used to create both traditional basketry and experimental free-form sculpture forms. FA, SP

ART 217, 317, 417 Illustration Techniques (3 credits each)

The fundamentals of illustration techniques incorporating mediums such as pen and ink, pastels, acrylics and collage, and using tools such as opaque projectors, photographic equipment, and the airbrush. Offered odd years.

ART 218, 318, 418 Digital Imaging (3 credits each)

Introduction to scanning, correction, and digital manipulation of images. File preparation and conversion. Prerequisite: ART 215. FA

ART 220, 221, 320, 321, 420, 421 Sculpture (3 credits each)

This class consists of work from life (primarily the figure and portrait head) in wax and clay. Methods of casting the works in plaster, bronze, and other media will be introduced and practiced as needed. Students lacking specific experience in these areas will initially focus on acquiring the basic skills and techniques required when working from life. As students gain experience, emphasis shifts to concept development and the formation of an individual direction. FA, SP

ART 230, 231, 330, 331, 430, 431 Metalsmith (3 credits each)

This course is designed to introduce the student to the basic techniques of traditional and non-traditional metalsmithing, and the review of current and historical jewelry concepts (i.e., books, periodicals, show reviews, etc.) Most of the class time will be spent on demonstrations/ critiques as well as individual attention as needed. As students gain experience, emphasis shifts to concept development and the formation of an individual direction. FA, SP

ART 240, 241, 340, 341, 440, 441 Ceramics (3 credits each)

Ceramics will cover all basic methods of construction C slab, coiling, and wheel throwing. Basic technical information on clay, glazes, and kilns will be presented. Advanced students will develop projects which expand, both technically and in conception, on basic techniques. Advanced students are also responsible for clay/glaze making and kiln firing. FA, SP

ART 280, 281, 380, 381, 480, 481 Photography (3 credits each)

Expressing and communicating ideas through photography as an art medium. Photographing a variety of subject matter, solving problems, and darkroom techniques within 35 mm format. FA, SP

ART 293 Special Topics (1-3 credits)

Course offered to supplement regular course listing. Offered on a one-time or irregular basis.

ART 294-299 Cooperative Education (1-6 credits)

Supervised off-campus work experience. Cooperatively administered by an employer, faculty advisor, and director of cooperative education. Credits are determined by amount of working hours in an approved job. Full-time (six hour) co-op

positions should be taken on alternating semesters, excluding summer semesters. These courses are graded solely on a pass/no pass basis. No more than a total of 18 hours may be taken.

ART 302, 402 Designing for the Web (3 credits each)

An in-depth look at web design, including image preparation, information architecture, site structure, and organization. Topics will include HTML, DHTML, CSS, CSS-P, scripting, browser and server considerations, HTML authors. Prerequisites: ART 110; Art 215 or permission of instructor. SP

ART 304, 404 Painting Techniques (3 credits each)

This course is designed to introduce the student to the basic techniques of old masters such as three typical artists: Van Eyck, Titian, and Rubens. We will deal with oil paints only. A sample of issues to be covered are support, ground, medium, palette, process, and skills. This course content will help you to know the indispensable knowledge of the technical aspect of painting in terms of the personal expression. Prerequisite: ART 210 or instructor's permission. SP

ART 305 Non-Western Art (3 credits)

This course will cover the art and anthropology of the following areas: the Americas (North and South), the South Pacific, Africa, and the Orient. The course will be offered as a general survey of the above topics; or focus on one specific area per course offering. Offered even years. FA

ART 306 Modern Art (3 credits)

The study of trends in contemporary art from 1880 to the present. All visual art forms will be discussed—paintings, sculpture, architecture, photography, and ceramics. Offered odd years. SP

ART 307, 407 Drawing Anatomy (3 credits each)

This class will explore, investigate, and document the human form in a systematic two-dimensional format. By building a base study of the skeleton, the class will then focus on the musculature, using the live female and male model to further understand surface landmarks. All students will produce a life-size skeleton drawing that will also include origin and insertion of musculature which is relevant to surface anatomy. Through the aid of a textbook and lectures each student will create their own anatomy atlas filling it with gestures, lecture notes, and studies from the skeleton. FA

ART 308, 408 Drawing Life Size (3 credits each)

This class offers students who have had two drawing classes or more (anatomy is suggested) an opportunity to explore the human figure further in terms of a real sense of space and solid forms as well as rhythms of human body movements. This class is going to draw two life-size figures: male and female with long-term rendering through analytical construction study of human form based upon anatomy, value scales, planar structures, and a sense of light. The class trains students to observe human forms systematically and critically and to select visual dialogues carefully to interpenetrate on drawing. SP

ART 309, 409 Drawing – Bookmaking (3 credits each)

This course provides a forum to explore and learn how to make books in small editions and how to fashion book-like concepts and ideas into unique objects. The studies in this class should be seen as a bridge and merger of the other skills, which might take a direction. During the initial stages we will touch on fundamental know-how, such as proper use of paper, typography, binding, and on presentation in general. We will do a number of small, short-term projects to get familiar with a variety of different formats and techniques. The class will involve presentations of samples, demonstration, and discussion of various materials and techniques, critiques of individual works and hopefully a healthy dialog. SP

Art 313, 413 Painting – Life Size (3 credits each)

This class offers students an opportunity to explore the human figure further in terms of real sense of space and solid forms, as well as skin color. This class requires the completion of two life-size figure paintings: male and female with long-term rendering through Grisaille, which is the value study of human form and color skin sensitivity with the source of light interaction based upon realistic and impressionistic color theory. FA

ART 314, 414 Painting – Survey of Artist's Materials (3 credits each)

This class will explore mediums and methods used by painters from antiquity to the present. Special attention will be given to mediums and surfaces that have proved to be archival over the past two millennium. Techniques in encaustic, egg tempera, fresco, metal leafing, and oil will be studied, as well as acrylics and latex, alkyds, and various processes of image transfers will also be investigated. Each student will give a presentation on an artist (or period) who has used the studied mediums in their work. Offered odd years. FA

ART 319 American Artist (3 credits)

This course will provide a forum for discussing issues relating to the visual arts in America from the seventeenth century to the present and to the political, religious, and social histories that influenced them. Offered odd years. SP

ART 350 Teaching of Art in the Elementary School (2 credits)

A study of issues in elementary art education including curriculum design, grading and evaluation, and instructional strategies in relationship to the cognitive and creative development of children. Students will apply the techniques learned in a classroom setting. ART 350 and 351 should be taken together. Prerequisite: EDU 201; FA

ART 351 Teaching of Art in Secondary Schools (2 credits)

A study of issues in secondary art education including curriculum design, classroom management, grading and evaluation, and instructional strategies, as well as reading and discussion of current topics in art education. Students will apply the techniques learned in a classroom setting. ART 350 and 351 should be taken together. Prerequisite: EDU 201; FA

ART 393 Junior Synthesis (3 credits)

Course will deal with essential practical skills for studio artists. The skills will be divided into presentation, documentation, and promotion of the artists' work. Presentation includes matting, mounting, framing, and other considerations for viewing of work, both 2 D and 3D. Documentation will discuss methods, both analog and digital, of documenting artwork, and the purposes of such documentation. Promotion will cover writing about art, resumes, various promotional publications (business cards, brochures, etc.), galleries, competitive shows, graduate schools, and other means of distribution. Combined with the above will be ongoing production and critique of student work in their proposed area of concentration. Prerequisite: Junior status. SP

ART 490 Independent Study (1-4 credits)

Includes seminars, special study, special topic, advanced work, senior shows in art areas of study. Prerequisite: Junior or senior status and permission of instructor and department chairperson.

ART 492 The American Photograph: 150 Years of American Culture (3 credits)

The American Photograph is a course designed to accomplish three objectives. It will provide an introduction to select periods of American history, from 1840 to the present, through the exclusive use of photographs as evidence. It will explain the history of photography itself, how it came to be and why it grew in popularity. Finally, and perhaps most challenging, the course will introduce the participants to the field of visual culture, using the photograph to examine how we see and how images are used to influence our act of knowing. Offered even years. FA

ART 493 Renaissance Art (3 credits)

A survey of the art of the Renaissance in Europe covering the beginning of the Renaissance in the 13th century and into the 16th century. We will look at major trends and artists and the social and political factors which influenced the art of the period. Offered even years. FA

ART 494 Special Topics (1-3 credits)

Course offered to supplement regular course listing. Offered on a one-time or irregular basis.

ART 495 Senior Project (3 credits)

The student independently produces work for his/her graduate thesis show under the instructor of the student's choice. A minimum of three hours required for BFA. May be taken for additional hours with instructor approval. FA

Music

MUS 106 American Popular Music (3 credits)

Social, economic, and musical foundations of ragtime, jazz, swing, and popular music, with a special emphasis on the best work of America's most distinguished popular music composers and lyricists. Some emphasis on the verbal, melodic, harmonic, and rhythmic characteristics that distinguishes the American popular song and its creators. SP

MUS 108 Music Appreciation (3 credits)

A survey of music for the non-music major. Develops listening skills through exposure to music from a wide variety of historical and cultural styles. Emphasis on the basic elements of music and their psychological impact on the listener, as well as on specific musical forms, media, etc. FA, SP

Performing Arts**PER 101 Theatre Appreciation (3 credits)**

An introduction to an awareness and appreciation of the arts of the theatre and to an understanding of the play as a literary form as well as a theatrical experience. Open to all students. FA, SP

PER 111 Performance Techniques (3 credits)

Through creative drama exercises, students will develop the tools of acting (concentration, observation, emotional recall, rhythm, sense memory, and characterization). These tools will be used in the development of characters and the presentations of both improvised and scripted scenes. Students will also develop physical and vocal skills necessary for performers. Open to all students. FA

PER 121 Stagecraft (3 credits)

An introduction to backstage organization, scenic construction, lighting, painting, and all related areas involved in the physical mounting of a theatrical production. Lecture and lab experience. Open to all students.

PER 130, 131, 230, 231, 330 Theatre Synthesis (1 hour per semester)

Performing arts majors meet to synthesize material learned across courses with current performance work in the department and outside productions. Students will attend two outside productions each semester and will be required to put in 20 hours working on a departmental production. FA, SP

PER 145, 245, 345, 445 Advanced Acting (3 credits each)

Each semester will focus on one of the following topics: Presentational Acting Styles (Greek, Shakespeare, Restoration, Brecht); Early Realism (Ibsen, Chekhov, Shaw); The Method (Williams, Hellman, Hansberry, Miller); Beyond Realism (Pinter, Shepard, Shange, Albee). Students will perform scenes with partners for peer and teacher critique. Intended for performing arts majors and minors, but open to any student meeting the prerequisite of PER 111. SP

PER 212 Oral Interpretation of Literature (3 credits)

An introduction to the oral communication of various forms of fiction and non-fiction for the solo performer. Analysis of the literary work in preparation for performance, with emphasis on the development of specific delivery skills in interpretive reading. Open to all students. Offered odd years. FA

PER 222 Stage Makeup (3 credits)

An introduction to the materials and methods used to apply stage makeup for the purpose of defining and heightening character. Emphasis on the basic problems encountered in

most theatrical productions. Open to all students.

PER 239 Stage Movement (3 credits)

An introduction to different techniques of movement and sensory awareness used in actor training, the principles of stage combat and basic movement requirements in the performance of period plays.

PER 271, 371 Practicum in Technical Theatre (1-3 credits)

An opportunity for students to earn credit for production work done outside the regular classroom experience. Usually earned as part of department-sponsored performance event. Open to performing arts majors. Offered every semester.

PER 273, 373 Practicum in Arts Management (1-3 credits)

An opportunity for students to earn credit for publicity and business management work done outside the regular classroom experience. Usually earned as part of a department-sponsored performance event. Open to performing arts majors. Offered every semester.

PER 314 Multicultural Experiences in Performance (3 credits)

An examination of various acts of performance as a way of understanding and knowing the human experience. Includes the study of personal narrative, storytelling, folk legends, ritual, ethnography, ethnicity, and an investigation of performance art. Open to all.

PER 317 Staging Literature (3 credits)

A study of the adaptation of various forms of fiction and non-fiction for group performance using techniques of traditional reader's theatre, choral reading, and chamber theatre. Practical application through in-class performance and student-directed projects for public production. Open to any student meeting the prerequisite of PER 212.

PER 318 Directing (3 credits)

An introduction to the principles and techniques of direction for various spaces. Students will study the fundamentals of script analysis and the basic tools a director employs to communicate a performance event to an audience through the performers. In-class directing exercises and public performance of student-directed projects. Prerequisite: PER 111.

PER 331, 430, 431 Theatre Synthesis (1 hour each)

For performing arts majors in their final three semesters. In addition to previous theatre synthesis goals, students will be required to lead discussions, make presentations, and take leadership roles within the department. Students will attend two outside productions each semester and will be required to put in 20 hours working on a departmental production. FA, SP

PER 326 Technical Production (3 credits)

Builds on the fundamentals introduced in the Stagecraft class. A study of the methods of assembling lighting, sound, scenery, and properties for a live production. A hands-on

course where students learn how various equipment systems go together and how to run the systems. Prerequisite: PER 121.

PER 376 Major Production (1-3 credits)

Active participation in a major production. Students must register at least 80 actual contact hours during the production schedule.

PER 377 Touring Theatre Production (1-3 credits)

Participation in touring production as performer, stage manager, or technician. Open only to students cast in the show or those assisting in a technical capacity.

PER 378 Children's Theatre Production (1-3 credits)

Active participation in a children's theatre production. Students must register at least 80 actual contact hours during the production schedule.

PER 386 Teaching Speech and Drama in the Middle and Secondary School (3 credits)

Procedures, materials, applications, and problems of the curriculum in middle and high school with special emphasis on the basic course. Offered even years. SP

PER 415 Contemporary Theories of Theatre (3 credits)

Students will study the intersections of Theatre and Anthropology, Theatre and Ritual, Post-modern theory and performance, and Theatre for Social Change. Prerequisite: PER 314.

PER 441 The Development of Dramatic Art: Greek to 19th Century (3 credits)

This course will survey the development of dramatic art from the Greek period through the 19th century (pre-Ibsen), focusing on the plays, playwrights, and physical performance structures of the various historical periods.

PER 443 Text Analysis (3 credits)

Concentrates on the study of texts from the modern era (Ibsen) and continuing through contemporary drama. Texts will be analyzed to assist either teacher, director, or actor in making informed and effective choices when seeing plays performed or working in any capacity on a performance.

PER 449 Special Topics in Performance (3 credits)

Allows students to explore areas of performance not covered in other courses. FA

PER 455 Sexual Politics in Drama (3 credits)

This course will look at the theme of sexual politics as it appears in dramatic literature from Ancient Greece through modern times. We will examine the myths, games, and realities of sexual politics, and how they interact with the performance of gender and sexuality. We will discuss and write about drama as a unique genre, exploring through dramatic texts the evolution of sexual politics. After completing this course, a student should have an understanding of 1) the development of theatrical styles of Greek and Renaissance theatre and the rise of Realism; 2) how sexual roles are performed by real people (on and off-stage); 3) how to analyze a dramatic text and its historical/social context; 4) what the term "sexual politics" means and how it is visible in dramatic texts and performances of the past and present. Offered odd years. FA

PER 461 Internship in Theatre Performance (2-6 credits)

An opportunity for the students to apply theory and skills in a work experience. Projects are jointly supervised by a faculty member and an employer/supervisor. Open to performing arts majors. Offered every semester.

The department of history, philosophy, and religion embraces a wide range of disciplines. In order to meet the needs of today's student to examine questions of meaning and belief, of truth and value in the living of life, philosophy and religion courses provide experiences of critical search and questioning in matters of ultimate concern. The student is urged, within the context of the liberal arts, to develop a personal understanding of the religious and philosophical dimensions of authentic human existence and a personal appreciation of the various traditions in which these dimensions have found expression, particularly the traditions of Christianity.

In order to give the student a knowledge of the past, an appreciation of cultural heritage and the tools for understanding political thought, complex societies, economic development in past and contemporary society, the curriculum of history and the social sciences offers courses from the disciplines of geography, history, law, and political science.

The department offers a bachelor of arts degree in the following majors: history, history with secondary teaching certification, religious studies, and social science/ pre-law. The department offers minors in history and religion. A new major and minor in global studies are pending approval late 4/09. See department chairperson for information.

FACULTY

Jack Luzkow, associate professor of history and chairperson of the department of history, philosophy, and religion

Margaret Gilleo, affiliate instructor of philosophy

Jill Raitt, professor of religion and philosophy; holder of the Sisters of St. Joseph of Carondelet Endowed Chair in Catholic Thought

Randall Rosenberg, assistant professor of religion and philosophy

Steven D. Stopke, affiliate instructor of religion

Rex Van Almsick, professor of social sciences (history and law)

Daryl J. Wennemann, associate professor of philosophy

MAJOR IN HISTORY

The history major is interdisciplinary in nature and includes a number of core courses in Western and non-Western history, American history, geography, government, sociology, psychology, and the American economy. As a discipline in the liberal arts and humanities, history encourages students to think critically, to argue logically, and to examine the values

of their society and those of other societies.

History majors must meet the following requirements: a cumulative GPA of 2.5 from all colleges attended; and a 2.5 GPA in history content courses. History majors seeking teacher certification must have a cumulative GPA of 2.75 for all professional coursework for all colleges attended. These standards apply to admission into the major as well as to graduation. History majors must complete 33 credit hours in history coursework, 18 hours of which must be in upper-division courses (300 level or above). History culminates with a senior capstone course that gives students an opportunity to enhance their knowledge and skills by conducting an independent research project.

Baccalaureate Degree and Residency Requirements

All requirements for an undergraduate degree are listed under academic policies and regulations in the introductory section for undergraduate programs in this catalog. These requirements include a graduation requirement of at least one course in religion or theology.

Major Approval

Major approval is required during the second semester of the sophomore year, or after the completion of 45 credit hours at Fontbonne. For transfer students, major approval is required after completing the equivalent of one full semester (a minimum of 12 credit hours) at Fontbonne.

General Education Requirements

The 42 credit hours of general education requirements are presented in the undergraduate academic information section in this catalog. A course that meets a general education requirement may also meet a course requirement in the major or a course requirement in another discipline.

The following specific general education courses must be chosen to meet the requirements for the history major:

BIO 108 Introduction to Life Science with Lab (3 credits)

PHY 108 Introduction to Physical Science with Lab (3 credits)

COM 102 Public Speaking (3 credits)

PHL 110 Introduction to Philosophy (3 credits)

Course Requirements for a Major in History

HST 103, HST 104 Introduction to Western Civilization I, II (6 credits)

HST 105, HST 106 Introduction to American History I, II (6 credits)

HST 366 Trends that Shaped the Modern World (3 credits)
HST 496 Capstone Course (3 credits)
HST electives: 15 semester hours selected from 300/ 400 courses, including at least two courses in American history, at least one course in European history, and at least two courses in non-Western history. One art history course is acceptable for history credit.

Requirements in Social Studies:

GGY 100 Introduction to Geography (3 credits)
GGY 205 Cultural Geography (3 credits)
GOV 230 American National Government (3 credits)
GOV Elective (3 credits)
PSY 100 Introduction to Psychology (3 credits)
PSY 330 Research Methods for Social Science (3 credits)
SOC 100 Survey of Sociology (3 credits)
SSC 201 The American Economy (3 credits)
SOC 210 Social Psychology (3 credits)

Courses Required in Other Disciplines:

ENG – two courses in Literature (6 credits) chosen from the following:
ENG 240, ENG 241 Survey of English Literature I, II (6 credits)
ENG 260, ENG 261 Survey of American Literature I, II (6 credits)
PHL 110 Introduction to Philosophy (3 credits)
ART 155 Art Appreciation (3 credits)
OR
MUS 108 Music Appreciation (3 credits)
OR
PER 101 Theatre Appreciation (3 credits)

Courses Highly Recommended:

ART 160 Art History Survey I (3 credits)
ART 161 Art History Survey II (3 credits)
ENG 240 Survey of English Literature I (3 credits)
ENG 241 Survey of English Literature II (3 credits)
ENG 260 American Literary Tradition: to Whitman (3 credits)
ENG 261 American Literary Tradition: since Whitman (3 credits)
REL 225 World Religions (3 credits)

Grade point average standards are listed above. Students must earn a minimum of C- in each course required in the major.

MAJOR IN HISTORY WITH SECONDARY CERTIFICATION IN SOCIAL STUDIES

The department offers a major in history with secondary certification in social studies. For a full description interested students should review all information, including policies and procedures, for teacher certification outlined under “Teacher Certification at Fontbonne University” in the introductory section for undergraduate programs in this catalog.

Baccalaureate Degree and Residency Requirements

All requirements for an undergraduate degree are listed under academic policies and regulations in the introductory section for undergraduate programs in this catalog. These requirements include a graduation requirement of at least one course in religion or theology.

Major Approval

Major approval is required during the second semester of the sophomore year, or after the completion of 45 credit hours at Fontbonne. For transfer students, major approval is required after completing the equivalent of one full semester (a minimum of 12 credit hours) at Fontbonne.

General Education Requirements

The 42 credit hours of general education requirements are presented in the undergraduate academic information section in this catalog. A course that meets a general education requirement may also meet a course requirement in the major or a course requirement in another discipline.

Students majoring in history with secondary certification must meet the following specific general education requirements:

BIO 108 Introduction to Life Science with Lab (3 credits)
CIS 103 Microcomputer Applications in Education (3 credits)
COM 102 Public Speaking (3 credits)
EDU 234 Philosophical Foundations of Education (3 credits)
PHL 110 Introduction to Philosophy (3 credits)
PHY 108 Introduction to Physical Science with Lab (3 credits)
PSY 200 Developmental Psychology (3 credits)

Courses Required for the History Major with Secondary Certification in Social Studies Requirements in History:

HST 103, 104 Introduction to Western Civilization I, II (6 credits)
HST 105, 106 Introduction to American History I, II (6 credits)
HST 366 Trends that Shaped the Modern World (3 credits).
HST 496 Capstone Course (3 credits)
HST electives: 15 semester hours selected from 300/ 400 courses, including at least two courses in American history, one course in European history, and at least two courses in non-Western history. One art history is acceptable for history credit.

Requirements in Social Studies:

GGY 100 Introduction to Geography (3 credits)
GGY 205 Cultural Geography (3 credits)
GOV 230 American National Government (3 credits)
GOV Government elective (3 credits)
PSY 100 Introduction to Psychology (3 credits)
PSY 200 Developmental Psychology (3 credits)

- PSY 330 Research Methods for the Behavioral Sciences (3 credits)
 SOC 100 Survey of Sociology (3 credits)
 SOC Sociology elective (3 credits)
 SSC 201 The American Economy (3 credits)

Certification Requirements

12 credits in American history are required for certification.

Required Professional Education Courses for Secondary Certification:

- PSY 200 Developmental Psychology (3 credits)
 EDU 120 Psychology of the Exceptional Child (3 credits)
 EDU 201 Introduction to Classroom Teaching–Middle/Secondary (3 credits)
 EDU 234 Philosophical Foundations of Education (3 credits)
 EDU 350 Methods of Teaching Reading in the Content Area (2 credits)
 EDU 401 Classroom/Behavior Management Techniques (3 credits)
 EDU 451 Student Teaching at the Secondary Level (10 credits)
 EDU 447 Planning for Instruction and Assessment–Middle and Secondary (3 credits)
 HST 252 Methods of Teaching History and Social Studies in the Middle and Secondary Schools (3 credits)

Courses Required for Middle School Certification:

- EDU 339 Middle School Philosophy, Curriculum, and Instruction (2 credits)
 EDU 360 Reading Methods Practicum–Middle and Secondary (3 credits)
 CIS 103 Microcomputer Applications in Education (3 credits)

MAJOR IN SOCIAL SCIENCES/PRE-LAW

The social sciences/pre-law major prepares the student to meet the different challenges of law school and to complete successfully a law school curriculum. Included within the core of required courses is a law capstone practicum in the senior year in which the student works in a legal setting for 200 hours during a semester. Any student whose cumulative average falls below 3.0 will need special permission from the social science/pre-law advisor to remain in the program. The student must also enroll in, and pay for, a preparatory course for the Law School Admissions Test offered outside Fontbonne University.

Baccalaureate Degree and Residency Requirements

All requirements for an undergraduate degree are listed under academic policies and regulations in the introductory section for undergraduate programs in this catalog. These requirements include a graduation requirement of at least one course in religion or theology.

Major Approval

Major approval is required during the second semester of the sophomore year, or after the completion of 45 credit hours at Fontbonne. For transfer students, major approval is required after completing the equivalent of one full semester (a minimum of 12 credit hours) at Fontbonne.

A student in the social sciences/pre-law major must have achieved a minimum cumulative grade point average of 3.0 on a 4.0 scale at the times of application for major approval and application for a degree.

General Education Requirements

The 42 credit hours of general education requirements are presented in the undergraduate academic information section in this catalog. A course that meets a general education requirement may also meet a course requirement in the major or a course requirement in another discipline.

The following specific general education courses must be chosen to meet the requirements for this major:

- HST 103, 104 Introduction to Western Civilization I, II (6 credits)
 HST 105, 106 Introduction to American History I, II (6 credits)
 GOV 230 American National Government (3 credits)
 COM 102 Public Speaking (3 credits)
 ENG 260 American Literary Tradition: to Whitman (3 credits)
 ENG 261 American Literary Tradition: since Whitman (3 credits)
 PHL 110 Introduction to Philosophy (3 credits)
 PSY 100 Introduction to Psychology (3 credits)
 SOC 100 Survey of Sociology (3 credits)
 SSC 201 The American Economy (3 credits)

Courses Required in the Major

- HST 103, 104 Introduction to Western Civilization I, II (3 credits)
 HST 105, 106 Introduction to American History I, II (3 credits)
 HST 340 American Social History (3 credits)
 GOV 230 American National Government (3 credits)
 GOV 311 Practical Aspects of Missouri and Federal Law (3 credits)
 GOV 331 American Constitutional Development (3 credits)
 GOV 102 Introduction to Law (3 credits)
 SSC 201 The American Economy (3 credits)
 SSC 450 Capstone/Pre-Law Practicum (6 credits)

Courses Required in Other Disciplines:

- BUS 205 Financial Accounting (3 credits)
OR
 BUS 101 Introduction to Business Administration (3 credits)
 BUS 241 Business Law (3 credits)
 COM 102 Public Speaking (3 credits)

ENG 260 American Literary Tradition: to Whitman (3 credits)
ENG 261 American Literary Tradition: since Whitman (3 credits)
MTH 115 Introduction to Statistics (3 credits)
PHL 110 Introduction to Philosophy (3 credits)
PHL 120 Introduction to Critical Thinking (3 credits)
PSY 100 Introduction to Psychology (3 credits)
SOC 100 Survey of Sociology (3 credits)

Highly Recommended Courses:

ENG 304 Advanced Writing: Non-fiction (3 credits)
BUS 242 Business Law II (3 credits)
COM 103 Interpersonal Communication (3 credits)
SOC 362 Social Problems (3 credits)
PHL 260 Contemporary Moral Issues (3 credits)
BUS 206 Financial Accounting II (3 credits)

MAJOR IN RELIGIOUS STUDIES

The major in religious studies offers students a strong liberal arts education and a thorough grounding in the field of religion. Students are encouraged to choose a particular area of concentration: Biblical Theology, Historical Theology, or Morality/Spirituality; and to complement the major with at least a minor in another discipline, e.g., human services, history, literature, psychology, depending on their interests and future career orientation. Some upper division courses are taken at Saint Louis University.

Baccalaureate Degree and Residency Requirements

All requirements for an undergraduate degree are listed under academic policies and regulations in the introductory section for undergraduate programs in this catalog. These requirements include a graduation requirement of at least one course in religion or theology.

Major Approval

Major approval is required during the second semester of the sophomore year, or after the completion of 45 credit hours at Fontbonne. For transfer students, major approval is required after completing the equivalent of one full semester (a minimum of 12 credit hours) at Fontbonne.

A student in the religious studies major must have achieved a minimum cumulative grade point average of 2.5 on a 4.0 scale at the times of application for major approval and application for the degree. Students must earn a minimum of C- in each course required in the major.

General Education Requirements

The 42 credit hours of general education requirements are presented in the undergraduate academic information section in this catalog. A course that meets a general education requirement may also meet a course requirement in the major or a course requirement in another discipline.

The following specific general education courses must be chosen to meet the requirements for this major:

GOV 230 American National Government (3 credits)
HST 103 Western Civilization (3 credits)
HST 104 Western Civilization (3 credits)
PHL 110 Introduction to Philosophy (3 credits)
PHL 260 Contemporary Moral Issues (3 credits)
PSY 100 Introduction to Psychology (3 credits)
SOC 100 Survey of Sociology (3 credits)

Courses Required for the Religious Studies Major

REL 100 Introduction to Religious Studies (3 credits)
REL 210 Hebrew Bible (3 credits)
REL 220 New Testament Studies (3 credits)
REL 225 World Religions (3 credits)
REL 270 Psychology of Religion (3 credits)
REL 334 Understanding Christian Faith (3 credits)
REL 340 Contemporary Theological Issues (3 credits)
REL 490 Independent Study in Religion (in area of interest) (2-3 credits)
REL 293/494 Special Topics in Religion (3 credits)
REL 496 Senior Synthesis/Capstone (3 credits)
PLUS: The student must take a minimum of three upper-division courses in religion or philosophy at Saint Louis University.

Courses Required in Other Disciplines

Specific courses in other departments or disciplines, but not meeting general education requirements, may be required depending on the student's area of specialization and career orientation.

MINORS

In addition to majors, the department of history, philosophy, and religion offers the following minors.

A student must successfully complete, at Fontbonne, a minimum of 50 percent of the credit hours required for the minor.

Minor in History:

HST 103 Introduction to Western Civilization I (3 credits)
HST 104 Introduction to Western Civilization II (3 credits)
HST 105 Introduction to American History I (3 credits)
HST 106 Introduction to American History II (3 credits)
HST American history elective (3 credits)
HST six semester hours of non-American history electives

Minor in Religious Studies:

REL 100 Introduction to Religious Studies (3 credits)
REL 210 Hebrew Bible (3 credits)
REL 220 New Testament Studies (3 credits)
REL 225 World Religions (3 credits)
REL 334 Understanding Christian Faith (3 credits)

Plus one of the following:

PHL 260 Contemporary Moral Issues (3 credits)
REL 293 Special Topics in Religious Studies (3 credits)
REL 340 Contemporary Theological Issues (3 credits)

REL 494 Special Topics in Religious Studies (3 credits)
REL 490 Independent Study in Religious Studies (3 credits)

ADVANCED PLACEMENT

An entering student who scores a four or five on the Advanced Placement Test will receive advanced placement and university credit equivalent to one or two courses as determined by the department. A student who scores one, two, or three on Advanced Placement tests will not receive advanced placement or earn college credit.

A copy of the Fontbonne courses that are satisfied by advanced placement courses is available in the department as well as in the offices of the coordinator of prior learning assessment, admissions, and registrar.

COURSES

Geography

GGY 100 Introduction to Geography (3 credits)

Study of the distribution, variation, and interrelationship of the natural and cultural features of the earth's surface; survey of the physical and cultural features characteristic of the various continents. FA

GGY 205 Cultural Geography (3 credits)

A meaningful way of looking at earth, not a mere inventory of its contents. Emphasis on socio-cultural diversity. SP

GGY293 Special Topics (1-3 credits)

Course offered to supplement regular course listings. Consult semester course offerings.

GGY 494 Special Topics (1-3 credits)

Course offered to supplement regular course listings. Consult semester course offerings.

Government

GOV 101 U.S. and Missouri Constitutions (1 credit)

This brief course will study the text of both the U.S. and Missouri Constitutions and discuss their relevance in today's environment. FA, SP

GOV 102 Introduction to Law (3 credits)

A look at the European background of our law and the evolution and application of law throughout American history. Offered alternate years.

GOV 230 American National Government (3 credits)

Historical background, organization, and functions of the American National Government; study of the operation of the Constitution and the Bill of Rights in today's environment and a study of the current political process in the United States. FA, SP

GOV 293 Special Topics (1-3 credits)

Course offered to supplement regular course listings. Consult semester course offerings.

GOV 311 Practical Aspects of Missouri and Federal Law (3 credits)

Covers frequently encountered legal situations; marriage and divorce, leasing and buying property, consumer fraud, suing and being sued, personal injury suits and rights when questioned by police. Prerequisite: Sophomore status required. Offered alternate years.

GOV 331 American Constitutional Development (3 credits)

Establishment of the American Constitution and its development from the colonial period to the present. Emphasis is given to the role of the United States Supreme Court.

GOV 490 Independent Study (1-3 credits)

Prerequisite: Junior or senior status and permission of instructor.

GOV 494 Special Topics (1-3 credits)

Course offered to supplement regular course listings. Consult semester course offerings.

History

HST 103 Introduction to Western Civilization I: Prehistory to 17th Century (3 credits)

Covers prehistory, ancient history (Greece, Rome, Christianity, the Germanic Invasions), medieval history, early modern history (Renaissance and Reformation), and early 17th Century. Considers political, social, economic, cultural, religious and intellectual development of Europe and the West from prehistory to the seventeenth century. FA

HST 104 Introduction to Western Civilization II: 17th Century to the Present (3 credits)

Covers 17th century absolutism, the Scientific Revolution, the Enlightenment, the French Revolution and Napoleon, the 19th century (liberalism, socialism, nationalism, imperialism), WW I, democracies between the wars, the dictatorships, WW II, and the period since WW II (Cold War, Decolonization). Considers political, social, economic, cultural, religious, and intellectual development of modern Europe and the West since 1648. SP

HST 105 Introduction to American History I: Discovery through Civil War (3 credits)

Promotes a better understanding of the United States and how it has developed through a study of the American past. Covers discovery and colonization, the American Revolution, the Constitution, the Federalist Era, the Democratic-Republican Era, Jacksonian Democracy, Manifest Destiny, and the Civil War. FA

HST 106 Introduction to American History II: Post-Civil War to Present (3 credits)

Promotes a better understanding of the United States and how it has developed through study of the American past. Covers Reconstruction after the Civil War, Big Business and Reform, the Progressive Era, WW I, the Roaring Twenties, the Depression, WW II, the U.S. since WW II. SP

HST 252 Methods of Teaching History and Social Studies in the Middle and Secondary Schools (3 credits)

Methods of teaching history and social studies at the secondary level. Alternate years. FA

HST 293 Special Topics (3 credits)

Topics could include Holocaust; World after the Cold War; Contemporary America.

HST 294-299 Co-operative Education (1-6 credits)

Supervised off-campus work experience cooperatively administered by an employer, faculty advisor, and director of cooperative education. Credits are determined by amount of working hours in an approved job. Full-time (six credits) co-op positions should be taken on alternating semesters, excluding summer terms. These courses are graded solely on a pass/no pass basis. No more than eighteen hours may be taken.

HST 303 Survey of Asian History (3 credits)

Provides an introduction to Asian history. Establishes a broad foundation for understanding the culture and history of such countries as India, China, and Japan. Alternate years. FA

HST 305 History of Latin America (3 credits)

History of Latin America, including the Pre-Colombian Era, Colonial Period, Wars of Independence, Imperialism, and Twentieth Century. Survey of Latin America as a whole as well as important developments shaping major countries. Alternate years. FA

HST 307 History of the Middle East (3 credits)

Traces the history of political, economic, religious, and cultural development of the Middle East, emphasizing developments and trends of contemporary importance. Alternate years. SP

HST 309 History of Sub-Sahara Africa (3 credits)

An historic overview of the development of Sub-Sahara Africa with an emphasis on political, economic, and cultural trends of the area. Alternate years. SP

HST 310 African-American History (3 credits)

Provides an introduction to African-American history. Establishes a broad foundation for understanding the influence on America of the African-American community from pre-slavery to contemporary times. Topics include Pre-slavery, Colonialism, The Civil War, Jim Crow Laws, Reconstruction, The Harlem Renaissance, The Civil Rights Movement, and Contemporary Issues.

HST 340 American Social History (3 credits)

Study of America from the colonial period to the present, emphasizing the forces that divided the united American society-assimilation of minority groups, the influence of religious institutions, and the impact of industrialization and urbanization. FA

HST 350 A History of Russia and the Soviet Union from 1815 until the Present (3 credits)

Traces the political, economic, social, and cultural changes in Russia since 1815.

HST 366 Trends That Shaped the Modern World (3 credits)

Study of the major political, economic, intellectual, and social developments which characterize the period from the fall of Napoleon I to the beginning of World War I; focus on "isms:" nationalism, liberalism, industrialism, socialism, and imperialism. Applications in the twentieth century. SP

HST 367 Twentieth Century Europe: World War I through World War II (3 credits)

Stress on the impact of World War I, the rise of totalitarianism (Fascism, Nazism, Communism), democracy on trial, international tensions of the 1930's, the road to World War II.

HST 368 Twentieth Century Europe since World War II (3 credits)

Stress on the development and cause of the Cold War, the role of the U.S. in European affairs, chief post-war trends in the major European countries; attempts to integrate Europe.

HST 490 Independent Study (2-3 credits)

Independent study with an instructor of history, including such work as selected readings and AV selections, discussion, papers. Prerequisite: Junior or senior status and permission of instructor.

HST 494 Special Topics (1-3 credits)

Topics could include Holocaust; World after the Cold War; Contemporary America.

HST 496 History Capstone

Advanced study in a specific area of historical studies applied to the Senior Research Project. Students pursue in-depth research, applying research skills of analysis and synthesis, to a topic of contemporary relevance. Final outcome is a work of scholarship reflecting research skills and knowledge of contemporary historiography. Prerequisite: Senior history majors.

Philosophy

PHL 110 Introduction to Philosophy (3 credits)

An invitation to the art of wondering; a course designed to help students understand what philosophy is, its aims and methods, and to acquaint them with representative issues, e.g., God, knowledge, the good. FA, SP

PHL 120 Introduction to Critical Thinking (3 credits)

An introduction to critical thought and reasoning and the process of induction. FA, SP

PHL 221 Business Ethics (3 credits)

A systematic overview of normative ethics and a comprehensive discussion of contemporary moral issues in a business context. Employs actual case studies drawn from business, as well as readings from a wide range of thinkers. FA, SP

PHL 260 Contemporary Moral Issues (3 credits)

An introduction to ethical theories and their application to a wide range of issues, e.g., sexuality, abortion, capital punishment, affirmative action, euthanasia. FA, SP

PHL 293 Special Topics (1-3 credits)

Course offered to supplement regular course listings. Consult semester course offerings.

PHL 425 Aesthetics (3 credits)

A study of the nature of art and beauty, the characteristics of aesthetic experience and the relation of art to the human experience as a whole. Alternate years. SP

PHL 494 Special Topics (1-3 credits)

Course offered to supplement regular course listings. Consult semester course offerings.

Religion**REL 100 Introduction to Religious Studies (3 credits)**

An introductory course analyzing and describing the primary forms of religious expression, e.g., myths, rites, symbols, communities, that traditions have in common; a study of religion as seeking and responding to what humans experience as the holy or ultimate in its conceptual, performative, and social dimensions. FA, SP

REL 210 Hebrew Bible (3 credits)

An exploration of the rich heritage to be found in the Pentateuch, the Histories, the Prophets, and Wisdom Literature. An introduction to the many dimensions of Scripture scholarship: history of religions, archeology, literary criticism, theology. FA

REL 220 New Testament Studies (3 credits)

A critical introduction to the Gospels in light of contemporary Scripture scholarship; a study of the Christ and His teachings. SP

REL 225 World Religions (3 credits)

A study of major living faiths other than Christianity: Primal religions, Hinduism, Buddhism, Confucianism, Taoism, Islam, and Judaism. FA, SP

REL 270 Psychology of Religion (3 credits)

An introduction to the psychology of religion. The course examines the nature of religious experience, religious development, conversion, and religious behavior from a psychological perspective. The scope of the course includes the important historical contributions of James, Freud, Jung, and others, as well as current research findings into moral development, altruism, and prejudice. Prerequisite: PSY 100. SP

REL 293 Special Topics (1-3 credits)

Course offered to supplement regular course listings. Consult semester course offerings.

REL 334 Understanding Christian Faith (3 credits)

The presentation of major doctrines of Christian faith in contemporary terms for reasoning women and men. Alternate years. FA

REL 340 Contemporary Theological Issues (3 credits)

An exploration of contemporary theological questions and resources available for answering them.

REL 448 The Quest for God (3 credits)

This seminar will enable students to hear the diverse voices of twentieth and twenty-first century Christian theologians.

REL 490 Independent Study (2-3 credits)

Prerequisite: Junior or senior status and permission of instructor.

REL 494 Special Topics (2-3 credits)

Course offered to supplement regular course listings. Consult semester course offerings.

REL 496 Senior Synthesis/Capstone (3 credits)

Advanced study in a specific area of religious studies, demonstrating research ability. Allows students to pursue in depth an interest that has arisen through the curriculum and to develop research skills needed for advanced study.

Social Science**SSC 201 The American Economy (3 credits)**

A study of the development of the American economy from the colonial period to its present position as a major world economic power. A study of economic theory—how the American economy works today through the free market system and regulation, and what the future may hold. FA, SP

SSC 293/494 Special Topics

Course offered to supplement regular course listings. Consult semester course offerings.

SSC 450 Capstone/Pre-Law Practicum (6 credits)

The pre-law student works in a legal setting for 200 hours during a semester of the senior year and keeps a weekly journal of their experiences.

The department of human environmental sciences offers a bachelor of science degree with majors in dietetics, early childhood, family and consumer sciences, and fashion merchandising. Early childhood majors may choose certifications in early childhood (birth-grade 3) and/or early childhood special education (birth-grade 3). Family and consumer sciences majors may choose certification in family and consumer sciences (birth through grade 12) as part of the program. The department also offers minors in early childhood and food management.

The mission of the department is to prepare graduates who are competent to assume leadership and advocacy roles to empower individuals, strengthen families to enhance their quality of life throughout the life cycle, and to enable communities. Graduates accomplish this through careers in education, health care, business and industry, and community service.

Graduates from the programs in the department of human environmental sciences (HES) are in great demand and enjoy a very high rate of placement in their chosen career areas. In fact, there is a need for FCS educators at the middle school, secondary, and post secondary levels. Graduates of the dietetics program are often matched with internships and pass the national registration exam for dietitians at a rate far above the standards required by the Commission on Accreditation for Dietetics Education (CADE), making it one of the most distinguished programs of its kind.

Undergraduates who complete their degrees are encouraged to pursue an advanced degree. The department offers both a master of arts (MA) degree in HES with a choice of concentrations, and a master of arts in teaching (MAT) degree in family and consumer sciences. See the human environmental sciences program in the graduate section in this catalog for information.

Common Strengths of All Programs

- All programs in the department integrate concepts from the arts, humanities, social, biological, and physical sciences with content from the human environmental sciences discipline and areas of specialization to meet the physical, social, psychological, and economic needs of individuals and families.
- The curriculum encourages the development of a disciplined mind; critical, creative, and reflective thought; skills in human relationships and communications; as well as professional competencies.

- The educational experiences of all programs focus on values, interrelationships of people with their environment, cultural diversity, and the management of resources in preparing students to assist others in meeting the challenges of their physical, social, educational, economic, and community environments.
- All students completing a major in the department participate in the following synthesizing courses and experiences:
 - A course in the basic foundations of the HES discipline, including the examination of the body of knowledge, life course development, systems theory, wellness, global interdependence, resource development and sustainability, appropriate use of technology, and capacity building.
 - A course in advocacy where students examine strategies to use for the common good within personal, professional, and community settings. Students examine issues including the legal rights and responsibilities of individuals and families, the impact of economics and technology in a global society, the impact of cultural and economic diversity on resource management, and the relationships between individuals, families, businesses, and community agencies.
 - A senior synthesis course requiring a comprehensive project that critically examines an issue or trend in an area of interest in the broad field of human environmental sciences.
 - Field-based experiences (practicum and internship) integral to all of the programs in order to provide students with the opportunity to integrate theory with practice and explore a range of possibilities for professional practice. The metropolitan St. Louis area provides a wealth of opportunities for such field-based experiences.

Students are encouraged to become members of the Student Human Environmental Sciences Association (SHESA) and the American and Missouri Associations of Family and Consumer Sciences. They may also become members of associations related to their area of specialization. These experiences provide students with leadership development and professional networking opportunities at the local, state, and national levels.

FACULTY

Cheryl Houston, professor of dietetics and chairperson of the department of human environmental sciences; director of the dietetics program

Janine Duncan, assistant professor of family and consumer sciences (FCS); director of graduate programs in HES; FCS teacher educator

Patricia Durkin, instructor of early childhood

Allison Henricks, assistant professor of family and consumer sciences (FCS); director of the undergraduate program in FCS

Sarah Huisman, assistant professor of early childhood; director of the early childhood program

Jaimette McCulley, assistant professor of dietetics

Rogene Nelsen, assistant professor of fashion merchandising; director of the fashion merchandising program

Mary Beth Ohlms, Instructor of human environmental sciences (dietetics)

Joyce Starr Johnson, associate professor of fashion merchandising

DUAL UNDERGRADUATE/GRADUATE ENROLLMENT

See dual enrollment in both the undergraduate and graduate program information sections in this catalog.

MAJOR IN DIETETICS

The dietetics curriculum prepares students for entrance into accredited supervised practice programs following graduation. The Didactic Program in Dietetics (DPD) at Fontbonne University is currently granted initial accreditation by the Commission on Accreditation for Dietetics Education of the American Dietetic Association, 120 South Riverside, Suite 2000, Chicago, IL 60606-6995, 312-899-0040.

Baccalaureate Degree and Residency Requirements

All requirements for an undergraduate degree are listed under academic policies and regulations in the introductory section for undergraduate programs in this catalog. These requirements include a graduation requirement of at least one course in religion or theology.

Major Approval

Major approval is required during the second semester of the sophomore year, or after the completion of 45 credit hours at Fontbonne. For transfer students, major approval is required after completing the equivalent of one full semester (a minimum of 12 credit hours) at Fontbonne.

A student in the dietetics major must have achieved a minimum cumulative grade point average at Fontbonne of 2.75 on a 4.0 scale at the times of application for major approval and application for a degree. Students must achieve grades of C- or better in all "professional" courses (see curriculum guide available in the department).

General Education Requirements

The 42 credit hours of general education requirements are presented in the undergraduate academic information section in this catalog. A course that meets a general education requirement may also meet a course requirement in the major or a course requirement in another discipline.

The following specific general education courses must be chosen to meet the requirements for this major:

- BIO 250 Microbiology (4 credits)
- CHM106 General Chemistry I (4 credits)
- HES 397 Advocacy in Professional Practice (3 credits)
- MTH 105 College Algebra (4 credits)
- PSY 100 Introduction to Psychology (3 credits)

Courses Required in the Major

- HES 216 Principles of Nutrition (3 credits)
- HES 221 Food Science Theory and Application (4 credits)
- HES 291 Foundations in Human Environmental Sciences (3 credits)
- HES 312 Application of Nutrition Concepts (3 credits)
- HES 318 Community/Public Health Nutrition: Preconception through the Preschool-Age Child (3 credits)
- HES 319 Community/Public Health Nutrition: The School-Age Child through Adulthood (3 credits)
- HES 326 Quantity Food Service Purchasing and Operations (3 credits)
- HES 345 Management Principles and Practices in Food Service Operations (4 credits)
- HES 397 Advocacy in Professional Practice (3 credits)
- HES 415 Medical Nutrition Therapy I (3 credits)
- HES 416 Medical Nutrition Therapy II (3 credits)
- HES 419 Advanced Nutrition (4 credits)
- HES 422 Food Pathways for Diverse Groups (3 credits)
- HES 424 Experimental Foods (4 credits)
- HES 458 Application of Management Principles and Practices in Food Service Operations (3-4 credits)
- HES 459 Internship Preparation Seminar (2 credits)
- HES 470 Strategies for Professional Practice (3 credits)
- HES 497 Senior Synthesis in Human Environmental Sciences (3 credits)

Courses Required in Other Disciplines:

- BIO 220 Anatomy and Physiology I (4 credits)
- BIO 222 Anatomy and Physiology II (4 credits)
- BUS 230 Management Principles (3 credits)
- CHM 108 General Chemistry II (4 credits)
- CHM 210 Organic Chemistry I (4 credits)
- CHM 318 Biochemistry (3 credits)

MAJOR IN EARLY CHILDHOOD

A student may choose to major in early childhood (with certification) or early childhood (without certification). There are two certification options: early childhood (birth-grade 3) and/or early childhood special education (birth-grade 3). Because of certification requirements from

the Missouri Department of Elementary and Secondary Education, it may take longer than eight semesters for students to complete the certification options with this major. The student who pursues a major in early childhood without certification is encouraged to choose a minor. Recommendations include such areas as business administration, psychology, sociology, human services, computer science, or communication. The student will select the minor in consultation with the academic advisor.

Baccalaureate Degree and Residency Requirements

All requirements for an undergraduate degree are listed under academic policies and regulations in the introductory section for undergraduate programs in this catalog. These requirements include a graduation requirement of at least one course in religion or theology.

Teacher Certification Requirements

Full information on teacher certification may be found in the section entitled, "Teacher Education at Fontbonne University" in the introductory section for undergraduate programs in this catalog. This includes policies and procedures for students in teacher certification programs, acceptance into the teacher certification program, and culminating project information in the teacher certification at Fontbonne University.

Major Approval

Major approval is required during the second semester of the sophomore year, or after the completion of 45 credit hours at Fontbonne. For transfer students, major approval is required after completing the equivalent of one full semester (a minimum of 12 credit hours) at Fontbonne.

A student seeking certification in the early childhood major must have achieved a minimum cumulative grade point average of 2.75 on a 4.0 scale for coursework designated as "professional," and a minimum cumulative grade point average of 2.5 on a 4.0 scale at the time of application for major approval and application for degree and teacher certification (if selected) and through degree completion. Students seeking certification are required to achieve a grade of C- or better in all "professional" courses (see curriculum guide sheet). These standards take into consideration all undergraduate coursework taken at all college and universities attended.

A student in the early childhood program who is not seeking certification must have achieved a minimum cumulative grade point average of 2.5 on a 4.0 scale at Fontbonne University at the time of application for major approval and application for degree and through degree completion. Students who are not seeking certification are required to achieve a grade of C- or better in all HES courses.

