

Fontbonne University

Undergraduate & Graduate Catalog 2016-2018

**A Catholic University founded by the
Sisters of St. Joseph of Carondelet, St. Louis Province**

**6800 Wydown Boulevard
St. Louis, Missouri 63105-3098
314-682-3456
[www. fontbonne.edu](http://www.fontbonne.edu)**

NOTICE OF NON-DISCRIMINATION

Fontbonne University does not discriminate on the basis of race, color, religion, age, sex, gender identity, sexual orientation, national origin, disability, genetic information, or any other characteristic protected by applicable law in employment or in the administration of its educational policies, admission policies, educational programs, scholarship and loan programs, or athletic and other programs and activities. 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 that person's rights under any law that forbids discrimination.

The Fontbonne University coordinators for Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, Titles VI and VII of the Civil Rights Act of 1964 and other laws and regulations prohibiting discrimination are:

Vice President for Finance and Administration
Fontbonne University
6800 Wydown Boulevard
St. Louis, MO 63105
Phone: (314) 719-8017
Fax: (314) 719-8023

Director of Academic Services
Fontbonne University
6800 Wydown Blvd.
St. Louis, MO 63105
Phone: (314) 719-3627
Fax: (314) 719-3614

Questions about this non-discrimination policy and any complaints of discrimination shall be directed to either of these coordinators.

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 law that protects the privacy of student education records. It applies to all schools that receive funds from the United States Department of Education. Education records are records that contain information directly related to a student and that are maintained by an educational agency or institution or by a party acting for the agency or institution. Education records do not include private notes, law enforcement records, medical and counseling records, employment records, or alumni records.

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 office of the registrar. This form must be turned in to the registrar's office 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: <https://www.fontbonne.edu/academics/academic-resources/registrar/>

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.

LETTER FROM THE PRESIDENT



Dear Student,

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

You have made a major decision by choosing to attend Fontbonne and earn your post-secondary degree. Actually, it is even more than a major decision; it's a life-changing decision because you will be in the constant quest for truth, knowledge and wisdom. Your essential being will be transformed by not only learning how to make a living but also learning how to live a life, which is ultimately more important.

I encourage you to take full advantage of all of your campus-based opportunities be they academic, spiritual, interpersonal, recreational or developmental in nature. Use your time wisely and benefit from our values of excellence, integrity, respect, diversity, community, justice, service, faith and Catholic identity.

Here at Fontbonne, you will engage in an educational environment that can be summed up as values-based and student-centered with a philosophy of Learn More. Be More, which encourages you to utilize your gifts and talents to the fullest possible level.

Rest assured that you have chosen wisely and, once again, welcome to Fontbonne.

Sincerely,

A handwritten signature in black ink, appearing to read 'J. Michael Pressimone', with a stylized flourish at the end.

J. Michael Pressimone
President

ACCREDITATION

Fontbonne University is accredited by:

THE HIGHER LEARNING COMMISSION

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

Individual Programs in the Eckelkamp College of Global Business and Professional Studies are accredited by **The Accreditation Council for Business Schools and Programs (ACBSP)**

11520 West 119th Street
Overland Park, KS 66213
919.339.9356

Bachelor of Science in Accounting
Bachelor of Science in Business Administration
Bachelor of Science in Human Resource Management
Bachelor of Science in Marketing
Bachelor of Science in Sports Management
Master of Business Administration
Master of Management and Leadership
Master of Science in Accounting
Master of Science in Supply Chain Management

The Fontbonne University Didactic Program in Dietetics (DPD) is accredited by: **The Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics**

120 South Riverside Plaza Drive
Suite 2000
Chicago, Illinois 60606-6995
800-877-1600 x 5400
<http://www.eatright.org/ACEND>

The Social Work Program is accredited by:
The Council on Social Work Education

1701 Duke Street
Suite 200
Alexandria, VA 22314
1.703.683.8080

The Fontbonne University Educator Preparation Program (EPP) is accredited by: **The Missouri Department of Elementary and Secondary Education (DESE)**

205 Jefferson Street
Jefferson City, Missouri 65102-0480
573.751.4212
www.dese.mo.gov

The Council for the Accreditation of Educator Preparation (CAEP)

[formerly The National Council for Accreditation of Teacher Education (NCATE)]

2010 Massachusetts Avenue, NW
Suite 500
Washington, DC 20036-1023
202.223.0077
www.caepnet.org

This accreditation covers initial teacher preparation programs and advanced educator preparation programs. CAEP is recognized 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 Association (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

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ACADEMIC CALENDARS

Fall 2016 Academic Calendar

<u>Date</u>	<u>Event</u>
August 11	Final Registration
August 15	Full Semester Courses Begin
August 15-20	1st 8 Week Courses Begin
August 24	Convocation Day
September 2-5	Labor Day Weekend; No Classes Meet; Campus closed
October 4-10	1st 8 Week Courses End
October 7	Mid-Semester
October 10-11	Fall Break; Evening 8 Week Classes Meet; Day and Full-Semester Evening Classes do NOT meet
October 14	1st 8 Week Grades Due
October 12-18	2nd 8 Week Courses Begin
October 31-November 4	Pre-Registration Week
November 7-11	Early Registration Week
November 23-25	Thanksgiving Break; No classes meet; Campus closed
December 2	Last Class day for day courses
December 5-10	2nd 8 Week Courses End
December 5-8	Final Exams
December 12	All Fall Grades Due
December 16	Degree Conferral Date

Spring 2017 Academic Calendar

<u>Date</u>	<u>Event</u>
January 5	Final Registration
January 9	Full Semester Courses Begin
January 9-14	1st 8 Week Courses Begin
January 16	Martin Luther King Jr. Day; No classes meet; Campus Closed
February 28-March 6	1st 8 Week Courses End
March 1	Ash Wednesday
March 3	Mid-Semester
March 10	1st 8 Week Grades Due
March 9-15	2nd 8 Week Courses Begin
March 20-24	Spring Break; Evening 8-week classes meet; Day and full-semester evening courses do not meet
March 27-31	Pre-Registration Week
April 3-7	Early Registration Week
April 7	Fontbonne Day
April 13-14	Easter Break; No classes meet
April 17	Easter Monday; All evening courses meet; Day courses do not meet; Campus closed
April 28	Honors Convocation
April 28	Last day for Day Courses
May 1-6	2nd 8 Week Courses End
May 1-4	Final Exams
May 8	Commencement (subject to change)
May 9	All Spring Grades Due

Summer 2017 Academic Calendar

<u>Date</u>	<u>Event</u>
May 15	2-Week Intersession Begins
May 26	2-Week Intersession Ends
May 29	Memorial Day; No classes meet; campus closed
May 30	Intersession Grades Due
June 5-10	8-Week Session Begins
June 5	1st 4-Week Session Begins
June 19	6-week Session Begins
June 30	1st 4-Week Session Ends
July 3	2nd 4-Week Session Begins
July 4	Independence Day; No classes meet; Campus closed
July 7	1st 4-Week Grades Due
July 24-28	8-Week Session Ends
July 28	6-Week Session Ends
July 28	2nd 4-Week Session Ends
August 1	All Summer Grades Due

Fall 2017 Academic Calendar

<u>Date</u>	<u>Event</u>
August 17	Final Registration
August 21	Full Semester Courses Begin
August 21-26	1st 8 Week Courses Begin
August 30	Convocation Day
September 1-4	Labor Day Weekend; No classes meet; Campus closed
October 10-16	1st 8 Week Courses End
October 13	Mid-Semester
October 16-17	Fall Break; Evening 8-week classes meet; Day and full-semester evening courses do not meet
October 20	1st 8 Week Grades Due
October 18-24	2nd 8 Week Courses Begin
October 30-November 3	Pre-Registration Week
November 6-10	Early Registration Week
November 22-25	Thanksgiving Break; No classes meet; Campus closed
December 11-16	2nd 8 Week Courses End
December 11-14	Final Exams
December 18	All Fall Grades Due
December 22	Degree Conferral Date

Spring 2018 Academic Calendar

<u>Date</u>	<u>Event</u>
January 4	Final Registration
January 8	Full Semester Courses Begin
January 8-13	1st 8 Week Courses Begin
January 15	Martin Luther King Jr. Day; No classes meet; Campus closed
February 14	Ash Wednesday
February 27-March 5	1st 8 Week Courses End
March 2	Mid-Semester
March 9	1st 8 Week Grades Due
March 12-17	2nd 8 Week Courses Begin
March 26-30	Spring Break; Evening 8-week classes meet; Day and full-semester evening courses do not meet
April 2	Easter Monday; All evening classes meet; Day classes do not meet; Campus closed during day
April 3-6	Pre-Registration Week
April 9-13	Early Registration Week
April 13	Fontbonne Day
April 27	Honors Convocation
April 30-May 5	2nd 8 Week Courses End
April 30-May 3	Final Exams
May 7	Commencement (subject to change)
May 8	All Spring Grades Due

About Fontbonne University

MISSION

Fontbonne University, a Catholic institution sponsored by the Sisters of St. Joseph of Carondelet, is committed to the common good through the daily pursuit of transformative education, inspiring students to become global citizens who think critically, act ethically and serve responsibly.

VISION

Fontbonne University aspires to be a preferred destination, committed to providing a holistic learning experience rooted in excellence, for those seeing to be educated as leaders to serve a world in need and for those dedicated to educating them.

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

The Fontbonne core documents may be viewed at:
<https://www.fontbonne.edu/about/fontbonne-mission/> and
the diversity statement at:
<http://www.fontbonne.edu/studentlife/servicediversitysocialjustice/diversity/diversitystatement/>.

AN INSTITUTION OF HIGHER LEARNING

PAST AND PRESENT

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 members. 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 programs in traditional and accelerated formats for both traditional-age and adult students. Fontbonne College officially became Fontbonne University on March 14, 2002.

In 2007 Fontbonne was approved to offer its first online master's degree program. Fontbonne University has continued to experience significant changes, such as the development of a computer commons on the first floor of the library (recently named the Jack C. Taylor Library), the addition to the curriculum of a theme-oriented dedicated semester each fall, the creation of a center for excellence in teaching and learning (CETL), the addition of the social work department, the beginning of restructuring of the university into three colleges, including the Eckelkamp College of Global Business and Professional Studies and the College of Education and Allied Health Professions, and the creation of new majors, minors, concentrations, and certificates at the undergraduate and graduate levels, including online degree programs.

The 2011 renovated science building, now Anheuser-Busch Hall, houses the first of the three colleges, the Bonnie and L.B. Eckelkamp College of Global Business and Professional Studies, the department of biological and physical sciences, the department of family and consumer sciences, the Monsanto greenhouse, and a student lounge.

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, an off-campus site in Brentwood houses student art studios and theatre rehearsal space.

A LEARNING ENVIRONMENT

Fontbonne University is a vibrant academic community dedicated to a holistic education for all students. 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.

First-time, transfer, and adult learners all have a home at Fontbonne. The University offers dozens of undergraduate degree programs in face-to-face settings, and graduate degree programs in both face-to-face settings and online.

The evening programs attract students who are interested in completing their degrees through accelerated formats. 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 are available during the academic year, for the summer, and over spring break. Service learning trips are scheduled at both national and international sites. Practicum and internship experiences are a part of many academic programs. Students have the opportunity to participate in groundbreaking research, help to set up language screening programs in Central America, work in classrooms in England, and participate in experiential learning at sites throughout the metropolitan area.

The main campus, in the heart of Clayton, is in close proximity to many cultural and business venues that contribute to out-of-classroom learning. The zoo and museums of Forest Park, the business community of

downtown St. Louis, the county government center of Clayton, nearby concert locales, educational and health care institutions, and non-profit organizations play a vital role in a Fontbonne education.

ACADEMIC CONVOCATION

At the beginning of the academic year students, faculty, staff, and administrators gather to recognize, celebrate, and strengthen our identity as a Catholic institution of higher education and to focus the charism of the Sisters of St. Joseph into one mission/vision: educating leaders to serve a world in need. The celebratory daytime event and a corresponding event for evening students include a keynote speaker, a commissioning ceremony, and the bestowing of stoles and pins on students; students attending for the first time receive a stole and returning students receive a pin representative of the university.

DEDICATED SEMESTER

Fontbonne University is proud to offer a unique learning opportunity each fall semester. The Dedicated Semester is a collaborative venture that includes coursework, guest speakers, special events, and co-curricular opportunities that focus on a single theme. Beginning in 2007, topics have included: Judaism and its Cultures (2007); the U.N. Millennium Development Goals (2008); Immigrant Experiences (2009), Happiness: Traditions and Tensions (2010); The Disability Experience: Quest for Empowerment (2011); Foodology: The Culture, Economics and Science of Food (2012), Sustainability: Small Steps, Giant Leaps (2013); Civil Rights: Then and Now (2014); and The Future (2015). Security, Privacy, and Freedom will occur in 2016 and We, Myself, and Why: Exploring Identity in 2017. Faculty, staff, and students with special interests are encouraged to develop proposals for future dedicated semesters.

JACK C. TAYLOR LIBRARY

The Jack C. Taylor Library provides materials and resources to support research, instructional assistance that complements the curriculum, and attractive and comfortable spaces for reading and research. Library resources concentrate on student learning and faculty teaching.

The Jack C. Taylor Library subscribes to hundreds of journals and magazines and several newspapers of local and national interest in paper format. Over 65,000 unique journal titles are available in full text through the library's many subscription databases, including JSTOR, Business Source, Academic Source, and PsycARTICLES. Over 90,000 items are available in the library, including books, audiovisual materials, curriculum resources, and juvenile collections. These resources are supplemented by more than 220,000 electronic books, streaming videos, and online reference resources. 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 the course LIB 199 Information Literacy in Higher Education for credit and provide library instruction sessions upon request. Librarians are actively involved in demonstrating the use of library resources and research strategies to both groups and individuals.

The Information Commons area includes 46 student-access computers, printing and scanning capabilities, and assistance in using the equipment. Laptops and tablets can be checked out for use in the library. All library computers offer access to subscription databases, the Internet, and Microsoft Office software. The library also houses individual and group study rooms and tables, meeting rooms, and lounge areas.

CENTER FOR EXCELLENCE IN TEACHING AND LEARNING

Fontbonne University is committed to academic and educational excellence. In order to uphold such a commitment, it is imperative that our faculty members are aware and stay well-informed of the best practices in higher education. The Center for Excellence in Teaching and Learning seeks to foster an academic community where student learning and effective teaching are valued, and provides programs and resources to faculty on the latest pedagogical strategies.

KINKEL CENTER FOR ACADEMIC RESOURCES

The Kinkel Center for Academic Resources is located on the second floor of the Jack C. Taylor Library. Open seven days a week, the Center provides academic support for all Fontbonne University students through academic tutoring, coaching on academic matters, workshops, placement testing and disability support services. The tutoring service is provided by specialists with advanced degrees in the following subject areas: Writing, Mathematics and Business. Peer and graduate-level tutors are available in other subjects. Tutoring is provided at no cost to the Fontbonne student. For more information about the services in the Kinkel Center, please contact the Kinkel Center staff at 314-889-4571 or view its website at <https://www.fontbonne.edu/academics/academic-resources/kinkel-center-for-academic-resources/>

Charles Jeffers Glik Testing Center

Dedicated in 2007, the Charles Jeffers Glik Testing Center, located in the Kinkel Center, provides out of class testing opportunities for students who have made the proper arrangements, and placement testing for incoming students.

Americans with Disabilities Act (ADA)

Fontbonne University offers academic accommodations to students with documented disabilities. Any Fontbonne student is eligible for academic accommodations if:

- The student self-identifies that he/she has a documented disability and needs an academic accommodation.
- The student submits a request for an academic accommodation to the Director of the Kinkel Center for Academic Resources, along with any supporting documentation as soon as reasonably possible; and

- The student provides reasonable, appropriate, and verifiable supporting documentation of the documented disability at the time of the request for an academic accommodation or within 30 days after the request, unless extenuating circumstances exist.

For requests or inquiries regarding other accommodations, including auxiliary aids or services, or modifications of policies or procedures to participate in a program, service, or activity, or the existence and location of services, activities and facilities that are accessible to and usable by individuals with disabilities, please contact the Section 504/ADA Coordinator at 314-719-3627.

The booklet, *Access to Education at Fontbonne University, Academic Accommodations for Students with Disabilities*, is available upon request from the Kinkel Center.

PROGRAMS OFFERED

BACHELOR'S DEGREES:

Bachelor of Arts (BA)
Bachelor of Fine Arts (BFA)
Bachelor of Science (BS)
Bachelor of Social Work (BSW)

UNDERGRADUATE MAJORS:

Accounting (BS)
Applied behavioral sciences
Applied design (BFA)
Applied mathematics (BS)
Art* (BA)
Bioinformatics (BS)
Biology (BS)
Biology for secondary education* (BS)
Business administration (BS)
Communication studies (BA)
Computer science (BS)
Cyber security (BS)
Deaf education* (BA)
Dietetics (BS)
Early childhood* (BS)
Elementary education* (BA)
English for secondary certification (BA)
Fashion merchandising (BS)
Figurative Studies (BFA)
Fine arts* (BFA)
General Studies: Disciplinary Emphasis
Global studies (BA)
Health education and promotion (BS)
Healthcare management (BS)
History* (BA)
Human resource management (BS)
Human services (BA)
Literary studies (BA)
Management information systems (BS)
Management and leadership (BS)
Marketing (BS)
Mathematics for secondary education* (BS)
Medical Laboratory Science (BS)
Middle school education* (BA)
Performing arts* (BA)
Professional writing (BA)
Psychology (BS)
Religious studies (BA)
Social science/pre-law (BA)
Social work (BSW)

Special education* (BS)
Speech-language pathology (BS)
Sports management (BS)
Strategic communication (BA)
University major (BA or BS)

* These majors may be accompanied by a teacher education certification. See the section titled Teacher Certification at Fontbonne University in this catalog for full information.

DUAL DEGREE PROGRAMS:

Engineering (*see biology or applied mathematics major*)
Occupational Therapy (*see biology or psychology major*)
Chiropractic (*see Biology*)
Social Work (*See Social Work*)

UNDERGRADUATE MINORS:

African American studies
American culture studies
Applied design
Applied mathematics
Art history
Bioinformatics
Biology
Business administration
Chemistry
Communication
Computer science
Cybersecurity
English
Environmental studies
Food management
Global studies
History
Human services
Literary studies
Management information systems
Marketing
Performing arts
Professional writing
Psychology
Religious studies

Social entrepreneurship
Speech-language pathology
Social work
Sociology
Sports management
Strategic communication
Transportation
Women's and gender studies
University minor

CONCENTRATIONS

See each academic department for related concentrations.

CERTIFICATE PROGRAMS FOR UNDERGRADUATES:

Administration & Economic Development
Case Management
Cybersecurity
Expressive Arts & Integrated Therapies
Gerontology
Health & Mental Health Case Management
One Health
Social Entrepreneurship
Speech Language Pathology Assistant
Website development

TEACHER CERTIFICATION: UNDERGRADUATE PROGRAMS

Full information on teacher certification for both the undergraduate and the graduate programs may be found in the section titled *Teacher Certification at Fontbonne University*, following the graduate section in this catalog. Also, see each academic department for available certifications in specific undergraduate majors. *See the undergraduate program section in this catalog for information on all undergraduate 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)
Professional Master of Business Administration (PMBA)

GRADUATE PROGRAMS:

Accounting (MBA)
Art (MA)
Business administration (MBA, PMBA)
Computer Science
Early intervention in deaf education (MA)
Education (MA)
Education/Teaching (MAT)
Family and consumer sciences (MA)
Fine arts (MFA)
Instructional Design and Technology (MS)
Learning Technologies (MS)
Management (MM)
Nonprofit management (MS)
Speech-language pathology (MS)
Speech and theatre (MAT)
Supply chain management (MS)
Theatre (MA)

GRADUATE CERTIFICATES:

Autism Spectrum Disorders
Business taxation
Individual taxation
Instructional Design and Technology
Learning Technologies
Management
Project Management
Supply chain management
Virtual worlds in education

Undergraduate 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
fbyou@fontbonne.edu

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. Students dually enrolled at a community college while completing high school will still be considered first-year students.

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.

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 letter or form completed by a high school teacher or guidance counselor is recommended but not required.

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

Recommendations 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 950 (critical reading and math).
- A high school GPA of 2.5 or greater on a 4.0 scale as determined by Fontbonne.
- 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 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.

All accepted candidates currently enrolled in high school must successfully complete 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 at least one week prior to the beginning of the academic school year or semester in which the student enrolls.

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 or if the student demonstrates a deficiency in college/university level skills in the areas of writing, mathematics, and algebra, the student will be required to take the university subject-related placement tests. Please refer to the placement program section following this admission section.

TRANSFER ADMISSION

Fontbonne welcomes transfer students from a wide variety of backgrounds, from two-year and four-year, public and private colleges and universities. A transfer student is one who (1) has obtained a high school diploma or the GED, (2) has previously attended an accredited postsecondary institution [or institutions] at the undergraduate level, and (3) is entering Fontbonne University for the first time. (A student who has completed college courses while still in high school/dual enrollment is considered a first-time first-year student, not a transfer student.) Transfer applicants should begin application procedures at least two months 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 approval from their intended major department at Fontbonne. The department provides preliminary approval by virtue of a tentative transcript evaluation of transfer coursework meeting major requirements.

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

- be completed from an accredited, degree-granting institution of higher learning;
- be college level courses (100 level or above);
- have a grade of D or better. Coursework meeting major, minor, or concentration requirements must have a grade of C- or better.

A student may transfer a maximum of 64 credit hours to Fontbonne University from a community college.

The major department determines the number of hours and the specific courses that will be accepted for transfer into the student's intended major. All candidates should be aware of the need to meet the minimum GPA requirements in their intended major field of study for major approval, for continuing in the program, and for graduation.

Transfer students must complete all Fontbonne degree requirements and the residency requirement of a minimum of 30 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.
2. An official transcript from each accredited college or university previously attended (including college credit or AP credit received while in high school) 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.
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 upon acceptance. All accepted candidates currently enrolled elsewhere in college-level courses must successfully complete all work in progress and submit an official college transcript showing the additional courses completed. The official transcript must be stamped with the institution's official seal. This transcript must be on file prior to final registration for the semester in which the student enrolls.

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

Fontbonne University accepts the Missouri General Education Block and the Illinois Articulation Initiative as completing its Culture and the Common Good General Education Requirements. Transfer students are responsible for completing other *graduation* requirements, including a religion or theology course.

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 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 \$50 non-refundable application fee payable to Fontbonne University.
3. Certified, official transcripts (translated into English) from all secondary schools, college or universities previously attended. The minimum required Grade Point Average for undergraduate First-time Freshman admission is 2.5/4.0 scale. The minimum required Grade Point Average for transfer student admission (over 30 credits) is 2.0/4.0 scale. 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 US 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 authorized Fontbonne University equivalent. The required minimum TOEFL score is 65 IBT (5.5 IELTS). 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 in English.
7. A personal statement in English.
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.

International students are required to enroll in the required English class (as determined by placement test scores) their first semester at Fontbonne, and maintain continuous enrollment in the courses in the English sequence through the completion of ENG102.

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 in the U.S. selected by Fontbonne University. 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 and official copies of undergraduate transcripts showing all work completed from their previous institution(s) plus 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 (MISSOURI DEPARTMENT OF EDUCATION AND SECONDARY EDUCATION/COUNCIL OF ACCREDITATION OF EDUCATIONAL PROGRAMS) OR VERIFICATION ONLY (ACADEMY OF NUTRITION AND DIETETICS)

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 Academy of Nutrition and Dietetics verification (see department of family and consumer sciences in this undergraduate section). 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, and the graduation requirement of a course in religion/theology.

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 titled Teacher Certification at Fontbonne University immediately following the graduate programs section in this catalog. This includes policies and procedures for students in teacher certification programs, acceptance into the teacher certification program, and final assessment 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.

If an unclassified student believes that he or she will pursue a degree at Fontbonne, it is to the student's advantage to submit with the application, an official transcript of high school or prior college/university level work completed for evaluation purposes. 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. A student who has earned college credit with a grade of D or above in the subject areas represented in the tests is exempt from placement testing. An undergraduate applicant who is not exempt must take the university computerized placement tests before acceptance. Please refer to the placement program section following this admission section.

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 and after having taken a minimum of 12 hours elsewhere. 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 general education and graduation 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 the undergraduate academic policies and regulations section in this catalog.*)

To re-enter Fontbonne the student may go directly to the registrar's office for a change in status and for registration materials, beginning at the time of early registration. The student must obtain an advisor's signature and web clearance 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 the academic policies and regulations section in this catalog.

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 EVENING AND ONLINE DEGREE PROGRAMS

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

PLACEMENT PROGRAM

All Fontbonne undergraduate students must demonstrate college/university level skills in the areas of writing, mathematics, and algebra. Students deficient in any of these skills must successfully complete the appropriate developmental course(s) in writing, mathematics, and/or algebra within the first three full semesters (fall and spring) of enrolling at Fontbonne.

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, can elect to take the computerized placement test, or to have their ACT (or SAT equivalent sub scores) used in lieu of further Fontbonne-administered testing for the purposes of placement in math and English classes. If a student has prior credit in a college/university-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 from an accredited college/university are accepted to meet a Fontbonne requirement.

The following students are exempt from developmental courses:

- 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 must achieve a minimum grade of C- or better in a developmental course in order to move to the next level course. The credit for the 091 course in mathematics will not count as credit toward the 120 credit hours required for graduation. The credit for the ENG 095 and MTH 095 courses in writing skills and in algebra will count as elective credit toward the 120 credit hours required for graduation.

DEVELOPMENTAL COURSES

ENG 095 College Writing Skills (3 credits)

(See department of English and communication 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. Academic scholarships are based on the individual's performance and potential without regard to financial circumstance. These scholarships range from \$1000 up to full-tuition.

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.

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 program grade point average. If a student moves to part-time status in either or both of the semesters a scholarship is awarded, the student will no longer be eligible to retain the scholarship. If a student starts at part-time status and moves to full-time, their prior transcripts and Fontbonne transcripts may be reviewed for scholarship consideration.

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 contact the Office of Admission at 314.889.1400.

FIRST-TIME FRESHMAN SCHOLARSHIPS

Merit Scholarships

Presidential Scholarship: up to full-tuition. To be eligible to receive the Presidential Scholarship you must have applied for admission prior to December 15, and must be accepted for admission by January 15.

Dean's Scholarship: up to \$15,000 per academic year.

Founder's Scholarship: up to \$11,500 per academic year.

Alumni Scholarship: up to \$8,500 per academic year.

Freshman College Scholarship: up to \$6,500 per academic year.

Recognition Scholarships

A+ Scholarship

Criteria: Any student attending an A+ high school who completes the Missouri state requirements for that program may be eligible. Award amount: Up to \$1,000 per academic year for 5 years

Boys State Alumni Scholarship

Criteria: Must be a citizen of Missouri Boys State. Based on past academic performance and completion of Boys State program. Up to five scholarships awarded. Award amount: Up to \$2,000 per academic year for 5 years

Campus Ministry Leadership Scholarship

Criteria: Incoming freshmen or transfer students may apply. Student must have a minimum of a 2.5 GPA and have demonstrated past involvement in community engagement, service, or ministry. Applications can be found [here](#). Up to \$2,000 per academic year for four years provided student maintains full-time status.

Catholic High School Recognition Award

Criteria: first-year, first-time students who have graduated from a Catholic high school and have been awarded a merit-based scholarship from Fontbonne University. Award amount: Up to \$2,000 per academic year for 4 years provided student maintains full-time status.

Donald M. Suggs Multicultural Leadership Scholarship

Criteria: Incoming freshmen or transfer students may apply. Student must have a minimum of a 2.75 GPA and an ACT of 20 or higher. Students must represent an ethnic group that is under-represented in higher education and be a U.S. citizen or permanent resident. Preference shall be given to students who are residents of the greater St. Louis, MO metropolitan area. Additional information and the application can be found [here](#). Up to \$2,000 per academic year for four years provided student maintains full-time status.

Girls State Alumni Scholarship

Criteria: Must be a citizen of Missouri Girls State. Based on past academic performance and completion of Girls State program. Up to five scholarships awarded. Award amount: Up to \$2,000 per academic year for 5 years

Junior Achievement Scholarship

Criteria: Offered to seniors in the Junior Achievement Company Program with minimum 2.75 cumulative GPA and 20 ACT composite score. Up to five scholarships awarded. Award amount: Up to \$2,000 per academic year for 5 years. A student must declare a major in the Eckelkamp College of Global Business and Professional Studies to receive this scholarship.

Quest Leadership Scholarship

Criteria: Student must have a minimum GPA of 2.5 and be actively involved in leadership positions at your school such as student government, service and community engagement, or other clubs and organizations. Further information and the application can be found [here](#). Up to \$2,000 per academic year for four years provided student maintains full-time status.

TRANSFER SCHOLARSHIPS**Phi Theta Kappa/Honors Scholarship**

Students eligible must meet the following criteria: Transfers from a 2-year institution must have membership in the two-year honors society Phi Theta Kappa and have a minimum combined cumulative GPA of 3.2. Transfers from a 4-year institution must have a minimum combined cumulative GPA of 3.5. Award amount: up to \$8500 per academic year.

Transfer Scholarship

Students eligible must meet the following criteria: transferred from a 4-year or community college into Fontbonne University, demonstrated academic success and have a minimum cumulative GPA of 3.0. Award amount: up to \$6500 per academic year.

Transfer Griffin Award

Awarded to a full-time, degree-seeking undergraduate student with a minimum cumulative GPA of 2.0-2.99. Up to \$3,000 is awarded.

Alumni, College, Dean's or Founders Scholarships

Transfer students who have completed fewer than 30 semester hours of college credit may be eligible for one of the freshman merit-based scholarships. Consideration for these scholarships will be based on cumulative grade point averages calculated on both high school and transfer credits, as well as ACT or SAT scores. Scholarship amounts may vary.

All scholarships require students to maintain a satisfactory academic progress for scholarship renewal.

UNIVERSITY EXPENSES

TUITION (2016-2017)

Full-time undergraduate tuition:
\$12,125 per semester
\$24,250 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 (\$648 per credit).

Part-time undergraduate tuition:
\$648 per credit

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

Graduate rates: \$703 per credit

ROOM AND BOARD

Medaille Hall: \$10,432 per academic year
(based on single occupancy and 14 meal plan)
St. Joseph's Hall: \$9,107 per academic year
(based on double occupancy and 14 meal plan)
Southwest Apartments (room only): \$7,869 per academic year (meal plan not included)

For additional housing information, visit our website
www.fontbonne.edu/studentlife/residentialliving/

TUITION DISCOUNTS

Alumni Discount: Students with an undergraduate degree from Fontbonne are eligible for a 15% discount on their graduate studies. This discount may exclude some laboratory and studio courses. This discount must be requested each semester.

Educator's Discount: In appreciation of the services offered to our community by educators at all levels, Fontbonne University offers a 15% discount to qualified individuals enrolled in graduate coursework. Qualified educators (teachers or paraprofessionals) include those who work at least half-time in a nursery school, a pre-K through 12 school system or post-secondary institution. Application forms can be obtained from your department and must be filled out in its entirety each semester.

*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.

FEES (2016 – 2017)

Application fee: \$25
International application fee: \$50

Freshman orientation fee: \$200
New transfer student fee: \$50
Graduation: \$75
Certificates: \$10
Parking permits: \$80 – \$140
(Parking permit fees are subject to change)
Late registration: \$25
Resource Fee:
Undergraduate Students:
1-9 credit hours (per hour) \$18
10 or more credit hours (per semester) \$180
Graduate Students: per credit hour \$18
Transcripts: \$4
Transcripts on-demand: \$15

Prior Learning Assessment (PLA) Fees:

Professional training evaluated by ACE/PONSI:
Transcripting fee (per credit hour) — \$60
Portfolio I — Documented Learning:
Portfolio development fee — \$100
Transcripting fee (per credit hour) — \$60
Portfolio II — Narrative Essay:
Portfolio development fee — \$200
Transcripting fee (per credit hour) — \$60

Portfolio development fees must be paid at the beginning of the process and are non-refundable.

Transcripting fees are charged for hours awarded and must be paid before the credit is posted to the student's transcript.

Fees are subject to change without prior notice.

Music Instruction

Private and applied music instruction, one hour per week, per semester:
Undergraduate

One credit hour (tuition & fees) — \$605
Two credit hours (tuition & fees) — \$1,150

Fees for each course with a scheduled laboratory/studio period are listed with the description.

Audit

(Students who wish to attend class only**)

Undergraduate: \$150 per course
Graduate*: \$200 per course
*Graduate Business Courses: \$485 per course

**Many courses with studio or lab periods are not eligible for audit. If a course with fee is audited, the student must pay the studio or lab fee.

PAYMENT OF ACCOUNTS

Accounts are due in advance for the Fall semester. Payment-in-full less any financial assistance must be received by July 15, 2016. A \$25 late fee will be assessed for payments received after July 15, 2016. For students who are registering after July 15, 2016, payment is due upon registration.

Fontbonne University offers the convenience of Electronic Billing (E-Bill) and payments online. Statements can be viewed by going to my.fontbonne.edu and select Students > Campus Life and Facilities > Business Office. Fontbonne University accepts MasterCard, Visa and DISCOVER.

Fontbonne University has contracted with Higher One Tuition Pay to provide a payment plan that will allow monthly payments without interest charges. You can enroll online at www.tuitionpaymentplan.com/fontbonne or www.tuitionpayenroll.com.

To pay by mail, mail a check payable to Fontbonne University to:

Fontbonne University
ATTN: Business Office
6800 Wydown Boulevard
St. Louis, MO 63105 – 3098

EMPLOYEE TUITION REIMBURSEMENT

Many companies provide full or partial tuition reimbursement to their employees who are pursuing a University education. Employed students should check with their companies to see if tuition reimbursement is available.

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 late fees, and/or 3. Withhold the transcript of record, certificate, or diploma.

REFUNDS

No adjustment or refund is made for late entrance, for absence after entrance, or for dismissal.

Tuition and fee adjustments resulting from withdrawal from the University or withdrawal from a specific course will be computed from the date on which the Registrar approves the official permit for withdrawal.

Tuition adjustments will be made according to the following scale:

- Withdrawal before first day of classes 100%
- Withdrawal during first drop/add period 100%
- Withdrawal within first 10% of the semester 90%
- Withdrawal within 11-25% of the semester 50%
- Withdrawal within first 26-50% of the semester 25%
- No refund after 51% of the semester 0%

Fee adjustments will be made according to the following scale:

- Withdrawal before the first day of classes 100%
- Withdrawal during the first drop/add period 100%
- No refund after the first drop/add period 0%

If withdrawal from classes results from extraordinary circumstances beyond the student's control (such as serious illness) the student should complete an Extenuating Circumstance Withdrawal. To begin the process, an application can be attained in the Office of Advising or in the Office of the Registrar.

A \$25 residential life processing fee will be charged on all withdrawals after the first day of classes.

Fontbonne University's refund process provides you with quick access to your funds with direct deposit into your personal checking or savings account. Access to your money is quick and convenient. Go to www.fontbonnechoice.afford.com and follow the simple enrollment steps.

NOTICE

Students receiving Financial Aid/Federal Title IV Financial Aid must officially withdraw from Fontbonne University. The withdrawal forms are located in the Office of the Director of Academic Advising and must be signed by the following departments: Director of Academic Advising, Financial Aid Office, Business Office, and Registrar's Office.

Upon receiving official notification of withdrawal the Financial Aid Office will calculate a refund using the Return of Title IV Funds software, if the student has received Title IV aid. Those who receive cash refunds before withdrawing must repay all excess funds to Fontbonne University. Failure to repay funds when requested would bar you from receipt of financial aid in the future. Students will receive written notification of the adjustments to the financial aid package, which will indicate if a post-withdrawal disbursement is allowed. Students receiving Institutional grant or scholarship dollars will receive a refund based on the Tuition adjustment schedule. The Business Office should be contacted if any questions arise about billing.

Finally, please note withdrawal from a specific course(s) may result in an adjustment in the financial aid package. Also, failure to properly withdraw from the University will result in the adjustment of financial aid after the end of the semester. Therefore, please contact us immediately upon leaving the University.

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 obligation to the University.

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. Fontbonne financial aid awards may consist of scholarships, grants, loans, and employment.

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.

Filing the Free Application for Federal Student Aid (FAFSA) determines the family's expected contribution (EFC) toward meeting the student's costs of education. The EFC is then subtracted from the student's budgeted cost at Fontbonne University. The difference between the total budgeted cost and the EFC determines the student's need for financial assistance.

$$\begin{array}{r} \text{Total budgeted cost of attending Fontbonne} \\ - \text{Expected Family Contribution (EFC)} \\ \hline = \text{Financial need} \end{array}$$

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, undergraduate students with less than full-time enrollment may qualify for aid through the Pell Grant program, Teach Grant program, Federal Direct Loan (*subsidized and/or unsubsidized*) program, or the Direct Plus Loan Program. 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 Direct Loan (*subsidized and/or 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 FAFSA form should be completed at the following web site: (www.fafsa.gov). Please include Fontbonne's school code: 002464, on the FAFSA to ensure that we receive your results. There is no cost associated with the submission of these forms. Please visit the Fontbonne website for more detailed information: <http://www.fontbonne.edu/admissions/financial-aid/>

The priority deadline for filing the FAFSA is March 15. Fontbonne advises early application to receive full

consideration. Applications received after the deadline will be considered for financial assistance according to available funds.

The FAFSA renewal application must be made each year with a new determination of EFC. Yearly awards will be made according to the availability of funds.

SATISFACTORY ACADEMIC PROGRESS POLICY

Undergraduate students enrolled in a program of study and receiving Title IV Financial Aid funds (including Direct Loans, Perkins, Grad PLUS Loans, Pell Grants, and/or Supplemental Educational Opportunity Grants [SEOG]) must adhere to Satisfactory Academic Progress (SAP) requirements as determined by the Office of Financial Aid to continue their eligibility for Title IV funds. Satisfactory Academic Progress is determined using the Qualitative Standard, Quantitative Standard, and Maximum Time Frame for program completion. If not otherwise stated, all references to credit hours, hours, or GPA are considered to be cumulative. This policy applies to full-time and part-time students.

Frequency of Review

1. Undergraduate students will be reviewed for each standard by the financial aid office after each Fall, Spring and Summer semesters.

Qualitative Standard

1. Undergraduate Students must maintain a minimum cumulative GPA of 2.00.

Quantitative Standard

1. Undergraduate students must successfully complete 2/3 of all attempted credits (67%).
2. Completed credits are defined as all credits reflected on a student's transcript with a grade of 'A', 'B', 'C', 'D', or 'WA'. Grades and designations of 'AF', 'F', 'NP', 'W', 'WU', 'INC', or 'I' are not considered completed.
3. Repeated courses are counted as hours attempted each time the course is taken and reported on student's transcript.
4. If hours are provided with transfer hours, they will be counted when calculating the quantitative standard.

Maximum Time Frame

1. All programs of study must be completed within 150% of the published length of the educational program; i.e., a program requiring 120 credit hours

must be completed with no more than 192 attempted credit hours to maintain financial aid eligibility.

2. The financial aid office will entertain student appeals regarding the number of credit hours transferred and will consider only those hours that are applicable to the student's program of study when calculating the maximum time frame.

Failure to Meet Satisfactory Academic Progress (SAP)

1. Undergraduate students exceeding the Maximum Time Frame will be determined ineligible for additional Title IV Financial Aid during the remainder of their undergraduate career at Fontbonne University (FBU).
2. Undergraduate students' failure to meet Financial Aid Satisfactory Academic Progress will be placed on a warning status and sent a letter from the Financial Aid Office notifying them that they have been granted one semester to allow them the opportunity to get their qualitative and/or quantitative pieces at or above the minimum standards.
 - a. If a student fails to meet Financial Aid Satisfactory Academic Progress after their warning semester, they will no longer be eligible for financial aid.
3. Undergraduate students failing to meet Financial Aid Satisfactory Academic Progress after their warning semester may appeal their loss of Title IV Financial Aid eligibility.
 - a. A student has ten University working days after the notification date of their Aid ineligibility to appeal.
 - i. Notification date is defined as the date appearing on email, letter, or other form of correspondence advising student of their failure to meet Financial Aid Satisfactory Academic Progress.
 - b. Student must complete the Financial Aid SAP Appeal Form and submit to the Financial Aid Office. Fax submission will be accepted.
 - c. Student's appeal must include:
 - i. Why student failed to make SAP **and**
 - ii. What has changed that will allow student to make SAP at the next evaluation.
 - d. If appeal is denied, student is ineligible for Title IV Financial Aid funds immediately.
 - e. If appeal is approved, student completes a SAP Contract and is placed on SAP Probation:
 - i. FBU Financial Aid Office has determined that the student will be able to make SAP by the end of the

next payment period (Fall or Spring semester) **or**

- ii. The student will be placed on an academic plan that will ensure the student can make SAP by the end of the following semester (Fall or Spring).
 - iii. Student remains on SAP Probation until student can make SAP.
- f. The student must follow the academic plan and/or SAP Contract. Failure to do so will result in immediate termination of Title IV Financial Aid funds.
 - g. Student will be notified of their appeal status and academic plan status.
4. Students may reestablish their Title IV Financial Aid eligibility by completing coursework at their own expense until they meet both the Qualitative and Quantitative Standards of the Financial Aid SAP Policy.
 - a. This coursework may be completed at Fontbonne University or be transferred from another institution of higher education, if the Registrar recognizes those course credits as transferrable.
 - b. Upon request by the student, the Office of Financial Aid will review the student's progress and determine if the student has reestablished Title IV Financial Aid eligibility.

Notification

The Office of Financial Aid will:

1. Notify students who fail to meet the Financial Aid SAP Policy requirements.
2. Advise students who are no longer eligible for Title IV Financial Aid.
3. Provide information to students regarding their Financial Aid status.
4. Inform students of the process to reestablish Title IV Financial Aid eligibility.
5. Notify students when they have reestablished eligibility.

Repeated Coursework Policy:

Full-Time undergraduate students may only repeat a previously passed course once (a total of two attempts). If you enroll in a previously repeated and passed course for a third time, this course will not count towards your enrollment for financial aid purposes.

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 degree-seeking students. The

Pell Grant award amount is determined each year by federal legislation. All financial aid applicants must file the FAFSA to determine eligibility for Pell Grant funding. Students may receive the Pell Grant for a total of 600% of their lifetime eligibility while pursuing their first undergraduate degree.

Supplemental Educational Opportunity Grant (SEOG)

is a federal program administered by Fontbonne University and is awarded on a funds-available basis to full-time undergraduate degree-seeking students demonstrating exceptional financial need. These grants are from federally appropriated funds made available to Fontbonne.

Access Missouri Grant is a grant from the state of Missouri available to full-time undergraduate degree-seeking students who are residents of Missouri, attend Missouri schools, demonstrate the required level of financial need, who maintain a 2.5 cumulative grade point average or higher, and file the FAFSA prior to April 1. For more detailed information visit <http://www.dhe.mo.gov/ppc/grants/accessmo.php>.

Fontbonne Grants are institutional grants made to eligible full-time undergraduate degree-seeking students with demonstrated need. These grants are from budgeted funds of the university and are awarded on a funds-available basis.

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 degree-seeking Fontbonne students. The reduction is \$250 per semester per student. These awards are made through the financial aid office upon the student providing a written request to their Financial Aid Counselor and demonstration of eligibility. Funding is limited and awarded on a first come, first serve basis.

TEACH Grant is a federally funded program which provides up to \$4,000 to eligible students who intend to teach in a public or private elementary or secondary school which serves low income families. For more detailed information visit: www.teachgrant.ed.gov.

LOANS

Federal Direct Loan is available to eligible degree-seeking students who have filed the FAFSA and are registered at least half time (six credit hours or more) at Fontbonne each semester. The loan is available in two different forms. The first is a Direct Subsidized Loan which is based upon need, with the federal government paying the interest while the student is in school. The second is a Direct Unsubsidized Loan with interest starting within 60 days from the initial disbursement date. Students

may elect to defer the interest on the unsubsidized loan and add it to the principal amount borrowed. The maximum amount that can be borrowed is determined by the student's grade level. For more information please view the following website: www.direct.ed.gov.

Federal Direct PLUS Loans for Undergraduate

Students is a non-need-based loan for eligible parents of dependent degree-seeking students. Its availability is based upon a credit check and should only be applied for after eligibility for the Federal Direct Loan has been determined. The loan limit is the budgeted cost of education minus other financial aid. An origination fee will be taken from the amount borrowed, and repayment must begin immediately. Applications are available in the financial aid office. For more information visit: www.direct.ed.gov.

EMPLOYMENT/WORK-STUDY

Federal Work Study (FWS) is a work program for fulltime as well as part-time Undergraduate and Graduate degree-seeking students with demonstrated financial need. Eligible students find job opportunities on campus either during non-academic day hours or in the evening. The Federal Workstudy program funds come from Federal allocations annually. Students are paid on a bi-weekly basis as time sheets are submitted.

Campus Work Study is a limited work program for fulltime as well as part-time Undergraduate and Graduate degree-seeking students. Such employment is not considered need-based, but may be used toward meeting demonstrated need and is considered to be financial aid. Eligible students find job opportunities on campus either during non-academic day hours or in the evening. Students are paid on a biweekly basis as time sheets are submitted.

SPECIAL CIRCUMSTANCES

We understand that the FAFSA doesn't always capture your family's financial situations perfectly. That's why we utilize the Professional Judgment Process if special circumstances arise. If you or your parents are experiencing any of the following, we recommend that you participate in the Professional Judgment process:

- Non-reimbursed medical, dental, or nursing home expenses (at least 10% of your adjusted gross income)
- Private school tuition (Pre K -12th grade) or day care expenses (at least 10% of your adjusted gross income)
- Change in employment status (lay off, termination)
- Other unusual circumstances that comprise at least 10% of adjusted gross income

If you are a dependent student whose parents refuse to provide their data on the FAFSA form and who do not provide any financial support, you may also complete the Professional Judgment Process. If your appeal is approved, please note you would only qualify for an unsubsidized direct loan.

STUDENT LIFE

BOOKSTORE

Fontbonne has an on campus bookstore located in Ryan Hall 102. The bookstore offers new and used textbooks for purchase; certain course materials may be rented. The store conducts buybacks daily. It also carries basic school supplies, greeting cards, snacks and beverages. The bookstore carries an array of gift and apparel items. Students and faculty should consult the bookstore about its book rental policy.

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, Suite 300, one-half mile east of Big Bend Boulevard and just south off Clayton Road. Southside is staffed by physicians, a physician assistant, and a nurse practitioner and offers a full-range of medical services. Most major health insurance plans are accepted. Information on the medical staff, participating insurance plans, and billing procedures is available online at www.essehealth.com.

Students should bring their insurance cards and co-pays to each appointment. Students are responsible for any payments not covered by insurance. Professional staff is available by telephone after hours and on weekends. Please contact Fontbonne's student affairs office (314.889.1411) if you have any questions.

Insurance Information for American Students

All students are highly recommended to have appropriate and adequate health insurance coverage. No plan is sponsored or endorsed by the university. A list of potential insurance providers is available at Healthcare.gov. Again, Fontbonne is not affiliated with these providers and is simply providing these links as a courtesy for students and their families to consider as potential options.

Insurance Information for International Students

All international students accepted for study at Fontbonne University are required to carry medical/health insurance by an American insurance company selected by Fontbonne University. Students are automatically enrolled in the insurance plan upon enrollment at the university.

Exemption: Government sponsored students are exempt from enrolling in the requisite insurance program as stated above. All new government sponsored students must show proof of insurance within the first two weeks of arrival to Fontbonne. Failure to do so will result in student being automatically enrolled in a university sponsored insurance program.

Insurance and Medical Health

Requirements for Athletes

All students participating in intercollegiate athletics must verify to the Athletic Department that they have adequate medical insurance and are in sound physical condition. A student's physical condition will be determined by the team physician or designee prior to competition through a physical examination. Ongoing observation will be monitored by the coaching staff, athletic training staff, and team physician. Insurance verification needs to be documented. The university does not carry primary medical insurance on any student. Additionally, any student participating in intercollegiate athletics must complete the necessary paperwork in order to practice or compete. Furthermore, every student must be declared academically and athletically eligible by standards set by Fontbonne University and the NCAA.

I.D. CARDS

The Student Affairs office, located on the first floor of Medaille Hall, issues picture I.D.s during regular office hours.

The I.D. identifies the holder as a Fontbonne student and is issued for campus security reasons, 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 proper identification, such as a driver's license, and have proof of semester registration. There is no charge for the first I.D. If the I.D. is lost or damaged, there is a \$10 replacement fee.

PARKING

Clayton Campus

To park on the Clayton campus students must obtain a parking permit from the Fontbonne business office located in Ryan Hall. Parking regulations may be obtained in the business office when your permit is issued. Parking regulations may also be found online at:

<http://www.fontbonne.edu/studentlife/oncampus/publicsafety>. These regulations are strictly enforced. Violators will be ticketed. Questions regarding parking on the Clayton Campus should be directed to the public safety office in Ryan 101 or by calling 314.719.8024. You may also email parking questions to: safety@fontbonne.edu.

Off-site Locations

Parking regulations at off-site locations vary. Students should contact the Office of Public Safety regarding parking at the Brentwood location. Students should contact the office where they registered to obtain parking requirements for the specific location.

Questions regarding parking should be directed to the public safety office in Ryan 101 or 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 teams, 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 1,600, an athletic training room, a fitness center, an aerobics studio, a running track, and recreation and varsity locker rooms. Offices for the athletic department staff and the department of leadership education and student activities are located here as well. In addition, the Alumni Caf', a multipurpose student union, and the Griffin Grill, a popular snack bar, are located on the second floor. Both the Caf' and the adjacent outdoor balcony are frequent gathering places for students, providing Fontbonne's community with a relaxed atmosphere in which to study or meet with friends.

INTERNATIONAL AFFAIRS

The office of international affairs is a student-centered office that includes: international enrollment management; international academic agreements and international university relationships; academic advising for all undergraduate international students; federal immigration advising/compliance; international student support services and activities. The office offers comprehensive services and resources to the campus community and is a "home away from home" for Fontbonne University's international populations. All matters relating to international students may be directed to the office of international affairs at 314 889 4509 or via e-mail at: internationalaffairs@fontbonne.edu.

INTERNATIONAL AFFILIATIONS

Fontbonne University has affiliations with a number of institutions around the world for undergraduate and graduate programs. These universities include:

- Xi'an Fanyi University – China
- Wuchang University of Technology – China
- China Women's University – China
- Xi'an Siyuan University – China
- Fu Jen Catholic University – Taiwan
- National Taiwan University of Arts - Taiwan
- Chang Jung Christian University – Taiwan
- Aletheia University – Taiwan

- Hosei University – Japan
- Regent's College London - United Kingdom
- Siva Sivani Institute of Management - India
- Beifeng University of Nationalities – China
- Providence University – Taiwan
- Blue Hill College – Ecuador
- Broward College – Ecuador
- INTI – Malaysia
- Singapore Polytechnic – Singapore
- Siva Sivani Institute of Management - India

All matters related to international affiliations and international academic initiatives may be directed to the Office of International Affairs located in the International Center, Ryan Hall, Room 103 or contact the director of international affairs at 314 889 4778 or email 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 resources, services, and programs creates a campus spirit and integrative learning environment intended to be inclusive of all students. Through out-of-the-classroom experiences, students can increase their understanding of self and others, strengthen interpersonal, communications and critical thinking skills, and develop leadership abilities and a heightened sense of personal and social responsibility. The seven departments comprising student affairs are described below. For additional information, go to <https://www.fontbonne.edu/campus-life/>

Athletics

Fontbonne's athletic program is affiliated with the NCAA Division III and the St. Louis Intercollegiate Athletic Conference. Fontbonne is also an affiliate member of the Midwest Lacrosse Conference, Midwest Conference, and the Midwest Collegiate Volleyball League. Fontbonne Athletics features both men's and women's intercollegiate varsity sports and a spirit squad. Men's NCAA sports include baseball, basketball, cross country, golf, indoor and outdoor track and field, soccer, lacrosse, tennis, and volleyball; women's NCAA sports include basketball, cross country, golf, indoor and outdoor track and field, softball, soccer, tennis, and volleyball. Our spirit squad is dance which is 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 314.889.1444.

Campus Ministry

Mission of Campus Ministry. Campus Ministry provides opportunities to cultivate a mature spirituality. Rooted in the Roman Catholic tradition, with an ecumenical perspective and inspired by the charism of the Sisters of St. Joseph of Carondelet, we work to meet the diverse spiritual needs of the Fontbonne community, with a particular focus toward our student population. We provide a lifelong foundation for active engagement in faith that promotes justice for the unity of all. We live and work to find the needs of the dear neighbor and participate in building relationships that serve the community.

As Campus Ministry at Fontbonne, we are committed to calling students into an awareness of the presence and inspiration of a Creator who loves us and calls us into the fullness of life. Empowered by the Spirit, we will do this by providing an open, engaging, relational environment—through conversations, programs and spaces—that allow for depth, authenticity, healthy challenges, acceptance, love, and opportunities for spiritual growth and faith-driven leadership. Among the many activities we offer are liturgies, prayer services, faith sharing groups, alternative spring break trips, retreats, interfaith programming and comfortable spaces to encourage students to discover and dialogue about their beliefs and spiritual practices.

Career Development

Recognizing that career development is a lifelong process, Fontbonne's Career Development office connects students to their future goals and ideas as they develop and manage their careers over a lifetime, even in times of uncertainty. To help students make informed career decisions, select realistic academic majors, and master job search skills for ongoing professional development, a range of programs, events and resources, including self-assessment, occupational information, and online job listings are offered. In addition, the department has recently introduced Purple Briefcase (fontbonne.edu/jobs), our online career network where students and alumni can connect with employers to find jobs, internships, and work study opportunities. The career development office is located in the student affairs office on the first floor of Medaille Hall. Appointments may be scheduled in person or by phone at 314.889.4516 during normal office hours (M-F, 8AM – 4:30PM). For additional information, please go to <https://www.fontbonne.edu/campus-life/career-development/>.

Counseling & Wellness

The counseling and wellness department is staffed by a licensed clinical social worker who provides free brief mental health counseling to currently enrolled Fontbonne students. Students seek counseling for a variety of concerns including depression, relationship issues, stress/anxiety, homesickness, and loss of a loved one.

Confidentiality is maintained following ethical and legal obligations mandated by the state of Missouri. The department also provides referrals to off-campus counseling resources. As student health and wellness is related to academic success, the department provides wellness resources and activities for students throughout the academic year. The counseling and wellness department is located in the student affairs office on the first floor of Medaille Hall.

Appointments may be scheduled in person or by phone at 314.889.4516 during normal office hours (M-F, 8:00 a.m. – 4:30 p.m.). For more information, go to fontbonne.edu/counseling. In cases of on-campus, after-hours emergencies, contact Fontbonne's Public Safety office at 314.889.4596; for off-campus emergencies, contact 911.

Leadership Education and Student Activities

The Department of Leadership Education and Student Activities coordinates and oversees student organizations, leadership programming, co-curricular activities, student involvement and engagement, and new student orientations. The department helps to schedule and program activities to meet students' social, recreational, cultural, and entertainment interests.

Upon becoming a member of the Fontbonne community, students are highly encouraged to join various student organizations. Student organizations related to professional associations, community service needs, and social/recreational activities form a strong and integral part of the students' total university experience. Student participation in co-curricular involvement opportunities can increase leadership and teamwork skills, interpersonal communication, problem-solving, and decision-making abilities, thus contributing to personal growth and professional appeal.

Any student or students interested in receiving more information or wanting to form a new student organization may contact the Director of Leadership Education and Student Activities, at 314.719.8057, or may stop by the office on the second floor of the Dunham Student Activity Center.

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, on 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 additional information or application call 314.889.1411.

Service, Diversity, and Social Justice

The department of service, diversity, and social justice cultivates and promotes a campus culture that respects human dignity and encourages and recognizes service, diversity, and social justice through expanded opportunities for student learning, leadership, and civic engagement. The department advises several student organizations, promotes service opportunities (local, national, and international), and encourages dialogue around issues of diversity and justice. Look for opportunities to get involved through celebrations, workshops, programs, and service trips. The service, diversity, and social justice department is located in the student affairs office on the first floor of Medaille Hall. Contact the director of service, diversity, and social justice at 314.889.4503 with inquiries or visit:

<https://www.fontbonne.edu/campus-life/service-diversity-and-social-justice/>.

HONORS PROGRAM

Faithful to the mission, values, and vision of Fontbonne University, the honors program seeks to foster academic excellence in the ablest students that they may better serve a world in need.

Through the honors program, academically gifted students have the opportunity to excel within and outside of their major field of study and to earn recognition for superlative academic achievement. Valuing liberal education, honors courses emphasize experiential learning, critical exchange, interdisciplinary approaches, and moral and ethical understanding. They are taught by instructors with outstanding academic credentials, and their small enrollments enable excellent students from a variety of academic disciplines to form enduring bonds with their most gifted peers. Graduates of the program are prepared for entry into competitive post-baccalaureate programs of study and for significant professional achievement.

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. Students who complete the requirements of the first tier of the program, ordinarily in their first 60 credit hours at the University, are recognized as Honors Scholars at the annual academic Honors Convocation, and students who complete further requirements thereafter 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 lectures, field trips, and performances or readings, intended to support the academic experience of honors students and to enrich the intellectual life of the campus.

ENTRANCE REQUIREMENTS

Highly qualified first-year students will be invited to join the honors program on the strength of their academic and creative experiences in high school.

Students who complete their first year of university study 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-years with honors potential may be invited to enroll in honors courses.

To remain in good standing in the honors program students must maintain a minimum cumulative grade point average of 3.5. 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.

BECOMING AN HONORS SCHOLAR

Incoming first-years invited to join the honors program will have the opportunity to take designated honors sections of certain general education courses as well as interdisciplinary seminars. The students will complete a minimum of six honors courses selected from the fixed, two-year rotation set out below.

Honors Scholars must complete at least 18 credits of honors courses as follows:

- Mission Core I (3)
- Honors ENG 102 (3)
- At least two seminar or LINK classes (6)
- An additional 2 classes of their choice from the courses listed below (6)

Honors students who require ENG 101 will enroll in an honors section of that course, but the credits will not count toward Honors Scholar status.

These requirements typically will be satisfied within the students first 60 hours at Fontbonne. Rotation of Courses for the Honors Scholars Program:

Classes in bold would be taken by students who are first-year students in the specified academic year. Italicized classes would be taken only by sophomores, and the remainder of the courses would ordinarily be open to students regardless of class rank.

Honors courses offered during “even to odd” alternate years (e.g., 2016-2017, 2018-2019):

Fall	Spring
Mission Core I	ENG102
PSY 200	BIO108
Dedicated Semester HON class	Flexible Honors Class (varies)
<i>Honors Seminar or LINK</i>	<i>Honors Seminar or LINK</i>

Honors courses offered during “odd to even” alternate years (e.g., 2017-2018, 2019-2020):

Fall	Spring
Mission Core I	ENG102
ART155	MTH115
Dedicated Semester HON class	Flexible Honors Class (varies)
<i>Honors Seminar or LINK</i>	<i>Honors Seminar or LINK</i>

BECOMING A UNIVERSITY SCHOLAR

The second tier of the honors program is shared between the program and the student’s major department, which will determine much of the academic work necessary for the achievement of the status of University Scholar.

Students, native or transfer, need not be Honors Scholars to advance to University Scholar, and honors seminars taken while working toward Honors Scholar will contribute to fulfillment of University Scholar requirements.

University Scholars must complete:

1. Two honors seminars or honors LINK courses
2. Honors seminars taken earlier in a student’s career such as those taken to fulfill the honors scholar requirements *will* count toward this.
3. Two upper division courses, at minimum, designated by the department as fulfilling honors credit. These courses may be within the major or may be additional honor seminar/link courses.

Departments may specify particular courses that will meet these criteria, or they may make individual arrangements on a case-by-case basis with options such as independent study, individual research, internships, or participation in an Insight Project. Alternatively, departments can require additional honors seminars. Each of these courses, or other arrangements, stipulated by the departments as satisfying requirements for University Scholar must yield an artifact from the University Scholar candidate that represents significant depth and superior individual achievement, worthy of honors-level recognition. Departmental requirements for graduation as University Scholar will be outlined in the sections of the catalog dedicated to each academic discipline.

One additional capstone course in the student’s major that yields a senior thesis or other final assessment deemed by the student’s department to be worthy of honors distinction.

HONORS COURSES

Honors courses will be available each semester for general education credit; interdisciplinary honors LINK courses will also be available regularly. These 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, fulfilling requirements in either or both areas.

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. This arrangement is known as “credit by contract;” see below. 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.

Credit by Contract

No more than 6 hours may be completed by contract for honors credit in non-honors classes. Honors contracts are arranged between the course instructor and student. They describe in a paragraph or two what activities will constitute enrichment sufficient to earn honors credit. The contract must be submitted to the director of the Honors Program in the first week of the semester.

The Nature of an Honors Course

Honors courses focus on critical analysis and active learning in a collaborative atmosphere. Honors seminars can be team-taught and are often interdisciplinary—appropriate for students in any major.

Students sometimes misunderstand the focus of honors courses. The following explains what honors courses *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.
- They are not graded by more difficult standards than other courses.

Some things honors courses do differently than non-honors courses are the following:

- 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 is usually accomplished in conjunction with the capstone experience in the academic discipline and offers students an opportunity to pursue in depth 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, creative writing, the production of a film, or some similar culminating experience that will result in a product or artifact. Students combining the senior project in the major discipline with the senior honors project do so with the understanding that the project will exceed the ordinary limits defined by the department for such work. It will be completed under the direction of a faculty advisor in the student's major program and coordinated with the director of the honors program.

Departments will formalize expectations for students who are pursuing college honors. 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.

EARLY REGISTRATION

Members of the honors program are eligible for early registration for all courses if they are also registering for honors courses. First year honors students who have been in the honors Mission Core may register early. Beyond the first year, early registration is open to students seeking enrollment in an honors course who already have 6 hours of honors credit.

HONOR SOCIETIES

Alpha Lambda Delta ($\text{A}\Lambda\Delta$) [honor society for first-time first-year students]

Beta Beta Beta ($\beta\beta\beta$) [national honor society for the biological sciences]

Delta Mu Delta ($\Delta\text{M}\Delta$) [international honor society for business]

Kappa Gamma Pi ($\text{K}\Gamma\text{P}$) [national Catholic graduate honor society for academic excellence and service leadership; available upon graduation at both the bachelor's and master's levels]

Lambda Pi Eta ($\Lambda\text{P}\text{H}$) [national honor society for communication studies]

Omicron Delta Kappa ($\text{O}\Delta\text{K}$) [national leadership honors society that seeks to recognize outstanding student leaders in all areas of campus life]

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

Pi Lambda Theta ($\text{P}\Lambda\Theta$) [international honor society for education]

Psi Chi (ΨX) [international honor society in psychology]

Phi Alpha (ΦA) [national honor society for social work]

Sigma Tau Delta ($\Sigma\text{T}\Delta$) [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

MAJORS:

Accounting (BS)
Applied behavioral sciences
Applied design (BFA)
Applied mathematics (BS)
Art* (BA)
Bioinformatics (BS)
Biology (BS)
Biology for secondary education* (BS)
Business administration (BS)
Communication studies (BA)
Computer science (BS)
Cyber security (BS)
Deaf education* (BA)
Dietetics (BS)
Early childhood* (BS)
Elementary education* (BA)
English for secondary certification (BA)
Fashion merchandising (BS)
Figurative Studies (BFA)
Fine arts* (BFA)
General Studies: Disciplinary Emphasis
Global studies (BA)
Health education and promotion (BS)
Healthcare management (BS)
History* (BA)
Human resource management (BS)
Human services (BA)
Literary studies (BA)

Management information systems (BS)
Management and leadership (BS)
Marketing (BS)
Mathematics for secondary education* (BS)
Medical Laboratory Science (BS)
Middle school education* (BA)
Performing arts* (BA)
Professional writing (BA)
Psychology (BS)
Religious studies (BA)
Social science/pre-law (BA)
Social work (BSW)
Special education* (BS)
Speech-language pathology (BS)
Sports management (BS)
Strategic communication (BA)
University major (BA or BS)

* These majors may be accompanied by a teacher education certification. See the section titled Teacher Certification at Fontbonne University in this catalog for full information.

DUAL DEGREE PROGRAMS:

Engineering (see biology or applied mathematics major)
Occupational Therapy
(see biology or psychology major)
Chiropractic (see Biology)
Social Work (See Social Work)

UNDERGRADUATE MINORS:

African American studies
American culture studies
Applied design
Applied mathematics
Art history
Bioinformatics
Biology
Business administration
Chemistry
Communication
Computer science
Cybersecurity
Early Childhood
English
Environmental studies
Food management
Global studies
History
Human services

Literary studies
Management information systems
Marketing
Performing arts
Professional writing
Psychology
Religious studies
Social entrepreneurship
Speech-language pathology
Social work
Sociology
Sports management
Strategic communication
Transportation
Women's and gender studies
University minor

CONCENTRATIONS

See each academic department for related concentrations.

CERTIFICATE PROGRAMS FOR UNDERGRADUATES:

Administration & Economic Development
Case Management
Cybersecurity
Expressive Arts & Integrated Therapies
Gerontology
Health & Mental Health Case Management
One Health
Social Entrepreneurship
Speech Language Pathology Assistant
Website development

TEACHER CERTIFICATION — UNDERGRADUATE PROGRAMS

Full information on teacher certification for both the undergraduate and the graduate programs may be found in the section titled *Teacher Certification at Fontbonne University*, following the graduate section in this catalog. Also, see each academic department for available certifications in specific undergraduate majors. *See the undergraduate program section in this catalog for information on all undergraduate programs.*

UNDERGRADUATE ONLINE & BLENDED COURSES

Fontbonne University offers fully online, accredited, undergraduate degree programs in multiple disciplines. 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 are expected to participate in class discussions and activities and have weekly assignments and deadlines. Course requirements may include weekly group discussions, online quizzes, individual and/or small group assignments, readings, problem solving, or the critiquing of articles. Online undergraduate courses may require proctored testing on campus or at an approved location.

Fontbonne also offers several degree programs in a blended format. This requires some on-campus meetings. The number of face-to-face meetings varies depending on the program.

Prior to taking the first online course at Fontbonne University, a student must complete the Blackboard Tutorial, a free tutorial, which introduces the student to Blackboard, the online course environment, to our sponsors, the Sisters of St. Joseph, and to Fontbonne University history. Students who register for online courses, or courses for which the Blackboard Tutorial is a prerequisite, will automatically be enrolled in the tutorial. The Blackboard Tutorial is available beginning several weeks before the start of every semester and before each eight-week term. Access information will be sent to all students enrolled in the tutorial; this information will be sent to the students' Fontbonne University email address.

Students should prepare themselves to begin all online courses on the first day of the semester or the first day of the scheduled course duration. For new online students, this preparation includes completing the Blackboard Tutorial in advance of the semester start date. Students must complete the Blackboard Tutorial at least one business day (*Monday thru Friday*) before the start of courses to be prepared to begin their course on time. Students who do not participate in their online course on the first day will be reported to the Registrar's Office for non-attendance and may be dropped from their course.

Please contact Jo Ann Mattson for more information about blended or online degree programs at Fontbonne or if you have any questions regarding the Blackboard tutorial: jmattson@fontbonne.edu or 314-889-4514

If you experience issues with Blackboard in any of your courses, please contact Amy Peach at: apeach@fontbonne.edu or 314-889-1499.

To ask a question about Fontbonne University email or other technology issues, contact: AskIT (askIT@fontbonne.edu or 314-719-8095).

Minimum Technology Requirements for Online Students:

- Minimum of 2 GB of RAM with DSL or high-speed Internet access.
- Windows and Office 2013 or higher for PC and Mac.
- Most online courses require Microsoft Word and PowerPoint, and many require Excel. Fontbonne University's standard software platform is MS Office 2013. FONTBONNE STUDENTS GET FREE ACCESS TO MICROSOFT OFFICE 365! <http://my.fontbonne.edu/msoffice> (Scroll down to locate information.)
- Some courses require the purchase of additional course-specific software; this information should be listed in the course schedule or course syllabus.

Use of Fontbonne University email is mandatory for online courses. Students must have daily access to a computer. It is recommended that students have their own computer for use with online coursework.

Students residing in states other than Missouri, please visit <http://www.fontbonne.edu/stateauthorization> to locate State Authorization information.

Online Students - Filing Complaints with Your State or Accrediting Agency

Students not residing in the state of Missouri during the time of attending online courses should also follow Fontbonne's internal administrative procedures. However, if the issue or complaint is not resolved at the institutional level, a student may file a complaint within the state he or she is living in at the time of enrollment. Visit the following website to obtain student grievance contact information for individual states:

<http://www.fontbonne.edu/stateauthorization>

In order to maintain proper state authorization for distance education, it is vital that you inform Fontbonne prior to moving to a different state. Even if the move is temporary, Fontbonne University is required to submit the state in which the students are residing at the time of taking the online course. We are not currently authorized to enroll students in our distance education programs in all 50 states. Please contact Jo Ann Mattson JMattson@Fontbonne.edu or 314-889-4514 when relocating to another state.

ACADEMIC ADVISING

Academic advising at Fontbonne University is an integral part of the larger mission of the University. It serves to assist students to identify and achieve their educational goals, while creating collaborative relationships with other institutional departments, faculty and staff. The advising process is an on-going and developing one, whereby both the advisor and advisee share responsibilities. 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 advisor's role is rooted firmly in education, providing the necessary information regarding policies, degree programs, courses, schedules and registration. Advisors must reach out developmentally as well by engaging students in self-directed learning, creating academic plans and strategies, discussing personal goals and referring individuals to the appropriate campus resources. Students may not register for courses until being cleared by their advisor.

With the support and guidance of their academic advisor, advisees are expected to learn and practice the habits of successful students. This includes maintaining regular contact with all of their academic stakeholders, taking responsibility for consulting the University Catalog, making final decisions about choices regarding their academic careers, preparing in advance for relevant meetings, gathering all pertinent information, following through on referrals, asking questions and striving to be an ethical and contributing member of society through critical thought and action.

Additional information may be obtained through the advising website:
<http://www.fontbonne.edu/academics/academicresources/advising/>

GENERAL EDUCATION REQUIREMENTS

Culture & the Common Good: A Liberal Arts Education at Fontbonne University

Fontbonne University is committed to the liberal arts tradition. The general education requirements seek to infuse an appreciation of the liberal arts into the academic and educational fabric of the institution. General education at Fontbonne University includes a common core that integrates mission into the curriculum, highlights our distinctiveness, employs high-impact practices to increase student engagement, and prioritizes the concerns of global citizenship in the 21st century. General Education requirements include Mission Core, Foundations, Pillars, Bridges and Writing Intensive courses. View the most up-to-date course lists for meeting these requirements at:
[http://my.fontbonne.edu/academic-resources/curriculum-](http://my.fontbonne.edu/academic-resources/curriculum-guides/?role=faculty)

[guides/?role=faculty](http://my.fontbonne.edu/academic-resources/curriculum-guides/?role=faculty). Copies are also available in the Registrar's Office or The Office of Academic Advising.

MISSION CORE: The purpose of the Mission Core is to bring a distinctively Fontbonne perspective to the general education program. The values and heritage of the Sisters of St. Joseph of Carondelet, the founders and sponsors of Fontbonne University, and the Catholic Intellectual Tradition and Catholic Social Teaching as they apply to the liberal arts and professional programs are key elements of Mission Core courses.

FOUNDATIONS OF KNOWLEDGE: Foundations requirements -- communication, mathematics, and managing information -- build critical skills that support all academic disciplines.

PILLARS OF KNOWLEDGE: Pillars requirements expand upon the Foundations to more fully prepare students for the challenges of the 21st century through coursework in the humanities, fine arts, philosophy, the social and behavioral sciences, and physical and biological sciences.

BRIDGES OF KNOWLEDGE: Bridges courses ensure that students have an opportunity for interdisciplinary study across campus or off-campus, integrating academic knowledge with community and/or global experiences.

Requirements:

The Fontbonne general education requirements are designed to meet the state of Missouri general education goals (see <http://dhe.mo.gov/cota/credittransfermain.php>).

These requirements apply to all undergraduate degree programs and consist of a minimum of 42 credit hours of academic course work taken within the following components:

MISSION CORE: 6 CREDITS.

These courses integrate Fontbonne's Mission, Vision and Values and a global perspective into the curriculum.

Mission Core I: 3 credits. The goal of *Mission Core I: Culture & the Common Good* is to prioritize attention to issues of historical remembrance, social justice, and diversity, to build alliances with individuals and organizations that are bringing about positive changes in the global community, and to integrate the liberal arts with professional education. Completion of this requirement partially fulfills the state Valuing requirement. Upon completion of this requirement, students will be able to:

1. Identify links between Fontbonne's mission, as supported by the Sisters of St. Joseph of Carondelet,

- and the principle of the common good, a principle of Catholic Social Teaching.
- 2. Articulate the challenges of reconciling divergent ideas about the common good within a pluralistic society.
- 3. Determine one's personal ideas about the common good by examining the idea in multiple contexts.
- 4. Prioritize one's personal and professional goals in light of one's potential contributions to the common good.
- 5. Demonstrate effective use of campus resources to foster personal and professional development.

Mission Core I - One course is required of all students with fewer than 30 credit hours of college credit.
INT 105 Culture and The Common Good (3 credits)

MISSION CORE II: 3 CREDITS, 200-LEVEL

OR ABOVE. Courses designated as MC II will be housed within academic departments and their content will reflect the academic disciplines. The course will weave together the academic discipline with themes of global citizenship, disciplinary knowledge, and Catholic Social Teaching. Through the following learning outcomes, students will demonstrate critical thinking skills within the context of the course. Completion of this course meets the state requirement on Higher Order Thinking. A Mission Core II course cannot be used to fulfill the Foundations, Pillars, or Bridges requirements. Upon completion of this requirement, students will be able to:

- 1. Identify the challenges of global citizenship relevant to a particular academic field.
- 2. Apply the concepts of Catholic Social Teaching to the challenges of global citizenship in this academic field of study.
- 3. Articulate an informed response to the relevance of Catholic Social Teaching to the challenges of global citizenship in this academic field of study.

One course is required (3 credits). See link at beginning of section for courses that meet this requirement.

FOUNDATIONS OF KNOWLEDGE: 17

CREDITS. These courses form the *foundation* of a solid liberal arts education.

WRITTEN COMMUNICATION: 6 CREDITS.

Completion of this requirement partially meets the state requirement on Communication. Upon completion of this requirement, students will be able to:

- 1. Analyze their own and others' writing.
- 2. Apply a recursive process that involves drafting, revising, and editing.
- 3. Produce writing that demonstrates the use of research skills, including appropriate handling and evaluation of sources.

- 4. Make formal written presentations employing Standard English, including grammar, punctuation, usage, syntax, and sentence/paragraph structure.
 - 5. Form a clear statement of argument.
 - 6. Sustain and/or develop the argument throughout the written work.
- Address an academic audience (diction, style, and content) and achieve stylistic sophistication.

Two courses are required:

ENG 101 Composition I (3 credits)

ENG 102 Composition II (3 credits)

ORAL COMMUNICATION: 3 CREDITS. Completion of this requirement partially meets the state requirement on Communication. Upon completion of this requirement, students will be able to:

- 1. Analyze their own and others' oral expression.
- 2. Apply a recursive process for oral presentation that involves the use of research skills and the appropriate handling and evaluation of sources.
- 3. Present information using Standard English, including grammar, usage, and diction, and achieve stylistic sophistication.
- 4. Sustain and/or develop and/or organize a presentation to support a specific purpose.
- 5. Select a presentation style in response to the needs of the intended audience including visual aids when appropriate.
- 6. In the case of interpersonal communication, work collaboratively to achieve a stated goal.

One course is required (3 credits). See link at beginning of section for courses that meet this requirement.

MATHEMATICS: 3 CREDITS MINIMUM. Completion of this requirement meets the state transfer articulation on Mathematics. Upon completion of this requirement, students will be able to:

- 1. Identify the use of mathematical applications in a variety of contexts and disciplines.
- 2. Apply mathematical skills and concepts to solve quantitative problems.
- 3. Apply mathematical models to real life situations.
- 4. Compute reasoned estimates based on data.
- 5. Demonstrate the appropriate use of symbols and mathematical-writing skills to communicate effectively.

One course is required (3 credits). See link at beginning of section for courses that meet this requirement.

MANAGING INFORMATION: 4 CREDITS

MINIMUM. Completion of this requirement meets the state requirement on Managing Information. Upon completion of *Information Literacy in Higher Education*, students will be able to:

1. Articulate or discuss the ethical and legal use of information.
2. Demonstrate the ability to access information to address an issue.
3. Compare and contrast information from different sources.
4. Discriminate among types of information for their intended purpose.
5. Synthesize information from a variety of sources to address an issue.
6. Formulate a response to a stated issue based upon the analysis and synthesis of information.

Information Literacy in Higher Education (1 credit) is required.

1. Upon completion of a specified CIS course, students will be able to:
2. Articulate the legal, ethical, or security issues surrounding electronic information technology.
3. Identify an appropriate application(s) of electronic information technology to a specific situation.
4. Use contemporary electronic information technologies to efficiently manage data.
5. Use contemporary electronic information technology to produce efficient communication.

One course is required (3 credits). See link at beginning of section for courses that meet this requirement.

STATE AND NATIONAL GOVERNMENT: 1-3

CREDITS. Completion of this requirement partially meets the state requirements on Social and Behavioral Sciences. Upon completion of this requirement, students will be able to:

1. With reference to state and federal constitutions, compare and contrast the rights and responsibilities granted to citizens of Missouri with the rights and responsibilities granted to citizens of the US.

One course is required (3 credits).

PILLARS OF KNOWLEDGE: 18 CREDITS.

Pillars courses *build* on Fontbonne's Foundations courses. Students select one course from six of the seven categories listed (minimum 3 credit hours each), to include at least one laboratory science course. **See link at beginning of section for courses that meet these requirements.**

SOCIAL AND BEHAVIORAL SCIENCES. Completion of this requirement partially meets the state requirements on Social and Behavioral Sciences. Upon completion of this requirement, students will be able to:

2. Recognize how variations in societal and cultural structure affect individual decisions and behavior.
3. Use scientific methods or theories to analyze and explain human behavior and mental processes.
4. Analyze current social problems using social science theories.
5. Critically evaluate the aspects of diversities in the social world.
6. Synthesize and analyze multiple points of view regarding social and historical perspectives.

LITERATURE. Completion of this requirement meets the state requirements on Humanities and Fine Arts. Upon completion of this requirement, students will be able to:

1. Identify literary techniques used across historical and/or cultural/multicultural contexts.
2. Express an understanding of the role of creative imagination.
3. Apply critical methodologies to evaluate a work of literature.
4. Articulate how literature influences readers across historical and/or cultural/multicultural environments.

PHILOSOPHY. Completion of this requirement meets the state requirement on Valuing. Upon completion of this requirement, students will be able to:

1. Identify diverse perspectives, values, and belief systems.
2. Explain how values and belief systems influence and are influenced by historical and/or social and/or cultural contexts.
3. Analyze a contemporary social issue through the lens of values and belief systems.
4. Propose a solution to a contemporary social issue using ethical principles.
5. Recognize and defend one's own personal values and belief system.

HISTORY. Completion of this requirement partially meets the state requirement on Social and Behavioral Sciences. Upon completion of this requirement, students will be able to:

1. Describe the relevance of historical events and/or trends.
2. Explain how historical events and/or trends have affected individuals, communities, nations, and/or the world.

FINE ARTS. Completion of this requirement meets the state requirement on Humanities and Fine Arts. Upon completion of this requirement, students will be able to:

1. Identify artistic techniques across historical and/or cultural and/or multicultural contexts.

2. Express an understanding of the role of creative imagination.
3. Apply critical methodologies to evaluate a work of visual or performing art.
4. Articulate an understanding of how the visual or performing arts influence viewers or audiences across historical and/or cultural and/or multicultural environments.

LIFE SCIENCE. Completion of this requirement meets the state requirement on Life and Physical Sciences. Upon completion of this requirement, students will be able to:

1. Apply the scientific method.
2. Identify valid evidence that supports theory, argument, and/or practice.
3. Describe a foundational principle of life science.

PHYSICAL SCIENCE. Completion of this requirement meets the state requirement on Life and Physical Sciences. Upon completion of this requirement, students will be able to:

1. Apply the scientific method.
2. Describe a foundational principle of physical science.
3. Articulate an understanding of how scientific discovery influences and is influenced by historical and/or social contexts.

BRIDGES OF KNOWLEDGE -- ACROSS THE CAMPUS, ACROSS THE GLOBE: 3 CREDITS.

Bridges courses encourage students to *connect* the General Education courses they have taken to a global perspective. Students select one course from any option listed below. Upon completion of this requirement, students will be able to:

1. Articulate the relationships between scholarship and the broader context in which it exists.

LINK (Learning through and Interdisciplinary Nexus of Knowledge)

The goal of a LINK course is to promote opportunities for interdisciplinary discussions among faculty and between faculty and students. The context may encompass any topic but should challenge the academic community to better understand the world and thereby prepare our students for participation as global citizens.

Although the student could choose to take separate courses for each Pillars requirement specified, they could elect to take one or several LINK course(s) which combine content and perspective from more than one discipline and count towards the requirement for each Pillar category involved. Taking one LINK course could give a student an elective for any general education course so long as that elective course is outside the student's major. More than one LINK course may be taken.

Insight Project

A student may complete an Insight project at any point after completing at least 64 credit hours (including 9 credit hours in the major). The Insight project will allow students to bring disciplinary expertise to working on a specific interdisciplinary concern, demonstrating their ability to collaborate across disciplines and applying their skills and talents to serving a world in need.

Culture Connections

This option includes interdisciplinary courses from programs not represented in Foundations or Pillars that directly address culture as a vehicle for the transmission of meaning and values.

Culture and Common Good (CCG)

A CCG course prepares students for the challenges of citizenship in the 21st century and exposes them to programs not otherwise represented in the Foundations or Pillars categories. [The course used to fulfill this requirement must not be listed under "Courses required in the Major" as described for each particular major in the current Fontbonne University catalog. For example: A student seeking a major in elementary education could fulfill this requirement with PSY 200 but not with an EDU-prefix course listed under "Courses required in the Major".]

These courses should incorporate at least three of the following areas of emphasis:

Globalization -- with attention to economic, political, cultural, historical, corporate, ethical, and/or religious dimensions of the process of global integration as well as the implications of each.

Diversity -- with attention to concerns such as inequality, identity, inclusion, oppression, (im)migration, social justice as they relate to people of specific races, ethnicities, genders, sexual orientations, ages, disability statuses, or national origins.

Sustainability -- with attention to concerns such as climate change, biodiversity, development, resource usage, ecology, consumption, food production, population, and ethics and technology related to these concerns.

Civic Engagement -- with attention to varieties and histories of democratic societies, including the United States, as well as the requirements for and challenges of democracy in this nation and elsewhere.

Advocacy and Social Justice -- with attention to understanding public policy and social institutions through which change historically has been and still may be achieved and/or hindered.

The Media -- with attention to the ways in which the media construct, promote, distort, or improve the frames through which we understand the challenges of citizenship in the 21st century.

Dedicated Semester. A Dedicated Semester course offered in majors, as special topics, in a specific area, or as a general education course fulfills the Bridges requirements.

Foreign Language. Any foreign language course which by its inherent nature includes bridging diverse cultures satisfies the Bridges requirement. Foreign language credit from an accredited, post-secondary institution will meet this requirement.

Service Learning. Service-learning is a form of experiential learning and is a “purposeful teaching pedagogy that engages students in reciprocal experiences that respond to community-defined needs, incorporates structured reflection for students to learn about themselves and the complexity of social issues and sustainable change, and develops a greater understanding of their civic responsibilities to help better society through collaborations and partnerships” (Fontbonne University Service-Learning Task Force Report, 2010).

Study Abroad. Study abroad is a form of experiential learning that includes elements of globalization, diversity and civil engagement. Academic courses must be taught by Fontbonne University faculty or by instructors holding advanced degrees from accredited U.S. or overseas universities.

WRITING INTENSIVE: Students must take two writing intensive courses: one at the 200-level or above and one at the 300-level or above, which may be embedded in major, minor, or other requirements. Upon completion of this requirement, students will be able to:

- Implement the writing process from generating ideas through developing a final written piece.
- Write in language and formats appropriate to the discipline.

INDEPENDENT STUDY COURSES

Independent study course, 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 completed application for an independent study must be submitted to the registrar’s office on the *registration in undergraduate special course* form at the time of

registration. The form is available from the registrar’s office.

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

See respective 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 120 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 tours and trips for academic credit are sponsored by Fontbonne University under the guidance of faculty and professional staff. For students, such tours and trips involve prior reading, attendance at planning meetings, and full participation in all tour or trip and follow-up activities as outlined in the syllabus prepared by the instructor. The course prefix includes the letter code of the sponsoring college/department and usually has either a 200- or 400-level number assigned to it. Academic tours and trips ordinarily carry no more than three hours of credit.

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 Africa, Australia, Belize, Costa Rica, England, Ireland, Italy, Spain, and Taiwan. 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 visit:

<https://www.fontbonne.edu/academics/academic-opportunities/study-abroad/>

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/university-level learning gained through experience, military training, and/or validated by various tests. Prior learning credit will be awarded only if the work assessed meets or exceeds “C” level coursework.

A maximum of 32 credit hours will be accepted in PLA credit opportunities at Fontbonne. Students may not count PLA credit toward the 30-hour residency requirement at Fontbonne or toward a program’s core requirements, and may not receive credit more than once for the same learning/competency achievement. Fees charged for PLA credit are subject to change.

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

Standardized Tests

Students may earn credit through the assessment of their college/university-level learning by the following methods of testing. Students cannot earn credit for an examination if they have taken a college/university course of equal or higher equivalency in that area prior to the exam. The testing methods recognized by Fontbonne are defined as follows:

College Level Examination Program (CLEP)

Students may earn credit for CLEP general and subject examinations to fulfill certain course requirements according to the respective college or department policy. Official test scores must be received by the registrar’s office directly from the testing agency. Credit is awarded if the score received is at or above the American Council of Education (ACE) recommended score.

International Baccalaureate (IB)

Students who earn an acceptable score on the IB exam as approved by the appropriate college dean or department chairperson may be awarded university credit.

Advanced Placement (AP)

Students who score three, four or five on Advanced Placement tests may be awarded university credit through Fontbonne, subject to the approval of the appropriate college dean or department chairperson. Each college/department *in which the course is housed*, in consultation with the Office of Academic Affairs, will determine the test score and the number of credits accepted for the equivalent course (s) offered in their department. A student who scores one or two on AP tests will not receive advanced placement or earn university credit. Official test scores must be received by the registrar’s office directly from the testing agency.

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

Advanced Subsidiary (AS-Level) and Advanced Level (A-Level) Credit

Students who have successfully completed Advanced Subsidiary or Advanced Level (A-Level) may be awarded credit based on their exam results as determined by the college dean or department chairperson.

Non-Standardized Exams/Credit from Accredited Institutions and Organizations and Military Experience

College/university credit can be awarded for military courses and enlisted ranks/military occupational specialties (MOS) which adhere to the standards of and 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/university credit may be awarded for professional training courses sponsored by business and industry, government, and labor which adhere to the standards of and have been evaluated by the American Council on Education (ACE) or the New York State Program on Non-collegiate Sponsored Instruction (PONSI).

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 chair in consultation with the college dean.

Department Proficiency Exams

Several departments offer proficiency exams for specific Fontbonne courses. Students who satisfactorily complete the proficiency exam for a specific course may petition to have the requirement met and to receive credit for the particular course.

Portfolio Evaluation

The portfolio evaluation is available in two formats:

(a) Portfolio I: Documented Learning and

(b) Portfolio II: Narrative Essay. If students believe they have already acquired the competencies of specific university 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/university-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 relative to learning outcomes. 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.

The documented learning portfolio should have content congruent to the established Fontbonne University specific course for which credit is being petitioned. Credit awarded for the documented learning portfolio must not be greater than the credit assigned to the specific course as listed in the Fontbonne catalog.

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 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 the office of Academic Affairs at 314.889.1401.

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 credits (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 credits or two courses per semester at the host institution.
- The student does not pay additional tuition for the inter-institutional course (unless it brings the total credits over 18), but must pay the host institution any incidental fees such as for 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.