General Education Requirements

The 42 credit hours of general education requirements are presented in the undergraduate academic information section in this catalog. A course that meets a general education requirement may also meet a course requirement in the major or a course requirement in another discipline.

The following specific general education courses must be chosen to meet the requirements for this major:

- BIO 108 Introduction to Life Science with Lab (3 credits)
- CIS 103 Microcomputer Applications in Education (3 credits)
- Fine arts requirement in music or art only (3 credits)
- GOV 101 US and Missouri Constitutions (1 credit)
- HES 266 Management of Family Resources (3 credits)
- HST American history requirement (3 credits)
- MTH 102 Contemporary Topics in Mathematics for Educators (3 credits)
- PHY 108 Introduction to Physical Science with Lab (3 credits)
- PSY 200 Developmental Psychology (3 credits)

Courses Required in the Major

- HES 131 Introduction/Observation of Early Childhood Programs (3 credits)
- HES 214 Nutrition and Wellness (2 credits)
- HES 230 Infant and Toddler Development (3 credits)
- HES 232 The Young Child (3 credits)
- HES 266 Management of Family Resources (3 credits)
- HES 291 Foundations in Human Environmental Sciences (3 credits)
- HES 336 Parent Education (3 credits)
- HES 337 Family Relations (3 credits)
- HES 397 Advocacy in Professional Practice (3 credits)
- HES 431 Dynamics of Early Childhood Curriculum (3 credits)
- HES 432 Administration of Early Childhood Programs (2 credits)
- HES 467 Practicum in Family and Community Resources (2 credits)
- HES 497 Senior Synthesis in Human Environmental Sciences (3 credits)

Courses Required in Other Disciplines:

- CDS 105 Speech and Language Development of the Normal and Exceptional Child (3 credits)
- EDU 120 Psychology of the Exceptional Child (3 credits)

Additional Courses Required for Early Childhood Certification (birth-grade 3):

- BIO 370 Teaching of Science in the Early Childhood, Elementary, and Middle School (2 credits)
- EDU 200 Introduction to Classroom Teaching-Elementary (3 credits)
- EDU 234 Philosophical Foundations of Education (3 credits)
- EDU 263 Methods of Teaching Reading and Language Arts (6 credits)
- EDU 306 Analysis and Correction of Reading Disabilities (3 credits)
- EDU 325 Individualized Assessment and Approaches in Early Childhood (3 credits)
- EDU 333 Multi-Sensory Methods for the Elementary Classroom (2 credits)

- EDU 338 Emergent Literacy across the Curriculum (2 credits)
- EDU 373 Educating toward a Global Perspective (2 credits)
- EDU 410 Planning for Instruction & Assessment—Elementary and Special Education (2 credits)
- EDU 450 Student Teaching at the Elementary Level (7 credits)
- EDU 452 Student Teaching at the Preschool-K Level (7 credits)
- MTH 350 Methods of Teaching Mathematics in the Early Childhood and Elementary School (3 credits)

Additional Courses Required for Early Childhood Special Education Certification

In order to receive early childhood special education certification, the following courses are required in addition to those listed above for early childhood certification:

- EDU 307 Methods of Teaching Early Childhood Special Education (3 credits)
- EDU 394 Counseling Techniques (3 credits)
- EDU 453 Student Teaching in Early Childhood Special Education (7 credits)
- HES 375 Practicum in Early Childhood Special Education (3 credits)

Additional Courses Required for Early Childhood without Certification:

- HES 460 Internship (7 credits)
- MTH 103 may be taken in place of MTH 102

MAJOR IN FAMILY AND CONSUMER SCIENCES

Degree and certification seeking students are required to meet these requirements addressed in the curriculum in this catalog. A bachelor of science degree in family and consumer sciences offers undergraduate students both certification (birth–grade 12) and non-certification options.

Baccalaureate Degree and Residency Requirements

All requirements for an undergraduate degree are listed under academic policies and regulations in the introductory section for undergraduate programs in this catalog. These requirements include a graduation requirement of at least one course in religion or theology.

Teacher Certification Requirements

Full information on teacher certification may be found in the section entitled, “Teacher Education at Fontbonne University” in the introductory section for undergraduate programs in this catalog. This includes policies and procedures for students in teacher certification programs, acceptance into the teacher certification program, and culminating project information in the teacher certification at Fontbonne University.

Major Approval

Major approval is required during the second semester of the sophomore year, or after the completion of 45 credit hours at Fontbonne. For transfer students, major approval is required

after completing the equivalent of one full semester (a minimum of 12 credit hours) at Fontbonne.

A student in the family and consumer sciences major seeking certification must have achieved a minimum cumulative grade point average of 2.75 on a 4.0 scale for coursework designated as “professional,” and a cumulative grade point average of 2.5 on a 4.0 scale at the time of application for major approval and application for degree and teacher certification. Students seeking certification are required to achieve a grade of C- or better in all “professional” courses (see curriculum guide sheet). These standards take into consideration all undergraduate coursework taken at all college and universities attended.

A student in the family and consumer sciences program who is not seeking certification must have achieved a minimum cumulative grade point average of 2.5 on a 4.0 scale at Fontbonne University at the time of application for major approval and application for degree and through degree completion. Students who are not seeking certification are required to achieve a grade of C- or better in all HES courses.

General Education Requirements

The 42 credit hours of general education requirements are presented in the undergraduate academic information section in this catalog. A course that meets a general education requirement may also meet a course requirement in the major or a course requirement in another discipline.

The following specific general education courses must be chosen to meet the requirements for this major:

- SOC 100 Introduction to Sociology (3 credits)
- ART 155 Art Appreciation (3 credits)
- BIO 108 Introduction to Life Science with Lab (3 credits)
- CHM 102 Essentials of Chemistry with Lab (4 credits)
- CIS 103 Microcomputer Applications in Education (3 credits)
- COM 103 Interpersonal Communication (3 credits)
- GOV101 US & Missouri Constitutions (1 credit)
- HES 266 Management of Family Resources (3 credits)
- HST American history requirement (3 credits)
- MTH 115 Statistics (3 credits)
- PSY 200 Developmental Psychology (3 credits)
- PHL 260 Contemporary Moral Issues (3 credits)

Courses Required in the Major

- HES 119 Essential Concepts for Health and Fitness (3 credits)
- HES 214 Nutrition and Wellness (2 credits)
- HES 221 Food Science Theory and Application (4 credits)
- HES 230 Infant and Toddler Development (3 credits)
- HES 232 The Young Child (3 credits)
- HES 245 Problems in Environmental Design (3 credits)
- HES 266 Management of Family Resources (3 credits)
- HES 270 Textiles & Apparel for Classroom Educators (3 credits)

- HES 291 Foundations in Human Environmental Sciences (3 credits)
- HES 336 Parent Education (3 credits)
- HES 337 Family Relations (3 credits)
- HES 397 Advocacy in Professional Practice (3 credits)
- HES 422 Food Pathways for Diverse Groups (3 credits)
- HES 467 Practicum in Family and Community Resources (2 credits)
- HES 470 Strategies for Professional Practice (3 credits)
- HES 472 Program Design and Administration (3 credits)
- HES 497 Senior Synthesis in Human Environmental Sciences (3 credits)

Courses Required in Other Disciplines:

- BUS 208 Personal Finance (3 credits)
- SOC 355 Social Aspects of Aging (3 credits)
- EDU 120 Psychology of the Exceptional Child (3 credits)
- EDU 201 Introduction to Classroom Teaching–Middle/Secondary (3 credits)
- EDU 234 Philosophical Foundations of Education (3 credits)
- EDU 300 Classroom/Behavioral Management Techniques (3 credits)
- EDU 350 Methods of Teaching Reading in the Content Area (2 credits)
- EDU 447 Planning for Instruction and Assessment–Middle and Secondary (3 credits)
- EDU 451 Student Teaching at the Secondary Level (10 credits)

MAJOR IN FASHION MERCHANDISING

The International Textile and Apparel Association, Inc. (ITAA), a professional organization of textile, apparel, and retail scholars in education, business, government, and industry has developed goals for students graduating from textile, apparel, merchandising, and design institutions. The Fontbonne fashion merchandising curriculum meets these voluntary goals.

Students in fashion merchandising are encouraged to select a minor in business administration, advertising, or graphic design, or a group of courses in public relations to complete 128 hours for the graduation.

Baccalaureate Degree and Residency Requirements

All requirements for an undergraduate degree are listed under academic policies and regulations in the introductory section for undergraduate programs in this catalog. These requirements include a graduation requirement of at least one course in religion or theology.

Major Approval

Major approval is required during the second semester of the sophomore year, or after the completion of 45 credit hours at Fontbonne. For transfer students, major approval is required after completing the equivalent of one full semester (a minimum of 12 credit hours) at Fontbonne.

A student in the fashion merchandising major must have a minimum cumulative grade point average at Fontbonne of 2.5 on a 4.0 scale at the times of application for major approval and application for a degree. Fashion merchandising students must earn a grade of C- or better in all HES courses and their prerequisites (CHM102, BUS233).

General Education Requirements

The 42 credit hours of general education requirements are presented in the undergraduate academic information section in this catalog. A course that meets a general education requirement may also meet a course requirement in the major or a course requirement in another discipline.

The following specific general education courses must be chosen to meet the requirements for this major:

- CHM 102 Essentials of Chemistry with Lab (4 credits)
- CIS 110 Microcomputer Applications: Spreadsheet (3 credits)

OR

- CIS 111 Microcomputer Applications: Database (3 credits)
- HES 105 Personal, Professional, and Cultural Dress (3 credits)
- PSY 100 Introduction to Psychology (3 credits)

OR

- SOC 100 Survey of Sociology (3 credits)

Courses Required in the Major

- HES 105 Personal, Professional, and Cultural Dress (3 credits)
- HES 106 Essentials of Fashion (3 credits)
- HES 107 The Fashion Industry (3 credits)
- HES 108 Fundamentals of Sewing Technologies (1 credit)
- HES 200 Apparel Product Development (4 credits)
- HES 202 Textiles (3 credits)
- HES 205 Apparel Production and Evaluation (4 credits)
- HES 119 Essential Concepts for Health and Fitness (3 credits)

OR

- HES 214 Nutrition and Wellness (2 credits)

OR

- HES 213 Nutrition for Fitness and Physical Performance (3 credits)
- HES 291 Foundations in Human Environmental Sciences (3 credits)
- HES 307 Fashion Behavior and Forecasting (3 credits)
- HES 308 History of Costume (3 credits)
- HES 309 Fashion Merchandising Strategies I: Visual Merchandising and Store Planning (4 credits)
- HES 310 Fashion Merchandising Strategies II: Promotion in the Merchandising Environment (4 credits)
- HES 397 Advocacy in Professional Practice (3 credits)
- HES 405 Principles of Fashion Merchandising and Management (3 credits)
- HES 406 Merchandise Buying: Planning and Control (3 credits)
- HES 459 Internship Preparation Seminar (2 credits)

HES 460 Internship (2-7 credits)

HES 497 Senior Synthesis in Human Environmental Sciences (3 credits)

Courses Required in Other Disciplines:

BUS 233 Principles of Marketing (3 credits)

BUS Business elective from approved list (see curriculum guide available in the HES department)

MINORS

A student must successfully complete, at Fontbonne, a minimum of 50 percent of the credit hours required for the minor.

Minor in Early Childhood

Students from other majors who desire an early childhood minor must take the following core courses identified with an asterisk (*) and may choose any of the other courses listed to total 18-21 credits:

*HES 131 Introduction/Observation of Early Childhood Programs (3 credits)

*HES 230 Infant and Toddler Development (3 credits)

*HES 232 The Young Child (3 credits)

HES 336 Parent Education (3 credits)

HES 337 Family Relations (3 credits)

HES 397 Advocacy in Professional Practice (3 credits)

*HES 431 Dynamics of Early Childhood Curriculum (3 credits)

HES 432 Administration of Early Childhood Programs (2 credits)

HES 467 Practicum in Family and Community Resources (2 credits)

Minor in Food Management

Students interested in a career in food management, marketing, or promotion will find the addition of this minor to a major in such areas as advertising or business administration important in preparing for their professional career goals.

Students choosing a minor in food management must take the following courses (see course descriptions for prerequisites) which include a supervised practicum experience:

HES 214 Nutrition and Wellness (2 credits)

HES 221 Food Science Theory and Application (4 credits)

HES 326 Quantity Food Service Purchasing and Operations (3 credits)

HES 345 Management Principles and Practices in Food Service Operations (4 credits)

HES 422 Food Pathways for Diverse Groups (3 credits)

HES 458 Application of Management Principles and Practices in Food Service Operations (3-4 credits)

COURSES

HES 105 Personal, Professional, and Cultural Dress (3 credits)

Studies the values associated with appearance of individuals and groups within cultural, social, psychological, and economic realms; including the visual impact of the identity on the self and others. FA, SP

HES 106 Essentials of Fashion (3 credits)

Study of the elements and principles of design; application of design basics to specific home and apparel fashion; introduction to fashion design and designers, apparel components and vocabulary used in the design process. Practical applications through laboratory experiences are integral to the course. FA, SP

HES 107 The Fashion Industry (3 credits)

Surveys fashion development through the fashion industry. Investigates the principles involved in the design, production, and the marketing of fashion products from concept to consumer. Domestic and foreign fashion markets are studied. Career options are explored. Field observation and guest speakers are integral to the course. FA, SP

HES 108 Fundamentals of Sewing Technologies (1 credit)

Introduction to basic sewing equipment, instructions, and procedures; familiarity with supply acquisition and use; resources and uses for sewing applications; and selection of sewing projects appropriate for various skill levels. FA, SP

HES 119 Essential Concepts for Health and Fitness (3 credits)

Introduction to health issues related to physical, psychological, and social well being. The course allows students to learn and practice critical thinking skills important in the management of health and fitness. Also offered online. FA, SP;

HES 131 Introduction/Observation of Early Childhood Programs (3 credits)

Observation and critical analysis of diversified early childhood programs, with an emphasis on program quality. FA

HES 200 Apparel Product Development (4 credits)

An examination of the product development and production issues critical in apparel manufacturing. Intensive laboratory experiences develop skills in apparel manufacturing, contrasting home and industry methods through mastery of set competencies. Development of an awareness of production techniques assists in the consumer evaluative processes related to human textile product consumption. Prerequisites: HES 108 or consent of instructor. FA, SP

HES 202 Textiles (3 credits)

Analyzes physical and chemical properties of textile products. Includes the study of fibers, yarns, fabric structures, textile design, coloration, and finishing. Identification, use, care, performance, and storage of textile products are studied. Legislation and standards are examined. Laboratory experiences

are integral to the course. Prerequisite or concurrent: CHM 102 or CHM 106. FA

HES 205 Apparel Production and Evaluation (4 credits)

Develops an understanding of ready-to-wear garment production and decisions involved in all phases of the production process. Analyzes techniques used by manufacturers and provides students with methods for evaluating apparel quality. Prerequisites: HES 107; HES 200; HES 202. SP

HES 213 Nutrition for Fitness and Physical Performance (3 credits)

Introduction to basic nutrition concepts related to fitness and physical performance of athletes at all levels. Students will also explore current issues in nutrition for athletes including ergogenic aids and weight management practices. SP

HES 214 Nutrition and Wellness (2 credits)

Introduction to basic nutrition concepts that relate to an individual's health throughout the life cycle. Exploration of current issues in nutrition, health, and safety. Not appropriate for dietetics majors. Also offered online. FA, SP, SU as needed.

HES 216 Principles of Nutrition (3 credits)

Introduction to the science of nutrition including the structure, digestion, absorption, metabolism, basic functions, and sources of nutrients. Dietary guidelines and nutritional assessment/evaluation are introduced using computer-assisted analysis. Prerequisite or concurrent: CHM 102 or CHM 106. FA

HES 221 Food Science Theory and Application (4 credits)

Study of the physical and chemical properties of food in relation to quality, safety, selection, preparation, and standards. Laboratory experiences, including the integration of computer applications, are integral to this course. Prerequisite: CHM 102 or CHM 106. SP

HES 229 Infant/Toddler Practicum (1 credit)

The practicum consists of a 30-hour placement in an early childhood center within an infant or toddler classroom. The practicum includes learning to observe, document, interact, and teach infants/toddlers in a developmentally appropriate manner. This practicum is required only for students transferring in the equivalent of HES 230 Infant Toddler Development but who are missing the practicum experience in the transferred course. Practicum experiences in transferred courses must be documented and verified by previous syllabus or a transcript. SP, SU, FA

HES 230 Infant and Toddler Development (3 credits)

Study of prenatal, neonatal, infant, and toddler development with emphasis given to the birth process and the physical, cognitive, and psychosocial aspects affecting parents and children. Infant observation and practicum experience is an integral part of the course (30 clock hours in addition to the scheduled class meeting times). FA

HES 232 The Young Child (3 credits)

Study of the physical, social, emotional, and cognitive development of young children ages three through eight. Course includes observations of preschool age children (30 clock hours in addition to the scheduled class meeting times). Prerequisite: HES 230 or consent of instructor. SP

HES 233 Young Child Practicum (1 credit)

The practicum consists of a 30-hour placement in an early childhood center within a preschool classroom. The practicum includes learning to observe, document, interact, and teach preschoolers in a developmentally appropriate manner. This practicum is required only for students transferring in the equivalent of HES 232 The Young Child but who are missing the practicum experience in the transferred course. Practicum experiences in transferred courses must be documented and verified by previous syllabus or a transcript. SP, SU, FA

HES 245 Problems in Environmental Design (3 credits)

Study of housing and work place environments to meet human and workspace needs including options, types, accessibilities, materials, cost, issues, and problems. The focus is on special design and resource management, including universal design principles, space management guidelines, codes, and ecological consideration. Laboratory and field-based experiences are integral to the course. SP

HES 266 Management of Family Resources (3 credits)

Study of current trends influencing the availability of resources to individuals and families; stresses management processes, decision making, and communication skills necessary for the satisfaction of needs and achievement of goals. Discusses the role of one's philosophy and values in developing critical judgment in conscious decision making. Additional service learning hours are required beyond the scheduled class meeting times. FA, SP. Offered as needed. SU.

HES 270 Textiles and Apparel for Classroom Teachers (3 credits)

This course will provide an overview of textiles, basic apparel construction, critical approaches to teaching clothing in a service/information economy, psychological and social aspects of clothing, and implementation skills required for FCS educators working in both middle and high school fashion and clothing classrooms. Students will be introduced to planning, lesson writing, and student assessment in the context of diverse classrooms. SU

HES 291 Foundations in Human Environmental Sciences (3 credits)

Introduction to the basic foundations of the HES discipline, including examination of philosophies pertinent to HES as well as the body of knowledge, life course development, systems theory, wellness, global interdependence, resource development and sustainability, appropriate use of technology, and capacity building. Discussion of career paths and planning, workplace skills, employability, and entrepreneurship will be included. FA, SP

HES 293 Special Topics (1-3 credits)

Course offered to supplement regular course offerings. Offered on a one-time or periodic basis.

HES 307 Fashion Behavior and Forecasting (3 credits)

Social, psychological, economic, political and communication factors influencing consumers' fashion preferences and buying decisions are studied. Principles and methods used to forecast fashion preferences and trends are analyzed. Prerequisites: HES 107; BUS 233 or consent of instructor. SP

HES 308 History of Costume (3 credits)

Studies the origin and development of costume from the early Mediterranean period to the present. Special focus on the change in form and function of dress in relation to the cultural and aesthetic environment in which dress was and is used, including social, religious, political, economic, and technological factors. Prerequisite: Junior status or consent of the instructor. FA

HES 309 Fashion Merchandising Strategy I: Visual Merchandising and Store Planning (4 credits)

Studies the concepts and techniques used in visual merchandising including store planning, layout, and fixturing options. Practical experience in creative problem solving using product, props, fixtures, mannequins, display showcases, and/or marketing. Off-campus experiences include store analysis and display observations. Prerequisites: HES 105; HES 106; HES 107. FA, SP

HES 310 Fashion Merchandising Strategy II: Promotion in the Merchandising Environment (4 credits)

Studies the principles and methods used in promoting soft goods at all fashion market levels including direct marketing, publicity/public relations, advertising, special events, sales promotion, and fashion shows. Practical experiences applying the principles are gained through the production and coordination of fashion events. Prerequisites: HES 107; HES 309; BUS 233. SP

HES 312 Application of Nutrition Concepts (3 credits)

Exploration of nutrition recommendations as they apply to healthy adult populations. The course will also include nutrition history interviewing, weight management practices, dietary supplement use, functional foods, and nutrition for physical performance. These concepts will be applied through papers, research article summaries, case studies, and role playing. Prerequisite: HES 216. FA

HES 318 Community/Public Health Nutrition: Preconception through the Preschool-Age Child (3 credits)

The study of normal growth and development from preconception through the preschool-age child, including common nutritional needs, deficiencies, and the impact of lifestyle, culture, economics, and values on nutritional intake. The course includes a study of the roles of community/public health nutrition professionals and the resources available to promote wellness in the community with a focus on the plan-

ning, implementation, and evaluation of programs designed to meet the needs of this population. Prerequisite: HES 216. FA

HES 319 Community/Public Health Nutrition: The School-Age Child through Adulthood (3 credits)

Continuation of HES 318 Community/Public Health Nutrition: Preconception through the Preschool-Age Child. This course addresses the study of the role of nutrition, including common nutritional needs, deficiencies, and the impact of lifestyle, culture, economics, and values on this population. The course includes a study of the roles of community/public health nutrition professionals and the resources available to promote wellness in the community with a focus on the planning, implementation, and evaluation of programs designed to meet the needs of this population. Prerequisite: HES 318. SP

HES 320 The Science of Gender and Human Health (3 credits)

This course explores transdisciplinary theoretical perspectives through which we can understand issues related to gender and human health. The interaction of gender with class, race/ethnicity, and sexuality will also be explored. The course will also examine the way gender has affected people's experiences and expectations of health and the health care system. Specific health-related issues covered in this course include reproductive health, mental health and violence, occupational health and work, chronic disease management, and access to health care systems with attention paid to related research and policy initiatives. SP

HES 326 Quantity Food Service Purchasing and Operations (3 credits)

Analysis and application of the principles, techniques, and tools used in quantity food purchasing, storage, production, service, menu planning, and recipe standardization. Includes use of computers in food service operations. Course covers techniques necessary for successful cost control measures in food service purchasing. Course emphasizes a team approach to successful food service operations, while preparing students to handle management roles in a food service operation. Field observations and labs are integral to the course. Prerequisites: HES 216; HES 221. FA

HES 336 Parent Education (3 credits)

Exploration and discussion of the roles of parents in a child's development. Including concerns confronting parents and presents opportunities to clarify values and improve communication skills. Practice of techniques and strategies of parent education are integrated into the course. FA

HES 337 Family Relations (3 credits)

Analysis of family interaction patterns throughout the life cycle. Emphasis on issues related to self-understanding, readiness for mature relationships, and communication within families. Focus is on understanding family dynamics in relationships and the interrelationships of family with other social institutions. SP

HES 345 Management Principles and Practices in Food Service Operations (4 credits)

Study of food service operations, administration, and management with emphasis on human and material resource management, financial management of food service operations, layout and design of workspace and equipment and facilities, and use of computers in food service management. Prerequisites: BUS 230; HES 326 and concurrent enrollment in HES 458. SP

HES 375 Practicum in Early Childhood Special Education (3 credits)

Application of principles of child development, early childhood, and early childhood special education through participation in a program for young children with special needs. Prerequisites: HES 232; HES 431; prerequisite or concurrent: EDU 307. SP

HES 397 Advocacy in Professional Practice (3 credits)

Examines strategies for individuals to use as advocates for the common good within personal, professional, and community settings. Students in this course will examine issues including the legal rights and responsibilities of individuals and families, the impact of economics and technology in a global society, the impact of cultural and economic diversity on resource management, and the relationships between individuals, families, businesses, and community agencies. Students will develop the ability to collect, interpret, and utilize community needs assessments. Life skills associated with coping strategies and conflict management will be addressed. FA, SP

HES 405 Principles of Fashion Merchandising and Management (3 credits)

Investigates the merchandising and buying functions/ responsibilities in various types of apparel organizations. Covers merchandise resources in domestic and global markets, vendor relations, and negotiations. Introduces students to merchandise math. Prerequisites: HES 107; BUS 233; junior or senior status in FM program or consent of instructor. FA

HES 406 Merchandise Buying: Planning and Control (3 credits)

Planning, buying, and selling of soft goods; emphasis on buying techniques, six-month and model stock plans, open-to-buy, and profit and loss statements. Problem solving and practical applications enhanced through merchandise math calculations and case studies. Prerequisites: HES 405; Junior or senior FM status or consent of instructor. SP

HES 415 Medical Nutrition Therapy I (3 credits)

Study of the roles of the dietitian in the nutrition care process, focusing on nutrition assessment, documentation, counseling, and appropriate nutrition intervention in selected disease states. Prerequisites: HES 319; BIO 222. FA

HES 416 Medical Nutrition Therapy II (3 credits)

Continuation of Medical Nutrition Therapy I. Ongoing study of the roles of the dietitian in the nutrition care process, focusing on nutrition assessment, documentation, and ap-

propriate medical nutrition therapy intervention in selected disease states. Prerequisite: HES 415. SP

HES 419 Advanced Nutrition (4 credits)

In-depth study of nutrients in the body focusing on digestion, absorption, metabolism, and physiologic functions. Prerequisites: BIO 222; CHM 318; HES 312. FA

HES 422 Food Pathways of Diverse Groups (3 credits)

The study of food patterns for diverse groups. Emphasis on diversity, cultural awareness, socio-economics, geography, and technological factors affecting food patterns. Also integrated into the course are techniques and concerns in food and meal management, contemporary food and nutrition issues, varied food preparation techniques, sanitation and safe food handling concerns, and food availability issues. Laboratory experience is integral to the course. Prerequisites: HES 216; HES 221. FA

HES 424 Experimental Foods/Lab (4 credits)

Introduction to research and scientific methods of problem solving in the area of foods. Emphasis on student directed projects and experiments using research and development techniques, appropriate technology, and oral and written communication of research findings. Laboratory experience. Prerequisite: HES 221. FA

HES 431 Dynamics of Early Childhood Curriculum (3 credits)

Program planning and evaluation based on principles of development and a variety of theoretical constructs. The principles of developmentally appropriate practice set forth by the National Association for the Education of Young Children (NAEYC) are applied in the development of activities using a variety of resources to meet the needs of individual children and groups. Application of principles of child development and early childhood education through participation in a program for young children. (10 clock hours in addition to the scheduled class meeting times). Prerequisites: HES 232. FA

HES 432 Administration of Early Childhood Programs (2 credits)

Study of preschool, child care, and nursery school management, planning, and financing; emphasis on the director's role in staff relations and program planning. Prerequisites: HES 431 or consent of instructor. SP

HES 440 History of Women in the United States (3 credits)

This course examines the role women have played as individuals and as family members throughout the history of the United States. Investigates distinct cultural beliefs concerning the role of women and mothers, family relationships, the past and future of women. Cross-cultural and multicultural aspects are key aspects of this course. Reading and discussion are integral to the course. This course may be cross-listed with HST440. Offered online only. SU

HES 458 Application of Management Principles and Practices in Food Service Operations (3-4 credits)

An individual field-based practicum experience focusing on the application of principles of business and foodservice management in institutional foodservice operations. Sites used include nursing homes, hospitals, schools, and commercial foodservice operations. Geared to assist the student in understanding and applying good management techniques in real world situations. Course requires each student to complete ServSafe training/exam, an independent project for use by site facility as an integral part of the course. Prerequisites: BUS230; HES 326; must be taken concurrently with HES 345. SP

HES 459 Internship Preparation Seminar (2 credits)

Prepares students for internship; discussion of informational interviews, internship site search, networking, resume/cover letter writing, on site expectations, and completion of paperwork during internship. Guest speakers, videos, and other in-class activities and strategies are used to assist students in their decision making. Dietetic students should take this course for P/NP grading. Fashion merchandising students should take this course for a letter grade. Prerequisite: Senior status or consent of instructor. FA

HES 460 Internship (2-7 credits)

A supervised, off-campus field-based experience at an approved site specifically related to students' career goals; integrates and applies academic knowledge and skills; emphasizes professional development. Prerequisite: Senior status or consent of instructor. FA, SP, SU as needed.

HES 467 Practicum in Family and Community Resources (2-4 credits)

An individually arranged practicum providing the student with the opportunity to apply principles of management and the content of the student's major in a community-based setting. FA, SP, SU

HES 470 Strategies for Professional Practice (3 credits)

Study of the philosophy and mission of the discipline and its practice and the roles and responsibilities of the professional, including ethics. Evaluation of client/learner needs, including learning styles, strategies, methods, resources, and technology that facilitate meeting needs on a one-to-one, small/large group basis. Assessment processes to facilitate accountability and systemic changes as well as professional growth and development are included. Practice opportunities are an integral part of the course. Prerequisites: Family and consumer sciences majors: EDU 234; or consent of instructor; other majors: per curriculum plan. FA

HES 472 Program Design and Administration (3 credits)

Study of family and consumer sciences program design, development, and administration with particular attention to program types, including youth and adult education programs. Coordination and supervision techniques vital to successful program development and implementation are also integral to the course. SP

HES 490 Independent Study (1-4 credits)

Independent study of a problem of specific interest to the student. Open only to students with junior or senior status and with permission of instructor and department chairperson.

HES 494 Special Topics (1-3 credits)

Course offered to supplement regular course listings. Offered on a one-time or periodic basis.

HES 497 Senior Synthesis in Human Environmental Sciences (3 credits)

Critical evaluation and discussion of trends and needs in a specific area of interest in the broad field of human environmental sciences; based on an independent project with a research orientation and drawing of conclusions as they relate to the quality of life of individuals and families. Prerequisite: Major approval. FA, SP

HES 498 Senior Synthesis: Research in Human Environmental Sciences (2 credits)

Continuation of Senior Synthesis in Human Environmental Sciences. Critical evaluation and discussion of trends and needs in a specific area of interest in the broad field of human environmental sciences; based on an independent project with a research orientation, analysis of results, and drawing of conclusions as they relate to the quality of life of individuals and families. Active research, written paper, and oral presentation required. Prerequisite: A passing grade in HES 497 and instructor approval. FA, SP as needed.

Some degree programs or subject areas/topics may be more adequately studied through two or more disciplines. In this case two or more departments and/or disciplines may collaborate to offer a program such as the advertising major or the general studies major or to support a program designed primarily by the student (the university major) through interdisciplinary coursework.

Majors offered through the interdisciplinary studies program are advertising, general studies, and the university major. Students majoring in advertising may pursue a concentration in design, in marketing and research, or in writing.

Minors are available in advertising, American culture studies, and women's and gender studies.

Specific interdisciplinary (INT) courses are offered on a regular basis, while others occur as a need arises (see each semester course schedule).

FACULTY

Corinne Taff, assistant professor and acting chairperson of the department of interdisciplinary studies

MAJOR IN ADVERTISING

The advertising major is a multidisciplinary major that will enable a student to succeed in an entry-level advertising position or in a graduate program or professional school for advertising. The major includes coursework in advertising, business, oral and written communication, graphic design, and the social sciences. To strengthen expertise in a given area, students are encouraged to add a concentration in design, marketing and research, or writing.

Baccalaureate Degree and Residency Requirements

All requirements for an undergraduate degree are listed under academic policies and regulations in the introductory section for undergraduate programs in this catalog. These requirements include a graduation requirement of at least one course in religion or theology. REL 225 World Religions is highly recommended to fulfill the religion requirement for a student majoring in advertising.

Major Approval

Major approval is required during the second semester of the sophomore year, or after the completion of 45 credit hours at Fontbonne. For transfer students, major approval is required after completing the equivalent of one full semester (a minimum of 12 credit hours) at Fontbonne.

At the time of application for major approval and through degree completion, a student in the advertising major must have achieved a minimum cumulative grade point average of 2.5 on a 4.0 scale for all courses required for the major and a minimum overall cumulative grade point average of 2.0 on a 4.0 scale.

General Education Requirements

The 42 credit hours of general education requirements are presented in the undergraduate academic information section in this catalog. A course that meets a general education requirement may also meet a course requirement in the major or a course requirement in another discipline.

The following specific general education courses are required for this major:

- MTH 115 Introduction to Statistics (3 credits)
- PHL 221 Business Ethics (3 credits)

The following specific general education courses are highly recommended for this major:

- ACS 100 Introduction to American Culture Studies (3 credits)
- ART 155 Art Appreciation (3 credits)
- CIS 111 Microcomputer Applications: Database (3 credits)
- COM 102 Public Speaking (3 credits)
- ENG 260 American Literary Tradition: Since Whitman (3 credits)
- PHL 260 Contemporary Moral Issues (3 credits)
- SOC 100 Survey of Sociology (3 credits)
- AND one of the following:**
- HST 105 Introduction to American History I (3 credits)
- HST 106 Introduction to American History II (3 credits)
- HST 340 American Social History (3 credits)

Courses Required in the Major

The advertising major includes a minimum of 50 credit hours (50 percent of which must be completed at Fontbonne) comprised of the following:

Advertising Core: 15 credit hours

- ADV 201 Introduction to Advertising (3 credits)
- ADV 301 Advertising Strategies (3 credits)
- ADV 320 Advertising Copywriting (3 credits)
- ADV 450 Internship in Advertising (3-6 credits)
- ADV 496 Senior Seminar in Advertising (3 credits) (capstone requirement)

Art Core: 6 credit hours

- ART 115 Graphic Design I (3 credits)
- ART 215 Graphic Design II (3 credits)

Business Core: 9-12 credit hours

- BUS 101 Introduction to Business Administration (3 credits)
- BUS 233 Marketing Principles (3 credits)
- BUS 396 Market Research (3 credits) (Option–See PSY 330)
- PHL 221 Business Ethics (3 credits)

Communication Core: 6 credit hours

- COM 260 Introduction to Mass Media (3 credits)
- COM 380 Persuasion (3 credits)

Social Science Core: 6-9 credit hours from any two or three of the following:

- PSY 250 Cross-Cultural Psychology (3 credits)
- PSY 330 Research Methods for the Behavioral Sciences (3 credits) (Option–See BUS 396)
- SOC 225 Social Stratification (3 credits)
- SOC 235 Contemporary Social Theory (3 credits)
- SOC 265 Diversity and Social Justice (3 credits)
- SOC 310/PSY 310 Social Psychology (3 credits)

Elective Core: 6 credit hours from any two of the following:

(A course may not be used for two cores)

- ACS 200 America Abroad (3 credits)
- COM 240 Cross-Cultural Communication (3 credits)
- COM 351 Small Group Communication (3 credits)
- COM 430 Argumentation and Debate (3 credits)
- PSY 200 Developmental Psychology (3 credits)
- PSY 310 Social Psychology (3 credits)
- SOC 225 Social Stratification (3 credits)
- SOC 235 Contemporary Social Theory (3 credits)
- SOC 265 Diversity and Social Justice (3 credits)
- SPN 101 Spanish I (3 credits)
- SPN 102 Spanish II (3 credits)
- SPN 314 Spanish for Commerce (3 credits)
- WGS 101 Introduction to Women's Studies (3 credits)

CONCENTRATIONS FOR THE MAJOR IN ADVERTISING

Students are advised to supplement their advertising major with one of the following concentrations:

Design Concentration: 15 credit hours

- ART 218 Digital Imaging (3 credits)
- ART 280 Photography (3 credits)
- ART 302 Designing for the Web (3 credits)
- ART 303 Typography and Document Design (3 credits)
- BUS 357 Consumer Behavior (3 credits)

Marketing and Research Concentration: 15-16 credit hours

- BUS 230 Management Principles (3 credits)
- BUS 357 Consumer Behavior (3 credits)
- BUS 369 Market Research (3 credits)
- BUS 400 Marketing Management (3 credits)

Plus one of the following:

- COM 250 Principles of Public Relations (3 credits)
- HES 307 Fashion Behavior and Forecasting (3 credits)
- HES 309 Fashion Merchandising Strategies I: Visual Merchandising and Store Planning (4 credits)
- HES 310 Fashion Merchandising Strategies II: Promotion in the Merchandising Environment (4 credits)

Writing Concentration: 15-16 credit hours

- COM 250 Principles of Public Relations (3 credits)
- ENG 208 Newspaper Workshop (1-3 credits)
- ENG 309 Journalism: Reporting and Editorial Writing (3 credits)
- ENG 310 Journalism: Feature Writing and the Interview (3 credits)

Plus one of the following:

- ENG 311 Writing Poetry (3 credits)
- ENG 312 Writing Short Fiction (3 credits)
- ENG 313 Writing the One-Act Play (3 credits)

MAJOR IN GENERAL STUDIES

The general studies major leads to a bachelor of arts (BA) degree and is designed to meet the individual needs of a student. The general studies major focuses on the development of an inquiring mind through an understanding of the natural, social, and aesthetic environments, as well as an interpretation of various environments. This major offers maximum flexibility by providing the opportunity to develop an appreciation and grasp of several academic disciplines. It builds on the competencies identified in the general education requirements and is an excellent preparation for many graduate programs. Students majoring in general studies are encouraged to choose a minor to support and enhance the program.

Baccalaureate Degree and Residency Requirements

All requirements for an undergraduate degree are listed under academic policies and regulations in the introductory section for undergraduate programs in this catalog. These requirements include a graduation requirement of at least one course in religion or theology.

Major Approval

Major approval is required during the second semester of the sophomore year, or after the completion of 45 credit hours at Fontbonne. For transfer students, major approval is required after completing the equivalent of one full semester (a minimum of 12 credit hours) at Fontbonne.

General Education Requirements

The 42 credit hours of general education requirements are presented in the undergraduate academic information section in this catalog. The general studies major builds on the general education requirements. Therefore, courses used to meet general education requirements may not be used to meet the general studies requirements.

Requirements Specific to the General Studies Major:

- Courses used to meet general education requirements may not be used to meet the general studies requirements.
- The religion requirement for graduation may not be used to meet a requirement for the category of interpretation of various environments.
- The three courses that satisfy each of the four categories that constitute the general studies major are chosen in consultation with the academic advisor. Courses may be used that are listed as general education requirements (GER) but have not been used to meet the GER.
- Each course must be completed with a minimum grade of C-, but the student must have achieved a minimum cumulative grade point average of 2.0 on a 4.0 scale at both the time of application for major approval and the time of application for the degree.
- At least 15 (preferably 21) of the specified 36 credit hours required for the major in general studies must be from upper division (300/400) courses, must represent at least two disciplines (preferably three), and must be completed at Fontbonne.

Courses Required in the Major

The general studies major includes a minimum of 36 credit hours (50 percent of which must be completed at Fontbonne) comprised of three courses from each of the following categories:

- Natural and technological environments: courses in computer science, mathematics, science, nutrition/health.
- Social environment: courses in the social sciences, psychology, child/family studies, government, economics, women and gender studies.
- Aesthetic environment: courses in aesthetics, art, literature, music, theatre.
- Interpretation of various environments: courses in various disciplines such as oral/written communications, history, languages, philosophy, religion, American culture studies.
- Senior capstone: INT 496 Senior Seminar in Interdisciplinary Studies (3 credits).

UNIVERSITY MAJOR

Students with well-defined goals and interests which cut across several disciplines are encouraged to consider a university major. This major allows students to individualize a program of study that provides an exploration of diverse fields of study, the challenge of independent work, and possible off-campus experiences. The major may lead to a bachelor of arts (BA) degree or a bachelor of science (BS) degree.

Baccalaureate Degree and Residency Requirements

All requirements for an undergraduate degree are listed under academic policies and regulations in the introductory section for undergraduate programs in this catalog. These requirements include a graduation requirement of at least one course in religion or theology.

General Education Requirements

The 42 credit hours of general education requirements (GER) are presented in the undergraduate academic information section in this catalog. A course that meets a general education requirement may also meet a course requirement for the major or a course requirement in another discipline.

Requirements for the University Major

A university major must have a clearly defined unifying principle. This principle must be either a special career goal (e.g., consumer affairs) not provided in an existing major or a special interest that crosses disciplinary lines (e.g., American Studies).

The student pursuing a university major must complete no fewer than 60 credit hours and no more than 80 credit hours in the chosen disciplines. A minimum of 50 percent of the credit hours in the university major must be taken at Fontbonne. A minimum of 24 credit hours must be completed at the upper division level and must represent more than one discipline.

At the time of the submission of a proposal for a university major, the student must have a Fontbonne minimum cumulative grade point (GPA) average of 2.5 and must maintain this GPA through degree completion.

Procedures for Applying for a University Major

A student interested in pursuing a university major must:

- Present a proposal of study to the coordinator of interdisciplinary studies who, after review and discussion with the student, will submit the proposal to the chair person of the undergraduate academic committee. The proposal must include the name of the major, goals and objectives, specific courses (those completed and those to be completed) for the major, a timeline for completion, and a recommendation for a primary and a secondary advisor. One advisor must represent one of the disciplines included in the university major. The coordinator of interdisciplinary studies, if not identified as the primary advisor, will serve as one of these advisors.
- Submit the proposal of study prior to the completion of 64 credit hours (this total may represent Fontbonne coursework, transfer coursework or a combination of both).
- Receive approval from the undergraduate academic committee for the university major and for the primary and secondary advisors for the major.
- File the approved program of study with the primary and secondary advisors and with the registrar's office.

The student will be awarded a degree upon the successful completion of the university major and all degree and graduation requirements.

MINORS

Minor in Advertising

The minor in advertising requires a minimum of 21 hours of coursework, including the following:

- ADV 201 Introduction to Advertising (3 credits)
- ADV 301 Advertising Strategies (3 credits)
- ADV 320 Advertising Copywriting (3 credits)
- ART 115 Graphic Design (3 credits)
- BUS 233 Marketing Principles (3 credits)
- BUS 369 Market Research (3 credits)

OR

- PSY 330 Research Methods for the Behavioral Sciences (3 credits)
- COM 260 Introduction to Mass Media (3 credits)

Minor in American Culture Studies

The American culture studies minor is an interdisciplinary program that allows students to build on their professional interests through a broad approach to the study of American culture at home and abroad. The program combines courses in art, communication, English, government, history, and sociology in addition to core courses in American culture studies.

The minor requires completion of 18 hours of coursework, including ACS 100, 200, and 300 as well as nine elective hours from the list of electives in other departments.

Core courses:

- ACS 100 Introduction to American Culture Studies (3 credits)
- ACS 200 America Abroad (3 credits)
- ACS 300 Topics in American Culture Studies (3 credits)

The elective courses, drawn from offerings in other departments, are listed below. Students must choose one course from each of the following clusters.

Cluster 1:

- ART 207 High Art, Propaganda, and Kitsch (3 credits)
- ART 313 The American Photograph (3 credits)
- MUS 106 American Popular Music (3 credits)
- SOC 225 Contemporary Social Theory (3 credits)
- SOC 235 Social Stratification (3 credits)
- SOC 245 Social Theory (3 credits)
- SOC 265 Diversity and Social Justice (3 credits)
- WGS 101 Introduction to Women's Studies (3 credits)
- WGS 220 Masculinities (3 credits)

Cluster 2:

- COM 210 Rhetorical Criticism (3 credits)
- COM 380 Persuasion (3 credits)
- ENG 260 American Literary Tradition: to Whitman (3 credits)
- ENG 261 American Literary Tradition: since Whitman (3 credits)
- ENG 337 American Literary Renaissance (3 credits)
- ENG 355 African-American Literature (3 credits)
- ENG 365 Development of the American Novel (3 credits)

Cluster 3:

- HST 105 Introduction to American History I: Discovery through Civil War (3 credits)
- HST 106 Introduction to American History II: Civil War to the Present (3 credits)
- HST 310 African-American History (3 credits)
- HST 340 American Social History (3 credits)
- SSC 201 American Economy (3 credits)
- GOV 230 American National Government (3 credits)

Minor in Women's and Gender Studies

The minor program in women's and gender studies allows students to understand the unique contributions of all women, the subjective gender- and culture-specific nature of values, the historical and contemporary social mechanisms that promote or limit women in society, social constructions of gender, and methods of promoting equitable treatment of all members of society.

The minor in women's and gender studies requires the completion of 21 hours of coursework, including the following:

- WGS 101 Introduction to Women's Studies (3 credits)
- WGS 220 Masculinities (3 credits)
- WGS 470 Gender Theory (3 credits)

Students must choose one course (3 credits) from one of the following:

- COM 230 Gender Communication (3 credits)
- PSY 275 Psychology of Women (3 credits)
- SOC 320 Sociology of Sex and Gender (3 credits)

Students also choose three courses (9 credits) of elective credits from the following courses:

- COM 230 Gender Communication (3 credits)
- ENG 220 Introduction to Women's Literature (3 credits)
- HES 105 Personal, Professional, and Cultural Dress (3 credits)
- HES 337 Family Relations (3 credits)
- HES 440/HST 440 History of Women in the United States (3 credits)
- PER 314 Multicultural Experiences in Performance (3 credits)
- PER 455 Sexual Politics in Drama (3 credits)
- PSY 275 Psychology of Women (3 credits)
- REL 240 Women and Religion (3 credits)
- SOC 320 Sociology of Sex and Gender (3 credits)

Special topics courses will be approved as elective courses by the chair of the department of interdisciplinary studies.

PROFESSIONAL DEVELOPMENT CERTIFICATE PROGRAM

The professional development certificate program is a four-year program for degree-seeking students in most majors. It integrates academics, experiential learning, leadership, service, diversity and multiculturalism, career preparation, and professional readiness. The program is designed to

enhance the bachelor's degree and to offer an advantage in the job search process. It provides a realistic understanding of the operations and expectations of the work world, increases marketable skills, establishes professional networks, and instills leadership and social responsibility.

A student interested in participating in the program should make an appointment in the career development office during the first semester of the student's first year to discuss the certificate program. Completion of program requirements will be officially noted on the student's transcript at graduation.

COURSES

Advertising

ADV 201 Introduction to Advertising (3 credits)

Introduces students to industry issues and concepts such as message development, strategy, research, media, and production. Students will complete a paper based on industry publications, undertake a group project, and begin developing a portfolio of assignments. FA

ADV 293 Special Topics (1-3 credits)

A freshman/sophomore level course offered to supplement regular course offerings. Offered on a periodic or one-time-only basis.

ADV 301 Advertising Strategies (3 credits)

Study of the techniques and strategies used in developing specific advertising messages and campaigns. Emphasis on creative strategies, media selection, and the ethics of advertising. Students will craft and evaluate advertising strategies and submit a partially completed advertising portfolio.

Prerequisite: ADV 201. SP

ADV 320 Advertising Copywriting (3 credits)

Principles and practices of persuasive writing as applied to various advertising projects, to include print and broadcast advertising, brochures, newsletters, direct mail, web pages, point-of-purchase displays. Prerequisites: ENG 101, 102; ADV 201; ADV 301 or permission of instructor. FA

ADV 450 Internship in Advertising (3-6 credits)

A supervised off-campus internship providing the student with the opportunity to apply advertising skills in a work setting. The course also requires the student to submit a daily journal, comprehensive synthesis paper, and samples of work. The internship is cooperatively administered by an on-site supervisor and a faculty member. Prerequisites: ADV 301; ADV 320; senior status or permission of instructor. FA

ADV 494 Special Topics (1-3 credits)

A junior/senior level course offered to supplement regular course listings. Offered on a periodic or one-time-only basis.

ADV 496 Senior Seminar in Advertising (3 credits)

Semester project embracing the complete advertising process, including research design, creative strategies, message development, and execution. Students will present campaigns orally and in writing. This capstone project may be linked

with a student's internship. In addition, students will submit for approval a portfolio of work that includes an assignment from each course in the advertising major and a written reflection on the assignment's relevance to advertising. Prerequisites: ADV 301; ADV 320; senior status or permission of the instructor. SP

American Culture Studies

ACS 100 Introduction to American Culture Studies (3 credits)

A general introduction to American studies and its problems and contexts. Students will consider what and who defines America (and how) through interdisciplinary readings and discussions. Students will develop critical thinking and analytic skills to help them develop skills for interpreting American culture. Fulfills a specialized valuing general education requirement. FA, SP

ACS 200 America Abroad (3 credits)

An examination of the meaning of "America" outside its own borders, with emphasis on the last sixty years with an emphasis on the intersection of popular culture and foreign policy, as well as on globalization. Instructors will draw from film, television, politics, journalism, history, literature, music, art, and other media. SP

ACS 300 Topics in American Culture Studies (3 credits)

Various topics in American studies will be offered on a rotating basis. Sample topics include The Holocaust in American Life, The American Family, The American City Since 1945, and The American Photograph. FA, SP

Interdisciplinary Studies

INT 091 College Reading and Study Skills (2 credits)

This course encourages the development of literal, inferential, and analytical reading skills needed for the mastery of textbooks. Emphases of the course include study skills, time management, note taking, test taking, use of the university library, and research skills. FA

Note: Credit does not apply toward degree requirement of 128 hours.

INT 101 Community Service Trip (1-3 credits)

This course provides an opportunity for domestic (U.S.) or international travel to work, serve, and learn as a volunteer in areas of social need. Through individual and group reflection, students are encouraged to grow in their understanding of social justice and in their own self-awareness. Students may enroll for up to three credits per semester and may re-enroll for a maximum of six credits. Pass/no pass grade option only. SP, SU

INT 105 First-Year Seminar (1 credit)

This course is designed to give first-time, first-semester students tools to succeed in college by exploring such topics as motivation, goal setting, study skills, multiculturalism, time and money management, and the academic, social, and emotional demands of college life. Students listen and

respond to guest speakers, read and react to case studies, complete quizzes, and participate in group discussions and projects. FA

INT 106 Strategies for Academic Success (1 credit)

This second semester course is designed to address the needs of first-time, first-semester students who have demonstrated an inability to perform at the level necessary to successfully complete college-level work. Included in the course are topics such as study skills, goal setting, motivation, test taking techniques, and exercises in critical thinking. An analysis of strategies necessary for academic success and a series of individual meetings with an academic counselor are part of the curriculum. Textbook readings, reflections, and a final paper are key requirements of the course. SP

INT 190 Career Management (1 credit)

This course is designed to provide assistance for students in their ongoing career planning and management. Classes are highly participatory and provide opportunities for self-assessment. SP

INT 199 Information Navigation and Evaluation (1 credit)

This course is an introduction to basic skills and concepts for using diverse information sources, systems, and search strategies to locate, evaluate, and use information. Topics include classification and organization of information, online search techniques, information search tools and strategies, evaluation and analysis of information, and responsible and ethical use of information. FA, SP, SU

INT 200 Professional Development (3 credits)

This course presents an overview of the fundamentals of professional development planning. It is designed to prepare students for positions in their chosen field or advancement in their current jobs. Topics include individual personality and skills assessment, job search strategies, culture of business, professional presence and leadership. Classes are highly participatory and will involve guest presenters. Special emphasis will be given to business-related careers. Open to all majors; required for business majors. FA, SP

INT 207 The Power of Leadership (3 credits)

This course is designed to provide insight, participation, and discussion pertaining to leadership. The course will also provide opportunities for students to identify their own diverse leadership abilities and style as well as to continuously reflect on their own leadership development. Instruction will utilize both curricular and co-curricular approaches in the classroom. SP

INT 250 Academic Tour (1-3 credits)

This course examines some aspect of the political, social, religious, artistic, or natural environment of a foreign or domestic region. Instructors will identify specific topics for each tour. Offered when there is sufficient student interest.