CHIROPRACTIC. DUAL DEGREE IN CHIROPRACTIC WITH LOGAN UNIVERSITY COLLEGE OF CHIROPRACTIC IN ST. LOUIS (3/3)

Fontbonne University students may elect to pursue a 3/3 program of study in connection with the Logan University College of Chiropractic in St. Louis. Students who have completed the first three years of coursework toward a biology degree at Fontbonne, have a minimum cumulative grade point average of 2.75 can apply to Logan University College of Chiropractic. Upon satisfactory completion of the first year of coursework in chiropractic, the student will be awarded a Bachelor of Science degree in biology from Fontbonne University. It is the student's responsibility to apply for the bachelor's degree from Fontbonne during the fall semester of the student's first year at Logan University. Upon satisfactory completion of the third year of study at Logan College of Chiropractic the student would be awarded a doctorate in chiropractic.

ENGINEERING. DUAL DEGREE PROGRAM WITH THE UNIVERSITY OF MISSOURI–KANSAS CITY OR WITH WASHINGTON UNIVERSITY IN ST. LOUIS

Fontbonne University students may choose a dual degree program of study in collaboration with either the School of Computing and Engineering at the University of Missouri-Kansas City or the School of Engineering and Applied Science at Washington University in St. Louis. This program may be combined with any major, but is most easily achieved in conjunction with a major in applied mathematics or in biology. Because of the many engineering avenues, students must work closely with the dual degree advisor to map out a curriculum plan. A minimum cumulative grade point average (GPA) of B+ (3.25 on a 4.0 scale) or better, both overall and in science and mathematics courses, is required for admission to the engineering schools. Applicants with lower GPAs are considered on a case-by-case basis. Upon satisfactory completion of both programs, the student will be awarded bachelor of science degrees from both Fontbonne University and the University of Missouri-Kansas City or from both Fontbonne University and Washington University in St. Louis.

NURSING WITH THE GOLDFARB SCHOOL OF NURSING AT BARNES HOSPITAL IN ST. LOUIS (2/2)

Fontbonne University students may elect to pursue a program of study in connection with the Goldfarb School of Nursing (GSON), located at the Barnes-Jewish Hospital complex. Students who have completed a minimum of one semester with a minimum cumulative grade point average of 3.0 may apply for admission to GSON. If accepted, the student must complete the remainder of the general education and prerequisite coursework, maintaining a 3.0 cumulative grade point average, before transferring to GSON for training in clinical techniques and procedures. Qualified students should be aware that there can be a waiting period before matriculation at GSON. After completion of 5 terms at GSON the student would qualify for the Bachelor of Science degree in Nursing (BSN) from the Goldfarb School of Nursing. Each school retains its own tuition rates and separate financial aid packages, and GSON students must be available a minimum of 30-40 hours per week, for course work and simulation labs during the day or evenings and for clinical experiences during days, evenings and/or weekends. Students complete their clinical experiences at Barnes-Jewish Hospital, St. Louis Children's Hospital, Missouri Baptist Medical Center and other BJC HealthCare hospitals and St. Louis area health care facilities.

For certification as an RN, eligible graduates must also pass the National Council Licensure Exam (NCLEX).

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

Fontbonne University 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 either a biology or a 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 at Washington University during their junior year at Fontbonne. 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 the bachelor's degree from Fontbonne during the fall semester of the student's first year at Washington University. At the end of the second year of study at Washington University, the student would qualify for a master of occupational therapy degree from the Washington University School of Medicine.

SOCIAL WORK. ACCELERATED BRIDGE PROGRAM WITH SAINT LOUIS UNIVERSITY SCHOOL OF SOCIAL WORK

Admission pre-requisites for Fontbonne University's undergraduate Social Work students for Saint Louis University's School of Social Work MSW Program are

- A major in Social Work
- Completion of Social Work Foundation Courses
- Obtained senior level status
- An undergraduate cumulative GPA of 3.0 including transfer credit; and a 3.2 GPA in major
- Registered as a Fulltime Student

*The minimum credit hours for fulltime status at Fontbonne is 12 credit hours. However, Students should not exceed 12 credit hours when registered in the Masters level courses at Saint Louis University.

TIMELINE

By October 1st Attend Mandatory Information Session led by SLU Graduate Admissions

By November 15 Eligible students notified via email by Fontbonne BSW Program Director

By February 1st Applications due through the online system, including:

- Application to Accelerated Program
- Resume
- Professional Goal Statement
- Two letters of recommendation
- Transcript

By February 15 Participate in an in-person interview with Director of SLU Graduate Admissions

By March 1 receive admission decision via email from SLU'S Office of Graduate Education

By March 15 Confirm admissions through the online system described in the admissions email from SLU's Office of Graduate Education

By April 15 Meet with Fontbonne BSW Advisor and SLU MSW Program Director to plan senior year.

Students with conditional probationary admissions into the Bridge Program may take between 3 – 9 credit hours.

Students will be granted credit for these courses in the MSW Program contingent upon:

- Maintaining a "B" or better in all MSW courses and maintain a cumulative GPA of 3.0.
- Completion of all baccalaureate degree requirements at Fontbonne University
- Meet all requirements for admission into the MSW Program at SLU

Failure to meet any of these requirements may jeopardize the student's admission into the MSW Program.

Accelerated Bridge students will be given conditional probationary admissions in to the MSW Program. Saint Louis University School of Social Work tuition rates and fees will apply towards MSW courses taken. Accelerated Bridge students are not eligible to apply for School of Social Work scholarships until they have completed their undergraduate degree and become a classified student in the MSW Program. Students should discuss with their undergraduate financial aid office and Saint Louis University's Office of Student Financial Services what, if any, federal/state grants or loans will apply to their study at Saint Louis University School of Social Work.

Upon completion of graduation requirements at Fontbonne University, receipt of final transcript and successful completion of MSW courses; student admissions status will be reviewed and updated to classified.

SOCIAL WORK. ACCELERATED DEGREE ARRANGEMENT 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.

THEOLOGY. AQUINAS INSTITUTE OF THEOLOGY ACCELERATED UNDERGRADUATE/ GRADUATE AGREEMENT

This agreement gives Fontbonne's Religious Studies major accelerated access to graduate education. Ecumenical in scope, this program appeals to students who wish to pursue graduate studies in Theology, careers in theological education, and a variety of lay ministries.

ASSOCIATION OF COLLEGES OF SISTERS OF ST. JOSEPH (ACSSJ) EXCHANGE PROGRAM

The Association of Colleges of 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. On each of the ACSSJ campuses the student "will encounter a caring and hospitable community, concern for all without distinction, efforts to respond to the needs of the times, an orientation toward excellence, and endeavors to make a difference in the local and world community." The program offers 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 to another campus, at least 24 semester hours at the home campus 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 contact the office of academic affairs for more information at least one full semester before the

planned exchange. Contact the office of academic affairs for more information. Members include:

- Avila University, Kansas City, MO (www.avila.edu)
- Chestnut Hill College, Philadelphia, PA (www.chc.edu)
- Elms College, Chicopee, MA (www.elms.edu)
- Mount St. Mary's College, Los Angeles, CA (<https://www.msmu.edu/>)
- Regis College, Weston, MA (www.regiscollege.edu)
- St. Catherine University, St. Paul, MN (www.stkate.edu)
- St. Joseph College, New York, NY (www.sjcny.edu)
- The College of St. Rose, Albany, NY (www.strose.edu)

INTERNATIONAL AFFILIATIONS

Fontbonne University has affiliations with a number of institutions around the world for undergraduate and graduate programs. These universities include:
Xi'an Fanyi University – China

Wuchang University of Technology – China
China Women's University – China
Xi'an Siyuan University – China
Fu Jen Catholic University – Taiwan
National Taiwan University of Arts - Taiwan
Chang Jung Christian University – Taiwan
Aletheia University – Taiwan
Hosei University – Japan
Regent's College London - United Kingdom
Siva Sivani Institute of Management - India
Beifeng University of Nationalities – China
Providence University – Taiwan
Blue Hill College – Ecuador
Broward College – Ecuador
INTI – Malaysia
Singapore Polytechnic – Singapore
Siva Sivani Institute of Management - India

Please direct all questions related to international affiliations to the Office of International Affairs at 314-889-4778 or internationalaffairs@fontbonne.edu.

ACADEMIC POLICIES AND REGULATIONS

BACCALAUREATE DEGREE REQUIREMENTS

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

- A minimum of 120 credit hours.
- A minimum of 30 of the 120 credit hours at Fontbonne University to meet the minimum residency requirement.
- 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 and/or major requirements, certificate, etc. *(See each college, department, or program for specific information.)*
- A minimum of 42 credit hours of general education requirements (GER). All GER courses must be completed with a letter grade.
- All course requirements for the major, minor, or concentration as stipulated by the college or department in which the major, minor, or concentration is offered, including:
 - Completion at Fontbonne of a minimum of 50 percent of the credit hours required for the major, minor, or concentration;
 - Completion at Fontbonne of a minimum of 15 credit hours of the major requirements as upper division (300/400 level) coursework;
 - Completion of a capstone course/experience as part of the major;
 - Completion of each course required for the major, minor, or concentration with a minimum grade of C-; and
 - Completion of the minimum cumulative grade point average required for the major.
 - A minimum of one course in religion or theology as a graduation requirement. This course must be completed with a letter grade.
 - The completion at Fontbonne of the final semester of coursework, regardless of the number of credit hours taken.

GENERAL STUDIES WITH DISCIPLINARY EMPHASIS MAJOR

The general studies with (disciplinary) emphasis major offers students a path to graduation that combines generalized study with disciplinary focus, leading to a Bachelor of Arts degree. General studies with emphasis majors are advised in the department in which their emphasis is housed. This degree is not available in all programs.

Major requirements include:

- Residency, Major, General Education, and Graduation Requirements as described in the Fontbonne University Catalog.
- A minimum of 18 hours of course work in an area of emphasis, 15 hours of electives, as defined by departments, and a capstone experience.
- A minimum GPA of 2.0 in the major is required for graduation.

Please see specific department chairs to determine the availability of a General Studies with Emphasis degree is particular programs, and for the program-specific requirements for those degrees.

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; and
- All specific requirements for the second degree, including a course in religion or theology.
- 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 or 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 in this section of the catalog.)*

See the admission section in this catalog for admission requirements.

DUAL BACCALAUREATE DEGREE REQUIREMENTS

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

- A minimum of 24 credit hours beyond the minimum of 120 credit hours for the first degree;
- All specific requirements for each of the two majors;
- All specific requirements for each degree.

RESIDENCY REQUIREMENTS FOR THE BACCALAUREATE DEGREE

An undergraduate degree-seeking student must complete, at Fontbonne University, a minimum of 30 credit hours of coursework toward a degree. 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 to this policy is an institution with which Fontbonne has an inter-institutional agreement; however, this is not recommended. 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.

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:

- If considerable time has elapsed since the student achieved degree-seeking status.
- 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.

WAIVER/MODIFICATION OF DEGREE REQUIREMENTS

A student may request a waiver or a modification of a degree requirement. The *waiver/degree modification* form must be obtained from the registrar's office and be completed, providing a clear rationale as to why the requirement should be waived or modified. Waived credit does not count toward total degree requirements. The student must complete a minimum of 120 credit hours to graduate with a bachelor's degree.

RESIDENCY REQUIREMENTS FOR MAJORS, MINORS, CONCENTRATIONS, AND CERTIFICATES

A student must successfully complete, at Fontbonne University, a minimum of 50 percent of the credit hours required for a major, minor, or concentration (as defined under academic terminology in this section of this catalog).

A student must successfully complete, at Fontbonne University, a minimum of 15 upper-division (300/400 level) credit hours of departmental coursework required for the major. 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 requirements for the majors, minors, concentrations, and certificate programs within that department.

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

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 requirements for both majors in addition to specific degree and 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.*)

DUAL UNDERGRADUATE/GRADUATE ENROLLMENT REQUIREMENTS

A Fontbonne undergraduate student may be eligible to earn graduate academic credit for graduate level courses with permission from the department that is offering the graduate course.

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

Graduate credit hours may not be used toward the 120 hour requirement for an undergraduate degree. However, 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 a narrowly defined set of disciplinary or interdisciplinary classes that constitutes a discrete body of knowledge as determined by the department(s) in which the certificate is housed.

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 major requirements, but may not be used to fulfill requirements for a minor, concentration, or another certificate.

Fontbonne policies and regulations apply to certificate-seeking students.

ADMISSION FOR POST-BACCALAUREATE CERTIFICATION ONLY (MISSOURI DEPARTMENT OF EDUCATION AND SECONDARY EDUCATION/COUNCIL OF ACCREDITATION OF EDUCATIONAL PROGRAMS) OR VERIFICATION ONLY (ACADEMY OF NUTRITION AND DIETETICS)

An applicant who already holds a bachelor's degree may desire admission to pursue post-baccalaureate teacher certification (see the department of education/special education in the graduate program section in this catalog and the teacher certification at Fontbonne University section immediately following the graduate program section in this catalog for information regarding programs which combine teacher certification with an advanced

degree) or to meet the minimum academic requirements for receipt of a Verification Statement by the Accreditation Council for the Education of Nutrition and Dietetics, the accrediting agency for the Academy of Nutrition and Dietetics (see the department of family and consumer sciences in the undergraduate program section in this catalog). See the admission section of undergraduate information in this catalog for admission requirements.

Admission as a candidate for pursuit of teacher certification or for completion of dietetic verification requirements is dependent upon the approval of the respective department. 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, from completing the Fontbonne general education requirements, and from the graduation requirement of a religion or theology course. The student must complete a minimum residency requirement of 24 credit hours at Fontbonne University. Students interested in receiving a Verification Statement in dietetics must also successfully complete a portfolio. A student contemplating either teacher certification or dietetic verification should check with an advisor regarding the various master's degree programs at Fontbonne University which might be of added value.

Full information on teacher certification may be found in the section titled Teacher Certification at Fontbonne University following the graduate programs' section in this catalog. This includes policies and procedures for students in teacher certification programs, acceptance into the teacher certification program, and final assessment information in teacher certification at Fontbonne University.

AUTHORIZATION FOR STUDY AT ANOTHER INSTITUTION

A student seeking approval to study at another institution while a student at Fontbonne University must complete the *authorization for study at another institution* form which may be obtained from the office of the registrar or at: <https://www.fontbonne.edu/academics/academic-resources/registrar/>

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 to this policy is an institution with which Fontbonne has an inter-institutional agreement; however, this is not recommended.

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 upon completion of the coursework, but at the latest by the midterm date of the semester in which the student will graduate.
4. A minimum of 30 credit hours must be completed at Fontbonne University (residency requirement).
5. A maximum of 64 credit hours will be accepted from a community college.
6. A student who has transferred in the maximum number of 64 credit hours to Fontbonne from a community college may “back out” from their academic record a maximum of 15 community college credit hours that do not meet general education or major requirements.

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: a narrowly defined set of disciplinary or interdisciplinary classes that constitutes a discrete body of knowledge as determined by the department(s) in which the certificate is housed.

Undergraduate Student Classifications

Degree-seeking: A student pursuing a degree

Unclassified: A student not pursuing a degree

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

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

Class Status

First-year: Fewer than 30 credit hours earned

Sophomore: 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 prerequisite. 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 and may or may not have a prerequisite.

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.

DECLARING MAJOR APPROVAL

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

A student pursuing two majors must declare both majors and obtain major approval from the college dean/department chair of each major in order to assure proper advising. The student must complete an *application for major approval* form (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 college or department may choose to add acquisition of major approval as a prerequisite for a specific upper division course.

A student who does not meet or maintain the requirements for major approval may be accepted into the major or remain in the major with qualifications that must be met within a designated period of time as specified by the department chair and the college dean; *or* be designated by

the department chair and the college dean as ineligible to complete the respective major requirements.

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/certification* form from the office of the registrar and complete the form in its entirety. 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 each semester course schedule. Before being able to register, a student must be advised and obtain registration clearance. The scheduled times and dates for summer registration are listed in the spring and summer course schedules.

Change in Registration

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

- Be made on the *change of registration (drop/add)* form available in the registrar's office;
- Include a supportive reason for the change;
- Be approved and signed by the academic advisor, the business office, the financial aid office, and, if applicable, by the Office of Academic Affairs; and
- Be returned to the registrar's office before the deadline specified in the semester course schedule.

EARLY PROGRESS REPORT

At the fifth week of every fall and spring semester, instructors report students' unsatisfactory academic progress to the registrar's office. The registrar's office will notify instructors that early progress reports must be submitted via the web one week prior to the mid-semester date for students who show unsatisfactory academic progress. The names of 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 instructors will give and grade at least one substantial assignment or multiple smaller assignments prior to the mid-semester date of each semester. Providing early feedback on student progress facilitates student success.

EXAMINATIONS

Examinations are given at the discretion of the instructor. Ordinarily each instructor determines the value and importance of the final examination depending on the nature of the course and its objectives.

The final exam, whether unit or comprehensive, must be given at the time scheduled by the registrar's office. If an instructor chooses not to give an exam, the scheduled exam time must be used for a class meeting. A student who has more than three exams on a given day should work with the instructors to petition for one to be moved to another day.

It is the responsibility of the instructor to determine whether a student may make up missed tests or examinations.

GRADING AND EVALUATION

At the first class period of each semester/term, the instructor will inform the students of the factors taken into consideration for grading. Methods of grading and evaluations must be included in the course syllabus.

Grade Definitions for Undergraduate Courses

<u>Grades</u>	<u>Interpretation</u>	<u>Comments</u>
A, A-	Excellent	Applies to all courses
B+, B, B-	Good	Applies to all courses
C+, C, C-	Satisfactory	Applies to all courses
D	Poor	Applies to all courses
F	Failure	Applies to all courses—used when a student earns a failing grade
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.
W	Withdrawal	Applies when a student, with proper authorization, withdraws from a course by a specified date
WI	Involuntary withdrawal	Applies when a student who does not officially withdraw is withdrawn by the office of the registrar
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 attend	Student never attended; no authorized withdrawal; no basis for evaluation
AF	Failure due to absence	Applies when a student fails a course due to lack of satisfactory attendance
NA	Never Attended	Applies when a student has never attended any of the course and did not drop the course

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:

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

Grade Point Average

The grade point average (GPA) is computed 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.

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 department chair and college dean.

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 as part of 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. Fontbonne University accepts grades of pass (P), in transfer, as elective credits, not to exceed six courses.

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 an extenuating circumstance beyond the student's control (e.g., serious illness) that occurs 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 (I)* 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 procedures on the application form for an (I) are not followed. In extenuating circumstances, the chair may approve an extension of the incomplete, but not beyond two months.

Deferred Grade (X)

If, for some reason, the grade from a particular course cannot be reported to the registrar's office in time for the semester report, the student will receive a deferred (X) designation. 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. A grade change should occur only under one 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 one week after 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 department chairperson will decide if or when a course from another institution may be used in lieu of a course repeated at Fontbonne.

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 advisor, department chairperson and dean

overseeing the student's major, the department chairperson and dean overseeing the course in question.

Both the original and the repeated course grades 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 the students of the policy in writing on the course syllabus distributed at the beginning of the course.

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 stops attending a class without officially withdrawing from the course by completing a *change in registration (drop/add)* form obtained from the registrar's office, the student will receive a grade of AF for the course.

Note: The instructor must have a daily record of each student's attendance so as to be able to record the true last date of attendance if the student stops attending the course. The last date of attendance as recorded by the instructor may have financial aid implications for the student.

CLASS ATTENDANCE – EIGHT-WEEK COURSES

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.

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 a change of status and 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.

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 designation of W. A student who stops attending at some point after the third week of class does not complete the authorized withdrawal process receives a grade of AF.

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 Office of Academic Affairs, an exception to this policy. (*See Withdrawal for an Extenuating Circumstance below.*)

For financial aid purposes, the instructor must be able to provide the last date of attendance when a student stops attending or petitions to withdraw from a course.

Note: A student should be aware that 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.

Involuntary Withdrawal for Non-attendance

A student who registers for a course and never attends the course will be withdrawn from the course ordinarily after the third week of classes. The registrar's office will notify the student in writing of non-attendance; the student will have one week to respond by either immediately attending the course or immediately withdrawing from the course.

Failure to officially withdraw from the course will result in the student receiving an involuntary withdrawal (WI). A student receiving a WI will be responsible for any incurred costs.

A student who receives a student refund must return the refund to Fontbonne University.

An involuntary withdrawal will result in a change in a student's registration. Based on federal financial aid regulations, this may require a recalculation of the student's financial aid package and adjustments to the student's aid award. These adjustments may result in aid being removed from the student's award and a balance due on the student's account.

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, procedures, and forms concerning a withdrawal for an extenuating circumstance from the Office of Academic Affairs. At the latest, the withdrawal procedures must be completed and all documentation submitted to the Office of Academic Affairs within 30 business days following the last date of exams for that enrollment session.

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.

PROBATIONARY STATUS AND DISMISSALS

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, INT 106 - Strategies for Self-Directed Learning, 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.

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. 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.

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 dismissed student may apply for readmission to Fontbonne University after one full calendar year. During this time the student is encouraged to continue a program of study elsewhere, if possible. The student wishing to return after one year must reapply to the office of admission for readmission consideration by the undergraduate admission standards and review committee. If the student is readmitted, the student returns on probation.

A student who is dismissed may appeal the decision by sending a letter of appeal to the Office of Academic Affairs. (*See appeals process for academic issues.*)

Probationary Status and Dismissals in Intensive English Program

Students in the Intensive English Program (IEP) must achieve a grade of PASS in each class to be considered to be in good standing. If a student achieves a grade of NOT PASS in a class, the student is allowed to repeat the class. If the student receives a grade of NOT PASS a second time for the same class, the student will be reviewed by the IEP academic review committee. The committee reviews the student's entire academic record in the IEP Program. Upon review, if the committee determines that the student's NOT PASS grade is due to a lack of attendance or failure to do the required work, the student is dismissed.

If it is determined that the student's grade is not due to lack of attendance and/or failure to do the required work, the student may be allowed to enroll in the class a third time. If after enrolling in the class a third time, the student does not achieve a grade of PASS, the student will be dismissed from the Intensive English Program and the university.

The academic status of students in the ESL Program is subject to review by the academic review subcommittee of the undergraduate academic committee at the end of the fall and spring semester, and is subject to the same policies as are all degree-seeking students. (See the university's policies on probationary status and dismissals in the academic policies and regulations section of this catalog).

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 Griffin Scratch Student Handbook.

ACADEMIC APPEALS PROCESS

An undergraduate student, who wishes to petition the academic appeals committee for a hearing for a final grade appeal or for a hearing for an academic matter other than a final grade, must consult with Office of Academic Affairs which will provide the student with a copy of the academic appeal policy, procedures, and timelines.

The academic appeals committee, comprised of five elected faculty members and eight students selected by the office of academic affairs in consultation with department chairs, serves to offer a fair hearing to the student. Three faculty and three undergraduate students are selected from the committee to serve with the committee chair at any hearing.

Appeals ordinarily are not heard in the summer session.

Academic Appeal Regarding Matters Other Than Grades

If an undergraduate student wishes to appeal an academic issue other than a recorded final grade, the student must consult with the Office of Academic Affairs as to the appropriate process to follow as it relates to the appeal issue. Within one calendar week following this consultation the student must provide a formal letter of appeal to the Office of Academic Affairs, which will then direct the letter to the appropriate individual/committee for resolution.

Final Grade Appeal

If an undergraduate student wishes to challenge a recorded final grade, the student must obtain a written copy of the academic appeals process for a grade appeal from the Office of Academic Affairs. This written copy of the process must be obtained no later than the end of the first three full calendar weeks of classes of the fall or spring

semester following the semester (including the summer session) in which the grade in question was issued. The request by students in traditional courses for the written copy of the appeal process is handled preferably in person; the request by students in online courses may be handled by email or fax.

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:

- The student has not been enrolled for five consecutive years at Fontbonne University.
- 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 and a 2.0 GPA.
- 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.
- 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.
- The grade point average will be recalculated.
- The transcript will indicate New Start.
- 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 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.

Latin Honors will be calculated for the May commencement ceremony based on the GPA at the end of the previous semester and will be considered provisional until all grades are received and it is ascertained that all graduation requirements have been met. The correct Honors category will be noted on the student's diploma and transcript based on the final GPA 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 graduating seniors who achieve 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 1 for December conferral of degree, December 1 for May conferral of degree, and May 1 for August conferral of degree. Commencement ceremonies are held in May.

COMMENCEMENT/CONFERRING OF DEGREES

Fontbonne University confers bachelors' and masters' degrees at the annual commencement ceremony in May. Undergraduate students with nine or fewer hours left to complete their degree and who have enrolled in those courses necessary to complete the degree by the August conferral date are allowed to participate in commencement the May preceding their August completion. All graduate students who will complete their degree in August and who have enrolled in the courses required to do so are eligible for participation in the commencement ceremony the May preceding their August completion. All other students who wish to participate in commencement before completing all requirements may direct an appeal to walk in the commencement ceremony to the Office of Academic Affairs. Students may only participate in one commencement ceremony.

RECORD OF WORK AND TRANSCRIPTS

A student receives a semester grade report online after the close of each semester, and can access unofficial copies of their transcript through the student portal. A student may request official 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 include the institution's seal and be either received directly from another institution or sent directly to another institution.

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).

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.

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.

Violations of academic integrity have a broad impact on the university and will result in university review and action. Faculty who observe violations of academic integrity are asked to report all violations to the office of academic affairs where records of violations will be maintained for five years. University review and action may include tutorials on the appropriate use of materials, academic probation, or expulsion, depending on the nature of the offense. All procedures for disciplinary action are detailed in the Griffin Scratch and Fontbonne policy manuals.

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.

College of Arts and Sciences

DEPARTMENT OF BEHAVIORAL SCIENCES

DEPARTMENT OF BIOLOGICAL AND PHYSICAL SCIENCES

DEPARTMENT OF ENGLISH AND COMMUNICATION

DEPARTMENT OF FINE ARTS

DEPARTMENT OF HISTORY, PHILOSOPHY, AND RELIGION

DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCES

INTERDISCIPLINARY STUDIES PROGRAM

Dr. Adam Weyhaupt, Dean

Department of Behavioral Sciences

MAJORS

Psychology (BS)

Applied Behavioral Sciences (BA)

General Studies: Psychology

MINOR

Psychology

DEGREE PROGRAM AFFILIATIONS

Occupational Therapy with Washington University in St. Louis

The Department of Behavioral Sciences offers a Bachelor of Science degree in psychology and a Bachelor of Arts degree in applied behavioral sciences. The department also offers a minor in psychology. In each of these areas of study, students learn essential analytical, critical thinking, problem solving, research, and communication skills.

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 in the psychology program take classes on a variety of topics such as developmental, social, cognitive, and abnormal psychology in order to gain a broad and well-rounded understanding of the field. They also use the scientific method to answer empirical questions, design research projects, and collect data in an effort to better understand and improve the human condition.

Psychology is well-suited for students who are interested in applying scientific methods to enhance understanding of human behavior, emotion, and cognition. While many of our graduates enter careers or graduate programs within the field of psychology, the major also provides a marketable educational foundation for students who plan to pursue careers in education, research, human resources, advertising, marketing, as well as political, medical, or legal professions.

The applied behavioral sciences major is a multidisciplinary degree program designed to provide core knowledge and

training in the discipline of psychology along with select courses in related fields. Foundational courses are supplemented with additional coursework in applied fields related to the behavioral sciences such as communication studies, social work, counseling, sociology, the health sciences, and/or business. This program teaches students to use multidisciplinary theoretical concepts from the social and behavioral sciences to solve problems and work directly with people in a variety of professional settings. Students acquire the theories, research, and analytical skills for solving social problems and enhancing organizational effectiveness in applied settings.

Elective courses are chosen individually by students, with guidance from their faculty advisors, in areas that will broaden their knowledge and skill sets in the behavioral sciences and better prepare them for the specific careers they plan to pursue upon graduation.

The applied behavioral sciences degree program is well suited for students who have multidisciplinary interests in the behavioral sciences and who wish to work in careers that apply these principles to solve real-world problems. The program is also ideally suited for working adults, as the major can be completed in either a traditional daytime format or through a combination of evening, online, and blended courses.

FACULTY

Laurel C. Newman, associate professor of psychology and chairperson of the department of behavioral sciences
Jason R. Finley, assistant professor of psychology

MAJOR IN PSYCHOLOGY

The psychology curriculum provides students with a broad and balanced foundation in each of the core areas of the discipline. Students will study various aspects of the human psychological experience, including lifespan development; learning, memory, and cognition; biological foundations of behavior; abnormal psychology; social psychology; and personality and adjustment. Students will also learn research, analytical, and writing skills through courses in statistics and research methods. During their senior year, students choose from various capstone options that allow them to apply what they have learned in the lab or the field. Additional learning opportunities for students include assisting with faculty research, completing supervised internships, conducting and participating in student research in the psychology laboratory, or exploring the field through independent study projects. Interested students also have the opportunity to present their own research at local and regional conferences.

Students are encouraged to enhance their major course of study by choosing a minor that emphasizes the intersection between psychology and related disciplines. Suggested minors include business, biology, computer science, mathematics, women's studies, early childhood, social work, sociology, religion, or environmental studies. Most students 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.

The major consists of 42 credit hours of courses. Students must have a minimum cumulative grade point average (GPA) of 2.3 on a 4.0 scale from all colleges/ universities attended as well as a GPA of 2.5 in psychology courses for acceptance into the major, to remain in the program, and for graduation. .

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 credits) at Fontbonne.

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 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)

Two of the following three courses:

PSY 335 Cognitive Psychology (3 credits)
PSY 445/SWK 470 Biological Psychology (3 credits)
PSY 450 History and Systems of Psychology (3 credits)

One of the following three capstone course sequences:

PSY 496 Senior Research Seminar I (3 credits) and
PSY 497 Senior Research Seminar II (3 credits)

OR

PSY 391 Testing and Measurement for the Behavioral Sciences (3 credits) and
One additional 300 or 400 level elective (3 credits)

OR

PSY 440 Internship in Psychology (3 credits) and
One additional 300 or 400 level elective (3 credits)

Required courses may not be taken independently.

Elective Courses

Psychology majors must also complete nine credits of elective courses (at least three credits of these elective courses must be at the 300 or 400 level). Some courses are offered every other year.

PSY/BIO 160 Animal Behavior (3 credits)
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 (3 credits)
PSY 312 Positive Psychology (3 credits)
PSY 325 Introduction to Clinical Psychology (3 credits)
PSY 327 Industrial/Organizational Psychology (3 credits)
PSY 335 Cognitive Psychology (3 credits)
PSY 350 Environmental Psychology (3 credits)
PSY 370 Controversial Topics in Psychology (3 credits)

PSY 391 Testing and Measurement for the Behavioral Sciences (3 credits)
 PSY 440 Internship in Psychology (1–6 credits)
 PSY 450 History and Systems of Psychology (3 credits)
 PSY 445/SWK 470 Biological Psychology (3 credits)
 PSY 490 Independent Study (1–6 credits)
 PSY 494 Special Topics (3 credits)
 PSY 495 Undergraduate Research in Psychology (1–6 credits)
 PSY 496 Senior Research Seminar I (3 credits)
 PSY 497 Senior Research Seminar II (3 credits)
 The courses chosen for electives may not meet both a requirement and an elective.

Additional Requirements

The discipline of psychology involves working closely with people and social organizations. In keeping with the guidelines of the discipline and the mission of Fontbonne University, all students enrolled in the major are required to act ethically and to treat all others with respect and dignity. Failure to meet this requirement may lead to dismissal from the major at any time.

DUAL DEGREE ARRANGEMENT IN OCCUPATIONAL THERAPY WITH WASHINGTON UNIVERSITY IN ST. LOUIS

Fontbonne University 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 either a psychology or a biology 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 at Washington University during their junior year at Fontbonne. *Application to the program does not guarantee admission, however, and students are advised that admission is highly competitive.*

Upon admission and satisfactory completion of the first year of coursework at Washington University, the student will be awarded a Bachelor of Science degree in psychology from Fontbonne University. It is the student's responsibility to apply for the bachelor's degree from Fontbonne during the fall semester of the first year at Washington University. At the end of the second year of study at Washington University, the student would qualify for a master of science in occupational therapy degree from the Washington University School of Medicine.

Required OT Prerequisite Courses in Psychology for admission to the dual degree program in Occupational Therapy:

PSY 100 Introduction to Psychology (3 credits)
 PSY 200 Developmental Psychology (3 credits)
 PSY 315 Abnormal 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:

SOC 100 Survey of Sociology (3 credits)
 BIO 220 Anatomy and Physiology I with Lab (4 credits)
 BIO 222 Anatomy and Physiology II with Lab (4 credits)

MAJOR IN APPLIED BEHAVIORAL SCIENCES

The Applied Behavioral Sciences (ABS) major provides students with fundamental courses in psychology as well as specific courses in related disciplines that fit with the student's interests and career aspirations. Students learn research and writing skills through courses in statistics and research methods, and the major culminates with a portfolio project in which the student creates an artifact that integrates and summarizes the information and skills he or she learned throughout the program. Additional learning opportunities for students include participating in faculty research, completing supervised internships, assisting with student research in the psychology laboratory, or exploring the field through independent study projects.

Students enrich their understanding of the applied nature of the behavioral sciences by selecting additional electives from related disciplines, such as education, early childhood, communications, business, the health sciences, or social work. These electives are selected with help from the student's advisor in order to maximize the student's preparedness for the particular occupations or graduate programs the student wishes to pursue upon graduation.

The ABS program can be completed in an evening and online format, via traditional day courses, or through a blend of the two formats.

The major consists of 36 credit hours of required courses. A cumulative 2.5 grade point average on a 4.0 scale is ordinarily required in ABS 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 credits) at Fontbonne.

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 Applied Behavioral Sciences Major:

PSY 100 Introduction to Psychology (3 credits)
SOC 100 Survey of Sociology (3 credits)
PSY 200 Developmental Psychology (3 credits)
PSY 315 Abnormal Psychology (3 credits)
SOC/PSY 310 Social Psychology (3 credits)

One of the following courses:

MTH 115 Introduction to Statistics (3 credits)
Or
PSY 320 Statistics for the Behavioral Sciences (3 credits)

One of the following courses:

PSY 330 Research Methods for the Behavioral Sciences (3 credits)
Or
PSY 391 Testing and Measurement for the Behavioral Sciences (3 credits)

The following capstone course:

ABS 496 Portfolio Project (3 credits)

Required Courses in Other Disciplines:

SOC 100 Survey of Sociology (3 credits)

Required courses may not be taken independently.

Elective Courses:

Applied Behavioral Sciences majors must also complete 12 credits of elective courses. At least 6 credits of these elective courses must have a PSY prefix (see the above list of PSY

electives) and must be at the 300 or 400 level. The remaining 6 credits will consist of electives chosen based on the student's academic and professional interests, in consultation with the student's academic advisor.

Additional Requirements

The field of applied behavioral sciences involves working closely with people and social organizations. In keeping with the guidelines of the discipline and the mission of Fontbonne University, all students enrolled in the major are required to act ethically and to treat all others with respect and dignity. Failure to meet this requirement may lead to dismissal from the major at any time.

GENERAL STUDIES: PSYCHOLOGY

The general studies major with emphasis in psychology offers students a path to graduation that combines generalized study with some disciplinary focus, leading to a Bachelor of Arts degree. General studies majors with an emphasis in psychology are advised by faculty in the department of behavioral sciences.

Major requirements include:

- Residency, major, general education, and graduation requirements as described in the Fontbonne University Catalog.
- A minimum of 18 hours of course work in psychology
- 15 hours of electives, chosen in consultation with a faculty advisor
- A senior capstone course, consisting of a 300 or 400 level course in psychology, selected in consultation with the student's academic advisor and the chair of the department.
- A minimum GPA of 2.0 in the major is required for graduation

MINOR

In addition to majors, the department of behavioral sciences offers a minor in psychology for students from other majors who are interested in learning about psychology and potentially applying it to their major discipline. 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 PSYCHOLOGY (18 credits)

PSY 100 Introduction to Psychology (3 credits)
Any additional 5 courses (15 credits) of coursework in psychology.

ADVANCED PLACEMENT

Entering students who achieve scores of four or five in Introduction to Psychology (PSY 100) on the Advanced Placement Test will receive advanced placement and university credit in those courses.

COURSES

PSYCHOLOGY COURSES

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 and mental processes. Topics considered include biological foundations, sensation and perception, motivation and emotion, human development, personality, social psychology, psychological disorders, and therapy. FA, SP, SU, Online

PSY 160 Animal Behavior (3 credits)

An introductory course covering general behavioral principles from the psychological and biological perspectives. Basic topics covered include learning, biological mechanisms of behavior, foraging, defense, aggression, sensory systems and communication, reproductive behavior, and parental care behavior. This class includes a two hour lab each week. Cross-listed with BIO 160. Prerequisites: PSY100 or BIO108 or BIO112. Check semester listings.

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, Online

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 2016, FA 2018

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. Check semester listings

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. Check semester listings.

PSY 293 Special Topics (3 credits)

Course offered to supplement regular course listings. Consult semester course schedule offerings.

PSY 301 Careers in Psychology (3 credits)

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. Cross-listed with ABS496: Portfolio Project in the Applied Behavioral Sciences. Prerequisite: PSY 100. SP

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. FA

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. SP

PSY 312 Positive Psychology (3 credits)

Positive Psychology is the scientific study of the positive, adaptive, creative, and emotionally fulfilling aspects of the human experience. In this course, we will discuss elements such as values, strengths, and virtues, specifically focusing on topics such as happiness, optimism, work satisfaction, and relationships. This course has been designated as meeting a writing intensive course requirement in Fontbonne's General Education core. Prerequisite: PSY100; junior status recommended. 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; PSY 330 recommended. SP

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

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

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. Topics include observational, correlational, experimental, and quasi-experimental designs. This course has been designated as meeting a writing intensive course requirement in Fontbonne's General Education core. Prerequisite: PSY 100. 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; junior or senior status recommended. SP

PSY 350 Environmental Psychology (3 credits)

This course provides an overview of Environmental Psychology, a subfield of psychology that explores the interrelationships between humans and their natural and constructed environments. Topics covered include contextual theories; human responses to natural and constructed hazards; conservation psychology; environmental perception, cognition, and stress; human factors psychology; problem-solving and decision-making; population psychology and sustainability; and environmental design, modification, and management. This course satisfies the Mission Core II requirement for Fontbonne's general education core. Prerequisite: PSY 100. Check semester listings.

PSY 370 Controversial Issues in Psychology (3 credits)

Seminar class on controversial issues in contemporary psychology. This course is intended to stimulate critical thinking and initiate thoughtful discussion of controversial psychological issues. Students will learn to evaluate the merits of persuasive arguments and the scientific evidence on which they are based. This course is writing intensive, so students will also have multiple opportunities to practice constructing effective arguments in oral and written format. Prerequisite: PSY 100; Junior or senior status recommended. Check semester listings.

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. This course has been designated as meeting a writing intensive course requirement in Fontbonne's General Education core. Prerequisites: PSY 100; junior or senior status; PSY 320 and 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: Junior or Senior status or permission of instructor. Taught independently. FA, SP, SU

PSY 445 Biological Psychology (3 credits)

This course explores the physiological foundations of behavior, cognition, and emotional processes. Particular emphasis is given to current research advances that illustrate the dynamic functions of the brain and nervous system. Anatomical and physiological mechanisms relevant to sensation and perception, development, behavior, emotion, movement, learning, and memory are emphasized. The physiological and genetic bases of pathology, psychopharmacology, addiction, and aging processes are also considered. Cross listed with SWK 470. Prerequisites: PSY 100; six additional credit hours of psychology. FA

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 through the study of historical zeitgeists. Prerequisites: PSY 100; six additional credit hours of psychology. Check semester listings.

PSY 490 Independent Study (1 – 6 credits)

Selected readings, discussions, 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. Potential topics include but are not limited to: Interpersonal Relationships; Learning and Behavior, School Psychology, and Counseling 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, or will assist a faculty member in conducting his or her research. Taught independently. 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 status or consent 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 status or consent of instructor. SP

APPLIED BEHAVIORAL SCIENCES COURSES**ABS 293 Special Topics in the Applied Behavioral Sciences (3 credits)**

Course offered to supplement regular course listings. Check semester listings.

ABS 440 Internship in the Applied Behavioral Sciences (1 – 6 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. This course may be repeated for up to 6 credit hours. Taught independently. Prerequisites: Senior status, prior acceptance into the ABS program, consent of instructor. FA, SP, SU

ABS 490 Independent Study in the Applied Behavioral Sciences (3 credits)

Selected readings, discussions, papers in a particular area of Applied Behavioral Sciences in which the student has a special interest. Independent work under the direction of an instructor in the Behavioral Sciences department. Prerequisites: Prior acceptance into the ABS program, 60 credits hours, consent of instructor. FA, SP, SU

ABS 494 Special Topics in the Applied Behavioral Sciences (3 credits)

Course offered to supplement regular course listings. Consult course schedule offerings.

ABS 495 Undergraduate Research in the Applied Behavioral Sciences (1 – 6 credits)

This course is designed to provide students 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 the Department of Behavioral Sciences, or assist a faculty member with conducting his or her research. This course may be repeated

for up to 6 credits. Prerequisites: Senior status, prior acceptance into the ABS program, consent of instructor. Taught independently. FA, SP, SU

ABS 496 Portfolio Project in the Applied Behavioral Sciences (3 credits)

This course is generally taken the student's senior year in the ABS major. Students will create a portfolio of materials that synthesizes their experiences in the ABS program and demonstrates their expertise in their chosen field of interest. Cross listed with PSY301: Careers in Psychology. Prerequisites: Prior acceptance into the ABS program; junior or senior status. SP

Department of Biological and Physical Sciences

MAJORS

Biology (BS)

Biology for Secondary Education (BS)

Medical Laboratory Science, offered cooperatively with
NAACLS-accredited partner institutions (BS)

General Studies: Health (BA)

General Studies: Science (BA)

MINORS

Biology

Chemistry

Environmental Science

CERTIFICATE

One Health

DEGREE PROGRAM AFFILIATIONS OFFERED

Chiropractic with Logan University in St. Louis (3/3)

Engineering with University of Missouri-Kansas City (3/3 or 4/3) and with
Washington University in St. Louis (3/2 or 4/2)

Nursing with the Goldfarb School of Nursing in St. Louis (2/2)

Occupational Therapy with Washington University in St. Louis (3/2)

MISSION

The mission of the Department of Biological and Physical Sciences is to inspire students to embrace a lifetime appreciation and understanding of the biological sciences by providing essential, rigorous, and authentic science experiences. The department offers a variety of program and curriculum choices that prepare students to enter the scientific community.

FACULTY

Main Campus

Stephenie Paine-Saunders, Associate Professor and
Department Chair

Julie Hamdi, Assistant Professor

Kelly Lane-deGraaf, Assistant Professor and Program
Director, One Health

Elizabeth Rayhel, Professor

Minh Truong, Associate Professor

Mercy Hospital

Beverly B. Kraemer, M.D., Medical Director for the
MLS programs.

Terry Taff, MA, MT (ASCP) SM, Laboratory Manager
and Program Director

Saint Louis Zoo

Sharon Deem, Ph.D., DVM, DACZM-Director, Institute
for Conservation Medicine

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 general education requirements and 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 a nationally normalized science exit exam.

General Education Requirements

The 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. For the majors within the biological and physical sciences, the general education coursework will require 44-45 credits, depending upon the math and life-science courses taken.

The Biology Core

The Biology core of courses gives students a foundation in Biology, while allowing the opportunity for students to focus their upper-division coursework in areas of interest. The subcategories include coursework in Organismal Biology, Cell and Molecular Biology, Environment and Ecology, and Professional Skills.

MAJOR IN BIOLOGY

MAJOR APPROVAL FOR BIOLOGY

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 credits) at Fontbonne. Students seeking major approval 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. All courses for the major must be passed with a C- or better.

- Three courses in biology
- Two courses in chemistry

General Education Requirements in Biology

The following specific general education courses are required for the biology major. All other general education courses are unspecified.

BIO 112 General Biology I (4 credits)*

CHM 106 General Chemistry I (4 credits)

MTH 150 Calculus and Analytic Geometry I (4 credits)

*BIO 108 (3 credits), with recommendation of instructor and approval of department chair, may substitute for BIO 112. This substitution would not transfer to other institutions, would not satisfy some medical- or graduate-program requirements, and the student must adjust total credit hours accordingly.

Courses Required in Biology

THE BIOLOGY CORE (17 CREDITS)

BIO 112 General Biology I (4 credits, counted as GER)

BIO 114 General Biology II (4 credits)

BIO 196 Biology Seminar I (2 credits)

BIO 212 Genetics (3 credits)

BIO 318 Cell and Molecular Biology (3 credits)

BIO 496 Biology Senior Seminar (3 credits, Writing Intensive)

Plus any one of the following:

BIO 204 Mathematical Modeling and Experimental Design (3 credits)

BIO 214 Molecular Genetics of Development (3 credits)

BIO 306 Kinesiology and Biomechanics (3 credits, Recommended for Dual Degree Program in Engineering)

BIOLOGY SUBCATEGORIES

A minimum of one course is required in each category below plus 2 additional courses from any category.