INT 293 Special Topics (1-3 credits)

A first-year, second-year level course offered to supplement regular course offerings. Offered on a periodic or one-time-only basis.

INT 460 Internship in Interdisciplinary Studies (1-3 credits)

A work experience at an approved off-campus site specifically related to students' academic or career plans. Offered by arrangement.

INT 490 Independent Study in Interdisciplinary Studies (1-3 credits)

Independent, guided study of a specific problem or area of interest. Offered by arrangement.

INT 494 Special Topics (1-3 credits)

A junior/senior level course offered to supplement regular course listings. Offered on a periodic or one-time-only basis.

INT 496: Senior Seminar in Interdisciplinary Studies (3 credits)

The senior seminar in interdisciplinary studies is a capstone experience for students majoring in general studies or, in some cases, the university major. The major work of the course centers around a sustained interdisciplinary research project, informed by interdisciplinary theory and methods. Considerable attention is also given to job or graduate school preparation and readiness, preparing students to present their academic accomplishments to employers, graduate school, or other constituents outside the university.

Courses for Women's and Gender Studies

WGS 101 Introduction to Women's Studies (3 credits)

This course provides an introduction to the interdisciplinary field of women's studies. Readings in feminist theory and research, autobiography, and the history of women's rights activism will provide a framework for an investigation of major themes in women's lives. Using contemporary cultures of the United States as our primary field of study, we will also explore dominant ideas about gender, one of the primary terms through which human beings articulate identity, define social roles, and assign status. We will consider as well how notions of gender intersect with other components of experiences such as those related to nationality, culture, ethnicity, race, class, age, religion, and sexuality. Fulfills specialized valuing general education requirement. FA

WGS 220 Masculinities (3 credits)

The course introduces students to main categories, topics, and research of masculinity studies. Through theoretical readings and discussions of popular culture, we will focus on the central debates around men and masculinities. We will examine the following questions:

- How is masculinity constructed and maintained in society?
- How do we learn to be men and play masculinity in everyday life?

- How do race, class, ethnicity, and sexuality affect our masculinities?
- What is the relationship between masculinity and sexed bodies?

Analyzing male sexuality, intimacy, violence, homophobia, and gender equality, we will pay considerable attention to different forms of masculinity and masculinity politics in the contemporary world. SP

WGS 470 Gender Theory (3 credits)

This course builds upon the understanding of gender studies introduced in WGS 101 by critically examining theoretical approaches to gender studies and analyzing key issues and disputes within the field. This course develops a framework that allows students to identify and examine the relations among the diverse theoretical approaches to gender studies encountered within the discipline, including aspects of feminist theory, gender theory, GLBT/queer theory, and men's studies. Prerequisite: WGS 101 or permission of instructor. Even years beginning 2010-11. SP

The department of mathematics and computer science offers the bachelor of science degree with majors in applied mathematics, mathematics for secondary education, computer science, and management information systems. The degree in applied mathematics can be readily combined with a dual degree in engineering from Washington University in St. Louis.

Students may also choose minors in mathematics, computer science, and management information systems. The department of mathematics and computer science, together with the department of fine arts, also offers a certificate in website development.

A graduate program in the department leads to a master of science degree in computer education. See the graduate programs section in this catalog.

The rigorous curriculum in each program emphasizes thinking analytically, solving problems, and communicating effectively. Specifically, through its programs, the department seeks

- to acquaint students with current developments in computer science, information systems, applied mathematics, mathematics education, and computer education.
- to equip graduates with essential knowledge and skills to secure professional positions in their fields.
- to prepare students for successful transitions from the classroom to the workplace.

To achieve these objectives, the department encourages students to interact with faculty by providing individual advising and creating an environment that is conducive to continued professional growth. With the assistance of the department, students may pursue their professional goals through a cooperative education work experience (CO-OP) or other internship.

If a student intending to major in the department is not ready for placement into MTH 150 upon matriculation, the student must meet the following minimum grade requirements in the prerequisite courses:

1. If placed into MTH 091, the student must earn a grade of at least A- to progress to MTH 095.
2. If placed into MTH 095, the student must earn a grade of at least A- to progress to MTH 105 and/or CIS 160.
3. If placed into MTH 105, the student must earn a grade of at least B- to progress to MTH 150.

A student pursuing a major in the department must:

- Earn a grade of B- or better in CIS 160 to progress to CIS 161, and in CIS 161 to progress to CIS 210 and above.
- Students who do not earn a grade of at least C- in CIS 160 or in CIS 161 must repeat the entire course.
- Students who earn grades higher than D but below a B-, must repeat the “lab” portion of the appropriate course and achieve the required level of competency. In either case, only one repetition is allowed.

FACULTY

Theresa L. Jeevanjee, associate professor of mathematics and computer science and chairperson of the department of mathematics and computer science

Mary Abkemeier, professor of mathematics and computer science; director of the master of science in computer education program

Nancy English, assistant professor of mathematics and computer science

Kathryn Graves, instructor of mathematics and computer science

Anne S. Grice, instructor of mathematics

Jim Ma, assistant professor of computer science

M. Elizabeth Newton, professor of mathematics and computer science

UNDERGRADUATE PROGRAMS

Beginning students are required to earn a minimum cumulative grade point average of 2.5 in the courses specified below to continue in their major program at the time of application for major approval.

Mathematics Major:

MTH 115, MTH 120, MTH 150, MTH 151

Computer and Information Science Major:

MTH 120, MTH 150, CIS 160, CIS 161

For transfer students 12 credits of appropriate coursework will be stipulated by the faculty of the department. The department reserves the right to administer a test in the appropriate discipline for acceptance into its major programs when deemed necessary.

Major Approval

Major approval is required during the second semester of the sophomore year, or after the completion of 45 credit hours at Fontbonne. For transfer students, major approval is required

after completing the equivalent of one full semester (a minimum of 12 credit hours) at Fontbonne.

MAJOR IN APPLIED MATHEMATICS

This major exposes students to various areas of applied mathematics, including mathematical modeling and statistics. Computer programming and software applications are also included in this major. Internships are available as MTH 184, 284, 384, and 484, but are not required.

Baccalaureate Degree and Residency Requirements

All requirements for an undergraduate degree are listed under academic policies and regulations in the introductory section for undergraduate programs in this catalog. These requirements include a graduation requirement of at least one course in religion or theology.

General Education Requirements

The 42 credit hours of general education requirements are presented in the undergraduate academic information section in this catalog. A course that meets a general education requirement may also meet a course requirement in the major or a course requirement in another discipline.

Courses Required for the Major

- MTH 115 Introduction to Statistics (3 credits)
- MTH 120 Discrete Mathematics (3 credits)
- MTH 150 Calculus with Analytic Geometry I (4 credits)
- MTH 151 Calculus with Analytic Geometry II (4 credits)
- MTH 200 Linear Algebra (3 credits)
- MTH 250 Calculus with Analytic Geometry III (4 credits)
- MTH 300 Modeling and Numerical Approximation (3 credits)
- MTH 310 Differential Equations (3 credits)
- MTH 315 Advanced Statistics (3 credits)
- MTH 316 Non-Parametric Statistics (3 credits)
- MTH 330 Algebraic Structures (3 credits)
- MTH 495 Senior Project (3 credits)

Courses Required in Other Disciplines:

Business, biology, general science, or a minor in chemistry may be selected as an application area.

Business Application Area

- BUS 203 Principles of Micro Economics (3 credits)
- BUS 205 Financial Accounting (3 credits)
- BUS 311 Intermediate Accounting (3 credits)
- BUS 314 Cost Accounting (3 credits)
- BUS 343 Managerial Finance (3 credits)
- CIS 111 Computer Applications: Database (3 credits)
- CIS 160 Computer Science I (4 credits)

One of the following:

- CIS 320 Systems Analysis and Design (3 credits)
- CIS 330 Database Management Systems (3 credits)

Biology Application Area

- BIO 112 General Biology I with Lab (4 credits)
- BIO 114 General Biology II with Lab (4 credits)
- BIO 312 General Genetics (3 credits)

NOTE: has biology and chemistry prerequisites.

- BIO 318 Cell and Molecular Biology (3 credits)

NOTE: has biology and chemistry prerequisites.

- CIS 160 Computer Science I (4 credits)
- CIS 161 Computer Science II (4 credits)
- CIS 210 Object-Oriented Programming (4 credits)

General Science Application Area

- CHM 106 General Chemistry I with Lab (4 credits)
- CHM 108 General Chemistry II with Lab (4 credits)
- PHY 208 College Physics I with Lab (calculus-based) (4 credits)
- PHY 210 College Physics II with Lab (calculus-based) (4 credits)
- CIS 160 Computer Science I (4 credits)
- CIS 161 Computer Science II (4 credits)
- CIS 210 Object-Oriented Programming (4 credits)

Chemistry Minor Application Area

The chemistry minor is defined in the department of biological and physical sciences section in this catalog. Students who elect this substitution will be required to take CIS 160, CIS 161, and CIS 210 for their three computer science courses.

MAJOR IN MATHEMATICS FOR SECONDARY EDUCATION

This program offers a curriculum designed specifically to meet the needs of the future secondary mathematics teacher. The curriculum for this major combines theory and applications of mathematics, principles and methods of secondary education, experience with mathematical software and computer programming, and field experience.

Baccalaureate Degree and Residency Requirements

All requirements for an undergraduate degree are listed under academic policies and regulations in the introductory section for undergraduate programs in this catalog. These requirements include a graduation requirement of at least one course in religion or theology.

Teacher Certification Requirements

Full information on teacher certification may be found in the section entitled, "Teacher Education at Fontbonne University" in the introductory section for undergraduate programs in this catalog as well as in the appropriate departmental sections of this catalog.

General Education Requirements

The 42 credit hours of general education requirements are explained in the undergraduate academic information section in this catalog. A course that meets a general education requirement may also meet a course requirement in the major or a course requirement in another discipline.

The following specific general education courses must be chosen to meet the requirements for this major:

PSY200 Developmental Psychology (3 credits)
 BIO112 General Biology I with Lab (4 credits)
 CHM106 General Chemistry I with Lab (4 credits)
AND
 CHM108 General Chemistry II with Lab (4 credits)
OR
 PHY208 College Physics I with Lab (4 credits)
AND
 HST105 Introduction to American History I (3 credits)
OR
 HST106 Introduction to American History II (3 credits)
 MTH 115 Introduction to Statistics (3 credits)

Courses Required for the Major

MTH 115 Introduction to Statistics (3 credits)
 MTH 120 Discrete Mathematics (3 credits)
 MTH 150 Calculus with Analytic Geometry I (4 credits)
 MTH 151 Calculus with Analytic Geometry II (4 credits)
 MTH 200 Linear Algebra (3 credits)
 MTH 250 Calculus with Analytic Geometry III (4 credits)
 MTH 300 Modeling and Numerical Approximation (3 credits)
 MTH 305 Readings in the History of Mathematics (2 credits)
 MTH 315 Advanced Statistics (3 credits)
 MTH 320 Elements of Geometry (3 credits)
 MTH 330 Algebraic Structures (3 credits)
 MTH 360 Teaching Mathematics in Middle/ Secondary Schools (3 credits)
 MTH 495 Senior Project (3 credits)

Courses Required in Other Disciplines:

BUS 202 Principles of Macro Economics (3 credits)
OR
 BUS 203 Principles of Micro Economics (3 credits)
 CIS 160 Computer Science I (4 credits)
 CIS 161 Computer Science II (4 credits)
Either of the following science sequences:
 PHY 208 College Physics I with Lab (calculus-based) (4 credits)
AND
 PHY 210 College Physics II with Lab (calculus-based) (4 credits)
OR
 CHM 106 General Chemistry I with Lab (4 credits)
AND
 CHM 108 General Chemistry II with Lab (4 credits)

Professional Courses Required For Certification:

EDU 120 Psychology of the Exceptional Child (3 credits)
 EDU 201 Introduction to Classroom Teaching (2 credits)
 EDU 222 Educational Psychology (3 credits)
 EDU 234 Philosophical Foundations of Education (3 credits)
 EDU 400 Classroom/Behavior Management (Elementary, Special Education, Deaf Education) (3 credits)

EDU 401 Classroom/Behavior Management (Middle School and Secondary) (3 credits)
 EDU 350 Methods of Teaching Reading in the Content Area (2 credits)
 EDU 447 Planning for Instruction and Assessment–Middle and Secondary (3 credits)
 EDU 451 Student Teaching at the Secondary Level (10-16 credits)
 PSY 200 Developmental Psychology (3 credits)

Concentration in Mathematics for Middle School

This concentration offers majors in middle school education exposure to areas of higher mathematics, which will enhance their understanding of the middle school mathematics curriculum. A student must successfully complete, at Fontbonne, a minimum of 50 percent of the credit hours required for the concentration.

Courses Required in the Concentration:

MTH 105 College Algebra (4 credits) (if needed)
 MTH 108 Trigonometry (2 credits) (if needed)
 MTH 115 Introduction to Statistics (3 credits)
 MTH 120 Discrete Mathematics (3 credits)
 MTH 150 Calculus with Analytic Geometry I (4 credits)
 MTH 320 Elements of Geometry (3 credits)
 MTH 330 Algebraic Structures (3 credits)
 MTH 360 Teaching Mathematics in Middle/ Secondary Schools (3 credits)
 MTH 495 Senior Project (3 credits)

MAJOR IN COMPUTER SCIENCE

This major includes both theory and application and prepares students for a variety of challenging careers in the field of computer science.

Baccalaureate Degree and Residency Requirements

All requirements for an undergraduate degree are listed under academic policies and regulations in the introductory section for undergraduate programs in this catalog. These requirements include a graduation requirement of at least one course in religion or theology.

General Education Requirements

The 42 credit hours of general education requirements are presented in the undergraduate academic information section in this catalog. A course that meets a general education requirement may also meet a course requirement in the major or a course requirement in another discipline.

Courses Required for the Major

CIS 120 An Overview of Computer and Information Science (3 credits)
 CIS 160 Computer Science I (4 credits)
 CIS 161 Computer Science II (4 credits)
 CIS 210 Object-Oriented Programming (4 credits)
 CIS 250 Algorithms and Data Structures (4 credits)
 CIS 310 Computer Architecture and Assembly Language (3 credits)

CIS 340 Concepts of Telecommunications and Networking (3 credits)

CIS 350 Compiling Theory and Programming Languages (3 credits)

CIS 355 Principles of Operating Systems (3 credits)

CIS 495 Senior Project (3 credits)

Plus three electives chosen from the following:

CIS 170 Visual Programming (3 credits)

CIS 300 Modeling and Numerical Approximation (3 credits)

CIS 316 Business Application Development (3 credits)

CIS 320 Systems Analysis and Design (3 credits)

CIS 330 Database Management Systems (3 credits)

CIS 360 Artificial Intelligence (3 credits)

CIS 375 Software Engineering (3 credits)

CIS 394 Topics in Computer Science (1-4 credits)

CIS 494 Advanced Topics in Computer Science (1-4 credits)

Courses Required in Other Disciplines:

MTH 115 Introduction to Statistics (3 credits)

MTH 120 Discrete Mathematics (3 credits)

MTH 150 Calculus with Analytic Geometry I (4 credits)

MTH 151 Calculus with Analytic Geometry II (4 credits)

MTH 200 Linear Algebra (3 credits)

MTH 330 Algebraic Structures (3 credits)

MAJOR IN MANAGEMENT INFORMATION SYSTEMS

This program emphasizes the relationship between computer science and business and prepares students for professional careers in systems analysis and design.

Baccalaureate Degree and Residency Requirements

All requirements for an undergraduate degree are listed under academic policies and regulations in the introductory section for undergraduate programs in this catalog. These requirements include a graduation requirement of at least one course in religion or theology.

General Education Requirements

The 42 credit hours of general education requirements are presented in the academic information section in this catalog. A course that meets a general education requirement may also meet a course requirement in the major or a course requirement in another discipline.

Courses Required for the Major

CIS 120 An Overview of Computer and Information Science (3 credits)

CIS 160 Computer Science I (4 credits)

CIS 161 Computer Science II (4 credits)

CIS 210 Object-Oriented Programming (4 credits)

CIS 250 Algorithms and Data Structures (4 credits)

CIS 316 Business Application Development (3 credits)

CIS 320 Systems Analysis and Design (3 credits)

CIS 330 Database Management Systems (3 credits)

CIS 340 Concepts of Telecommunications and Networking (3 credits)

CIS 355 Principles of Operating Systems (3 credits)

CIS 495 Senior Project (3 credits)

Plus three electives chosen from the following:

CIS 170 Visual Programming (3 credits)

CIS 300 Modeling and Numerical Approximation (3 credits)

CIS 310 Computer Architecture and Assembly Language (3 credits)

CIS 350 Compiling Theory and Programming Languages (3 credits)

CIS 360 Artificial Intelligence (3 credits)

CIS 375 Software Engineering (3 credits)

CIS 394 Topics in Computer Science (1-4 credits)

CIS 494 Advanced Topics in Computer Science (1-4 credits)

Courses Required in Other Disciplines:

BUS 202 Principles of Macro Economics (3 credits)

BUS 203 Principles of Micro Economics (3 credits)

BUS 205 Financial Accounting (3 credits)

BUS 230 Management Principles (3 credits)

BUS 233 Marketing Principles (3 credits)

BUS 343 Managerial Finance (3 credits)

MTH 115 Introduction to Statistics (3 credits)

MTH 120 Discrete Mathematics (3 credits)

MTH 150 Calculus with Analytic Geometry I (4 credits)

MINORS

A student must successfully complete, at Fontbonne, a minimum of 50 percent of the credit hours required for the minor.

Minor in Mathematics

This minor provides students in other majors with a solid practical background in major branches of modern mathematics.

Courses Required in the Minor:

MTH 115 Introduction to Statistics (3 credits)

MTH 120 Discrete Mathematics (3 credits)

MTH 150 Calculus with Analytic Geometry I (4 credits)

MTH 151 Calculus with Analytic Geometry II (4 credits)

Plus two of the following:

MTH 300 Modeling and Numerical Approximation (3 credits)

MTH 315 Advanced Statistics (3 credits)

MTH 316 Non-Parametric Statistics (3 credits)

MTH 320 Elements of Geometry (3 credits)

MTH 330 Algebraic Structures (3 credits)

Minor in Computer Science

This minor provides a solid background in computer science.

Courses Required for the Minor:

CIS 160 Computer Science I (4 credits)

CIS 161 Computer Science II (4 credits)

CIS 210 Object-Oriented Programming (4 credits)

CIS 250 Algorithms and Data Structures (4 credits)

Plus two of the following:

- CIS 310 Computer Architecture and Assembly Language (3 credits)
- CIS 340 Concepts of Telecommunications and Networking (3 credits)
- CIS 355 Principles of Operating Systems (3 credits)

Minor in Management Information Systems

This minor offers exposure to the fundamentals of information systems.

Courses Required for the Minor:

- CIS 160 Computer Science I (4 credits)
- CIS 161 Computer Science II (4 credits)
- CIS 210 Object-Oriented Programming (4 credits)
- CIS 250 Algorithms and Data Structure (4 credits)

Plus two of the following:

- CIS 316 Business Application Development (3 credits)
- CIS 320 Systems Analysis and Design (3 credits)
- CIS 330 Database Management Systems (3 credits)
- CIS 340 Concepts of Telecommunications and Networking (3 credits)
- CIS 355 Principles of Operating Systems (3 credits)

CERTIFICATE**Certificate in Website Development**

This certificate provides a solid foundation in all aspects of website development: graphics design, programming, and installation. See undergraduate certificate programs in the academic policy and regulations section in this catalog.

Courses Required for the Certificate:

- ART 115 Graphics Design I (3 credits)
- ART 302 Designing for the Web (3 credits)
- ART 402 Designing for the Web (Advanced) (3 credits)
- CIS 150 Fundamentals of Programming for Business (3 credits)
- CIS 115 Introduction to Server Technology (1 credit)
- CIS 215 Database Fundamentals and SSP (Server-Side Programming) (2 credits)
- CIS 315 Advanced SSP (Server-Side Programming) (3 credits)

ADVANCED PLACEMENT

An entering student who scores four or five on the Advanced Placement (AP) Test will receive equivalent placement and university credit. For students who score a four or five on the Calculus AB Examination, four credit hours are awarded for MTH150. For students who score a four or five on the Calculus BC Examination, eight credit hours are awarded for MTH150 and MTH151. For students who score a four or five on the Computer Science A Examination, eight credit hours are awarded for CIS160 & CIS 161. For students who score a four or five on Computer Science AB Examination, eight credit hours are awarded for CIS160 and CIS161. For students who score a four or five on Statistics Examination, three credit hours are awarded for MTH115.

DUAL DEGREE PROGRAM IN ENGINEERING WITH WASHINGTON UNIVERSITY IN ST. LOUIS

Students may choose a dual degree program of study in connection with the School of Engineering and Applied Science at Washington University. This program may be combined with any major, and can be conveniently combined with a major in applied mathematics. Students who have completed the first three years of required work for a major at Fontbonne and who have a cumulative grade point average of 3.0, both overall and in specified mathematics and science courses, may apply for admission to the dual degree program. Upon satisfactory completion of the program, the student will be awarded bachelor's degrees from both Fontbonne University and Washington University in St. Louis.

COURSES**Computer and Information Science****CIS 100 Computer Technology: Issues and Applications (3 credits)**

Introductory course to computer technology and applications designed for non-computer science majors. Covers general computer knowledge associated with computer history, hardware, software, operating systems and computer networks, Windows based applications such as word processors, presentation tools, spreadsheets, database systems, introduction to web page creation, and Internet browsers. Social and ethical issues related to technology are considered, such as software privacy, viruses, and security issues. Course will include development of an application project by the student. FA, SP

CIS 103 Microcomputer Applications in Education (3 credits)

Development of proficiency in the use of an integrated software package. All of the applications will be education-oriented, such as creating subject area databases and developing electronic grade sheets. Evaluation and use of educational software will also be included. FA, SP

CIS 110 Microcomputer Applications: Spreadsheet (3 credits)

Covers capabilities of Windows-based spreadsheet software. Presents spreadsheet terminology, basic commands, and features for data formatting, calculation, and creating tables and charts. Additional topics include building applications for data referencing, analysis and reports, advanced functions, and macros. Course will include development of a significant spreadsheet project by the student. FA, SP

CIS 111 Microcomputer Applications: Database (3 credits)

Covers the skills to design and implement a database as well as data entry, editing, and manipulation using Windows-based DBMS software. Includes applications of managing tables and files, using and creating queries, and designing forms and reports. Course will include development of a significant database project by the student. FA, SP

CIS 115 Introduction to Server Technology (1 credit)

An introduction to server technology. Topics include system architecture, file servers, FTP servers, web servers, database servers with an emphasis on server installation and configuration. SP

CIS 120 An Overview of Computer and Information Science (3 credits)

An introduction to computer and information science. Covers issues associated with both hardware and software, such as computer history, computer terminology, algorithm development and analysis with an emphasis on flowcharting, pseudocode and design, basic number systems, data storage, data manipulation, operating systems, networks, and computer engineering. Additional topics include programming languages, software engineering, data structures, file structures, database systems, the Internet, and artificial intelligence. FA

CIS 150 Fundamentals of Programming for Business (3 credits)

This course introduces programming for solving business-related application problems. Topics include program design, the integrated development environment, graphical user interface, data types, control structures, and sub/function procedures. Additional topics include database programming and exception handling. SP

CIS 160 Computer Science I (4 credits)

Emphasis on programming in C and introduction to C++, including structural programming concepts, simple data types and structures, C and C++ syntax, operators, control structures and pointers. Lab exercises include techniques of coding, program design, and debugging. Students in this course who are majoring in mathematics or in computer and information science must earn grades of B- or better in this course to progress to CIS 161 and/or CIS 210. Prerequisite: Grades of A- or better in MTH 091 and MTH 095, or competency in arithmetic and algebra. FA

CIS 161 Computer Science II (4 credits)

Continuation of Computer Science I, with extensive programming in C++ language and introduction to Java. Includes string handling, file I/O, storage and static variables, structures, bitwise operations, and C++ library. Students in this course who are majoring in mathematics or in computer and information science must earn grades of B- or better to progress to CIS 210 and above. Prerequisite: CIS 160. SP

CIS 170 Visual Programming (3 credits)

Introduction to visual programming using Windows-based packages. Exploring tools and utilities of Windows graphic user interface and multimedia capacity, such as menus, buttons, and other controls. Topics also include using object-linking and embedding, dynamically-linked libraries, dynamic data exchange, and Internet-related applications. Lab exercises include language syntax and coding, data structures, links and controls, parameter passing. Prerequisite: CIS 160 or consent of instructor. Offered as needed.

CIS 210 Object-Oriented Programming (Java) (4 credits)

Introduction to concepts of abstract data type and inheritance. Topics include the fundamentals of object-oriented program design, object-oriented programming using Java. Lab exercises include introductory to intermediate level software analysis and design. Prerequisite: CIS 161. FA

CIS 215 Database Fundamentals and SSP (Server-side Programming) (2 credits)

An introduction to database fundamentals and server-side programming. Topics include table design and management, creating and using queries, file management, and writing programs on the server to support a web site. FA

CIS 250 Algorithms and Data Structures (4 credits)

Introduction to the principles of algorithm analysis, abstract data types covering stacks, queues, lists, trees and recursion, algorithms of sorting and searching. Additional topics include graph algorithms, text compression, dynamic programming, and randomized algorithms. Prerequisite: CIS 210 and MTH 120. SP

CIS 293 Topics in the Business Computing Environment (3 credits)

Course addresses topics of current interest in the business computing environment. Offered as needed.

CIS 294-299 Cooperative Education (1-6 credits)

Supervised off-campus work experience. Cooperatively administered by employer and director of cooperative education. Credits are determined by the number of working hours in an approved job. Full-time (six credits) co-op positions should be taken in alternating semesters, excluding summer semester. These courses are graded solely on a pass/no pass basis. No more than eighteen hours may be taken. Prerequisite: At least sophomore status.

CIS 300 Modeling and Numerical Approximation (3 credits)

Principles of model construction with selected case studies from various fields. Also, techniques of numerical approximation. Prerequisites: CIS 160; MTH 150. Offered alternate years. SP

CIS 310 Computer Architecture and Assembly Language (3 credits)

Topics covering theoretical aspects and concepts of hardware and computer systems including logic gates, combinational and sequential circuits, memory and registers, control logic design, instructions and addressing. Teaches programming in one assembly language. Prerequisites: CIS 160; MTH 120. Offered alternate years. SP

CIS 315 Advanced Server-side Programming (3 credits)

This course teaches the advanced techniques of server-side programming over the Internet. Topics include using session control, accessing back-end database servers, E-commerce security issues, interacting with file systems, implementing secure transactions, and using network and protocol functions. SP

CIS 316 Business Application Development (3 credits)

Course covers the essentials of the COBOL programming language in the context of business application development. Topics include the fundamental design principles of business applications, application development processes, and program implementations using COBOL. Prerequisite: CIS 150 or CIS 160 or consent of the instructor. SP

CIS 320 Systems Analysis and Design (3 credits)

Includes the technological and managerial aspects of the analysis, design, and implementation of systems. Prerequisites: CIS 160 or consent of instructor. Offered alternate years. SP

CIS 330 Database Management Systems (3 credits)

Fundamental design principles of database systems. Implementational design using data models, relational algebra, and relational calculus. Relational implementation with SQL, Microcomputer DBMS, and distributed database systems. Prerequisite: CIS 111 or consent of instructor. Offered alternate years. FA

CIS 340 Concepts of Telecommunications and Networking (3 credits)

Introduction to the principles and practice of data communication and computer networking. Topics include the theoretical aspects of various methods, media, protocols, data compression, and security in telecommunication. Also includes lab exercises of network and remote access configuration and data exchange. Prerequisites: CIS 160; MTH 120; either MTH 150 or consent of the instructor. Offered alternate years. FA

CIS 350 Compiling Theory and Programming Languages (3 credits)

Comparative study of programming languages and concepts such as grammars and parse trees, interpretation and compilation, and generation of optimal code. A number of programming languages will be studied relative to their history, design implementation, and evaluation. Prerequisites: CIS 160; MTH 120. Offered alternate years. SP

CIS 355 Principles of Operating Systems (3 credits)

Topics cover the theoretical aspects and concepts of operating systems including system structures, scheduling, concurrent processes and deadlock handling, storage and file management, system protection and security. Also includes lab exercises in UNIX system configuration. Prerequisites: CIS 160; MTH 120. Offered alternate years. SP

CIS 360 Artificial Intelligence (3 credits)

A survey of concepts, techniques, and applications of AI, including knowledge abstraction and representation, knowledge-based systems, heuristic searching, natural language understanding, machine learning, and automated reasoning. Use of LISP or PROLOG, or other appropriate language, to develop a substantial project in expert systems is required. Offered as needed. Prerequisite: CIS 250 or consent of the instructor.

CIS 375 Software Engineering (3 credits)

Course introduces classical and object-oriented software engineering principles. Topics include the scope of software engineering, the software process, software life cycle models, documentation, tools, testing, quality assurance, project management, object-oriented analysis and design, system views, patterns, and modeling using UML, in the context of generic object-oriented development process. Students are required to design and build software projects through team effort. The projects cover the principal system development life-cycle phases. Offered as needed.

CIS 394 Topics in Computer Science (1-4 credits)

Course generated by the department to supplement regular course listings. Addresses topics in computer science. Prerequisite: Junior or senior status, or consent of instructor. Offered on a one-time or irregular basis.

CIS 490 Independent Study (1-4 credits)

Study in a specialized area, to be arranged according to student need and interest. Prerequisite: Junior or senior status.

CIS 494 Advanced Topics in Computer Science (1-4 credits)

Topics similar to those offered in CIS 394, offered on an as-needed basis, at a more advanced level.

CIS 495 Senior Project (3 credits)

Prerequisite: Senior status. FA, SP

Mathematics**MTH 091 College Mathematics Skills (3 credits)**

Emphasizes computing with whole numbers and fractions, both common and decimal; percentages; application of the ability to compute word problems. In general, students must earn a grade of C- or better in this course to satisfy the prerequisite for further mathematics courses. However, students in this course who intend to choose a major in the department must earn grades of A- or better in this course to progress to MTH 095. Credit does not apply toward the 128-hour degree requirement. Offered as needed.

MTH 095 Fundamentals of Algebra (4 credits)

Study of basic algebra required for all mathematics courses at Fontbonne. Topics include: real numbers, exponents, radicals, rational expressions, linear equations and inequalities, polynomials, quadratic equations, systems of linear equations, functions, and graphing. In general, students must earn a grade of C- or better in this course to satisfy the prerequisite for further mathematics courses. However, students in this course who intend to choose a major in the department must earn grades of A- or better in this course to progress to MTH 105 and/or CIS 160. Prerequisite: A grade of C- or better in MTH 091 or competency in arithmetic. Credit will be applied as elective credit to the 128-hour degree requirement. FA, SP

MTH 100 Topics in Algebra for Statistics (2 credits)

This course covers the essential topics in algebra that are needed specifically to do common statistical calculations. Topics include: sets, signed numbers, exponents and radicals, algebraic and rational expressions, factoring, linear equations, an introduction to two-dimensional graphing, and an introduction to quadratic equations. Application problems are included. (Topics may be added at the instructor's discretion, as time allows, but not deleted from the preceding list.) Offered in the OPTIONS Gateway program only.

MTH 102 Contemporary Topics in Mathematics for Educators (3 credits)

Problem solving, elementary set theory and logic, development of the real number system. Topics in geometry and statistics. Education certification majors only. Prerequisites: Grades of C- or better in MTH 091 and MTH 095 or competency in arithmetic and algebra. FA, SP

MTH 103 Excursions into Modern Mathematics (3 credits)

This course presents mathematics in such a way that the student can see immediate connections between what is learned in the mathematics classroom and real-life problems. It is geared toward liberal arts majors. The choice of topics is such that a heavy mathematical infrastructure is not needed. A fundamental objective of the course is to develop an appreciation for the aesthetic elements of mathematics. Prerequisites: Grades of C- or better in MTH 091 and MTH 095 or competency in arithmetic and algebra. FA, SP

MTH 105 College Algebra (4 credits)

Topics covered: sets, number systems, polynomials, equations and graphing, inequalities, relations and functions, systems of equations, exponential and logarithmic equations, rational zeros of polynomials, matrices and determinants, sequences and series. Students in this course who choose a major in the department must earn grades of B- or better in this course to progress to MTH 150. Prerequisites: Grade of C- or better in MTH 091 and MTH 095, or competency in arithmetic and algebra. FA, SP

MTH 108 Trigonometry (2 credits)

Covers the standard introductory trigonometry topics — the six standard trigonometric functions, right triangle trigonometry, radian measure, graphs of function and their inverses, identities and formulas, equations, triangles, and complex numbers and polar coordinates. MTH 108 is a prerequisite for MTH 150.

MTH 115 Introduction to Statistics (3 credits)

Topics covered: descriptive statistics, probability, binomial, chi-squared and normal probability distributions, tests of hypotheses, linear correlation and regression, and analysis of variance. Prerequisites: Grades of C- or better in MTH 091 and MTH 095 or competency in arithmetic and algebra. FA, SP

MTH 120 Discrete Mathematics (3 credits)

Topics include: sets, relations, functions, matrices, graphs, binary, octal, and hexadecimal number systems, combinatorics, induction and recursion, algorithms. Prerequisite: Competency in arithmetic and algebra. FA

MTH 150 Calculus with Analytic Geometry I (4 credits)

Differential and integral calculus of the algebraic and transcendental functions associated with analytic geometry. Prerequisite: Three years of high school mathematics including trigonometry with grades of B or better, or MTH 105, MTH 108 with grades of C- or better, or the consent of the instructor. SP

MTH 151 Calculus with Analytic Geometry II (4 credits)

A continuation of MTH 150, continuation of differential and integral calculus; infinite series. Prerequisite: MTH 150 with grades of C- or better. FA

MTH 184, MTH 284, MTH 384, and MTH 484 Internships in Applied Mathematics (1-3 credits each)

Supervised work experience in applied mathematics. Credits are determined by the number of hours working in an approved job; course number is determined by the level of mathematical complexity likely to be involved. The internship is cooperatively administered by an employer-supervisor and a member of the faculty. Each internship also requires a comprehensive paper at the culmination of the work experience. Grading is pass/no pass only. Prerequisite: Student must be pursuing a major in mathematics, and have completed the following courses:

For MTH 184: MTH 150 required and MTH 115 recommended.

For MTH 284: MTH 151 and MTH 115

For MTH 384: At least one of: MTH 200 Linear Algebra; MTH 250 Calculus with Analytic Geometry III; MTH 310 Differential Equations

For MTH 484: At least two 300-level courses

MTH 200 Linear Algebra (3 credits)

Topics include: vector spaces, linear transformations, and matrices. Prerequisite: MTH 151. Offered alternate years. FA

MTH 250 Calculus with Analytic Geometry III (4 credits)

Vector calculus, the differential, multivariate calculus with applications. Prerequisite: MTH 151. SP

MTH 294 Topics in Mathematics (1-4 credits)

Course generated by the department to supplement regular course listings. Addresses topics in mathematics. Offered on a one-time or irregular basis.

MTH 300 Modeling and Numerical Approximation (3 credits)

Principles of model construction with selected case studies from various fields. Also, techniques of numerical approximation. Prerequisites: MTH 150; CIS 160. Offered alternate years. SP

MTH 305 Readings in the History of Mathematics (2 credits)

Readings in the history of mathematics and in the mathematics contributions of both Western and non-Western cultures. The interplay between mathematics and culture is emphasized. Prerequisites: MTH 150; MTH 120. SP

MTH 310 Differential Equations (3 credits)

Techniques for solving ordinary differential equations. Investigation of existence and uniqueness of solutions; a variety of applications. Prerequisite: MTH 151. Offered alternate years. SP

MTH 315 Advanced Statistics (3 credits)

Uses statistical software to analyze data sets. Topics include widely used statistical tools such as linear and nonlinear regression, analysis of variance, expected mean squares, pooling. Prerequisites: MTH 115; MTH 150 or consent of instructor. Offered alternate years. FA

MTH 316 Non-Parametric Statistics (3 credits)

An introduction to nonparametric statistical procedures. Topics include order statistics, rank order statistics and scores, tests of goodness of fit, linear rank tests for location and scale problems, applications. Prerequisite: MTH 115. Offered alternate years. SP

MTH 320 Elements of Geometry (3 credits)

Transformational approach to isometries and similarities; studies of Euclidean and non-Euclidean geometries. Prerequisite: MTH 150 or consent of instructor. Offered alternate years. FA

MTH 330 Algebraic Structures (3 credits)

Covers discrete algebraic structures including Boolean algebra, groups, rings, integral domains and fields and their applications. Prerequisites: MTH 120; MTH 150. Offered alternate years. SP

MTH 350 Methods of Teaching Mathematics in the Early Childhood and Elementary School (3 credits)

Methods for teaching the real number system, diagnostic mathematics and remedial methods, probability, statistics, geometry, metric system, algebra, applications of computer to mathematics education. Education certification majors only. Prerequisite: MTH 102. FA, SP

MTH 360 Teaching Mathematics in Middle/Secondary Schools (3 credits)

Study of models of teaching mathematics, diagnostic mathematics, and remedial methods at the middle school or secondary level. Education certification majors only. Prerequisite: Junior or senior status. Offered alternate years. FA

MTH 490 Independent Study (1-4 credits)

Study in a specialized area, to be arranged according to student need and interest. Prerequisite: Junior or senior status.

MTH 494 Advanced Topics in Mathematics (1-4 credits)

Course generated by the department to supplement regular course listings. Addresses topics in mathematics. Prerequisite: Junior or senior status, or consent of instructor. Offered on a one-time or irregular basis.

MTH 495 Senior Project (3 credits)

Prerequisite: Senior status. FA, SP



GRADUATE STUDIES INFORMATION



Graduate Program Information

ACADEMIC VISION

Fontbonne University promotes informed and discerning practice in scholarship, the arts, the professions, and service. By combining a pursuit of academic excellence with an evolving awareness of the world's needs, the Fontbonne community seeks to strengthen the relationship between the educated person and a diverse society. In concert with an emphasis on teaching and learning, the university promotes vital engagement between intellectual endeavor and social responsibility, giving meaning to information and insight to inquiry. In an open, caring, and challenging environment, students and teachers integrate knowledge from the liberal arts and professional programs, developing the understanding and skills central to a thoughtful and committed life.

GRADUATE DEGREES

Fontbonne University grants the following graduate degrees and programs.

Master's Degrees

Master of Arts (MA)
 Master of Arts in Teaching (MAT)
 Master of Business Administration (MBA)
 Master of Fine Arts (MFA)
 Master of Management (MM)
 Master of Science (MS)
 Master of Science in Taxation (MST)

Master's Degree Programs—Traditional and Accelerated (OPTIONS)

Accounting (MS)
 Art (MA)
 Business administration (MBA)
 Business administration (MBA) [International Students]
 Business administration (MBA) [OPTIONS]
 Computer education (MS)
 Early intervention in deaf education (MA)
 Education (MA) and (MAT)
 Family and consumer sciences (MAT)
 Fine arts (MFA)
 Human environmental sciences (MA)
 International marketing (MS) [International students]
 Management (MM) [OPTIONS]
 Speech-language pathology (MS)
 Supply chain management (MS)
 Taxation (MST)
 Theatre education (MA)

Graduate Certificate Programs

Business taxation
 Individual taxation
 Computer education

Graduate certificate programs are designed for individuals who possess a baccalaureate degree or a master's degree but who are not enrolled in a graduate program. A certificate is defined as a minimum of 15 credit hours in a sequence of interdisciplinary coursework or a narrowly defined set of courses within a discipline.

Requirements

1. All certificate program courses must be successfully completed through instruction offered at Fontbonne University, culminating in a minimum cumulative grade point average of 3.0. An individual department may establish a higher cumulative grade point average for a specific certificate program. One graduate course from another institution may be accepted as transfer credit, or one competency test may be taken.
2. Courses that fulfill the requirements for a certificate may not be used to fulfill requirements for another certificate.
3. Fontbonne policies apply to certificate-seeking students.

OPTIONS PROGRAM

The Fontbonne University OPTIONS program provides evening graduate degree programs for adult students in an accelerated format. The OPTIONS program offers the following degree programs at the Clayton campus and through off-campus sites in Brentwood, Chesterfield, downtown St. Louis, Fenton, and at north, south and west county sites:

Business administration (MBA)
 Management (MM)

See the OPTIONS program in the college of global business and professional studies in the graduate programs section in this catalog.

GRADUATE ONLINE PROGRAMS

Fontbonne University offers fully online, fully accredited, graduate degree programs in computer education, education, and management. These programs are student centered, high quality programs, just as students would experience in traditional face-to-face programs.

Courses are presented online in a structured asynchronous manner so students are able to communicate with faculty and fellow students on their own schedule while still enjoying the graduate school experience through discussion and interactive learning.

Fontbonne University uses Blackboard to present online courses and requires all students to complete FOC 101, a free tutorial, prior to taking the first online course at Fontbonne.

Graduate online courses are currently offered through the college of global business and professional studies and the departments of education/special education, human environmental sciences, and mathematics and computer science.

ACADEMIC ADVISING

The director of the specific graduate college or department is responsible for seeing that each graduate student is assigned either a faculty member from the major discipline in which the student is interested or an academic staff member as the student's advisor. The academic advisor assists the student to develop and progress through an academic program that suits the student's career goals, interests, and abilities. The advisor guides the student in choosing appropriate courses each semester and encourages the student to develop as a whole person by taking advantage of the opportunities of the total Fontbonne experience. In the event that an advisor/advisee arrangement does not work effectively, a student may petition the program director for a new advisor.

The student has the responsibility for becoming acquainted with and understanding all academic policies, procedures, and requirements. It is the student's responsibility during advising week each semester to schedule an advising session with the academic advisor to plan the next semester course schedule.

Admission

Fontbonne University seeks to admit students who will succeed in, benefit from, and contribute to Fontbonne's educational programs and opportunities. In its review of student credentials, the university looks for those students who show evidence of successful completion of prior academic work, self-motivation, academic aptitude, and promise.

ADMISSION PROCESS

Applications for admission, considered according to program availability, must be on file no later than one week prior to final registration for the term in which the candidate seeks admission. Individual programs may have earlier deadlines. Graduate programs generally accept students in the summer session as well as in the fall and spring.

To apply, a prospective graduate student must meet the following minimum requirements.

1. A completed graduate application form accompanied by the \$25 non-refundable application fee.
2. Official transcripts from all previous coursework from accredited, degree-granting colleges or universities, including the institution that granted the applicant's undergraduate degree.
3. Three (3) letters of recommendation.
4. A portfolio as required for specific programs.
5. A self-statement of 300-500 words unless otherwise stated for a specific program.

Additional specific admission criteria are listed under the individual programs in the graduate programs section of the catalog.

ADMISSION FEE

A non-refundable application fee of \$25 must accompany each initial application for admission to the university. The fee remains the same for all students; degree seeking, unclassified (non-degree seeking), audit, full-time or part-time, whether they are beginning the fall, spring, or summer session. The fee is not refunded if the applicant withdraws or is not accepted at Fontbonne. Once admitted, the student need not pay the fee again for a change of status from unclassified to degree seeking, reapplication after time away from the institution, or for a change to another graduate program.

ADMISSION OF GRADUATE INTERNATIONAL STUDENTS

Fontbonne University is a global community and encourages applications from international students. All applications must be submitted to the director of international affairs and should include the following:

1. A completed, signed international graduate student application form (available at www.fontbonne.edu/admissions/international).

2. A \$30 non-refundable application fee payable to Fontbonne University.
3. Certified, official transcripts (translated into English) from all secondary schools, colleges, or universities previously attended. Students who have earned college-level credit outside of the United States and wish to apply those credits toward a degree will be asked to have their transcripts evaluated by a U.S. evaluation service.
4. Evidence of English language proficiency which is necessary for those whose native language is not English. Applicants must submit the Test of English as a Foreign Language (TOEFL) or an authorized Fontbonne University equivalent. The required minimum composite score is 525 for a paper-based examination and 193 for a computer-based examination. International applicants for the OPTIONS program must have a TOEFL composite of 600. Students not meeting the required language proficiency may be accepted to a graduate program on a "conditional" basis provided the student enrolls in ESL courses prior to enrolling in graduate academic courses.
5. An official letter of sponsorship and an official financial statement from the bank of the guarantor. These are required to meet U.S. Citizenship and Immigration Services regulations. The bank statement and letter from the sponsor must be in English. The bank statement must be certified by the bank, dated within 120 days of the application, and have the name of the sponsor (or sponsor's organization) on the account. The account will indicate the amount of funds available. The sponsor must have sufficient funds to support the student for a minimum of one year while in academic studies.
6. Three letters of recommendation.
7. A personal statement indicating why the student wishes to attend Fontbonne University. The requirement for the personal statement varies by the different departments.
8. A copy of the current passport page with name, date of birth, and expiration date.

Transfer International Graduate Students

Any international student wishing to transfer to Fontbonne University from another institution within the United States must also submit the following documents:

1. Copies of all official I-20 documents from previously attended schools.
2. A copy of the current I-94 card.
3. A copy of the current visa.

An international applicant not meeting one or more of the entrance standards may be asked to submit additional information for review by the specific graduate college or department.

All international students accepted for study at Fontbonne University will be required to purchase medical/health insur-

ance by an insurance carrier selected by Fontbonne University in the U.S. Purchase of such insurance coverage will be completed at the time of registration at the university.

A student re-entering Fontbonne University must follow all requirements stated in the catalog in effect at the time of re-entry.

PETITION FOR EXCEPTIONAL CIRCUMSTANCE

The application of a student who does not meet specific admission criteria may be brought by the program director to the graduate academic and curriculum committee with a request for an exception. The committee's decision is final.

A student wishing to take graduate courses as an unclassified student must receive permission from the director of the relevant graduate program.

ADMISSION OF UNCLASSIFIED STUDENTS

A student who does not wish to pursue a degree may register as an unclassified (non-degree seeking) student. The candidate for unclassified status submits a completed application for admission accompanied by a \$25 non-refundable application fee. The application fee will not be charged again if the student decides to change to degree-seeking status. Unclassified students are not eligible for financial aid.

CHANGE OF STATUS FROM UNCLASSIFIED TO DEGREE SEEKING

An unclassified student who wishes to change to degree-seeking status must complete a change-of-status form obtained from the director of graduate studies. The director of graduate studies (or in the case of an international student, the director of international affairs) will notify the student of any necessary additional credentials.

Acceptance to a degree program requires a cumulative, blended GPA as required by the college/department in which the degree is housed. The student must follow the curriculum in effect at the time of the change of status.

With the approval of the graduate director and the dean/chair of the appropriate college/department, a maximum of twelve semester credits earned as an unclassified student at Fontbonne may be applied toward a degree.

The university reserves the right to dismiss an unclassified student who does not maintain the minimum cumulative grade point average of 3.0.

READMISSION TO FONTBONNE

Degree-seeking students who have previously attended Fontbonne University, but have not been enrolled for one or more semesters may apply for readmission. A student who has been dismissed from Fontbonne may apply for readmission after one full calendar year. Readmission requires no application fee. To apply for readmission, candidates must submit:

1. The completed admission form.
2. Official transcripts from each accredited, degree-granting college or university attended since leaving Fontbonne.
3. A letter seeking re-instatement.

University Expenses

TUITION (2009–2010)

Graduate courses: \$562 per credit hour

FEES

(Please refer to the current semester course schedule.)

Application fee: \$25

Graduation fee for master's degree: \$50

Lab fees (if applicable): See individual course in current semester course schedule.

Parking permit: \$75 – \$125 (Parking Permits fees are subject to change)

Registration, change in: \$5 per course

Registration, late: \$20

Resource fee: \$16 per credit hour

Transcript, regular process: \$4

Transcript, on demand: \$15

REFUNDS

Tuition and fee adjustments resulting from withdrawal from Fontbonne University or withdrawal from a specific course will be computed from the date on which the registrar approves the official form for withdrawal. No adjustment or refund is made for late entrance, for absence after entrance, or for dismissal.

Tuition adjustments

Withdrawal before the first day of classes: 100%

Withdrawal during the first drop/add period: 100%

Withdrawal within the first 10% of the semester: 90%

Withdrawal within the first 11 to 25% of the semester: 50%

Withdrawal within the first 26 to 50% of the semester: 25%

No refund after 51% of the semester: 0%

Fee Adjustments

Withdrawal before the first day of classes: 100%

Withdrawal during the first drop/add period: 100%

No refund after first drop/add period: 0%

An administrative fee of \$25 will be charged on all withdrawals after the first day of classes.

ALUMNI TUITION DISCOUNTS

Students who have earned a degree from Fontbonne University may apply for an alumni discount on tuition rates for graduate courses, based on space available. Please see below for program eligibility.

Fontbonne alumni who are now enrolled in a TRADITIONAL program may apply for the following discount:

- Graduates of the master's degree programs may apply for a 35% discount on additional graduate courses.
- Fontbonne alumni who are now enrolled in the OPTIONS

program may apply for the following discounts:

- MBA graduates may enroll in the master of management program and receive a 30% discount.
- Master of management graduates may enroll in the MBA program and receive a 28% discount.
- All graduate alumni will receive a 35% discount for the graduate project management certificate.