Organismal Biology

BIO 207 Plant Biology with Laboratory (4 credits)

BIO 220 Anatomy and Physiology I (4 credits)

BIO 222 Anatomy and Physiology II (4 credits)

BIO 250 Microbiology with Laboratory (4 credits)

BIO 260 Comparative Anatomy (3 credits)

BIO 306 Kinesiology and Biomechanics (3 credits)

Cell and Molecular Biology

BIO 322 Immunology (3 credits)

BIO 325 Disease Ecology (3 credits)

BIO 326 Molecular Techniques Laboratory (3 credits)

BNF 210 Introduction to Bioinformatics (3 credits)

CHM 318 Biochemistry (3 credits)

Ecology/Evolution

BIO 160 Animal Behavior (3 credits)
BIO 230 Conservation Biology (3 credits)
BIO 271 Field Ecology (4 credits)
BIO 320 Evolutionary Biology (3 credits)
BIO 421 Conservation Medicine (3 credits)

Professional Skills minimum of 2 credits, maximum of 10 credits

BIO 203 Science and Society* (3 credits)
BIO 295/495 Department Research (1-4 credits);
may be taken multiple times
BIO 497 Biology Internship (1-4 credits)

*Meets requirement for Mission Core II and Writing Intensive

Courses Required in Chemistry (16 credits)

CHM 106 General Chemistry I
(4 credits, counted as GER)
CHM 108 General Chemistry II
(4 credits)
CHM 210 Organic Chemistry I (3 credits)
CHM 211 Organic Chemistry I Laboratory
(2 credits)
CHM 212 Organic Chemistry II (3 credits)

Optional Chemistry courses* (Both courses required for chemistry minor)

CHM 213 Organic Chemistry II Laboratory (2 credits)
CHM 318 Biochemistry (3 credits)
* recommended for students planning to attend graduate programs or medical school.

Courses Required in Mathematics and Computer Science (10-11 credits)

Take both of these:

MTH 125 Biostatistics (3 credits)
(MTH 115 may be substituted for MTH 125)
MTH 150 Calculus with Analytic Geometry I
(4 credits, counted as GER)

And choose one of these:

BNF 200 Bioinformatics Programming Languages (3 credits) *preferred choice for biology major
MTH 151 Calculus with Analytic Geometry II (4 credits)
MTH 315 Advanced Statistics (3 credits)

Courses Required in Physics (8 credits)

Choose one physics sequence:

Sequence 1:

PHY 208 College Physics I (4 credits)
PHY 210 College Physics II (4 credits)

Sequence 2:

PHY 218 Engineering Physics I (4 credits)
PHY 220 Engineering Physics II (4 credits)

Additional Graduation Requirements

BIO 413 Department Assessment Exit Exam (0 credits)
Any religion or theology course

MAJOR IN BIOLOGY FOR SECONDARY EDUCATION

Teacher Certification Requirements

Full information for teacher certification policies, procedures, and requirements are found in the section titled Teacher Certification at Fontbonne University following the graduate programs' section in this catalog. Those interested in combining a major in biology with secondary certification must review this section in its entirety.

Major Approval for Biology for Secondary Education

In addition to satisfying major approval for the biology degree, students seeking certification for secondary education 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 (3.00) and cumulative (2.75) GPA; final validation of a 3.00 GPA in relevant content areas for middle/secondary candidates; and approval by the Fontbonne University Educator Preparation Programs Impact Council. Without approval by the Fontbonne University Educator Preparation Programs Impact Council students cannot enroll for student teaching/field experience.

General Education Requirements

The following specific general education courses meet the requirements for the biology major with secondary certification:

Take all of these:

BIO 112 General Biology I (4 credits)*
CIS 103 Computer Technology: Applications for Teachers (3 credits)
COM 102 Public Speaking (3 credits)
EDU 268 Introduction to Learner Development
(3 credits, counted as Mission Core II)
GOV 101 US and MO Constitutions (1 credit)
MTH 150 Calculus with Analytical Geometry I
(4 credits)
PSY 200 Developmental Psychology (3 credits)

And choose one chemistry course:

CHM 106 General Chemistry I (4 credits)

CHM 128 General, Organic, and Biological Chemistry I
(4 credits)

*BIO 108 (3 credits), 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 Education

EDU 268 Introduction to Learner Development (3 credits)

EDU 269 Critical Skills in Teaching Profession with Field Experience (3 credits)

EDU 270 Introduction to Learner Diversity
(3 credits)

EDU 271 Introduction to Content Planning, Delivery, and Assessment (3 credits)

EDU 306 Analysis and Correction of Reading Difficulties
(3 credits)

EDU 313: Methods & Practicum for Middle, Secondary, & Community Education (3 credits)

EDU 350 Reading in the Content Area (2 credits)

EDU 401 Classroom/Behavior Management
Techniques (3 credits)

EDU 447 Planning for Instruction—Middle and
Secondary (3 credits)

EDU 451 Student Teaching at the Secondary Level
(12-16 credits)

Courses Required in Biology**THE BIOLOGY FOR EDUCATION
CORE (19 CREDITS)**

BIO 112 General Biology I (4 credits, counted with GER)

BIO 114 General Biology II (4 credits)

BIO 196 Biology Seminar I (2 credits)

BIO 212 Genetics (3 credits)

BIO 318 Cell and Molecular Biology (3 credits)

BIO 496 Biology Senior Seminar (3 credits, Writing
Intensive)

BIOLOGY SUBCATEGORIES**Organismal--one course required
(minimum of 3 credits)**

BIO 207 Plant Biology (4 credits)

BIO 220 Anatomy and Physiology I (4 credits)

BIO 222 Anatomy and Physiology II (4 credits)

BIO 250 Microbiology (4 credits)

BIO 260 Comparative Anatomy (3 credits)

BIO 306 Kinesiology/Biomechanics (3 credits)

Cell and Molecular--one course required (3 credits)

BIO 322 Immunology (3 credits)

BIO 326 Molecular Techniques Laboratory (3 credits)

CHM 318 Biochemistry (3 credits)

**Ecology/Evolution--both courses required
(7 credits)**

BIO 271 Field Ecology (4 credits)

BIO 320 Evolutionary Biology (3 credits)

Professional Skills--one course required

BIO 203 Science and Society* (3 credits)

*Meets requirement for Mission Core II and Writing
Intensive

**Courses Required in Chemistry
(11 or 16 credits)****Choose one chemistry sequence:**

Sequence 1 (11 credits):

CHM 128 General, Organic, and Biological Chemistry I
(4 credits, counted with GER)

CHM 228 General, Organic, and Biological Chemistry II
(4 credits)

CHM 328 General, Organic, and Biological Chemistry III
(3 credits)

Sequence 2 (16 credits):

CHM 106 General Chemistry I

(4 credits, counted with GER)

CHM 108 General Chemistry II
(4 credits)

CHM 210 Organic Chemistry I (3 credits)

CHM 211 Organic Chemistry I Laboratory
(2 credits)

CHM 212 Organic Chemistry II (3 credits)

Optional Chemistry Courses**(Both courses required for chemistry minor)**

CHM 213 Organic Chemistry II Laboratory (2 credits)

CHM 318 Biochemistry (3 credits)

**Courses Required in Mathematics and
Computer Science (10-11 credits)****Take both of these:**

MTH 125 Biostatistics (3 credits)

(MTH 115 may be substituted for MTH 125)

MTH 150 Calculus with Analytic Geometry I

(4 credits, counted as GER)

And choose one of these:

BNF 200 Bioinformatics Programming Languages
(3 credits) *preferred choice for biology major

MTH 151 Calculus with Analytic Geometry II (4 credits)

MTH 315 Advanced Statistics (3 credits)

Courses Required in Physics (8 credits)

Choose one physics sequence:

Sequence 1:

PHY 208 College Physics I (4 credits)

PHY 210 College Physics II (4 credits)

Sequence 2:

PHY 218 Engineering Physics I (4 credits)

PHY 220 Engineering Physics II (4 credits)

Additional Graduation Requirements

BIO 413 Department Assessment Exit Exam (0 credits)

Any religion or theology course

MAJOR IN MEDICAL LABORATORY SCIENCES

The program in MLS is offered in cooperation with NAALCS-accredited clinical teaching labs at various partnering institutions. Fontbonne University offers two options for students interested in pursuing certification in MLS. The single-major curriculum can be completed in four years, leading to the B.S. in MLS; the double-major option requires five years; leading to double majors in Biology and MLS. Clinical internship placements, which are required for the MLS major, are awarded on a competitive basis and cannot be guaranteed by the university. After successful completion of a NAALCS accredited MLS program and receipt of the BS degree, students are eligible to sit for the American Society for Clinical Pathology (ASCP) MLS certification examination. A list of current partnering institutions can be obtained by contacting the department.

General Education Requirements

The following specific general education course must be chosen to meet the requirements for the MLS major:

BIO 112 General Biology I (4 credits)*

CHM 106 General Chemistry I (4 credits)

MTH 150 Calculus and Analytic Geometry I (4 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.

Major Approval for Medical Laboratory Science

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 credits) at Fontbonne. Students seeking major approval 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. All courses for the major must be passed with a C- or better.

- Three courses in biology
- Two courses in chemistry

Courses Required in Biology THE BIOLOGY CORE (15 CREDITS)

Take all of these:

BIO 112 General Biology I (4 credits, counted as GER)

BIO 114 General Biology II (4 credits)

BIO 196 Biology Seminar I (2 credits)

BIO 212 Genetics (3 credits)

BIO 318 Cell and Molecular Biology (3 credits)

Choose one of these:

BIO 214 Molecular Genetics of Development (3 credits)

BIO 224 Introduction to MLS (3 credits; taken at Mercy Hospital)* *preferred choice*

*Only two students/year will be enrolled in BIO 224, chosen on a competitive basis.

BIOLOGY SUBCATEGORIES

Organismal--3 courses required (12 credits)

BIO 220 Anatomy and Physiology I (4 credits)

BIO 222 Anatomy and Physiology II (4 credits)

BIO 250 Microbiology (4 credits)

Cell and Molecular--2 courses required (6 credits)

CHM 318 Biochemistry (3 credits)

BIO 322 Immunology (3 credits)

Courses Required in Chemistry (16 credits)

CHM 106 General Chemistry I

(4 credits, counted with GER)

CHM 108 General Chemistry II (4 credits)

CHM 210 Organic Chemistry I (3 credits)

CHM 211 Organic Chemistry I Laboratory (2 credits)

CHM 318 Biochemistry (3 credits, counted above as a Cell and Molecular elective)

Optional Chemistry Courses

(Both courses required for chemistry minor)

CHM 213 Organic Chemistry II Laboratory (2 credits)

CHM 318 Biochemistry (3 credits)

Courses Required in Mathematics and Computer Science (3 credits)

Preferred Sequence:*

MTH 125 Biostatistics (3 credits)

MTH 150 Calculus with Analytic Geometry I (4 credits,
counted with GER)

*Students may substitute MTH 115 for MTH 125.

*Students may substitute MTH 105 **AND** MTH 108 for MTH 150.

Courses Required in Physics (8 credits)

Choose one physics sequence:

Sequence 1:

PHY 208 College Physics I (4 credits)

PHY 210 College Physics II (4 credits)

Sequence 2:

PHY 218 Engineering Physics I (4 credits)

PHY 220 Engineering Physics II (4 credits)

Courses Required in Medical Laboratory Sciences (2 semesters/24 credits)

The Medical Laboratory Internship includes lectures and experiential training in the laboratory techniques and procedures utilized in a hospital setting. Fontbonne University is a partner with NAACLS-accredited teaching clinical laboratories to provide these opportunities, however acceptance into an internship is highly competitive and not guaranteed by the university. In the absence of an internship, students would complete the degree in Biology and have the option of pursuing the double major with MLS.

Additional Graduation Requirements

BIO 413 Department Assessment Exit Exam (0 credits)

Any religion or theology course

GENERAL STUDIES

As part of the University General Studies program, the Department of Biological and Physical Sciences offers two areas of emphasis: Health and Science. The general studies majors offer students a path to graduation that combines generalized study with disciplinary focus, leading to a Bachelor of Arts degree. General Studies Major requirements include:

- All Residency, Major, General Education, and Graduation Requirements as described in the Fontbonne University Catalog.
- A minimum GPA of 2.0 in the major is required for graduation.
- A minimum of 18 hours of course work in an area of emphasis

- A minimum of 15 hours of electives, as defined by departments
- A capstone experience; listed below.

MAJOR APPROVAL FOR GENERAL STUDIES: HEALTH AND GENERAL STUDIES: SCIENCE (BA)

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 credits) at Fontbonne. Students seeking major approval must have a minimum cumulative grade point average (GPA) of 2.0 on a 4.0 scale as well as a GPA of 2.0 in the courses specified below. All courses for the major must be passed with a C- or better.

- Three courses in biology
- Two courses in chemistry (required for General Studies: Science; not required for General Studies: Health)

GENERAL STUDIES: HEALTH

General Education Requirements

The following specific general education courses must be chosen to meet the requirements for the General Studies: Health major.

Take both of these:

PSY 100 Introduction to Psychology (3 credits)

SOC 100 Introduction to Sociology (3 credits)

Choose one biology course:

BIO 108 Introduction to Life Science (3 credits)

BIO 112 General Biology I (4 credits)

Choose one chemistry course:

CHM 106 General Chemistry I (4 credits)

CHM 128 General, Organic, and Biological Chemistry I (4 credits)

Choose one ethics course:

PHL 221 Business Ethics (3 credits)

PHL 260 Contemporary Moral Issues (3 credits)

Choose one math sequence:

Take both of these:

MTH 105 Algebra (3 credits)

MTH 110 Precalculus (3 credits)

Or take this one:

MTH 115 Introduction to Statistics (3 credits)*

*MTH 125 can substitute for MTH 115 for the major; however, MTH 125 cannot be used to meet the Mathematics general education requirement.

Required Courses in Health

Take all of these:

BIO 205 Medical Terminology (2 credits)
BIO 220 Anatomy and Physiology I (4 credits)
BIO 222 Anatomy and Physiology II (4 credits)
BIO 250 Microbiology (4 credits)
BIO 395 Topics in Healthcare (Capstone, 3 credits)
PSY 200 Developmental Psychology (3 credits)

And choose one nutrition course:

FCS 214 Nutrition and Wellness (2 credits)
FCS 216 Principles of Nutrition (3 credits)

GENERAL STUDIES: SCIENCE

General Education Requirements

The following specific general education courses must be chosen to meet the requirements for the General Studies: Science major.

Take both of these:

BIO 112 General Biology I (4 credits)
CHM 106 General Chemistry I (4 credits)

Choose one math sequence:

Take both of these:

MTH 105 Algebra (3 credits)
MTH 110 Precalculus (3 credits)

Or take this one:

MTH 115 Introduction to Statistics (3 credits)*

*MTH 125 can substitute for MTH 115 for the major; however, MTH 125 cannot be used to meet the Mathematics general education requirement.

Required Courses in Life and Physical Sciences

Take all of these:

BIO 114 General Biology II (4 credits)
BIO 212 Genetics (3 credits)
BIO 250 Microbiology (4 credits)
BIO 318 Cell and Molecular Biology (capstone, 3 credits)
CHM 108 General Chemistry II (4 credits)

Choose one of these:

BIO 204 Molecular Genetics of Development (3 credits)
BIO 214 Modeling and Experimental Design (3 credits)

CERTIFICATE IN ONE HEALTH

Fontbonne University's Department of Biological and Physical Sciences partners with the Institute for Conservation Medicine at the St. Louis Zoo to offer the Certificate in One Health. One Health is a growing field that integrates the disciplines of human, animal, and ecosystem health into a unified approach. These are increasingly linked,

so the student interested in any of these fields will benefit from the background provided by the One Health curriculum. Professionals in the field address such problems as emerging infectious diseases, colony collapse in bees, natural-disaster management, nature-deficit disorder, antibiotic resistance in bacteria and much more. Interested students should contact the Director of the Center for One Health for more information.

Prerequisites:

BIO 112 General Biology I (4 credits)
BIO 114 General Biology II (4 credits)
BIO 204 Modeling and Experimental Design (3 credits)

Certificate courses (19-22 credits):

Take all of these:

BIO 230 Conservation Biology (3 credits)
BIO 322 Immunology (3 credits)
BIO 325 Disease Ecology (3 credits)
BIO 421 Conservation Medicine (3 credits)

Choose one of these:

BIO 495 Biology Research (1-4 credits)*
BIO 497 One Health Internship (1-4 credits)*
*with the Director's approval

Choose two of these:

BIO 320 Evolutionary Biology (3 credits)
GS 201 Globalization and Its Ethical Challenges (3 credits)
HCM 330 Public Health Administration (3 credits)
HCM 350 Legal Issues in Healthcare (3 credits)
PHL 228 Environmental Ethics (3 credits)
PSY 350 Environmental Psychology (3 credits)

MINORS

BIOLOGY

The Minor in Biology requires the following 20-21 credit hours of Biology coursework. Some courses require a prerequisite chemistry course – CHM 106 or CHM 128 should be chosen to meet the Pillar in Physical Sciences.

Take all of these:

BIO 112 General Biology I (4 credits, counted with GER)
BIO 114 General Biology II (4 credits)
BIO 212 Genetics (3 credits)
BIO 318 Cell and Molecular Biology (3 credits)

And choose any two BIO courses numbered 160 or above which must include at least one of the following:

BIO 160 Animal Behavior (3 credits)
BIO 230 Conservation Biology (3 credits)
BIO 271 Field Ecology (4 credits)
BIO 320 Evolutionary Biology (3 credits)

CHEMISTRY

The Minor in Chemistry requires the following 21 credits of Chemistry coursework

CHM 106 General Chemistry I
(4 credits-counted with GER)
CHM 108 General Chemistry II (4 credits)
CHM 210 Organic Chemistry I (3 credits)
CHM 211 Organic Chemistry I Laboratory (2 credits)
CHM 212 Organic Chemistry II (3 credits)
CHM 213 Organic Chemistry II Laboratory (2 credits)
CHM 318 Biochemistry (3 credits)

ENVIRONMENTAL SCIENCE

The Minor in Environmental Sciences requires the following 21-22 credits of coursework.

Choose one biology course:

BIO 106 Topics in Environmental Science (3 credits)
BIO 112 General Biology I (4 credits, counted with GER)

And take all of these:

BIO 207 Plant Biology (4 credits)
BIO 271 Field Ecology (4 credits)
GS 201 Globalization and Its Ethical Challenges (3 credits)
PSY 350 Environmental Psychology (3 credits)
PSY/BIO 490 or 495 or 496 or 497 Independent Study,
Research, Seminar, or Internship (up to 4 credits)

DUAL DEGREE PROGRAM IN ENGINEERING WITH THE UNIVERSITY OF MISSOURI-KANSAS CITY AND WITH WASHINGTON UNIVERSITY IN ST. LOUIS

Fontbonne University students may choose a program of study in collaboration with either: The School of Computing and Engineering at the University of Missouri-Kansas City or the School of Engineering and Applied Science at Washington University in St. Louis. This program may be combined with any major, but is most easily achieved in conjunction with a major in applied mathematics or in biology. Because of the many engineering avenues, students must work closely with the dual degree advisor to map out a curriculum plan. A minimum cumulative grade point average (GPA) of B+ (3.25 on a 4.0 scale) or better, both overall and in science and mathematics courses, is required for admission to the engineering schools. Applicants with lower GPAs are considered on a case-by-case basis. Upon satisfactory completion of both programs, the student will be awarded Bachelor of Science degrees from both Fontbonne University and University of Missouri-Kansas City or from both Fontbonne University and Washington University in St. Louis.

NURSING WITH THE GOLDFARB SCHOOL OF NURSING AT BARNES HOSPITAL IN ST. LOUIS (2/2/)

Fontbonne University students may elect to pursue a program of study in connection with the Goldfarb School of Nursing (GSON), located at the Barnes-Jewish Hospital complex. Students who have completed a minimum of one semester with a minimum cumulative grade point average of 3.0 may apply for admission to GSON. If accepted, the student must complete the remainder of the general education and prerequisite coursework, maintaining a 3.0 cumulative grade point average, before transferring to GSON for training in clinical techniques and procedures. Qualified students should be aware that there can be a waiting period before matriculation at GSON. After completion of 5 terms at GSON the student would qualify for the Bachelor of Science degree in Nursing (BSN) from the Goldfarb School of Nursing. Each school retains its own tuition rates and separate financial aid packages, and GSON students must be available a minimum of 30-40 hours per week, for course work and simulation labs during the day or evenings and for clinical experiences during days, evenings and/or weekends. Students complete their clinical experiences at Barnes-Jewish Hospital, St. Louis Children's Hospital, Missouri Baptist Medical Center and other BJC HealthCare hospitals and St. Louis area health care facilities. For certification as an RN, eligible graduates must also pass the National Council Licensure Exam (NCLEX).

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

Fontbonne University 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 either a biology or a 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 at Washington University during their junior year at Fontbonne. 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 the bachelor's degree from Fontbonne during the fall semester of the student's first year at Washington University. At the end of the second year of study at Washington University, the student would qualify for a master of occupational therapy degree from the Washington University School of Medicine.

BIOLOGY COURSES REQUIRED FOR HONORS BIOLOGY

Members of the Honors Program majoring in Biology who are candidates for University Scholar must complete the following upper division courses with honors criteria:

- BIO 496 Biology Senior Seminar (3 credits, Writing Intensive) to include a research proposal
- BIO 495 Department Research (1-4 credits) to include a presentation proposal to a local undergraduate research conference

COURSES

All prerequisites must be passed with a minimum grade of C- or better within the last five (5) years. Any prerequisite prior to five (5) years or with a grade of less than C- must be approved by the department chair.

BIOLOGICAL SCIENCES COURSES

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

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 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. SP

BIO/PSY 160 Animal Behavior (3 credits)

An introductory course covering general behavioral principles from the psychological and biological perspectives. Basic topics covered include learning, biological mechanisms of behavior, foraging, defense, aggression, sensory systems and communication, reproductive behavior, and parental care behavior. This class includes a two hour lab each week. FA (odd years).

BIO 196 Biology Seminar I (2 credits)

This course will provide first-year biology students with an overview of opportunities in biology careers as well as exposure to current research areas of the department. This seminar will familiarize students with scientific presentation and writing formats. SP

BIO 203 Science and Society (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. This course will also explore the reciprocal effects of science on society and society on science. This course has been approved to meet the Mission Core II and Writing Intensive General Education Requirements. FA

BIO 204 Modeling and Experimental Design (3 credits)

An introductory course in the application of mathematics, statistics and computer science in the Biological Sciences taught from the science perspective. Emphasis will be placed on modeling in the areas of genomics, epidemiology, phylogeny and evolution, and design in the areas of ecology, gene expression and related areas. Prerequisites: BIO 114; MTH 105 or MTH 110 (or equivalent); MTH 115 or MTH 125. SP

BIO 205 Medical Terminology (2 credits)

A survey course of medical terminology, including the Latin and Greek prefixes, roots and suffixes that are relevant to understanding terms. The course will cover terminology associated with major body system anatomy, physiology and pathology, as well as some current abbreviations and phrases used in healthcare settings. SP

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: BIO 108 or BIO 112. FA (even years)

BIO 212 Genetics (3 credits)

Study of the fundamental laws of inheritance in biological systems. Prerequisites: Introductory biology course and MTH 115 or MTH 125 (may be taken concurrently). FA

BIO 214 Molecular Genetics of Development (3 credits)

A molecular approach to genetic interactions in a variety of organisms during development from gametogenesis to more complex forms. Prerequisites: BIO 212. SP (even years)

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. SP, SU

BIO 224 Introduction to Medical Laboratory Sciences (3 credits)

A practical experience designed to introduce potential medical laboratory science students to the following area of a clinical laboratory-Hematology, Urinalysis, Chemistry, Blood Bank, Immunology and Microbiology. Prerequisite: none. This class is offered at Mercy Hospital; interested students should contact the department chair in the fall of the sophomore year to begin the registration process. SP

BIO 230 Conservation Biology (3 credits)

A course exploring the conservation of biodiversity based on principles of ecology, evolution and population genetics. The course will focus on current threats to biodiversity as well as population dynamics and stability, endangered species approaches, habitat fragmentation, population management and the complexities of science-based conservation strategies. This course will use lecture, discussion and readings of case studies. Prerequisites: BIO 114; BIO 212. SP (odd years)

BIO 240 Microbiology for Health Professionals with Lab (4 credits):

An introductory course covering the basic principles of life, with an emphasis on and examples from the microbiological world. Content covered will include the scientific method, cellular structure and function, metabolism, genetics, and reproduction in the context of pathology, pathogenicity, and immunology related to health-related microbes. SP

BIO 250 Microbiology with Lab (4 credits)

A general course with emphasis on classification, physiology, and pathology of microorganisms. Prerequisites: CHM 106 or CHM 128 (may be taken concurrently). SP

BIO 260 Comparative Anatomy (3 credits)

A study of vertebrate structure in relation to phylogeny, ontogeny, and function, emphasizing morphological adaptation for function. The laboratory investigation compares the detailed anatomy of representatives of various vertebrate groups including fish, amphibians, reptiles, birds and mammals. Prerequisites: BIO 114, BIO 220. FA (even years)

BIO 271 Field Ecology (4 credits)

Introduction to field research techniques; Exploration of interactions among living and nonliving things within local natural resources; Identification of local flora and fauna; One hour of lecture and three hours of fieldwork at specified locations offsite weekly. Prerequisites: BIO114 and MTH 150, or approval of department chair. SP (even years)

BIO 295 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 the approval of the department chair.

BIO 306 Kinesiology and Biomechanics with Lab (3 credits)

An introduction to the mechanical principles of movement with emphasis placed on the anatomical and biomechanical aspects of movement. Prerequisites: Bio 220; an introductory physics course. SP (even years).

BIO 318 Cell and Molecular Biology (3 credits)

Study of fine structures, metabolism, physical, and chemical activities of cells and subcellular structures. Prerequisites: BIO 108/112, BIO 114. 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 212. 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; CHM 108. FA (odd years)

BIO 325 Disease Ecology (3 credits)

This is an introductory course in the area of infectious diseases. It will introduce principles of disease transmission, zoonotic disease, and basic epidemiological strategies and principles employed in the area of public health. Prerequisites: BIO 114; BIO 204; and MTH 125 or MTH 115. Offered as needed.

BIO 326 Molecular Techniques Laboratory (3 credits)

This course will give the student lecture and laboratory experience in bioinformatics, DNA manipulations including restriction digests and cloning and Polymerase Chain Reaction, in addition to other related molecular biology techniques. BIO 112, BIO 114. 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. FA, SP

BIO 395 Topics in Healthcare (2 credits)

A capstone course in health, this course will cover current topics in healthcare and allied health professions. Prerequisites: Bio 220, Bio 222, Bio 250 and either of HES 214 or 216.

BIO 413 Department Assessment II (0 credits)

This course is required for graduation for all designated majors in biology. The course consists of a nationally-normalized test in biology and chemistry designed to assess progress in the major field of study. FA, SP

BIO 421 Conservation Medicine (3 credits)

A culminating course in the area of One Health integrating the concepts of ecology, conservation biology, emerging infectious disease, and human health and well-being. This course should immediately precede, or be concurrent with, the biology internship required for the certificate in One Health. Prerequisites: BIO 321; BIO 325. SP (as needed)

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 the approval of the department chair.

BIO 495 Biology 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 sciences, utilizing the knowledge and skills obtained in other science courses. Offered with the approval of the department chair.

BIO 496 Biology Senior Seminar (3 credits)

A writing-intensive 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. This course has been approved to meet the Writing Intensive General

Education Requirement. Prerequisites: BIO 114 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 COURSES**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 precalculus. SP

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. FA

CHM 128 General, Organic, and Biological Chemistry I (4 credits)

An introductory course exploring inorganic principles of chemistry with emphasis on biological contexts. Includes lecture and lab. Prerequisite: MTH 105 with minimum grade of C- within last five years or permission of department chair. SP

CHM 210 Organic Chemistry I (3 credits)

A study of the compounds of carbon with emphasis on functional groups, structure nomenclature, and reactions. Prerequisites: CHM 106; CHM 108. SP

CHM 211 Organic Chemistry I Lab (2 credits)

Laboratory experience to accompany CHM 210. Must be taken concurrently with CHM 210 or by consent of the department chair. Prerequisites: CHM 106; CHM 108. FA

CHM 212 Organic Chemistry II (3 credits)

A study of the mechanisms of reactions of organic compounds. Prerequisite: CHM 210. FA

CHM 213 Organic Chemistry II Lab (2 credits)

Laboratory experience to accompany CHM 212. Must be taken concurrently with CHM 212 or by consent of the department chair. Prerequisites: CHM210, CHM211. SP

CHM 228 General, Organic, and Biological Chemistry II (4 credits)

An overview course exploring organic principles of chemistry including functional groups, nomenclature, and basic reactions with emphasis on biological contexts.

Includes lecture and lab. Prerequisites: CHM 106 and CHM 108, or CHM 128; all with minimum grade of C- within last five years or permission of department chair. FA

CHM 318 Biochemistry (3 credits)

Study of chemical properties and metabolism of compounds of biological interest: carbohydrates, lipids, proteins, and nucleic acids. Prerequisites: BIO 112, 220 or 250; CHM 210. SP

CHM 328 General, Organic, and Biological Chemistry III (3 credits)

A course in biochemistry with a focus on human health and function. Prerequisites: CHM 228 or CHM 210; and BIO 250 with minimum grade of C- within last five years or permission of department chair. SP

CHM 495 Chemistry Research (1-4 credits)

This course is designed to provide the student with a non-classroom, non-structured, individualized experience in experimental research in chemistry, utilizing the knowledge and skills obtained in other science courses. Offered with the approval of the department chair.

CHM 497 Chemistry 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.

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)

An algebra-based course intended for science majors. Includes principles of mechanics, heat, wave motion, and sound with examples and problems taken from biological contexts. 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

PHY 218 Engineering Physics I with Lab (4 credits)

A calculus-based course intended for engineering, science and math majors. Includes principles of mechanics, heat, wave motion, and sound. Prerequisite: MTH 150. FA

PHY 220 Engineering Physics II with Lab (4 credits)

A continuation of PHY 218; includes light, electricity, magnetism, and quantum physics. Prerequisite: PHY 218 or equivalent; MTH 151. SP

PHY 495 Physics Research (1-4 credits)

This course is designed to provide the student with a non-classroom, non-structured, individualized experience in experimental research in physics, utilizing the knowledge and skills obtained in other science courses. Offered with the approval of the department chair.

PHY 497 Physics 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.

Department of English and Communication

MAJORS

Communication Studies (BA)

Strategic Communication (BA)

English for Secondary Certification (BA)

Literary Studies (BA)

Professional Writing (BA)

MINORS

Communication

Strategic Communication

English

Literary Studies

Professional Writing

PROGRAMS

American English Program

Intensive English Program

Foreign Language Study

The department of English and communication offers majors leading to the bachelor of arts degree in communication studies, strategic communication, literary studies, English for secondary certification, and professional writing; minors in communication studies, strategic communication, literary studies, professional writing, and English (for middle school education majors only); courses in foreign languages; and American English and Intensive English programs for international students.

The communication studies major provides broad theoretical understanding of the ways in which humans construct meaning and relate to one another as well as practical communication skills for creating effective messages, solving problems, and making ethical decisions. The major provides a foundation for pursuing careers in a variety of areas including corporate, non-profit, and civic communication management, media relations, human resources, and training and development as well as a foundation for graduate study in communication and other fields.

The strategic communication major provides focused theoretical understanding of and practical skills in ethical and effective messaging geared toward goals like influencing behavior, building or repairing an image, and effecting social change. The major provides a foundation for pursuing careers in a variety of areas including public relations, advertising, political communication, media strategy, and public advocacy.

The literary studies major, which emphasizes in-depth study of literature including critical analysis and exploration of literary theory and history, preserves the traditions of the liberal arts while providing a foundation to support a range of professional pursuits. A major in literary studies is excellent preparation for graduate study in the humanities or for careers in communication, business, law, and government, among other fields.

The professional writing major blends theoretical study of effective written communication with practical application of writing skills to a variety of professional contexts. Students develop a well-rounded understanding of the production of professional-quality written materials for the

digital age, with the opportunity to explore particular areas of interest such as creative writing, journalism, institutional communication, advocacy and outreach, or online writing.

The major in English for secondary certification enriches state-required teacher preparation with innovative courses focused on language and literature that are specifically tailored to the needs of high school teachers. Students are advised and mentored through a collaborative process that includes faculty in both the English and Communication and Education departments, reflecting a dual focus on classroom content and practice.

FACULTY

Benjamin Moore, Associate Professor of English

Heather Norton, Associate Professor of Communication, Chairperson of the Department of English and Communication

Kristen Norwood, Assistant Professor of Communication, Director of Communication

Lisa Oliverio, Assistant Professor of English

John Whicker, Assistant Professor of English, Director of Composition

Kasi Williamson, Assistant Professor of Communication

MAJOR IN COMMUNICATION

STUDIES

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 credits*) at Fontbonne. To receive approval for a major in communication studies, a student must have a 2.5 GPA in courses taken at Fontbonne to meet major requirements both 1) at the time of application for major approval and 2) through degree completion. Students must complete 15 credit hours of coursework in the major before applying for major approval; for transfer students, at least nine of these credit 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 are recommended as the way to meet certain requirements for this major:

CIS 110 Computer Applications: Spreadsheets (3 credits)

MTH 115 Statistics (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 (39 credits)

COM 101 Communication in Everyday Life (3 credits)

COM 230 Gender Communication (3 credits)

COM 240 Intercultural Communication (3 credits)

COM 260 Media, Technology, & Culture (3 credits)

COM 295 Persuasion (3 credits)

COM 299 Message Analysis Strategies (3 credits)

COM 300 Advanced Interpersonal Communication (3 cr.)

COM 350 Organizational Communication (3 credits)

COM 371 Advanced Professional Speaking (3 credits)

COM 390 Research Strategies in Communication (3 credits)

COM 430 Argumentation, Advocacy, & Debate (3 credits)

COM 495 Senior Seminar in Communication (3 credits)

300- or 400-level elective in Communication (3 credits)

MAJOR IN STRATEGIC

COMMUNICATION

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 credits*) at Fontbonne. To receive approval for a major in communication studies, a student must have a

2.5 GPA in courses taken at Fontbonne to meet major requirements both 1) at the time of application for major approval and 2) through degree completion. Students must complete 15 credit hours of coursework in the major before applying for major approval; for transfer students, at least nine of these credit 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 are recommended as the way to meet the requirements for this major:

CIS 110 Computer Applications: Spreadsheets (3 credits)

MTH 115 Statistics (3 credits)

PSY 100 Introduction to Psychology (3 credits)

OR

SOC 100 Survey of Sociology (3 credits)

A student majoring in strategic communication 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)

COM 101 Communication in Everyday Life (3 credits)

ART 115 Applied Design I (3 credits)

ENG 201 Business Writing or COM 208 Digital
Publications Workshop (3 credits)

COM 260 Media, Technology, & Culture (3 credits)

COM 280 Social Media Communication (3 credits)

COM 295 Persuasion (3 credits)

COM 299 Message Analysis Strategies (3 credits)

COM 340 Principles & Ethics of Strategic Communication
(3 credits)

COM 350 Organizational Communication (3 credits)

COM 371 Advanced Professional Speaking (3 credits)

COM 390 Research Strategies in Communication (3 credits)

COM 430 Argumentation, Advocacy, & Debate (3 credits)

COM 450 Internship in Strategic Communication (3 credits)

COM 495 Senior Seminar in Communication (3 credits)

Strategic Communication majors are encouraged to establish specific credentials for careers in the field by pursuing a concentration or minor that complements the major.

MAJOR IN ENGLISH FOR SECONDARY CERTIFICATION

Through a synthesis of academic and professional preparation, the major in English for secondary certification enables students to become informed and discerning teachers who will help foster understanding and well-being in their students, their colleagues, and their communities.

Full information for teacher certification policies, procedures, and requirements are found in the section titled *Teacher Certification at Fontbonne University*, following the graduate programs section 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 credits*) at Fontbonne.

To receive approval for a major in English for secondary certification, a student must have a 3.0 GPA in courses taken at Fontbonne to meet major requirements both 1) at the time of application for major approval and 2) through degree completion. Students must complete 15 credit hours of coursework in the major before applying for major approval; for transfer students, at least nine of these credit hours must be taken at Fontbonne. Please refer to Teacher Certification at Fontbonne University in this catalog for specific certification requirements.

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 for Secondary Certification must also earn a minimum grade of C- in ENG 101 Composition I and ENG 102 Composition II.

Courses Required in English (39 credits)

ENG 200 Introduction to English (3 credits)
ENG 240 Survey of English Literature to 1789 (3)
ENG 241 Survey of English Literature since 1789 (3)
ENG 260 Survey of American Literature to 1865(3)
ENG 261 Survey of American Literature since 1865 (3)
ENG 270 Literature for the Secondary Schools (3)
ENG 303 History of the English Language (3 credits)
ENG 370 Critical Approaches to Literature (3credits)
ENG 388 Teaching Writing (3 credits)
ENG 403 Grammar: Theory and Practice (3 credits)
ENG 496 Senior Thesis (3 credits)
PLUS Writing Elective (3 credits)

Courses Required in Other Departments (29-35 credits)

EDU 268 Introduction to Learner Development (3 credits)
EDU 269 Critical Skills in the Teaching Profession
EDU 270 Introduction to Learner Diversity (3 credits)
EDU 271 Introduction to Content Planning,
Delivery, and Assessment (3 credits)
EDU 306 Analysis and Correction of Reading
Disabilities (3 credits)
EDU 313: Methods & Practicum for Middle,
Secondary, & Community Education (3 credits)
EDU350 Methods of Teaching Reading in the
Content Areas (2 credits)
EDU401 Classroom/Behavior Management
Techniques—Middle/Secondary (3 credits)
EDU447 Planning for Instruction and Assessment-
Middle/Secondary (3 credits)
EDU451 Student Teaching at the Secondary Level
(10-16 credits)
PSY200: Developmental Psychology (3 credits)

MAJOR IN LITERARY STUDIES

The major in literary studies provides students a firm grounding in both literary tradition and the varied practices of literary analysis. Coursework encourages students to develop sophisticated practices of inquiry and critical thought that are applicable and crucial to success in any discipline, and any workplace.

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 credits*) at Fontbonne.

To receive approval for a major in literary studies, a student must have a 2.5 GPA in courses taken at Fontbonne to meet major requirements both 1) at the time of application for major approval and 2) through degree completion. Students must complete 15 credit hours of coursework in the major before applying for major approval; for transfer students, at least nine of these credit 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 literary 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)

ENG 200 Introduction to English (3 credits)
ENG 240 Survey of English Literature to 1789 (3 credits)
ENG 241 Survey of English Literature since 1789 (3 credits)
ENG 260 Survey of American Literature to 1865 (3 credits)
ENG 261 Survey of American Literature since 1865 (3 cr.)
ENG 303 History of the English Language (3 credits)
ENG 370 Critical Approaches to Literature (3credits)
ENG 496 Senior Thesis (3 credits)

PLUS 3 credits each from the following four categories*
(total of 12 credits)

- American Literature (AL)
- English Literature (EL)
- Literature and Culture (LC)
- Genres, Themes, and Movements (GTM)

*A single course may count toward multiple category requirements

The remainder of the student's program should be designed to support the literary studies major with courses from other disciplines and to establish credentials for specific career interests.

MAJOR IN PROFESSIONAL WRITING

Majors in professional writing explore all facets of the development and production of professional written materials, including identification of subject matter, consideration of audience and format, selection of effective research methods, and approaches to drafting and revision. Students also gain an understanding of workplace structures and processes that support production of written and multimedia materials, and have opportunities to develop related skills through coordinated work in other departments.

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 credits*) at Fontbonne.

To receive approval for a major in professional writing, a student must have a 2.5 GPA in courses taken at Fontbonne to meet major requirements both 1) at the time of application for major approval and 2) through degree completion. Students must complete 15 credit hours of coursework in the major before applying for major approval; for transfer students, at least nine of these credit 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 professional writing 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)

ART 115 Applied Design I (3 credits)
ENG 200 Introduction to English (3 credits)
ENG 201 Business Writing (3 credits)
ENG 303 History of the English Language (3 credits)
ENG 309 Journalism (3 credits)

ENG 484 Practicum/Internship in Professional Writing (3 credits)

ENG 496 Senior Thesis (3 credits)

- **PLUS** 9 credit hours from approved literature courses* (total of 9 credits)
- **PLUS** 6 credit hours from approved writing courses* (total of 6 credits)
- **PLUS** 9 credit hours from approved elective courses* (total of 9 credits)

*Alternative courses may be approved by the department chairperson

List of approved literature courses

(prerequisites apply)

ENG 220 Women's Literature (3 credits)
ENG 240 Survey of English Literature to 1789 (3)
ENG 241 Survey of English Literature since 1789 (3)
ENG 251 World Literature (3 credits)
ENG 255 African American Literature (3 credits)
ENG 260 Survey of American Literature to 1865 (3)
ENG 261 Survey of American Literature since 1865 (3)
ENG 270 Literature for the Secondary Schools (3)
ENG 293 Topics in Literature (3 credits)
ENG 320 Shakespeare (3 credits)
ENG 340 Modernism (3 credits)
ENG 380 Topics in English Literature (3 credits)
ENG 381 Topics in American Literature (3 credits)
ENG 382 Non-Canonical Literatures (3 credits)
ENG 383 Topics in Genres, Themes, and Movements (3)

List of approved writing courses (prerequisites apply)

ENG 208 Digital Publications Workshop (1-3 credits)
ENG 294 Topics in Writing (3 credits)
ENG 304 Creative Nonfiction (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 Interpreting and Translating Science for Consumers (3 credits)

List of approved elective courses

(prerequisites apply)

ADV 201 Introduction to Advertising (3 credits)
ADV 301 Advertising Strategies (3 credits)
MKT 320 Advertising Principles (3 credits)
ART 215 Applied Design II (3 credits)
ART 217 Illustration Techniques (3 credits)
ART 218 Digital Imaging (3 credits)
ART 280 Photography (3 credits)
ART 302 Web Design II (3 credits)
ART 309 Drawing – Bookmaking (3 credits)
COM 299 Message Analysis Strategies (3 credits)
COM 260 Media, Technology, and Culture (3 credits)
COM 340 Principles and Ethics of Strategic Communication (3 credits)

COM 350 Organizational Communication (3 credits)
COM 295 Persuasion (3 credits)
ENG 403 Grammar: Theory and Practice (3 credits)

The remainder of the student's program should be designed to support the professional writing major with courses from other disciplines and to establish credentials for specific career interests.

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 STUDIES

Courses Required in the Minor (18 credits)

COM 101 Communication in Everyday Life or COM 102 Public Speaking (3 credits)
COM 260 Media, Technology, and Culture (3 credits)
COM 295 Persuasion (3 credits)
COM 299 Message Analysis Strategies (3 credits)
COM 350 Organizational Communication (3 credits)
One elective in Communication (3 credits)

MINOR IN STRATEGIC COMMUNICATION

Courses Required in the Minor (18 credits)

COM 101 Communication in Everyday Life or COM 102 Public Speaking (3 credits)
COM 280 Social Media Communication (3 credits)
COM 295 Persuasion (3 credits)
COM 299 Message Analysis Strategies (3 credits)
COM 340 Principles and Ethics of Strategic Communication (3 credits)
COM 350 Organizational Communication (3 credits)

MINOR IN LITERARY STUDIES

Courses Required in the Minor (18 credits)

ENG 200 Introduction to English (3 credits)

PLUS 3 credits each from the following four categories* (total of 12 credits)

American Literature (AL)
English Literature (EL)
Literature and Culture (LC)
Genres, Themes, and Movements (GTM)

PLUS 3 credits in literature at the 200-level or above

- At least 3 credit hours must be in courses focused on literature written before 1865 (pre-1865)
- A single course may count toward multiple category requirements

MINOR IN PROFESSIONAL WRITING

Courses Required in the Minor (18 credits)

ADV 320 Advertising Copywriting (3 credits)
ART 115 Applied Design I (3 credits)
ENG 200 Introduction to English (3 credits)
ENG 201 Business Writing (3 credits)

PLUS 9 credit hours from the following electives (total of 9 credits)(prerequisites apply)

COM 299 Message Analysis Strategies (3 credits)
COM 340 Principles and Ethics of Strategic Communication (3 credits)
COM 260 Media, Technology, and Culture (3 credits)
COM 295 Persuasion (3 credits)
ENG 208 Digital Publications Workshop (3 credits)
ENG 294 Topics in Writing (3 credits)
ENG 304 Creative Nonfiction (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 403 Grammar: Theory and Practice (3 credits)
ENG 494 Interpreting and Translating Science for Consumers (3 credits)

MINOR IN ENGLISH

The minor in English is intended for students majoring in middle school education only. Students from other majors should consider the minor in literary studies as an alternative.

Courses Required in the Minor (18 credits)

A minimum of 18 credit hours from the following courses:
ENG 240 Survey of English Literature to 1789 (3)
ENG 241 Survey of English Literature since 1789 (3) ENG 260 Survey of American Literature to 1865 (3)
ENG 261 Survey of American Literature from 1865 (3)
ENG 303 History of the English Language (3 credits)
Writing elective (3 credits)

ADVANCE 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.

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.

INTENSIVE ENGLISH PROGRAM

The Intensive English Program is designed for non-native speakers of English. The purpose of the program is to help students improve their English language proficiency to a level of competence necessary to function and succeed at Fontbonne and other American universities.

Each session is eight weeks in length. Courses are offered at four levels, low intermediate to advanced, and consist of 18 hours of classroom instruction in English per week. Classes are small, usually 6 to 12 students. Depending on the number of students enrolled in the program, two proficiency levels may be combined.

Placement is determined by the COMPASS/ESL Test administered during the first class to determine which level is appropriate for the student. A TOEFL Test score will also be considered.

CONDITIONAL ADMISSION

Based on the score achieved on either of the above tests, students may receive Conditional Admission. This allows non-native speakers of English to enroll in Fontbonne as full-time undergraduate students for 12 credit hours. Students take one or more regular college courses with U.S. students and attend ESL courses to support them in the transition to full-time academic work.

COURSES

COMMUNICATION STUDIES COURSES

COM 101 Communication in Everyday Life (3 credits)

In this introductory course, students will learn about core concepts and contexts of study in the field of Communication, critically consider the role of communication in their everyday lives, and develop and deliver formal speeches. Topics covered include communication in personal relationships, communication in the workplace, mediated communication, and informative and persuasive speaking. FA, SP, SU

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

COM 208 Digital Publications Workshop (1-3 credits)

Hands-on experience conceiving, producing, and editing content for digital publication. With a foundation in traditional journalistic and editorial skills and practices, this course also explores new publication formats, cycles, and structures within an increasingly “converged” media landscape. FA, SP

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. Even SP

**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 260 Media, Technology, and Culture
(3 credits)**

An introduction to theory and research focused on traditional and new media and communication technologies. Students will take a critical look at how media, technology and culture impact one another by exploring topics that can include media ideology and representation, media influence, globalization, digital divides, and new media activism. FA

**COM 280 Social Media Communication
(3 credits)**

A theoretical and practical study of social media communication with a focus on current platforms such as YouTube, Facebook, and Twitter. Students will come to learn about and critically evaluate the role of social media in various communication contexts that may include relationships, politics, public relations, and journalism. Students will also practice employing social media communication toward specific goals. Even SP

COM 295 Persuasion (3 credits)

This course will introduce students to persuasion theory and research. Students will examine the psychology behind persuasion, the ethics of persuasion, persuasive strategies and appeals, and how persuasion operates in a variety of contexts. During Presidential election years, this course may be offered as Political Persuasion. FA

**COM 299 Message Analysis Strategies
(3 credits)**

In this course students will learn how to critically analyze, interpret, and evaluate rhetorical messages in public discourse as well as to construct critical arguments about them. Students will learn to use a variety of rhetorical methods and perspectives to analyze the persuasive nature of communication artifacts such as songs, movies, advertisements, speeches, photographs, and public spaces. By reading works of rhetorical criticism, engaging in class discussion, and writing and presenting critical essays, students will consider the constructed nature of public discourse in a variety of contexts. Prerequisites: ENG 101; ENG 102. FA

**COM 300 Advanced Interpersonal
Communication (3 credits)**

Through the study of theory and research, students will take an in-depth look at interpersonal communication processes in personal relationships. Specifically, students will study relationship development, maintenance, change, and dissolution primarily in friendships, romantic relationships, and family relationships. Topics may include intimacy, rituals, conflict, violence, and social support. Odd SP

**COM 340 Principles and Ethics of Strategic
Communication (3 credits)**

Students will be introduced to theory, research, and ethics of strategic communication practice. Students will learn how to analyze audiences, develop strategic goals, and ethically produce strategic messages for public communication campaigns in contexts such as public relations, public health, public advocacy, politics, and advertising. Prerequisites: COM 295. Odd SP

**COM 350 Organizational Communication
(3 credits)**

Students will examine theory and research on organizational communication and consider how they relate to effective practice of communication in organizational settings as well as to the management of issues faced by organizations and workers today. Topics for this course may include organizational culture, group and team dynamics, conflict, leadership, diversity, and technology. FA

**COM 360 Practicum in Strategic Communication
(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 340. 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 371 Advanced Professional Speaking (3 credits)

This course is designed to help students hone their oral communication skills for professional purposes. Students will learn strategies for professional communication in various contexts such as presenting data, pitching proposals, leading meetings, and interviewing. Students will develop speeches and presentations typical in their respective fields, learn to communicate clearly, creatively, and confidently, and practice using technology to enhance professional speaking. Prerequisite: COM 101 or 102. SP

COM 390 Research Strategies in Communication (3 credits)

This course surveys various research methodologies and analytic strategies. Students will learn about and practice using qualitative and quantitative tools for communication inquiry which may include surveys, focus groups, interviews, web analytics, and discourse analysis. Students will learn how to best answer particular research questions that might arise in academic or professional settings in order to contribute to knowledge in the field, solve a problem, or inform communication strategy. Prerequisite: Junior status. FA

COM 430 Argumentation, Advocacy, and Debate (3 credits)

A study of the various formats and strategies of argument and their application to advocacy and debate. Students will consider how argumentation functions in the public sphere, particularly in public policy and advocacy. Students will develop argumentation skills through critique, writing, and classroom debate presentation. SP

COM 450 Internship in Strategic 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. 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 340. 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 communication not included in the regular curriculum. Offered as needed

COM 495 Senior Seminar in Communication (3 credits)

In this capstone experience, students design and complete in 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 COURSES**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. A student must achieve a minimum grade of C- or better in a developmental course in order to move to the next level course. Credit will be applied to the 120-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 200 Introduction to English (3 credits)

Serves as introduction to the purposes and scope of the majors in literary studies, English for secondary certification, and professional writing. Provides majors with a foundation in the concepts and methods necessary for further study in the field.

Includes introduction to specific research resources and consideration of career options. Even FA

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 hour)

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 interest warrants.

ENG 208 Digital Publications Workshop (1-3 credits)

Hands-on experience conceiving, producing, and editing content for digital publication. With a foundation in traditional journalistic and editorial skills and practices, this course also explores new publication formats, cycles, and structures within an increasingly “converged” media landscape. FA, SP

ENG 220 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. (LC) Every fourth SP

ENG 240 Survey of English Literature to 1789 (3 credits)

Consideration of important movements, writers, and works from Beowulf to the Augustan era. (pre-1865) FA

ENG 241 Survey of English Literature since 1789 (3 credits)

Consideration of important movements, writers, and works from the Romantic Movement to the 20th century. SP

ENG 251 World Literature (3 credits)

An introduction to the study of world literature written originally in English or in translation. Detailed literary analysis and attention to cultural contexts. (LC) Offered as needed

ENG 255 African-American Literature (3 credits)

And introduction to 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. (AL, LC) Every fourth SP

ENG 260 Survey of American Literature to 1865 (3 credits)

Consideration of important movements, writers, and works from the Colonial Period to the Civil War; examination of colonial literature, revolutionary literature, the slave narrative, transcendentalism, and the sentimental novel. (pre-1865) FA

ENG 261 Survey of American Literature since 1865 (3 credits)

Consideration of important movements, writers, and works of the late 19th century and of the 20th century; emphasis on realism, naturalism, regionalism, modernism, and postmodernism. SP

ENG 270 Literature for the Secondary Schools (3 credits)

Survey of literature likely to be taught in the secondary schools, including selected adolescent and young adult literature. Focus on analysis in discussion and written assignments. Consideration of relevant critical issues, including canonicity and multiculturalism. Even SP

ENG 293 Topics in Literature (3 credits)

Literature course offered to supplement regular offerings. Offered on a one-time or periodic basis. Note: ENG 293 topics will vary; thus a student may register for more than one course under this number. Offered as interest warrants. (LC)

ENG 294 Topics in Writing (3 credits)

Writing course offered to supplement regular offerings. Offered on a one-time or periodic basis. Note: ENG 294 topics will vary; thus a student may register for more than one course under this number. Offered as interest warrants.

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. Odd FA

ENG 304 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 or 102 or equivalent or permission of the instructor. Odd FA

ENG 309 Journalism (3 credits)

Hands-on study of fundamental concepts and practices of print, online, and “converged” (multimedia) journalism; consideration of the role of journalists and journalism in contemporary culture. Topics include newsworthiness, computer assisted reporting, note-taking, cultivation of sources, interview technique, story structure, effective use of language and journalistic trends. Prerequisites: ENG 101 or 102 or equivalent or permission of the instructor. Odd 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 or 102 or equivalent or permission of the instructor. Even FA

ENG 312 Writing Short Fiction (3 credits)

In-depth study of the short story form through analysis of selections from modern fiction; introduction to creative techniques and practices; development of two original short stories. Prerequisites: ENG 101 or 102 or equivalent or permission of the instructor. Even SP

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 or 102 or equivalent or permission of the instructor. Offered as interest warrants.

ENG 320 Shakespeare (3 credits)

Close reading and analysis of Shakespeare’s major plays. Additional consideration of historical contexts, critical history, and cinematic adaptations. (EL) Offered as interest warrants.

ENG 340 Modernism (3 credits)

Development of a definition of modernism through a study of major English and American writers. Offered odd years. (GTM) Offered as interest warrants.

ENG 370 Critical Approaches to Literature (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. Even FA

ENG 380 Topics in English Literature (3 credits)

In depth study of specific works, authors, periods, modes, themes, and literary problems in English Literature. Note: ENG 380 topics will vary; thus a student may register for more than one course under this number. (EL) Even SP

ENG 381 Topics in American Literature (3 credits)

In depth study of specific works, authors, periods, modes, themes, and literary problems in American Literature. Note: ENG 381 topics will vary; thus a student may register for more than one course under this number. (AL) Odd FA

ENG 382 Non-Canonical Literatures (3 credits)

In depth study of specific works, authors, periods, modes, themes, and literary problems in diverse literatures. Note: ENG 382 topics will vary; thus a student may register for more than one course under this number. (LC) Even FA

ENG 383 Topics in Genre, Themes and Movements (3 credits)

In depth study of specific literary genres, themes, and movements. Note: ENG 383 topics will vary; thus a student may register for more than one course under this number. (GTM) Odd SP

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 403 Grammar: Theory and Practice (3 credits)

In-depth study of English grammar, with emphasis on prescriptive grammar, non-standard grammars, and the terms and categories used to analyze and describe grammar. Additional consideration of generative grammar and language acquisition. Prerequisite: ENG 303 History of the English Language. Odd SP

ENG 451 Practicum/Internship in Literary Studies (1-6 credits)

A supervised on-campus practicum or off-campus internship providing the opportunity to apply skills explored in student coursework in a professional setting. Requirements include a daily journal, comprehensive synthesis paper, and samples of work performed. Cooperatively administered by a faculty member and an on-site supervisor. Prerequisites: Junior or senior status, permission of the instructor. P/NP grading option only. Note: A student must work 40 hours per credit hour. Note: ENG 451 experiences will vary; thus a student may register for more than one course under this number. FA, SP, SU

ENG 484 Practicum/Internship in Professional Writing (1-6 credits)

A supervised on-campus practicum or off-campus internship providing the opportunity to apply skills explored in student coursework in a professional setting. Requirements include a daily journal, comprehensive synthesis paper, and samples of work performed. Cooperatively administered by a faculty member and an on-site supervisor. Prerequisites: Junior or senior status, permission of the instructor. P/NP grading option only. Note: A student must work 40 hours per credit hour. Note: ENG 484 experiences will vary; thus a student may register for more than one course under this number. 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. Note: ENG 490 topics will vary; thus a student may register for more than one course under this number. FA, SP, SU

ENG 494 Interpreting and Translating Science for Consumers (3 credits)

Students will examine adult health literacy in the US and the ability of various populations to access and use health information and services. This course places heavy emphasis on applied learning techniques. Students practice how to interpret and translate science-based information for the consumer in both the written and spoken word. FA

ENG 496 Senior Thesis (3 credits)

Advanced study in literary research or writing. Allows the student to develop in depth an interest that has arisen during his or her course of major study, to apply skills developed, and to demonstrate preparation for advanced study or professional practice. Coursework may be done independently or in conjunction with another, relevant course (with departmental permission). Prerequisite: Senior literary studies, professional writing, or English for secondary certification major. FA, SP

FOREIGN LANGUAGE/BOSNIAN AND SPANISH COURSES**BON 101 Introduction to Bosnian and Croatian Language and Culture I (3 credits)**

Introduction to the language and culture of Bosnia and Croatia. Emphasis on listening, comprehension, speaking, reading, and writing skills. Offered as needed.

BON 102 Introduction to Bosnian and Croatian Language and Culture II (3 credits)

Intermediate study of the language and culture of Bosnia and Croatia. Development and reinforcement of skills in listening, comprehension, speaking, reading, and writing. Offered as needed.

SPN 101 Introduction to Spanish I (3 credits)

Development of listening, comprehension, speaking, reading and writing skills. Introduces the student to Hispanic culture. Fluency in basic Spanish structures is the goal. Offered as needed.

SPN 102 Introduction to Spanish II (3 credits)

Second semester of introductory year. Development and reinforcement of basic Spanish structures. Prerequisite: SPN 101 or instructor's approval. Offered as needed.

SPN 201 Intermediate Spanish I (3 credits)

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 credits)

Continuation of Intermediate Spanish I. Prerequisite: SPN 201. Offered as needed.

SPN 303 Advanced Spanish Conversation and Composition (3 credits)

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 credits)

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 credits)

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 COURSES**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.

INTENSIVE ENGLISH PROGRAM COURSES

Credit for the following courses does not count toward the 120 credit hour graduation requirement.

ESL 061 Beginning Reading for Non-Native Speakers of English (3 credits)

This course provides practice in using various reading strategies to improve reading proficiency in English. Students will develop their ability to read descriptive, narrative and non-fictional materials more fluently. Students will use scanning and skimming skills, expand vocabulary, identify main ideas, and comprehend specific facts and inferences.

ESL 062 Beginning Writing for Non-Native Speakers of English (3 credits)

This course prepares students to produce sentence and paragraph structures. They will be able to produce a composition with a short introduction, five or more sentence body and a short conclusion.

ESL 063 Beginning Listening for Non-Native Speakers of English (4 credits) [3 hour class + 1 hour listening lab]

This course will familiarize the learner with some of the major rhetorical patterns of formal spoken English and will develop the basic skills necessary to understand spoken English at a normal pace.

ESL 064 Beginning Speaking for Non-Native Speakers of English (3 credits)

Students develop classroom communication skills and conversation skills. They will understand how to deliver a two-minute speech on self or country with a manuscript.

ESL 065 Beginning Grammar for Non-Native Speakers of English (2 credits)

This course will review basic English grammar while providing opportunities for oral and written reinforcement. Focus will be on the simple and progressive forms of the present, past, and future tenses and modal auxiliaries.

ESL 071 Intermediate Reading for Non-Native Speakers of English (3 credits)

Students will improve and expand their reading skills, increase their vocabulary, speed and comprehension. Students will develop their ability to read materials of intermediate difficulty and complexity and develop vocabulary necessary to study independently at an academic level. Students will understand the use of transitional words as organizational discourse markers, learn to paraphrase, develop critical thinking skills, increase comprehension and reading speed, and compare and contrast cultural values.

ESL 072 Intermediate Writing for Non-Native Speakers of English (3 credits)

This course will prepare students to produce a three-paragraph composition. They will learn to generate details about a topic, become familiar with the various methods of development and will develop editing skills through multiple drafts. Students will organize ideas around a thesis statement, practice writing clear topic sentences, and gather support for topic sentences through personal experience, observation, and research.

ESL 073 Intermediate Listening for Non-Native Speakers of English (4 credits) [3 hours class + 1 hour listening lab]

Focus will be on understanding major rhetorical patterns (chronological, process, definition, classification, comparison/contrast) used in lectures across the curriculum. They will develop listening skills to understand academic lectures. Students will take notes with some accuracy on lectures delivered at a moderate pace.

ESL 074 Intermediate Speaking for Non-Native Speakers of English (3 credits)

Focus will be on organizing and delivering speeches to introduce, demonstrate, and inform. The student will use an outline form to deliver speeches three minutes in length and use language which is comprehensive with moderate effort by a native speaker.

ESL 075 Intermediate Grammar for Non-Native Speakers of English (2 credits)

This course will review simple and complex English sentence structure. The focus will be on understanding and using gerunds and infinitives, using coordinating conjunctions to connect ideas, becoming familiar with passive verbs, and using adjective, noun, and adverb clauses. Students will increase their understanding and accurate use of perfect and perfect progressive verb tenses and modal auxiliaries.

ESL 081 Advanced Reading for Non-Native Speakers of English (3 credits)

This course will enable students to read authentic texts and to function independently in an academic setting. Students will increase active and passive vocabulary, recognize patterns of organization in reading materials and be able to infer answers.

ESL 082 Advanced Writing for Non-Native Speakers of English (3 credits)

The purpose of this course is to prepare students to write a multi-source research paper. Students will learn to avoid plagiarism by paraphrasing or summarizing, understand the writing process and self-edit work for organization, coherence, development, and mechanics.

ESL 083 Advanced Listening for Non-Native Speakers of English (4 credits) [3 hour class + 1 hour listening lab]

This course will prepare the student to understand academic lectures and to take notes. They will take accurate notes from lectures spoken at normal-native delivery.

ESL 084 Advanced Speaking for Non-Native Speakers of English (3 credits)

Students will learn to communicate effectively in formal academic speaking situations. They will deliver five-minute speeches (inform, persuade) from an outline, participate in group discussions and debates, and use spoken language that is comprehensible with little effort by a native speaker.

ESL 085 Advanced Grammar for Non-Native Speakers of English (2 credits)

This course will promote the understanding of key grammatical structures while providing opportunities for oral and written reinforcement. Students will gain competence in using the passive, stative passive, gerunds and infinitives, and conditional clauses. They will use coordinating conjunctions with ease and understand parallel structure.

ESL 091 Special Topics (1 to 3 credits)

This course will include TOEFL preparation, learning additional skills in English-language conversation, understanding U.S. slang phrases and colloquial speech, social and historical aspects of the United States, and current events.

Department of Fine Arts

MAJORS

Art (BA)

Fine Arts (BFA)

**Ceramics, Drawing, Painting,
Photography, Sculpture, Studio,**

Applied Design (BFA)

Figurative Studies (BFA)

Performing Arts (BA)

MINORS

Art History

Performing Arts

Applied Design

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 applied design, fine arts (with a concentration in a particular studio area), and figurative studies, 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, applied 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 four graduate degree programs, 30-hour master of arts (MA) degree for students involved in business and industry or K-12 teaching, 60-hour master of fine arts (MFA) degree for students primarily interested in advanced studio work or preparing for college-level teaching, a 30-hour master of arts in teaching (MAT) degree in speech/theatre, and a 30-hour master of arts MA) degree in theatre. Information about the graduate programs is found in the graduate program section in this catalog.

FACULTY

Mark Douglas, associate professor of art and chairperson of the department of fine arts

Catherine Connor-Talasek, professor of fine arts

Adam Flores, assistant professor of fine arts

Deanna Jent, professor of performing arts; director of theatre and performing arts

Henry Knickmeyer, professor emeritus of fine arts

Tim Liddy, professor of fine arts

David Newton, assistant professor of fine arts

Michael Sullivan, associate professor of performing arts; lighting designer/technical director

Victor Wang, professor of fine arts

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, painting, photography, or sculpture, or a studio concentration combining two compatible disciplines. The BA and the BFA degree programs also offer teacher certification for K-12. The BFA in Applied Design is primarily focused on electronic and digital media.

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 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:

- 2.75 average in major 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 credits*) 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 Mission Core II 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

48 semester credit hours in art including 27 credit hours 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)
- ART 393 Junior Synthesis (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)

18 credits in studio art from the following are required:

- ART 115 Applied Design I (3 credits)
- ART 202 Intro to Web 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 Applied Design (3 credits)
- ART 216 or one of the following 316, 416 Fibers (3)
- ART 217 or one of the following 317, 417 Illustration Techniques (3 credits)
- ART 218 or one of the following 318, 418 Vector and Bitmap 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 Metalsmithing (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 Web Design II (3 credits)
- ART 402 Web Design III (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)
- 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 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:

- 3.0 average in major 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 credits*) 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

60 credit hours in art including the following 45 credit hours 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)

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)

15 credits in studio art from the following list, to include 15 credits in the student's area of concentration: (applied design, ceramics, drawing/painting, photography, sculpture or studio)

ART 115 Applied Design I (3 credits)
ART 212 or one of the following 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 Applied 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 202 Intro to Web Design (3 credits)
ART 221 or one of the following 320, 321, 420, 421 Sculpture (3 credits)
ART 230 or one of the following 231, 330, 331, 430, 431 Metalsmithing (3 credits)
ART 241 or one of the following 340, 341, 440, 441 Ceramics (3 credits)
ART 281 or one of the following 380, 381, 480, 481 Photography (3 credits)
ART 302 Web Design II (3 credits)
ART 402 Web Design III (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) 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 APPLIED DESIGN

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 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:

- 3.0 average in major 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 credits) 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 courses must be chosen to meet the requirements for this major: ART 207 High Art, Propaganda, and Kitsch (3 credits) and CIS160 Computer Science (4 credits).

Courses Required for the Major

The degree requires 63 hours of Art courses and 11 hours of Computer Science courses.

Fine Art Core

63 credit hours including the following 36 credit hours of required courses:

ART 100 Drawing (3 credits)
 ART 200 Drawing (3 credits)
 ART 300 Drawing (3 credits)
 ART 160 Art History Survey I (3 credits)
 ART 161 Art History Survey II (3 credits)
 ART 207 High Art, Propaganda and Kitsch (3 credits)
 ART 110 Design I (3 credits)
 ART 111 Design II (3 credits)
 ART 280 Photography (3 credits)
 ART 393 Junior Synthesis (3 credits)
 ART 495 Senior Project (3 credits)

Three credit hours of a 3-dimensional studio area which may include any of the following:

ART 220 Sculpture (3 credits)
 ART 230 Metalsmithing (3 credits)
 ART 240 Ceramics (3 credits)

Design Core

15 credit hours of required design courses:
 ART 218 Vector and Bitmap Imaging (3 credits)
 ART 115 Applied Design I (3 credits)
 ART 202 Intro to Web Design (3 credits)
 ART 215 Applied Design II (3 credits)
 ART 315 Applied Design III (3 credits)

Web Design

Six credit hours of required web design courses:
 ART 302 Web Design II (3 credits)
 ART 402 Web Design III (3 credits)

Additional Studio Courses

Six credit hours of required 300 or 400-level studio courses.

Computer Science

Eleven credit hours of required Computer Science courses:
 CIS120 Overview CIS (3 credits)
 CIS160 Computer Science I (4 credits)
 CI161 Computer Science II (4 credits)

MAJOR IN FIGURATIVE STUDIES

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 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:

- 3.0 average in major 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 credits*) 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

60 credit hours in art including the following 45 credit hours 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)

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)

Figurative Studies

The following required 15 credits of figurative studio courses:

ART 308 Drawing Life Size (3 credits)
ART 307 Drawing Anatomy (3 credits)
ART 320 Sculpture Figurative (3 credits)
ART 313 Painting Life-Size (3 credits)
ART 421 Sculpture: Ecorche (3 credits)

MAJORS IN ART AND FINE ARTS WITH TEACHER CERTIFICATION (K-12)

The bachelor of arts degree in art or the bachelor of fine arts degree in fine arts with the teaching certification enables a student to teach in the Missouri public schools K-12.

Certification can 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:

- See BA or BFA requirement
- Successful participation in the senior exhibit.

Teacher Certification Requirements

Full information for teacher certification policies, procedures, and requirements are found in the section titled *Teacher Certification at Fontbonne University* following the graduate programs' section 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 credits*) 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)

CIS 103 Microcomputer Applications in Education (3 credits)

COM 102 Public Speaking (3 credits)

GOV 230 American National Government (3 credits)

OR

GOV 101 U.S. and Missouri Constitutions (1 credit)

HST 105 Introduction to American History I (3)

MTH 102 Contemporary Topics in Mathematics (3)

PHY 108 Introduction to Physical Science with Lab (3 credits)

PSY 200 Developmental Psychology (3 credits)

Courses Required in the Major

49 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)

ART 393 Junior Synthesis (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)

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 Applied Design I (3 credits)

ART 316 Fibers (3 credits)

Education Courses required (36 credits):

EDU203 Survey of Learners with Exceptionalities (3 credits)

EDU 268 Introduction to Learner Development (3 credits)

EDU 269 Critical Skills in the Teaching Profession with Field Experience (3 credits)

EDU 270 Introduction to Learner Diversity (3 credits)

EDU 271 Introduction to Content Planning, Delivery and Assessment (3 credits)

EDU 313: Methods & Practicum for Middle, Secondary, & Community Education (3 credits)

EDU 350 Methods of Teaching Reading in the Content Area (2 credits)

EDU 401 Classroom/Behavioral Management Techniques (3 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)

If you graduate after 2017 you must take EDU 122 Teaching & Learning in the 21st Cent instead of an elective.

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.

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 for teacher certification policies, procedures, and requirements are found in the section titled *Teacher Certification at Fontbonne University* following the graduate programs' section 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 credits*) 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/ENG 321 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.

Courses Required in the Minor

ART 160 Art History Survey I (3 credits)

ART 161 Art History Survey II (3 credits)

Plus three of the following:

ART 305 Non-Western Art (3 credits)

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)

MINOR IN APPLIED DESIGN

The Applied Design minor is a 21 semester credit hour program/ A student must successfully complete, at Fontbonne, a minimum of 50 percent of the credit hours required for the minor. This minor is not available for students in either the BA Art program, or the BFA Fine Arts program. The curriculum may be used as a concentration in the BFA Fine Arts Program.

Courses Required in the Minor

ART110 Design I (3 credits)

ART115 Applied Design I (3 credits)

ART215 Applied Design II (3 credits)

ART202 Intro to Web Design (3 credits)

ART218 Vector and Bitmap Imaging (3 credits)

ART280 Photography (3 credits)

ART302 Web Design II (3 credits)

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.

Courses Required in the Minor

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)

Any 300 or 400 level PER course

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.

UNIVERSITY SCHOLAR IN ART OR FINE ARTS

In addition to two honors seminars or LINK classes, University Scholars in Art or Fine Arts are required to complete a minimum of 6 credits at the 400 level. For those majoring in Art or Fine Arts this means specifically 400-level studio art courses.

COURSES

ART COURSES

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

ART115 Applied Design I (3 credits)

This course introduces design elements and principles. Focus will be on composition, typography, color, and imaging, for a variety of media including print and electronic media. Students will explore communicating information through a variety of media

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

ART202 Intro to Web Design (3 credits)

This foundation course focuses on the core components of web design: HTML, Cascading Style Sheets, and JavaScript. Site design and organization, user interaction, accessibility issues will be discussed and applied.

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. Offered even years.

ART215 Applied Design II (3 credits)

Intermediate design for new media. The course will focus on design and how it affects user content delivery and experience in interactive media. Students will develop projects using a variety of media and formats.

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 Vector and Bitmap Imaging (3 credits each)

Introduction to digital means of artistic production. Topics include scanning, image correction, and digital manipulation of images, both bitmap and vector. FA PREREQ: ART 280 photography

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

ART222, 322 Woodworking for Artists (1 credit each)

Woodworking for Artists is a deep introduction to wood working for the artist. Topics include safety, wood selection and terminology, tool selection and use, design and measuring, basic and advanced joinery, and finishing. Students will build a variety of projects over the term. Emphasis will be on safety, tool selection and use, and the quality of the finished product. Offered as Needed

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. This course is film-based (not digital), and involves extensive darkroom work. 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.

ART302 Web Design II (3 credits)

Expanding from the introductory course (ART202), the course will focus on delivering content using responsive (device-independent) techniques. Topics will include client- and server-side scripting, advanced use of CSS, building and using forms, and user interaction. Prerequisite: ART 202

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 is support, ground, medium, palette, process, and skills. This course content will help the student 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 temperate 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 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 odd years. FA

ART315 Applied Design III (3 credits)

Advanced design for new media. This course will be project-oriented, allowing students explore projects in detail.

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 325; 425;525 Ecorche (3 credits)

This upper-level sculpture course is specifically focused on anatomy, and is a three-dimensional analogue to ART307-507 Drawing Anatomy, and is part of the BFA in Figurative Studies. The course is available to other students, not in the Figurative Studies program.

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

ART360 Mobile Design I (3 credits)

Introduction to design and development of applications for mobile computing, specifically the Android and iOS platforms. Course will be an overview of both native and web-based applications for each, covering design, workflow, testing, and deployment.

ART375;575 The Figure in Art (3 credits)

This course will explore the evolution of the use of the human figure in art from prehistory to present day. Students will compare the various depictions of the figure in a variety of media including painting, drawing, sculpture and photography. We will also discuss topics related to the use of the human form as an expression of religion, mythology, social and cultural issues, and gender identity. The course will also examine some of the genres in art that traditionally are related to the use of the human figure including portraiture and self-portraiture.

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

ART402 Web Design III (3 credits)

Emphasis will be on responsive (adaptive) sites. Building on 202 and 302, students will explore the creation of web applications. Server-side languages will be explored in detail. Prereq ART 202 & 302

ART460 Mobile Design II (3 credits)

Further design and development of applications for mobile computing, specifically the Android and iOS platforms. Course will expand on both native and web-based applications for each.

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 COURSES**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 COURSES**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 credit 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.

PER313 Writing the One-Act Play (3 credits)

Through writing exercises an 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: ENG101 and ENG102 or equivalents or permission of instructor.

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 credit 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.

PER 490 Independent Study 1 – 6 credits

To be arranged in terms of student need, interest and background.

Department of History, Philosophy, and Religion

MAJORS

Global Studies (BA)

History (BA)

(Secondary Certification in Social Studies available)

Religious Studies (BA)

Social Sciences/Pre-Law (BA)

MINORS

African-American Studies

Global Studies

History

Religious Studies

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: global studies, history, history with secondary teaching certification, religious studies, and social science/ pre-law. The department offers minors in global studies, history, and religion.

FACULTY

Jack Luzkow, professor of history and chairperson of the department of history, philosophy, and religion

Kevin Eiler, affiliate instructor of philosophy and religion

Brian Matz, associate professor of religion; Sisters of St.

Joseph of Carondelet Endowed Chair in Catholic Thought

Steven D. Stopke, affiliate instructor of religion

Corinne Wohlford, assistant professor of American history

Daryl J. Wennemann, associate professor of philosophy

MAJOR IN GLOBAL STUDIES

Global studies is a major that is cross-disciplinary and trans-national, offering a broad understanding of the world. Global studies focuses on the interrelationships of politics, society, economy, and technology in the modern world. It studies the impact of globalization on nation-states, religious institutions, ethnicity and ethnic problems, personal identity, information technologies, and business. Global studies also analyzes how human institutions, non-governmental agencies, and research institutes all contribute to the making of public opinion and policy, and how they react to the human, environmental, ethnical, political, and financial developments and crises in the contemporary world.

Global studies majors must meet the following requirements: a cumulative GPA of 3.0 from all colleges attended; and a cumulative GPA of 3.0 for all courses required within the major. These standards apply at the times of application for major approval and application for a degree. Global studies majors must complete a total of 45 credit hours within the major; they must also complete 12 credit hours, or its equivalent, in one foreign language. International students may satisfy this requirement in the English language through demonstrated proficiency or on a TOEFL exam. Global studies majors must take a minimum of 21 credit hours within the major at the 300 level and above, and a senior synthesis capstone course in which students engage in an independent research project; the distribution of the 21 credit hours is outlined below.

Baccalaureate Degree Requirements

All requirements for an undergraduate degree are listed in the undergraduate academic policies and regulations section in this catalog. These requirements include a course requirement in religion or theology.

General Education Requirements

The 42 credit hours of general education requirements are presented in the undergraduate academic information section of 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 global studies major:
HST 104 Introduction to Western Civilization II (3)
GGY 205 Cultural Geography (3 credits)
PHL 221 Business Ethics (3 credits)

The following specific college requirement must be chosen to meet a requirement for global studies majors:
REL 225 World Religions (3 credits)

Courses Required for the Global Studies Major

GS 201 Globalization and its Challenges (3 credits)
GS 451 Internship in Global Studies (3 credits)
GS 496 Capstone (3 credits)
HST 104 Introduction to Western Civilization II (3 credits)

HISTORY ELECTIVES:

9 semester credit hours selected from the following five 300 level courses:

HST 303 Survey of Asian History (3 credits)
HST 305 History of Latin America (3 credits)
HST 307 History of the Middle East (3 credits)
HST 309 History of Sub-Saharan Africa (3 credits)

HST 368 Twentieth Century Europe since World War II (3 credits)

The following 6 semester credit hours are required:
HST 366 Trends that Shaped the Modern World (3)
HST/ENG 494 The Bosnian Immigration (3 credits)

All of the following courses are required:

ECN 210 Principles of Macro Economics (3 credits)
ECN 220 Principles of Micro Economics (3 credits)
BSA 310 International Business (3 credits)
GGY 205 Cultural Geography (3 credits)
PHL 221 Business Ethics (3 credits)
REL 225 World Religions (3 credits)

Foreign Language Requirement (12 Credits)

Students are required to take 12 credit hours or its equivalent in one foreign language. The requirement may be met through courses at Fontbonne, or through foreign language study at any accredited university. For international students whose first language is not English, English may be used for the foreign language requirement.

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 39 credit hours in history coursework, 21 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 the undergraduate academic policies and regulations section 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 credits*) 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.

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 293 Special Topics (3 credits)

HST 366 Trends that Shaped the Modern World (3)

HST 494 Special Topics (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.

Requirements in Social Studies:

GGY 100 Introduction to Geography (3 credits)

OR

GGY 205 Cultural Geography (3 credits)

GOV 230 American National Government (3 credits)

SOC 100 Survey of Sociology (3 credits)

SSC 201 The American Economy (3 credits)

Courses Required in Other Disciplines

ENG – two courses (6 credits) in Literature 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)

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)

PSY 100 Introduction to Psychology (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 section that immediately follows the graduate section in this catalog.

Baccalaureate Degree and Residency Requirements

All requirements for an undergraduate degree are listed in the undergraduate academic policies and regulations section 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 credits*) 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.

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)

OR

GGY 205 Cultural Geography (3 credits)

GOV 230 American National Government (3 credits)

GOV Government elective (3 credits)

PSY 200 Developmental Psychology (3 credits)

SOC 100 Survey of Sociology (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 268 Psychology of the Exceptional Child (3)

EDU 269 Introduction to Classroom Teaching–
Middle/Secondary (3 credits)

EDU 270 Introduction to Learner Development (3)

EDU 301 Teacher Education at Fontbonne (0)

EDU 313: Methods & Practicum for Middle, Secondary,
& Community Education (3 credits)

EDU 350 Methods of Teaching Reading in the Content
Area (2 credits)

EDU 401 Classroom/Behavior Management Techniques
(3 credits)

EDU 447 Planning for Instruction and Assessment–
Middle and Secondary (3 credits)

EDU 451 Student Teaching at the Secondary Level
(12 credits)

Courses Required for Middle School Certification:

EDU 339 Middle School Phil. Curriculum, and
Instruction (2 cr.)

EDU 360 Reading Methods Practicum–Middle and
Secondary (3 credits)

CIS 103 Microcomputer Applications in Education
(3 credits)

MAJOR IN SOCIAL SCIENCE/ 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 the undergraduate academic policies and regulations section 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 credits*) 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.

Courses Required in the Major

HST 103, 104 Introduction to Western Civilization I, II
(6 credits)

HST 105, 106 Introduction to American History I, II
(6 credits)

HST 340 American Social History (3 credits)

HST History electives at 300 level or above (6 credits)

GOV 102 Introduction to Law (3 credits)

GOV 230 American National Government (3 credits)

GOV 331 American Constitutional Development (3)

SSC 201 The American Economy (3 credits)

SSC 450 Capstone/Pre-Law Practicum (6 credits)

Courses Required in Other Disciplines

ACT 210 Financial Accounting (3 credits)

OR

BSA 110 Introduction to Business Administration (3) BSA
210 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)

SOC 115 Social Problems (3 credits)

PHL 260 Contemporary Moral Issues (3 credits)

GOV 103 Mock Trial Procedure & Practice (2 credits)

GOV 104 Mock Trial Team Competition (1 credit)

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 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 in the undergraduate academic policies and regulations section in this catalog. These requirements include a graduation requirement of at least one course in religious studies.

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 credits*) 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 may take up to three upper-division courses in religion or philosophy at Saint Louis University and/or Aquinas Institute of Theology.

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.

THEOLOGY: FONTBONNE/AQUINAS INSTITUTE OF THEOLOGY ACCELERATED UNDERGRADUATE/ GRADUATE AGREEMENT

This agreement gives Fontbonne's Religious Studies major accelerated access to graduate education.

Ecumenical in scope, this program appeals to students who wish to pursue graduate studies, careers in theological education, and a variety of lay ministries.

The Fontbonne/Aquinas agreement enables students to take all or part of the minimum of three upper-level courses requirement mentioned above at Aquinas Institute of

Theology. These courses are accepted as meeting Fontbonne undergraduate requirements and credited graduate credit on an Aquinas transcript.

REL 400 Pro-seminar (3 credits)
REL 401 Bible Interpretation (3 credits)
REL 402 Church History I (3 credits)
REL 403 Church History II (3 credits)
REL 404 Introduction to Theology and Theological Method (3 credits)
REL 405 The Use of Philosophy in Theology (3 credits)

MINORS

In addition to majors, the department of history, philosophy, and religion offers minors in global studies, history, and religious studies.

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

MINOR IN AFRICAN-AMERICAN STUDIES

The minor requires completion of 18 hours of coursework, including the following:

HST 107 Introduction to African-American Studies HIS 340 African American History
ENG 255 African American Literature

Three of the five following courses: (9)

PSY 250 Cross-Cultural Psychology (3)
MUS 106 American Popular Music (3)
WGS 101 Introduction to Women's Studies (3)
COM 240 Intercultural Communication (3)
SOC 265 Diversity and Social Justice (3)

MINOR IN GLOBAL STUDIES

A total of 21 semester hours is required for a global studies minor, to be distributed as follows:

BUS 202 Principles of Macro Economics (3)
BUS 305 International Business (3 credits)
GS 201 Globalization and its Challenges (3)
HST 366 Trends that Shaped the Modern World(3)
PHL 221 Business Ethics (3 credits)

Two courses, 6 credit hours, from the following four courses:

HST 303 Survey of Asian History (3 credits)
HST 305 History of Latin America (3 credits)
HST 307 History of the Middle East (3 credits)
HST 309 History of Sub-Saharan Africa (3 credits)

MINOR IN HISTORY

HST 103 Introduction to Western Civilization I (3)
HST 104 Introduction to Western Civilization II (3)
HST 105 Introduction to American History I (3)

HST 106 Introduction to American History II (3)
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.

UNIVERSITY SCHOLARS IN HISTORY

University Scholars must complete 2 upper division courses at minimum designated by the department as fulfilling honors credit. These courses will be arranged on a case by case basis and will include options such as independent study, individual research, internships, or a Capstone course in the student's major that yields a senior thesis or final assessment deemed by the student's department to be worthy of honors distinction.

COURSES

GEOGRAPHY COURSES

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

GGY 293 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.

GLOBAL STUDIES COURSES**GS 201 Globalization and Its Challenges (3 credits)**

A global look at the development of neo-liberalism (modernization) since the collapse of the Soviet Union and the shrinking of the welfare state in the West. With sufficient demand.

GS 451 Internship in Global Studies (3 credits)

A supervised on or off-campus internship that provides the student an opportunity to work with an organization or individuals engaged in work that is humanitarian/cultural/educational, and that has an international scope. The course will involve maintaining a journal, and a comprehensive essay based on the internship experience. Students must have junior or senior status, and permission of the instructor. Internships are cooperatively administered by an on-site supervisor and faculty member. FA, SP

GS 496 Capstone in Global Studies (3 credits)

Advanced study in an advanced area of global 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 global studies. Prerequisite: Senior global studies majors. FA, SP

GOVERNMENT COURSES**GOV 101 U.S. and Missouri Constitutions**

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. Alternate odd years FA

GOV 103 Mock Trial Procedure & Practice (2 credits)

This course provides the student with an overview of trial procedure and practice in preparation for the Mock Trial team competition. The student will learn about and practice opening statements, direct and cross examination of both factual and expert witnesses, making objections, introduction of documentary and demonstrative evidence, and closing arguments. Alternate odd years FA

GOV 104 Mock Trial Team Competition (1 credit) (Prerequisite: Mock Trial Procedure & Practice)

In this course students will prepare and participate as a team in an invitational regional Mock Trial tournament based upon a case prepared by the American Mock Trial Association. Students will participate as both lawyers and witnesses. Alternate even years. SP

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. SP

GOV 293 Special Topics (1-3 credits)

Course offered to supplement regular course listings.
Consult semester course offerings.

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. Alternate even years. SP

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 COURSES**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: United States to 1865 (3 credits)

Promotes a better understanding of the multiple origins and development of the United States from the precolonial period through the end of the Civil War, including attention to French, Spanish, and British colonization; the American Revolution; development of the Constitution; the Northwest Ordinances and Louisiana Purchase; slavery and debates over expansion; Indian removal; Jacksonian democracy; the Mexican-American War; and the Civil War. Develops skills of historical thinking through interpretation and analysis of primary and secondary sources. FA

HST 106 United States History Since 1865 (3 credits)

Traces U.S. history from the Reconstruction period to the present day, exploring questions and issues related to government, technology and transportation, women's roles and rights, race and Civil Rights, immigration, the growth of the consumer economy and mass media, work and labor issues, and war and foreign affairs. 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 107 Introduction to African-American Studies (3 credits)

An interdisciplinary introduction to the social, cultural, political, economic, artistic, and intellectual developments in African-American life and thought throughout American history, including theories on race and racial formation. FA

HST 293 Special Topics (3 credits)

Topics could include Holocaust; World after the Cold War; Contemporary America. On demand.

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 odd years. SP

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. On demand

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 even years. FA

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. On demand

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. Alternate odd years. SP

HST 314 Holocaust: Memory, History and Identity (3 credits)

Holocaust in Memory, History and Identity, studies the Holocaust in the context of that 'most terrible century', the twentieth-century. It seeks to explain why and how genocide became the common vocabulary of the twentieth-century, how memory, myth and myopia transformed the lived experiences of human beings into the lexicon of death, and how suffering and pain were transformed into abstract representation and outright denial. Offered alternate odd years. FA

HST 331 American Constitutional Development (3 credits) (see GOV 331) Alternate even years. SP**HST 340 American Social History (3 credits)**

A study of the history of everyday people in the United States, from the colonial period to the present, with an emphasis on the lives of women and families and on people of color. Topics include food, marriage, family, work, housing, social movements, and emotion. Promotes skills of historical interpretation and historiography through interpretation of primary and secondary sources. 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. On demand

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. On demand.

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. On demand

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 the Cold War; Contemporary America, Terrorism.

HST 496 History Capstone (3 credits)

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. On demand.

PHILOSOPHY COURSES

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. On demand

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 225 The Future of Technology and Ethics (3 credits)

This course will undertake a philosophical reflection on ethical challenges arising from various technological developments, including computers, artificial intelligence, robotics, nanotechnology, as well as movements toward globalization and global climate change. On demand

PHL 228 Environmental Ethics (3 credits)

This course will explore the meaning of environmental justice, the human Impact on the environment, global food shortages and environmental concerns, and the relation of hunger and poverty to the environment. It will also explore Catholic Social Teaching Perspectives, especially care for God's creation, and the common good and the environment. On demand

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. On demand

PHL 494 Special Topics (1-3 credits)

Course offered to supplement regular course listings. Consult semester course offerings.