EDUCATOR'S DISCOUNT

Students taking graduate courses at Fontbonne in art, communication disorders, computer education, education, or family and consumer sciences and who are employed at least half-time in a preschool through twelfth grade school or school system may apply for a 15 percent discount. Students need to obtain the educator's discount form from the appropriate program director.

**Note: Only one discount will be applied per course. If a student is eligible for more than one discount on the same course, the larger discount will be applied.*

AUDIT

A student who wishes to attend a course but not be obligated to complete assignments or take examinations may register to audit a course. The student is responsible for any fee required for the course. No credit is given for courses that are audited. Ordinarily, studio or lab courses are not eligible for audit.

Graduate courses:	\$200 per course
Graduate business courses:	\$485 per course

OBLIGATION OF PAYMENT

Accounts are due in advance; August 1, for the fall semester and December 1, for the spring semester. Accounts are due by the first day of class for the summer session.

Fontbonne University offers the convenience of Electronic Billing (E-Bill) and payments online. You may enroll to receive your monthly statements electronically and pay online. An e-mail notice will be sent to your Fontbonne e-mail address whenever a statement is generated for your account. You may also provide other payers with your personal log-on so they can have access to the bill and make payment. Visit our website at www.fontbonne.edu and click on Student Information System. Fontbonne University accepts MasterCard, Visa, and DISCOVER.

Fontbonne University has contracted with Tuition Management Systems to provide a payment plan that will allow monthly payments without interest charges. You can enroll online at www.fontbonne.edu or www.afford.com. Enrollment forms may also be obtained from the Fontbonne University business office.

Failure to make payments for tuition, fees, or other amounts owed the university when due, or failure to arrange for such payments before their due dates, is considered sufficient cause to:

1. Bar the student from registering for courses.
2. Drop the student from pre-registered courses, with subsequent registration subject to a late fee.
3. Withhold the transcript of record, certificate, or diploma.

The Board of Trustees of Fontbonne University reserves the right to change established tuition, fees, and services, to add additional fees and services, and to determine the effective date of such changes without prior notice.

Financial Aid

Through the administration of various financial aid programs, Fontbonne University assists qualified students with demonstrated financial need. Most Fontbonne financial aid awards offered to graduate students will be from the Federal Stafford Loan Program.

Fontbonne University is committed to meeting the demonstrated need of its students with the following limitations: Financial aid will attempt to meet demonstrated need up to budgeted tuition and fees for commuting students and up to budgeted tuition, fees, room, and board for resident students.

The financial aid process determines the family's expected contribution toward meeting the student's costs of education. The expected contribution is then subtracted from the student's budgeted cost at Fontbonne University. The difference between the total budgeted cost and the family contribution determines the student's need for financial assistance.

$$\begin{array}{r} \text{Total cost of attending Fontbonne} \\ - \text{Expected family contribution} \\ \hline = \text{Financial need} \end{array}$$

Current regulations do not permit unclassified (non-degree seeking) students to receive any type of federal aid.

APPLICATION PROCEDURES AND DEADLINES

Applicants must first be admitted to Fontbonne University in a graduate degree program; graduation from an accredited college or university with a baccalaureate degree is required. At the same time the Free Application for Federal Student Aid form should be completed along with a Fontbonne University Financial Aid Application. There is no cost associated with the submission of these forms. Please visit the website for more detailed information: www.fontbonne.edu.

The priority deadline for financial aid application is April 30. Fontbonne advises early application to receive full consideration. Later applications will be considered according to available funds.

Financial aid application must be made each year with a new determination of expected family contribution. Yearly awards will be made according to the availability of funds.

For detailed information on application procedures, contact the:

Financial Aid Office
Fontbonne University
6800 Wydown Blvd.
St. Louis, MO 63105-3098
314.889.1414
<http://www.fontbonne.edu/admissions/financialaid/>

OPTIONS students should call 314.889.4583 or visit www.fontbonne.edu/options/.

ACADEMIC PROGRESS POLICY

A student who receives financial aid based on full-time enrollment must complete a minimum of 12 graduate credit hours per semester for a total of 24 credit hours per academic year. A student receiving financial aid based on three-quarter time enrollment (9-11 hours per semester) must complete a minimum of nine credit hours per semester for a total of 18 credit hours per academic year. A student receiving financial aid based on half-time enrollment (six to eight hours per semester) must complete a minimum of six credit hours per semester for a total of 12 credit hours per academic year. Successful completion requires a grade of A, B, C, D or P. A designation/grade of I, F, NP or W is not acceptable. Evaluation of hours earned occurs at the end of the fall and spring semesters.

Please notify the financial aid office immediately upon your decision to stop attending class. Failure to properly withdraw from class or failure to attend a class could result in loss of financial aid.

OPTIONS students please see the following website for a detailed description of the academic progress policies for your program: www.fontbonne.edu/options/.

GRANTS AND DISCOUNTS

TEACH Grant is a new grant being offered by the Federal Department of Education. Please see your financial aid counselor for more detailed information.

Educator's Discount applies to teachers and staff members currently employed at least half-time in a preschool through twelfth grade school or school system. The discount is 15 percent and application is made through the business office. Eligible applicants should be pursuing graduate coursework in art, communication disorders, computer education, education, or family and consumer sciences.

Other tuition discounts are available to Fontbonne graduates (35 percent discount). These discounts apply to fall and spring semester registrations and may exclude some laboratory and studio courses.

Some programs may also have grants, scholarships, fellowships, or assistantships.

LOANS

Federal Stafford Loan is available to students who have made application for financial aid and are registered at least half time (six credit hours or more) at Fontbonne University each semester. The loan is offered in two different forms or combination of these forms. The first is a Federal Subsidized

Stafford Loan based upon need, with the federal government paying the interest. The second is an Unsubsidized Stafford Loan with interest starting within 60 days of check disbursement and provision for the student to elect to defer the interest and add it to the principal amount borrowed. These loans are through a participating bank, savings and loan, or credit union. The maximum amount that can be borrowed is determined by the student's classification. The remaining balance is usually paid in two installments, at the beginning of the loan period and at the midpoint. Repayment of principal and interest on subsidized loans begins six months after graduation, withdrawal, or registration for less than six credit hours.

Prepayment may be made at any time without penalty. Applications are available from the participating lending institution or the financial aid office.

Federal Grad Plus is a non-need-based loan. Its availability is based upon a credit check and should only be applied for after eligibility for the Stafford Loan has been determined. The loan limit is the budgeted cost of education minus other financial aid. Origination fees apply. Repayment must begin immediately. Please see the website for more detailed information: www.fontbonne.edu/admissions/financialaid/financialaidprograms/

Student Life

BOOKSTORE

The campus bookstore buys and sells new and used textbooks for all courses. The store also carries most school supplies and personal items as well as Fontbonne apparel and gift items.

For information call 314.889.1420 or go to the web site at www.fontbonne.edu/studentlife/bookstore.

HEALTH SERVICES

Fontbonne students may receive medical care at the Southside Family Practice (314.647.9444) which is part of Esse Health, an independent group of over 75 physicians in private practice in the St. Louis area. Southside Family Practice is located close to Fontbonne in the doctors' building of St. Mary's Health Center at 1031 Bellevue, one-half mile east of Big Bend Boulevard and just south off Clayton Road. Information on the medical staff, participating insurance plans, and billing procedures is available online at www.essehealth.com/southsidepractice.asp.

Southside is staffed by physicians, a physician assistant and nurse practitioner and offers a full-range of medical services. In most cases, students can be seen the same day or the next day by one of the providers. Most major health insurance plans are accepted and students should bring their insurance cards and co-pays to each appointment. Professional staff is available by telephone after hours and on weekends. Students should identify themselves as Fontbonne students when calling to schedule appointments.

Information on the medical staff at Southside Family Practice, participating insurance plans, and billing procedures is available online at www.essehealth.com/southsidepractice.asp.

Please contact Fontbonne's student affairs office if you have any questions (314.889.1411).

Student accident and sickness insurance information is available in the student affairs office on the first floor of Medaille Hall. The plans are voluntary and optional. Each student deals directly with the insurance company and no plan is sponsored or specifically endorsed by the university.

All international students accepted for study at Fontbonne University are required to carry medical/health insurance by an insurance company selected by Fontbonne University in the U.S. Purchase of such insurance coverage will be completed at the time of registration at the university.

All students participating in inter-collegiate athletics must verify with the athletic director that they have adequate medical insurance and are in sound physical condition. This verification needs to be documented with insurance and by physician's certifications. The university does not carry primary medical insurance on any student.

ID CARDS

The student affairs office, located on the first floor of Medaille Hall, issues picture I.D. cards during regular office hours. There is no charge for the first I.D. If the I.D. is lost or damaged, a replacement card can be purchased for \$10. The I.D. identifies you as a Fontbonne student and is issued for campus security, use of facilities in the Dunham student activity center, library borrowing privileges, cashing checks, and using Griffin Bucks. A valid I.D. may be used throughout the city for discounts to selected movies, sporting events, plays, museums, and cultural events. To get an I.D., students need to provide proof of semester registration and a receipt for paid fees.

PARKING

To park on campus or on the Fontbonne shuttle lot students must obtain a parking permit from the Fontbonne business office. The business office also issues a list of parking regulations. These regulations are strictly enforced. Violators will be ticketed.

Questions regarding parking should be directed to the public safety office in Ryan 101, by calling 314.719.8024 or emailing safety@fontbonne.edu.

STUDENT ACTIVITY CENTER

The Dunham student activity center is the home court for Fontbonne's varsity volleyball and basketball squads, and the main facility for the intramural sports program. Centrally located on campus, this 38,000 square-foot building houses a gym with seating for 1500, training rooms, a fitness center, aerobic studio, a running track, the university's athletic department, and recreation and varsity locker rooms. In addition the Caf', a multipurpose student union/snack bar located on the second floor, is a gathering place for students between classes, providing Fontbonne's community with a relaxing atmosphere in which to study or meet with friends.

INTERNATIONAL AFFAIRS

The office of international affairs is a comprehensive student-centered office that assists students with transition to the American system of higher education. Students are provided with academic and personal advising, admission (see admission of graduate international students in this catalog), orientation, and advisement of immigration regulations. The office strives to provide a "home away from home" through a reliable, knowledgeable, and trustworthy staff dedicated to serving the international interests of Fontbonne University. The office is also responsible for all aspects of international student marketing and recruitment efforts.

INTERNATIONAL AFFILIATIONS

Fontbonne University is a member of the Missouri London Consortium (MLC) which has as an associate, the International Enrichment (I.E.) organization. International Enrichment oversees the London Study Abroad Program. Fontbonne is an affiliate of Regent's College in London, England. Qualified students may study through the London Study Abroad Program or at Regent's College and transfer approved courses to Fontbonne toward degree requirements.

Fontbonne also has affiliations with a number of European and Asian institutions, including Hosei University, Aletheia University, Providence University, Fu Jen Catholic University, National Taichung University, and National Taiwan University of Arts, for both undergraduate and graduate programs.

Students from over 25 countries are enrolled in undergraduate and graduate programs at Fontbonne University and faculty have participated in a number of exchanges.

All matters related to international students may be directed to the office of international affairs, Ryan Hall, room 107. Contact internationalaffairs@fontbonne.edu or 314.889.4509. For study abroad opportunities, contact 314.719.8058.

STUDENT AFFAIRS

Fontbonne's division of student affairs supports the central academic mission of the university and contributes to the overall development of each student. Through individual and collective care and concern, and drawing upon specific areas of expertise, student affairs staff members strive to engage, educate, and empower our students. A rich blend of professional and career-related initiatives, social events, multicultural programs, and spiritual and service activities creates a campus spirit and learning environment which is inclusive of all students. Through out-of-the-classroom experiences, students can increase their understanding of self and others, strengthen human relations, communications, and critical thinking skills, and develop leadership capabilities and social responsibility. The departments comprising student affairs are listed below. For additional information, go to www.fontbonne.edu/studentlife/studentaffairs.htm.

Campus Ministry

When the Sisters of St. Joseph were founded in 1650, their focus was serving those around them in whatever way they could, hoping that God would work through them to touch the people they served. The Sisters referred to this as "connecting neighbor to neighbor, and neighbor with God."

Fontbonne's department of campus ministry continues this over 350-year-old tradition in today's world, connecting with students wherever they are—in the dining halls, the Meadow, the hallways, residence halls, chapels, classrooms, or the gym. It is a goal of campus ministry to help students connect with God and to utilize their spirituality as a guiding light for the daily choices in their lives. We embrace their diversity of beliefs and faith traditions and provide opportunities for on-

going ecumenical and interfaith dialogue and programming.

Campus ministry organizes a wide variety of programs: Catholic Masses, social events, local service projects, alternative break service trips, retreats, prayer opportunities, and discussion groups. Events are open to the Fontbonne community—people of all ages, backgrounds, and faith traditions who want to strengthen their spirituality and connection with God. For additional information, go to www.fontbonne.edu/cm.

Career Development

The department of career development teaches students and alumni how to take active responsibility for their professional planning, growth, and career management. A comprehensive range of programs and resources, including self-assessment, occupational information, and online job listings, helps students make informed career decisions, select realistic academic majors, and master job search skills for ongoing professional development. In addition, the department sponsors many career-related activities and events throughout the year, including on-campus employer recruiting opportunities, as well as internship, networking, and professional etiquette informational programs. For additional information, go to www.fontbonne.edu/studentlife/careerservices.

Multicultural Affairs

The department of multicultural affairs affirms the value of diversity shared by Fontbonne University and the Sisters of St. Joseph of Carondelet. The office contributes to the promotion of a community that acknowledges, respects, supports, and celebrates diversity. The department presents programs, makes resource referrals, and advises students and groups. In addition, it provides sensitivity education to advance faculty, staff, and student awareness and appreciation of themselves and other members of the wider community.

Highlights of the office include observance for: Hispanic/Latino Heritage, Native American Heritage, Martin Luther King, Jr., African-American Heritage, Diversity Week, Asian-American Heritage, as well as other cultures and traditions. For additional information, go to www.fontbonne.edu/studentlife/multiculturalaffairs.

Personal Counseling

The department of counseling supports students dealing with a broad range of issues and concerns which may impact their emotional and academic well-being. Through short-term professional counseling on campus and/or off-campus referrals, students can increase awareness, insight, and knowledge to acquire the skills and resources to more effectively meet the challenges they may encounter. For additional information, go to www.fontbonne.edu/studentlife/personalcounseling.

Residential Life

One of the most enriching and exciting aspects of university life is living on campus. Fontbonne's department of residential life offers a neighborhood environment in which students can grow in self-discipline, organizational skills, effective study habits, and independent living. The neighborhood

atmosphere also provides the opportunity to develop study partners, support systems, and lasting friendships with a diverse group of neighbors.

The residence halls which make up the on-campus neighborhood are St. Joseph Hall, Medaille Hall, and Southwest Hall. The buildings are co-educational, with men and women living in designated areas. The St. Joseph Hall student population consists of freshmen, sophomores, and juniors. Resident rooms in this building are designed for double occupancy.

Medaille Hall is designed for single occupancy. Many of these rooms are reserved in advance by returning Fontbonne resident students. The Hall population is predominately juniors, seniors, and graduate students.

Southwest Hall, the third floor of the Fine Arts Center, offers apartment-style living. Each unit is designed to accommodate four students with separate bedrooms and shared living room, kitchenette, and bathroom. This residence hall population is primarily juniors, seniors and graduate students. The lower levels of this building house the fine arts department.

Off-campus housing is available in the St. Louis metropolitan area.

Generally, a student must be registered as a full-time student to reside on campus. For residence hall costs see university expenses in the undergraduate section in this catalog.

For additional information or application, call 314.889.1411. Visit the residential life website at www.fontbonne.edu/studentlife/residentiaalliving.

Student Activities and Leadership Programs

The department of student activities and leadership programs coordinates and oversees student organizations, leadership programs, co-curricular activities, and new student orientations. The department helps schedule program activities to meet students' social, recreational, cultural and entertainment interests.

Students are encouraged to join the graduate student organization and other campus student organizations while at Fontbonne University. Campus organizations related to professional associations, community service needs, and social/recreational activities form a strong and integral part of students' total university experience. Student participation can increase leadership and teamwork skills, interpersonal communication, and problem-solving and decision-making abilities, thus contributing to personal growth and professional appeal.

Any student or students interested in forming a new student organization or in registering for the touchstone leadership programs may contact the director of student development in the Dunham student activity center. For additional information, go to www.fontbonne.edu/studentlife/activities or www.fontbonne.edu/studentlife/leadership programs.

STUDENT HONOR SOCIETIES

Honor Societies are available to graduate students.

Phi Kappa Phi ($\Phi\text{K}\Phi$), the oldest, largest, and most selective national honor society for all academic disciplines invites the top 10 percent of graduate students to be members.

Delta Mu Delta ($\Delta\text{M}\Delta$), international honor society for business graduate students, accepts nomination from graduate students who have completed 30 plus credit hours and are in the top 20 percent of their class.

Pi Lambda Theta ($\Pi\Lambda\Theta$), international honor society for education graduate students, accepts nominations from graduate students who have completed six graduate credit hours and have earned a 3.5 cumulative GPA. Final determination for membership is decided by Fontbonne faculty.

Kappa Gamma Pi ($\text{K}\Gamma\text{P}$) the national Catholic university graduate honor society for graduate students who, upon graduation, have demonstrated academic excellence and service leadership during their university years, accepts faculty nominations with the final determination for membership decided by the graduate academic and curriculum committee.

HONORS CONVOCATION

Each spring the university recognizes outstanding undergraduate and graduate students in various categories, such as academic department/program honors and awards, honors program awards, honor society awards, and Latin honors. This recognition is publicly acknowledged at the honors convocation.

Academic Policies and Regulations

ACADEMIC REGULATIONS

Following are academic regulations specific to graduate programs.

STUDENT RESPONSIBILITIES

Students have full responsibilities for

- fully informing themselves of and being responsible for all academic policies, procedures, regulations, and requirements pertinent to the student's program, minor, concentration, certification, certificate, and degree requirements.
- knowing with clarity their progress in their academic program by routinely and thoroughly reviewing their degree audit and by regularly scheduling meetings with their academic advisor to discuss their progress.
- reading the syllabus from each course. The syllabus serves as a guide for all course policies and procedures and provides a permanent record of the learning outcomes and assessments for each course.

STUDENT CLASSIFICATIONS

Graduate: Completion of a bachelor's degree and acceptance into a Fontbonne graduate program.

Unclassified student: A student not pursuing a degree.

Degree-seeking student: A student pursuing a degree.

Full-time graduate student: A student who carries nine or more credit hours per semester.

Part-time graduate student: A student who carries fewer than nine credit hours per semester.

GRADE DEFINITIONS

The following grading scale and definitions are used for graduate programs at Fontbonne University:

A	Superior graduate work
A-	
B+	
B	Satisfactory graduate work
B-	
C	Less than satisfactory graduate work
F	Unsatisfactory work; no academic credit
*P/NP	Pass is defined as a grade of B or better
I	Incomplete
W	Withdrawal

*Pass/No Pass (P/NP) Grading Option: The only courses a graduate student may take P/NP are courses designated as such by the department.

SATISFACTORY PROGRESS

For satisfactory progress in a graduate program, a student must maintain a cumulative grade point average (GPA) of 3.0.

To earn a Fontbonne University graduate degree, students must attain a 3.0 final GPA. The following policies apply:

- A student who initially earns a C in a graduate course will be allowed to continue in the program with the approval of the program director. However, the student must eventually balance that C with an A in order to graduate from the program. A student who initially earns an F in a graduate course may be dismissed or, with the approval of the program director, must retake the course in which the F was earned and earn a minimum of a B. If the student fails to earn a minimum of a B, the student will be dismissed from the program.
- A student who earns a second C may be dismissed from the program or, with the approval of the program director and the director of graduate studies, may retake one of the two courses in which the C was earned. The program director may set the conditions for retaking the course, including which of the two courses should be repeated.
- A student who initially earned a C in a graduate course and who then earns an F in a graduate course will be dismissed from the program. A student who initially earned an F in a graduate course and who earns a second poor grade (C or F) will be dismissed from the program.

***Note:** The policy above speaks to initial grades. Although students may retake classes for higher grades, application of the policy will be based upon initial grades earned.*

DUAL UNDERGRADUATE/GRADUATE ENROLLMENT

A Fontbonne undergraduate student may be eligible to earn graduate academic credit for graduate-level courses only after the student becomes dually enrolled. Dual enrollment means that the student is enrolled as a degree-seeking undergraduate student and as an unclassified graduate student when enrolled in a graduate course.

In order to be eligible for dual enrollment, an undergraduate student must be classified as a senior (a minimum of 90 credit hours earned) and have a minimum cumulative grade point average of 3.0. Graduate credit hours may not be used toward the 128 hour requirement for an undergraduate degree.

Enrollment in graduate courses must be approved by the graduate program director; preference is given to students enrolled in the graduate program.

A maximum of nine graduate credit hours taken during dual enrollment may be applied to the total required for the master's degree.

COURSES TAKEN ACROSS DEPARTMENTS WITHIN FONTBONNE

A student must receive PRIOR written approval from each of the program directors to enroll for a course offered in another college/department.

SUBSTITUTION/WAIVER OF DEGREE REQUIREMENTS

A student may apply to the program director for a substitution of one course for another or for waiver of a specific course where there is evidence that the requirements for that course have been met. A program director may decide whether to substitute one course for another or waive a course. The degree modification form, obtained from the registrar's office, must be completed, including all signatures required, and returned to the registrar's office. The total number of hours required for completion of the degree may not be waived.

TRANSFER OF CREDIT

Upon admission to Fontbonne, a graduate student may transfer credits based upon the number of total program credits required as indicated below:

<u>Total Credits in Program</u>	<u>Total Credit Hours Transferable</u>
30 – 41	6
42 – 56	9
57 and above	12

RESIDENCY REQUIREMENTS

Directors of graduate programs will determine the number of transfer credit hours that may be accepted, based on the preceding guidelines. The remaining graduate coursework must be met in residency through Fontbonne University.

All courses must have been completed with a minimum grade of B. The student must submit official transcripts of all work completed at other accredited, degree-granting institutions before transfer credit may be awarded. Transfer courses must be comparable in content to Fontbonne courses. The Fontbonne course replaced by the transfer course will be determined by the program director and approved by the college/department dean/chairperson and the director of graduate studies.

STATUTE OF LIMITATIONS

After official acceptance into a degree program, a graduate student must complete all the requirements for the graduate degree within six years of the date of the first course taken.

AUTHORIZATION TO STUDY AT ANOTHER INSTITUTION

Once a graduate student has matriculated to Fontbonne, the student must receive written program approval to study at another institution. Fontbonne will accept a maximum of six credit hours of graduate transfer work; the deadline for the receipt of the transcript(s) must be met for the student to participate in commencement. Some departments may have more strict policies for transfer of credit.

INDEPENDENT STUDY

Independent study courses, available to qualified degree-seeking students, allow students to pursue interests not available in the established curriculum. An independent study course may take the form of research, a reading program, or a special off-campus project. Each independent study must have an instructor. Each independent study must be approved by the director of each program.

A formal independent study application, available in the registrar's office, must be completed and on file in the registrar's office at the time of registration. See academic departments for independent study course numbers and descriptions.

CHANGE OF DEGREE PROGRAM

A student who wishes to change his or her degree program must apply to the new program and provide letters of reference and a new self-statement to the program director. The student must obtain a change of major/concentration/minor form from the registrar's office, complete the form, and obtain all of the required signatures. For online programs this form is obtained from the program director. When changing a program, a student may be required to follow the current catalog if different from the catalog in effect at the time of the student's initial matriculation.

The registrar's office will notify the former advisor to forward the student's file to the new advisor if a change of advisor occurs.

MINOR AREA OF STUDY

A minor area of study is designated as a minimum of nine credit hours of graduate courses completed outside a graduate student's major area of study. The nine hours may be part of the minimum number of hours necessary to earn a master's degree if the student has elective hours available. The nine hours must be completed at Fontbonne, but must be above the minimum number of hours required for the completion of the graduate program (major) and therefore will be above the required hours for graduation.

POST-BACCALAUREATE TEACHER CERTIFICATION AT FONTBONNE UNIVERSITY

The following provides an overview of programs leading to teacher certification at Fontbonne University at the post-BA level. Candidates may enroll for the purpose of seeking a

second undergraduate degree (see the appropriate department in the undergraduate section of this catalog); a master's degree; or they may enroll for the purpose of certification only. All certification programs are accredited by the Missouri Department of Elementary and Secondary Education (DESE) and the National Council for the Accreditation of Teacher Education (NCATE). It should be noted that all certificates to teach are issued by DESE, not Fontbonne University. The university makes recommendations to DESE upon a candidate's completion of all requirements.

Conceptual Framework

Fontbonne University faculty members believe that teachers should be reflective practitioners/decision makers. This conceptual framework is knowledge-based, clearly articulated, shared throughout campus, and is consistent with the institutional mission and the Missouri standards for preparation of teachers as well as the standards of the National Council for the Accreditation of Teacher Education. The conceptual framework and programs are evaluated through student outcomes, course evaluations, field experiences, graduate surveys, and employer feedback. Students are expected to adhere to the "Commitments of the Responsible Educator" which are reflective of the conceptual framework.

As indicated in the Conceptual Framework, Fontbonne University is in touch with the social, political, and economic realities which place demands on education. The university therefore offers teacher certification programs that prepare individuals who will be able to teach students with a variety of learning styles from diverse backgrounds and prepare these students for the future by encouraging an attitude of openness and critical evaluation regarding change.

All Fontbonne teacher certification programs prepare students for the challenge of teaching and enable students to give meaningful service to children and adults. Teacher certification at Fontbonne University provides

- opportunities for innovation and creativity;
- opportunities for reflective decision making;
- faculty who are well-educated, creative teachers, professionally involved, and have outstanding supervisory skills;
- a foundation of sound theoretical knowledge for each area of certification;
- a thorough foundation in both typical and exceptional development of children;
- an introductory course which provides an overview of educational theory and practice, along with the development of skills in observation and analysis of classroom interactions;
- faculty members who strive for effective student-teacher relationships.

Policies and Procedures for Students in Teacher Certification Programs

Students are responsible for obtaining a copy of the manual, Policies and Procedures for Students in Teacher Certification Programs upon beginning their program at Fontbonne. These are available as a CD from the certification coordinator in the East Building, room 235. Students are responsible for carrying out all current policies, procedures, and requirements for graduation and for teacher certification.

Each student must maintain a minimum cumulative blended grade point average of 2.75 on a 4.0 scale for coursework designated as "professional," and an overall cumulative blended

CERTIFICATION	ASSOCIATED GRADUATE DEGREE	DEPARTMENT
Art (K-12)	Master of Arts in Teaching	Education/Special Education
Biology (9-12)	Master of Arts in Teaching	Education/Special Education
Deaf Education (Birth-12)	Master of Arts Early Intervention in Deaf Education	Communication Disorders and Deaf Education
Elementary (1-6)	Master of Arts in Teaching	Education/Special Education
English (9-12)	Master of Arts in Teaching	Education/Special Education
Family and Consumer Sciences (Birth-12)	Master of Arts in Teaching	Human Environmental Sciences
Social Science (9-12)	Master of Arts in Teaching	Education/Special Education
Mathematics (9-12)	Master of Arts in Teaching	Education/Special Education
Middle School Language Arts (5-9) Mathematics (5-9) Science (5-9) Social Science (5-9)	Master of Arts in Teaching	Education/Special Education
Speech/Theatre (9-12)	Master of Arts Theatre Education	Fine Arts
Special Education (K-12)	Master of Arts in Teaching	Education/Special Education

grade point average of 2.5 on a 4.0 scale. These standards take into consideration all coursework taken at all colleges and universities, both undergraduate and graduate. Students earning certification in middle school and secondary programs must achieve a GPA of 2.5 in the relevant content areas. (See appropriate departmental sections in this catalog.)

Students who have “conditions” placed upon them by the teacher education unit will not be approved for teacher certification. Conditions may be defined as deficiencies related to the potential success of the candidate to be an effective teacher, especially as set forth by the Commitments of the Responsible Educator. (Students should refer to the Procedures Manual for specific guidelines in this area.)

Candidates for teacher certification must fulfill all Missouri Department of Elementary and Secondary Education requirements, to include appropriate grade point average, approved culminating project, and passing scores on the appropriate specialty/subject area PRAXIS II examination. These requirements are subject to change. The most current requirements must be met.

Most school districts require that any individual who teaches, supervises, or has access to students in a school undergo an FBI fingerprint check, a criminal record check, and child abuse/neglect screening. The Missouri Highway Patrol and the Department of Social Services conduct these screenings. Every Fontbonne student engaged in clinical experiences in the pre-service teacher certification programs must complete background checks as required prior to placement in any school. Students are responsible for keeping background checks current in order to avoid exclusion from clinical sites, practicum sites and student teaching/field experience. Costs for these background checks will be borne by the student.

Approval for the Teacher Certification Program

Qualified students must apply for acceptance to the teacher certification program. Said application should be made at least one semester prior to the planned semester for student teaching/field experience. Acceptance into the teacher certification program is based upon final validation of professional (2.75) and cumulative (2.5) GPA; final validation of a 2.5 GPA in relevant content areas for middle/secondary candidates; and approval by the Teacher Education Unit. Without approval by the Teacher Education Unit, students cannot enroll for student teaching/field experience.

Student Teaching/Field Experience Requirements

Student teacher/field experience candidates must demonstrate competence in all areas of professional preparation identified by the Missouri Department of Education for the certification area. Prior to student teaching, students are required to have completed, or be in the process of completing, all required coursework; to be in compliance with GPA requirements for certification; to be in compliance with all screening requirements dictated by school districts, and to have received written approval by university teacher educa-

tion unit. While some coursework for teacher certification may be taken elsewhere, student teaching/field experience must be completed through Fontbonne University. Student teacher applications may be obtained from the director of student teaching, and are due January 30 for the following fall semester and May 1 for the following spring semester. Student teaching/field experience will be conducted in the St. Louis Metropolitan area.

Culminating Project Requirement

The culminating project requirement of Fontbonne University's teacher education unit is a performance assessment through which the pre-service teacher provides evidence of his/her ability to facilitate learning. This project assesses the pre-service teacher's ability to design and teach an effective unit of instruction, to assess student performance, and to reflect on the experience. The artifacts collected for this project will provide evidence of the candidate's competency in the 11 quality indicators of the Missouri Standards for Teacher Education. An approved culminating project is required prior to the university recommending the candidate for certification to the Missouri Department of Elementary and Secondary Education.

Completion of the Teacher Certification Program

Completion of the teacher certification program is contingent upon the following:

- Completion of all certification requirements to include student teaching/field experience.
- Submission of an acceptable culminating project.
- Submission of a qualifying PRAXIS score.

The individual will not be considered a program completer, nor will the university submit a recommendation for certification to the Missouri Department of Elementary and Secondary Education for official teacher certification until all of these criteria have been met.

The student must complete a minimal residency requirement of 24 credit hours. Within the minimum credit hours, a candidate must complete at least six hours appropriate to the discipline of area of certification.

Web-based Documents

A full set of policies and procedures related to teacher certification at Fontbonne University may be found at the following URL: www.fontbonne.edu/academics/teachercertification/downloads.htm

Title II Summary Information

Title II Institutional Report (2006-2007)

In compliance with the provisions of Title II of the Higher Education Act, the following information is provided to the public:

- During the 2006-2007 academic year, 100 percent (100%) of Fontbonne University's initial teacher certification program completers passed the required state certification tests. The statewide pass rate for program completers that year was 98 percent.

- There were 529 students enrolled in Fontbonne University's teacher preparation programs during 2006-2007.
- There were 126 students in programs of supervised student teaching during 2006-2007.
- Depending upon the certification program, the total required hours of supervised student teaching ranges from 300 to 600.
- Fontbonne University offers teacher certification programs in 15 areas. The programs are accredited by the Missouri Department of Elementary and Secondary Education and the National Council for the Accreditation of Teacher Education (NCATE).

Those wishing to access the full report may do so by visiting the university website at www.fontbonne.edu.

PRE-REGISTRATION/REGISTRATION PROCEDURES

Each fall and spring semester Fontbonne schedules two weeks for pre-registration (including academic advising) and web-registration for returning students. The scheduled dates are listed in the semester course schedule. A student must be advised and obtain registration clearance before the student is able to register. Academic advisors and support staff are readily available to assist students during these pre-registration/registration times. The beginning date for new students to complete the pre-registration/registration process is also listed in the semester course schedule.

A student may complete registration for summer session online, by mail, or in person. The scheduled times and dates for summer registration are listed in the spring and summer course schedules.

CHANGES IN REGISTRATION

Any change in registration, including withdrawal from a course, must

- be made on the appropriate form available in the registrar's office;
- give the supportive reason for the change or withdrawal;
- be approved and signed by the academic advisor, the business office, the financial aid office, and the director of graduate studies, if applicable; and
- be returned to the registrar's office before the deadline date specified in the semester course schedule.

GRADE POINT AVERAGE

The grade point average (GPA) is calculated by dividing the quality points earned by the credit hours attempted. The grade point average is figured on the basis of credit hours attempted, not credit hours passed. Grades of pass (P), no pass (NP) and incomplete (I) do not carry quality points and are not computed in the GPA.

INCOMPLETE (I)

If a student is earning a passing grade in a course, but does not complete the requirements of the course in a timely manner due to extraordinary circumstances beyond the student's control (e.g., serious illness) that occur within the last two or three weeks of the semester, the student may request an incomplete (I). The student must obtain the request for an incomplete form from the registrar's office and complete the form with the instructor, obtaining all of the required signatures before submitting the form to the registrar's office.

An unchanged incomplete (I) will become a grade of F if the incomplete has not been changed to a letter grade by the close of day one week following the mid-semester date. In extraordinary circumstances, the director of graduate studies, in consultation with the instructor and the student, may extend the incomplete, but not beyond two months.

DEFERRED GRADE

If, for some reason, the grade from a particular course cannot reach the registrar's office in time for the semester reports, the student will receive a deferred grade (X). As soon as the instructor completes the change of grade form, the grade will be recorded on the student's transcript.

GRADE CHANGE

Once a semester is over, a grade may not be changed because a student submits additional work or submits work that was due during the semester.

Grade changes should occur only under any of the following three conditions:

1. To convert an incomplete (I) to a letter grade. The required change of grade form, available in the office of the registrar, must be completed by the instructor according to the date listed in the semester course schedule. (See incomplete above.)
2. To convert a deferred grade (X) to a letter grade. The required change of grade form, available in the office of the registrar, must be completed by the instructor as soon as possible, generally within the week grades are due. (See deferred grade above.)
3. To correct an incorrect grade awarded due to an instructor's calculation or recording error. The required change of grade form, available in the office of the registrar, must be completed by the instructor by the end of first two weeks of the following semester.

REPEATED COURSES

A student who earns an F grade in a course may be required to repeat the course as determined by requirements established by a specific academic department. If a student is repeating a course, the student must indicate this on the registration form.

CLASS ATTENDANCE

Responsibility for participation in class rests on the individual student. Fontbonne University expects regular participation. Faculty who use regular participation as part of the course requirements for evaluation purposes will notify their classes of the policy in writing on the course syllabus distributed at the first class meeting.

Each instructor is expected to give reasonable consideration to the feasibility of make-up work. Students are directly responsible to instructors for class participation and for work missed during an absence for any cause.

If a student chooses to stop participating in a class without officially withdrawing from the course (i.e., completing a change in registration [drop/add] form obtained from the registrar's office) the student will receive a grade of F for the course.

Note: The last date of attendance as recorded by the instructor may have financial aid implications for the student.

WITHDRAWALS

Withdrawal from a Course

A student who, with proper authorization, withdraws from a course before the date specified in the semester course schedule receives a grade of W. A student may not request a withdrawal after the date specified in the semester course schedule. However, a student with appropriate and verifiable documentation may request, from the director of graduate studies, an exception to this policy when an extenuating circumstance forces the student to request a withdrawal after the specified date. A student who does not complete the authorized withdrawal process receives a grade of F.

For financial aid purposes, a faculty member must record the last date of attendance when a student stops participating or withdraws from a course.

Note: A student should be aware that failure to participate in class does not constitute a withdrawal and may affect the student's federal financial aid status. A student must notify the financial aid office, business office, and registrar's office immediately upon the student's decision to stop participating in a course.

Withdrawal for an Extenuating Circumstance

A student may request to withdraw from Fontbonne University at any time throughout a session of enrollment (fall, spring, summer) for an extenuating circumstance. An extenuating circumstance is an unexpected or unusual situation beyond a student's control which makes it impossible for the student to complete his or her coursework during the enrollment term. Personal or immediate-family medical or non-medical issues, financial problems, trauma, and military deployment are examples of extenuating circumstances. A graduate student must obtain information, including procedures and forms concerning a withdrawal for an extenuating circumstance, from the director of graduate studies.

DISMISSALS

Academic Dismissal

See Satisfactory Progress and Statute of Limitation above in this section.

Non-Academic Dismissal

A student may be dismissed at any time from Fontbonne University for a variety of non-academic offenses. These include, but are not limited to, behavior or attitudes unworthy of a good campus citizen, an unsatisfactory financial record, or violation of any policy of Fontbonne University.

APPEAL PROCESS IN ACADEMIC AFFAIRS

A student may petition the appeals committee for a hearing relative to academic matters. The committee, made up of an equal number of elected faculty and students, offers a fair hearing to the student.

The appeal must be initiated in the office of the director of graduate studies. The director of graduate studies will provide the procedures and time lines for the appeal process. Appeals are not heard in the summer session.

Appeal Regarding a Grade Dispute

To enter into the appeal process to resolve a grade dispute, the student must submit a letter of appeal to the director of graduate studies within the first three full weeks of classes of the fall or spring semester following the semester in which the grade in question was issued. It is the student's responsibility to provide documentation to support the appeal.

If a dispute about a grade cannot be resolved between the student and the instructor or among the student, instructor, college dean/department chairperson, and the director of graduate studies (if appropriate), the student may request a hearing with the academic appeals committee.

Appeal Procedures Regarding Dismissal

Students who are dismissed from a graduate program or from the university may appeal the decision by writing a letter of appeal to the appropriate administrator (dean of business, dean of education, or director of graduate studies) within thirty calendar days of being dismissed as indicated by the date on the dismissal letter.

The administrator will present the appeal to the graduate academic and curriculum committee at its next regularly scheduled meeting.

APPLICATION FOR DEGREE

All students who wish to apply for a degree to be conferred must file their applications in the registrar's office by August 31 for the December graduation, October 31 for the May graduation, and April 30 for August graduation. Commencement ceremonies are held in May and December.

COMMENCEMENT/CONFERRING OF DEGREES

Fontbonne University confers bachelor's and master's degrees at the annual commencement ceremonies in May and December.

A graduate student must complete all graduate requirements for the degree with a minimum cumulative grade point average of 3.0. A student may participate in the commencement ceremony (May or December) only if all degree requirements have been fulfilled by the date of commencement and all financial obligations to the university are satisfied.

RECORD OF WORK AND TRANSCRIPTS

A student receives a semester grade report online after the close of each semester.

A graduate, with no outstanding bills or fees, receives one unofficial copy of the final transcript at no charge. A student may request additional copies of the transcript for a fee.

To protect the right to privacy of a student, a student must make a written request for transcripts. A request should be submitted at least one week in advance of the time the transcript is needed. Fontbonne will not issue any transcripts until all indebtedness to the university has been settled in full.

Fontbonne will not release official transcripts from other institutions filed for the purpose of admission to Fontbonne. These become the property of Fontbonne University.

ACADEMIC INTEGRITY/HONESTY

According to its mission, Fontbonne University is committed to graduating students who are prepared to think critically, to act ethically, and to assume responsibility as citizens and leaders. Fontbonne University expects the highest standards of integrity from its students.

A violation of academic integrity includes, but is not limited to, any act of cheating, plagiarism, fabrication, dissimulation and any act of aiding and abetting academic dishonesty. In cases where academic integrity is in question, the following definitions and policies will apply.

Cheating is a purposeful deception in the preparation and/or submission of papers and assignments and the taking of exams, tests, or quizzes.

Plagiarism is the representation of the words and ideas of another as one's own in any academic exercise. Plagiarism includes failing to give a citation for using work from another person or source. Modifications and rephrasing do not reduce the requirement for giving a citation. This also applies to information obtained electronically, such as from the Internet.

Fabrication is the deliberate falsification or invention of any information or citation in any academic exercise, such as making up a source, giving an incorrect citation, misquoting a source.

Dissimulation is the disguising or altering of one's own actions with the intent to deceive another about the real nature of one's actions concerning an academic exercise. Examples include fabricating excuses for such things as missing classes, postponing tests, handing in late papers, turning in a paper for one class that was originally written for another class (when original work is requested).

Broader violations of academic integrity include, but are not limited to:

Abuse of resources is the damaging of any resource material or inappropriately limiting access to resource material that is necessary for academic work. Abuse includes hiding library materials; removing non-circulating material from the library; hiding or stealing another person's textbook, notes, or software; failure to return library materials when requested.

Forgery of academic documents is the unauthorized changing or construction of any academic document, such as changing transcripts, changing grade books, changing grades on papers which have been returned, or forging signatures. Other examples include completion of an application for any academic program that omits or falsifies any requested information. Such violations can result in the revocation of the application even if approval was previously granted on the basis of fabricated information.

Sabotage is the damaging or impeding of the academic work of another student. Sabotage includes ruining another student's lab work; destroying another student's term paper.

Aiding and abetting academic dishonesty is knowingly facilitating any act defined above.

Individual instructors will set specific policies in their syllabus regarding academic integrity. In general, students may expect to receive a zero (0) on any assignment, exam, test, or quiz and perhaps fail a course when a violation of academic integrity has occurred. Violations of academic integrity have a broad impact on the university and will result in university review and action.

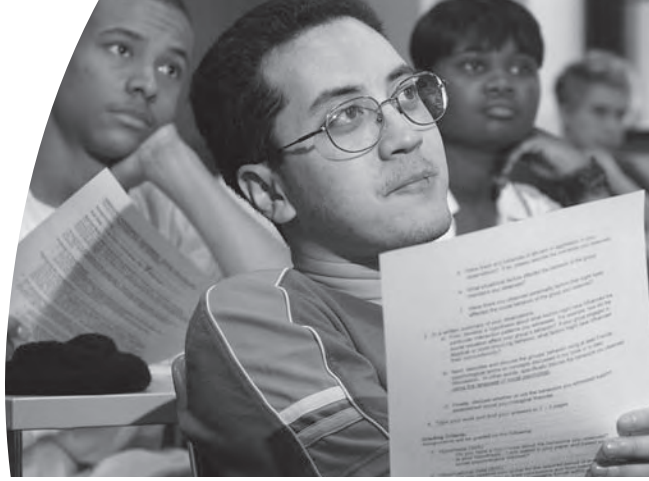
ASSESSMENT

To ensure the continuing quality of a Fontbonne degree, the university regularly collects data on academic programs, advising, student activities, and campus climate. Examples include course evaluations and advising evaluations which all students are expected to complete.

Student participation in periodic assessment, such as surveys and achievement tests, is expected and may be required for graduation. Because of the random sampling methods used to identify participants, not all students will be required to participate in the same assessment activities. Along with formal assessments, student work samples from individual classes may also be collected to provide authentic artifacts for internal and external program review.

The assessment program is designed to assist faculty, staff,

and administrators in improving student learning, as well as the delivery of all campus services. Academic programs and student services are reviewed and revised based on a regular analysis of the data obtained from the assessment process. In this way, both the individual student and the institution benefit from assessment.



GRADUATE PROGRAMS



Accounting (MS)

Business Administration (MBA)

International Marketing (MS)

Supply Chain Management (MS)

Taxation (MST)

Business Administration (MBA) [OPTIONS]

Management [Face-to-Face and Online] (MM) [OPTIONS]

The mission of the college of global business and professional studies at Fontbonne University is to provide academically sound traditional and non-traditional business programs that are responsive to current and future business needs. The programs strive to create a supportive environment that provides individualized attention to a diverse student population. Consistent with the liberal arts orientation of the university, the programs are designed to enhance students' ethical and global perspective, their overall quality of life, professionally and personally, and to prepare them for successful careers.

The college of global business and professional studies offers the following graduate degree programs in the traditional format on the Clayton campus:

- A master of business administration (MBA) degree [also at the Fenton site]
- A master of science (MS) degree in accounting
- A master of science (MS) degree in supply chain management
- A master of science in taxation (MST) degree

These programs in the traditional format are designed to be completed in evenings or weekends with minimal work schedule interruption for the busy professional. For information, see the traditional program section that follows.

The college of global business and professional studies offers the following graduate degree programs for international students in an accelerated format:

- A master of business administration (MBA) degree
- A master of science (MS) degree in international marketing

For information, see the international students' program section that follows.

The college of global business and professional studies' OPTIONS program offers the following graduate degrees in the accelerated format for the working adult:

- A master of business administration (MBA) degree
- A master of management (MM) degree both face-to-face and Online

For information, see the OPTIONS program section that follows.

To view full-time faculty listings for business administration, please refer to the undergraduate college of global business and professional studies program in this catalog.

GRADUATE CERTIFICATE PROGRAMS

The following graduate certificates are offered in the traditional format:

- Business taxation
- Individual taxation
- Supply chain management

ACADEMIC POLICIES AND REGULATIONS

For detailed information on academic policies and regulations, please refer to the graduate program information section in this catalog.

DUAL UNDERGRADUATE/GRADUATE ENROLLMENT

For detailed information on dual undergraduate/graduate enrollment, please refer to the graduate program information section in this catalog.

THE COLLEGE OF GLOBAL BUSINESS AND PROFESSIONAL STUDIES—TRADITIONAL PROGRAMS

MASTER OF BUSINESS ADMINISTRATION (MBA) PROGRAM (Clayton Campus and Fenton Site)

It is possible that the MBA degree program may be completed in approximately one year with a minimum of 39 semester hours if students satisfy the preparatory core requirements. (For students not satisfying the preparatory core requirements, 48 credit hours are required). Courses are eight weeks, and classes are scheduled on Friday evenings, on Saturdays, and occasionally on Sundays. Students may, if they choose, take up to six years to complete the program.

Admission

For detailed information on university admission policies and regulations, please refer to the graduate program information section in this catalog. In addition, the college of global business and professional studies requires the following:

1. A minimum GPA of 2.5 on a 4.0 scale;

2. An interview with the college of global business and professional studies faculty and administration;
3. A self statement: An autobiographical statement (200-300 words) including the purpose of why you want to obtain your MBA degree from Fontbonne University.
4. Applicants whose native language is not English must pass the TOEFL with a score of 197CBT/71 IBT or a Fontbonne-authorized equivalent.

Applications are considered according to program availability. Complete applications must be on file 14 days prior to the beginning of the first term in which the student hopes to register.

Forward all application documents for admission to any of the traditional graduate programs to

Fontbonne University OPTIONS
1300 Strassner Drive
St. Louis, MO 63144
Phone: 314.863.2220
Fax: 314.963.0327
E-mail: OPTIONS@fontbonne.edu

Requirements and Policies

1. Minimum credit hour requirement for MBA: 39
Maximum credit hour requirement for MBA: 48
2. Candidates may transfer a maximum of six semester hours of approved graduate work toward their Fontbonne MBA degree. Only graduate-level courses taken within the last six years, subject to limited exceptions, at an accredited, degree-granting institution, with a letter grade of B or higher, will be considered. All transfer credit must be approved on a course-by-course basis by the college of global business and professional studies. The following two courses must be taken at Fontbonne University: BUS 589 Seminar in Administrative Policy and Strategic Planning and BUS 595 Applied Business Research Project.
3. A letter grade of C- or better is required for all courses in the PREPARATORY CORE. Students receiving less than a C- in a PREPARATORY CORE course must retake the course and earn a grade of C- or better. However, students receiving a grade less than C- in two or more PREPARATORY CORE courses may be dismissed from the program notwithstanding a cumulative grade point average of 3.0 or higher in the REQUIRED CORE.
4. A minimum cumulative grade point average of 3.0 is required for the REQUIRED CORE. Any students receiving a grade less than B- in two or more courses or an F in one course in the REQUIRED CORE may be dismissed from the program notwithstanding a cumulative grade point average of 3.0 or higher.
5. The minimum time for the completion of the program is one year. The maximum completion time is six years beginning on the date of the first class of the first REQUIRED CORE course.
6. Students must also complete Performance Management Assessment I and II in order to meet graduation requirements.

Core Requirements

I. Preparatory Core:

Students must have a minimum of one course in each of the following content areas within the last four years, subject to limited exceptions:

Business Finance
Financial Accounting
Macro Economics

In addition to the courses/content areas listed above, students must be proficient in Word and Excel or an equivalent program. The decision as to what courses satisfy the PREPARATORY CORE shall be made by the faculty and administration of the college of global business and professional studies.

II. Required Core:

BUS 561 Performance Management Assessment I
(0 credits)
BUS 562 Management of Information Technologies
(3 credits)
BUS 563 Quantitative Methods for Management Decision Making (3 credits)
BUS 566 Operations Management (3 credits)
BUS 570 Managerial Accounting (3 credits)
BUS 571 Financial Management (3 credits)
BUS 572 Managerial Economics (3 credits)
BUS 575 Seminar in Marketing Management (3 credits)
BUS 576 Organizational Behavior and Human Resource Management (3 credits)
BUS 580 The Global Business Environment (3 credits)
BUS 586 The Social and Legal Environment of Business
(3 credits)
BUS 587 Ethical Responsibility in Business (3 credits)
*BUS 589 Seminar in Administrative Policy and Strategic Planning (3 credits)
**BUS 595 Applied Business Research Project (3 credits)
BUS 603 Performance Management Assessment II
(0 credits)

Total credit hours required for MBA: 39 (Exclusive of PREPARATORY CORE)

*BUS 589 must be taken at Fontbonne University. In addition, students must successfully complete a minimum of 18 credit hours before registering for BUS 589.

**BUS 595 must be taken at Fontbonne University. In addition, students must successfully complete a minimum of 18 credit hours before registering for BUS 595.

MASTER OF SCIENCE (MS) IN ACCOUNTING PROGRAM

The master of science degree in accounting is for individuals who have a non-accounting bachelor's degree but are interested in a career in accounting. The course requirements, together with the Preparatory Core, will give students the foundation needed to sit for the CPA Exam. Courses are eight weeks long and scheduled on Saturday mornings and afternoons.