RELIGION COURSES

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. Alternate even years FA

REL 211 Sociology of Religion (3 credits)

This course on the sociology of religion covers the definition, scope, and shape of religion, in addition to the basic sociological aspects of religion and the practical applications of the concepts learned. Topics include world religions, religion and politics, social inequalities, social change, morality, immigration, internet dimensions of religion, and Catholic Social Teaching. Prerequisite: SOC 100. SP

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. Alternate odd years 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, 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. On demand

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 even years SP

REL 340 Contemporary Theological Issues (3 credits)

An exploration of contemporary theological questions and resources available for answering them. Alternate odd years FA

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. On demand.

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 COURSES**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. Alternate even years FA

SSC 293/494 Special Topics (3 credits)

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. FA SP

Department of Mathematics and Computer Sciences

MAJORS

[Applied Mathematics \(BS\)](#)

[Mathematics for Secondary Education \(BS\)](#)

[Bioinformatics \(BS\)](#)

[Computer Science \(BS\)](#)

[Cyber Security \(BS\)](#)

[Management Information Systems \(BS\)](#)

[General Studies -- Applied Mathematics \(BA\); Computer Science \(BA\);
Management Information Systems \(BA\)](#)

MINORS

[Applied Mathematics](#)

[Bioinformatics](#)

[Computer Science](#)

[Cyber Security](#)

[Management Information Systems](#)

CERTIFICATES

[Cyber Security](#)

[Website Development](#)

CONCENTRATIONS

[Cyber Security](#)

[Mathematics for Middle School](#)

DEGREE PROGRAM AFFILIATIONS

[Dual Degree Program in Engineering with the University of Missouri–Kansas City
and with Washington University in St. Louis](#)

The department of mathematics and computer science offers the bachelor of science degree with majors in applied mathematics, mathematics for secondary education, bioinformatics, computer science, cyber security, and management information systems. The

degree in applied mathematics can be readily combined with a dual degree in engineering from the University of Missouri - Kansas City or Washington University in St. Louis.

Students may also choose minors in applied mathematics, computer science, cyber security and management information systems. Students pursuing a major in applied mathematics, computer science or management information systems may also choose a concentration in cyber security. The department of mathematics and computer science, together with the department of fine arts, also offers a certificate in website development. The department also offers a concentration and a certificate in cyber security.

Graduate students may earn a master of science degree in computer science, learning technologies or instructional design and technology. See the graduate programs section of 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 bioinformatics, computer science, cyber security, management information systems, applied mathematics, mathematics education, and learning technologies and instructional design and technology; equip graduates with essential knowledge and skills to secure professional positions in their fields; and 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 internships.

If a student intending to major in the department is not ready for placement into MTH 150 (Calculus with Analytic Geometry I) upon matriculation, the student must meet the following minimum grade requirements in the prerequisite courses:

- If placed into MTH 091, the student must earn a grade of at least A- to progress to MTH 095.
- If placed into MTH 095, the student must earn a grade of at least A- to progress to MTH 105 and/or CIS 160.
- If placed into MTH 105, the student must earn a grade of at least B- to progress to MTH 150.
- If placed into MTH 110, 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.

FACULTY

Mary Abkemeier, professor of mathematics and computer science and chairperson of the department of mathematics and computer science; director of the master of science in computer science

Zahid Anwar, assistant professor of mathematics and computer science

Nancy English, associate professor emeritus of mathematics and computer science

Kathryn Graves, assistant professor of mathematics and computer science; liaison for the dual degree engineering programs

M. Elizabeth Newton, professor of mathematics and computer science

Bahareh Rahmani, assistant professor of mathematics and computer science

Kathleen Roy, assistant professor of mathematics and computer science

Guanyu Tian, assistant professor of mathematics and computer science

Samantha Warren, assistant professor of mathematics and computer science

Adam Weyhaupt, professor of mathematics

Yi Yang, assistant professor of mathematics and computer science

UNDERGRADUATE PROGRAMS

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 credits*) at Fontbonne.

Students are required to earn a minimum cumulative grade point average of 2.5 in the courses specified below along with the submission of their Portfolio A to continue in their major program at the time of application for major approval.

Students who are majoring in Mathematics for Secondary Education are required to earn a minimum cumulative grade point average of 2.5 in the courses specified in the sections titled, Major in Mathematics for Secondary Education, along with submission of their Portfolio A. In addition they must earn a minimum cumulative grade point average of 3.0 in all professional coursework. Professional coursework is defined as being all courses completed within the Department of Mathematics and Computer Science as well as all courses completed within the Department of Education/Special Education. Students must have passed the Missouri General Education Assessment and must have completed both EDU 268 and EDU 269.

Applied Mathematics and Mathematics for Secondary Education Majors:

MTH 115, MTH 120, MTH 150

Bioinformatics Majors:

MTH 125, CIS 161, BNF 200

Computer Science

CIS 160, CIS 161, MTH 150

Cyber Security Majors:

CIS 125, CIS 160, CIS 161

Management Information Science Major:

CIS 120, CIS 160, CIS 161

For transfer students, who did not take these courses at Fontbonne University, 12 credit hours 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.

A minimum GPA of 2.0 in the major is required to earn a BS degree in the Department of Mathematics and Computer Science. A minimum GPA of 2.0 in a minor is required to earn a minor in the Department of Mathematics and Computer Science.

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 284 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 undergraduate introductory section 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 of 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

One of the following two courses:

MTH 115 Introduction to Statistics (3 credits)

MTH 125 Biostatistics (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 310 Differential Equations (3 credits)

Three of the following five courses:

MTH 300 Modeling and Numerical Approximation (3 credits)

MTH 315 Advanced Statistics (3 credits)

MTH 316 Non-Parametric Statistics (3 credits)

MTH 325 Theory and Applications of Probability (3 credits)

MTH 385 Principles of Cryptography (3 credits)

MTH 430 Algebraic Structures (3 credits)

MTH 498 Senior Portfolio (1 credit)

MTH 499 Senior Synthesis (3 credits)

Courses Required in Other Disciplines

An application area may be selected from any of the following: accounting, business, biology, chemistry minor, computer science, cyber security, education, finance, food management, general science, graphic design or psychology. Details for each application area follow.

Accounting Application Area (25 credits)

ACT 210 Financial Accounting (3 credits)

ACT 220 Managerial Accounting (3 credits)

ACT 311 Financial Accounting and Reporting I (3 credits)

ACT 320 Financial Accounting and Reporting II (3 credits)

ACT 420 Accounting Information Systems (3 credits)

CIS 110 Computer Applications: Spreadsheets (3 credits)

CIS 160 Computer Science I (4 credits)

One of the following two courses:

ACT 350 Survey of Federal Income Taxation (3 credits)

ACT 430 Advanced Financial Management (3 credits)

Applied Design Application Area (25 credits)

ART 110 Design I (3 credits)

ART 115 Applied Design I (3 credits)

ART 202 Introduction to Web Design (3 credits)

ART 215 Applied Design II (3 credits)

ART 302 Web Design II (Advanced) (3 credits)

CIS 115 Introduction to Server Technology (1 credit)

CIS 160 Computer Science I (4 credits)

CIS 215 Database Fundamentals and SSP (2 credits)

CIS 315 Advanced SSP (3 credits)

Biology Application Area (26 credits)

BIO 112 General Biology I with Lab (4 credits)

BIO 114 General Biology II with Lab (4 credits)

BIO 212 General Genetics (3 credits)
BIO 318 Cell and Molecular Biology (3 credits)
CIS 160 Computer Science I (4 credits)
CIS 161 Computer Science II (4 credits)
CIS 210 Object-Oriented Programming (4 credits)

Business Application Area (25 credits)

ECN 210 Principles of Macro Economics (3 credits)
ECN 220 Principles of Micro Economics (3 credits)
ACT 210 Financial Accounting (3 credits)
ACT 220 Managerial Accounting (3 credits)
FIN 310 Managerial Finance (3 credits)
CIS 110 Computer Applications: Spreadsheets (3 credits)
CIS 111 Computer Applications: Database (3 credits)
CIS 160 Computer Science I (4 credits)

Chemistry Minor as an Application Area (33 credits)

The chemistry application area is the same as a chemistry minor and is defined in the department of biological and physical sciences section of this catalog. Students who choose the Chemistry Minor application area will be required to take three computer science courses.

CHM 106 General Chemistry I with Lab (4 credits)
CHM 108 General Chemistry II with Lab (4 credits)
CHM 210 Organic Chemistry I (3 credits)
CHM 211 Organic Chemistry I lab (2 credits)
CHM 212 Organic Chemistry II (3 credits)
CHM 213 Organic Chemistry II lab (2 credits)
CHM 318 Biochemistry (3 credits)
CIS 160 Computer Science I (4 credits)
CIS 161 Computer Science II (4 credits)
CIS 210 Object-Oriented Programming (4 credits)

Computer Science Application Area (25 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)
Plus three courses chosen from among the 300 and 400-level CIS courses. (9 credits)

Cyber Security Application Area (24 credits)

CIS 125 Introduction to Cyber Crime and Security (3 credits)
CIS 160 Computer Science I (4 credits)
CIS 161 Computer Science II (4 credits)
CIS 210 Object-Oriented Programming (4 credits)
CIS 225 Information Security Policy Analysis and Implementation (3 credits)

Plus one of the following pairs of courses (6 credits total from the list of courses that follow)

CIS 355 Operating Systems and CIS 356 Operating System Security and Maintenance
CIS 340 Concepts of Telecommunications and Networking and CIS 345 Network Security and Management

CIS 355 Operating Systems and CIS 392 Ethical Hacking
OR any two of the following courses:

CIS 380 Web Development Security
CIS 385 Principles of Cryptography
CIS 390 Personal Computer Security and Maintenance
CIS 425 Digital Forensics and Analysis

Education Application Area (29 credits)

EDU 268 Introduction to Learner Development (3 credits)
EDU 269 Critical Skills in the Teaching Profession with Field Experience (3 credits)
EDU 270 Introduction to Learner Diversity (3 credits)
EDU 350 Methods of Teaching Reading and Writing in the Content Areas (3 credits)
EDU 401 Classroom/Behavior Management Middle/Secondary (3 credits)
CIS 160 Computer Science I (4 credits)
CIS 161 Computer Science II (4 credits)

Two of the following three courses (6 credits)

EDU 271 Introduction to Content, Planning, Delivery and Assessment (3 credits)
EDU 392 Assessment of Ability and Achievement (3 credits)
EDU 447 Planning for Instruction & Assessment (3 credits)

Finance Application Area (28 credits)

ECN 210 Principles of Macro Economics (3 credits)
ECN 220 Principles of Micro Economics (3 credits)
ACT 210 Financial Accounting (3 credits)
FIN 310 Managerial Finance (3 credits)
FIN 320 Money and Banking (3 credits)
CIS 110 Computer Applications: Spreadsheets (3 credits)
CIS 160 Computer Science I (4 credits)

Two of the following four courses:

FIN 325 Credit Management (3 credits)
FIN 330 Investments (3 credits)
FIN 335 Commercial Banking (3 credits)
ACT 410 Auditing (3 credits)

Food Management Application Area (25-26 credits)

FCS 125 Food Service Sanitation (1 credit)
FCS 214 Nutrition and Wellness (2 credits)
FCS 221 Food Science Theory and Application (4 credits)
FCS 326 Quantity Food Service Purchasing and Operations (3 credits)
FCS 345 Management Principles and Practices in Food Service Operations (3 credits)
FCS 422 Food Pathways of Diverse Groups (3 credits)
FCS 458 Food Systems Management Practicum (3 credits)
CIS 110 Computer Applications: Spreadsheets (3 credits)
CIS 111 Computer Applications: Database (3 credits)

General Science Application Area (27-28 credits)

CHM 106 General Chemistry I with Lab (4 credits)

One of the following 4 courses:

BIO 108 Introduction to Life Science w/Lab (3 credits)

BIO 112 General Biology I w/Lab (4 credits)

BIO 203 Science & Society (3 credits)

CHM 108 General Chemistry II with Lab (4 credits)

PHY 218 Engineering Physics I with Lab (calculus-based)
(4 credits)PHY 220 Engineering 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)

Psychology Application Area (26 credits)

PSY 100 Introduction to Psychology (3 credits)

PSY 327 Industrial/Organizational Psychology (3 credits)

PSY 330 Research Methods for Behavioral Sciences
(3 credits)

PSY 335 Cognitive Psychology (3 credits)

PSY 391 Testing and Measurement for Behavioral
Sciences (3 credits)

CIS 111 Computer Applications: Databases (3 credits)

CIS 160 Computer Science I (4 credits)

CIS 161 Computer Science II (4 credits)

**SEE THE END OF THE SECTION ON MAJORS
FOR THE COURSE REQUIREMENTS FOR
MINORS, CERTIFICATES AND
CONCENTRATIONS.**

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. Mathematics majors seeking teaching certification must have a cumulative GPA of 2.75 in college coursework, a 3.0 GPA in professional education courses, and a 3.0 GPA in mathematics content courses.

Baccalaureate Degree and Residency Requirements

All requirements for an undergraduate degree are listed under academic policies and regulations in the undergraduate introductory section of 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 titled Teacher Certification at Fontbonne University following the graduate programs' section 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 of 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 305 Readings in the History of Mathematics
(2 credits)

MTH 320 Elements of Geometry (3 credits)

MTH 430 Algebraic Structures (3 credits)

Two of the following four courses:MTH 300 Modeling and Numerical Approximation
(3 credits)

MTH 315 Advanced Statistics (3 credits)

MTH 325 Theory and Applications of Probability
(3 credits)

CIS 365 Robotics (3 credits)

MTH 498 Senior Portfolio (1 credit)

MTH 499 Senior Synthesis (3 credits)

Courses Required in Other Disciplines

CIS 160 Computer Science I (4 credits)

CIS 161 Computer Science II (4 credits)

PSY 200 Developmental Psychology (3 credits)

One of the following two courses:

BIO 112 General Biology I with Lab (4 credits)

BIO 108 Introduction to Life Science (3 credits)

One of the following two pairs of courses:

PHY 218 Engineering Physics I with Lab (calculus-based)
(4 credits) **AND** PHY 220 Engineering Physics II with Lab
(calculus-based) (4 credits)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 268 Introduction to Learner Development (3 credits)
EDU 269 Critical Skills in the Teaching Profession with Field Experience (3 credits)
EDU 270 Introduction to Learner Diversity (3 credits)
EDU 271 Introduction to Content Planning, Delivery and Assessment (3 credits)
EDU 306 Analysis and Correction of Reading Difficulties (3 credits)
EDU 313: Methods & Practicum for Middle, Secondary, & Community Education (3 credits)
EDU 350 Methods of Teaching Reading and Writing in the Content Area (3 credits)
EDU 401 Classroom/Behavior Management Techniques – Middle/Secondary) (3 credits)
EDU 447 Planning for Instruction and Assessment Middle and Secondary (3 credits)
EDU 451 Student Teaching at the Secondary Level (12-16 credits)

SEE THE END OF THE SECTION ON MAJORS FOR THE COURSE REQUIREMENTS FOR MINORS, CERTIFICATES AND CONCENTRATIONS.

MAJOR IN BIOINFORMATICS

This major includes courses in computer science, mathematics and biology and prepares students for a career in the field of bioinformatics. Specialists in bioinformatics use computational analyses to study the vast information provided by modern molecular biology, such as DNA and protein sequence analyses, fields which are growing at an unprecedented rate.

Baccalaureate Degree and Residency Requirements

All requirements for an undergraduate degree are listed under academic policies and regulations in the undergraduate introductory section of 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 of 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.

Required Courses in Bioinformatics (12 credits)

BNF 200 Scientific Computing Languages (3 credits)
BNF 210 Introduction to Bioinformatics (3 credits)
BNF 301 Advanced Bioinformatics (3 credits)
BNF 498 Senior Portfolio (1 Credit)
BNF 499 Senior Synthesis (3 credits)

Required Courses in Computer Science (20 credits)

CIS 160 Computer Science I (4 credits)
CIS 161 Computer Science II (4 credits)
CIS 250 Algorithms and Data Structures (4 credits)
CIS 330 Database Management Systems (3 credits)
CIS 355 Principles of Operating Systems (3 credits)

Four electives chosen from the following:

CIS 310 Computer Architecture & Assembly Language (3 credits)
CIS 340 Concepts of Telecommunications & Networking (34 credits)
CIS 350 Compiling Theory & Programming Languages (3 credits)
CIS 375 Software Engineering I (3 credits)
CIS 475 Software Engineering II (3 credits)
BNF 484 Internship (3 credits)

Courses Required in Mathematics (19-21 credits)

MTH 120 Discrete Mathematics (3 credits)
MTH 125 Biostatistics (3 credits)
MTH 150 Calculus with Analytic Geometry I (4 credits)
MTH 325 Theory and Applications of Probability (3 credits)

Two of the following courses:

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 315 Advanced Statistics (3 credits)
MTH 316 Non-Parametric Statistics (3 credits)
MTH 430 Algebraic Structures (3 credits)

Courses Required in Biology: (17 credits)

BIO 112 General Biology I with lab (4 credits)
BIO 114 General Biology II with lab (4 credits)
BIO 204 Modeling and Experimental Design (3 credits)
BIO 212 Genetics (3 credits)
BIO 318 Cell and Molecular Biology (3 credits)

SEE THE END OF THE SECTION ON MAJORS FOR THE COURSE REQUIREMENTS FOR MINORS, CERTIFICATES AND CONCENTRATIONS.

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 undergraduate introductory section of 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 of 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: (41 credits)

CIS 120 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 330 Database Management Systems (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 375 Software Engineering I (3 credits)
CIS 498 Senior Portfolio (1 credit)
CIS 499 Senior Synthesis (3 credits)

Two electives chosen from the following:

CIS 360 Artificial Intelligence (3 credits)
CIS 345 Network Security and Management (3 credits)
CIS 356 Operating System Security and Administration (3 credits)
CIS 365 Robotics (3 credits)
CIS 372 Android Programming (3 credits) or CIS 373 iOS Programming (3 credits)
CIS 475 Software Engineering II (3 credits)

At most one of the two electives may be chosen from among the following five courses:

CIS 394 Topics in Computer Science (1-4 credits)
CIS 480 Research in Computer Science (1-4 credits)

CIS 484 Internship in Computer Science (1-4 credits)
CIS 490 Independent Study in Computer Science (1-4 credits)
CIS 494 Advanced Topics in Computer Science (1-4 credits)

Courses Required in Mathematics: (23 credits)

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 300 Modeling and Numerical Approximation (3 cr)
MTH 430 Algebraic Structures (3 credits)

Additional Courses Required in Mathematics and Science: Seven credit hours chosen from the following courses:

BIO 108 Introduction to Life Science with Lab (3 credits)
BIO 112 General Biology I with Lab (4 credits)
BIO 114 General Biology II with Lab (4 credits)
CHM 106 General Chemistry I with Lab (4 credits)
CHM 108 General Chemistry II with Lab (4 credits)
PHY 208 College Physics with Lab (4 credits)
PHY 210 College Physics II with Lab (4 credits)
MTH 250 Calculus with Analytic Geometry III (4 credits)
MTH 315 Advanced Statistics (3 credits)
MTH 385 Cryptography (3 credits)

SEE THE END OF THE SECTION ON MAJORS FOR THE COURSE REQUIREMENTS FOR MINORS, CERTIFICATES AND CONCENTRATIONS.

MAJOR IN CYBER SECURITY

This major presents the theory, processes and practices of cyber security, designed to prepare students in careers that include the protection of networks, computers, programs and data from damage or unauthorized access.

Baccalaureate Degree and Residency Requirements

All requirements for an undergraduate degree are listed under academic policies and regulations in the undergraduate introductory section of 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 of 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 Overview of Computer and Information Science (3 credits)
- CIS 125 Introduction to Cyber Crime and Security (3 credits)
- CIS 160 Computer Science I (4 credits)
- CIS 161 Computer Science II (4 credits)
- CIS 210 Object-Oriented Programming (4 credits)
- CIS 225 Information Security Policy Analysis and Implementation (3 credits)
- CIS 250 Algorithms and Data Structures (4 credits)
- CIS 330 Database Management Systems (3 credits)
- CIS 340 Concepts of Telecommunications and Networking (3 credits)
- CIS 345 Network Security and Management (3 credits)
- CIS 355 Principles of Operating Systems (3 credits)
- CIS 356 Operating System Security and Administration (3 credits)
- CIS 380 Web Development Security (3 credits)
- CIS 385 Cryptography (3 credits)
- CIS 392 Ethical Hacking (3 credits)
- CIS 415 Server Security and Maintenance/Troubleshooting (3 credits)
- CIS 425 Digital Forensics and Analysis (3 credits)
- CIS 498 Senior Portfolio (1 credit)
- CIS 499 Senior Synthesis (3 credits)

Two electives chosen from the following:

- CIS 390 Personal Computer Security and Maintenance (3 credits)
- CIS 410 Wireless Communication and Mobile Forensics (3 credits)

At most one of the three electives may be chosen from among the following five courses:

- CIS 395 Topics in Cyber Security (1-4 credits)
- CIS 481 Research in Cyber Security (1-4 credits)
- CIS 485 Internship in Cyber Security (1-4 credits)
- CIS 491 Independent Study in Cyber Security (1-4 credits)
- CIS 495 Advanced Topics in Cyber Security (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 430 Algebraic Structures (3 credits)

Courses Recommended in Other Disciplines

- PHL 221 Business Ethics (3 credits)
- PSY 100 Introduction to Psychology (3 credits)
- PSY 310 Social Psychology (3 credits)

MAJOR IN MANAGEMENT INFORMATION SYSTEMS

This program emphasizes the relationship between computer science and business and prepares students for professional careers in areas such as systems analysis and design.

Baccalaureate Degree and Residency Requirements

All requirements for an undergraduate degree are listed under academic policies and regulations in the undergraduate introductory section of 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 of 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 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 330 Database Management Systems (3 credits)
- CIS 340 Concepts of Telecommunications and Networking (3 credits)
- CIS 355 Principles of Operating Systems (3 credits)
- CIS 375 Software Engineering I (3 credits)
- CIS 498 Senior Portfolio (1 credit)
- CIS 499 Senior Synthesis (3 credits)

Three electives chosen from the following:

- 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 365 Robotics (3 credits)
- CIS 372 Android Programming (3 credits) or CIS 373 iOS Programming (3 credits)
- CIS 475 Software Engineering II (3 credits)

At most one of the three electives may be chosen from among the following five courses.

- CIS 396 Topics in Management Information Systems (1-4 credits)

CIS 482 Research in Management Information Systems (1-4 credits)
 CIS 486 Internship in Management Information Systems (1-4 credits)
 CIS 492 Independent Study in Management Information Systems (1-4 credits)
 CIS 496 Advanced Topics in Management Information Systems (1-4 credits)

Courses Required in Other Disciplines

ECN 210 Principles of Macro Economics (3 credits)
 ECN 220 Principles of Micro Economics (3 credits)
 ACT 210 Financial Accounting (3 credits)
 MGT 210 Management Principles (3 credits)
 MKT 210 Marketing Principles (3 credits)
 FIN 310 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 APPLIED MATHEMATICS (20 CREDITS)

This minor provides students in other majors with a solid practical background in major branches of modern mathematics.

Courses Required for the Minor:

One of the following two courses:

MTH 115 Introduction to Statistics (3 credits)
 MTH 125 Biostatistics (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)

Two of the following six courses:

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 325 Theory and Applications of Probability (3 credits)
 MTH 430 Algebraic Structures (3 credits)

Minor in Bioinformatics (25 credits)

Courses required for the Minor:

BIO 112 General Biology I with Lab (4 credits)
 BIO 114 General Biology II with Lab (4 credits)
 CIS 160 Computer Science I (4 credits)

CIS 161 Computer Science II (4 credits)
 BNF 200 Scientific Computing Languages (3 credits)
 BNF 210 Introduction to Bioinformatics (3 credits)
 BNF 301 Advanced Bioinformatics (3 credits)

MINOR IN COMPUTER SCIENCE (22 CREDITS)

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)

Two of the following four:

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)
 CIS 375 Software Engineering I (3 credits)

MINOR IN CYBER SECURITY (20 CREDITS)

This minor provides a solid background in cyber security.

Courses Required for the Minor:

CIS 125: Introduction to Cyber Crime and Security (3)
 CIS 160: Computer Science I (4)
 CIS 161: Computer Science II (4)
 CIS 225: Information Security Policy Analysis and Implementation (3)

One of the following three pairs of courses:

CIS 355 (Principles of Operating Systems) and CIS 356 (Operating System Security and Administration) (3 hours each)

CIS 340 (Concepts of Telecommunications and Networking) and CIS 345 (Network Security and Management) (3 hours each)

CIS 380 (Web Development Security) and CIS 415 (Server Security and Maintenance /Troubleshooting) (3 hours each)

MINOR IN MANAGEMENT INFORMATION SYSTEMS (21 CREDITS)

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)

Three of the following six courses:

CIS 225 Information Security Policy Analysis and Implementation (3 credits)
CIS 250 Algorithms and Data Structures (3 credits)
CIS 330 Database Management Systems (3 credits)
CIS 372 Mobile Apps (3 credits)
CIS 375 Software Engineering I (3 credits)
CIS 475 Software Engineering II (3 credits)

CERTIFICATES

CERTIFICATE IN CYBER SECURITY

The certificate provides a solid foundation in cyber security and is designed with someone who has knowledge of a programming language but with little background in cyber security.

Courses Required for the Certificate (12 credits)

Level 1 certificate (12 credits): Designed for a person with 2 or more years of experience in the IT field with little or no experience in cyber security.

CIS 125: Introduction to Cyber Crime and Security
CIS 225: Information Security Policy Analysis and Implementation

Plus two additional 300 or 400-level cyber security major CIS courses, one of which may be a general computer science course that is a prerequisite or co-requisite for a specific cyber security course.

Level 2 certificate (12 credits): Designed for a person with 2 or more years of experience in the IT field with some experience in cyber security.

CIS 225: Information Security Policy Analysis and Implementation

Plus three additional 300 or 400-level cyber security major CIS courses, one of which may be a general computer science course that is a prerequisite or co-requisite for a specific cyber security course.

CERTIFICATE IN WEBSITE DEVELOPMENT

This certificate provides a solid foundation in all aspects of website development: graphics design, programming, and installation. See certificate program in the undergraduate academic policy and regulations section of this catalog.

Courses Required for the Certificate: (18-19 credits)

ART 115 Applied Design I (3 credits)
ART 202 Introduction to Web Design (3 credits)
ART 302 Web Design II (3 credits)

One of the following two courses:

CIS 150 Fundamentals of Programming for Business (3 credits)
CIS 160 Computer Science I (4 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)

CONCENTRATIONS

Concentration in Cyber Security (12 credits)

Courses Required for the Concentration:

CIS 125: Introduction to Cyber Crime and Security (3)
CIS 225: Information Security Policy Analysis and Implementation (3)

Two of the following three pairs of courses:

CIS 355 (Principles of Operating Systems) and CIS 356 (Operating System Security and Administration) (3 hours each)

CIS 340 (Concepts of Telecommunications and Networking) and CIS 345 (Network Security and Management) (3 hours each)

CIS 380 (Web Development Security) and CIS 415 (Server Security and Maintenance /Troubleshooting) (3 hours each)

Concentration in Mathematics for Middle School (22 credits)

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. It is intended to be one of two areas of concentration for middle school educators who wish to pursue two different concentration areas. A student must successfully complete, at Fontbonne, a minimum of 50 percent of the credit hours required for the concentration. See the middle school education major under the department of education/special education section of this catalog.

Courses Required for the Concentration: (25-29 credits)

MTH 110 PreCalculus (4 credits) (if needed)
MTH 115 or MTH 125 Introduction to Statistics or Biostatistics (3 credits)
MTH 120 Discrete Mathematics (3 credits)
MTH 150 Calculus with Analytic Geometry I (4 credits)
MTH 300 Modeling and Numerical Approximation (3 credits)
MTH 305 Readings in the History of Mathematics (2 credits)
MTH 320 Elements of Geometry (3 credits)
MTH 430 Algebraic Structures (3 credits)

GENERAL STUDIES MAJOR

The general studies major offers students a path to graduation that combines generalized study with disciplinary focus, leading to a Bachelor of Arts degree. The department of mathematics and computer science offers the general studies major with the following emphases: applied mathematics, computer science and management information systems.

Major requirements include:

- Residency, Major, General Education, and Graduation Requirements as described in the Fontbonne University Catalog.
- A minimum GPA of 2.0 in the major is required for graduation.
- A minimum of 18 hours of course work in an area of emphasis, 15 hours of electives, as defined by departments, and a capstone experience.

Emphasis in applied mathematics:

Courses required for the emphasis:

MTH 115 Introduction to Statistics (3 credits)
MTH 120 Discrete Mathematics (3 credits)
MTH 150 Calculus with Analytic Geometry I (4 credits)
MTH 498 Senior Portfolio (1 credit)
MTH 499 Senior Synthesis (3 credits)

Five to seven credit hours selected from among the following courses:

MTH 151 Calculus with Analytic Geometry II (4 credits)
MTH 300 Modeling and Numerical Approximation (3 credits)
MTH 305 Readings in the History of Mathematics (2 credits)
MTH 310 Differential Equations (3 credits)
MTH 315 Advanced Statistics (3 credits)
MTH 316 Non parametric statistics (3 credits)
MTH 320 Elements of Geometry (3 credits)

Emphasis in computer science:

Courses required for the emphasis:

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 498 Senior Portfolio (1 credit)
CIS 499 Senior Synthesis (3 credits)

Two of the following six courses:

CIS 310 Computer Architecture and Assembly Language (3 credits)
CIS 350 Compiling Theory and Programming Languages (3 credits)
CIS 355 Operating Systems (3 credits)
CIS 360 Artificial Intelligence (3 credits)

CIS 365 Robotics (3 credits)
CIS 375 Software Engineering I (3 credits)

Emphasis in management information systems:

Courses required for the emphasis:

CIS 160 Computer Science I (4 credits)
CIS 161 Computer Science II (4 credits)
CIS 210 Object-Oriented Programming (3 credits)
CIS 498 Senior Portfolio (1 credit)
CIS 499 Senior Synthesis (3 credits)

Two of the following four courses:

CIS 330 Database Management Systems (3 credits)
CIS 355 Operating Systems (3 credits)
CIS 375 Software Engineering I (3 credits)
CIS 475 Software Engineering II (3 credits)

ADVANCED PLACEMENT

An entering student who scores three, four or five on the Advanced Placement (AP) Test will receive equivalent placement and university credit. For students who score a three, four or five on the Calculus AB Examination, four credit hours are awarded for MTH150. For students who score a three, four or five on the Calculus BC Examination, eight credit hours are awarded for MTH150 and MTH151. For students who score a three, four or five on the Computer Science A Examination, credit may be given for a comparable computer science course per the agreement of the department. For students who score a three, four or five on the Statistics Examination, three credit hours are awarded for MTH115.

DUAL DEGREE PROGRAM IN ENGINEERING WITH THE UNIVERSITY OF MISSOURI–KANSAS CITY OR WITH WASHINGTON UNIVERSITY IN ST. LOUIS

Fontbonne University students may choose a dual degree program of study in collaboration with either the School of Computing and Engineering at the University of Missouri-Kansas City or the School of Engineering and Applied Science at Washington University in St. Louis. This program may be combined with any major, but is most easily achieved in conjunction with a major in applied mathematics or in biology. Because of the many engineering avenues, students must work closely with the dual degree advisor to map out a curriculum plan. A minimum cumulative grade point average (GPA) of B+ (3.25 on a 4.0 scale) or better, both overall and in science and mathematics courses, is required for admission to the engineering schools. Applicants with lower GPAs are considered on a case-by-case basis. Upon satisfactory completion of both programs, the student will be awarded

bachelor of science degrees from both Fontbonne University and the University of Missouri-Kansas City or from both Fontbonne University and Washington University in St. Louis.

COURSES

BIOINFORMATICS COURSES

BNF 200 Scientific Computing Languages (3 credits)

Covers an introduction to scripting languages and their applications to scientific data (currently Python programming language and the R-statistical analysis program will be taught). Prerequisites: (MTH 125 or MTH 115) and BIO 112 (recommended for Biology majors and for Bioinformatics majors or minors). SP

BNF 210 Introduction to Bioinformatics (3 credits)

Provides an overview of bioinformatics, covering a variety of techniques used to analyze biological sequences. Topics include public sequence databases, Basic Local Alignment Research Tool (BLAST), pairwise and multiple sequence alignment, molecular phylogeny and evolution, protein analysis and proteomics, microarray expression profiling. The code of ethics for professionals in bioinformatics will be addressed. Prerequisites BIO 212 and BNF 200. FA (odd)

BNF 280 Research in Bioinformatics (1-3 credits)

Provides an opportunity for a student to conduct research on a topic of interest in Bioinformatics. Research will be conducted in a non-classroom, individualized environment utilizing the skills and knowledge obtained in bioinformatics, computer science and statistics courses. Prerequisite: consent of the instructor and department chair. Offered as needed.

BNF 284 Internship in Bioinformatics (1-3 credits)

Provides a supervised, off-campus, field-based experience, in bioinformatics, at an approved site specifically related to the career goals of the student. The purpose of the course is to integrate and apply academic knowledge and skills to the professional environment. Credits are determined by the number of hours that a student works at the internship site. Offered on P/F basis. Prerequisites: MTH 125 and BNF 200

BNF 301 Advanced Bioinformatics (3 credits)

Provides students with the knowledge and understanding of advanced topics in bioinformatics such as: next-generation sequencing technologies, genome assembly, comparative genomics and tools for visualizing genome data. Individual and organizational ethical responsibilities

in bioinformatics research will be discussed. Prerequisites: BNF 210 and BIO 318 (or concurrent) FA (even)

BNF 480 Research in Bioinformatics (1-4 credits)

Provides an opportunity for a student to conduct research on a topic of interest in Bioinformatics. Research will be conducted in a non-classroom, individualized environment utilizing the skills and knowledge obtained in bioinformatics, computer science and statistics courses. Prerequisites: (Junior/senior status) and consent of the department chair and instructor. Offered as needed.

BNF 484 Internship in Bioinformatics (1-4 credits)

Provides a supervised, off-campus, field-based experience, in bioinformatics, at an approved site specifically related to the career goals of the student. The purpose of the course is to integrate and apply academic knowledge and skills to the professional environment. Credits are determined by the number of hours that a student works at the internship site. Offered on P/F basis. Prerequisite: BNF 210. Offered as needed.

BNF 498 Senior Portfolio (1 credit)

Provides students with the opportunity to create and submit their final portfolio, which is required for graduation. Some of the items in the portfolio are: (1) a self-assessment in relation to how well the student outcomes for program were attained, (2) statements about the professional, ethical, legal, social and security issues and responsibilities associated with the chosen field of study, (3) statements about plans for future professional growth and (4) a professional resume. Prerequisites: Senior status and major approval. FA SP

BNF 499 Senior Synthesis (3 credits)

Allows the student to explore an area in her/his major that either (1) was not covered in the major curriculum or (2) can and will be explored in more depth than in previous coursework. Prerequisites: Senior Status and major approval. Prerequisite: Senior status and major approval. FA SP

COMPUTER SCIENCE, CYBER SECURITY AND MANAGEMENT INFORMATION SCIENCE COURSES

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

Provides an introduction to applications of information technology for non-computer science majors. The course covers general computer knowledge associated with computer history, hardware, software, operating systems, and computer networks. Students learn and/or reinforce skills related to word processing, spreadsheets, presentation and publishing tools as well as to emerging

internet-based tools. Social and ethical issues related to technology are considered, such as piracy, viruses, and security issues. Course will include the development of an application project by the student. FA,SP, SU

CIS 103 Computer Technology: Applications for Educators (3 credits)

Provides an introduction to the uses of technology in an educational setting. Emphasis of the course will be on integrating technology with classroom instruction. Students will learn skills related to word processing, spreadsheets and presentations as well as to evolving internet-based technologies. Promoting life-long learning and an understanding of the legal and ethical use of computer/technology resources will be an integral part of the course. FA, SP

CIS 110 Computer 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 Computer 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

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. FA (Even)

CIS 120 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, pseudo code 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.

Prerequisite: Grade of B or better in MTH 095 or competency in arithmetic and algebra. FA

CIS 125 Introduction to Cyber Crime and Security (3 credits)

Introduces students to the fields of cyber crime and security. Covers issues associated with different types of threats, attacks, and methods employed against these threats and attacks. Practical cryptography, securities of operating systems, computer networks, database systems, and other types of computer systems will also be introduced. SP

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. Offered as needed.

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, computer science, cyber security or management information science must earn grades of B- or better in this course to progress to CIS 161 and/or CIS 210. Prerequisites: Grade of B or better in MTH 095 or competency in arithmetic and algebra. For CS, Cyber Security or MIS majors, CIS120 is a pre- or co-requisite. 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, computer science, cyber security or management information systems must earn grades of B- or better to progress to CIS 210 and above.

Prerequisite: CIS 120 and 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. Prerequisites: CIS 115 and (CIS 150 or CIS 160). FA (Even)

CIS 225 Information Security Policy Analysis and Implementation (3 credits)

Covers information assurance, cyber security policies, analysis procedures, risk assessments, and implementation of security policies. Prerequisites: CIS 125 is a pre- or co-requisite. 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. SP

CIS 280 Research in Computer Science (1-3 credits)

Provides an opportunity for a student to conduct research on a topic of interest in computer science, cyber security or management information systems. Research will be conducted in a non-classroom, individualized environment utilizing the skills and knowledge obtained in computer science courses. Prerequisite: consent of the department chair and instructor. Offered as needed.

CIS 281 Research in Cyber Security (1-3 credits)

Provides an opportunity for a student to conduct research on a topic of interest in cyber security. Research will be conducted in a non-classroom, individualized environment utilizing the skills and knowledge obtained in cyber security courses. Prerequisite: consent of the department chair and instructor. Offered as needed.

CIS 282 Research in Management Information Systems (1-3 credits)

Provides an opportunity for a student to conduct research on a topic of interest in cyber security. Research will be conducted in a non-classroom, individualized environment utilizing the skills and knowledge obtained in management information systems courses. Prerequisite: consent of the department chair and instructor. Offered as needed.

CIS 284 Internship in Computer Science (1-3 credits)

Provides a supervised, off-campus, field-based experience, in computer science, cyber security or management information systems, at an approved site specifically related to the career goals of the student. The purpose of the course is to integrate and apply academic knowledge and skills to the professional environment. Credits are determined by the number of hours that a student works at the internship site. Offered on P/F basis. Prerequisites: CIS 161. Offered as needed.

CIS 285 Internship in Cyber Security (1-3 credits)

Provides a supervised, off-campus, field-based experience, in computer science, cyber security or management information systems, at an approved site specifically related to the career goals of the student. The purpose of the course is to integrate and apply academic knowledge and skills to the professional environment. Credits are determined by the number of hours that a student works at the internship site. Offered on P/F basis. Prerequisites: CIS 161 and CIS 225. Offered as needed

CIS 286 Internship in Management Information Systems (1-3 credits)

Provides a supervised, off-campus, field-based experience, in computer science, cyber security or management information systems, at an approved site specifically related to the career goals of the student. The purpose of the course is to integrate and apply academic knowledge and skills to the professional environment. Credits are determined by the number of hours that a student works at the internship site. Offered on P/F basis. Prerequisites: CIS 161 Offered as needed

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 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 and MTH 150. SP (Odd)

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 161 and (CIS 120 or MTH 120). FA (Even)

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. Prerequisite: CIS 215. 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. Offered as needed.

CIS 330 Database Management Systems (3 credits)

Provides comprehensive coverage of relational databases including data management, database design and evaluation, query design and evaluation, and web interfacing. Students will learn all the steps from data modeling (ER diagrams) to table generation and linking to accessing and querying using SQL. Prerequisite: CIS 161. FA (Odd).

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 161 and (CIS 120 or MTH 120 and (MTH 150 or consent of the instructor). FA (Odd)

CIS 345 Network Security and Management (3 credits)

Covers network security and management with an emphasis on computer network security, implementation, and management. Topics include network core devices (such as routers and switches) setup, configuration, maintenance, security, and firewall management.

Prerequisites: CIS 120 and CIS 225. CIS 340 is a pre- or co-requisite. FA (Odd)

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 250 and (CIS 120 or MTH 120). SP (Even)

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 120 or MTH 120). SP (Even)

CIS 356 Operating System Security and Administration (3 credits)

Covers operating system security and administration with an emphasis on operating system installation, configuration, administration, and security. Topics include operating system setup, user account control, file system protection, activity logging, system call auditing, address space management, and intrusion detections.

Prerequisites: CIS 120, CIS 125 and CIS 225. CIS 355 is a pre- or co-requisite. SP (Even)

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. Prerequisite: CIS 250 or consent of the instructor. Offered as needed.

CIS 365 Robotics (3 credits)

Introduces students to the basics of modeling, design, planning, programming and control of robot systems. Topics include an exploration of the principles and algorithms for computation in the physical world, kinematics, geometric reasoning, motion planning, behavior-based artificial intelligence and some philosophical questions pertaining to the nature of intelligence in the physical world. Prerequisites: CIS 210, CIS 250, MTH 151 FA (Even)

CIS 372 Android Programming (3 credits)

Provides students with the fundamental knowledge and skills needed to design and build Android apps using the most current Android programming platform. Students will complete multiple Android apps that run on a real Android smartphone/tablet, starting from simpler ones to complex ones. (Note, students may choose either CIS 372 or 373 to fulfill an elective choice for the BS in computer science or management information systems.) Prerequisite: CIS 210. SP (odd)

CIS 373 iOS Programming (3 credits)

Provides students with the fundamental knowledge and skills needed to design and build iOS apps using the most current iOS programming platform. Students will complete multiple iOS applications that run on iPhones/iPads, starting from simple ones to complex ones. (Note, students may choose either CIS 372 or 373 to fulfill an elective choice for the BS in computer science or management information systems.) Prerequisite: CIS 161. SP (even)

CIS 375 Software Engineering I (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. Prerequisite: CIS 161. FA (Even)

CIS 380 Web Development Security (3 credits)

Covers web development security with an emphasis on the fundamental principles of security in web applications. Topics include web browser security, server-side web application security and web database security. Prerequisites: CIS 120 and CIS 125. CIS 225 is a pre- or co-requisite. FA (Even)

CIS 385 Principles of Cryptography (3 credits)

Introduces the fundamentals of cryptography including the concept of obscuring functions, cryptographic techniques, types of ciphers, proper use of cyphers, ethical uses of cryptography and decryption practices. Topics also include randomness, polymorphism and current trends in cryptography. Prerequisites: CIS 225 and MTH 120. FA (Even).

CIS 390 Personal Computer Security and Maintenance (3 credits)

Covers methods to keep personal computers running efficiently and the information housed on those computers safe. Provides practical information on computer

operation and surveys information storage practices and common hacking techniques employed against personal computers. Prerequisite: CIS 225. SP (Even).

CIS 392 Ethical Hacking (3 credits)

Introduces the tools and techniques associated with the cybersecurity practice known as ethical hacking or penetration testing. The course covers not only laws and regulations, but also the steps in penetration testing such as planning, scanning, exploiting and result reporting. Students are taught how system vulnerabilities are discovered and exploited. They will also learn how to avoid vulnerabilities and how to react and defend if they do occur as well as how to design controls to prevent future attacks in real-life situations. Other topics include: system, wireless, web, and database hacking; penetration testing methods and tools. The course is designed to provide a rich learning experience to students through the use of hands-on exercises and discussions on the course material. Prerequisites: CIS 125 and CIS 161. CIS 355 is a pre or co-requisite. SP (Odd)

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: CIS 250 and (Junior/senior status or consent of instructor). Offered as needed.

CIS 395 Topics in Cyber Security (1-4 credits)

Course generated by the department to supplement regular course listings. Addresses topics in cyber security. Prerequisite: CIS 250 and (Junior/senior status or consent of instructor). Offered as needed.

CIS 396 Topics in Management Information Systems (1-4 credits)

Course generated by the department to supplement regular course listings. Addresses topics in management information systems. Prerequisite: CIS 210(Junior/senior status or consent of instructor). Offered as needed.