Admission

For detailed information on university admission policies and regulations, please refer to the graduate program information section in this catalog. In addition, the college of global business and professional studies requires the following:

1. A GMAT score of 475 or higher;
2. A minimum GPA of 2.75 on a 4.0 scale;
3. A self statement: An autobiographical statement (200-300 words) including the purpose of why you want to obtain your graduate degree in accounting from Fontbonne University;
4. Applicants whose native language is not English must pass the TOEFL with a score of 197 CBT/71 IBT or a Fontbonne-authorized equivalent.

Applications are considered according to program availability. Complete applications must be on file 14 days prior to the beginning of the first term in which they hope to register. Forward all application documents to the address cited above.

Requirements and Policies

1. Minimum credit hour requirement for MS degree in accounting: 36
Maximum credit hour requirement for MS degree in accounting: 57
2. Candidates may transfer a maximum of six semester hours of approved graduate work toward their Fontbonne MS degree in accounting. Only graduate-level courses taken within the last six years, subject to limited exceptions, at an accredited, degree-granting institution, with a letter grade of B or higher, will be considered. All transfer credit must be approved on a course-by-course basis by the college of global business and professional studies.
3. A letter grade of C- or better is required for all courses in the PREPARATORY CORE. Students receiving less than a C- in a PREPARATORY CORE course must retake the course and earn a grade of C- or better. However, students receiving a grade less than C- in two or more PREPARATORY CORE courses may be dismissed from the program notwithstanding a cumulative grade point average of 3.0 or higher in the REQUIRED CORE.
4. A minimum cumulative grade point average of 3.0 is required for the REQUIRED CORE. Any students receiving a grade less than B- in two or more courses or an F in one course in the REQUIRED CORE may be dismissed from the program notwithstanding a cumulative grade point average of 3.0 or higher.

5. The minimum time for the completion of the program is one year. The maximum completion time is six years beginning on the date of the first class of the first REQUIRED CORE course.

I. Preparatory Core:

Based upon an evaluation of the student's undergraduate transcripts, students may place out of some or all of the following content areas with a minimum of one three- semester-hour course in each of the following content areas:

Financial Accounting
Managerial Accounting
Business Finance
Business Law
Introduction to Statistics
Information Systems
Macro Economics
Micro Economics

All preparatory core requirements must be satisfied with a grade of C or higher before the student can enroll in a 500-level accounting course.

II. Required Core:

MAC 520 Financial Accounting and Reporting I (3 credits)
MAC 521 Financial Accounting and Reporting II (3 credits)
MAC 522 Financial Accounting and Reporting III (3 credits)
MAC 530 Business Law for Accountants (3 credits)
MAC 540 Federal Income Taxation for Individuals (3 credits)
MAC 541 Federal Income Taxation for Business Enterprises (3 credits)
MAC 550 Auditing (3 credits)
MAC 560 Advanced Topics in Management Cost Accounting (3 credits)
MAC 570 Accounting Information Systems (3 credits)
MAC 580 Advanced Financial Management (3 credits)
MAC 590 Advanced Accounting Theory (3 credits)
Total credit hours required for MS degree in accounting: 33 (Exclusive of PREPARATORY CORE)

MASTER OF SCIENCE (MS) DEGREE IN SUPPLY CHAIN MANAGEMENT

Supply Chain Management is becoming increasingly important as a business process to manage today's complex supplier channels on a global scale. It encompasses the entire lifecycle of products and services as they move along the supply chain from raw material sourcing to procurement, manufacturing, and delivery to the customer. Seeking collaboration among the supply chain partners, the focus is on creating value at each link in the chain through better quality, increased productivity, reduced costs, and improved processes, leading to increased efficiencies across the organization. It is possible that the supply chain management degree program may be completed with a minimum of 30 semester hours if students

satisfy the preparatory core requirements. (For students not satisfying the preparatory core requirements, up to 39 credit hours are required). Courses are eight weeks, and classes may be scheduled on weekday evenings or Saturdays. Students may, if they choose, take up to six years to complete the program.

Admission

Please refer to the admission requirements listed in the graduate program information section in this catalog. In addition, the college of business and professional studies requires the following:

1. A minimum GPA of 2.5 on a 4.0 scale;
2. An interview with the college of global business and professional studies faculty and administration;
3. Self statement: An autobiographical statement (200-300 words) including the purpose of why you want to obtain your supply chain management degree from Fontbonne University.
4. Applicants whose native language is not English must pass the TOEFL with a score of 197 CBT/71 IBT or a Fontbonne-authorized equivalent.

Applications are considered according to program availability. Complete applications must be on file 14 days prior to the beginning of the first term in which they hope to register.

Dual Undergraduate/Graduate Enrollment

See dual undergraduate/graduate enrollment under general information in the graduate program section in this catalog.

Requirements and Policies

1. Minimum credit hour requirement for supply chain management: 30
Maximum credit hour requirement for supply chain management: 39
2. Candidates may transfer a maximum of six semester hours of approved graduate work toward their Fontbonne supply chain management degree. Only graduate-level courses taken within the last six years, subject to limited exceptions, at an accredited, degree-granting institution, with a letter grade of B or higher, will be considered. All transfer credit must be approved on a course-by-course basis by the college of global business and professional studies.
3. A letter grade of C- or better is required for all courses in the PREPARATORY CORE. Students receiving less than a C- in a PREPARATORY CORE course must retake the course and earn a grade of C- or better. However, students receiving a grade less than C- in two or more PREPARATORY CORE courses may be dismissed from the program notwithstanding a cumulative grade point average of 3.0 or higher in the REQUIRED CORE.
4. A minimum cumulative grade point average of 3.0 is required for the REQUIRED CORE. Any students receiving a grade less than B- in two or more courses or an F in one course in the REQUIRED CORE may be dismissed from the program notwithstanding a cumulative grade point average of 3.0 or higher.

5. The maximum completion time is six years beginning on the date of the first class of the first REQUIRED CORE course.

Core Requirements

I. Preparatory Core:

Students must have a minimum of one course in each of the following content areas within the last four years, subject to limited exceptions:

- Business Finance
- Financial Accounting
- Macro Economics

In addition to the courses/content areas listed above, students must be proficient in Word and Excel, or an equivalent program. The decision as to what courses satisfy the PREPARATORY CORE shall be made by the faculty and administration of the college of global business and professional studies.

II. Required Core

- SCM 500 Operations Management (3 credits)
- SCM 510 Managerial Accounting (3 credits)
- SCM 520 Managerial Economics (3 credits)
- SCM 530 Business Statistics (3 credits)
- SCM 540 Supply Chain Management (3 credits)
- SCM 550 Materials Management (3 credits)
- SCM 560 Logistics in the Supply Chain (3 credits)
- SCM 570 Lean Principles in the Supply Chain (3 credits)
- SCM 580 Finance and Negotiation in the Supply Chain (3 credits)
- SCM 590 Applied Project in Supply Chain (3 credits)

Total credit hours required for supply chain

management: 30 (Exclusive of PREPARATORY CORE)

MASTER OF SCIENCE IN TAXATION (MST) PROGRAM

This graduate program leads to a master of science in taxation (MST) degree. This unique program may be completed with a minimum of 30 credit hours. The program may be completed in less than two years, but in no more than six years. The MST degree is designed to meet the needs of those with a bachelor's degree who wish to pursue a career in the field of taxation and for professionals who wish to concentrate in the study of taxation as either a tax specialist or to augment a general business, accounting, or legal career. Of paramount importance in the MST program is the development of professional skills so that graduates can become more employable and promotable. Courses are nine weeks, and classes meet on Saturdays and weekday evenings.

Admission

For detailed information on university admission policies and regulations, please refer to the graduate program information section in this catalog. In addition, the college of global business and professional studies requires the following:

1. A minimum GPA of 2.5 on a 4.0 scale;
2. An interview with the college of global business and professional studies faculty and administration;

3. A self statement: An autobiographical statement (maximum 500 words) including the purpose of why you want to obtain your MST degree from Fontbonne University.
4. Applicants whose native language is not English must pass the TOEFL with a score of 197 CBT/71 IBT or a Fontbonne-authorized equivalent.

Applications are considered according to program availability. Complete applications must be on file 14 days prior to the beginning of the first term in which they hope to register. Forward all application documents to the address cited above.

Requirements and Policies

1. Minimum credit hour requirement for the MST degree: 30
Maximum credit hour requirement for the MST degree: 42
2. Candidates may transfer a maximum of six semester hours of approved graduate work toward their Fontbonne MST degree. Only graduate-level courses taken within the last six years, subject to limited exceptions, at an accredited, degree-granting institution, with a letter grade of B or higher, will be considered. All transfer credit must be approved on a course-by-course basis by the college of global business and professional studies.
3. A letter grade of C- or better is required for all courses in the PREPARATORY CORE. Students receiving less than a C- in a PREPARATORY CORE course must retake the course and earn a grade of C- or better. However, students receiving a grade less than C- in two or more PREPARATORY CORE courses may be dismissed from the program notwithstanding a cumulative grade point average of 3.0 or higher in 600-level MST courses.
4. A minimum cumulative grade point average of 3.0 is required for 600-level MST courses. Any students receiving a grade less than B- in two or more courses or an F in one course may be dismissed from the program notwithstanding a cumulative grade point average of 3.0 or higher.
5. The MST program normally can be completed in less than two years. The maximum completion time is six years beginning on the date of the first class of the first 600-level MST course.

Core Requirements

I. Preparatory Core:

Based upon an evaluation of the student's undergraduate transcripts, students may place out of some or all of the requirements of the PREPARATORY CORE. Students must have a total of 12 credit hours in the following content areas with a minimum of a three-credit hour course in each content area:

Accounting
Business Law
Economics
Finance

II. Required Core (all required):

BUS 620 Federal Income Taxation (3 credits)
BUS 621 Tax Practice and Procedure (3 credits)
BUS 622 Tax Research Methods (3 credits)
BUS 623 Tax Accounting (3 credits)
BUS 651 Taxation of Corporations and Shareholders (3 credits)
BUS 652 Taxation of Partners, Partnerships, and S Corporations (3 credits)

***Plus 4 courses from the elective core**

*III. Elective Core (any four):

BUS 650 Estate and Gift Taxation and Planning (3 credits)
BUS 680 Taxation of Real Estate (3 credits)
BUS 681 Pensions, Profit Sharing, and Deferred Compensation (3 credits)
BUS 682 International Taxation (3 credits)
BUS 683 Multi-state Taxation (3 credits)
BUS 684 Advanced Corporate Taxation (3 credits)

Total credit hours required for the MST degree: 30

(Exclusive of preparatory core)

NOTE: Students may substitute one elective core course for one required core course without prior approval. Students wishing to substitute a second elective core course for a required core course must forward a petition to the academic director of the MST program, stating a compelling personal or professional reason for a second substitution.

GRADUATE CERTIFICATES

The college of global business and professional studies offers three graduate certificates. The certificate allows students to obtain specialized knowledge in a specific area.

In the event the student decides to earn a MST degree, those credits earned toward the certificates in business or individual taxation will be counted toward the MST degree provided they were taken within the last six years.

Graduate Certificate in Business Taxation

Required Core: 3 courses (9 credit hours)

BUS 651 Taxation of Corporations and Shareholders (3 credits)
BUS 652 Taxation of Partners and S Corporations (3 credits)
BUS 681 Pensions, Profit Sharing, and Deferred Compensation (3 credits)

Elective Core: any 2 courses (6 credit hours)

BUS 682 International Taxation (3 credits)
BUS 683 Multi-state Taxation (3 credits)
BUS 684 Advanced Corporate Taxation (3 credits)

Graduate Certificate in Individual Taxation

Required Core: 3 courses (9 credit hours)

BUS 620 Federal Income Taxation (3 credits)
BUS 621 Tax Practice and Procedure (3 credits)
BUS 650 Estate and Gift Taxation and Planning (3 credits)

Elective Core: any 2 courses (6 credit hours)

- BUS 623 Tax Accounting (3 credits)
- BUS 680 Taxation of Real Estate (3 credits)
- BUS 681 Pensions, Profit Sharing and Deferred Compensation (3 credits)

Graduate Certificate in Supply Chain Management**Preparatory Core:**

- BUS 530 Macroeconomics or equivalent (2 credits)
- BUS 531 Business Finance or equivalent (2 credits)
- BUS 532 Financial Accounting or equivalent (2 credits)
- BUS 566/MBA 566 Operations Management or equivalent (3 credits)
- MBA 508 Business Statistics or equivalent (3 credits)

Required Core: 6 courses (18 credit hours)

- SCM 540 Supply Chain Management (3 credits)
- SCM 550 Materials Management (3 credits)
- SCM 560 Logistics in the Supply Chain (3 credits)
- SCM 570 Lean Principles in the Supply Chain (3 credits)
- SCM 580 Finance & Negotiation in the Supply Chain (3 credits)
- SCM 590 Applied Project in Supply Chain Management (3 credits)

THE COLLEGE OF GLOBAL BUSINESS AND PROFESSIONAL STUDIES— INTERNATIONAL STUDENTS**MASTER OF BUSINESS ADMINISTRATION (MBA) DEGREE PROGRAM FOR INTERNATIONAL STUDENTS**

The MBA degree program for international students may be completed in 10 months with a minimum of 39 semester hours if students satisfy the preparatory core requirements. (For students not satisfying the preparatory core requirements, 48 credit hours are required). Classes are scheduled during the day on Monday through Friday. The program consists of four terms plus a three-week concentrated American English Program (AEN) session at the beginning of the program and AEN throughout the remainder of the program. The program also provides several week-long breaks that allow the students to travel throughout the United States, if they desire, to develop a better understanding of the U.S., its culture, and practices.

Admission

For detailed information on university admission policies and regulations, please refer to the graduate program information section in this catalog.

Fontbonne University considers for admission graduates possessing a bachelor's degree from an accredited, degree-granting institution of higher education, or individuals who have completed a minimum of 128 credit hours from an accredited institution of higher education that the depart-

ment of business administration of Fontbonne University has approved as equivalent to a bachelor's degree. The student must possess a GPA of 2.5 on a 4.0 scale for admission to the master of business administration degree program. Admission to the program is based on the information described below. Applications are considered according to program availability. Complete applications must be on file 30 days prior to the beginning of the first term in which the student hopes to register. To complete their application, graduate candidates must submit:

1. A graduate application form accompanied by a \$25 (US) non-refundable application fee payable to Fontbonne University.
2. All official transcripts sent directly from the accredited, degree-granting college or university that the student attended.
3. Two letters of recommendation.
4. A self statement: An autobiographical statement (maximum 500 words) including the purpose of why the student wants to obtain a MBA from Fontbonne University.
5. A TOEFL score of 45IBT/133CBT/450PBT (or equivalent) is required for admission into the academic courses of the MBA degree program for international students. English as a Second Language courses will be required throughout the program, until a student reaches an institutional TOEFL score of 500 PBT, IELTS, STEP, and/or letters of recommendation from English language program faculty may be considered for admission purposes.
6. A letter of financial guarantee signed by the person who will guarantee the payment of all tuition, fees, and living expenses. This must be an original letter, copies are not satisfactory.
7. An official letter from the bank of the guarantor, in English, signed by a bank officer, certified by the bank, stating that the guarantor is capable of supporting the student for a minimum of one year.

Forward all application documents to
Rebecca Grant-Bahan
Director of International Student Affairs
Fontbonne University
6800 Wydown Blvd.
St. Louis, MO 63105-3098
Phone: 314.889.4509
Fax: 314.889.1451
E-mail: rgrant@fontbonne.edu

Requirements and Policies for the Master in Business Administration (MBA) Degree for International Students

1. Minimum credit hour requirement for the MBA degree: 39
Maximum credit hour requirement for the MBA degree: 48
2. Candidates may transfer a maximum of six semester hours of approved graduate work toward their Fontbonne MBA degree. Only graduate-level courses taken

within the last four years, subject to limited exceptions, at an accredited institution, with a letter grade of B or higher, will be considered. All transfer credit must be approved on a course-by-course basis by the college of global business and professional studies. The following two courses must be taken at Fontbonne University: BUS 589 Seminar in Administrative Policy and Strategic Planning; and BUS 595 Applied Business Research Project.

3. A letter grade of C- or better is required for all courses in the PREPARATORY CORE. Students receiving less than a C- in a PREPARATORY CORE course must retake the course and earn a grade of C- or better. However, students receiving a grade less than C- in two or more PREPARATORY CORE courses may be dismissed from the program notwithstanding a cumulative grade point average of 3.0 or higher in the REQUIRED CORE.
4. A minimum cumulative grade point average of 3.0 is required for the REQUIRED CORE. Any students receiving a grade less than B- in two or more courses or an F in one course in the REQUIRED CORE may be dismissed from the program notwithstanding a cumulative grade point average of 3.0 or higher.
5. Satisfactory completion of all components of AEN. A satisfactory grade is defined as a Passing (P) grade if the course is taken on a P/NP basis or a grade of C- or better if the course is taken for a letter grade.
6. The minimum time for the completion of the program is 10 months. The maximum completion time is six years beginning on the date of the first class of the first REQUIRED CORE course.

MASTER OF SCIENCE (MS) DEGREE IN INTERNATIONAL MARKETING

The master of science degree in international marketing is designed as a second-year program for the international student, following the successful completion of the MBA degree for international students. This program will give the international student a formal specialization beyond the general MBA degree and will provide the student with an additional opportunity to develop a better understanding of the United States, its culture, and practices. The degree program can be completed in one year or less. The MS degree in international marketing consists of 36 semester hours. The MBA degree for international students is a prerequisite to the international marketing program.

Admission

Please refer to the admission requirements listed in the graduate program information section in this catalog. Additional admission requirements for the international marketing program follow:

1. The official transcript from Fontbonne University denoting successful completion of the MBA degree program for international students.
2. A self statement: An autobiographical statement (maximum 500 words) including the purpose of why

the student wants to obtain a MS degree in international marketing from Fontbonne University.

3. TOEFL score report.
4. A letter of financial guarantee signed by the person who will guarantee the payment of all tuition, fees, and living expenses. This must be an original letter, copies are not satisfactory.
5. An official letter from the bank of the guarantor, in English, signed by a bank officer, certified by the bank, stating that the guarantor is capable of supporting the student for a minimum of one year.

Applications are considered according to program availability. Complete applications must be on file 30 days prior to the beginning of the first term in which the student hopes to register.

Requirements and Policies

1. Credit hour requirement for the MS degree in international marketing degree: 36.
2. Candidates may transfer a maximum of six semester hours of approved graduate work toward their Fontbonne MS degree in international marketing. Only graduate-level courses taken within the last four years, subject to limited exceptions, at an accredited institution, with a letter grade of B or higher, will be considered. All transfer credit must be approved on a course-by-course basis by the college of global business and professional studies.
3. A minimum cumulative grade point average of 3.0 is required for the REQUIRED CORE. Any students receiving a grade less than B- in two or more courses or an F in one course in the REQUIRED CORE may be dismissed from the program notwithstanding a cumulative grade point average of 3.0 or higher.
4. Satisfactory completion of all components of AEN. A satisfactory grade is defined as a passing (P) grade if the course is taken on a P/NP basis or a grade of C- or better if the course is taken for a letter grade.
5. The minimum time for the completion of the program is one year or less.

Core Requirements

I. Preparatory Core:

International students must have successfully completed the Fontbonne University MBA degree program for international students prior to enrolling in the MS degree program in international marketing.

The following six semester hours in the program have already been earned through the Fontbonne University MBA degree program for international students:

- BUS 575 Seminar in Marketing Management (3 credits)
- BUS 580 the Global Business Environment (3 credits)

II. Required Core (all required):

- IMB 530 International Management (3 credits)
- IMB 535 International Marketing (3 credits)

IMB 540 International Marketing Communication (3 credits)
IMB 550 International Entrepreneurship (3 credits)
IMB 555 Cross-Cultural Consumer Behavior (3 credits)
IMB 560 International E-Commerce (3 credits)
IMB 565 International Business to Business Marketing (3 credits)
IMB 570 International Supply Chain Management (3 credits)
IMB 575 International Marketing Strategy (3 credits)
Total credit hours required for MS degree in international marketing: 36

COURSES

Business Administration

BUS 530 Macro Economics (2 credits)

Macro economics deals with the problem of how society allocates its scarce resources. Topics such as national income determination, inflation, unemployment, economic growth, and the monetary system are examined.

BUS 531 Finance (2 credits)

A study of the following consumer topics: consumer credit, housing, income tax, insurance (property, liability, life), investments, and estate planning.

BUS 532 Financial Accounting (2 credits)

Acquaints students with the language of communicating financial information of a business enterprise to owners and stakeholders. Material to be covered includes the components of financial statements and the development thereof, accounting principles of service and merchandising concerns, and inventory and depreciation methods.

BUS 561 Performance Management Assessment I (0 credits)

This course assesses business skills essential to students' professional careers. Business skills assessed include decision-making, communication skills, and ethics. Activities in this assessment may include group meetings, speeches, and in-basket exercises. From this assessment students receive feedback on their performance and suggestions for performance management and improvement. Graduation requirement.

BUS 562 Management of Information Technologies (3 credits)

This course explores business implications of new developments in information technology. The focus of the course is to assist managers in applying new technologies to the decision-making process. Organized around an audit of information services, the course details the questions a firm needs to ask to effectively use information technology. Prerequisite: MBA student or senior with permission of instructor.

BUS 563 Quantitative Methods for Management Decision Making (3 credits)

The focus of this course is the application of quantitative methods to solving business issues. Emphasis is on statistical techniques such as probabilistic decision making, hypoth-

esis testing, forecasting, linear programming, and inventory control methods.

BUS 566 Operations Management (3 credits)

This course focuses on manufacturing and service operations, logistics, and quality management. This course will cover topics including logistics systems, lean production, and quality management. An applied approach will be taken in this course using analytical techniques to study these issues. Prerequisite: BUS 563 Quantitative Methods for Management Decision Making.

BUS 570 Managerial Accounting (3 credits)

Readings and case studies will be used to develop a student's understanding, from a managerial perspective, of the issues, theories, and practices involved in the development and analysis of the value chain, strategic accounting, cost behaviors, costing systems, relevant costs, the development of pricing, budgeting, volume-profit analysis, variance analysis, and segment margins. Prerequisite: BUS 532 Financial Accounting or equivalent course.

BUS 571 Financial Management (3 credits)

Combining theory and applications, the course will examine the primary financial management functions. Topic coverage will include: financial planning, capital budgeting, long-term financing, and working capital management. Prerequisite: BUS 531 Business Finance or equivalent course.

BUS 572 Managerial Economics (3 credits)

This course examines the principles of economics and their applications to managerial decision making. Topics include inflation of capital markets, international trade, interest rates, inflation, and the business cycle. Case analysis will include risk analysis, pricing policies, and the relationship between market structure and the strategic choices. Prerequisite: BUS 530 Macro Economics or equivalent course.

BUS 575 Seminar in Marketing Management (3 credits)

A managerial approach to advanced problems in marketing with heavy emphasis on case study. An analysis of executive decision making and problem solving through team efforts in the formulation of a strategic marketing plan for the firm.

BUS 576 Organizational Behavior and Human Resource Management (3 credits)

The focus of this course is the management of human resources to obtain a competitive advantage. Specific attention will be directed toward developing and implementing a strategic human resources management program. Topic coverage includes internal and external human resources environments, assessing work and work outcomes, acquiring and developing human resources, compensation and labor relations.

BUS 580 The Global Business Environment (3 credits)

This course focuses on the problems of the senior executive in the management of internationally active firms. Emphasized are the economic, political, and cultural environments,

as well as theories of international trade and investment.

BUS 586 The Social and Legal Environment of Business (3 credits)

This course examines the application of state and federal commercial law to complex disputes involving businesses, their customers, their employees and their communities. The course examines making socially responsible and legally permissible management decisions that balance the concerns and sensitivities of all stakeholders. Emphasis is placed on understanding the legal and ethical implications of decisions and utilizing tools and multiple frameworks for decision making.

BUS 587 Ethical Responsibility in Business (3 credits)

This course utilizes case studies that require the student to analyze the relationship among morals, values, and ethical concepts and their application to business situations. This course will aid the student in developing an ethical framework that can be used in making business decisions.

BUS 589 Seminar in Administrative Policy and Strategic Planning (3 credits)

An intensive analysis of cases drawn from companies in widely diversified fields of activity. Students develop overall parameters for effective policy formulation. Extensive use of the case study. Students are strongly encouraged to take this course toward the end of their program. Prerequisite: Successful completion of 18 hours of MBA coursework. This course is not transferable from other institutions.

BUS 592 Introduction to Project Management (3 credits)

This course is an overview of project management. Students examine the entire process, study contemporary issues in the field, and examine key activities. The basic principles and concepts of project management are investigated.

BUS 594 Special Topics (1-3 credits)

Course offered to supplement regular course offerings and to provide students the opportunity to explore subject areas of unique interest. Offered on a one-time or irregular basis.

BUS 595 Applied Business Research Project (3 credits)

This course is an individual project that integrates the knowledge and skills acquired throughout the MBA program. The project focuses on a practical business problem or opportunity, analyzes it, and formulates a number of potential solutions. Students select one solution, defend it, and discuss its implementation. The project ends with a discussion of the impact of the solution on the organization. Students utilize concepts, tools, and techniques used in evaluating and designing business research and studies. Prerequisite: Successful completion of 18 hours of MBA coursework. This course is not transferable from other institutions.

BUS 597 Project Leadership and Team Building (3 credits)

This course is designed to emphasize leadership, communica-

tion, team organization, managing conflict, and other human relations activities that influence the success of the project. Students will examine leadership skills and explore personal leadership styles. Prerequisite: BUS 592

BUS 598 Project Cost and Schedule Control (3 credits)

This course will focus on the techniques of setting project requirements and tasks, work breakdown structure, estimating & scheduling, base lining, change management, earned-value, forecasting, and budgeting. The focus is on managing time and costs. Prerequisite: BUS 592.

BUS 600 Project Risk Management (3 credits)

This course will explore the foundations of risk management. The student will examine the identification of risk, quantification of risk, and response development. This course will concentrate on both qualitative and quantitative approaches to risk management. Prerequisite: BUS 592.

BUS 601 Project Contract Management (3 credits)

This course will explore the contracting process. The students will investigate and learn how to manage contractual agreements, concepts, and principles through the pre-award phase, award phase, post-award phase, and termination phase. Performance issues between the contractor and sub-contractor will be explored. Prerequisite: BUS 592.

BUS 602 Project Simulation (3 credits)

This course is a comprehensive synthesis of the prior courses. Team projects will be used to measure the student's mastery of the knowledge, skills, and techniques of successful project management. Prerequisites: BUS 597; BUS 598; BUS 600; BUS 601.

BUS 603 Performance Management Assessment II (0 credits)

This course assesses business skills essential to students' professional careers. Activities in this assessment may include group meetings, speeches, and in-basket exercises. From this assessment students receive feedback on the progress they have made in their performance management and improvement process. Prerequisite: BUS 561. Graduation requirement.

Accounting

MAC 520 Financial Accounting and Reporting I (3 credits)

A study of generally accepted accounting principles and recent interpretations of FASB statements and their applications to financial accounting and reporting. Complex issues associated with the development and interpretation of the income statement, balance sheet, and statement of cash flows will be studied. Topics related to revenue recognition and valuation of tangible as well as intangible assets will be covered.

MAC 521 Financial Accounting and Reporting II (3 credits)

A continuation of financial accounting and reporting from MAC 520 Financial Accounting & Reporting I. Critical issues involving current liabilities, long term liabilities, leases,

stockholders equity, and earnings per share will be examined. Prerequisite: MAC 520.

MAC 522 Financial Accounting and Reporting III (3 credits)

Further study of financial accounting and reporting from MAC 521 Financial Accounting & Reporting II. Contemporary issues involving stock options, pensions, investments, deferred taxes, and international accounting will be addressed. Prerequisite: MAC 520; 521.

MAC 530 Business Law for Accountants (3 credits)

Legal issues involving financial accounting, reporting, and auditing will be studied. Topics will include securities laws, commercial paper, uniform commercial code, bankruptcy, debtor/creditor relationship, business organizations, and selected government regulations.

MAC 540 Federal Income Taxation for Individuals (3 credits)

Concepts of federal income tax laws and their applications to individuals will be covered. Topics include gross income, exclusions, deductions, retirement accounts, depreciation, capital gains and losses, various tax credits, and bad debts.

MAC 541 Federal Income Taxation for Business Enterprises (3 credits)

Concepts of federal income tax laws and their applications to business entities. Coverage includes tax strategies and tax reporting of corporations, corporate distributions, partnerships, S corporations, and limited liabilities companies.

MAC 550 Auditing (3 credits)

Professional, technical, legal, and ethical aspects of internal and external auditing will be examined. Students will learn evidence gathering procedures, sampling, and the preparation of the auditor's report. Special emphasis will be given to evaluating and implementing internal control procedures. Prerequisites: MAC 520; 521; 522.

MAC 560 Advanced Topics in Management Cost Accounting (3 credits)

The need for accounting information by managers in planning, controlling, and making decisions will be studied. Special emphasis will be given to determining cost, analyzing cost, and controlling cost.

MAC 570 Accounting Information Systems (3 credits)

A study of the flow of accounting information systems with other information systems. The course integrates student knowledge of financial accounting, cost accounting, with computerized information systems. Special emphasis will be given to the analysis, design, and auditing of computerized accounting information systems.

MAC 580 Advanced Financial Management (3 credits)

Advanced concepts and issues related to corporate financing will be examined. Topics will include the cost of capital, capital budgeting, working capital, cash flow, capital structure, and dividend policy.

MAC 590 Advanced Accounting Theory (3 credits)

Accounting topics related to complex business combinations and non-profit organizations will be studied. Consolidated financial statements, international financial standards, and financially distressed entities will be discussed. Financial reporting for government and non-profit organizations will be examined. Prerequisite: MAC 520, 521, 522.

International Marketing

IMB 530 International Management (3 credits)

The course develops an awareness of the international forces that affect internationally active firms. Considered are the conflicting interests of multinational headquarters, multinational subsidiaries, and the governments of all the countries in which the multinational firm operates.

IMB 535 International Marketing (3 credits)

This course prepares the student to deal with the complexity and diversity of the international business environments. The students are sensitized to the differences in how competition takes place. Such issues as legal restraints, government controls, climate, and topography differences are discussed. It is stressed that flexibility and adaptability on the part of the marketer are requirements for successful outcomes.

IMB 540 International Marketing Communication (3 credits)

This course applies communications theory and research insights to international marketing. Emphasized is the development of an integrated marketing communication campaign, including advertising messages, publicity campaigns, and personal selling initiatives.

IMB 545 Environmental Issues in International Marketing (3 credits)

This course examines how various countries and regions respond to environmental issues and how businesses adapt to changing national sensitivities regarding pollution, energy uses, recycling, and conservation concerns.

IMB 550 International Entrepreneurship (3 credits)

This course deals with marketing issues which are relevant for start-up and early-stage entrepreneurs. Students will learn how to leverage their limited resources to achieve desired results by considering strategic constraints, finding global marketing opportunities, gaining competitive advantages, and satisfying existing and emerging customer needs.

IMB 555 Cross-Cultural Consumer Behavior (3 credits)

This course applies theories of consumer behavior to develop internationally useful models for introducing new products, for market segmentation, brand management, and customer relationships.

IMB 560 International E-Commerce (3 credits)

This course focuses on both large multinational companies and smaller national firms and how they can improve their operations' costs by using the internet to reach customers in distant markets.

IMB 565 International Business to Business Marketing (3 credits)

This course introduces students to the unique features of business to business (industrial) marketing. Emphasized are differences in economic development of countries and the resulting differences in technology and quality requirements of firms operating in such diverse countries.

IMB 570 International Supply Chain Management (3 credits)

This course deals with the management and control of component and product movements across geographic areas. Discussed are logistic strategies, purchasing, warehousing, and inventory control.

IMB 575 International Marketing Strategy (3 credits)

This capstone course will teach students how to develop international marketing plans based on their assimilation of the contents of the previous courses in the Master of Science in International Marketing program.

Supply Chain Management**SCM 500 Operations Management (3 credits)**

This course focuses on manufacturing and service operations, logistics, and quality management. Topics included are operations strategy, process design and control, supply chain management, logistics systems, lean production, and quality management. An applied approach will be taken using analytical techniques to study these issues.

SCM 505 Performance Management Assessment I (0 credits)

This course assesses business skills essential to students' professional careers. Activities in this assessment may include group meetings, speeches, and in-basket exercises. From this assessment students receive feedback on the progress they have made in their performance management and improvement process.

SCM 510 Managerial Accounting (3 credits)

This course provides an in-depth examination of the uses of managerial accounting from the perspective of both management and accounting. Students explore the planning and control function, types of costs and costing methods, and preparation and analysis of management reports for decision-making. Emphasis is placed on the use of personal computer tools in the preparation of analyses and reports, and on the use of such information in the decision-making process. Prerequisite: MBA 532 Financial Accounting or equivalent course.

SCM 520 Managerial Economics (3 credits)

This course examines the principles of economics and their applications to managerial decision-making. Topics include: influence of capital markets, international trade, interest rates, inflation, and the business cycle. Case analysis will include risk analysis, pricing policies, and the relationship between market structure and the strategic choices. Prerequisite: MBA 530 Macro Economics or equivalent course.

SCM 530 Business Statistics (3 credits)

The purpose of this course is to develop students' understanding of the use of statistics for business applications. The focus is on the collection, analysis, interpretation, and reporting of data for management decisions. Use of Microsoft Excel and interactive materials from the Internet will facilitate learning. Concepts covered include sampling, descriptive statistics, probability distributions, process control, confidence intervals, and regression.

SCM 540 Supply Chain Management (3 credits)

This course will examine the basics of Supply Chain Management from new development to working with existing supply chain networks. Topics will include supply chain strategies and design, evaluation and measurement, supplier interaction and support, global supply chain and location decision making processes, and best practices.

SCM 550 Materials Management (3 credits)

This course builds upon information from Supply Chain Management with emphasis on material management, manufacturing planning, control systems, purchasing, distribution, logistics transportation and warehouse distribution center (DC) management. The course will focus on materials management, production planning systems, Material requirements planning (MRP)/capacity management, and inventory fundamentals, including physical inventory and warehouse management, just-in-time (JIT), Lean, total quality management (TQM), Kanban, and supply chain metrics.

SCM 560 Logistics in the Supply Chain (3 credits)

This course will examine logistics in the supply chain. Logistics in the supply chain supports customer satisfaction by providing deliverables including transportation, order fulfillment, availability, order lead time and customer service goals. Emphasis is placed on planning the logistics network, measurement issues and practices in the supply chain, transportation cost drivers, order fulfillment process, third party logistics (3PL) and outsourcing, and logistics decision support systems.

SCM 570 Lean Principles in the Supply Chain (3 credits)

This course will focus on achieving world-class levels of customer satisfaction, productivity and long-term growth through systematic prevention and elimination of waste and sustained continuous improvement. Topics include elimination of waste quality improvement, value stream mapping (VSM) value stream improvement process (VSIP), accelerated improvement workshops (AIW), total productive maintenance (TPM), and Six Sigma applications.

SCM 580 Finance and Negotiation in the Supply Chain (3 credits)

This course examines cost management in the supply chain with cost analysis for decision making. The course will focus on total cost of ownership, financing the supply chain, supplier price analysis, supplier cost analysis, contract negotiation, contract performance/penalty drivers, make/buy analysis, and risk analysis/management.

SCM 590 Applied Project in Supply Chain Management (3 credits)

In this course students will manage a project from design, product development, integrated logistics support, material management and optimizing value. Emphasis is placed on contract management, procurement systems, introduction of new systems to the supply chain, managing configurations and data for effective project management, managing change, including new technology, life cycle, and quality improvement.

SCM 595 Performance Management Assessment II (0 credits)

This course assesses business skills essential to students' professional careers. Activities in this assessment may include group meetings, speeches, and in-basket exercises. From this assessment students receive feedback on the progress they have made in their performance management and improvement process. Prerequisite: SCM 505.

Taxation**BUS 619 Performance Management Assessment I (0 credits)**

This course assesses business skills essential to students' professional careers. Business skills assessed may include decision-making, communication skills, and ethics. Activities in this assessment may include group meetings, speeches, and in-basket exercises. From this assessment students receive feedback on their performance and suggestions for performance and improvement.

BUS 620 Federal Income Taxation (3 credits)

This is the basic course that deals with the fundamental principles, concepts, and rules of federal income taxation, with primary emphasis on taxation of individuals. Students will deal with the concepts of gross income and the tax based thereon.

BUS 621 Tax Practice and Procedure (3 credits)

Deals with organization and functions of the Internal Revenue Service, the role and regulation of the tax practitioner and the weight and reliance that should be placed upon each of the sources of tax law. Topics include ethical responsibilities, requests for ruling, deficiencies and assessments of tax, offers in compromise, liens, closing agreements, transferee liability, claims for refund, jeopardy assessments, statutes of limitations, and the Freedom of Information and Privacy Acts and tax cases.

BUS 622 Tax Research Methods (3 credits)

Deals with methods of intensive tax law research. Students use materials in the library, including statutes, congressional committee reports, treaties, textbooks, Department of Treasury publications, and loose-leaf services. Time is devoted to the development of writing skills as well as the careful systematic analysis of specific tax problems.

BUS 623 Tax Accounting (3 credits)

Deals with the major differences between financial and tax accounting. Students face problems that include prepaid income, permissible accounting methods, long-term contracts, tax benefit rules, inventory identification and valuation, allowable depreciation methods, bad debt write-offs, and indirect methods of computing income. Other matters like the mitigation of the effect of the statute of limitations are also considered.

BUS 650 Estate and Gift Taxation and Planning (3 credits)

Deals with federal estate and gift tax statutes, regulations, rulings and leading cases, and responsibilities of executors, administrators, and trustees. Students will have the opportunity to develop estate plans utilizing living and testamentary trusts, wills, jointly owned property, life insurance, inter vivos gifts, and the marital deduction. Problem areas discussed include the valuation and disposition of closely-held businesses, separation and divorce, and other family arrangements.

BUS 651 Taxation of Corporation and Shareholders (3 credits)

Deals with the tax treatment of the events in the life of a corporation, with emphasis upon problems at both the corporate and shareholder level. Topics include such matters as the tax considerations in the formation of the corporation, dividend distribution, stock redemptions, complete and partial liquidation, and the taxation of corporate income.

BUS 652 Taxation of Partners, Partnerships, and S Corporations (3 credits)

Deals with Subchapters S and K of the Internal Revenue Code and the complex aspects of partnership formation, operation, reorganization, and liquidation. Topics include the sale of a partnership interest by a partner, current distributions, distributions in liquidation of a partner's interest, retirement of partners, death of partners, limited partnerships, and S corporations.

BUS 680 Taxation of Real Estate Transactions (3 credits)

Deals with the federal income tax provisions affecting real estate, including like kind exchanges, sale of investment property, dealer status, real estate foreclosures, etc. State and local aspects are also considered.

BUS 681 Pension, Profit Sharing, and Deferred Compensation (3 credits)

Deals with the types of deferred compensation plans offered by employers and the qualification and operating requirements of pension, profit sharing, and other deferred compensation plans.

BUS 682 International Taxation (3 credits)

Deals with the United States jurisdiction to tax on the basis of nationality, source of income, and other recognized contacts. Topics covered include taxation of foreign source income, treatment of U.S. citizens, and resident and non-resident

alien individuals and corporations, the concept of income which is effectively connected with U.S. business, taxation of domestic entities doing business abroad, controlled foreign corporations and Subpart F foreign tax credits, inter-company pricing, and allocation and appointment of domestic expense. Special purpose corporations such as Foreign Sales Corporations are also included. Topics are covered with reference to international tax treaties and court decisions, as well as the code and regulations.

BUS 683 Multi-state Taxation (3 credits)

Covers state taxation of multi-state and multi-national business enterprises engaged in interstate commerce. Also reviews the constitutionality of state taxation under the Due Process and Commerce Clauses including significant landmark decisions of the Supreme Court of the United States. Subjects include state income, franchise, capital stock, sales and use taxes. Discusses issues regarding the allocation and apportionment of income among the states and the nexus rules permitting the states to tax interstate commerce. Time is devoted to the development of knowledge necessary to administer the state tax affairs of a multi-state or multi-national company.

BUS 684 Advanced Corporate Taxation (3 credits)

Deals with tax problems affecting businesses, including tax-free reorganizations and consolidated tax returns. Actual and hypothetical fact patterns are used by students to solve problems and to plan the best method to structure transactions. Prerequisite: BUS 651.

BUS 685 Performance Management Assessment II (0 credits)

This course assesses business skills essential to students' professional careers. Activities in this assessment may include group meetings, speeches, and in-baskets exercises. From this assessment students receive feedback on the progress they have made in their performance management and improvement process. Prerequisite: BUS 619

BUS 694 Special Topics (1-3 credits)

Course offered to supplement regular course offerings and to provide students the opportunity to explore subject areas of unique interest. Offered on a one-time or irregular basis.

THE COLLEGE OF GLOBAL BUSINESS AND PROFESSIONAL STUDIES—OPTIONS PROGRAM

Linda D. Maurer, dean of the college of global business and professional studies

William D. Foster, director of adjunct faculty for business programs, assistant professor of business administration, administrative director for the MST program

Amy Layhew, director of academic student services

Steve Rankin, director of curriculum and assessment for business programs

In response to growing demands from the business community and the changing demographics of higher education,

Fontbonne University created OPTIONS, evening degree programs expressly for the working professional. Both the evening master of business administration (MBA) degree and the master of management (MM) degree [offered face-to-face and Online] are designed to be convenient, practical, and accelerated. Students may enter the program at various times throughout the year and students register once for the entire sequence of courses in the program, attending class on the same night each week. Students may attend classes at numerous locations including the Clayton main campus and the Brentwood, Chesterfield, downtown St. Louis, Fenton, and North and South County sites.

Faculty members in the OPTIONS business programs are working professionals with advanced degrees and practical experience in the courses they teach. Because enrollment is limited to career-minded men and women who have significant work experience, the classroom style is interactive, relating theory to real-world events.

Class meets the same night(s) each week and courses can be taken one or two at a time. At the end of their program, students have the opportunity to apply all their coursework to a real-world situation in their program capstone projects.

For additional information, contact:

Fontbonne University OPTIONS
1300 Strassner Drive
St. Louis, MO 63144
Phone: 314.863.2220
Fax: 314.963.0327
E-mail: OPTIONS@fontbonne.edu

Admission Requirements

- A bachelor's degree from an accredited, degree-granting college or university. Official transcripts must be received directly from the institution.
- A completed application form and \$25 non-refundable application fee.
- A minimum grade point average of 2.5 on a 4.0 scale.
- A minimum of three years of full-time work experience.
- Two letters of recommendation that indicate the student's capacity to pursue graduate-level education.
- Applicants whose native language is not English must pass the TOEFL with a score of 250 CBT/100 IBT or a Fontbonne authorized equivalent.

A maximum of six credit hours of graduate work may be transferred into the OPTIONS program at the discretion of the director of academic student services of OPTIONS. Such graduate transfer credit must:

1. Be approximately equivalent to a specific course in the OPTIONS curriculum.
2. Have a letter grade of A or B.
3. Have been earned at an accredited, degree-granting institution of higher education.
4. Have been completed within the six years prior to entry into OPTIONS.

Requirements and Policies

1. Students must complete all courses in the graduate program's curriculum.
2. Students must complete Performance Management Assessment I and II.
3. A minimum cumulative grade point average of 3.0 is required for the program. A student receiving a grade less than B- in two or more courses or an F in one course in the curriculum may be dismissed from the program, notwithstanding a cumulative grade point average of 3.0 or higher.
4. The maximum time for completion of the program is six years from the date of the beginning of the first course in the program.

MASTER OF BUSINESS ADMINISTRATION (MBA) DEGREE PROGRAM

The Fontbonne OPTIONS master of business administration degree program is designed expressly for professionals interested in management of an enterprise or leadership of a major division of an organization. Reflecting contemporary academic practice, the curriculum focuses on the functional competencies required of managers. This degree emphasizes the identification, analysis, and solution of complex management problems that require technical understanding and balanced decision making.

A laptop computer is issued to students and used primarily as a management tool for computerized case studies and simulations. Upon satisfactory completion of the program, ownership of the laptop is transferred to the student. OPTIONS master of business administration is approximately 24 months.

COURSES**MBA 500 Executive Management and Professional Development (3 credits)**

This course examines the discipline of management from the perspective of a rapidly changing business environment. This body of executive management knowledge will analyze the functions that constitute new challenges faced and opportunities presented. Topics focus on globalization, organizational controls, management functions, leadership, teamwork, conflict resolution, and professional development.

MBA 501 Performance Management Assessment I (0 credits)

This course assesses business skills essential to students' professional careers. Business skills assessed include decision-making, communication skills, and ethics. Activities in this assessment may include group meetings, speeches, and in-basket exercises. From this assessment students receive feedback on their performance and suggestions for performance management and improvement. Graduation requirement.

MBA 504 Social Responsibility and Business Ethics (3 credits)

Analyzes the relationship of morals, values, and ethics and their application in a business context. Case studies presenting ethical problems are analyzed.

MBA 505 Organizational Behavior and Human Resource Management (3 credits)

Examines the role of organizational behavior theory and individual, group, and organizational performance in relation to organizational structures in contemporary businesses and organizations. The role of managers and supervisors and how they effectively manage human resources is studied.

MBA 506 Social & Legal Environment of Business (3 credits)

This course examines the application of state and federal commercial law to complex disputes involving businesses, their customers, employees, and communities. It examines making socially responsible and legally permissible management decisions that balance the concerns and sensitivities of all stakeholders. Emphasis is placed on understanding the legal and ethical implications of decisions and utilizing tools and multiple frameworks for decision making.

MBA 509 Marketing Management (3 credits)

Covers advanced marketing management concepts. Product, price, promotion, and distribution management issues of both domestic and international markets are analyzed through case studies. The legal, social, technical, economic, and competitive marketing environments are also examined.

MBA 510 Managerial Accounting (3 credits)

This course provides an in-depth examination of the uses of managerial accounting from the perspective of both management and accounting. Students explore the planning and control function, types of costs and costing methods, and preparation and analysis of management reports for decision making. Emphasis is placed on the use of personal computer tools in the preparation of analyses and reports, and on the use of such information in the decision-making process. Prerequisite: MBA 532 Financial Accounting or equivalent course.

MBA 511 Managerial Economics (3 credits)

This course examines the principles of economics and their applications to managerial decision making. Topics include influence of capital markets, international trade, interest rates, inflation, and the business cycle. Case analysis will include risk analysis, pricing policies, and the relationship between market structure and the strategic choices. Preparatory course: MBA530 Macro Economics or equivalent course.

MBA 512 International Business (3 credits)

Analyzes the similarities and differences in management functions, processes, and structures in the international context. The information and skills required for effective intercultural management are emphasized.

MBA 513 Quantitative Analysis (3 credits)

Introduces students to the statistical techniques used by managers to make decisions in the areas of marketing, accounting, and quality control. Focus is on the intelligent handling of data and the use of the computer to develop solutions to business problems.

MBA 515 Managerial Finance (3 credits)

Provides an overview of contemporary theories of finance as applied to the creation of shareholder wealth. The focus of applications activity is on policy formulations and decision making under conditions of uncertainty, and include a study team analysis of a case problem. Preparatory course: MBA 531 Business Finance or equivalent course.

MBA 516 Business Policy and Strategy (3 credits)

This course integrates MBA coursework. Through the case study/analysis method, students practice various management roles, allowing for a better understanding of the management function within a business enterprise.

MBA 518 Research Design (2 credits)

This advanced business research methodology course covers the concepts, tools, and techniques needed for evaluating research proposals and studies, as well as designing original business research which the student may carry out in the applied management project.

MBA 519 Applied Management Project (3 credits)

The applied management project is the final individual project that integrates the knowledge and skills that students have acquired throughout the program. The project focuses on a practical business problem or opportunity, analyzes it, and formulates a number of potential solutions to the problem. Students select one of the solutions, defend the selection, and discuss the implementation of the solution. The project ends with a discussion of the impact of the solution on the company or organization.

MBA 520 Performance Management Assessment II (0 credits)

This course assesses business skills essential to students' professional careers. Activities in this assessment may include group meetings, speeches, and in-basket exercises. From this assessment student receive feedback on the progress they have made in their performance management and improvement process. Prerequisite: MBA 501. Graduation requirement.

MBA 530 Macro Economics (2 credits)

This course provides a foundation in the principles of macroeconomics in relation to the behavior of the economy as a whole. The course blends macroeconomic theory with practical applications.

MBA 531 Finance (2 credits)

This course presents an overview of the fundamentals of financial administration. It emphasizes techniques used in the development of financial thought, financial decisions and risk-return relationships, legal forms of the organization,

tax implications for the business, tools of financial analysis, working capital management, the determination of long-term sources of capital, the use of funds, a firm's financial structure, cost of capital, leverage, internal financing mechanisms, and long-term financing policies.

MBA 532 Financial Accounting (2 credits)

The primary objective of this course is to help students develop the analytical skills needed to evaluate a company's financial performance. This course explains how financial reports are prepared, the assumptions and concepts accountants use in preparing them, and why these assumptions are necessary. Particular attention is paid to the rationale of various accounting rules and the judgment needed in applying them in a business context.

MBA 562 Management of Information Technologies (3 credits)

This course explores business implications of new developments in information technology. The focus of the course is to assist managers in applying new technologies to the decision-making process. Organized around an audit of information services, the course details the questions a firm needs to ask to effectively use information technology.

MBA 566 Operations Management (3 credits)

This course focuses on manufacturing and service operations, logistics, and quality management. Topics included are operations strategy, process design and control, supply chain management, logistics systems, lean production, and quality management. An applied approach will be taken using analytical techniques to study these issues.

MASTER OF MANAGEMENT (MM) DEGREE PROGRAMS (Face-to-face and Online)

The Fontbonne OPTIONS master of management degree program is designed to develop the skills and tools of management science necessary for effective administrative leadership in private government, and nonprofit enterprises. Focusing on internal operations of an organization, including management of people and projects, the curriculum is appropriate for professionals who wish to remain in their specialty field, but who want to step into or enhance their skills in a managerial role. The OPTIONS master of management program is approximately 18 months.

COURSES**MGT 500 Fundamentals of Executive Management (3 credits)**

Focuses on the role of the manager and managerial responsibility for planning, decision-making, organizing, and controlling. Topics include the nature and purpose of organizations; challenges facing modern institutions; development of management systems; the functions, strategies, and structures of management; the management of individual and professional priorities; leadership style analysis; and communication processes within groups.

MGT 501 Performance Management Assessment I (0 credits)

This course assesses business skills essential to students' professional careers. Business skills assessed include decision-making, communication skills, and ethics. Activities in this assessment may include group meetings, speeches, and in-basket exercises. From this assessment students receive feedback on their performance and suggestions for performance management and improvement.

MGT 502 Organizational Culture and Communication (3 credits)

Examines methods used to guide individuals and groups toward attaining both personal and institutional objectives. By focusing on relationships and communication in the organizational context, students evaluate social/psychological dynamics within the organization and learn communication techniques that contribute to organizational effectiveness. Topics include conflict management and recognizing and valuing diversity.

MGT 503 Legal and Ethical Environment of Business (3 credits)

Examines the current legal and ethical environments and their effect on business decisions and operations. Topics include contracts, consumer law, personnel law, the ethical issues facing managers, and the development of guidelines for producing a moral organizational culture.

MGT 504 Accounting and Finance for Non-Financial Managers (3 credits)

An overview of the basic principles and language of accounting and finance, focusing on the use and application of data for planning, control, and decision making, rather than the generation of finance and accounting data. Various analytical approaches and financial decision techniques are also covered.

MGT 506 Organizational Behavior and Human Resource Management (3 credits)

Examines the role of organizational behavior theory and individual, group, and organizational performance. Topics include motivation and leadership, and the role of managers and supervisors in effectively managing human resources.

MGT 507 Budgeting (3 credits)

An overview of the budgeting process and various analytical techniques used to prepare and evaluate budgets. This course examines the relationship of the budgeting process to the organization's strategic plan and goals.

MGT 509 Marketing Management (3 credits)

Examines the marketing process in today's customer-oriented environment and focuses on formulating marketing strategies that bring value to the consumer while attaining a competitive advantage in the marketplace. The effective execution of marketing strategy through cooperative and coordinated efforts across many functional areas is stressed.

MGT 512 Research Evaluation Techniques for Managers (3 credits)

Explores statistical procedures and research techniques used in business settings, focusing on the skills needed to effectively analyze and use business research and statistical data in planning and decision making. Emphasis is on using, rather than generating research data.

MGT 515 Project Management (3 credits)

Examines managerial techniques necessary to successfully develop and complete projects. Skills needed to plan, estimate, organize, budget, schedule, track, and control a project are developed. Identification of common problems and mistakes are addressed.

MGT 517 Managing for Quality and Excellence (3 credits)

Presents the philosophies, methods, and tools of Total Quality Management (TQM) and investigates a new paradigm for management that goes beyond TQM as it is commonly viewed today. Emphasis is on a customer-value orientation. Topics include customer value measurement, continuous improvement, and statistical process control.

MGT 518 Business Policy and Strategic Planning (3 credits)

Integrates management program coursework and examines the strategic management process. Topics include environmental analysis, industry analysis, competitive dynamics, selection of strategic alternatives, and strategy implementation.

MGT 519 Integrative Studies in the Management of Organizations (3 credits)

This capstone course requires students to complete a major project integrating the knowledge and skills they have acquired throughout the program. The project may focus on a practical business problem or opportunity. Students will analyze the problem or opportunity, formulate a number of potential solutions to the problem, defend the selected solution, and discuss the implementation and impact of the solution.

MGT 520 Performance Management Assessment II (0 credits)

This course assesses business skills essential to students' professional careers. Activities in this assessment may include group meetings, speeches, and in-basket exercises. From this assessment students receive feedback on the progress they have made in their performance management and improvement process. Prerequisite: MGT 501.

The department of communication disorders and deaf education offers a master of science degree in speech-language pathology and a master of arts degree in early intervention in deaf education. The programs provide academic and clinical educational experiences to prepare entry-level speech-language pathologists and to provide specialized training in early intervention in deaf education. A speech-language pathology program with an emphasis in deafness is also offered. Clinical practicum experiences occur in diversified settings such as the Fontbonne University Speech and Language Clinic, St. Joseph Hospital, St. Joseph Institute for the Deaf, Veterans Administrative Medical Center, Moog Center for Deaf Education, St. Louis County Special School District, and Central Institute for the Deaf.

Financial assistance in the form of traineeships is available for qualified students who have completed an appropriate number of clinical practicum hours. Teaching assistantships and scholarships for students wishing to specialize in working with children who are deaf are also available.

ACADEMIC POLICIES AND REGULATIONS

For detailed information on academic policies and regulations, please refer to the graduate program information section in this catalog.

DUAL UNDERGRADUATE/GRADUATE ENROLLMENT

For detailed information on dual enrollment, please refer to the graduate program information section in this catalog. In order to be eligible for dual enrollment a student in the department of communication disorders and deaf education must be classified as a senior (a minimum of 90 credit hours earned) and have a minimum cumulative grade point average of 3.5.

SPEECH-LANGUAGE PATHOLOGY

Speech-language pathology graduates of this program will be prepared to diagnose and treat people with disorders of language, phonology, articulation, voice, fluency, and disorders which are neurologically based. Completion of the program prepares graduates for employment in settings such as hospitals and schools, and community, state, and federal agencies. Graduates find excellent employment opportunities nationally as well as locally. Employers regard Fontbonne graduates highly.

The program in speech-language pathology is accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA), 2200 Research Boulevard, Rockville, Maryland 20850-3289.

Graduate Degree and Residency Requirements

- A minimum of 42 graduate hours, including a minimum of four credit hours in clinical practicum and 36 credit hours in academic coursework in communication disorders, in addition to the undergraduate core in communication disorders or its equivalent. These requirements will meet the minimum clock-hour requirement according to the standards of the American Speech-Language-Hearing Association.
- The successful defense of academic and clinical portfolios or completion of a research project.
- For detailed information on graduate degree and residency requirements, please refer to the graduate program information section in this catalog.

Application/Admission

For detailed information on university admission policies and regulations, please refer to the graduate program information section in this catalog.

The applicant must submit the following items by February 1 of the year of planned enrollment:

- A completed application form for graduate study in desired program at Fontbonne University.
- Three letters of recommendation, at least one of which must be from a faculty member in the department in which the student majored as an undergraduate. (*Applicants with a BS in speech-language pathology from Fontbonne University are exempt.*)
- Official transcripts from all previously attended accredited, degree-granting colleges or universities; for applicants currently enrolled in an undergraduate program, transcripts must include the fall semester grades.
- A letter of self-statement.
- Application fee. (*Applicants from Fontbonne University are exempt.*)

Submit all documents to the
Speech-Language Pathology Graduate Program Director
Communication Disorders and Deaf Education Department
Fontbonne University
6800 Wydown Blvd.
St. Louis, MO 63105-3098

Criteria for Acceptance**Full Acceptance**

- A bachelor's degree from an accredited, degree-granting institution of higher education. (Students who have not yet earned a bachelor's degree may apply after they have completed 108 undergraduate credits.)
- An undergraduate cumulative GPA of not less than 3.0 on a 4.0 scale.
- Successful completion of or enrollment in an undergraduate core curriculum (maintaining a minimum cumulative GPA of 3.0) consisting of the courses listed below or courses judged by the graduate program director or by the department chairperson as equivalent:
 - Anatomy and Physiology of the Speech and Hearing Mechanism
 - Phonetics
 - Audiology
 - Basic Linguistics
 - Speech Science or Hearing Science
 - Speech and Language Development
 - Phonological and Articulation Disorders
 - Auditory Rehabilitation
 - Introduction to Language Disorders
 - Clinical Methods

Listed below are the functions that someone who enters the professions of speech-language pathology and auditory-oral deaf education must perform and therefore are required of graduate students in the department.

Physical Abilities

- Participate in classroom or clinical activities for two to four hour blocks of time with one or two breaks
- Ambulate to, within, and from academic/clinical facilities
- Provide for or direct one's own personal hygiene
- Manipulate screening/diagnostic/therapeutic/educational materials
- Respond to emergency situations including fire, choking, and in the application of universal precautions
- Visually monitor client responses and use of materials
- Auditorily monitor and orally model correct speech and language production

Affective Abilities

- Work effectively with people
- Make appropriate decisions, including the ability to evaluate and generalize appropriately without immediate supervision
- Maintain proper work place behavior, including punctuality and regular attendance
- Maintain composure and emotional stability in demanding situations
- Maintain emotional and mental health required for use of intellectual abilities, prompt completion of responsibilities, and appropriate relationships with clients/students and colleagues

Cognitive Abilities

- Comprehend and read professional literature/ reports
- Write university level papers and clinical/educational reports in Standard American English
- Speak Standard American English intelligibly
- Independently analyze, synthesize, interpret ideas and concepts in academic and clinical settings
- Maintain attention and concentration for sufficient time to complete academic/clinical activities: typically two to four hours with one to two breaks
- Comply with administrative, legal, and regulatory policies

In order to participate in clinical practicum, students will be required to pass the following: criminal background checks, drug testing, and health screenings. Some facilities may have additional requirements, such as, finger print checks, CPR training, and proof of immunizations.

Provisional Acceptance

Provisional acceptance may be granted in the following categories:

Category 1: Provisional Acceptance with Academic Provisions

1. Provisional acceptance may be granted with an undergraduate cumulative GPA between 2.5 and 2.99. The provisional status will be changed to full status if the student earns a minimum of 3.0 during the first semester of full-time graduate work or its equivalent (the first nine hours of graduate study for part-time students). Students taking the undergraduate core curriculum must earn a minimum of 3.0 in the first 12 credits of courses that constitute the core curriculum to maintain provisional acceptance status. The student may be restricted to taking a reduced academic load. Students must also meet the previously stated requirements to achieve full acceptance. If a GPA of 3.0 is not earned at the end of the first semester or its equivalent, or in the first 12 credits in the core curriculum classes, the chairperson of the department will recommend to the graduate academic and curriculum committee that the student be dismissed from the program.

Category 2: Provisional Acceptance with Specific Course Prerequisites

Students who have earned a bachelor's degree in speech-language pathology but lack critical prerequisites will be required to take specific courses from the department of communication disorders undergraduate core curriculum. The graduate program director or the chairperson of the department of communication disorders and deaf education will determine which prerequisites have been satisfied and which need to be taken at Fontbonne. Catalog descriptions of courses from other institutions may be required. Individual instructors may permit a category 2 provisional acceptance student to enroll in specific graduate courses if the undergraduate prerequisites for those specific courses (as speci-

fied in the catalog) have been satisfied. All undergraduate requirements must be completed before the provisional status is changed to full status. Only students with full status will be recommended for graduation.

Academic Probation During Graduate Study

In communication disorders, probation ordinarily extends not more than one semester (nine credits for full-time students, six credits for part-time students) beyond the semester during which the student was placed on probation.

FOR STUDENTS WITH A BS DEGREE IN SPEECH-LANGUAGE PATHOLOGY

Required Courses

a) Students take each of the following (8 credits):

- CDS 500 Introduction to Research (3 credits)
- CDS 535 Assessment Issues in Communication Disorders (3 credits)
- CDS 570 Comprehensive Seminar in Communication Disorders (1 credit each of last two semesters in program)

b) Students must choose a minimum of 6 credit hours from each of the following three areas (18 credit hours):

1. Neurogenic Disorders
 - CDS 515 Motor Speech Disorders (3 credits)
 - CDS 527 Adult Neurogenic Language and Cognitive Disorders (3 credits)
 - CDS 577 Clinical Aspects of Dysphagia (3 credits)
2. Language Disorders
 - CDS 524 The Language of the School-Aged Child (3 credits)
 - CDS 532 Seminar in Early Childhood Language (3 credits)
 - CDS 534 Seminar in Sound System Disorders (3 credits)
 - CDS 566 Language and Literacy in Learners "At Risk" (3 credits)
3. Speech Disorders
 - CDS 522 Seminar in Craniofacial Anomalies (3 credits)
 - CDS 525 Advanced Studies in Voice Pathology (3 credits)
 - CDS 526 Seminar in Fluency Disorders (3 credits)

c) Clinical Practicum

1. Practicum assignments are to be arranged through the clinical director.
2. All practicum must be taken for academic credit, with a minimum of 4 credit hours; maximum of 5 credit hours count toward degree.
3. ASHA certification requires 400 clock hours, 275 of which must be earned at the graduate level.
4. Register consecutively for:
 - CDS 540-546 Graduate Clinical Practicum (generally 1 credit per semester)
 - CDS 547 Public School Practicum (generally 1 credit per semester)

d) Electives: students may choose any of the courses listed below, in addition to any of the above courses not selected to meet requirements in the (b) category (11-12 credit hours)

- CDS 523 Intervention with Children who are Deaf or Hard of Hearing (3 credits)
- CDS 531 Communication Development for Children who are Deaf or Hard of Hearing (3 credits)
- CDS 552 Counseling Issues in Communication Disorders (3 credits)
- CDS 555 Pediatric Audiology & Habilitation (3 credits)
- CDS 556 Auditory Technology and Cochlear Implants (3 credits)
- CDS 560 Clinical Research in Communication Disorders (3 credits)
- CDS 565 Directed Readings in Communication Disorders (1-3 credits)
- CDS 580 Practical Application of Augmentative Communication Systems and Assistive Technology (3 credits)

FOR STUDENTS WITHOUT A BS DEGREE IN SPEECH-LANGUAGE PATHOLOGY

Prerequisite Courses (taken during the first year of graduate enrollment):

- CDS 105 Speech & Language Development of the Normal and Exceptional Child (3 credits)
- CDS 201 Anatomy & Physiology of Speech and Hearing Mechanism (3 credits)
- CDS 211 Nature of Language (3 credits)
- CDS 220 Phonetics (3 credits)
- CDS 231 Speech Science (3 credits)
- CDS 300 Clinical Methods (3 credits)
- CDS 302 Phonological and Articulation Disorders (3 credits)
- CDS 311 Introduction to Language Disorders (3 credits)
- CDS 410 Audiology (3 credits)
- CDS 414 Auditory Rehabilitation (3 credits)

Required Courses

a) Students take each of the following (17 credit hours):

- CDS 500 Introduction to Research Methods (3 credits)
- CDS 525 Advanced Studies in Voice Pathology (3 credits)
- CDS 526 Seminar in Fluency Disorders (3 credits)
- CDS 535 Assessment Issues in Communication Disorders (3 credits)
- CDS 570 Comprehensive Seminar in Communication Disorders (1 hour each of last two semesters in program)

b) Students must choose a minimum of 6 credit hours from each of the following three areas (12 credit hours):

1. Neurogenic Disorders
 - CDS 527 Adult Neurogenic Language and Cognitive Disorders (3 credits)
 - CDS 515 Motor Speech Disorders (3 credits)
 - CDS 577 Clinical Aspects of Dysphagia (3 credits)
2. Language Disorders
 - CDS 524 The Language of the School-Aged Child (3 credits)

CDS 532 Seminar in Early Childhood Language
(3 credits)

CDS 534 Seminar in Sound System Disorders (3 credits)

CDS 566 Language and Literacy in Children "At Risk"
(3 credits)

c) Clinical Practicum

1. Practicum assignments are to be arranged through the clinical director.
2. All practicum must be taken for academic credit, with a minimum of 4 credit hours; maximum of 5 credit hours count toward degree.
3. ASHA certification requires 400 clock hours at the graduate level.
4. Register consecutively for:
 - CDS 540-546 Graduate Clinical Practicum
(generally 1 credit per semester)
 - CDS 547 Public School Practicum
(generally 1 credit per semester)

d) Electives: students may choose any of the courses listed below, in addition to any of the above courses not selected to meet minimums in the (b) category (8-9 credits):

- CDS 522 Seminar in Craniofacial Anomalies (3 credits)
- CDS 523 Intervention with Children who are Deaf or Hard of Hearing (3 credits)
- CDS 531 Communication Development for Children who are Deaf or Hard of Hearing (3 credits)
- CDS 552 Counseling Issues in Communication Disorders (3 credits)
- CDS 555 Pediatric Audiology & Habilitation (3 credits)
- CDS 556 Auditory Technology & Cochlear Implants (3 credits)
- CDS 560 Clinical Research in Communication Disorders (1-3 credits)
- CDS 565 Directed Readings in Communication Disorders (1-3 credits)
- CDS 580 Practical Applications of Communication Systems and Assistive Technology (3 credits)

COURSES

CDS 500 Introduction to Research Methods (3 credits)

An intensive theoretical and didactic study of the components of research design in the field of communication disorders including the types of research, preparation, and presentation of the research manuscript and critical analysis of journal articles. Prerequisite: MTH 115. FA, SU

CDS 515 Motor Speech Disorders (3 credits)

This course provides an in-depth review of the anatomy, physiology, and neurology of normal and disordered motor speech processes in adults and children. Topics will include motor speech disorders as a result of stroke, brain injury, disease, movement disorders, and developmental problems. Assessment and therapy techniques will be discussed as well as cultural and ethical issues that arise in working with a diverse patient population. FA

CDS 519 The Neurological Bases of Speech and Language (1 credit)

A review of the structure and function of the central and peripheral nervous system and their relationship to normal and disordered movement, perception, memory, language organization, and speech production. FA, SU

CDS 522 Seminar in Craniofacial Anomalies (3 credits)

An in-depth study of the nature, etiology, assessment, and treatment of speech, hearing, and swallowing disorders associated with both syndromic and nonsyndromic orofacial anomalies. Prerequisites: CDS 201; CDS 302. SP

CDS 523 Intervention with Children who are Deaf or Hard of Hearing (3 credits)

This course provides an overview of deafness and the needs of children who are deaf or hard of hearing. Topics include audiologic trends, the development of speech and language, educational programming, mainstreaming and inclusion issues, instructional planning, early intervention, and the needs of the hard-of-hearing child. SU

CDS 524 The Language of the School-Age Child (3 credits)

A comprehensive review of language development and disorders in school-age children and adolescents. Topics will include higher-order language acquisition and discourse development. Assessment and treatment strategies will be discussed, with an emphasis on their relationship to the academic curriculum and service delivery models. Prerequisites: CDS 211; CDS 311. FA

CDS 525 Advanced Studies in Voice Pathology (3 credits)

An advanced seminar which discusses in-depth evaluation of the voice, interpretation of evaluation results, and planning and implementation of appropriate treatment programs, patterns of deviation, etiology, and techniques of therapy. Specialty areas including videostroboscopy, laryngectomy, and tracheostomy/ventilator management will be highlighted. Prerequisite: CDS 420. SU

CDS 526 Seminar in Fluency Disorders (3 credits)

A review of terminology and theories related to the onset and development of fluency disorders followed by in depth coverage of assessment and treatment methods for children and adults. SP

CDS 527 Adult Neurogenic Language and Cognitive Disorders (3 credits)

An in-depth study of the neurological and anatomical bases for acquired cognitive and language disorders in adults such as various forms of aphasia and dementia as well as higher-order pragmatic deficits due to right-hemisphere brain damage and traumatic brain injury. Emphasis will be placed on current diagnostic and treatment techniques used by speech-language pathologists in the clinical setting. SP

CDS 531 Communication Development for Children who are Deaf or Hard of Hearing (3 credits)

A study of the development of listening and spoken language for children who are deaf/hard of hearing including assessment, planning, intervention strategies and implementation of techniques and activities. The course also addresses communicative interactions, play and cognitive development as it relates to communication development, the impact of additional disabilities and collaborative practices used by professionals. Prerequisite: CDS 523. SP

CDS 532 Seminar in Early Child Language (3 credits)

The focus of this course is on early intervention. Topics include a review of normal infant development, risk factors for speech & language problems, legislative issues affecting early intervention, and assessment and intervention with children from birth to five years of age. SU

CDS 534 Seminar in Sound System Disorders (3 credits)

An in-depth study of the articulatory and phonological systems. Information included will address the development of normal and disordered or delayed articulation and phonology, as well as evaluation and treatment of sound system disorders. The impact of related disorders (e.g., hearing impairment, cognitive delays, specific language impairment) on the phonological system will be investigated, as will developmental apraxia. SP

CDS 535 Assessment Issues in Communication Disorders (3 credits)

An in-depth study of administration and interpretation of clinical assessment procedures. FA

CDS 540-546 Advanced Clinic Practicum (1 credit minimum each semester)

Supervised practicum in the Fontbonne University Speech and Language Clinic, hospital, clinic, and/or other off-campus practicum site. Prerequisites: CDS 300; CDS 302/502; CDS 311 for SLP and permission, for EIDE. May be repeated. FA, SP, SU

CDS 547 School-Based Practicum (1 credit)

Supervised clinical practicum (student teaching) in a school setting. The student will be responsible for providing assessment, treatment, and case management of school age clients with speech, language, and hearing disorders under the supervision of a certified practicum site supervisor. Prerequisites: CDS 300; CDS 302; CDS 311 and permission. May be repeated. FA, SP, SU

CDS 552 Counseling Issues in Communication Disorders (3 credits)

Topics include an introduction to counseling theories, training in interviewing and interpersonal communication skills, and application of counseling theories to communication disorders. FA

CDS 555 Pediatric Audiology & Habilitation (3-4 credits)

The study of the development of the auditory system; etiology of hearing loss in children; techniques for assessment of neonates through school-age children and difficult to test; interpretation of results. Use of assistive listening devices for young children and strategies for developing auditory skills in hearing aid and cochlear implant users. Prerequisite: CDS 410 or course must be taken for 4 credit hours. SU

CDS 556 Auditory Technology and Cochlear Implants (3 credits)

This course will present concentrated consideration of the latest advances in hearing aid technology, assistive listening/alerting, electrophysiological testing, cochlear implant technology, and central auditory processing. Prerequisite: CDS 231; CDS 410; CDS 414. FA

CDS 560 Clinical Research in Communication Disorders (3 credits)

A student-designed and faculty-supervised research study of a particular aspect of communication disorders. Requires submission of a satisfactory research paper. May be repeated. FA, SP

CDS 565 Directed Readings in Communication Disorders (1-3 credits)

An independent study opportunity for students who wish to pursue a special area of study within the department. Independent studies will be granted by the department pending instructor availability. Students will be limited to one directed readings course during their graduate curriculum.

CDS 566 Language and Literacy in Learners "At Risk" (3 credits)

This course is intended for graduate students in speech-language pathology, reading education, and special education. It will explore practical methods of assessment, supportive strategy development, and curricular adaptations for children who are "at risk" for learning difficulties in receptive and expressive language, reading, and written expression. SP, SU

CDS 567 Communication and Behavior: An International Perspective (3 credits)

This course utilizes the important internationally validated models of current research and promising practice that demonstrate the impact of communication and antecedent conditions on reducing negative behavior and teaching productive behavior in schools. Students enrolled in the course will visit English schools and interact with international educators. SP

CDS 570 Comprehensive Graduate Seminar in Communication Disorders (2 credits)

Taken in the final two semesters of graduate study, this course helps the student develop a set of organization skills that will facilitate the transition from graduate school to the profession of communication disorders. Provides a systematic review for the Master's Comprehensive Examinations and for the NESPA Examination for SLP. Prerequisite: 18 credits of graduate study and permission. FA, SP

CDS 577 Clinical Aspects of Dysphagia (3 credits)

This course provides an in-depth review of the anatomy, physiology, and neurology of the normal swallow and the disordered swallow (dysphagia) in adults and children secondary to neurological pathology, laryngeal trauma, oral/laryngeal cancer, and developmental problems. Current diagnostic and therapeutic techniques will be discussed as well as cultural and ethical decision making involved in managing diverse client needs. FA, SP

CDS 580 Practical Applications of Augmentative Communication Systems and Assistive Technology (3 credits)

This course will familiarize the student with the principles of augmentative communication and assistive technology. The student will have the opportunity to acquire hands-on experience in the development and programming of augmentative communication systems and implementing assistive technology. SU, FA

EARLY INTERVENTION IN DEAF EDUCATION

Fontbonne University offers a master of arts (MA) degree in early intervention in deaf education. Universal, mandatory newborn screening for hearing loss, has increased the need for professionals to work with young children and their families. The graduate program in early intervention in deaf education develops the knowledge and skills needed to provide the most current and highest-quality services to infants, toddlers, and young children up to age eight. The program stresses an interdisciplinary, family-centered approach, incorporating the principles of best practice from deaf education, early childhood, speech-language pathology, and special education. The program emphasizes the development of spoken language and effective audiologic management. Students gain the tools needed for early childhood education, assessment of young children, counseling, and family-centered intervention.

The program is designed for full-time graduate students to complete in fourteen months (two summer sessions and two semesters). It is preferred students have an undergraduate degree in deaf education, early childhood education, special education, elementary education, or speech-language pathology. All students must have certain prerequisite courses as outlined in the curriculum guide although some of these courses may be taken during the program. Each student will complete core courses and electives that strengthen their knowledge and skills.

Post-Baccalaureate Certification

Full information on post-baccalaureate teacher certification may be found in the section entitled "Post-Baccalaureate Teacher Certification at Fontbonne University" in the introductory section for graduate programs in this catalog.

Students who do not possess a teaching certificate in deaf education may complete additional course work to be eligible for Missouri certificate Deaf/Hearing Impaired—Birth-12. The requirements are described in the Post Baccalaureate

Teacher section of the catalog. Specific requirements for the certification for Deaf/Hearing Impaired are listed on the Professional Certification form.

Application/Admission

For detailed information on university admission policies and regulations, please refer to the graduate program information section in this catalog.

Applicants in the early intervention in deaf education program must have a bachelor's degree from an accredited, degree-granting institution of higher education. (Students who have not yet earned a bachelor's degree may apply after they have completed 108 undergraduate credits.)

It is preferred that students have an undergraduate degree in deaf education, early childhood education, special education, elementary education, or speech-language pathology.

Applicants must have an undergraduate cumulative GPA of 3.0 or better on a 4.0 scale.

The applicant must submit the following items by February 1st of the year of planned enrollment:

- A completed application for graduate study at Fontbonne University.
- Three letters of recommendation, at least one of which is from a faculty member in the department in which the student majored as an undergraduate.
- Official transcripts from all previously attended accredited, degree-granting colleges or universities; for applicants currently enrolled in an undergraduate program, transcripts must include the fall semester grades.
- A self-statement.
- Application fee (applicants from Fontbonne University are exempt).

Submit all documents to the:

Early Intervention in Deaf Education Graduate Program
Director
Communication Disorders and Deaf Education Department
Fontbonne University
6800 Wydown Blvd.
St. Louis, MO 63105-3098

Prerequisites:

CDS 105 Speech and Language Development
CDS 201 Anatomy and Physiology of the Speech and Hearing Mechanism
CDS 211 Nature of Language (or additional credit hour in CDS 531)
CDS 220 Phonetics
CDS 410 Audiology (or additional credit hour in CDS 555)

Applicants must also meet the following essential functions which are required of individuals in the field.

Physical Abilities

- Participate in classroom or clinical activities for two to four hour blocks of time with one or two breaks
- Ambulate to, within and from academic/clinical facilities
- Provide for or direct one's own personal hygiene
- Manipulate screening/diagnostic/therapeutic/educational materials
- Respond to emergency situations including fire, choking, and in the application of universal precautions
- Visually monitor client responses and use of materials
- Auditorily monitor and orally model correct speech and language production

Affective Abilities

- Work effectively with people
- Make appropriate decisions, including the ability to evaluate and generalize appropriately without immediate supervision
- Maintain proper work place behavior, including punctuality and regular attendance
- Maintain composure and emotional stability in demanding situations
- Maintain emotional and mental health required for use of intellectual abilities, prompt completion of responsibilities, and appropriate relationships with clients/students and colleagues

Cognitive Abilities

- Comprehend and read professional literature/ reports
- Write university level papers and clinical/educational reports in Standard American English
- Speak Standard American English intelligibly
- Independently analyze, synthesize, interpret ideas and concepts in academic and clinical settings
- Maintain attention and concentration for sufficient time to complete academic/clinical activities: typically two to four hours with one or two breaks
- Comply with administrative, legal, and regulatory policies

COURSES**CDS 500 Introduction to Research Methods (3 credits)**

An intensive theoretical and didactic study of the components of research design in the field of communication disorders including the types of research, preparation and presentation of the research manuscript, and critical analysis of journal articles. FA, SU

CDS 523 Intervention with Children who are Deaf or Hard of Hearing (3 credits)

This course provides an overview of deafness and the needs of children who are deaf or hard of hearing. Topics include audiologic trends, the development of speech and language, educational programming, mainstreaming and inclusion issues, instructional planning, early intervention, career education, transition and the needs of the hard-of-hearing child. SU

CDS 531 Communication Development for Children who are Deaf or Hard of Hearing (3-4 credits)

A study of the development of listening and spoken language for children who are deaf/hard of hearing including assessment, planning, intervention strategies and implementation of techniques and activities. The course also addresses communicative interactions, play and cognitive development as it relates to communication development, the impact of additional disabilities and collaborative practices used by professionals. Prerequisite: CDS 523. SP

CDS 540-546 Advanced Clinical Practicum (1-3 credits)

Supervised practicum in the Fontbonne University Speech and Language Clinic, school, hospital, clinic, and/or other off-campus practicum site. Practicum experiences are in early intervention/early childhood deaf education and/or cross-categorical early intervention settings. FA, SP, SU

CDS 552 Counseling Issues in Communication Disorders (3 credits)

Topics include an introduction to counseling theories, training in interviewing and interpersonal communication skills, and application of counseling theories to communication disorders. FA

CDS 555 Pediatric Audiology and Habilitation (3-4 credits)

Study of the development of the auditory system; etiology of hearing loss in children; techniques for assessment of neonates through school-age children and the difficult-to-test child; interpretation of results. Use of assistive listening devices for young children and strategies for developing auditory skills in hearing aid and cochlear implant users. Prerequisite: CDS 410 or additional 1 credit hour prior to course regarding basic audiology competencies. SU

CDS 556 Auditory Technology and Cochlear Implants (3 credits)

This course will present concentrated consideration of the latest advances in hearing aid technology, assistive listening/alerting, electrophysiological testing, cochlear implant technology, and central auditory processing. Prerequisite: CDS 231; CDS 410; CDS 414. FA

CDS 566 Language and Literacy for Children "At Risk" (3 credits)

Exploration of practical methods of assessment, supportive strategy, development, and curricular adaptation for children who are at risk for language and literacy difficulties. SP, SU

CDS 571 Comprehensive Graduate Seminar in Early Intervention in Deaf Education (1 credit)

This seminar helps the student develop a set of organization skills that will facilitate the transition from graduate school to the professions in deaf education. This course includes work on the portfolio required for the degree. Taken in final spring semester of program. SP

CDS 583 Curriculum Development in Early Childhood Deaf Education (2 credits)

Exploration, discussion, and implementation of strategies that will ensure a child's individual objectives are met within an early childhood program. Emphasis will be on the use of tools that will assist in the development of speech, language, and cognition within the preschool curriculum. Prerequisite: CDS 523 or undergraduate degree in deaf education. SU

CDS 584 Seminar and Practicum in Teaching Speech in Deaf Education (2 credits)

This course includes a minimum of 30 clock hours of supervised practicum teaching speech in deaf education programs and a weekly seminar on assessment, curriculum, and strategies for teaching speech.

EDU 525 Individual Assessment and Approaches in Early Childhood Special Education (3 credits)

Emphasis on a variety of assessment and intervention approaches enabling teachers to enhance their skills in identifying and responding to developmental and learning needs of the preschool child. FA

HES 551 Administering Programs for Children and Families (2-3 credits)

Study of the management, planning, financing, staffing, and overall administrative duties related to programs of serving the diverse needs of children and families. The requirements of formal and non-formal education settings, not-for-profit, public and private institutions will be examined. SP

HES 555 Family-Centered Intervention (3 credits)

Focus on the key elements of family-centered intervention. Discussion will center on the partnership of family members with professionals in all aspects of early intervention, conducting assessments, prioritized intervention goals, designing intervention plans, and implementation. SP

Additional electives may be taken with the approval of the department chairperson and director of the program.

Through the master of arts degree in education and the master of arts in teaching degree, Fontbonne University extends its tradition of excellence in teacher education by offering programs committed to enhance the professional growth of individuals and school communities.

MASTER OF ARTS (MA) DEGREE IN EDUCATION

The master of arts degree in education has been developed to provide practicing teachers with enhanced knowledge and skills for professional growth. A variety of program choices are available within the MA degree, and numerous opportunities for electives are available to allow candidates to individualize their programs. Five distinct concentrations are available; curriculum and instruction, diverse learners, the teaching of reading, special education, and the teaching of writing across the curriculum.

Curriculum and Instruction

The curriculum and instruction strand is structured to provide the classroom teacher with the knowledge and skills necessary to make good decisions in the current educational environment. This includes not only the elements of effective curriculum design and instructional processes, but also the contemporary context in which such decisions take place.

Diverse Learners

Education of diverse learners tackles critical challenges of teaching in schools of the 21st century. This program of graduate study prepares teachers to identify and address the opportunities and challenges of a diverse population of students. The course of study supports teachers in their development of knowledge, dispositions, and practices to best serve the varied needs and talents of all students in inclusive classrooms. Diverse learners encompasses the study of all under-performing groups of diverse learners with a focus on ethnicity, culture, religion, economic disadvantage, learning challenges or disability, and second language readers.

Reading

The master of arts degree in education: the teaching of reading is structured to assist participants in obtaining the reading specialist endorsement from the Missouri Department of Elementary and Secondary Education. Fontbonne has a tradition of superior instruction in the area of reading, a process that is at the core of every instructional program. Instruction is provided to assist in teaching readers of all ages and levels, emergent literacy to secondary. The interaction between reading and writing is stressed, as well as key assessment strategies.

Special Education

Fontbonne University's tradition of excellence in special education is represented in its master of arts degree in education: special education program. Career professionals who are committed to enhancing opportunities for students with special needs will find opportunities to grow in knowledge, skills, and dispositions through the courses, applied practices, and research to be found on topics of particular interest. One may also choose to pursue professional interests in related graduate programs such as communication disorders, computers in education, diverse learners, or reading. Candidates may structure their programs to assist in meeting requirements for an endorsement in special education (cross-categorical, K-12).

The Teaching of Writing Across the Curriculum

The teaching of writing across the curriculum concentration addresses a need to provide teachers an avenue for improving their skills in the teaching of writing. The program is designed to assist teachers at all levels and in all curriculum areas. Writing is clearly linked to the development of higher order thinking skills and the overall growth of the student in a manner consistent with constructivist practice. The program builds upon the work begun in nationally recognized writing institutes, continuing to the completion of a full master's degree through online coursework.

MASTER OF ARTS IN TEACHING (MAT) DEGREE

The master of arts in teaching degree allows individuals to work toward a graduate degree while completing coursework leading to teacher certification. Candidates may work toward middle school or high school certification in social studies, English, science, and mathematics. Elementary education (1-6) and special education (K-12) are also available. Candidates for certification are required to complete certain coursework at the undergraduate level as well as at the graduate level. Those interested may contact the director of the MA degree in education for information related to the specific area of certification desired. (See also the section on Post-BA certification below as well as the section on teacher certification in the graduate program information section in this catalog.)

The degree is structured to provide pre-service teachers with the knowledge, technical skill, and confidence to become self-directed, lifelong learners and to extend the critical reflection and creative energy embodied in the program to impact students, colleagues, and the school communities in which they work.

The master of arts and the master of arts in teaching programs are approved through the Missouri Department of Elementary and Secondary Education and the National Council for the Accreditation of Teacher Education (NCATE).

ADMISSION

The minimum requirement for admission is a bachelor's degree from an accredited, degree-granting institution of higher education. A minimum undergraduate GPA of 3.0 is required for unrestricted admission. Others may be admitted on probationary status pending demonstration of ability to perform quality work at the graduate level.

For additional information, please refer to the admission requirements listed in the graduate program information section in this catalog.

ACADEMIC POLICIES AND REGULATIONS

For detailed information on academic policies and regulations, please refer to the graduate program information section in this catalog.

APPLICATION

Information and application materials may be obtained by contacting

James R. Muskopf, Ed. D.
Director of Graduate Programs
Fontbonne University
6800 Wydown Blvd.
St. Louis, MO 63105-3098
314.889.4536
jmuskopf@fontbonne.edu

MASTER OF ARTS DEGREE IN EDUCATION DEGREE Requirements

Prospective applicants should also review the general information on graduate programs provided in the graduate section in this catalog.

Participants must successfully complete 32 semester hours of graduate credit. Four core courses totaling 11 credits are required of all candidates:

EDU 541 Frameworks for Learning (3 credits)
EDU 542 The Teacher as Leader (3 credits)
EDU 585 Research Methods in Education (3 credits)
EDU 544 Action Research (2 credits)

In addition to the 11 credits of core courses required, a minimum of 21 additional credits must be completed in a major area of study and elective courses.

Specific Program Requirements Curriculum and Instruction

Required Courses:

EDU 543 Contemporary Issues in Education (3 credits)
EDU 547 Curriculum Design, Assessment, and Improvement (3 credits)

EDU 528 Differentiated Instruction (3 credits)
EDU 528 Positive Behavioral Supports (3 credits)

Specialty Courses Required: 12 credits
Required core: 11 credits
Electives: 9 credits
Program total: 32 credits

Diverse Learners

Required Courses:

EDU528 Differentiated Instruction (3 credits)
EDU529 Enhancing Student Achievement through Positive Behavioral Supports (3 credits)
EDU 530 Understanding the Diverse Learner (3 credits)
EDU 596 Counseling and Collaborating with Diverse Populations (3 credits)

Specialty Courses Required: 12 credits
Required core: 11 credits
Electives: 9 credits
Program total: 32 credits

The Teaching of Reading

Required Courses:

EDU 549 Foundations of Reading Instruction (3 credits)
EDU 553 Assessment and Teaching of Students with Reading Difficulties (3 credits)
EDU 583 Practicum in the Diagnosis of Reading Difficulties I (3 credits)
EDU 584 Practicum in the Remediation of Reading Difficulties II (3 credits)

Specialty Courses Required: 12 credits
Required core: 11 credits
Electives: 9 credits
Program total: 32 credits

Special Education (Cross-Categorical)

Required: *Minimum of 12 credit hours selected from the list below:*

Required Courses:

EDU 503/504 (Block) Introduction to Cross-Categorical Disabilities (2 credits)
Methods of Teaching Students with Cross-Categorical Disabilities (2 credits)

OR

EDU 528 Differentiated Instruction (3 credits)

Electives:

EDU 500 Behavior Management Techniques (3 credits)
EDU 520 Transition/Career Education for Students with Disabilities (2 credits)
EDU 529 Enhancing Student Achievement through Positive Behavioral Supports (3 credits)
EDU 530 Understanding the Diverse Learner (3 credits)
EDU 535 Technology Integration for Students with Special Needs (3 credits)
EDU 566 Language and Literacy for Students at Risk (3 credits)

- EDU 586 Seminar in Disability Studies (3 credits)
 EDU 587 Directed Readings in Education and Disability
 (1-3 credits)
 EDU 592 Assessment of Ability and Achievement
 (3 credits)
 EDU 595 Counseling Techniques (3 credits)
 EDU 596 Counseling and Collaboration with Diverse
 Populations (3 credits)

Specialty Courses Required: 12 credits

- Required core: 11 credits
 Electives: 9 credits
 Program total: 32 credits

The Teaching of Writing across the Curriculum

Required Courses:

- EDU 554 The Teaching of Writing I: Application (3 credits)
 EDU 555 The Teaching of Writing II: Theory (3 credits)
 EDU 556 Writing Assessment and Instruction (3 credits)
 EDU 557 Teaching Grammar within the Writing Process
 (3 credits)
 EDU 550 Reading and Writing across the Curriculum
 (3 credits)
 EDU 551 Literature-Based Reading for Diverse Learners
 (3 credits)

Specialty Courses Required: 18 credits

- Required core: 11 credits
 Electives: 3 credits
 Program total: 32 credits

POST-BACCALAUREATE CERTIFICATION

Fontbonne University is approved by the Missouri Department of Elementary and Secondary Education to offer certification programs in early childhood (birth-grade 3), early childhood special education (birth-grade 3), elementary education (grades 1-6); special education (K-12 cross categorical); middle school (mathematics, science, social studies and language arts); and secondary (art K-12, biology, family and consumer sciences (birth-12), mathematics, social studies, language arts, and speech/theatre). Those wishing to work toward certification in family and consumer sciences and speech/theatre should contact the departments of human environmental sciences and fine arts respectively. (See also the section on the MAT degree above and the section entitled "Post-Baccalaureate Teacher Certification at Fontbonne University" in the graduate program information section in this catalog.

CAREER BUILDERS

Fontbonne University is especially interested in supporting the efforts of those who are already working in classrooms as paraprofessionals, teacher assistants, private/ parochial school teachers, etc. and who wish to obtain certification as special education (cross-categorical) teachers. Fontbonne's career builders program allows for program modifications which recognize the experience of these individuals.

ONLINE COURSES

Fontbonne University offers graduate coursework in an online format. Courses available include:

- EDU 529 Enhancing Student Achievement through
 Positive Behavioral Supports (3 credits)
 EDU 541 Frameworks for Learning (3 credits)
 EDU 542 Teachers as Leaders (3 credits)
 EDU 544 Action Research (2 credits)
 EDU 549 Foundations of Reading Instruction (3 credits)
 EDU 550 Reading in the Content Areas (3 credits)
 EDU 551 Literature-Based Reading for Diverse Learners
 (3 credits)
 EDU 553 Assessment and Teaching of Students with
 Reading Difficulties (3 credits)
 EDU 556 Writing Assessment and Instruction (3 credits)
 EDU 557 Teaching Grammar within the Writing Process
 (3 credits)
 EDU 583 Practicum in the Diagnosis of Reading
 Difficulties I (3 credits)
 EDU 584 Practicum in the Remediation of Reading
 Difficulties II (3 credits)
 EDU 585 Research Methods in Education (3 credits)
 EDU 591 Educational and Psychological Assessment
 (3 credits)
 EDU 595 Counseling Techniques (3 credits)

FONTBONNE INSTITUTES

Fontbonne University offers professional development institutes designed to enhance the teaching practice of teachers in the metropolitan area. Topics vary from year to year based upon the expressed needs of local educators. A four-day institute is held each summer with nationally recognized presenters for which three graduate credit hours are available. Weekend institutes are held in the fall and spring which yield one hour of graduate credit. Credit is granted on the basis of attendance and completion of required assignments.

TRANSFER OF CREDIT/PROFESSIONAL DEVELOPMENT CREDIT

Students may transfer graduate-level courses from an accredited institution of higher education. Course content must be comparable to that required for the master's program, must have been completed within the last six years, and grades of B or above must have been earned. Transcripts must be submitted to the director of graduate education for approval. Elective credit may be earned through professional development programs offered by other entities. Such programs must be approved by the director of graduate education, must evidence content and format consistent with graduate work and with the objectives of the individual's degree program, and must be completed concurrently with the master's program. No more than six semester credit hours from the above may be applied to the degree.

DUAL UNDERGRADUATE/GRADUATE ENROLLMENT

For detailed information on dual undergraduate/graduate enrollment, please refer to the graduate program information section in this catalog.

EDUCATORS' DISCOUNT

Please refer to the graduate program information section in this catalog for detailed information on discounts.

COURSES

(Classes are on the Clayton Campus unless otherwise indicated)

EDU 500 Behavior Management Techniques (3 credits)

This course addresses theories and principles of behavior management for classrooms. Models of discipline and motivation and their applications to classrooms are a central focus with an emphasis on establishing positive learning environments through use of appropriate behavior management techniques. The student chooses one approach to classroom/behavior management to explore in depth. Topics and activities apply to all levels, regular and special education, from preschool through secondary. SP, SU

EDU 503 Introduction to Cross-Categorical Disabilities (2 credits)

This course provides a basic understanding of the nature of disabilities to include learning disabilities, behavior disorders, mental retardation and physical impairment, and other health impairments. Similarities and differences of disability conditions will be addressed along with implications of working with various disabilities in cross-categorical settings. The course must be taken concurrently with EDU 504 Methods of Teaching Students with Cross-Categorical Disabilities (see below). SU

EDU 504 Methods of Teaching Students with Cross-Categorical Disabilities (2 credits)

This course provides procedures and strategies for teaching students with disabilities in cross-categorical settings. The course must be taken concurrently with EDU 503 Introduction to Cross-Categorical Disabilities (see above). SU

EDU 520 Transition/Career Education for Students with Disabilities (2 credits)

This course assists teachers in understanding the tasks necessary to allow for a smooth transition of students with disabilities from the K-12 educational environment to the world of work or post-secondary vocational or academic education. Emphasis will be placed upon the collaboration of educators with other agencies that can assist in this effort. SP

EDU 525 Individualized Assessment and Approaches in Early Childhood Special Education (3 credits)

Emphasis on a variety of assessment and intervention approaches enabling teachers to enhance their skills in identifying and responding to developmental and learning needs of the preschool child. Prerequisites: EDU 200 or DEA 200/210. FA

EDU 528 Differentiated Instruction (3 credits)

This course examines components of differentiated and brain-compatible instruction. Using best practice models, participants review, evaluate, and apply methodologies which lead to curriculum development, lesson/unit planning, effective integration of technology, and other elements which support brain-compatible and differentiated instruction. Ways of aligning appropriate assessment methods and making data-driven decisions are addressed. Students reflect upon ways in which time, resources, and energy can be focused to strengthen differentiated instruction, ensuring that all students have access to the curriculum and to meaningful learning. FA, SP

EDU 529 Enhancing Student Achievement through Positive Behavioral Supports (3 credits)

This course focuses upon positive school climate and productive behavior of diverse students in inclusive, educational settings. A major component of this course is the study of research-validated practices that support classroom management and school-wide management procedures. A framework of effective behavior supports is applied that maximizes achievement and socialization for school-wide, classroom, and individualized programs. Emphasis is placed upon the teacher's role in developing and sustaining student motivation, self-regulation, and resiliency. Importance of collaboration with colleagues, administration, family, and community will also be addressed. On Site: FA; Online: FA

EDU 530 Understanding the Diverse Learner (3 credits)

This course focuses on the impact of culture upon student achievement, the cognitive styles of diverse learners and the context of the predominant school culture in which they find themselves. Theories that address the academic achievement gap and the over-identification of diverse learners for special services are discussed. Research on the importance of the teacher-student relationship as it affects achievement is also examined. SP

EDU 531 The Contemporary Classroom (3 credits)

This course offers an intensive overview of the contemporary classroom. The student will observe classrooms at the level of certification sought and reflect on those observations through the lens of selected readings in the field of education. Students will gain an understanding of the overall context of the classroom and its relationship to the role of education in society. The course is calculated to assist post-BA students, aspiring to enter the teaching profession, to arrive at an informed decision regarding this career choice. Thirty (30) hours of observation are required in addition to class attendance. FA, SP

EDU 535 Technology Integration for Students with Special Needs (3 credits)

This course emphasizes development of teaching techniques, lessons, and curriculum, along with developing appropriate Individualized Education Programs (IEP's) for students with moderate and multiple disabilities. Assistive technology and instructional technology are explored and applied. Students

integrate technology and incorporate multiple methods of assessment into thematic units that they produce. Ethical implications of technology and effects on diverse populations are explored and discussed. FA

EDU 541 Frameworks for Learning (3 credits)

This course deals with the application of psychological principles that promote the learning of individuals and groups. Knowledge from previous classes is built upon through an emphasis on the application of theories of learning into the classrooms, the importance of meeting individual differences in today's diverse classrooms, incorporating classroom assessment into the learning process, and the implications for instruction, development, and design. On Site: FA, SP, SU; Online: FA, SP

EDU 542 The Teacher as Leader (3 credits)

This course will examine the changing role of the teacher in contemporary schools. Students will learn leadership skills and methods for impacting educational organizations. Students will be introduced to strategies for creating a climate for new ideas. On Site: FA, SP, SU; Online: FA, SP

EDU 543 Contemporary Issues in Education (3 credits)

This course provides a current context for the practicing professional and will focus upon current readings and events. Participants will gain a perspective of the many forces that affect the classroom and the school setting, such as multicultural considerations, inclusion of students with disabilities, technology, state and national initiatives, etc. The impact of these issues on current and future educational planning and practice will be emphasized. SP

EDU 544 Action Research (2 credits)

This course builds upon the skills learned and practiced in EDU585 Research Methods in Education. This course will assist the student in applying the elements of action research based upon classroom experiences with their students. The student will structure an original action research project for the purpose of implementation during the student's final semester. It is the culminating activity of the MA program and should exemplify the best work of the student as a reflective practitioner of classroom-based research. Prerequisite: EDU585. On Site: FA, SP; Online: FA, SP.

EDU 547 Curriculum Design, Assessment, and Improvement (3 credits)

This course will assist the teacher in the design of classroom curriculum. The emphasis will be on application to the contemporary classroom with special attention to new demands for interdisciplinary instruction, authentic learning, and performance standards. Methods for assessing curriculum effectiveness will be addressed, along with strategies for establishing a continuous cycle of program improvement. FA

EDU 549 Foundations of Reading Instruction (3 credits)

Study of the foundations of reading pedagogy, practice, theory, and research. This graduate course addresses concepts of emerging literacy, comprehension of narrative and expository

texts, use of literature and text media, interactions between reading and writing, development of vocabulary and decoding, classroom organization, and various forms of formal and informal assessment. On Site: FA, SP; Online: FA, SP, SU

EDU 550 Reading and Writing across the Curriculum (3 credits)

This course provides strategies for teaching vocabulary, concepts, comprehension, reasoning, and organization in specialty subject areas. Included are theoretical bases and methodologies for incorporating reading and writing skills within content areas of instruction. On Site: FA, SU; Online: FA, SP, SU

EDU 551 Literature-Based Reading for Diverse Learners (3 credits)

An exploration of quality, authentic books for young people from pre-kindergarten through the middle school years. Participants will explore a range of literature for young people and develop ways to adapt literature to the numerous cultures and customs found among students in school settings. On Site: SP, SU; Online: FA, SP, SU

EDU 553 Assessment and Teaching of Students with Reading Difficulties (3 credits)

A review of tests and instruments such as cognitive achievement, informal, and affective are used to assess students with reading difficulties. A reading case report based on documented strengths and needs of a student with reading difficulties is developed. Analysis and remedial teaching processes to address those needs are practiced. Prerequisite: EDU 549. On Site: SP; Online: FA, SP

EDU 554 The Teaching of Writing I: Application (3 credits)

Participants must attend a series of sessions offered by a nationally recognized writing project (e.g., Abydos or National Writing Project). Participants will review learning theory as related to the teaching of writing and develop strategies for the application of theory in the classroom.