CIS 410 Wireless Communication and Mobile Forensics (3 credits)

Covers the fundamental principles of wireless communication and mobile forensics. Topics include wireless links, protocols, cellular access, mobile Internet Protocol (IP), and mobility management. The techniques of collecting and analyzing information from mobile devices for forensic investigations will also be studied. Prerequisites: CIS 120 and CIS 125. CIS 225 is a pre-or co-requisite. SP (Odd)

CIS 415 Server Security and Maintenance/Troubleshooting (3 credits)

Covers the fundamental security principles of different types of servers, such as file servers, database servers, web servers, File Transfer Protocol (FTP) servers, mail servers, and Domain Name System (DNS) servers. Server installation, configuration, maintenance, and troubleshooting will be studied. Prerequisites: CIS 120 and CIS 125. CIS 225 is a pre- or co-requisite. FA (Even)

CIS 425 Digital Forensics and Analysis (3 credits)

Presents the technical and legal issues facing computer crime investigators and digital forensic examiners. Students will learn effective and appropriate forensic response strategies to support cyber crime investigative efforts. The focus is on acquiring the skills needed to identify and collect potential digital evidence, to analyze that evidence using chain of custody and to report forensic findings. Prerequisite: CIS 225. FA (Odd)

CIS 475 Software Engineering II (3 credits)

Continuation of Software Engineering I. Topics include the scope of system design, object analysis and design, implementing, testing, configuration management, and use of various tools that aid software development. Students are required to design, implement, test, and release software projects through team effort. The projects cover the principal system development lifecycle phases. Prerequisite: CIS 375 SP (Odd)

CIS 480 Research in Computer Science (1-4 credits)

Provides an opportunity for a student to conduct research on a topic of interest in computer science. Research will be conducted in a non-classroom, individualized environment utilizing the skills and knowledge obtained in computer sciences courses. Prerequisites: (junior/senior status) and the consent of the department chair and instructor. Offered as needed.

CIS 481 Research in Cyber Security (1-4 credits)

Provides an opportunity for a student to conduct research on a topic of interest in cyber security. Research will be conducted in a non-classroom, individualized environment utilizing the skills and knowledge obtained in cyber security courses. Prerequisites: (junior/senior status) and the consent of the department chair and instructor. Offered as needed.

CIS 482 Research in Management Information Systems (1-4 credits)

Provides an opportunity for a student to conduct research on a topic of interest in management information systems. Research will be conducted in a non-classroom, individualized environment utilizing the skills and

knowledge obtained in management information system courses. Prerequisites: (junior/senior status) and the consent of the department chair and instructor. Offered as needed.

CIS 484 Internship in Computer Science (1-4 credits)

Provides a supervised, off-campus, field-based experience, in computer science at an approved site specifically related to the career goals of the student. The purpose of the course is to integrate and apply academic knowledge and skills to the professional environment. Credits are determined by the number of hours that a student works at the internship site. Offered on P/F basis. Prerequisites: at least two 300-level computer science courses. Offered as needed.

CIS 485 Internship in Cyber Security (1-4 credits)

Provides a supervised, off-campus, field-based experience, in cyber security at an approved site specifically related to the career goals of the student. The purpose of the course is to integrate and apply academic knowledge and skills to the professional environment. Credits are determined by the number of hours that a student works at the internship site. Offered on P/F basis. Prerequisites: at least two 300-level cyber security courses. Offered as needed.

CIS 486 Internship in Management Information Systems (1-4 credits)

Provides a supervised, off-campus, field-based experience in management information systems, at an approved site specifically related to the career goals of the student. The purpose of the course is to integrate and apply academic knowledge and skills to the professional environment. Credits are determined by the number of hours that a student works at the internship site. Offered on P/F basis. Prerequisites: at least two 300-level computer science courses. Offered as needed.

CIS 490 Independent Study in Computer Science (1-4 credits)

Study in a specialized area, to be arranged according to student need and interest. Prerequisite: Junior/senior status and consent of instructor. Offered as needed.

CIS 491 Independent Study in Cyber Security (1-4 credits)

Study in a specialized area, to be arranged according to student need and interest. Prerequisite: Junior/senior status and consent of instructor. Offered as needed.

CIS 492 Independent Study in Management Information Systems (1-4 credits)

Study in a specialized area, to be arranged according to student need and interest. Prerequisite: Junior/senior status and consent of instructor. Offered as needed.

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. Prerequisites: CIS 250 and senior status. Offered as needed.

CIS 495 Advanced Topics in Cyber Security (1-4 credits)

Topics similar to those offered in CIS 395, offered on an as-needed basis, at a more advanced level. Prerequisites: CIS 250 and senior status. Offered as needed.

CIS 496 Advanced Topics in Management Information Systems (1-4 credits)

Topics similar to those offered in CIS 396, offered on an as-needed basis, at a more advanced level. Prerequisites: CIS 250 and senior status. Offered as needed.

CIS 498 Senior Portfolio (1 credit)

Provides students with the opportunity to create and submit their final portfolio, which is required for graduation. Some of the items in the portfolio are: (1) a self-assessment in relation to how well the student outcomes for program were attained, (2) statements about the professional, ethical, legal, social and security issues and responsibilities associated with the chosen field of study, (3) statements about plans for future professional growth and (4) a professional resume. Prerequisites: Senior status and major approval. FA SP

CIS 499 Senior Synthesis (3 credits)

Allows the student to explore and area in her/his major that either (1) was not covered in the major curriculum or (2) can and will be explored in more depth than in previous coursework. Prerequisites: Senior Status and major approval. Prerequisite: Senior status and major approval. FA SP

MATHEMATICS COURSES**MTH 091 College Mathematics Skills (3 credits)**

Emphasizes computing with whole numbers, fractions, decimals, and integers; solving word problems with whole numbers, fractions, decimals, and integers; solving basic linear equations; Coordinate geometry is introduced. 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 120 -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 120-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 as needed.

MTH 102 Mathematics for Elementary School Teachers: Number Systems, Geometry and Measurement (3 credits)

Problem solving, elementary set theory and logic, development of the real number system. Topics in geometry and statistics. Enrollment limited to students in the following programs: Pathways, Deaf Education, and Early Childhood, and to students in Elementary Education/Special Education, who have transferred into Fontbonne with previous mathematics credit. Prerequisites: Grade of C- or better in MTH 095 or consent of the instructor. 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 095 or competency in arithmetic and algebra. SP

MTH 104 Mathematics for Elementary School Teachers: Number Systems (3 credits)

Examines the structures and properties of mathematics, while focusing on the development of problem-solving skills. Includes the study of sets, functions, whole numbers, fractions, number theory and integers. Considers applications of rational numbers, decimals, and percents. Intended for prospective elementary school teachers.

Utilizes appropriate grade-level technology. Grade of C- or better in MTH 095 or consent of instructor. FA

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 095, or competency in arithmetic and algebra. FA, SP

MTH 106 Mathematics for Elementary School Teachers: Geometry and Measurement (3 credits)

Examines the structures and properties of mathematics through problem solving. Includes the study of geometry, measurement and probability and statistics. Utilizes appropriate grade-level technology. Intended for prospective elementary school teachers. (Students, who have previously completed MTH 102, cannot receive credit for this course.) Prerequisites: Grade of C- or better in MTH 104 or its equivalent. 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 and triangles. MTH 108 or MTH 110 is a prerequisite for MTH 150. Offered as needed.

MTH 110 Precalculus (4 credits)

Prepares students for MTH 150, Calculus with Analytic Geometry I. The course is an in-depth study of the concept of a function. Several classes of functions including linear, quadratic, polynomial, rational, exponential, logarithmic, and trigonometric functions are studied. Within each class of functions, characteristics of the function are emphasized such as the basic form and graph, equations and inequalities associated with the function, and applications. Both algebraic and graphical techniques will be used throughout the course. Prerequisite: Grade of B or higher in MTH 095 or equivalent knowledge. FA

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 095 or competency in arithmetic and algebra. FA, SP

MTH 120 Discrete Mathematics (3 credits)

Topics include: truth tables, propositional logic, sets, binary and equivalence relations, functions, matrices, binary, octal and hexadecimal number systems, combinatorics, proof by induction and recursion, and algorithms. Prerequisite: Competency in arithmetic and algebra. FA

MTH 125 Biostatistics (3 credits)

Introduces the application of statistical concepts to biological problems over a broad range of fields including biological sciences, medicine and public health. The evaluation of experimental design in biological studies will be addressed. Topics covered include: scientific method, data representation, descriptive statistics, inferential statistics and data analysis, normal probability distributions, estimation and hypotheses testing, chi-squared distributions and the analysis of variance. An appropriate statistical program (currently R) will be used as a tool in the course. Prerequisite: MTH 105 or MTH 110 (or equivalent knowledge) and BIO 112 or an introductory biology course (can be concurrent). FA

MTH 150 Calculus with Analytic Geometry I (4 credits)

Differential and integral calculus of the algebraic and transcendental functions associated with analytic geometry. Prerequisites: Three years of high school mathematics including trigonometry with grades of B or better, or MTH 110 (with a grade of C- or better), or (MTH 105 and 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 200 Linear Algebra (3 credits)

Topics include: vector spaces, linear transformations, and matrices. Pre- or co-requisite: MTH 151. FA (Even)

MTH 250 Calculus with Analytic Geometry III (4 credits)

Vector calculus, the differential, multivariate calculus with applications. Prerequisite: MTH 151. SP

MTH 280 Research in Mathematics (1-3 credits)

Provides an opportunity for a student to conduct research on a topic of interest in mathematics. Research will be conducted in a non-classroom, individualized environment utilizing the skills and knowledge obtained in applied mathematics courses. Prerequisite: consent of department chair and instructor. Offered as needed.

MTH 284 Internship in Applied Mathematics (1-3 credits)

Provides a supervised, off-campus, field-based experience, in applied mathematics, at an approved site specifically related to the career goals of the student. The purpose of the course is to integrate and apply academic knowledge and skills to the professional environment. Credits are determined by the number of hours that a student works at the internship site. Offered on P/F basis. Prerequisites: MTH 115 and MTH 150. Offered as needed.

MTH 294 Topics in Mathematics (1-3 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 and CIS 160. SP (Odd)

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 (Odd)

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. SP (Odd)

MTH 315 Advanced Statistics (3 credits)

Covers widely used statistical tools such as linear and nonlinear regression, analysis of variance, expected mean squares and pooling. Students will use a statistical package to analyze data sets. Prerequisites: (MTH 115 or MTH 125) and MTH 150 or consent of instructor. FA (Even)

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. FA (Odd)

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. FA (Odd)

MTH 325 Theory and Applications of Probability (3 credits)

Introduces the mathematical treatment of random phenomena occurring in the natural, physical, and social sciences. Topics include combinatorial analysis, binomial distribution, Poisson and normal approximation, random variables and probability distributions, generating functions, Markov chains applications. Prerequisites: MTH 115 or MTH 125 and MTH 150. SP (odd)

MTH 350 Methods of Teaching Mathematics in the Early Childhood and Elementary School (3 credits)

Covers methods for teaching the real number system, probability, statistics, geometry, measurement and algebra. The study and implementation of various models of teaching, including differentiated instruction and technology integration are included. Education certification majors only. Prerequisite: MTH 102 or (MTH 104 and MTH 106). 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. (Background check required) Offered as needed.

MTH 385 Principles of Cryptography (3 credits)

Introduces the fundamentals of cryptography including the concept of obscuring functions, cryptographic techniques, types of ciphers, proper use of cyphers, ethical uses of cryptography and decryption practices. Topics also include randomness, polymorphism and current trends in cryptography. Prerequisites: CIS 225 (only required for cyber security majors) and MTH 120. FA (Even).

MTH 430 Algebraic Structures (3 credits)

Covers algebraic structures including Boolean algebra, groups, rings, integral domains and fields and their applications which may include: cryptography, coding theory, color patterns, and switching circuits.. Prerequisites: MTH 120 and MTH 150. SP (Even)

MTH 480 Research in Mathematics (1-4 credits)

Provides an opportunity for a student to conduct research on a topic of interest in mathematics. Research will be conducted in a non-classroom, individualized environment utilizing the skills and knowledge obtained in applied mathematics courses. Prerequisite: (junior/senior status) and consent of department chair and instructor.

MTH 484 Internship in Applied Mathematics (1-4 credits)

Provides a supervised, off-campus, field-based experience, in applied mathematics, at an approved site specifically related to the career goals of the student. The purpose of the course is to integrate and apply academic knowledge and skills to the professional environment. Credits are determined by the number of hours that a student works at the internship site. Offered on P/F basis. Prerequisites: At least two 300-level mathematics courses.

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 as needed.

MTH 498 Senior Portfolio (1 credit)

Provides students with the opportunity to create and submit their final portfolio, which is required for graduation. Some of the items in the portfolio are: (1) a self-assessment in relation to how well the student

outcomes for program were attained, (2) statements about the professional, ethical, legal, social and security issues and responsibilities associated with the chosen field of study, (3) statements about plans for future professional growth and (4) a professional resume. Prerequisites: Senior status and major approval. FA SP

MTH 499 Senior Synthesis (3 credits)

Allows the student to explore an area in her/his major that either (1) was not covered in the major curriculum or (2) can and will be explored in more depth than in previous coursework. Prerequisites: Senior Status and major approval. Prerequisite: Senior status and major approval. FA SP

RMD 500 Statistical Methods for Research (3 credits)

Exposure to a wide variety of descriptive and inferential statistics. Topics presented will include measure of central tendency and dispersion, t-tests, ANOVA, correlation and regression, non-parametric methods. Experimental design techniques such as blocking will be discussed. Reading and interpreting journal articles that use some of the methods from the course will be included. Use of a statistical software package is integrated into the course. Prerequisite: Competency in algebra. Some knowledge of basic statistical methods is helpful but not required. SP

Interdisciplinary Studies Program

MAJOR:

University Major (BA or BS)

MINORS:

American Culture Studies

University Minor

Women and Gender Studies

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 or to support a program designed primarily by the student (*the university major*) through interdisciplinary coursework.

The interdisciplinary studies program offers the university major.

Minors are available in American culture studies, women's and gender studies, and university minor.

Specific interdisciplinary (INT) courses are offered on a regular basis, while others occur as a need arises (*see each semester course schedule*).

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 undergraduate introductory section 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:

1. Present a proposal of study to the director of interdisciplinary initiatives who, after review and discussion with the student, will submit the proposal to the chair 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 chair of the department of interdisciplinary studies, if not identified as the primary advisor, will serve as one of these advisors.

2. 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).
3. Receive approval from the undergraduate academic committee for the university major and for the primary and secondary advisors for the major.
4. 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 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)
- ACS 200 America Abroad (3)
- ACS 300 Topics in American Culture Studies (3)

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)
- 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)
- 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)

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)

In addition, the chair of the department of interdisciplinary studies may approve Special Topics or Dedicated Semester courses to count toward this minor program on a one-time basis. See the chair of the department of interdisciplinary studies for further information.

MINOR IN WOMEN'S AND GENDER STUDIES

The minor program in women's and gender studies allows students to explore the contributions of women in the culturally-specific, historical, and contemporary social mechanisms through which gender is constructed, limited, responded to and deployed.

The minor in women's and gender studies requires the completion of 21 credit hours of coursework, including the following:

- WGS 101 Introduction to Women's Studies (3)
- 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)
- FAS 105 Personal, Professional, and Cultural Dress (3 credits)
- FCS 337 Family Relations (3 credits)
- FCS 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)

In addition, the director of interdisciplinary initiatives may approve Special Topics or Dedicated Semester courses to count toward this minor program on a one-time basis. See the chair of the department of interdisciplinary studies for further information.

MINOR IN UNIVERSITY MINOR

Students with well-defined goals and interests which are not met within the current offerings of minors are encouraged to consider a university minor. As with the university major, the university minor must have a clearly defined unifying principle. This principle must be either a special focus (*e.g., consumer affairs*) not provided in an existing major or a special interest that crosses disciplinary lines (*e.g., American studies*).

A student pursuing a university minor must complete 18 credit hours in the chosen discipline. A minimum of 50 percent of the credit hours in the university minor must be taken at Fontbonne. A minimum of 9 credit hours must be completed at the upper division level and must represent more than one discipline.

A student interested in pursuing a university minor must: Construct a proposal of study with the assistance and approval of their major advisor, and present the proposal of study to the director of interdisciplinary initiatives for review. After discussion with the student, the director will submit the proposal to the chair of the undergraduate academic committee. The proposal must include the name of the minor, goals and objectives, specific courses (those completed and those to be completed) for the minor, a timeline for completion.

1. Submit the proposal of study prior to the completion of 94 credit hours (this total may represent Fontbonne coursework, transfer coursework, or a combination of both).
2. Receive approval from the undergraduate academic committee for the university minor.
3. File the approved program of study with the major advisor and with the registrar's office.

The student will be awarded a degree upon the successful completion of the university minor and all degree and graduation requirements.

COURSES

AMERICAN CULTURE STUDIES COURSES

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 COURSES

INT 105 Mission Core I: Culture and the Common Good (3 credits)

This course will explore the meaning of the term "the common good" in the context of different traditions. The course will draw examples from a wide variety of disciplines and subject areas. Students are challenged to explore their roles as individuals, as members of multiple cultures or faiths, and as global citizens in promoting the "common good." The course also includes a component designed to assist first-year students in effect learning and study strategies. FA

INT 106 Strategies for Self-Directed Learning (1 credit)

This course is designed to aid students in being successful self-directed learners at a collegiate level. The course content is focused on developing new ways of analyzing, integrating, and applying learning strategies to various learning situations that encourage academic success. FA SP

INT 207 Leadership through Social Change (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 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.

LIBRARY COURSES

LIB 199 Information Literacy in Higher Education (1 credit)

This course is designed to improve the skills and knowledge necessary to conduct library research in an academic setting. Areas of focus include utilizing various types of information sources and formats, developing effective search strategies, critically evaluating information, differentiating scholarly from popular sources, and using information ethically and responsibly. FA, SP, SU

WOMEN'S AND GENDER STUDIES COURSES

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. Odd springs. SP

Bonnie and L.B. Eckelkamp College of Global Business and Professional Studies

DEPARTMENT OF BUSINESS ADMINISTRATION
DEPARTMENT OF FASHION MERCHANDISING
DEPARTMENT OF SOCIAL WORK

Dr. Jay Johnson, Dean

MISSION

The mission of the Eckelkamp College of Global Business and Professional Studies at Fontbonne University is to provide academically sound business programs that are responsive to current and future business needs. The College strives to create a supportive environment that provides individualized attention to a diverse student population.

Consistent with the life-long learning goals of Fontbonne University, the programs are designed to ensure 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.

Department of Business Administration

MAJORS:

Accounting (BS)

Business Administration (BS)

Management and Leadership (BS)

Marketing (BS)

Sports Management (BS)

General Studies: Business (BA)

MINORS:

Business Administration

Marketing

Social Entrepreneurship

Sports Management

CERTIFICATES:

Social Entrepreneurship

Undergraduate majors are offered in Accounting, Business Administration, Management and Leadership, Marketing and Sports Management leading to a Bachelor of Science degree; or General Studies with Emphasis in Business leading to a Bachelor of Arts degree. Those students who are seeking intensive exposure to Accounting, Finance, Management, or Social Entrepreneurship can obtain a concentration in these areas. Additionally, there is an offering of a Certificate in Social Entrepreneurship.

The programs contain courses that are offered in a variety of formats, which may include online, evening, and day courses. Please consult your advisor for information on specific courses and their offerings, and cooperative education opportunities.

Fontbonne University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The Eckelkamp College of Global Business and Professional Studies has earned accreditation from the Accreditation Council for Business Schools and Programs (ACBSP) for Bachelor of Science in Accounting; Bachelor of Science in Business Administration; Bachelor of Science in Marketing; Bachelor of Science in Sports Management.

Our remaining programs are currently accredited by the Higher Learning Commission. For information on the graduate programs in the Eckelkamp College of Global Business and Professional Studies, see the graduate program section in this catalog.

FACULTY

Jay J. Johnson, dean of the Bonnie and L.B. Eckelkamp College of Global Business and Professional Studies; associate professor of business administration

Robert Romano, chair of business administration; assistant professor; director of sports management

Linda Abernathy, Instructor of Accounting

Mark M. Alexander, instructor of management

Jill Bernard, assistant professor of business administration; program director for the Master of Science in supply chain management

Linda D. Magrath, professor of business administration; program director for accounting

Kristen Schroath, assistant professor of business

MAJOR IN ACCOUNTING

Baccalaureate Degree and Residency Requirements

All requirements for an undergraduate degree are listed in the undergraduate academic policies and regulations section in this catalog. These requirements include general education requirements and 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 credits*) at Fontbonne.

Students majoring in accounting must have a minimum cumulative grade point average of 2.5 in all courses required for the major at the time of application for major approval and through degree completion (*graduation*).

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.

Courses Required in the Accounting Major (60 credits):

Business Core:

BSA 100 Business Components Assessment (0 credits)
ACT 210 Financial Accounting (3 credits)
ACT 220 Managerial Accounting (3 credits)
ECN 210 Principles of Macro Economics (3 credits)
ECN 220 Principles of Micro Economics (3 credits)
MKT 210 Marketing Principles (3 credits)
MGT 210 Management Principles (3 credits)
BSA 210 Business Law (3 credits)
BSA 310 International Business (3 credits)
FIN 310 Managerial Finance (3 credits)
MGT 330 Management and Business Ethics (3 credits)
BSA 410 Quantitative Analysis in Business (3 credits)

Accounting Core:

ACT 310 Intermediate Accounting I (3 credits)

Business Core:

BSA 100 Business Components Assessment (0 credits)
ACT 210 Financial Accounting (3 credits)
ACT 220 Managerial Accounting (3 credits)
ECN 210 Principles of Macro Economics (3 credits)
ECN 220 Principles of Micro Economics (3 credits)
MKT 210 Marketing Principles (3 credits)

MGT 210 Management Principles (3 credits)
BSA 210 Business Law (3 credits)
BSA 310 International Business (3 credits)
FIN 310 Managerial Finance (3 credits)
MGT 330 Management and Business Ethics (3 credits)
BSA 410 Quantitative Analysis in Business (3 credits)

Accounting Core:

ACT 310 Intermediate Accounting I (3 credits)
ACT 320 Intermediate Accounting II (3 credits)
ACT 330 Advanced Accounting (3 credits)
ACT 340 Advanced Topics in Management Cost Accounting (3 credits)
ACT 350 Federal Income Taxation for Individuals (3 credits)
ACT 410 Auditing (3 credits)
ACT 420 Accounting Information Systems (3 credits)
ACT 430 Advanced Financial Management (3 credits)
ACT 460 Accounting Capstone (3 credits)

Courses required in other disciplines (10 credits):

ENG 201 Business Writing (3 credits)
MTH 105 College Algebra (4 credits)
MTH 115 Introduction to Statistics (3 credits)

MAJOR IN BUSINESS

ADMINISTRATION

Baccalaureate Degree and Residency Requirements

All requirements for an undergraduate degree are listed in the undergraduate academic policies and regulations section in this catalog. These requirements include general education requirements and 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 credits*) at Fontbonne.

Students majoring in business administration must have a minimum cumulative grade point average of 2.5 in all courses required for the major (all business courses) at the time of application for major approval and through degree completion (*graduation*). A minimum cumulative grade point average of 2.5 is required to declare a concentration.

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:

Courses Required in the Business Administration Major (48 credits):

BSA 100 Business Components Assessment (0 credits)
ACT 210 Financial Accounting (3 credits)
ACT 220 Managerial Accounting (3 credits)
ECN 210 Principles of Macro Economics (3 credits)
ECN 220 Principles of Micro Economics (3 credits)
MKT 210 Marketing Principles (3 credits)
MGT 210 Management Principles (3 credits)
BSA 210 Business Law (3 credits)
BSA 310 International Business (3 credits)
FIN 310 Managerial Finance (3 credits)
MGT 320 Organizational Behavior (3 credits)
MGT 330 Management and Business Ethics (3 credits)
MKT 350 Production/Operations Management (3 credits)
MGT 360 Entrepreneurship (3 credits)
BSA 410 Quantitative Analysis in Business (3 credits)
BSA 430/435 Internship or Practicum in Business Administration (3 credits) [with internship advisor approval]
MGT 460 Strategic Management (3 credits)

Courses required in other disciplines (10 credits):

ENG 201 Business Writing (3 credits)
MTH 115 Introduction to Statistics (3 credits)
MTH 105 College Algebra (4 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 credit hours of upper-division coursework in that concentration at Fontbonne. A maximum of two concentrations are allowed and a minimum cumulative grade point average of 2.5 is required to declare a concentration. Concentrations for Business Administration major include Accounting, Finance, Management, and Social Entrepreneurship. See detailed information regarding concentrations in the Concentration section.

MAJOR IN MANAGEMENT AND LEADERSHIP

Baccalaureate Degree and Residency Requirements

All requirements for an undergraduate degree are listed in the undergraduate academic information and academic policies and regulations sections in this catalog. These requirements include general education requirements and 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 credits*) at Fontbonne.

Students majoring in management must have a minimum cumulative grade point average of 2.5 in all courses required for the major (*all business courses*) at the time of application for major approval and through degree completion (*graduation*).

Students are encouraged to select a minor to complement their major area of study. Students wishing to pursue minors in other departments should consult their advisor.

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:
PSY 100 Introduction to Psychology (3 credits)

Courses required in the Management and Leadership Major (60 credits):

Business Core:

BSA 100 Business Components Assessment (0 credits)
ACT 210 Financial Accounting (3 credits)
ACT 220 Managerial Accounting (3 credits)
ECN 210 Principles of Macro Economics (3 credits)
ECN 220 Principles of Micro Economics (3 credits)
MKT 210 Marketing Principles (3 credits)
MGT 210 Management Principles (3 credits)
BSA 210 Business Law (3 credits)
BSA 310 International Business (3 credits)
FIN 310 Managerial Finance (3 credits)

MGT 320 Organizational Behavior (3 credits)
MGT 330 Management and Business Ethics (3 credits)
MGT 360 Entrepreneurship (3 credits)

Management and Leadership Core:

HRM 310 Human Resource Management (3 credits)
MGT 310 Public Admin. & Nonprofit Management (3 credits)
MGT 350 Production/Operations Management (3 credits)
BSA 410 Quantitative Analysis in Business (3 credits)
BSA 430/435 Internship or Practicum in Business Administration (3 credits) (prior approval)
MGT 430 Case Studies/Readings in Management (3 credits)
MGT 440 Leadership: Managing in a Changing Environment (3 credits)
MGT 460 Strategic Management (3 credits)

**Courses required in other disciplines
(19 credits):**

CIS 110 Microcomputer Applications: Spreadsheets (3 credits)
COM 102 Public Speaking (3 credits)
ENG 201 Business Writing (3 credits)
MTH 105 College Algebra (4 credits)
MTH 115 Introduction to Statistics (3 credits)
PSY 327 Industrial/Organizational Psychology (3 credits)

MAJOR IN MARKETING

Baccalaureate Degree and Residency Requirements

All requirements for an undergraduate degree are listed in the undergraduate academic information and academic policies and regulations sections in this catalog. These requirements include general education requirements and 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 credits*) at Fontbonne.

Students majoring in marketing must have a minimum cumulative grade point average of 2.5 in all courses required for the major (*all business courses*) at the time of application for major approval and through degree completion (*graduation*).

Students are encouraged to select a minor to complement their major area of study. Students wishing to pursue minors in other departments should consult their advisor.

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:
PSY 100 Introduction to Psychology (3 credits) OR SOC100 Survey of Sociology (3 credits)

Courses Required in the Marketing Major (63 credits):

Business Core:

BSA 100 Business Components Assessment (0 credits)
ACT 210 Financial Accounting (3 credits)
ACT 220 Managerial Accounting (3 credits)
ECN 210 Principles of Macro Economics **OR** ECN 220 Principles of Micro Economics (3 credits)
MKT 210 Marketing Principles (3 credits)
MGT 210 Management Principles (3 credits)
BSA 210 Business Law (3 credits)
BSA 310 International Business (3 credits)
FIN 310 Managerial Finance (3 credits)
MGT 330 Management and Business Ethics (3 credits)
MGT 350 Production/Operations Management (3 credits)

Marketing Core:

MKT 320 Advertising and Promotion Management (3 credits)
MKT 340 Consumer Behavior (3 credits)
MKT 410 Marketing Research (3 credits)
MKT 420 International Marketing (3 credits)
MKT 460 Marketing Management (3 credits)

Choose four of the following courses (12 credits):

ART 218 Vector and Bitmap Imaging (3 credits)
ART 302 Web Design II (3 credits)
BSA 435 Internship in Business Administration (3 credits)
COM 260 Media, Technology, and Culture (3 credits)
COM 295 Persuasion (3 credits) **OR** COM 430 Argumentation, Advocacy, and Debate (3 credits)
COM 340 Principles and Ethics of Strategic Communication (3 credits)
MKT 325 Social Media Management (3 credits)
MKT 330 Principles of Selling (3 credits)
MKT 430 Case Studies/Readings in Marketing (3 credits)
SPT 260 Sports Marketing (3 credits)
TRN 210 Introduction to Transportation (3 credits)
TRN 310 Transportation Management (3 credits)

Courses required in other disciplines (6 credits):

ENG 201 Business Writing (3 credits)
MTH 115 Introduction to Statistics (3 credits)

MAJOR IN SPORTS MANAGEMENT Baccalaureate Degree and Residency Requirements

All requirements for an undergraduate degree are listed in the undergraduate academic information and academic policies and regulations sections in this catalog. These requirements include general education requirements and 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 credits*) at Fontbonne.

Students majoring in sports management must have a minimum cumulative grade point average of 2.5 in all courses required for the major (*all business and sports management courses*) at the time of application for major approval and through degree completion (*graduation*).

Students are encouraged to select a minor to complement their major area of study. Students wishing to pursue minors in other departments should consult their advisor.

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:

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

Courses Required in the Sports Management Major (49 credits):

Business Core:

BSA 100 Business Components Assessment (0 credits)
ACT 210 Financial Accounting (3 credits)
ECN 210 Principles of Macro Economics OR ECN 220
Principles of Micro Economics (3 credits)
MKT 210 Marketing Principles (3 credits)
BSA 210 Business Law (3 credits)

BSA 310 International Business (3 credits)
MGT 220 Negotiation Skills in Business (1 credit)
MGT 330 Management and Business Ethics (3 credits)

Sports Management Core:

SPT 101 Introduction to Sports Management (3 credits)
SPT 205 Sport Accounting and Finance (3 credits)
SPT 240 Sports Facility and Event Management (3 credits)
SPT 260 Sports Marketing (3 credits)
SPT 300 Legal Issues in Sports Management (3 credits)
SPT 310 Social Aspects of Sports (3 credits)
SPT 320 Sports Psychology (3 credits)
SPT 330 Leadership and Governance in Sports (3 credits)
SPT 460 Strategic Management in the Sports Industry
(3 credits)
SPT 495 Internship in Sports Management (3 credits)
[with internship advisor approval]

Courses required in other disciplines (15 credits):

CIS 100 Computer Tech, Issues & Applications (3 credits)
COM 102 Public Speaking (3 credits)
ENG 201 Business Writing (3 credits)
FCS/SPT 213 Nutrition for Fitness and Physical
Performance (3 credits)
MTH 115 Introduction to Statistics (3 credits)

Concentrations for the Sports Management Major

Accounting, Finance, and Management concentrations are also available with the Sports Management major. See detailed information regarding concentrations in the concentration section.

GENERAL STUDIES: BUSINESS

The general studies with (disciplinary) emphasis major offers students a path to graduation that combines generalized study with disciplinary focus, leading to a Bachelor of Arts degree.

Major requirements include:

- Residency, Major, General Education, and Graduation Requirements as described in the Fontbonne University Catalog.
- A minimum GPA of 2.0 in the major is required for graduation.

Courses Required in the General Studies with Emphasis in Business (21 credits):

MTH 115 Introduction to Statistics (3 credits)
ACT 210 Financial Accounting (3 credits)
ECN 210 Principles of Macro Economics (3 credits)
MKT 210 Marketing Principles (3 credits)

MGT 210 Management Principles (3 credits)
FIN 310 Managerial Finance (3 credits)
MGT 460 Strategic Management (3 credits)

MINORS

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

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

MINOR IN BUSINESS ADMINISTRATION (18 credits)

MTH 115 Introduction to Statistics (3 credits)
ACT 210 Financial Accounting (3 credits)
ECN 210 Principles of Macro Economics (3 credits)
MKT 210 Marketing Principles (3 credits)
MGT 210 Management Principles (3 credits)
FIN 310 Managerial Finance (3 credits)

MINOR IN MARKETING (18 CREDITS)

Courses Required in the Minor (9 credits)

MKT 210 Marketing Principles (3 credits)
MKT 340 Consumer Behavior (3 credits)
MKT 410 Marketing Research (3 credits)

Marketing Electives - choose three (9 credits)

COM 260 Media, Technology, and Culture (3 credits)
COM 340 Principles and Ethics of Strategic Communication (3 credits)
MKT 320 Advertising and Promotion Management (3 credits)
MKT 325 Social Media Management (3 credits)
MKT 330 Principles of Selling (3 credits)
MKT 420 International Marketing (3 credits)
MKT 430 Case Studies/Readings in Marketing (3 credits)
SPT 260 Sports Marketing (3 credits)

MINOR IN SPORTS MANAGEMENT

Course Required in the Minor (9 credits):

SPT 101 Introduction to Sports Management (3 credits)
SPT 260 Sports Marketing (3 credits)
SPT 300 Legal Issues in Sports (3 credits)

Choose two of the following (6 credits):

SPT 240 Sport Facility and Event Management
SPT 310 Social Aspects of Sports (3 credits)
SPT 320 Sports Psychology (3 credits)
SPT 330 Leadership and Governance in Sports (3 credits)

MINOR IN SOCIAL ENTREPRENEURSHIP

Courses Required in the Minor (18 credits)

SOC 203 Foundations of Social Change (3 credits)
INT 207 The Power of Leadership (3 credits)
MGT 360 Entrepreneurship (3 credits)
COM 430 Argumentation and Debate (3 credits)
SWK 300 Social Issues and Social Welfare Policy (3 credits)
MGT 450 Special Project for Social Entrepreneurship (3 credits)

MINOR IN TRANSPORTATION

Courses Required in the Minor (18 credits)

TRN 210 Introduction to Transportation (3 credits)
TRN 310 Transportation Management (3 credits)
TRN 320 Business Logistics (3 credits)
TRN 330 Transportation Economics & Policy (3 credits)
TRN 350 International Transportation & Logistics (3 cr.)
TRN 460 Seminar in Transportation (3 credits)

CERTIFICATES

The Eckelkamp College of Global Business and Professional Studies offers an undergraduate certificate in social entrepreneurship. The certificate allows students to obtain specialized knowledge in a specific area.

SOCIAL ENTREPRENEURSHIP (18 CREDITS)

SOC 203 Foundations of Social Change (3 credits)
INT 207 The Power of Leadership (3 credits)
MGT 360 Entrepreneurship (3 credits)
COM 430 Argumentation and Debate (3 credits)
SWK 300 Social Issues and Social Welfare Policy (3 credits)
MGT 450 Special Project for Social Entrepreneurship (3 cr)

CONCENTRATIONS

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 credit hours of upper-division coursework in that concentration at Fontbonne. A maximum of two concentrations are allowed and a minimum cumulative grade point average of 2.5 is required to declare a concentration.

ACCOUNTING (18 CREDITS)

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

ACT 310 Intermediate Accounting I (3 credits)
ACT 320 Intermediate Accounting II (3 credits)
ACT 340 Advanced Topics in Management Cost Accounting (3 credits)

ACT 350 Federal Income Taxation for Individuals (3cr)
ACT 410 Auditing (3 credits)
ACT 460 Accounting Capstone (3 credits)

If a student desires to take the Missouri CPA exam he/she must take a total of 33 credit hours of accounting courses. After completing the major in Business Administration and the accounting concentration, the student will need an additional nine credit hours of accounting courses at the undergraduate or graduate level. For detailed information on dual undergraduate/graduate enrollment, please refer to the undergraduate and/or the graduate academic policies and regulations sections in this catalog.

FINANCE (18 CREDITS)

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

FIN 320 Money & Banking (3 credits)
FIN 325 Credit Management (3 credits)
FIN 330 Investments (3 credits)
FIN 335 Commercial Banking (3 credits)
FIN 430 Case Studies in Finance (3 credits)
ACT 430 Advanced Financial Management (3 credits)

MANAGEMENT (18 CREDITS)

The concentration 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.

HRM 310 Human Resource Management (3 credits)
MGT 310 Public Administration and Nonprofit
Management (3 credits)
MGT 360 Entrepreneurship (3 credits)
MGT 370 International Management (3 credits)
MGT 430 Case Studies/Readings in Management
(3 credits)
MGT 440 Leadership: Managing in a Changing
Environment (3 credits)

SOCIAL ENTREPRENEURSHIP (18 CREDITS)

The concentration in social entrepreneurship asks students to utilize business concepts to achieve social goals.

SOC 203 Foundations of Social Change (3 credits)
INT 207 The Power of Leadership (3 credits)
MGT 360 Entrepreneurship (3 credits)
COM 430 Argumentation and Debate (3 credits)
SWK 300 Social Issues and Social Welfare Policy (3 credits)
MGT 450 Special Project for Social Entrepreneurship (3cr.)

COURSES

ACCOUNTING COURSES

ACT 210 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. Prerequisite: BSA 210 (may be taken concurrently). FA, SP, SU

ACT 220 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: ACT 210. FA, SP, SU

ACT 310 Intermediate Accounting I (3 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: ACT 210. FA

ACT 320 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. Prerequisite: ACT 310. SP

ACT 330 Advanced Accounting (3 credits)

Further study of financial accounting and reporting from ACT 320 Financial Accounting & Reporting II. Contemporary issues involving stock options, pensions, investments, deferred taxes, and international accounting will be addressed. This course also introduces the student to non-profit and governmental accounting. Prerequisite: ACT 320. FA

ACT 340 Advanced Topics in Management 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. Prerequisite: ACT 220. SP

ACT 350 Income Taxation for Individuals (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: ACT 210. FA

ACT 410 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: ACT 320. SP

ACT 420 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 and cost accounting with computerized information systems. Special emphasis will be given to the analysis, design, and auditing of computerized accounting information systems. Prerequisite: ACT 320. SP, SU

ACT 430 Advanced Financial Management (3 credits)

An advanced topics course that builds upon the principles covered in Managerial Finance. Emphasis is on the decision-making processes followed by corporate financial managers. Topics include the time value of money, capital budgeting, risk evaluation, dividend policy, capital markets, evaluation of investment alternatives and derivative securities. Topics will be examined from both domestic and international perspectives. Prerequisites: ACT 220; FIN 310. SP

ACT 450 Accounting Special Topics (1-3 credits)

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

ACT 460 Accounting Capstone (3 credits)

This accounting capstone course sharpens analytical skills while building upon basic finance and Microsoft Excel knowledge, so students leave with the solid finance knowledge that business professionals need for success. Today's most important corporate finance topics, including financial forecasting, break-even and leverage analysis, the cost of capital, capital budgeting, cash budgeting, equities, and debt will be addressed. Excel tables, pivot tables, and other areas that have become increasingly important to today's employers will be covered. Prerequisites: ACT 310; ACT 320; FIN 310. SP

ADVERTISING COURSES**ADV 201 Introduction to Advertising (3 credits)**

Introduces students to the advertising industry beginning with the history of advertising and its economic and social functions. Students will learn about message development, strategy, research, media, and ethics through lecture, discussion, social media forums, and experiential projects. Students will complete a paper based on industry research, undertake a group project, and begin developing a portfolio of assignments based on the group project. Offered on an as-needed basis.

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 220 Advertising Strategies (3 credits)

Students will study of the techniques and strategies used in developing specific advertising messages and campaigns. Course emphasizes creative strategies, media selection, and the ethics of advertising. Students will craft and evaluate advertising strategies and develop advertising portfolio materials. Prerequisite: ADV 201. Offered on an as-needed basis.

ADV 230 Advertising Copywriting (3 credits)

Learn and apply the principles and practices of persuasive writing through a series of advertising projects, to including print and broadcast advertising, brochures, direct mail, and new media advertising. Prerequisites: ENG 101; 102; ADV 201; ADV 220 or permission of instructor. Offered on an as-needed basis.

ADV 330 Writing for Digital Media (3 credits)

An applied writing course that covers tactics, message strategy, and frequency of digital media advertising campaigns while emphasizing development of unique, brand-centered tone and voice when writing for digital and social media platforms. Students will write a variety of media platforms including Internet, mobile, email, social media, and multimedia. Prerequisite: MKT 210. Offered on an as-needed basis.

ADV 440 Brand U (3 credits)

A wide-ranging course that applies branding techniques to individual career preparation. Students will learn how to manage their digital identities while honing more traditional career prep skills such as resume writing, networking, and portfolio preparation. While this course is designed for Advertising students, students from any major or discipline are welcome; course requirements will be adjusted accordingly. All students will create portfolio pieces or samples to showcase the student's complete range of skill and experience as part of a digital portfolio designed to highlight relevant skills to prospective employers.

Prerequisites: MKT 210, ADV 201, ADV 230 or permission of the instructor. Offered on an as-needed basis.

ADV 450 Internship in Advertising (3-6 credits)

A supervised off-campus internship which provides the student the opportunity to apply and develop advertising skills in a work setting. The course also requires the student to submit a weekly journal, comprehensive synthesis paper, and samples of work. The internship is cooperatively administered by an internship site supervisor and a faculty member. Prerequisites: ADV 220; ADV f230; Senior Status or permission of instructor.

Offered on an as-needed basis.

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-long project embracing the complete advertising process, including research, design, creative strategies, message development, and execution. Students will present campaigns orally and in writing. In addition, students will submit a portfolio of work that includes an assignment from each course in the advertising major; portfolios will receive extensive written evaluation and may be reviewed by advertising copywriters and/or graphic designers.

Prerequisites: ADV220; ADV 230; Senior Status or permission of the instructor. Offered on an as-needed basis.

BUSINESS COURSES

BSA 100 Business Components Assessment (0 credits)

This assessment, taken during the student's first term/semester, measures students' knowledge of business common professional components upon entering their program. Graduation requirement. FA, SP, SU

BSA 210 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

BSA 293 Special Topics (1-3 credits)

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

BSA 301 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

BSA 310 International Business (3 credits)

Topics include importing, exporting, tariffs, the balance of payments, foreign exchange, and the phenomenon of globalization. Prerequisites: ECN 210. FA, SP

BSA 410 Quantitative Analysis in Business (3 credits)

Techniques and applications of statistical models applied to business. Focus will include, but not limited to, probability theory, time series, regression, and forecasting.

Prerequisites: MTH 115. FA, SP

BSA 430 Practicum in Business (3-9 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. The student must clock a minimum of 150 hours and a maximum of 320 hours in the actual work environment and during the semester in which he/she is registered for this course. Prerequisite: Junior or senior status. FA, SP, SU

BSA 435 Internship in Business Administration (3-9 credits)

A supervised experiential-learning course that requires the student to apply the theoretical and practical 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 and practices to the workplace. The student will be required to identify the specific business theories and practices being utilized in their setting and analyze their application, including their appropriateness and effectiveness. This course will include, among other assignments, a comprehensive term paper and a formal presentation. The employer-supervisor will be responsible for submitting a formal evaluation of the student's performance at the completion of the semester. The student must clock a minimum of 150 hours and a maximum of 320 hours in the actual work environment and during the semester in which he/she is registered for this course. Prerequisite: Junior or senior status. FA, SP, SU

BSA 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; approval of instructor and department chairperson. Offered on an as-needed basis.

BSA 494 Special Topics (1-6 credits)

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

ECONOMICS COURSES**ECN 210 Principles of Macro Economics (3 credits)**

Macroeconomics is concerned with keeping economic fluctuations within reasonable bounds. Topics include the measurement of the national income, inflation, unemployment, economic growth and monetary and fiscal policies and international outcomes. Prerequisite: BSA 100 (may be taken concurrently). FA, SP, SU

ECN 220 Principles of Micro Economics (3 credits)

Microeconomics, or the theory of the firm, explains price determination and resource allocation. Topics include the supply/demand model, elasticity, the theory of consumer behavior, the theory of production and cost of production, and an examination of various market structures. Prerequisite: BSA 100 (may be taken concurrently). FA, SP, SU

FINANCE COURSES**FIN 230 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.

FIN 310 Managerial Finance (3 credits)

A study of finance as a managerial tool; particular emphasis will be given to the time value of money, stock and bond pricing, working capital management and capital budgeting. Prerequisite: ACT 210. FA, SP, SU

FIN 320 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: ECN 210; ECN 220; FIN 310. Offered on an as-needed basis.