EDU 555 The Teaching of Writing II: Theory (3 credits)

Participants must attend a nationally recognized writing project (e.g., Abydos or National Writing Project). Participants will be involved in intensive writing activities targeted to publication and will engage in self-reflection and peer review. Participants will also make connections between writing theory, their own writing processes, and the teaching of writing in the classroom.

EDU 556 Writing Assessment and Instruction (3 credits)

This course is structured to assist teachers in the development of an extended repertoire of assessment techniques in the area of writing. Online ONLY: SP

EDU 557 Teaching Grammar within the Writing Process (3 credits)

This course examines strategies for incorporating the essentials of correct grammar (rules governing parts of speech, usage,

mechanics, syntax, and structure) within the teaching of writing. Participants will be provided techniques for helping students understand language within the concrete structure of their own written work. Online ONLY: SP

EDU 558 The Teaching of Writing: Practicum I (2 credits)

This course offers a case study approach to the identification of instructional goals, teaching strategies, selection of instructional materials, and assessment of learning in relation to the teaching of writing. The course includes a supervised practicum in the teaching of writing at the elementary or secondary level. Practicum students will develop teaching prescriptions based upon data collected and needs assessed during the practicum. (Application of these prescriptions is applied in EDU 554 The Teaching of Writing: Practicum II). Leadership strategies for providing staff development in the area of writing will be incorporated. Available Online by arrangement. Prerequisites: EDU 554; EDU 555; EDU 556; EDU 557.

EDU 559 The Teaching of Writing: Practicum II (2 credits)

This course offers a case study approach to the application teaching strategies and the assessment of student learning in the area of writing. The course includes a supervised practicum in the teaching of writing at the elementary or secondary level. Practicum students will apply strategies based upon the prescriptions developed in Practicum I, collect formative and summative data, and write comprehensive reflections which indicate those strategies which were successful and those strategies which need improvement. Leadership strategies for providing staff development in the area of writing will be incorporated. Available Online by arrangement. Prerequisites: EDU 554; EDU 555; EDU 556; EDU 557; EDU 558. Online ONLY: SP

EDU 566 Language and Literacy for Students at Risk (3 credits)

This course is intended for graduate students in speech-language pathology, deaf education, regular education, and special education. It will explore practical methods of assessment, supportive strategy development, and curricular adaptations for children who are "at risk" for language and learning difficulties. Prerequisites: EDU 549; EDU 550 or comparable course. SP, SU

EDU 567 Communication and Behavior: An International Perspective (3 credits)

This course utilizes important internationally validated models of current research and promising practice that demonstrate the impact of communication and antecedent conditions on reducing negative behavior and teaching productive behavior in schools. Students enrolled in the course will visit schools in England and interact with international educators. SP

EDU 582 Practicum in Teaching Students with Cross Categorical Disabilities (3 credits)

This clinical experience affords the opportunity to work with students with cross-categorical disabilities in the areas of instruction, behavior management, the interpretation of individualized tests, as well as formal and informal diagnostic procedures. FA, SP, SU

EDU 583 Practicum in Diagnosis of Reading Difficulties (3 credits)

This course offers a case study approach to the diagnosis and correction of reading difficulties, applications of diagnostic instruments, and correctional strategies with hands-on application of these practices. A supervised practicum of 60 hours working with elementary and secondary students is required. Data collected is translated into teaching prescriptions. Practicum students prepare a parent/family literacy project. Prerequisite: EDU 553. On Site: FA, SP, SU; Online: FA, SP, SU

EDU 584 Practicum in the Remediation of Reading Difficulties II (3 credits)

This course offers a case study approach to identification of instructional goals, remedial teaching strategies, selection of instructional materials, and assessment of learning progress. A supervised practicum of 60 hours working with elementary and secondary students is required. Practicum students will develop a PowerPoint presentation to teach educational colleagues strategies for improving reading. Prerequisite: EDU 583. On Site: FA, SP, SU; Online: FA, SP, SU

EDU 585 Research Methods in Education (3 credits)

This course provides an introduction to educational research for students from both the qualitative and quantitative research paradigms. Topics will include the nature and purposes of research, planning, and conducting research; critiquing and evaluating research; sampling; survey and experimental design; evaluation research; naturalistic observation and inquiry; measurement and methods of data collection; ethics; and the use of computers in data analysis. Methods are considered for collecting both quantitative and qualitative data. A major focus will be to prepare students to conduct an action research project. On Site: FA, SP; Online: FA, SP

EDU 586 Studies in Disability and Exceptionality (3 credits)

This course is based on extensive study in areas of disability and society, disability and the media, and the civil rights quest of people with disabilities. Students will attend speaker forums of experts in disabilities, will be involved in meetings of a conference or organized advocacy group, and prepare their own presentations on appropriate topics to gain multiple perspectives of ability/disability and an understanding of exceptionality and disability culture. FA, SP

EDU 587 Directed Readings in Education and Disability (1-3 credits)

This independent study is for students who wish to pursue a special area of study within the area of education and disability. The course will be offered pending availability of an instructor. Students are limited to one directed readings course during their graduate program of study. FA, SP

EDU 591 Educational and Psychological Assessment (3 credits)

This course examines the major principles of educational assessment. It includes an overview of the field and basic descriptive statistics. An emphasis will be placed on norm, as well as curriculum-referenced, assessment of ability and achievement, legal and ethical requirements for measurement, interpretation of scores, and the relationship of the assessment process to instruction. (This course meets certification requirements for assessment related to reading. It does not meet requirements for special education certification.) Prerequisites: EDU 549; 550 or equivalent course. Online ONLY: SP

EDU 592 Assessment of Ability and Achievement (3 credits)

Study of tests and measurements with emphasis on technical qualities, standardized and classroom test construction, cognitive and affective assessment, legal and ethical issues. Includes analysis and practical experience with diagnostic contemporary instruments. Prerequisite: EDU 200. FA, SP

EDU 594 Special Topics in the Profession (1-3 credits)

The special topics area offers the student the opportunity to explore a variety of topics through independent study, through special courses offered through the master's program, or through pre-approved workshops offered through other entities. Offered as needed.

EDU 595 Counseling Techniques (3 credits)

This course is designed to assist practitioners in working with exceptional students along with their parents and families. The effects of exceptionality upon individual and family dynamics are emphasized. Students are introduced to counseling techniques and a variety of professional communication skills. On Site: SP; Online: FA

EDU 596 Counseling and Collaborating with Diverse Populations (3 credits)

This course focuses on the educational professional's ability to become an effective counselor, collaborator, and consultant in support of students whose differences may impact their social and/or academic performances. The participant develops understanding of the unique nature of children and families and increases one's repertoire of communication skills to support productive interactions. Models of collaboration and consultation are studied as they support effective communications with diverse populations. Areas of diversity emphasized are those of students and families with disabilities, those with language, ethnic and cultural differences, and those of low socio-economic status. FA

EDU 597 The Instructional Process (3 credits)

This course, taken the last semester prior to student teaching/field experience, will build upon the previous work in the MAT program related to curriculum/ instructional planning; understanding diverse learners and differentiating instruction; the use of technology, behavior management, reading strategies, etc. into a coherent method for planning, delivering, and assessing instruction. Candidates will be provided instruction in the instructional processes and products needed to complete the culminating project for teacher certification. Candidates will be required to present a model unit plan which incorporates all factors of the instructional process and work with a classroom teacher at the appropriate level of certification to validate that model. FA, SP

The department of fine arts offers three graduate degrees, a 30-hour master of arts degree for students involved in business and industry or K-12 teaching, a 60-hour master of fine arts degree for students primarily interested in improving studio skills or preparing for college-level teaching, and a 30-hour master of arts degree in theatre education.

ACADEMIC POLICIES AND REGULATIONS

For detailed information on academic policies and regulations, please refer to the graduate program information section in this catalog.

DUAL UNDERGRADUATE/GRADUATE ENROLLMENT

For detailed information on dual undergraduate/graduate enrollment, please refer to the graduate program information section in this catalog.

For information and for application materials contact

Fine Arts Graduate Programs
Fine Arts Department
Fontbonne University
6800 Wydown Blvd.
St. Louis, MO 63105-3098
314.889.1431

MASTER OF ARTS (MA) DEGREE IN ART Admission Requirements

For detailed information on university admission policies and regulations, please refer to the graduate program information section in this catalog. In addition the following is required:

- Bachelor of fine arts degree or its equivalent
- Slide sheet or digital portfolio of past art work

Degree Requirements

A minimum of 30 credit hours of graduate-level work including:

- 24 credit hours of graduate-level studio work:
 - Six credit hours of graduate-level drawing
 - 12 credit hours of graduate-level studio courses in the area of concentration which must include six credit hours in the graduate seminar and critique
- Graduate electives to complete a minimum of 30 credit hours
- A minimum of a B average in required studio coursework

MASTER OF FINE ARTS (MFA) DEGREE

Admission Requirements

For detailed information on university admission policies and regulations, please refer to the graduate program information section in this catalog. In addition the following is required:

- Bachelor of fine arts degree or its equivalent
- Portfolio of past art work

Degree Requirements

A minimum of 60 credit hours of graduate-level work including:

- 45 credit hours of graduate-level studio work:
 - 12 credit hours of graduate-level drawing
 - 24 credit hours of graduate-level studio courses in the area of concentration which must include 12 credit hours in the graduate seminar/critique
- OR
- Three credit hours of advanced graduate-level Art History
- Graduate electives to complete a minimum of 60 credit hours
- Presentation of a thesis exhibit
- A minimum of a B average in required studio coursework

MASTER OF ARTS (MA) DEGREE IN THEATRE EDUCATION

For information and for application materials contact:

Deanna Jent, Ph.D.
Director of Theatre
Fontbonne University
6800 Wydown Blvd.
St. Louis, MO 63105-3098
314.889.1431
E-mail: djent@fontbonne.edu

Admission Requirements

For detailed information on university admission policies and regulations, please refer to the graduate program information section in this catalog. In addition the following is required:

- Bachelor of arts degree or its equivalent
- Three letters of recommendation, including one from a supervisor or recent academic advisor
- Resume of theatre work

Degree Requirements

A minimum of 30 credit hours of graduate-level work including:

9 credit hours in Education:

- EDU 541 Frameworks for Learning (3 credits)
- EDU 542 The Teacher as Leader (3 credits)
- Any other Education class (3 credits)

11-12 credit hours in Theatre:

- PER 515 Contemporary Theories of Theatre (3 credits)
- PER 545 Graduate Studies in Acting (3 credits)
- PER 518 Advanced Directing (3 credits)
- PER 595 Master's Thesis (3 credits)

OR

- EDU 544 Action Research (2 credits)

9-10 credit hours in Electives:

- ART 563 Aesthetics (3 credits)
- PER 513 Playwriting (3 credits)
- PER 530 Theatre Synthesis (3 credits)
- PER 546 Graduate Studies in Acting (3 credits)
- PER 549 Special Topics (3 credits)
- PER 555 Sexual Politics in Drama (3 credits)
- PER 560 Internship (3 credits)
- PER 590 Independent Study (3 credits)

OR

- Other approved 500 level classes from art, business, computers, or education

COURSES**Art****ART 500 Drawing (3 credits)**

Advanced concepts of draftsmanship; involvement with the abstract idea as related to drawing; exploration of various media; perspective and space problems. Extensive work from human figure and nature. FA, SP

ART 502 Designing for the Web (3 credits)

An in-depth look at web design, including image preparation, information architecture, site structure, and organization. Topics will include HTML, DHTML, CSS, CSS-P, scripting, browser and server considerations, and HTML authors. Prerequisites: ART 110; ART 215 or permission of instructor. SP

ART 503 Typography and Document Design (3 credits)

Advanced typographic considerations, particularly as applied to multi-page documents. Advanced document design using various layout applications, both for print and electronic distribution. Organizing content and creating structure in the longer document. Development of graphic design portfolio. Prerequisite: ART 215 or instructor's permission. SP

ART 504 Painting Techniques (3 credits)

This course is designed to introduce the student to the basic techniques of old masters such as three typical artists: Van Eyck, Titian, and Rubens. We will deal with oil paints only. A sample of issues to be covered are support, ground, medium, palette, process, and skills. This course content will help you to know the indispensable knowledge of the technical aspect

of painting in terms of the personal expression. Prerequisite: ART 510 or instructor's permission. SP

ART 505 Non-Western Art (3 credits)

This course will cover the art and anthropology of the following areas: the Americas (North and South), the South Pacific, Africa, and the Orient. The course will be offered as a general survey of the above topics; or focus on one specific area per course offering. Offered as needed.

ART 506 Modern Art (3 credits)

The study of trends in contemporary art from 1880 to the present. All visual art forms will be discussed—paintings, sculpture, architecture, photography, and ceramics. Offered as needed.

ART 507 Drawing – Anatomy (3 credits)

This class will explore, investigate, and document the human form in a systematic two-dimensional format. By building a base study of the skeleton, the class will then focus on the musculature, using the live female and male model to further understand surface landmarks. All students will produce a life-size skeleton drawing that will also include origin and insertion of musculature which is relevant to surface anatomy. Through the aid of a textbook and lectures each student will create their own anatomy atlas filling it with gestures, lecture notes, and studies from the skeleton. FA

ART 508 Drawing – Life Size (3 credits)

This class offers students who have had two drawing classes or more (anatomy is suggested) an opportunity to explore the human figure further in terms of a real sense of space and solid forms as well as rhythms of human body movements. This class is going to draw two life-size figures: male and female with long-term rendering through analytical construction study of human form based upon anatomy, value scales, planar structures and a sense of light. The class trains students to observe human forms systematically and critically and to select visual dialogues carefully to interpenetrate on drawing. SP

ART 509 Drawing – Bookmaking (3 credits)

This course provides a forum to explore and learn how to make books in small editions and how to fashion book-like concepts and ideas into unique objects. The studies in this class should be seen as a bridge and merger of the other skills, which might take a direction. During the initial stages we will touch on fundamental know-how, such as proper use of paper, typography, binding, and on presentation in general. We will do a number of small, short-term projects to get familiar with a variety of different formats and techniques. The class will involve presentations of samples, demonstration, and discussion of various materials and techniques, critiques of individual works, and hopefully a healthy dialog.

ART 510 Painting (3 credits)

Advanced concepts of color theory and paint application developing toward an increased sensitivity to both color and formal relationships. Working from a variety of figurative/

life sources, students are exposed to an ever broader agenda of painting styles and techniques. Frequent discussions and references to both masters and contemporary artists encourage students to recognize and increasingly pursue individual directions. FA, SP

ART 511 Painting Clinic (3 credits)

This class is designed for students who already have had painting experience in class or studio at Fontbonne University or other colleges/universities. Such students may, however, continue to have particular painting problems demanding individual clinical treatment. Such problems may include color observation, color theory, oil painting technique, painting composition, and oil medial materials, etc. Particular attention will be given by the clinic instructor to the fundamental problem of giving expression to the student's feelings through the choice and use of color. There are no regular assignments, but rather the instructor will offer advice and instruction according to the student's ongoing projects and problems, and the problems encountered. Students will be treated individually and in small groups. Offered as needed.

ART 513 Painting – Life Size (3 credits)

This class offers students an opportunity to explore the human figure further in terms of real sense of space and solid forms, as well as skin color. This class requires the completion of two life-size figure paintings: male and female with long-term rendering through Grisaille, which is the value study of human form and color skin sensitivity with the source of light interaction based upon realistic and impressionistic color theory.

ART 514 Painting – Survey of Artist's Materials (3 credits)

This class will explore mediums and methods used by painters from antiquity to the present. Special attention will be given to mediums and surfaces that have proved to be archival over the past two millennia. Techniques in encaustic, egg tempera, fresco, metal leafing, and oil will be studied, as well as acrylics and latex, alkyds, and various processes of image transfers will also be investigated. Each student will give a presentation on an artist (or period) who has used the studied mediums in their work. Offered as needed.

ART 516 Fibers (3 credits)

Advanced methods of using fibers in a three-dimensional context. Different basketry methods will be used to create both traditional and experimental free-form sculptural pieces. FA

ART 517 Illustration Techniques (3 credits)

Advanced illustration techniques incorporating mediums such as pen and ink, pastels, acrylics, and collage; and using tools such as opaque projectors, photographic equipment, and the airbrush. SP

ART 518 Digital Imaging (3 credits)

Introduction to scanning, correction, and digital manipulation of images. File preparation and conversion. Prerequisite: Instructor approval. Offered as needed.

ART 519 American Artist (3 credits)

This course will provide a forum for discussing issues relating to the visual arts in America from the seventeenth century to the present and to the political, religious and social histories that influenced them. SP

ART 520 Sculpture (3 credits)

This class consists of work from life (primarily the figure and portrait head) in wax and clay. Methods of casting the works in plaster, bronze, and other media will be introduced and practiced as needed. Students lacking specific experience in these areas will initially focus on acquiring the basic skills and techniques required when working from life. As students gain experience, emphasis shifts to concept development and the formation of an individual direction. Concept and direction will be a primary concern of students at the graduate level. FA, SP

ART 530 Metalsmith (3 credits)

This course is designed to introduce the student to the basic techniques of traditional and non-traditional metalsmithing, and the review of current and historical jewelry concepts (i.e. books, periodicals, show reviews, etc.) Most of the class time will be spent on demonstrations/critiques as well as individual attention as needed. As students gain experience, emphasis shifts to concept development and the formation of an individual direction. FA, SP

ART 540 Ceramics (3 credits)

Advanced methods of construction-slab, coiling, and wheel throwing. Advanced technical information on clay, glazes, and kilns will be presented. Students will develop projects which will expand, both technically and conceptually, on basic techniques. Students in this course are also responsible for clay/glaze making and kiln firing. FA, SP

ART 550 Elective Series (3 credits)

Course offered as needed.

ART 563 Aesthetics (3 credits)

A study of the nature of art and beauty, the characteristics of aesthetic experience, and the relation of art to the human experience as a whole. Offered odd academic years. SP

ART 580 Photography (3 credits)

Advanced techniques of expressing and communicating ideas through photography as an art medium. Includes the photographing of a variety of subject matter and the solving of problems and darkroom techniques within a 32 mm format. FA, SP

ART 590 Graduate Seminar and Critique (3 credits)

The Graduate Seminar and Critique will be a mix of lecture, discussion, one-on-one, and group critiques with each graduate student. Topics will be both aesthetic and technical in nature and students will be encouraged to suggest directions for the dialogue. Conversations will focus on rigorous analyses of the student's current work, but also include contemporary ideas and trends in the major field as it relates to the art field in general. FA, SP

ART 592 The American Photograph: 150 Years of American Culture (3 credits)

The American Photograph is a course designed to accomplish three objectives. It will provide an introduction to select periods of American history, from 1840 to the present, through the exclusive use of photographs as evidence. It will explain the history of photography itself, how it came to be and why it grew in popularity. Finally, and perhaps most challenging, the course will introduce the participants to the field of visual culture, using the photograph to examine how we see and how images are used to influence our act of knowing. Offered as needed.

ART 593 Renaissance Art (3 credits)

A survey of the art of the Renaissance in Europe covering the beginning of the Renaissance in the 13th century on into the 16th century. We will look at major trends and artists and the social and political factors which influenced the art of the period. Offered as needed.

ART 594 Special Topics (1-3 credits)

Course offered to supplement regular course offerings and to provide students the opportunity to explore subject areas of unique interest. Offered on a one-time or irregular basis.

ART 595 Independent Study (1-3 credits)

Individual study in areas not covered by courses offered.

Performing Arts

PER 513 Playwriting (3 credits)

Through writing exercises and analysis of modern plays, students explore the most effective way to tell stories through dramatic form. Students will produce short scenes and one original play.

PER 515 Contemporary Theories of Theatre (3 credits)

Students will study the intersections of Theatre and Anthropology, Theatre and Ritual, Post-Modern theory and Performance, and Theatre for Social Change. Theories and performances of the following artists will be covered: Boal, Bogart, Brecht, Schechner, Suzuki, Wilson. Cross-listed with current course PER 415 Contemporary Theories of Theatre.

PER 518 Advanced Directing (3 credits)

Students will produce directing plans in which they explore style, concept, composition and language in a variety of plays. A complete director's promptbook and the production of a full-length or one-act play will be the final project.

PER 530 Theatre Synthesis (3 credits)

Students will attend and critique productions in the St. Louis area and meet for seminars with local professional actors, directors, stage managers, and artistic directors.

PER 545, 546 Graduate Studies in Acting (3 credits)

Advanced scene study work will include character analysis and development and focus on honest interaction with scene partners. Updating or developing a professional resume and headshot will be covered. Students will be expected to participate in auditions for local theatre companies. Offered alternate spring semesters.

PER 549 Special Topics in Theatre (3 credits)

Topics will vary, allowing students to explore areas of theatre not covered in other courses.

PER 555 Sexual Politics in Drama (3 credits)

This course will look at the theme of sexual politics as it appears in dramatic literature from Ancient Greece through modern times. We will examine the myths, games, and realities of sexual politics, and how they interact with the performance of gender and sexuality. We will discuss and write about drama as a unique genre, exploring through dramatic texts the evolution of sexual politics. After completing this course a student should have an understanding of 1) the development of theatrical styles of Greek and Renaissance theatre and the rise of Realism; 2) how sexual roles are performed by real people (on and off-stage); 3) how to analyze a dramatic text and its historical/social context; 4) what the term "sexual politics" means and how it is visible in dramatic texts and performances of the past and present.

PER 561 Internship in Theatre (2-6 credits)

An opportunity for the student to apply theory and skills in a work experience. Projects are jointly supervised by a faculty member and an employer/supervisor.

PER 590 Independent Study (1-6 credits)

To be arranged in terms of student need, interest, and background.

PER 595 Master's Project (3 credits)

An independent project which integrates various aspects of theatre studies with an area of particular interest to the student. Prerequisite: Completion of at least 18 credit hours.

The department of human environmental sciences at Fontbonne University offers two distinct graduate programs, the master of arts degree in human environmental sciences and the master of arts in teaching degree in family and consumer sciences, to meet the needs of professionals and institutions responding to the needs of individuals, families, and communities throughout the St. Louis metropolitan region, the state of Missouri, and beyond.

For information and for application materials contact
Janine Duncan, Ph.D., Assistant Professor
Director, Graduate Programs in HES
Fontbonne University
6800 Wydown Blvd.
St. Louis, MO 63105-3098
314.719.3639
Fax: 314.719.8015

ADMISSION

For both the MA degree in human environmental sciences and the MAT degree in family and consumer sciences, the minimum requirement for admission is a bachelor's degree from an accredited, degree-granting institution of higher education. Students must have a minimum undergraduate cumulative grade point average of 3.0 on a 4.0 scale and demonstrate effective written communication skills for admission.

For detailed information on university admission policies and regulations, please refer to the graduate program information section in this catalog.

ACADEMIC POLICIES AND REGULATIONS

For detailed information on academic policies and regulations, please refer to the graduate program information section in this catalog.

DUAL UNDERGRADUATE/GRADUATE ENROLLMENT

For detailed information on dual enrollment, please refer to the graduate program information section in this catalog.

MASTER OF ARTS (MA) DEGREE IN HUMAN ENVIRONMENTAL SCIENCES

Students must successfully complete 36 semester hours of graduate credit to earn a master of arts degree in human environmental sciences at Fontbonne University, including:

12 credits in Core Courses:

- HES 532 Framing Critical Issues in HES (3 credits)
- HES 533 Advocacy and Public Policy: Addressing a World in Need (3 credits)
- HES 534 Globalization and the Human Condition (3 credits)
- HES 535 Leadership Development for Professional Practice (3 credits)

12 credits in a Concentration:

Concentration: Child and Family Studies

- HES 551 Administering Programs for Children and Families (3 credits)
- HES 555 Family-Centered Intervention (3 credits)
- HES 556 Child and Family Theory (3 credits)

Plus 3 credits of elective coursework from the following:

- HES 552 Curriculum Development and Assessment for Children and Families (3 credits)
- HES 554 Critical Readings in Child and Family Studies (3 credits)
- HES 589 Practicum in HES (1-3 credits)
- HES 590 Independent Study (1-3 credits)
- The student must choose a strand in either research or management.

Research

- EDU 585 Research Methods in Education (3 credits)
- RMD 500 Statistical Methods for Research (3 credits)
- HES 568 Research in HES I (2/0 credits)
- HES 578 Research in HES II (1/0 credits)
- HES 588 Research in HES III (3 credits)

Management

- HMT 502 Organization Culture and Communication (3 credits)
- HMT 503 Legal and Ethical Environment of Business (3 credits)
- HMT 507 Budgeting (3 credits)
- HMT 515 Project Management (3 credits)

**MASTER OF ARTS IN TEACHING (MAT) DEGREE
IN FAMILY AND CONSUMER SCIENCES****Post-Baccalaureate Teacher Certification**

Full information on post-baccalaureate teacher certification may be found in the section entitled, "Post-Baccalaureate Teacher Certification at Fontbonne University" in the graduate studies information section in this catalog.

Students must successfully complete 33 hours of graduate credit and meet all HES undergraduate content course requirements for family and consumer sciences (birth-12) certification to earn an master of arts in teaching degree in family and consumer sciences at Fontbonne University, including:

12 Credits in Core Courses:

- HES 532 Framing Critical Issues in HES (3 credits)
- HES 533 Advocacy and Public Policy: Addressing a World in Need (3 credits)
- EDU 541 Frameworks for Teaching (3 credits)
- EDU 542 Teacher as Leader (3 credits)

21 Credits in Specialty Courses:

- EDU 500/529 Behavior Management (3 credits)
- EDU 530 Understanding the Diverse Learner (3 credits)
- EDU 531 The Contemporary Classroom (3 credits)
- EDU 550 Reading in the Content Area (3 credits)
- EDU 586 Studies in Disability and Exceptionality (3 credits)
- EDU 597 The Instructional Process (3 credits)
- CED 510 Multidimensional view of Computer Education (3 credits)

Required Undergraduate Content Courses in HES:

- HES 119 Essential Concepts for Health and Fitness (3 credits)
- HES 214 Nutrition and Wellness (2 credits)
- HES 221 Food Science Theory and Application (4 credits)
[Prerequisite: CHM 102 (4 credits)]
- HES 230 Infant & Toddler Development (3 credits)
OR HES 232 The Young Child (3 credits)
- HES 336 Parent Education (3 credits)
- HES 337 Family Relations (3 credits)
- HES 266 Management of Family Resources (3 credits)
- HES 270 Textiles and Apparel for the Classroom Teacher (3 credits)
- HES elective (one additional HES course of student's choice) (3 credits)
- HES 470 Strategies for Professional Practice (3 credits)
- HES 472 Program Design and Administration (3 credits)

Additional Undergraduate Requirements in other Disciplines:

- BUS 208 Personal Finance (3 credits)
- PSY 200 Developmental Psychology (3 credits)
- EDU 451/EDU 452 Student Teaching/Field Experience (10 credits)

COURSES**HES 532 Framing Critical Issues in HES (3 credits)**

Critical issues relevant to HES will be examined through various frameworks including historical, philosophical, theoretical, political, social, and religious perspectives. Relationships will be drawn from the establishment of the field of home economics at the beginning of the twentieth century to the present status of family and consumer sciences 100 years later. Consideration of the underpinnings of the current FCS body of knowledge will be applied to work/life responsibilities of HES professionals and their work with, and on behalf of, individuals, families, and communities.

HES 533 Advocacy and Public Policy: Addressing a World in Need (3 credits)

This course investigates the relationship of HES professionals among individuals, families, and communities in regards to advocacy and public policy, through study, practice, and critical reflection of action, advocacy, and leadership for social justice. The HES professional responsibility of capacity building—advancing individuals, families, and communities as agents for socially just public policy—will be examined. Systemic action plans will be developed, promoting the student's individual advocacy and leadership skills within the community that seek to empower others to advocate for the improvement of their own living conditions.

HES 534 Globalization and the Human Condition (3 credits)

The scope of globalization will be examined from multiple perspectives to understand how it impacts individuals, families, and communities. Locus of production and consumption, prevalence and dependence upon global trade, geographic and cultural identities, and sociological aspects will be analyzed through theoretical lenses and applied to real life situations. Students will be asked to reflect on the inter-relatedness of systems and quality of life issues.

HES 535 Leadership Development for Professional Practice (3 credits)

Beginning with the historical exploration of leadership theory and the related leadership literature from multiple contexts, this course addresses perspectives on the relationship between leadership and change, the transformative dimension of leadership, and the application of leadership models to impact change. There is a strong emphasis on the use of case studies and self assessment exercises so students can develop a vision of their role as leaders.

HES 551 Administering Programs for Children and Families (3 credits*)

Study of the management, planning, financing, staffing, and overall administrative duties related to programs serving the diverse needs of children and families. The requirements of formal and non-formal education settings, not-for-profit, public, and private institutions will be examined.

**Students in the MA in Early Intervention in Deaf Education program may elect to take this course for 2 credit hours.*

HES 552 Curriculum Development and Assessment for Children and Families (3 credits)

Program planning/curriculum development and assessment will be examined based on principles of development and a variety of theoretical constructs related to the needs of children and families; development, planning, and assessment expectations and practices specific to formal and non-formal education settings, not-for-profit, public, and private institutions will be explored.

HES 554 Critical Readings in Child and Family Studies (3 credits)

Developed around student need and interest, a selection of readings will be identified that further examine the current status of child/family relationships with other social institutions typically charged with providing child and family services. Students will participate in discussions, provide written summaries of readings, and develop an analysis of the current scene, synthesizing the given body of readings in an effort to evaluate the current role of social institutions in the lives of children and families.

HES 555 Family-Centered Intervention (3 credits)

Focus on the key elements of family-centered intervention. Discussion will center on the partnership of family members with professionals in all aspects of early intervention, conducting assessments, prioritized intervention goals, designing intervention plans, and implementation. SP

HES 556 Child and Family Theory (3 credits)

A comparative study of the major theories utilized in child and family studies. Attention is given to structure, content, and major research findings. FA

HES 568 Research in HES I (2 credits)

Research in HES I is the first of three research courses in HES leading to the completion of the graduate research project. Students will complete a literature review, develop the methodology for their project, and submit a proposal to the Institutional Review Board (IRB) for the project approval relating to human subjects. Dependent on the scope of the project and adequate progress, as determined by the graduate advisor, students may repeat this course for one additional semester (0 credits). P/NP grade. FA, SP, SU

HES 578 Research in HES II (1 credit)

Research in HES II is the second of three research courses in HES leading to the completion of the graduate research project. Students will complete the active phase of their research, collect data, and begin data analysis. Dependent on the scope of the project and adequate progress, as determined by the graduate advisor, students may repeat this course for one additional semester (0 credits). P/NP grade. FA, SP, SU

HES 588 Research in HES III (3 credits)

Research in HES III is the final of three research courses in HES leading to the completion of the graduate research project. Students will complete data analysis and prepare their written paper for professional presentation and/or submission for publication. FA, SP, SU

HES 589 Practicum in HES (1-3 credits)

An individually arranged practicum in a community-based setting, providing graduate students with the opportunity to apply principles related to their specific HES concentration.

HES 590 Independent Study (1-3 credits)

Individualized study in an area not covered by courses offered.

HES 594 Special Topics (1-3 credits)

Course offered to supplement regular course listings. Offered on a one-time or periodic basis.

Management**HMT 502 Organizational Culture and Communication (3 credits)**

Examines methods used to guide individuals and groups toward attaining both personal and institutional objectives. By focusing on relationships and communication in the organizational context, students evaluate social/psychological dynamics within the organization and learn communication techniques that contribute to organizational effectiveness. Topics include conflict management and recognizing and valuing diversity.

HMT 503 Legal and Ethical Environment of Business (3 credits)

Examines the current legal and ethical environments and their effect on business decisions and operations. Topics include agency law, tort law, contract law, consumer protection law, personnel law, the ethical issues facing managers, and the development of guidelines for producing a moral organizational culture.

HMT 507 Budgeting (3 credits)

An overview of the budgeting process and various analytical techniques used to prepare and evaluate budget, this course examines the relationship of the budgeting process to the organization's strategic plan and goals.

HMT 515 Project Management (3 credits)

Examines managerial techniques necessary to successfully develop and complete projects. Skills needed to plan, estimate, organize, budget, schedule, track, and control a project are developed. Identification of common problems and mistakes are also addressed.

Fontbonne University's master of science (MS) degree in computer education is for educators who want to integrate technology into their teaching and curriculum in order to help prepare their students for the 21st century. Educators include everyone interested in enhancing teaching and learning by the use of technology: K-12 teachers, community and four-year college instructors, as well as those in business and industry who are charged with the professional development of their colleagues.

Our program helps educators develop the professional skills, knowledge and perspective necessary to stay current and relevant in today's electronic age. Our students learn to work with computers and computer-supported technologies as educators—not as technology experts. Our faculty members prepare educators to handle differentiated learning styles and the numerous challenges that they face daily in an educational environment.

At Fontbonne, we believe in teaching by example. Classes are small. Our faculty members are educational leaders who combine strong academic credentials with relevant experience. They are experts with years of experience using technology in the classroom of local school districts and colleges. Professors are knowledgeable and committed to the success of their students. They share effective contemporary techniques that prepare all educators to excel and inspire their own students.

ONLINE PROGRAMS

Fontbonne University's computer education graduate degree and certificate programs are both available completely online, and, like our traditional programs, our online programs are fully accredited by the Higher Learning Commission, North Central Association of Colleges and Schools. Students receive the same high-quality education online as students who attend classes on campus. They learn from the same outstanding faculty and share the same curriculum. The difference is optimum flexibility, an important factor that makes it possible for our students to reach their higher education goals.

Opportunities to Advance and Excel

The master of science degree in computer education can be earned in 33 credit hours. The graduate certificate in computer education can be earned in 15 credit hours. Experienced educators with masters' degrees can advance their professional development and salaries. Our computer education graduate degree challenges our students to remain professionally current. Our graduates are in demand in the

evolving landscape of modern education. For K-12 teachers, earning this degree is an excellent way to complete their continuing education requirement and learn new technology that will enhance their classroom teaching.

For information and for application materials contact
Mary Abkemeier, Ph.D.
Director, Master of Science in Computer Education
Fontbonne University
6800 Wydown Blvd.
St. Louis, MO 63105-3098
314.889.1497
mary.abkemeier@fontbonne.edu

FACULTY

Most faculty members in the master of science degree program in computer education are full-time educators who are experts in specific areas of using technology in learning environments. These teachers bring years of experience in using technology to enhance student learning.

ADMISSION

For detailed information on university admission policies and regulations, please refer to the graduate program information section in this catalog. In addition:

A minimum undergraduate GPA of 3.0 on a 4.0 scale is required for full acceptance. Others may be admitted on probationary status pending demonstration of ability to perform quality work at the graduate level.

Three letters of recommendation, one of which is from a supervisor or recent academic advisor, are required. If this is not possible, please contact the director of the master of science degree program in computer education.

A self-statement, indicating the reasons for desiring to earn a master's degree in computer education, is required.

All credentials submitted for admission must be on file no later than one week prior to final registration for the term in which the applicant wishes to begin.

ACADEMIC POLICIES AND REGULATIONS

For detailed information on academic policies and regulations, including information relative to grade definitions, satisfactory progress, transfer of credit, etc., please refer to the graduate program information section in this catalog.

TRANSFER OF CREDIT AND COMPETENCY TESTING

For the master of science degree, a student may transfer a maximum of two graduate-level courses into the program from an accredited, degree-granting institution of higher education. The course content must be comparable to the content of a course within Fontbonne's master's program. The grade received must be B or higher. The course must have been taken within three years prior to admittance into the master of science degree program in computer education. For the graduate certificate in computer education, a student may transfer, at most, one graduate-level course with the same stipulations as above.

For the master of science degree in computer education, a maximum of two competency tests may be taken as substitutes for some courses before the student has completed nine hours of coursework in the program. For the graduate certificate, a maximum of one competency test may be taken as a substitute for a course before the student has completed three hours of coursework in the program. A fee of \$50 per credit hour is currently charged for taking a competency test. The total number of courses transferred and competency tests taken may not exceed two for the master's degree and one for the graduate certificate.

DUAL UNDERGRADUATE/GRADUATE ENROLLMENT

For detailed information on dual undergraduate/graduate enrollment, please refer to the graduate program information section in this catalog.

EDUCATOR'S DISCOUNT

Please refer to the graduate program information section in this catalog for detailed information on discounts.

DEGREE REQUIREMENTS

The student must successfully complete 33 semester hours of graduate credit to earn a master of science degree in computer education at Fontbonne University.

Four required courses:

- CED 505 Technology and Learning
- CED 515 Computer Applications for Educators
(515 and 565 are prerequisites for all other courses)
- CED 565 The Internet and Education
- CED 595 Curriculum Design and Capstone Portfolio
(must be taken during final semester)

Seven remaining elective courses from the following eight online courses:

- CED 507 Enhancing Curriculum with Technology
- CED 525 Legal and Ethical Technology Issues
- CED 563 Visual Basic Programming
- CED 566 Web Design: Principles and Practices
- CED 570 Overview of Computer Hardware

- CED 575 Multimedia and Digital Technology
- CED 577 Research in Computer Education
- CED 580 Web Technology (Classroom 2.0)
- CED 592 Teaching Online

The student may choose electives from the following courses that are not yet online:

- CED 510 A Multidimensional View of Computer Education
- CED 540 Structured Programming for the Educator
- CED 544 Advanced Placement Programming
- CED 571 Computer Networks
- NOTE:** At times CED 594 Special Topics in Computer Education may be offered.

GRADUATE CERTIFICATE REQUIREMENTS

The student must complete 15 semester hours of graduate credit with a cumulative GPA of 3.0 or higher.

Three required courses:

- CED 505 Learning and Teaching Theory with Technology
- CED 515 Computer Applications for Educators
- CED 565 The Internet and Education

Two elective courses chosen from among the other courses offered within the program.

COURSES

CED 505 Technology and Learning (3 credits)

Provides practical, effective ways to integrate technology resources and technology-based methods into everyday classroom practices. Topics will be considered in the context of current theories of learning, effective school practices and reflective teaching. Objectives of the course are to develop web-based instructional lessons and/or units to support a cognitive-active approach to learning, learn to modify questioning strategies in order to create essential questions that develop critical thinking and problem-solving skills, connect theories of teaching and learning to the use of technology in classrooms, recognize web-based resources as an instructional tool, integrate the Internet in content-area instruction, and develop professional alignments with national standards in technology. SU

CED 507 Enhancing Curriculum with Technology (3 credits)

Provides educators with knowledge and guided practice to effectively use software, the Internet and other technology resources available in education. Activities completed in this class act as a springboard for a future of a technology rich curriculum with the aim of transforming students into lifelong learners. SP

CED 510 A Multidimensional View of Computer Education (3 credits)

Provides overview of how computers can be used as educational tools. Reviews hardware, software, and other materials for classroom use and potential use. SU

CED 515 Computer Applications for Educators (3 credits)

Introduces the student to computer applications using the Windows operating system, Microsoft Office and various other personal software packages for the Windows platform. The applications include Word, PowerPoint, Publisher, Excel and Access. The emphasis will be on the use of these applications in the educational environment. FA, SP, SU

CED 525 Legal and Ethical Technology Issues (3 credits)

Introduces the ethical issues relating to the use of technology in education. Examines the present and future controversies surrounding the integration of technology into the instructional process and educational institutions. SP

CED 540 Structured Computer Programming for Educators (3 credits)

Teaches structured programming design concepts using various programming languages. Emphasis on programming to direct computer's actions in a structured manner. Prerequisite: Knowledge of operating system. As needed.

CED 563 Visual Basic Programming (3 credits)

Introduces topics of event-driven programming and OOP (Object Oriented Programming) and related programming applications. Students learn how to construct Visual Basic programs that can be used in their classrooms or place of employment. FA

CED 565 The Internet and Education (3 credits)

Provides basic knowledge and guided practice to effectively use the Internet and telecommunications resources. Coursework will act as a springboard for valuable communication in the classroom and for personal use. Prerequisite: CED 515 or consent of the instructor. FA, SP, SU

CED 566 Web Design: Principles and Practices (3 credits)

Covers how to design web pages for a web site utilizing HTML programming and a current web page design tool. Students will learn professional web design rules and guidelines in addition to the creation and manipulation of original graphics and audio files. They will also learn how to evaluate web sites and address accessibility issues. SU

CED 570 Overview of Computer Hardware (3 credits)

Provides a foundation for the understanding of computer hardware, including internal parts and peripherals. Develops criteria for the selection and the appropriate utilization of computer hardware within an educational environment. Promotes discussions on the selection of computer hardware and offers video streaming to assist in the explanation of specific working parts of a computer. FA

CED 571 Computer Networks (3 credits)

Provides terminology, purpose, design, specifications, and implementation of computer networks for instructional and/or administrative goals. Focuses on local area network architecture and applicability to design of larger network systems. Alternatives to networking are studied and placed in context. Prerequisite: CED 570. As needed.

CED 575 Multimedia and Digital Technology (3 credits)

Provides students with a foundation in design, development and strategies to produce effective multimedia presentations. Students choose from available multimedia tools to produce digital creations for use in multimedia presentations or lessons. The course is project-based. SP

CED 577 Research in Computer Education (3 credits)

Introduces students to research in computer education. Students will investigate at least 5 areas in which research in computer education takes place. Students will select topic(s) based on this original investigation and their own interests and perform a research study. As a result of the course, students will advance both their Internet and database research skills and their skills as an educator integrating technology into the educational environment. Interpretation, analysis, and synthesis of current research in computer will be focal points of this course. FA, SP, SU

CED 580 Web Technology (Classroom 2.0) (3 credits)

Provides students with the opportunity to explore the newest web tools and discuss and evaluate their impact in terms of student learning, professional development and pedagogy. Students will learn to think critically about the use of web tools in their classrooms. Students will generate creative learning formats and harness the potential of the read/write web to provide an environment of engaged and interactive learning in their classrooms. SU

CED 592 Teaching Online (3 credits)

Provides students with the basis for designing and teaching an online course. Topics will include the following: creating a welcoming environment, developing a detailed syllabus for online students, stating measurable learning objectives, creating an online course that is easy to navigate, communication, assessment in an online course and methods of presenting content in an online course. The mechanics of using an online course management tool will also be presented. FA

CED 594 Special Topics in Computer Education (3 credits)

Addresses current, relevant topics in computer education not covered in previous coursework. Topics may include creating digitally, teaching online, programming, assistive technologies, and research in computer education. May be taken more than once. Prerequisite: Completion of at least 12 semester hours.

CED 595 Curriculum Design and Capstone Portfolio (3 credits)

This course consists of two main parts:

1. Extends students' knowledge of the instructional applications of computers and technology. Research into current curriculum theory and development will be the basis for modeling educational activities that enhance classroom instruction. Recognition and design of specific technological applications and resources will be emphasized in order to produce effective and practical classroom and professional applications.

2. Provides a framework for students to compile a Capstone Portfolio that will consist of three major components. The portfolio will demonstrate the student's over-all knowledge, abilities, and progress throughout the master's degree process as well as a personal reflection essay and an assessment of the masters program in computer education. FA, SP, SU



OTHER INFORMATION



Campus Policies

ANTI-HARASSMENT POLICY— Prohibition of Retaliation, and Reporting and Investigation Procedures for Complaints of Unlawful Discrimination and Harassment

Harassment based on an individual's race, color, religion, age, gender, gender orientation, national or ethnic origin, or disability is not tolerated at Fontbonne University. Harassment is defined broadly to include verbal, physical, or visual conduct that denigrates or shows hostility or aversion towards an individual because of race, color, religion, age, gender, gender orientation, national or ethnic origin, or disability. Examples of harassing conduct include epithets, slurs, jokes, teasing, kidding, negative stereotyping, threatening or hostile acts that relate to an individual's race, color, religion, age, gender, gender orientation, national or ethnic origin, or disability.

Any written or graphic material, including any electronically transmitted or displayed material, which likewise denigrates or shows hostility toward members of these protected groups, is considered harassment. Fontbonne University will not tolerate harassing conduct that affects tangible employment benefits, interferes unreasonably with an individual's working or academic environment or performance, or creates an intimidating, hostile or offensive working or academic environment.

Sexual Harassment

Sexual harassment deserves special mention. It involves any one or more of unwelcome sexual advances, requests for sexual favors, and other visual, verbal, or physical conduct of a sexual nature when:

1. Submission to such conduct is an explicit or implicit term or condition of an individual's employment or academic activities;
2. Submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting that individual; or
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile or offensive working or learning environment.

Sexual harassment may include: explicit sexual propositions; displaying sexually suggestive objects, pictures, or materials; sexual innuendo; sexually-oriented verbal abuse; sexually suggestive comments; unwanted contact such as touching, patting, stroking, pinching, or brushing against another's body; sexually-oriented kidding, teasing, or practical jokes; jokes about gender specific traits; foul or obscene gestures or language. Sexual harassment also involves inappropriate conduct toward an individual which, although not motivated by sexual desire, would not have occurred except for that person's gender.

Retaliation Prohibited

Fontbonne University prohibits retaliation against any person who makes a complaint of discrimination or harassment, opposes discrimination or harassment, or testifies, assists, or participates in an investigation, proceeding, or hearing relating to such discrimination or harassment. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or treatment based upon retaliatory motive that is reasonably likely to deter protected activity.

Reporting Procedures

All employees and students have the responsibility to assure that Fontbonne University's non-discrimination and anti-harassment policies are effective. Any university employee or student who experiences, observes, hears, or otherwise witnesses unlawful harassment or discrimination, or who receives a report of unlawful harassment or discrimination, must immediately notify:

Vice President for Finance and Administration
Fontbonne University
6800 Wydown Boulevard
St. Louis, MO 63105-3098
Phone: 314.719.8007
Fax: 314.719.8023

If the vice president for finance and administration is the person alleged to be engaged in the harassment, notification shall be made to the executive vice-president. No employee or student is required to confront the alleged harasser or report his or her concern to the alleged harasser. The university will thoroughly and promptly investigate all complaints and take corrective or disciplinary action when appropriate.

Fontbonne University will investigate every harassment and discrimination complaint thoroughly and promptly. All investigations shall be conducted in a sensitive manner and, to the extent feasible, confidentiality will be honored. The investigation and all actions taken will be shared only with those who have a need to know. The investigation findings will be documented, and the complaining individual and the alleged harasser will be kept advised of the progress of the investigation and of the university's final determination. If, after investigation, Fontbonne University determines that an employee or student has engaged in illegal harassment or discrimination, appropriate disciplinary action, up to and including discharge or dismissal, will be taken against the offending individual.

Procedures

Level I – Informal Procedure

Informal procedures are designed to work out a mutually agreeable solution to a problem. At the option of the complainant only, it may be possible to resolve a harassment or discrimination complaint through a voluntary conversation between the complainant and the alleged harasser or dis-

criminator, which conversation is facilitated by a university designee appointed by the vice president for finance and administration. If the complainant, the alleged harasser or discriminator, and the university designee feel that a resolution has been achieved through this informal procedure, then the conversation may remain confidential and no further action need be taken. The results of any informal resolution shall be reported by the university designee in writing signed by the complainant and the alleged harasser, and submitted to the vice president for finance and administration.

If the complainant, the alleged harasser or discriminator, or the university designee, chooses not to use the informal procedure, or feels that the informal procedure is inadequate or has been unsuccessful, s/he may utilize the formal procedure.

Level II – Formal Procedure

The complainant shall submit a written and signed complaint with the vice president for finance and administration which clearly states the particulars concerning incident(s) of harassment or discrimination, including the name and position of the accused, the nature of harassment or discrimination, date when the alleged harassment or discrimination occurred, details of the alleged conduct including any information that would support the complaint, and the redress that is sought. The vice president for finance and administration shall inform the vice president(s) in whose area the accused and accuser are employed of the complaint, or, in the case of students, shall inform the vice president for student affairs, or, in the case of OPTIONS students, will inform the dean of the college of global business and professional studies.

The vice president for finance and administration or designee will promptly investigate the complaint or will appoint a university designee to promptly investigate the complaint. The complainant and the accused will each be interviewed. The accused will then be furnished with a copy of the written complaint and will have an opportunity to respond in writing within ten (10) working days.

Within twenty (20) working days after the time that the accused has to respond in writing to the written complaint, the vice president for finance and administration (or university designee, if applicable), will prepare investigation findings and, if appropriate, determine any corrective or disciplinary action to be taken. The vice president for finance and administration will inform the appropriate vice president or dean of the findings of the investigation. Both the accused and the complainant will be informed of the findings of the investigation.

Appeal Procedures

Individuals requesting an appeal of the findings of an investigation of a harassment or discrimination complaint must appeal in writing to the vice president and dean for academic

affairs (or designee) within ten (10) days of being informed of the findings of the investigation. If an individual requests an appeal, the appeal must be in writing, and, if applicable, it must cite any alleged procedural error that occurred during the investigation, if applicable, and provide an account of any new information that has become available since the investigation was conducted. Within ten (10) days after receipt of the written appeal the vice president and dean for academic affairs must meet with the complainant and with the alleged harasser or discriminator. The written decision of the vice president and dean for academic affairs shall be issued within five (5) days of the latter of these two meetings and shall be final and binding.

If the underlying allegations involve the vice president and dean for academic affairs, then written request for appeal shall be made to another member of the executive staff.

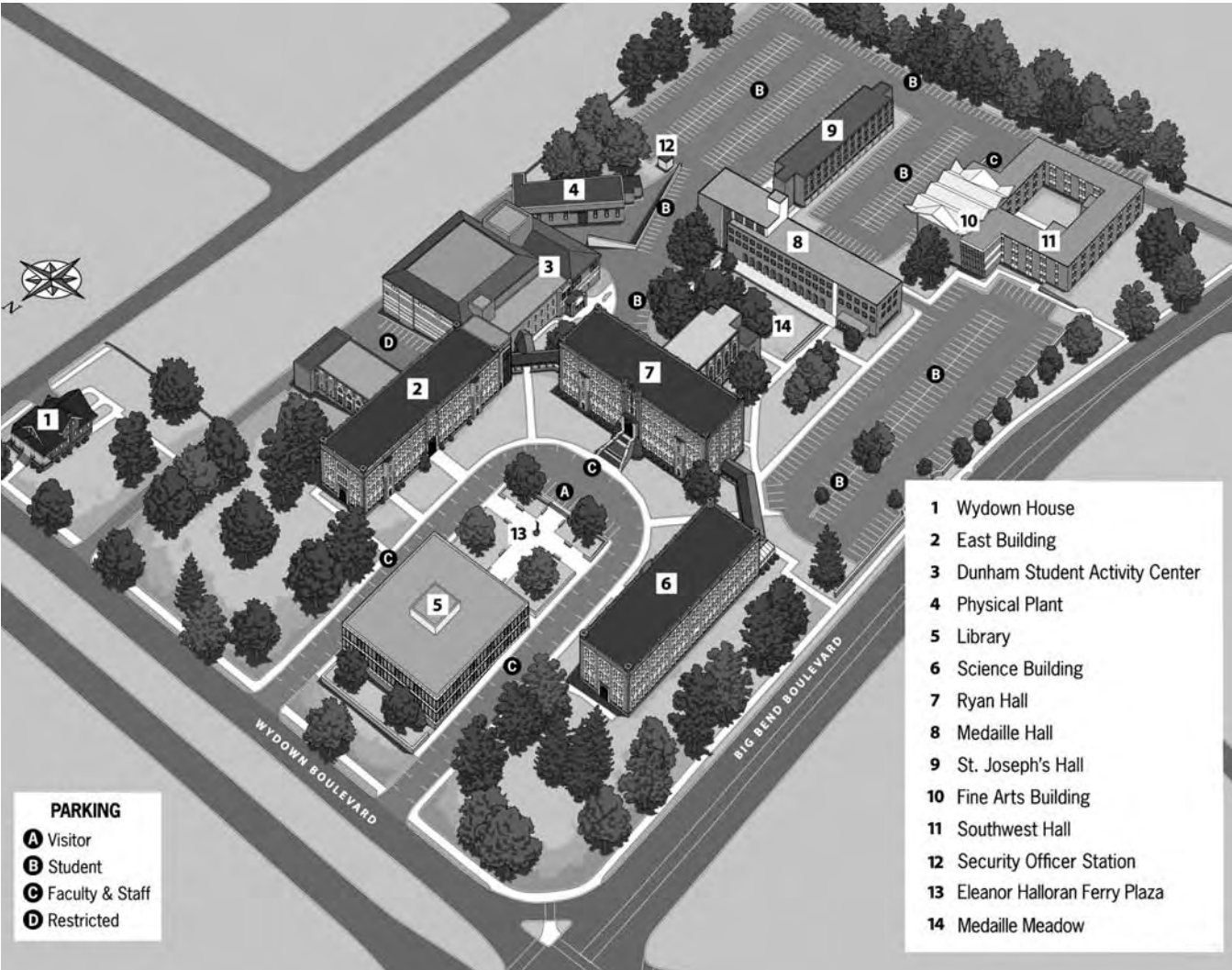
Right to Alternative Complaint Procedures

Complaints of discrimination on the basis of race, color, religion, age, gender, gender orientation, national or ethnic origin, or disability, including complaints of racial, sexual or other unlawful harassment, may be filed with the U.S. Department of Education, Office for Civil Rights, 8930 Ward Parkway, Suite 2037, Kansas City, Missouri 64114, Phone: 816.268.0550, FAX: 816.823.1404. TDD: 800.437.0833, e-mail: ocr.KansasCity@ed.gov <<mailto:ocr.KansasCity@ed.gov>>

SUBSTANCE ABUSE POLICY

It is the goal of Fontbonne University to protect the public health and environment of the campus community by promoting a substance-free environment.

Campus Map



- A. Visitor Parking
- B. Student Parking
- C. Faculty/Staff Parking (after 6 p.m. students are allowed)
- D. Restricted Parking

All area codes are (314).

1. Wydown House (president's home)

2. East Building (formerly Fine Arts)

Behavioral Sciences	719-3616	327
College of Global Business and		
Professional Studies.....	889-4518	1st floor
Communication Disorders & Deaf Ed....	889-1407	218

3. Dunham Student Activity Center

Alumni Caf'	889-1454	2nd floor
Athletic Dept.....	889-1444	2nd floor
Control Desk	889-1455	lobby
Fitness Room.....		1st floor
Mabee Gymnasium		1st floor
Student Activities	719-8053	DSAC

English and Communication.....	889-4549	308
Education/Special Education.....	889-1430	235
Fontbanner Newspaper.....	889-4550	301
History, Philosophy, and Religion	889-4549	308
President's Reception Room		115
Speech-Language Hearing Clinic	889-1407	2nd floor

- 4. Physical Plant** 889-1404
- 5. Library**
- Board Conference Room 719-8005 1st floor
 - Curriculum Resource Center lower level
 - Information Commons 719-8039 1st floor
 - Kinkel Academic Resource Center 889-4571 205
 - Lewis Room lower level
 - Circulation Desk 889-1417 1st floor
 - Ruth Stroble Conference Room 889-1435 2nd floor
- 6. Science Building**
- Biological and Physical Sciences 889-4574 107
 - Human Environmental Sciences 889-1415 316
- 7. Ryan Hall**
- Academic Affairs; VP/Dean 889-1401 202
 - Associate Academic Dean 889-1468 200
 - Dean of Undergraduate Studies 889-4760 103B
 - Admission 889-1400 209
 - Advancement 889-1469 205
 - Advising Office 719-3654 103D
 - Alumni Relations 889-1403 205
 - Bookstore 889-1420 1st floor
 - Business Office 889-1405 215
 - Development 889-1469 201/205A
 - Dining Room 1st floor
 - Doerr Chapel 2nd floor
 - Facilities; Associate VP 889-4748 101C
 - Finance and Administration VP 719-8007 302
 - Financial Aid 889-1414 310
 - Food Service 889-1449 113
 - General Services 719-8037 111
 - Grants 889-4510 402A
 - Human Resources/Personnel 889-1493 304
 - Information office/main number 889-1498 101
 - Information Technology 719-8095 322
 - Institutional Research/Assessment 719-3661 402B
 - Interdisciplinary Studies 719-3640 103C
 - International Affairs 889-4509 107
 - Mailroom 889-1463 111
 - Mathematics and Computer Science 889-4508 408
 - President 889-1419 214
 - Communications and Marketing 889-1467 424
 - Public Safety 719-8024 101B
 - Registrar 889-1421 204
 - Study Abroad 719-8058 107
- 8. Medaille Hall** 889-4600 door
- Arnold Memorial Center 1st floor
 - Campus Ministry 889-4523 1st floor
 - Career Services 889-4516 1st floor
 - Housekeeping 889-1424 basement
 - Multicultural Affairs 889-4503 1st floor
 - Personal Counseling 889-4516 1st floor
 - Residential Areas 2nd-3rd floor
 - Residential Life 889-1416 1st floor
 - Student Affairs; VP 889-1411 1st floor
 - Student Government Association 889-4526 1st floor
- 9. St. Joseph's Hall** (residence) 889-4700 door
- 10. Fine Arts Center**
- Art Gallery 719-3580 1st floor
 - Fine Arts 889-1431 243
 - Performing Arts Theater 2nd floor
 - Residential Areas 3rd floor
- 11. Southwest Hall** 3rd floor
(apartment-style residence)
- 12. Security Officer Station** 889-4596
- Beeper 318-4357

Administration and Faculty

BOARD OF TRUSTEES

(As of March 30, 2009)

Marie Damien Adams, CSJ
John P. Capellupo
Vernon J. Eardley
Bonnie J. Eckelkamp
Daniel J. Ferry, Jr.
Helen Flemington, CSJ
Peggy A. Forrest
Leo Haas
Darryl T. Jones
Karen M. Kennelly, CSJ
Robert S. Kenney
Kraig G. Kreikemeier
Gary E. Krosch
Joseph G. Lipic, Sr.
Joseph B. McGlynn, Jr.
Rose D. McLarney, CSJ
Gabrielle C. Noonan
Audrey L. Olson, CSJ
Elizabeth Peplow, CSJ
Stephanie F. Pope
Helen V. Ryan, CSJ
Paula V. Smith
Linda M. Straub, CSJ
Ruth M. Stroble
Daniel V. Twardowski
Suzanne Wesley, CSJ

General Counsel

Richard Greenberg

COUNCIL OF REGENTS (2008-2009)

Richard E. Banks
Anthony J. Caleca
Michael A. Drone
Nick C. Espiritu
Nancy M. Garvey
Karen Geder
Nancy Georgen
Paulette Gladis, CSJ
Thomas M. Gunn
Kerri Gwinn Harris
Edward D. Higgins
John T. Lamping
Tracey Marshall
Doug McCoy
Daniel M. McFadden
Anthony D. O'Connor
Anthony F. Sansone, Jr.
Mildred Shegog
Carol Spehr
James G. Steinkoetter

EXECUTIVE OFFICERS

Dennis C. Golden (1995)
President
Professor of education
B.A., College of the Holy Cross
M.A., Assumption College
Ed.D., Boston College

Gregory Taylor (2001)
Executive vice president for
strategy and operations
B.A., Beloit College
M.A., Loyola University of Chicago

Joyce Starr Johnson (1995)
Interim vice president and dean for
academic affairs (2009-2010)
Associate professor of human environmental
sciences
B.S. Iowa State University
M.S. Iowa State University
Ph.D., University of Missouri

Mark Franz (2009)
Vice president for information technology
B.S., Viterbo University
M.B.A., University of Wisconsin-La Crosse

Peggy Musen (1987)
Vice president for enrollment management
B.S., University of Missouri

Marilyn Sheperd (2007)
Vice president for institutional advancement
B.A., Grinnell College
M.A., Roosevelt University

Randi Wilson (1992)
Vice president for student affairs
B.A., Saint Louis University
M.A., Lindenwood University
LPC, State of Missouri

Gary Zack (1984)
Vice president for finance
and administration
Lecturer in business administration
B.A., Wabash College
M.A., University of Missouri–
St. Louis
Ph.D., Saint Louis University

ADMINISTRATIVE STAFF

Mary Carol Anth, CSJ (1965)
Associate academic dean
Associate professor of human
environmental sciences
B.S., Fontbonne University
M.S., University of Minnesota
R.D., Good Samaritan Hospital,
Cincinnati, Ohio
RRD

Kathleen (Kay) Barnes (2006)
Assistant vice president for institutional
advancement
B.S., Saint Louis University

Rebecca A. Behan (2005)
Director of international affairs
B.A., University of Wisconsin–Eau Claire
M.S., Southern Illinois University–
Carbondale

Jerry Bladdick (2002)
Associate vice president for
graduate and adult enrollment
Lecture in behavioral science–
applied sociology
B.S., Southeast Missouri State
University
M.S., Lindenwood University

Cindy Bluestone Bushue (1991)
Director of marketing and
enrollment–OPTIONS
B.S.B.A., University of Missouri
M.M., Fontbonne University

Dorothy A. Davis (1994)
Director of transfer recruitment

N. Lee DeLaet (2009)
Director of academic advising
Lecturer in interdisciplinary studies
B.A., Purdue University
M.Ed., Louisiana State University

Carol Watson Dillon (1993)
Director of counseling and career
development
Senior lecturer in interdisciplinary studies
and OPTIONS
B.S., Lindenwood University
M.A., Lindenwood University
LPC, State of Missouri
NCC

Leslie Doyle (2005)
Director of multicultural affairs
B.S., Northwest Missouri State University
M.S. Ed., The University of Kansas

Matthew L. Feldmann (2008)

Director of institutional research
and assessment
B.S., Southern Illinois University–
Edwardsville
M.P.A., Southern Illinois University–
Edwardsville
Ph.D., Iowa State University

William Foster (1982)

Director of adjunct faculty for the
college of global business and
professional studies
B.S., Central Missouri State University
M.S., Central Missouri State University
M.B.A., Fontbonne University

William Freeman (1997)

Dean of education
Associate professor of education
B.S., Southeast Missouri State University
M.A., The Ohio State University
Ed.D., University of Missouri

Mary Beth Gallagher (2009)

Assistant to the president for mission
integration
B.A., Saint Louis University
M.A., Washington University in St. Louis
Ph.D., Washington University in St. Louis

D. Christopher Gill (1999)

Director of student development
Lecturer in interdisciplinary studies
B.S., University of Evansville
M.A., Bowling Green State University

Charles A. Helbling (2003)

Administrator for business administration
Lecturer in sports management
B.A., St. Olaf College
M.A.T., Washington University in St. Louis

Carla T. Hickman (1986)

Associate vice president for student affairs
Lecturer in interdisciplinary studies
B.S., Murray State University
M.B.A., Fontbonne University
M.Ed., University of Missouri–St. Louis

Arthur Hunborg (1997)

Director of off-campus sites–OPTIONS
Director of prior learning assessment
B.A., Western Illinois University
M.S., Illinois State University

Dennis Johnson (2002)

Controller
B.A., University of Northern Iowa

Mark Johnson (2002)

Director of communications and
marketing
B.A., Southern Illinois University

Robert E. Kraeuchi (1997)

Director of public safety
B.S., Central Missouri State University
M.S., Central Missouri State University
CPP

Amy Layhew (2005)

Director of academic student services–
OPTIONS
B.S., Olivet Nazarene University
M.M., Fontbonne University

Sharon McCaslin (2005)

University librarian
Professor
B.A., Kansas State University
M.L., Emporia State University
Ph.D., University of Nebraska–Lincoln

Lee McKinney (1988)

Athletic director
B.S., Southeast Missouri State University
M.S., Southern Illinois University–
Edwardsville
Ed.D., California Coast University

Amanda Mead (2006)

Director of online programs
B.S. Ed., University of Missouri
M.S., Capella University

Mazie L. Moore (2001)

University registrar
B.S., Washington University in St. Louis
M.A., Washington University in St. Louis

Nicole Moore (1993)

Director of financial aid
B.S., Fontbonne University
M.B.A., Fontbonne University

Tony Mravle (2004)

Director of campus ministry
Lecturer in interdisciplinary studies
B.A., University of St. Francis
M.A.L.S., Lewis University

James Muskopf (2001)

Director of graduate studies
Director of master of arts in education
B.A., Harris Teachers College
M.A., Michigan State University
Ed.S., Saint Louis University
Ed.D., Saint Louis University

Corey C. Pashea (2008)

Director of grants
B.S., University of Illinois
M.H.S., Washington University in St. Louis

Linda Pipitone (2008)

Director of human resources
B.A., Webster University
M.A., Webster University

Keith Quigley (1994)

Director of freshman recruitment
Lecturer in interdisciplinary studies
B.S., Fontbonne University
M.B.A., Fontbonne University

Steve Rankin (2006)

Director of curriculum and assessment for
the college of global business and
professional studies
B.S., University of Missouri–St. Louis
M.B.A., Fontbonne University

Genevieve Robinson, OSB (2007)

Dean of undergraduate studies
Professor of history
B.A., Mount St. Scholastica College
M.A., New Mexico Highlands University
Ph.D., Boston College

Gail Schafers (2001)

Director of ESL and study abroad
B.A., Saint Louis University
M.A., Southern Illinois University–
Edwardsville

Elmer K. Schneider (2006)

Associate vice president for facilities
B.S., University of Missouri–Rolla
M.B.A., Lindenwood University

Jane Snyder (1995)

Director of the Kinkel Center for
academic resources
Assistant professor of education
and interdisciplinary studies
B.S., The Ohio State University
M.A., University of Connecticut
M.B.A., University of Missouri–St. Louis
Ed.D., University of Missouri–St. Louis

Carrie Wenberg (2003)

Director of alumni relations
B.A., The University of Tulsa
M.M., Fontbonne University

FACULTY

Date denotes first appointment

Mary Abkemeier (1977)

Professor of mathematics and computer science
Director of master of science in computer education
B.S., Saint Louis University
M.S., University of Pittsburgh
Ph.D., University of Pittsburgh

Stephanie Afful (2006)

Assistant professor of psychology
B.A., Drury University
M.S., Saint Louis University
Ph.D., Saint Louis University

Mark Alexander (2001)

Instructor of business administration
Assistant chairperson of business administration
B.S.B.A., Washington University in St. Louis
M.B.A., Saint Louis University

Dyanne Anthony (2005)

Assistant professor of education/
special education
B.A., Harris Teacher College
M.A., University of Missouri–St. Louis
Ph.D., Saint Louis University

John Baken (2004)

Reference and circulation librarian
Assistant professor of interdisciplinary studies
B.A., University of Montana
M.F.A., University of Montana
M.L.S., University of Wisconsin

Kelley Barger (2002)

Associate professor of education/
special education
B.S., Stephen F. Austin State University
M.Ed., University of Houston
Ed.D., Texas A & M University

Cheryl Baugh (1988)

Associate professor of speech communication and public relations
Director of communication studies
B.S., Illinois State University
M.A., Southern Illinois University

Sam Bommarito (2005)

Assistant professor of education/special education
B.A., University of Missouri–St. Louis
M.A., University of Missouri–St. Louis
Ed.D., University of Missouri–St. Louis

Patricia Brooke (1999)

Associate professor of English
B.A., University of Oklahoma
M.A., University of Tulsa
Ph.D., Texas A & M University

Paola Anna Brush (2000)

Instructor of communication disorders and deaf education
B.S., Fontbonne University
M.S., Fontbonne University

Linda Buhr (2004)

Assistant professor of business administration
B.A., Lindenwood University
M.B.A., Lindenwood University
Ph.D., Saint Louis University

Robert Carver (2002)

Professor of business administration
B.S.B.A., Washington University in St. Louis
M.B.A., University of Missouri
Ph.D., University of Missouri

Valorie Christensen (2004)

Associate professor of education/
special education
B.S., Moorhead State University
M.S., Moorhead State University
Ph.D., University of Wyoming

Catherine Connor-Talasek (1978)

Professor of art
Chairperson of department of fine arts
B.F.A., Wichita State University
M.F.A., New York State College of Ceramics–Alfred University

Mark Douglas (1999)

Associate professor of fine arts
B.A., Truman State University
M.F.A., Southern Illinois University

Angela Dowell (2009)

Instructor of human environmental sciences (fashion merchandising)
B.S., University of Missouri
M.S., University of Missouri

Janine Duncan (2004)

Assistant professor of human environmental sciences (family and consumer sciences [FCS])
Director of graduate FCS programs
B.S., University of Illinois–Urbana/Champaign
M.Ed., University of Missouri–St. Louis
Ph.D., University of Missouri–St. Louis

Patricia Durkin (2006)

Instructor of human environmental sciences (early childhood)
B.A., Fontbonne University
M.A., Oklahoma City University

Nancy English (2001)

Assistant professor of mathematics and computer sciences
B.S., University of Oklahoma
M.A., University of Missouri
Ph.D., Saint Louis University

M. Jean Evans (2004)

Instructor of communication disorders and deaf education
B.A., South Carolina State College
M.A., University of Illinois–Champaign

Judith W. Failoni (1991)

Professor of education
B.M., B.A., Drury University
M.A., University of Kansas
Ph.D., Washington University in St. Louis

Rebecca Foushee (2003)

Associate professor of psychology
Chairperson of department of behavioral sciences
B.S., Virginia Polytechnic Institute and State University
M.S., Virginia Polytechnic Institute and State University
Ph.D., Virginia Polytechnic Institute and State University

Margaret Gilleo (1991)

Affiliate instructor of religion and philosophy
B.A., Maryville University
M.S., Columbia University
M.A., Aquinas Institute of Theology

Kay Graves (1995)

Instructor of mathematics and computer science
B.A., Benedictine College
M.S., Iowa State University

Margaret E. Gray (1996)

Professor of education
Director of special education programs
B.A., Lawrence University
M.S., Winona State University
Ph.D., University of Maryland

Anne S. Prograis Grice (1997)

Instructor of mathematics
B.A., Fisk University
M.Ed., Tennessee State University

Howard Griffin (2009)

Assistant professor of finance
B.A., Valdosta State University
B.S., Valdosta State University
M.S., University of South Carolina
Ph.D., Texas A&M International University

Hans Helbling (1996)

Associate professor of business
administration
B.A., Washington University
M.S., Southern Illinois University
Ph.D., Saint Louis University

Allison Henricks (2007)

Assistant professor of human environmental
sciences (family and consumer sciences)
Director of undergraduate family and
consumer sciences (FCS)
B.S., University of Missouri
M.S., University of Missouri–Kansas City
Ed.D., University of Missouri

Cheryl A. Houston (1997)

Professor of human environmental
sciences (dietetics)
Chairperson of department of human
environmental sciences
Director of dietetics program
B.S., Cornell University
M.S., R.D., Saint Louis University
Ph.D., Saint Louis University

Sarah Huisman (2007)

Assistant professor of human environmental
sciences (early childhood)
Director of early childhood program
B.S., Northern Arizona University
M.Ed., National University–San Diego
Ph.D., University of Missouri–St. Louis

Sharon Jackson (2000)

Instructor of behavioral sciences
Director of human services program
B.A., Fontbonne University
M.S.W., George Warren Brown at
Washington University in St. Louis
LCSW; BCD

Theresa Jeevanjee (2001)

Associate professor of computer science and
mathematics
Chairperson of department of
mathematics and computer science
B.S., University of Houston
M.A., Saint Louis University
Ph.D., Saint Louis University

Deanna Jent (1995)

Professor of performing arts
Director of theatre
B.F.A., Illinois Wesleyan University
Ph.D., Northwestern University

Joyce Starr Johnson (1995)

Interim vice president and dean for
academic affairs (2009–2010)
Associate professor of human environmental
sciences
B.S. Iowa State University
M.S. Iowa State University
Ph.D., University of Missouri

Margaret Jones (1998)

Instructor of communication disorders
and deaf education
B.A., Fontbonne University
M.S., Washington University in St. Louis

Henry Knickmeyer (1969)

Professor of art
Director of masters' programs in art/fine arts
B.F.A., Webster University
M.F.A., Southern Illinois University

Christine Krekow (2007)

Instructor of communication disorders
B.A., Northwestern University
M.S., Arizona State University

Susan T. Lenihan (1994)

Professor of communication disorders
and deaf education
Director of deaf education program
B.A., Fontbonne University
M.Ed., Trinity University
Ph.D., Saint Louis University

Richard G. Lewis (2001)

Associate professor of communication
disorders and deaf education
B.S., Clarion University
M.Ed., University of Pittsburgh
Ph.D., Northwestern University

Tim Liddy (1995)

Associate professor of fine arts
B.F.A., Center for Creative Studies, Detroit
M.F.A., Washington University in St. Louis

Jack Luzkow (2004)

Associate professor of history
Chairperson of department of history,
philosophy, and religion
B.A., Wayne State University
M.A., Saint Louis University
Ph.D., Saint Louis University

Yu (Jim) Ma (2000)

Assistant professor of computer science
B.S., Hefei University of Technology
M.S., University of Oklahoma
M.S., University of Missouri–St. Louis

Elizabeth Makovec (2003)

Affiliate instructor of biological and
physical sciences
B.S., Cardinal Newman College
M.S., University of Missouri–St. Louis

Linda Maurer (1999)

Associate professor of business
administration
Dean of the college of global business and
professional studies
B.S., Saint Louis University
J.D., Saint Louis University
CPA

Jaimette McCulley (1998)

Assistant professor of human environmental
sciences (dietetics)
A.S., Rend Lake College
B.S., Eastern Illinois University
M.S., R.D., Eastern Illinois University

Catharine E. Mennes (2009)

Assistant professor of behavioral sciences
Director of field education in social work
B.A. Webster University
M.S.W., George Warren Brown at
Washington University in St. Louis
Ph.D., George Warren Brown at
Washington University in St. Louis

Erin McNary (2009)

Assistant professor of sports management
B.S., University of Illinois–Urbana/
Champaign
M.A., Indiana University
Ph.D., Indiana University

Barbara Meyer (1980)

Associate professor of communication
disorders
Director of clinic
B.S., University of Missouri
M.A., Saint Louis University

Jasna Meyer (2008)

Associate professor of communication
B.A., Fontbonne University
M.A., University of Missouri
Ph.D., University of Missouri

Benjamin Moore (1994)

Associate professor of English
B.A., Furman University
M.A., University of Iowa
Ph.D., University of Iowa

Nancy Murphy (2004)

Instructor of communication disorders
B.S., Saint Louis University
M.S., Purdue University

Rogene Nelsen (1979)

Assistant professor of human environmental
sciences (fashion merchandising)
B.S., University of Nebraska
M.S., Louisiana State University

Laurel Newman (2006)

Assistant professor of psychology
Director of psychology program
B.A., Lindenwood University
M.A., Washington University in St. Louis
Ph.D., Washington University in St. Louis

M. Elizabeth Newton (1978)

Professor of mathematics and computer science
B.S., St. Bonaventure University
M.S., Saint Louis University
Ph.D., Saint Louis University

Heather Norton (2002)

Associate professor of communication
Chairperson of the department of English and communication
B.S., Manchester College
M.A., University of South Dakota
Ph.D., The Pennsylvania State University

Mary Beth Ohlms (2009)

Instructor of human environmental sciences (dietetics)
B.S., R.D., University of Missouri
M.Ed., University of Missouri–St. Louis

Stephenie Paine-Saunders (2004)

Assistant professor of biological and physical sciences
B.S., University of Wyoming
Ph.D., University of California–Berkeley

Deborah L. Phelps (1993)

Professor of sociology
B.A., Washington University in St. Louis
M.A., Yale University
M.Phil., Yale University
Ph.D., Yale University
C.C.S., Association for Applied Clinical Sociology
M.P.E., Washington University

Julie Portman (2004)

Technical services librarian
Assistant professor of interdisciplinary studies
B.A., Southeast Missouri State University
B.S., Southeast Missouri State University
M.A., University of Missouri

Jill Raitt (2008)

Professor of religion
The Sisters of St. Joseph of Carondelet
endowed chair in Catholic thought
B.A., San Francisco College for Women
M.A., San Francisco College for Women
M.A., Marquette University
M.A., University of Chicago
Ph.D., University of Chicago

Elizabeth Rayhel (1998)

Associate professor of biological and physical sciences
Chairperson of department of biological and physical sciences
B.A., University of Missouri
Ph.D., Indiana State University

Gale Rice (1984-91, 1999)

Professor of communication disorders and deaf education
Chairperson of department of communication disorders and deaf education
M.S., Bradley University
Ph.D., University of Missouri

Peggy Ridlen (2004)

Reference and instruction librarian
Assistant professor of interdisciplinary studies
B.S., Southwest Missouri State University
M.A., University of Missouri

Randall Rosenberg (2008)

Assistant professor of history, philosophy, and religion
B.A., Saint Louis University
M.A., Aquinas Institute of Theology
Ph.D., Boston College

Carmen Russell (2000)

Associate professor of communication disorders
B.A., Southwest Baptist University
M.S., University of Texas
Ph.D., University of Missouri

Rita Marie Schmitz, CSJ (1968)

Professor of education
B.A., Fontbonne University
M.S., Southern Illinois University–Carbondale
Ph.D., The Ohio State University

Gene Schwarting (1998)

Associate professor of education/ special education
B.A., Wayne State College
M.S., Creighton University
Ph.D., University of Nebraska

Rose Shapiro (2000)

Associate professor of English
Director of composition
B.A., University of Virginia
M.A., Washington University in St. Louis
Ph.D., Washington University in St. Louis

Lynne Shields (1981)

Professor of communication disorders
Director of master's program in speech-language pathology
B.S., University of Illinois
M.A., University of Tennessee
Ph.D., Washington University in St. Louis

Donald Shifter (1993)

Instructor of business administration
B.A., Queens College
M.S.R., New York University

Jason Sommer (1985)

Professor of English
Poet-in-residence
Director of honors program
B.A., Brandeis University
M.A., Stanford University
Ph.D., Saint Louis University

Suzanne Stoelting (2007)

Assistant professor of sociology
B.A., Southern Illinois University–Carbondale
M.A., Southern Illinois University–Carbondale
Ph.D., Southern Illinois University–Carbondale

Steven Stopke (1998)

Affiliate instructor of religion
B.S., University of Missouri
M.B.A., University of Missouri–St. Louis
M.A., Washington University in St. Louis

Michael Sullivan (1984)

Associate professor of performing arts
Lighting designer and technical director of theatre
B.S., Southeast Missouri State University
M.A., Saint Louis University
M.B.A., Fontbonne University

Corinne Taff (2000)

Assistant professor of American culture studies and interdisciplinary studies
Acting chairperson of department of interdisciplinary studies
B.A., Wittenberg University
M.F.A., Washington University in St. Louis
M.A., Saint Louis University

Jane Theissen (2004)

Reference and electronic resources librarian
Assistant professor of interdisciplinary studies
B.A., Saint Louis University
M.L.S., University of Missouri

David Thomasson (1991)

Associate professor of biological and physical sciences
B.S., Georgetown College
M.S., University of Tennessee School of Medicine
Ph.D., University of Louisville School of Medicine

Minh Truong (2007)

Assistant professor of biological and physical sciences
B.S., University of Missouri–St. Louis
M.S., University of Missouri–St. Louis
Ph.D., University of Missouri–Rolla

John Rex Van Almsick (1981)

Professor of social sciences (history and law)
B.A., Saint Louis University
Ph.D., Saint Louis University
J.D., Saint Louis University

Victor Wang (1991)

Professor of art
B.A., College of Education, Qiqihaer, PRC
B.F.A., The Lu Xun Academy of
Fine Arts, PRC
M.A., Fontbonne University
M.F.A., Fontbonne University

Daryl J. Wennemann (1996)

Associate professor of philosophy
B.A., Saint Louis University
M.A., Saint Louis University
Ph.D., Marquette University

Louise Wilkerson (2001)

Assistant professor of education
B.A., Harris Teachers College
M.S., Southern Illinois University–
Edwardsville

Vincent Willoughby (2008)

Affiliate instructor of English and
communications
B.A., University of Minnesota
M.A., University of Michigan
Ph.D., Saint Louis University

PROFESSORS EMERITI**Donald Paul Burgo**

History, Philosophy, and Religion (2008)

Margaret Camper, CSJ

English (1990)

Rosemary Connell, CSJ*

Biology (1990)

Janet S. Crites

Human Environmental Sciences/
Family and consumer sciences (2005)

William M. Friedman

Business Administration (2001)

Don Garner

Communication Arts (1985)

Mary Grace Heiner, CSJ

Chemistry (1973)

James Lorene Hogan, CSJ

Deaf Education (1994)

Marcella Holloway, CSJ*

English (1988)

Jeanne Manley

History (2004)

Marilyn Miller, CSJ*

Library (2001)

Mary Alfred Noble, CSJ*

Psychology (1976)

Alberta Anne Ruys, CSJ*

Library (1997)

Matilde Sonnino*

Foreign language (1990)

Stephanie Stueber, CSJ*

English (2005)

Rudolph Torrini

Art/artist in residence (1991)

Margaret Eugene Tucker, CSJ

Biology (1986)

Janie von Wolfseck

Speech–language pathology (2005)

**deceased*

PART-TIME FACULTY

Date denotes first appointment

Jennifer Agnew (2007)

Lecturer in English and communication
B.A., DePaul University
M.A., Saint Louis University
Ph.D., Saint Louis University

Larry Albus (2007)

Lecturer in OPTIONS
M.A., Saint Louis University.

Sarah Aldridge (2006)

Lecturer in business administration
B.S., University of Missouri
M.S., Saint Louis University

Julie Allman (1999)

Senior lecturer in biological and physical
sciences and OPTIONS
B.A., University of Missouri
M.S., Southern Illinois University

Michael Arnold (2006)

Lecturer in OPTIONS
B.B.A., Fontbonne University
M.B.A., Fontbonne University

Mary Archer (2002)

Senior lecturer in OPTIONS
M.A., University of Maryville

Edward Armstrong (1989)

Senior lecturer in business administration
B.A., Saint Louis University
J.D., University of Missouri
LL.M., Washington University in St. Louis

Fran Endicott Armstrong (1984)

Lecturer in mathematics
B.S., Fontbonne College
Ph.D., University of Pennsylvania

Harry Bahr (1998)

Senior lecturer in education/
special education
B.S., Washington University in St. Louis
M.S., University of Kansas
Ph.D., Saint Louis University

Deborah Baker (2009)

Lecturer in education/special education
B.A., The University of Michigan
M.A., Harvard University

Janet Baldwin (2008)

Lecturer in education/special education
B.S., Truman University
M.A., University of Missouri–St. Louis
Ed.D., Saint Louis University

Larissa Barber (2007)

Lecturer in psychology
B.A., University of Missouri–St. Louis
M.S.R., Saint Louis University

Kerry D. Borawski (2001)

Lecturer in business administration
B.S., Fontbonne University
M.S., Saint Louis University

Deborah Barron (2006)

Lecturer in OPTIONS
M.A., Webster University

Cheryl Bearden (2007)

Lecturer in OPTIONS
M.B.A., Fontbonne University

Laura Beaver (2008)

Lecturer in human services
B.S.W., Baylor University
M.S.W., Washington University in St. Louis

JoAnn Bingel (1999)

Senior lecturer in business administration
B.A., Webster University
M.A., Webster University

Krista Jenkins Black (2007)

Lecturer in sociology
B.A., University of Minnesota
M.A., University of Pennsylvania

Jean Blackburn (2003)

Lecturer in OPTIONS
B.S., University of Missouri–St. Louis
M.A., Saint Louis University

Jerry Bladdick (2002)

Associate vice president for adult and continuing education
Lecturer of gerontology
B.S., Southeast Missouri State University
M.S., Lindenwood University

Chris M. Blair (2001)

Lecturer in OPTIONS
B.S., University of Missouri–Rolla
M.B.A., Fontbonne University

Kelly Boehmer (2002)

Senior lecturer in computer science
B.S., Ed., Southeast Missouri State University
M.S., Fontbonne University

Mollie Bolton (2004)

Senior lecturer in education/special education
M.S., Truman University

Heather Bond (2008)

Lecturer in human services
B.A., Hannibal LaGrange College
M.S.W., University of Missouri–St. Louis

John Bookstaver (2004)

Lecturer in biological and physical sciences
B.A., University of Missouri–St. Louis
Ph.D., Washington University in St. Louis

David M. Borgmeyer (2005)

Lecturer in English and communication
B.A., Trinity University
M.A., University of Southern California–Los Angeles
Ph.D., University of Southern California–Los Angeles

Kara N. Boyd (2005)

Lecturer in OPTIONS
B.S., Southern Illinois University–Edwardsville
M.A., Southern Illinois University–Edwardsville
M.B.A., Webster University

Nicholas R. Brockmeyer (2006)

Lecturer in OPTIONS
B.S., Southeast Missouri State University
J.D., Saint Louis University

Cheryl Broekelmann (2002)

Lecturer in communication disorders and deaf education
B.A., Fontbonne University
M.A., Fontbonne University

Jackie Brotske (2008)

Senior lecturer in education/special education
B.S., University of Wisconsin–Milwaukee
M.A., Saint Louis University

Nancy Brownfield (1994)

Lecturer in communication studies
B.A., University of Rochester
M.A., Southern Illinois University

Henry Brownlee (2007)

Lecturer in OPTIONS
Ph.D., Saint Louis University

Theresa Counts Burke (2007)

Lecturer in OPTIONS
B.A., Southern Illinois University–Edwardsville
J.D., Saint Louis University

Timothy Burke (2000)

Senior lecturer in OPTIONS
B.A., Webster University
M.A., Webster University

Lisa Burks (2007)

Lecturer in education/special education
B.A., Avila University
M.Ed., University of Missouri–St. Louis

Susan Burney (2000)

Senior lecturer in education/special education
B.A., Texas Christian University
M.A., University of Missouri–St. Louis

Stephanie Calcari (1999)

Senior lecturer in education/special education
B.A., Millikin University
M.S., Southern Illinois University–Edwardsville

Leslie Caldwell (2004)

Lecturer in education/special education
M.S., Southern Illinois University–Edwardsville

Jacinta (Jessie) Cargas (2007)

Lecturer in OPTIONS
B.A., Webster University
M.A.T., Webster University

Mario Carlos (2005)

Lecturer in fine arts
A.F.A., St. Louis Community College at Forest Park
B.F.A., Fontbonne University
M.A., Fontbonne University
M.F.A., Fontbonne University

John Carnasiotis (1997)

Senior lecturer in OPTIONS
B.A., University of Missouri
J.D., University of Missouri–Kansas City

Joyce Armstrong Carroll (2008)

Lecturer in education/special education
B.S., Georgian Court College
M.A., Hardin-Simmons University
Ed.D., Rutgers University

Cipriano Casado (2006)

Lecturer in OPTIONS/sports & entertainment management
B.A., Universidad Nacional de Rosario–Argentina
M.A., Washington University in St. Louis

Kyla Chambers (2008)

Lecturer in OPTIONS
B.A., Kansas State University
M.S., Friends University

Edgar Chard (2002)

Lecturer in education/special education
A.B., Harris-Stowe State University
M.S., Southern Illinois University–Edwardsville

Louis Chavez (1997)

Senior lecturer in OPTIONS
B.A., Oklahoma Baptist University
M.B.A., Lindenwood University

Sean Christy (2004)

Lecturer in OPTIONS
B.S., Central Missouri State University
M.A., Webster University

Donna Church (2001)

Lecturer in English
B.A., Midwestern State University
M.A., Midwestern State University

Aaron Cobb (2007)

Lecturer in philosophy and religion
B.A., Greenville College
M.A., Western Michigan University

Yvonne Cole (2004)

Senior lecturer in biological and
physical sciences
B.S., Saint Louis University
M.S., Saint Louis University

Cynthia Coleman (2000)

Senior lecturer in computer science
B.S., Fontbonne University
M.S., Webster University

Judith Collins (2004)

Lecturer in OPTIONS
B.A., Lindenwood University
M.S., Lindenwood University
Ph.D., Saint Louis University

Barbara Costa (1998)

Senior lecturer in business administration
and OPTIONS
B.S., National-Louis University
M.S.M.L., National-Louis University
M.H.R.D., National-Louis University

John Covelli (2003)

Senior lecturer in OPTIONS
B.A., Webster University
M.S., Webster University

Scott Cramer (2006)

Lecturer in OPTIONS
B.B.A., Fontbonne University
M.B.A., Fontbonne University

Allison Creighton (2006)

Lecturer in English and communication
B.A., Webster University
M.F.A., University of Missouri–St. Louis

Cynthia Critchfield (2006)

Lecturer in OPTIONS
B.A., University of Missouri
M.A., University of Missouri–St. Louis

Joseph Cunningham (2006)

Lecturer in religion and philosophy
B.A., Greenville College
M.A., Aquinas Institute of Theology

Cecilia Curtis (2007)

Lecturer in OPTIONS
B.A., University of Missouri–St. Louis
M.B.A., University of Missouri–St. Louis

William Stewart Dahlberg (2007)

Lecturer in OPTIONS
M.I.B., Saint Louis University

Mary Daniels (2003)

Senior lecturer in communication
disorders and deaf education
B.A., Fontbonne University
M.A., Maryville University

Nigel Darvell (2008)

Lecturer in human services
B.A., University of Kent, Canterbury
England
M.S.W., Washington University in St. Louis
ACSW, LCSW

Renee Davidson (2007)

Lecturer in human services
B.A., Illinois Wesleyan University
M.S.W., Saint Louis University

Tom Davis (2004)

Lecturer in OPTIONS
B.S., Lindenwood University
M.B.A., Lindenwood University

Cheryl Davis (1993)

Senior lecturer in computer education
B.S., Southeast Missouri State University
M.A., Lesley College

N. Lee DeLaet (2009)

Director of academic advising
Lecturer in interdisciplinary studies
B.A., Purdue University
M.Ed., Louisiana State University

Carol W. Dillon (1993)

Personnel and career counselor
Senior lecturer in interdisciplinary studies
and OPTIONS
B.S., Lindenwood University
M.A., Lindenwood University
LPC, Missouri

Amy Dismuke (2007)

Lecturer in human environmental sciences
B.A., Fontbonne University
M.A., Fontbonne University

Dave Dixon (1996)

Senior lecturer in OPTIONS
B.S., University of Missouri
M.S., Purdue University
Ph.D., Purdue University

Phillip R. Donato, Jr. (2006)

Lecturer in OPTIONS
B.A., Saint Louis University
J.D., Saint Louis University
M.S., Southern Illinois University–
Edwardsville

Paul Michael Donatt (2005)

Senior Lecturer in OPTIONS
J.D., Saint Louis University

Frank Donlon (2008)

Lecturer in OPTIONS
B.A., University of Notre Dame
M.A., University of Connecticut

Thomas Duda (1998)

Lecturer in business administration
B.A., B.S., Rockhurst College
J.D., Saint Louis University School of Law

Benedict J. Dumonceaux (2007)

Lecturer in OPTIONS
B.S., St. John's University
M.S., University of Southern California

Kevin Eiler (2006)

Lecturer in OPTIONS
B.A., Marquette University
M.A., Gonzaga University

Andrew Erickson (2005)

Lecturer in fine arts
B.F.A., Washington University in St. Louis
M.F.A., Fontbonne University

Walter Eschmann (2008)

Lecturer in OPTIONS
M.B.A., Fontbonne University

Belinda Farrington (2009)

Lecturer in OPTIONS
M.A., Webster University

Felix Ferrise (2008)

Lecturer in OPTIONS
M.B.A., Lindenwood University

Margaret Fetter (2004)

Lecturer in fine arts
B.F.A., Winthrop College
M.F.A., Washington University in St. Louis

Albert F. Fillenwarth (2005)

Lecturer in OPTIONS
B.S., The Ohio State University
M.B.A., The Ohio State University

Dorris Finnegan (2005)

Lecturer in business administration
B.S., Fontbonne University
M.S., Fontbonne University

Donald Fitz (2008)

Lecturer in psychology
B.A., University of Oregon
Ph.D., University of Texas–Austin

Pamela Ford (2000)

Senior lecturer in education/
special education
B.A., Lindenwood University
M.A., Lindenwood University
Ed.D., Saint Louis University

Bruce Forster (2005)

Lecturer in OPTIONS
B.S., University of San Diego
M.S., Saint Louis University

William Foster (1982)

Director of adjunct faculty for business
administration
Lecturer in business administration
B.S., Central Missouri State University
M.S., Central Missouri State University
M.B.A., Fontbonne University

Marti Fowler (2005)

Lecturer in fine arts
B.A., Southern Illinois University–
Edwardsville
M.A., Southern Illinois University–
Edwardsville

Nancy Frailey (2006)

Lecturer in education/special education
B.A., Missouri Baptist University
M.S., Southern Illinois University

Troye Frank (2006)

Lecturer in OPTIONS
B.A., Michigan State University
M.S., United States Sports Academy

Gerald Funk (2002)

Senior lecturer in OPTIONS
B.S., University of Missouri
B.A., University of Missouri
M.A.R.D., Webster University

Donald Furjes (2000)

Senior lecturer in education/special
education
B.S., University of Missouri–St. Louis
M.A., Lindenwood University
Ph.D., Saint Louis University

Francie Futterman (1998)

Lecturer in OPTIONS
B.A., Drake University
M.A., Webster University

Jon Gergeceff (2008)

Lecturer in human services
B.S., Maryville University
M.A., Webster University

Maureen Gibson (2007)

Lecturer in communication studies and
OPTIONS
B.A., Fontbonne University
M.A., Saint Louis University

D. Christopher Gill (1999)

Director of student development
Lecturer in interdisciplinary studies
B.S., University of Evansville
M.A., Bowling Green State University

Mark Gilligan (2007)

Instructor of mathematics and
computer science
B.A., Saint Louis University
M.A., Webster University
M.A., Saint Louis University
Ph.D., Saint Louis University

Elizabeth Glaser (2007)

Lecturer for OPTIONS
B.A., Fontbonne University
M.S., Capella University

Lynn Goldstein (2004)

Lecturer in history, philosophy, and religion
B.A., Columbia University
M.A.H.L., Hebrew Union College
Rabbinic Ordination, Hebrew Union
College

Cathy Goldsticker (2001)

Lecturer in business administration
B.B.A., University of Wisconsin
M.S.T., Fontbonne University

Sharon Gotter (1997)

Senior lecturer in OPTIONS
B.S., Southern Illinois University
M.M.R., Southern Illinois University

Anya Gray-Franklin (2002)

Senior lecturer in mathematics and
computer science
B.S., Harris-Stowe State University
M.S., Fontbonne University

Charles Grbcich (2004)

Lecturer in OPTIONS
M.B.A., Washington University in St. Louis

Ryan Grohmann (2006)

Lecturer in OPTIONS
B.S., University of Missouri–Rolla
M.B.A., Fontbonne University

Richard Grawer (2005)

Lecturer in business administration
B.S., Rockhurst College
M.S., Saint Louis University

Kerri Gwinn-Harris (2005)

Lecturer in business administration
B.S., Fontbonne University
M.A., University of North Carolina
M.M., Fontbonne University

Alexandra Gwydir (2004)

Lecturer in education/special education
B.A., Harris-Stowe State University
M.S., Southern Illinois University–
Edwardsville

Rick Gwydir (1999)

Lecturer in education/special education
Certification coordinator
B.S., University of Missouri–St. Louis
M.Ed., University of Missouri–St. Louis

Oliver L. Hagan (2006)

Lecturer in OPTIONS
B.A., Baldwin-Wallace College
M.S., Baylor University
A.B.D., Webster University

Valerie Hahn (2003)

Lecturer in English
B.A., Fontbonne University

Pamela Haldeman (2003)

Lecturer in behavioral sciences
B.A., Mount St. Mary's College–Los Angeles
M.A., University of Southern California
Ph.D., University of Southern California

Laura Hamlett (2008)

Lecturer in OPTIONS
B.A., Webster University
M.F.A., University of Missouri–St. Louis

Michelle Hand (2005)

Lecturer in fine arts
B.A., Washington University in St. Louis
M.A., Washington University in St. Louis

John Hangsleben (1997)

Senior lecturer in OPTIONS
B.A., Southern Illinois University
M.P.A., Southern Illinois University

Sheila Hansen (2003)

Lecturer in communication disorders
and deaf education
B.S., University of Iowa
M.A., Northeast Missouri State University

Sondi Harris (2002)

Senior lecturer of computer science
B.A., Webster University
M.B.A., Fontbonne University

Charles A. Helbling (2003)

Lecturer in sports management
Administrator for business administration
B.A., St. Olaf College
M.A.T., Washington University in St. Louis

Kristine C. Helbling (2005)

Lecturer in OPTIONS
B.A., Middlebury College
M.A.T., Washington University in St. Louis
M.L.S., University of Missouri

Laura Hemmer (2005)

Lecturer in OPTIONS
M.A., Lindenwood University

Jeffrey Henderson (2006)

Lecturer in biological and physical sciences
B.S., University of Missouri–St. Louis
M.A.T., Webster University

J. Todd Hennessy (2007)

Lecturer in behavioral sciences
B.A., University of Colorado–Boulder
M.A., Southern Illinois University–
Edwardsville

Kimberly Hessler (2001)

Lecturer in human environmental
sciences (dietetics)
B.S., Fontbonne University
M.S., R.D., Saint Louis University

Carla T. Hickman (1986)

Director of residential life
Lecturer in interdisciplinary studies
B.S., Murray State University
M.B.A., Fontbonne University

Craig Higgins (2004)

Lecturer in OPTIONS
B.S., University of Missouri
J.D., M.A., Drake University

Robert Hipp (2005)

Lecturer in OPTIONS
B.S., University of Missouri
M.S., Washington University in St. Louis

Diane Hirson (2004)

Lecturer in communication studies
B.A., Northeast Louisiana University
M.A., Northeast Louisiana University

Mark Hite (2005)

Lecturer in business administration
B.A., Harvard University
M.B.A., Washington University in St. Louis

Janet Hochstein (1999)

Senior lecturer in education/special
education
B.S., Harris Teachers' College
M.Ed., University of Missouri–St. Louis
Ed.S., Saint Louis University
Ed.D., Saint Louis University

Dan Holder (1999)

Lecturer in fine arts
B.F.A., Blackburn College
M.F.A., Southern Illinois University–
Edwardsville

Leslie Holt (2005)

Lecturer in fine arts
B.F.A., Washington University in St. Louis
M.F.A., Washington State University

Michelle Hoover (2006)

Lecturer in human environmental sciences
M.A., Webster University

Tom Hoth (2007)

Lecturer in OPTIONS
B.S., Washington University
M.B.A., Fontbonne University

Angela Huesgen (2004)

Senior lecturer in education/special
education
B.S., Fontbonne University
M.A., Lindenwood University

Jeremy Huggins (2006)

Lecturer in OPTIONS
B.A., Mississippi State University
M. Div., Covenant Theological Seminary
M.F.A., Eastern Washington University

Arthur Hunborg (1997)

Director of off-campus sites–OPTIONS
Lecturer in OPTIONS
B.A., Western Illinois University
M.S., Illinois State University

George Hunt (1998)

Lecturer in business administration
M.A., Webster University

Jessica Hylton (2007)

Lecturer in OPTIONS
B.A., Fontbonne University
M.A., Webster University

Rachel Idol (2006)

Lecturer in biological and physical sciences
B.S., Kansas State University
Ph.D., Texas A&M University

Ruth Irvine (2000)

Lecturer in education/special education
Assistant director, graduate education and
coordinator of unit assessment
B.S., Southwest Missouri State University
M.A., Washington University
Ed.D., Southern Illinois University

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Lecturer in OPTIONS
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Christine Klutenkamper (2004)

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M.S., Fontbonne University

Larry Knickman (1999)

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M.B.A., Southern Illinois University
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M.Ed., University of Missouri–St. Louis

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Lecturer in education/special education
B.A., Quincy University
M.A., Saint Louis University
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Lecturer in OPTIONS
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Lecturer in business administration
B.S., Creighton University
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Lecturer in computer education
B.A., Stonehill College
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B.S., Saint Louis University
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Senior lecturer in history, philosophy,
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B.A., Mary Manse College
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Michael Marzano (2003)

Lecturer in business administration
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Senior lecturer in business administration
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Todd Richardson (2008)

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Cordell Schulten (2005)

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Internship–Illinois

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