FIN 325 Credit Management (3 credits)

A study of consumer and commercial credit functions, credit criteria, practices, systems, policies, and decision making. An emphasis will be on retail and wholesale, entities, banks, finance companies and credit card organizations. Prerequisite: FIN 310. Offered on an as-needed basis.

FIN 330 Investments (3 credits)

A study of securities markets, along with their instruments and characteristics. Includes topics in investment theory and analysis. Prerequisite: FIN 310. Offered on an as-needed basis.

FIN 335 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: FIN 310. Offered on an as-needed basis.

FIN 430 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, money markets, derivative securities and management of financial and non-financial firms. Prerequisites: ACT 220; FIN 310. Offered on an as-needed basis.

HEALTHCARE MANAGEMENT COURSES**HCM 300 Foundations of Healthcare Management (3 credits)**

This course provides an overview of management practices in the healthcare organizations. A review of classical management functions – planning, organizing, directing and controlling as they relate to the healthcare environment. Students will learn the skills necessary to be effective leaders in a variety of healthcare organizations. Topics include organizational culture, diversity, healthcare leadership and fundamentals of management. Offered on as as-needed basis.

HCM 310 Ethics in Healthcare (3 credits)

This course will provide a foundation of ethical theory, which students will apply to decision making in a healthcare environment. Students will discuss contemporary moral issues in a healthcare context and learn to analyze problems using classical ethics theories. Offered on as as-needed basis.

HCM 320 Human Resource Management in Healthcare (3 credits)

This is a study of the role of strategic human resources business partner within a healthcare organization. Functions such as: recruitment, interviewing, job descriptions and requirements, union-management relations, wage and salary administration, management development and motivation are examined. This course will also explore the interpersonal relationships and team dynamics that aid the HR professional in influencing decision making with both health services and clinical management within healthcare organizations. Offered on as as-needed basis.

HCM 330 Public Health Administration (3 credits)

This course explores the role health care organizations play in community health. Students study the principles of public health through the lens of government, business, and community. Topics include community benefit and outreach, environmental health, communicable disease, and mental health. Offered on as as-needed basis.

HCM 350 Legal Issues in Healthcare (3 credits)

This course provides an overview of the legal issues facing current healthcare organizations. This course examines the law as it relates to relationships between doctors, hospitals, and staff, patients, and healthcare providers. Skills developed include the ability to apply ethical decision making principles, mitigate risk, incorporate employment law procedures, and manage communication. Offered on as as-needed basis.

HCM 400 Healthcare Operations and Quality Control (3 credits)

Upon completion of this course, students will understand the functions and impact of day-to-day operations of hospitals, medical facilities, and clinics. The course will examine issues of efficiency and quality control. Topics include: healthcare facility management, quality control, goal setting, and evaluation, medical reporting, and organizational accountability. Prerequisites: HCM 300; MTH 115. Offered on as as-needed basis.

HCM 425 Management of Health Information Systems (3 credits)

This course provides an overview of information technology from a healthcare perspective. Topics include: current issues, health information management applications, security, and the ethical impact of information systems. Prerequisite: CIS110. Offered on as as-needed basis.

HCM 435 Project Management in Healthcare Organizations (3 credits)

This course examines techniques necessary to successfully develop, oversee and complete projects in a healthcare environment. Skills needed to plan, estimate, organize, budget, schedule, track, and control projects are developed. Provides a comprehensive foundation to project management with a focus on healthcare organizations. Prerequisite: HCM 300. Offered on as as-needed basis.

HCM 460 Strategic Management in Healthcare (3 credits)

This capstone course requires students to integrate the knowledge and skills gained from previous coursework and apply it to the final assessment. Students will examine the strategic management process as it applies to the management of healthcare organizations. Prerequisite: Senior Status. Offered on as as-needed basis.

HUMAN RESOURCE MANAGEMENT COURSES**HRM 310 Human Resource Management (3 credits)**

A comprehensive overview of human resource management functions within an organization. Topics include personnel functions of recruitment and selection, interviewing, workforce planning, wage and salary administration, talent management, and interpersonal relationship of employees in the organizational setting. Prerequisite: MGT 210. FA, SP

HRM 320 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, negotiation, OSHA, ERISA, and labor law. Offered on as as-needed basis.

HRM 330 Interpersonal and Group Dynamics (3 credits)

The primary focus of this course is on theory and application of interpersonal relations and dynamics within an organization. This course will examine how individuals' and teams' behaviors and processes impact an organization. Topics will include a broad understanding of interpersonal relations and teams' behaviors and processes, effective communication, group cohesiveness, cultural influences, attribution theory, attitudes, prejudice, persuasion, and factors that influence team function and effectiveness. Prerequisite: BUS 310; PSY 100 or SOC 100. Offered on as as-needed basis.

HRM 340 Compensation and Benefits (3 credits)

This course focuses on the use of pay systems and benefit plans to help organizations achieve strategic goals. In this course, students will learn about job design, job evaluation, compensation design, and benefit design and administration, and use these techniques to make effective organizational decisions. Prerequisite: MTH 115; HRM 310; FIN 310. Offered on as as-needed basis.

HRM 350 Training and Development (3 credits)

This course provides students with a practical application of training and development of employees within an organizational setting. The primary focus is on a systemic approach to training; specifically needs assessment, learning objectives, instructional design, learning environment, and training transfer and evaluation as well as training interventions. Prerequisites: MGT 320; HRM 310; HRM 330 (may be taken concurrently). Offered on as as-needed basis.

HRM 410 Advanced Human Resource Management (3 credits)

This course analyzes employee and labor relations, crisis management, and risk management. This includes the exploration of the process of unionization, labor costing, contract administration, collective bargaining and demand in labor markets, impact of unemployment, wage determination, and public policy decisions. Prerequisites: HRM 310; HRM 320. Offered on as as-needed basis.

HRM 420 Strategic Human Resource Management (3 credits)

This course examines the role of human resource management in strategic planning and operation of organizations, compensation and labor management, and performance appraisals systems. Additionally, focuses on ability of human resource managers to contribute to the organizations strategic plan. This includes interpreting information from internal and external sources, aligning the human resource management plan with the strategic plan, and consideration for stakeholder impact, organizational mission, and budget management. Prerequisites: HRM 340; HRM 350; HRM 410. Offered on as as-needed basis.

HRM 430 Organizational Development and Change (3 credits)

This course will focus on the theory and methods of organizational development and change. Topics will include an examination of interpersonal, team, and organizational interventions. Emphasis will be on the study and application of the planned change model to improve an organization's performance while also improving the interests and needs of all organizational members. Prerequisite: HRM 350. Offered on as as-needed basis.

HRM 460 Human Resource Management Capstone (3 credits)

Culminating experience requiring student to utilize theories and concepts; such as, compensation and benefits, training and development, and strategic planning in Human Resource Management. Prerequisites: Senior Status; HRM 420; HRM 430. Offered on as as-needed basis.

MANAGEMENT AND LEADERSHIP COURSES

MGT 210 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. Prerequisite: BSA 100 (may be taken concurrently). FA, SP, SU

MGT 220 Negotiation Skills in Business (1-3 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. FA

MGT 310 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: MGT 210. SP

MGT 320 Organizational Behavior (3 credits)

This course will focus on the theory and application of individual, group, and organizational processes which shape the dynamics of an organization. Topics in attitudes, job satisfaction, individual differences, perceptions, individual decision making, motivation, group and team dynamics, leadership, organizational culture, organizational change, stress management, and human resource management will be emphasized.

Prerequisite: MGT 210. FA, SP

MGT 330 Management and Business Ethics (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. FA, SP

MGT 335 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: MGT 210. Offered on an as-needed basis.

MGT 340 Management and 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. FA

MGT 350 Production/Operations Management (3 credits)

A review of production, operations and supply chain management, that focuses on manufacturing environments. Special emphasis is given to quality management, inventory control, logistics, process design, forecasting, and lean production techniques used to achieve profitable and efficient operations. Prerequisite: MGT 210; MTH 115. FA, SP, SU

MGT 360 Entrepreneurship (3 credits)

This course will examine the definition and characteristics of entrepreneurship and how it manifests itself in small businesses, within existing corporate structures and social movements. In addition, the course will examine the key characteristics of entrepreneurship: including, recognizing, and creating opportunities, strategies and markets. FA, SP

MGT 370 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: MGT 210; BSA 310. FA

MGT 410 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 through the use of class exercises, case studies, and group discussions. Prerequisite: MGT 210. SP

MGT 430 Case Studies/Readings in Management (1-3 credits)

Provides the 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: MGT 210. FA, SP, SU

MGT 440 Leadership: Managing in a Changing Environment (3 credits)

A study of leadership techniques with a 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. Material will draw on both research in the social sciences and case studies oriented toward organizational situations and specific leaders/skills. Prerequisite: MGT 210 or MGT 350. FA

MGT 450 Special Project for Social Entrepreneurship (3 credits)

The Special Project for Social Entrepreneurship will allow students to bring disciplinary expertise to working on a specific interdisciplinary concern, demonstrating their ability to collaborate across disciplines and apply their skills and talents to serving a world in need. This will be a problem-based learning experience focused on Social Entrepreneurship. Prerequisites: Students may complete an Insight Project at any point after they have completed at least 64 credit hours (including 9 credit hours in their major and 9 credit hours in the concentration in Social Entrepreneurship). Offered on an as-needed basis.

MGT 460 Strategic Management (3 credits)

This is the business administration core curriculum capstone course that primarily uses a computer-based business simulation model that requires group and individual performance. This performance will require the student to draw upon all previous coursework in the application of critical thinking skills. Each will demonstrate their business decision making as they formulate and implement strategies, plans, and policies for the improvement of organizational performance. Presentation and written skills will be required in all work performed. Prerequisite: Senior status. FA, SP, SU

MARKETING COURSES**MKT 210 Marketing Principles (3 credits)**

Presents principles, methods and problems within the marketing discipline focusing on product development, distribution channels, promotion techniques and pricing strategies. Topics include market segmentation, buying motivation, branding, customer service, marketing research, and international marketing considerations. Prerequisite: BSA 100 (may be taken concurrently). FA, SP, SU

MKT 310 Retail Management (3 credits)

A study of relevant merchandising, pricing, promotional, and control techniques in the retail field of distribution. Prerequisite: MKT 210. Offered on an as-needed basis.

MKT 320 Advertising & Promotion Management (3 credits)

This course increases students' understanding of advertising concepts as well as structure and functions of different "players" within the industry. Course material integrates marketing and advertising theory with application in advertising decision-making. Prerequisite: MKT 210. SP

MKT 325 Social Media Management (3 credits)

Analysis and application of social media advertising and marketing practices through the development and management of brand voice across multiple platforms. Course will cover content creation and optimization, monitoring, and analytics tools, lead generation, and social media strategy. Students will be required to create and

manage a social media campaign for a client using multiple platforms including Facebook, Twitter, Tumblr, Instagram, Pinterest, and WordPress blogs, among others. Prerequisite: MKT 210. SP

MKT 330 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: MKT 210. SP

MKT 340 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: MKT 210. FA

MKT 350 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: MKT 330. Offered on an as-needed basis.

MKT 360 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: MKT 210. Offered on an as-needed basis.

MKT 410 Marketing 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: MKT 210. SP

MKT 420 International Marketing (3 credits)

An introduction to managing marketing operations in a foreign marketplace. This course focuses on principles, policies, techniques and ethics used in international marketing strategies, and involves gathering and analyzing information in order to solve business problems on a global realm. Prerequisites: MKT 210; BSA 310. SP

MKT 430 Case Studies/Readings in Marketing (1-3 credits)

Provides the 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: MKT 210. FA, SP, SU

MKT 460 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. Prerequisites: MGT 210; MKT 210; Senior Status. FA

SPORTS MANAGEMENT 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

SPT 102 Intercollegiate Athletic Participation (1-7 credits)

Students participating for Fontbonne University 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. This course is repeatable up to four times for a total of seven credits. Prerequisite: Sports management major or approval from the director of the sports management program. FA, SP

SPT 205 Sport Accounting and Finance (3 credits)

This course provides a student with an extensive overview of the financial and accounting skills necessary to succeed in the sports industry. The first section of the course examines the sports industry from a macro perspective, surveying the business models of the major sports leagues, organizations, and various business sectors (such as media, licensing, facilities, etc.). The second section examines the sports industry on a micro level by teaching the practical financial and accounting skills used in day-to-day operations of sports organizations. By course end, a student will have a solid comprehension of sports finance and accounting and be able to successfully apply this knowledge to issues routinely faced by sports managers. Prerequisite: ACT 210. SP

SPT/FCS 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 240 Sport Facility and Event Management (3 credits)

The course provides students with an understanding of the complexity involved in sport facility and event management. Sport facility management includes a variety of activities such as planning and designing a sports facility, staff management, facility marketing, developing revenue streams, and facility scheduling and operating. Sport event management consists of identifying goals of the event and coordinating people in the organizations involved to achieve those goals with the resources available. Prerequisite: SPT 101. 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: SPT 101; approval from the director of the sports management program. FA, SP, SU

SPT 260 Sports Marketing (3 credits)

A study of the elements in the sports marketing field. Topics include sports marketing strategy, sports consumer behavior, technology as it applies to sports marketing, sports market segmentation, sports brand equity, licensing and branding merchandise, pricing, promotion, sales, sponsorship, public relations, and the future of the sports marketing industry. Prerequisite: SPT 101; MKT 210. FA

SPT 300 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. Prerequisite: SPT 101; BSA 210. FA

SPT 310 Social Aspects of Sports (3 credits)

An introduction to sports sociology, this course will address the social, political, and economic significance of sports in society. A variety of topics such as race, class, gender, violence, and disability in relation to American sports will be covered. Students will learn theory in analyzing sports and examine research in sports sociology. Prerequisite: SPT 101; SOC 100. FA

SPT 320 Sports Psychology (3 credits)

An overview of the psychological aspects of sports. This course focuses on the thought processes and attitudes of athletes and individuals involved in sports or exercise activities. Theoretical perspectives in relation to empirical research will be explored. Topics considered include psychological issues that confront coaches, organizations, physical educators, athletes, and teams. Prerequisites: SPT 101; PSY 100. SP

SPT 330 Leadership and Governance in Sports (3 credits)

This course places an emphasis on the introduction to management theory and how it can guide practical applications in sports industries. The course will address management philosophy, management tasks, responsibilities, organization structures, leadership, motivational techniques, decision making, and factors that influence governance, such as environmental influences, power and politics. The student will be responsible for engaging in an in-depth look at various sports governing bodies, which include such organizations as the International Olympic Committee, Arena Network, and the National Collegiate Athletic Association. Prerequisite: SPT 101. FA

SPT 460 Strategic Management in the Sports Industry (3 credits)

This capstone course addresses the strategic decision making process specific to sports organizations. Through a case study analysis, students will investigate and analyze problems, policies, duties, and ethics as they relate to sports business management and strategic planning. Prerequisite: Senior Status. SP

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. Prerequisite: SPT 300. Offered on an as-needed basis.

SPT 495 Internship in Sports Management (3-9 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. The student must clock a minimum of 150 hours and a maximum of 320 hours in the actual work environment and during the semester in which he/she is registered for this course.

Prerequisite: Instructor's Permission. FA, SP, SU

TRANSPORTATION COURSES

TRN 210 Introduction to Transportation (3 credits)

An introduction to the transportation industry, with focus on history, foundation and importance. This course will examine the operational nature of rail, marine, pipeline, motor, air and intermodal transport.

TRN 310 Transportation Management (3 credits)

An examination of the managerial aspects of transportation as a function of logistics management. Provides a basic understanding of the operations performed and tactical decisions made by transportation managers. Prerequisite: TRN 210.

TRN 320 Business Logistics (3 credits)

Focuses on the planning, implementation, and control of logistics functions, including inbound and outbound transportation management, fleet management, warehousing, network design, and inventory management. Prerequisite: TRN 210.

TRN 330 Transportation Economics and Public Policy (3 credits)

An examination of the role and function of transportation in the national and global economy, with special focus public policy issues, supply chain relationships, and environmental impact. Prerequisite: TRN 210.

TRN 350 International Transportation and Logistics (3 credits)

An analysis of transportation and logistical activities in international and global environments. Content will focus on international procurement and sourcing strategies, international and global distribution channels, international transportation tactics and strategies, intermodal operations, and import and export policies and procedures. Special attention is placed on current global events and their effect on international transportation and logistics management. Prerequisite: TRN 210.

TRN 460 Seminar in Transportation (3 credits)

A seminar providing an in-depth review and analysis of the industry evolution and application of various modes of transportation via the review of current literature and interaction with industry professionals. In addition, case studies will be utilized to bring a focus on the value phenomenon of the transportation industry and its' key role in the pursuit of not only just-in-time strategies, but also the organizational efficiencies of the complete supply chain function. This course will also apply planning and management tools to define and solve a credible transportation problem. Verbal and written skills will be required to present and defend these proposed solutions. Prerequisites: TRN 210; Junior or Senior Status.

Department of Fashion Merchandising

MAJOR:

Fashion Merchandising (BS)

The Fashion Merchandising major provides students with a specialized core of fashion courses supported by business and liberal arts classes giving students the opportunity to choose from a variety of career options upon graduation. The fashion courses provide students with a thorough understanding of textile and apparel industries, including apparel and textile production and evaluation methods, apparel product development, buying, management skills, marketing processes, branding concepts and strategies, forecasting, promotion methods, and business skills relevant to merchandising. Special program opportunities and features include local, domestic, and global industry study tours and a required internship. Specific employment opportunities include wholesale and retail buying, retail management, visual merchandising, fashion marketing, and product development.

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 fashion merchandising curriculum integrates these voluntary goals throughout the curriculum.

FACULTY

Angela G. Liljequist, chair of fashion merchandising; assistant professor of fashion merchandising

Amy Meyers, instructor of fashion merchandising

Rogene Nelsen, assistant professor of fashion merchandising

MAJOR IN FASHION

MERCHANDISING

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.

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 credits) 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:
Choose one of the following for Social & Behavior Sciences Pillar:

PSY 100 Introduction to Psychology

PSY 200 Development Psychology

SOC 100 Survey of Sociology

SOC 115 Social Problems

SOC 265 Diversity Studies

Courses Required in the Fashion Merchandising Major (56 credits):

FAS 105 Dress and Culture (3 credits)

FAS 106 Essentials of Fashion (3 credits)

FAS 107 The Fashion Industry (3 credits)

FAS 108 Fundamentals of Sewing Technologies (1 credit)

FAS 110 Fashion Merchandising Professional Seminar (1)

FAS 200 Apparel Construction (4 credits)

FAS 202 Textiles (4 credits)

FAS 205 Apparel Production and Evaluation (4 credits)

FAS 206 Fashion Brand Management (3 credits)

FAS 305 Advanced Product Development (4 credits)

FAS 307 Fashion Behavior and Forecasting (3 credits)

FAS 308 Dress History (3 credits)

FAS 309 Visual Merchandising (4 credits)

FAS 310 Promotion in the Merchandising Environment (4)

FAS 405 Principles of Fashion Merchandising and Management (3 credits)
FAS 406 Merchandise Buying: Planning and Control (3)
FAS 459 Internship Preparation Seminar (2 credits)
FAS 460 Internship in Fashion Merchandising (4-7 credits)

Courses Required in Other Disciplines (18 credits)

ACT 210 Financial Accounting (3 credits)
CIS 110 Microcomputer Applications: Spreadsheet (3 cr.)
MKT 210 Principles of Marketing (3 credits)
MGT 210 Management Principles (3 credits)
MGT 330 Management and Business Ethics (3 credits)
MGT 360 Entrepreneurship (3 credits)
MTH 105 College Algebra (4 credits) **OR**
MTH 115 Statistics (3 credits)

COURSES

FASHION MERCHANDISING COURSES

FAS 105 Dress and Culture (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. SP

FAS 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

FAS 107 The Fashion Industry (3 credits)

Surveys fashion development through the fashion industry. Investigates the principles involved in the design, production, and marketing of fashion products from concept to consumer. Domestic and foreign fashion markets are studied. SP

FAS 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

FAS 110 Fashion Merchandising Professional Seminar (1 credit)

Survey of professional development practices for the fashion-merchandising field, including learning strategies for developing one's career goals. Activities prepare students for FAS 459 Internship Preparation Seminar. FA

FAS 200 Apparel Construction (4 credits)

Examines the construction process and techniques for basic apparel products. 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: FAS 108 or consent of instructor. SP

FAS 202 Textiles (4 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. FA

FAS 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: FAS 107; FAS 202; FAS 200 or may be taken concurrently. SP

FAS 206 Fashion Brand Management (3 credits)

Introduction to the concepts and practices of developing fashion brands. Examines the branding process including theory, analysis and application with emphasis on the interdependence of branding with merchandising and marketing activities for fashion related products. Prerequisite: FAS 107. SP

FAS 305 Advanced Product Development (4 credits)

In this course we will analyze the processes required to create a garment and provide a thorough examination of the creative and technical processes that are relevant in today's apparel business environment. Laboratory experiences, including product development software, are an integral component to the course. Prerequisite: FAS 205. FA

FAS 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 trends are analyzed. Prerequisites: FAS 107; MKT 210; or consent of instructor. SP

FAS 308 Dress History (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

FAS 309 Visual Merchandising (4 credits)

Studies the concepts and techniques used in retail visual merchandising. Practical experience in creative problem solving through hands-on application and analysis both on-campus and at off-campus at retail locations. Prerequisites: FAS 105; FAS 106; FAS 107. FA.

FAS 310 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: FAS 107; MKT 210. SP

FAS 350 Fashion Merchandising Industry Experience (1-6 credits)

This course provides fashion industry experiential learning opportunities. Students will visit fashion related companies that represent various levels of the industry, including design, product development, marketing, and retailing. Students will do in-depth studies on the various fashion companies they will visit and present findings on their experiential learning experience. Prerequisite: Instructor permission required.

FAS 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. Prerequisites: FAS 107; MKT 210; Junior or senior status in FM program or consent of instructor. FA

FAS 406 Merchandise Buying: Planning and Control (3 credits)

Examines 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: Junior or senior FM status or consent of instructor. SP

FAS 459 Internship Preparation Seminar (2 credits)

Assignments, activities, and strategies used in the course will prepare students to be internship-ready. Prerequisites: Major approval and FAS 110. FA

FAS 460 Internship in Fashion Merchandising (4-7 credits)

A supervised, off-campus field-based experience in a pre-approved site specifically related to the broad area of fashion merchandising and students' career goals. Prerequisite: FAS 459; senior status or consent of the instructor. FA, SU.

FAS 490 Fashion Merchandising Independent Study (1-4 credits)

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

FAS 494 Fashion Merchandising Special Topics (1-6 credits)

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

Department of Social Work

MAJORS:

Social Work (BSW)

Accredited by The Council on Social Work Education

Human Services (Degree Completion) (BA)

MINORS:

Human Services

Social Work

Sociology

Certificates:

Administration and Economic Development

Case Management

Expressive Arts and Integrative Therapies

Gerontology

Health and Mental Health Case Management

The department of social work offers the Bachelor of Social Work (BSW) degree and Bachelor of Arts (BA) degree in human services. The department also offers minors in human services, social work and sociology. In each of these areas of study, students learn essential knowledge, values, and skills for professional practice. In addition, the department offers certificates in specialized areas of social work practice: Administration and Economic Development, Case Management, Expressive Arts and Integrative Therapies, Gerontology and Health and Mental Health Case Management.

Social work is a profession for those with a strong desire to improve people's lives. Employment for social work professionals is projected to grow faster than the average for all occupations. The bachelor of social work program is accredited by the Council on Social Work Education and designed according to professional practice standards for generalist practice with different populations in a variety of settings including: health care, mental health, substance abuse, child welfare, schools, geriatrics, social services, non-profits, and government agencies. Students successfully completing the degree are prepared to practice generalist social work and to apply for the Licensed Bachelor Social Worker (LBSW) offered by the state of

Missouri. Students with the bachelor of social work degree may also apply for advance standing at graduate schools of social work in accordance with the Council on Social Work Accreditation Standards.

The *human services degree completion program* is designed for students with college coursework completed in human services. Human services coursework will be reviewed and applied as transfer credit towards completion of the BA in human services. The program is designed for students with course work and /or practice experience in the field of human services and offers students participation in selecting coursework that supports their academic and career goals.

The certificate offers students the advantage of an additional professional credential that supports employment and advance academic opportunities. The certificate curriculum includes curriculum content specific to the specialized practice area. The certificate recognizes the bearer as having depth of knowledge and competency in the specific area of social work.

FACULTY

Social Work

Sharon M. Jackson, associate professor of social work;
chairperson of the department of social work

Catharine E. Mennes, assistant professor of social work;
director of field education in social work

Laura Beaver, assistant professor of social work

Sociology

Deborah Phelps, professor of sociology

BACHELOR OF SOCIAL WORK

Social Work is a professional degree program designed to prepare students to utilize social work knowledge, values, and skills for generalist social work practice. The program's goals include professional practice competencies and standards set forth by the Council for Social Work Education.

Bachelor of Social Work Program Goals

1. Prepare students for generalist professional practice and/or graduate studies in social work.
2. Prepare students to understand the values and ethics of the social work profession and how to integrate the values and ethics into practice.
3. Prepare students who strive for social and economic justice, defend human rights, and serve diverse populations.
4. Prepare students to use critical thinking and scientific inquiry to guide professional practice.
5. Prepare students to understand the role of social policy in advancing justice and the delivery of effective social work services.
6. Prepare students to develop and understand professional growth, competency, and integrity.
7. Prepare students to function effectively within agencies and social services delivery systems by using field education for practice, supervision, and consultation.
8. Provide students an educational heritage founded in the unifying values of the university's Catholic identity, the charism of the Sisters of St. Joseph of Carondelet, and the mission of social work.
9. Prepare students to integrate the liberal arts perspective and respect science, faith, and philosophical and moral reasoning as they pursue knowledge and lifelong learning.
10. Respond proactively to the impact of political and economic trends, technological and biomedical advances, and issues of environmental sustainability on the future of the society.

Bachelor of Social Work Program Values

THE PROGRAM VALUES STRESS:

- Meaning, purpose, and direction for the social work program;
- Academic excellence through scientific inquiry, critical thinking, and lifelong learning;
- Service to others;
- Unity in diversity;
- Understanding the importance of human relationships;
- Integrity and competence;
- Social and economic justice;
- Striving for universal human rights; and
- Dignity and potential of all human beings.

Admission Policy

Students entering Fontbonne University as freshmen may select social work as their major area of study with their initial enrollment application. Students will be assigned a faculty advisor in the social work program. Students who enter undecided and/or change their major to social work should make an appointment with the director of the social work program to insure completion of necessary requirements for admission and assignment of a faculty advisor. All students interested in social work must complete the application for admission to the social work program. The following guidelines apply.

Requirements for Consideration for Admission to the Social Work Program

1. Student submits:
 - A. Application for admission to social work program.
 - B. Personal statement: Typewritten, in 12-point font, and two to three pages in length. Your statement should answer the following questions:
 1. Why I am choosing social work?
 2. What experiences have led me to select social work?
 3. Social work values are listed below. Describe what these values mean to you. (**Values: social justice, service, dignity and worth of the person, importance of relationship, integrity, and competence.**)
 - C. Transcripts of all university work on file with the registrar's office.
2. Student must have completed:
 - A. A minimum of 24 credits with an average GPA of 2.5 or better.
 - B. SWK 100 or SWK 110 with an average of 3.0 or better.
 - C. Reading the National Association of Social Work Code of Ethics and commit to following the ethical standards in academic work and professional practice.
 - D. An interview with a social work faculty member.

- E. Major application form submitted to the university's registrar office.
- F. Enrollment as a student in good standing at Fontbonne University.
- G. Student may submit an application after completing a minimum of 24 credit hours with an average 2.5 GPA including SWK 100 or SWK 110. (A 3.0 must be maintained in all social work courses.)
- H. Complete all assessments administered by the social work department
- I. Student may be asked to meet with the director of the social work program during the time the application is being reviewed.

Security Checks and Drug Screening

Social service agencies require security background checks, drug screenings, criminal record checks, and social service abuse and neglect screenings as a condition of field placement and employment. Students who fail a security screening or give false or misleading information will be discharged from the social work program.

Application Review Process

All applications are reviewed by full-time faculty and one part-time faculty in the social work program. Letters of acceptance or denial will be sent to the student within four weeks of submission of application.

Denied Applications

If the decision is to deny admission, the letter will detail the reasons for denial and request the student to make an appointment with the director to review reasons for the denial. Students may submit a letter of appeal to the director. Students should meet with their advisor to review the appeals process. Students may also reapply for admission after a plan of action is developed between the advisor and student to correct concerns identified in the denial. The application must indicate the conditions of the denial have been corrected.

Students who choose not to utilize the appeals process or develop a plan of action will work with their advisor to determine other options. A maximum of one readmission attempt after the initial denial application will be accepted.

Transfer Education Policy

Transfer requirements for consideration for admission to the social work program:

- 1. After completing SWK 100 or SWK 110 student submits:
 - A. Application for admission to social work program.
 - B. Personal Statement: Typewritten, in 12-point font, and two to three pages in length. Your statement should answer the following questions:
 - 1. Why I am choosing social work?

- 2. What experiences have led me to select social work?
- 3. Social work values are listed below. Describe what these values mean to you.
(Values: social justice, service, dignity and worth of the person, importance of relationship, integrity, and competence.)

- C. Transcripts of all university work on file with the registrar's office.

2. Student must have completed:

- A. A minimum of 24 credits with an average GPA of 2.5 or better, or block agreement.
- B. SWK 100 or SWK 110, with a 3.0 or better.
- C. Reading the National Association of Social Work Code of Ethics and commit to following the ethical standards in academic work and professional practice.
- D. An interview with a social work faculty member.
- E. Complete all assessments administered by the social work department.
- F. Major application form submitted to the university's registrar office.

Applicants may be asked to meet with director of the social work program.

NOTE: Transfer students must complete all Fontbonne degree requirements and the residency requirement of a minimum of 30 credit hours. All courses taken during the semester of degree completion/graduation must be completed at Fontbonne University. Social Work courses completed at C.S.W.E. accredited programs will be applied to equivalent social work courses. Students may not repeat social work courses for additional credits.

Transfer Credit

Transfer of social work course credits from other institutions

Coursework from schools of social work accredited by the Council on Social Work Education will be accepted as transfer credit according to the following criteria:

- 1. Completed social work coursework with 3.0 or better;
- 2. Transfer credits may not reduce the residency requirement minimum of 30 credits hours;
- 3. Students submit a course outline, syllabus, or description of the transfer course.

Transfer Students with the AAS Degree

Students who transfer to the social work program with the AAS degree in human services are required to complete the following courses:

SWK 100 Introduction Social Work (3)
SWK 110 Human Behavior and the Social Environment (3)
SWK 200 Social and Economic Justice (3)
SWK 250 Generalist Social Work Practice I (4)
SWK 270 Spirituality and Religion for Professional Practice (3)
SWK 300 Social Issues and Social Welfare Policy (3)
SWK 350 Generalist Social Work Practice II (3)
SWK 351 Generalist Social Work Practice III (3)
SWK 370 Social Work Research Methods (3)
SWK 381 Etiquette for Professional Practice (1)
SWK 400 Professional Synthesis of Generalist Practice (3)

Select four professional practice courses.

SWK 450 Social Work Field Education I (4)
SWK 455 Field Education Practice Seminar I (2)
SWK 451 Social Work Field Education II (4)
SWK 456 Field Education Practice Seminar II (2)

Jefferson College Social Work Transfer 2+2 Agreement: Students transferring from Jefferson College contact the Director of the Social Work Program at Jefferson College, Susie Welch MSW, for information about 2+2 accelerated transfer requirements.

General Education Requirements

The 41 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 social work major: MTH 115 Intro to Statistics (3 credits)

Courses Required in the Social Work Major

The major consists of 56 credit hours of required courses consisting of 10 foundation courses, five field education courses, and four professional practice courses. A minimum cumulative 3.0 grade point average on a 4.0 scale is required in social work courses for acceptance into the major, to remain in the program, and for graduation.

Foundation Courses

SWK 100 Introduction to Social Work (3)
SWK 110 Human Behaviors in the Social Environment (3)

Note: Apply to social work program after completing

SWK 100 or SWK 110

SWK 200 Social and Economic Justice (3)
SWK 250 Generalist Practice One (4)
SWK 270 Spirituality and Religion for Professional Practice (3)
SWK 300 Social Issues and Social Welfare Policy (3)
SWK 350 Generalist Practice Two: Individuals and Families (3) *
SWK 351 Generalist Practice Three: Communities, Groups, and Organizations (3) *
SWK 370 Research for Social Work Practice (3)
SWK 381 Professional Development for Social Work Practice (1)

Field Education Courses (*foundation courses must be completed before beginning field education*)

SWK 400 Professional Synthesis (3 credits)*
SWK 450 Field Education I (4 credits = 240 hours of field practice)*
SWK 455 Field Education Seminar I (2 credits)*
SWK 451 Field Education II (4 credits= 240 hours of field practice)*
SWK 456 Field Education Seminar II (2 credits)*

Professional Practice Courses

Social work majors must select any four courses from any one or more of the following categories of courses. All courses are 3.0 credit.

Administration

SWK 280 Fundraising and Grant Writing
SWK 380 Strategies for Evaluating Social Service Programs
SWK 480 Social Service Administration

Adults and Aging

SWK 251 Palliative Care and Hospice
SWK 352 Gerontology
SWK 452 Adult and Senior Counseling and Case Management

Counseling and Case Management

SWK 231 Interviewing and Counseling
SWK 331 Group Counseling
SWK 332 Crisis Intervention Theory and Skills
SWK 431 Advocacy and Case Management
SWK 432 Counseling Theories

Criminal Justice

SWK 261 Introduction to Criminal Justice
SWK 361 Law and Social Work Practice
SWK 362 Juvenile Justice System

Families and Schools

SWK340 Counseling and Social Services in Schools
SWK 341 Families and the Child Welfare System
SWK 440 Introduction to Child Psychopathology

Health and Mental Health

SWK 371 Human Sexuality

SWK 372 Introduction to Psychopathology

SWK 471 Counseling and Case Management in
Healthcare

SWK 472 The Study of Addictions

Social and Economic Development

SWK 290 Poverty and Social and Economic Justice

SWK 390 International Social and Economic
Development Policy

SWK 395 Rural America: People, Policy, and
Social Service

Expressive Arts and Integrative Therapies

SWK320 Fundamentals of Expressive Arts and
Integrative Therapies

SWK420 Assessment and Advanced Clinical Practice with
Individuals Using Expressive Arts Therapies

SWK422 Equity and Social Justice Issues in Expressive
Art and Integrative Therapies

SWK 424 Working with Families and Groups Using
Expressive Art Therapies

SWK 426 Expressive Arts and Integrative Therapies
Project and Thesis

NON-SOCIAL WORK MAJORS

* Non-social work majors may enroll in social work courses excluding: SWK 350, SWK 351, SWK 370, SWK 400, SWK 450, SWK 455, SWK 451, and SWK 456.

Non-social work majors must follow social work ethical standards, program policy, and practices while participating in social work courses. Some courses require director approval. The director's signature on the university's registration will indicate approval.

LEGAL TITLE PROTECTION

The state of Missouri prohibits the use of the title "social worker" by any person other than an individual who has been professionally educated in an accredited social work program (HB332, 2003). Further state legislation in 2004 allowed the licensing of bachelor-level social workers. A student who is a social work major and who successfully completes the academic and professional requirements may use the title social worker and apply for state licensure. Enrollment in social work courses by non-social work majors does not grant the use of the title social worker or professional privilege to practice social work.

DEGREE COMPLETION PROGRAM

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. The degree in human services is designed for those student transferring from community college or other university human services programs or currently employed in the field of human services. Students interested in this major generally have completed human service courses and practicum and are interested in continuing employment in the human service field.

The curriculum encompasses specific guidelines of the Council for Standards in Human Service Education, which emphasize three specific curricular components: knowledge, skills, and attitudes.

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.

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.

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.

The major consists of 55 credit 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.

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.

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 credits*) 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.

Courses Required in Human Services

SOC 100 Survey of Sociology (3 credits)
HUS 100 History and Politics of Human Services (3 credits) or SWK 100 (3 credits)
HUS 221 Social Issues and Social Policy (3 credits) or SWK 300 (3 credits)
HUS 230 Interviewing and Counseling (3 credits) or SWK 231 (3 credits)
HUS 250 Human Service Theory and Practice (140 hours of practicum and Seminar = 6 credits)

Students select courses equivalent to 37 credit hours from the following academic areas: social work professional practice courses, behavior sciences, business, and family and consumer sciences.

(Academic advisors will assist students with the selection of coursework to ensure courses selected are suited to the student's academic and career goals.)

A total of 55 credit hours are required for the BA In Human Services

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

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

Admission pre-requisites for Fontbonne University's undergraduate Social Work students for Saint Louis University's School of Social Work MSW Program are:

- A major in Social Work
- Completion of Social Work Foundation Courses
- Obtained senior level status
- An undergraduate cumulative GPA of 3.0 including transfer credit; and a 3.2 GPA in major
- Registered as a Fulltime Student

*The minimum credit hours for fulltime status at Fontbonne is 12 credit hours. However, Students should not exceed 12 credit hours when registered in the Masters level courses at Saint Louis University.

TIMELINE

By October 1: Attend Mandatory Information Session led by SLU Graduate Admissions

By November 15: Eligible students notified via email by Fontbonne BSW Program Director

By February 1: Applications due through the online system, including:

- Application to Accelerated Program
- Resume
- Professional Goal Statement
- Two letters of recommendation
- Transcript

By February 15: Participate in an in-person interview with Director of SLU Graduate Admissions

By March 1: Receive admission decision via email from SLU'S Office of Graduate Education

By March 15: Confirm admissions through the online system described in the admissions email from SLU's Office of Graduate Education

By April 15: Meet with Fontbonne BSW Advisor and SLU MSW Program Director to plan senior year.

Students with conditional probationary admissions into the Bridge Program may take between 3 – 9 credit hours.

Students will be granted credit for these courses in the MSW Program contingent upon:

- Maintaining a “B” or better in all MSW courses and maintain a cumulative GPA of 3.0.
- Completion of all baccalaureate degree requirements at Fontbonne University
- Meet all requirements for admission into the MSW Program at SLU

Failure to meet any of these requirements may jeopardize the student’s admission into the MSW Program.

Accelerated Bridge students will be given conditional probationary admissions in to the MSW Program. Saint Louis University School of Social Work tuition rates and fees will apply towards MSW courses taken. Accelerated Bridge students are not eligible to apply for School of Social Work scholarships until they have completed their undergraduate degree and become a classified student in the MSW Program. Students should discuss with their undergraduate financial aid office and Saint Louis University’s Office of Student Financial Services what, if any, federal/state grants or loans will apply to their study at Saint Louis University School of Social Work.

Upon completion of graduation requirements at Fontbonne University, receipt of final transcript and successful completion of MSW courses; student admissions status will be reviewed and updated to classified.

PROFESSIONAL PRACTICE

CERTIFICATES

The Professional practice Certificates offers students the advantage of an additional professional credential that supports employment and advanced graduate study opportunities. The certificate curriculum offers student the opportunity to self-select specialty professional practice courses that meet the certification standards.

The certificates and credentials are the next progression in a social worker’s career. The certificate recognized the bearer as having in-depth knowledge and competency in a specific area of social work.

Courses required for certificates

Administration and Economic Development

SWK100 Introduction to Social Work (3)
SWK110 Human Behavior and the Social Environment (3)
SWK280 Fundraising and Grantwriting (3)
SWK380 Strategies for Evaluating Social Service Programs (3)
SWK494 Financial Asset Capacity Building or SWK 395 Rural America: people, policy, and practice (3)
SWK480 Social Service Administration or SWK 390 International Social and Economic Development Policy (3)

Case Management

SWK100 Introduction to Social Work (3)
SWK110 Human Behavior and the Social Environment (3)
SWK 231 Interviewing and Counseling (3)
SWK331 Group Counseling or SWK 432 Counseling Theories (3)
SWK332 Crisis Intervention Theory and Skill or SWK431 Advocacy and Case Management (3)
SWK340 Counseling and Social Services in Schools or SWK 341 Families and the Child Welfare System (3)

Gerontology

SWK100 Introduction to Social Work (3)
SWK110 Human Behavior and the Social Environment (3)
SWK332 Crisis Intervention Theory and Skill or SWK 432 Counseling Theories (3)
SWK252 Gerontology (3)
SWK 251 Palliative and Hospice Care (3)
SWK452 Adult Senior Counseling and Case Management or SWK 361 Social Work Practice and the Law (3)

Health and Mental Health Case Management

SWK100 Introduction to Social Work (3)
SWK110 Human Behavior and the Social Environment (3)
SWK 371 Human Sexuality or SWK471 the Study of Addictions (3)
SWK372 Introduction to Psychopathology or SWK440 Introduction to Child Psychopathology (3)
SWK332 Crisis Intervention Theory and Skill or SWK 432 Counseling Theories (3)
SWK471 Counseling and Case Management in Health and Mental Health Care (3)

Expressive Arts and Integrative Therapies

ART100 or ART200 Beginning Drawing (3)
ART210 Painting (3)
ART220 Sculpture (3)

ART319 American Artist or ART 161 Art History 11(3)
 SWK231 Interviewing and Counseling (3)
 SWK331 Group Counseling 3)
 SWK372 Introduction to Psychopathology (3)
 SWK440 Introduction to Child Psychopathology (3)
 SWK320 Fundamentals of Expressive Art Therapies (3)
 SWK420 Assessment and Advanced Clinical practice with
 Individuals using Expressive Arts Therapies (3)
 SWK442 Equity and Social justice in Expressive Arts and
 Integrative Therapies (3)
 SWK424 Working with families and Groups Using
 Expressive Arts Therapies (3)
 SWK426 Thesis or Special Projects (3)

MINORS

In addition to majors, the department of social work offers three minors. A student must successfully complete, at Fontbonne, a minimum of 50 percent of the credit hours required for the human service minor with grades of B or above. All courses for the social work minor must be completed at Fontbonne with grades of C or above.

MINOR IN HUMAN SERVICES

(21 credits)

SOC 100 Survey of Sociology (3 credits)
 HUS 100 History and Politics of Human Services
 (3 credits) or SWK 100 (3 credits)
 HUS 230 Interviewing and Counseling (3 credits) or
 SWK 231 (3 credits)
 HUS 315 Advocacy and Case Management (3 credits) or
 SWK 431
 HUS 390 Human Service Administration (3 credits) or
 SWK 380 or 480 (3 credits)
 HUS 331 Group Counseling (3 credits) or SWK 331
 (3 credits)
 SWK 472 The Study of Addictions (3 credits)

MINOR IN SOCIAL WORK

(21 credits)

SWK 100 Introduction to Social Work (3 credits)
 SWK 110 Human Behavior and the Social Environment
 (3 credits)
 SWK 200 Social and Economic Justice (3 credits)
 4 additional social work courses: (9 credits)
 1 at 250 or above level
 2 at 300 or above level
 Excluding SWK 350, 351, 370, 400, 450, 451,
 455, 456 (for social work majors only)

MINOR IN SOCIOLOGY

(18 credits)

SOC 100 Survey of Sociology (3 credits)
 SOC 115 Social Problems (3 credits)
 SOC/REL 211 Sociology of Religion (3 credits)
 SOC 265 Diversity Studies (3 credits)
 SOC 345 Sociological Research Methods(3 credits)
 SOCXXX Sociology-Related Course in any major
 (3 credits)

UNIVERSITY SCHOLARS IN SOCIAL WORK

The social work program has designated the following two upper division courses as the required social work courses for achievement of the title university scholar.

SWK 351 Generalist Practice III. Artifact: Community Assessment with additional content on the selected target population and application of evidence based practice models on identified need.

SWK 400 Professional Syntheses. Artifact: Portfolio with additional content related to specialized practice area as defined by the Council on Social Work Education Practice Standards.

COURSES

HUMAN SERVICES COURSES

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 315 Advocacy and Case Management (3 credits)

Skill development in the area of advocacy and case management. The bio-psychosocial 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. 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: Junior or senior status. 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 offerings. Consult semester course offerings.

SOCIAL WORK COURSES

SWK 100 Introduction to Social Work (3 credits)

This course introduces students to the profession of social work and its fields of practice. It provides an introduction to social work theories, values, and skills and defines how generalist social workers use their professional expertise to help people solve a variety of problems and improve their lives. The history of social work and its linkage to social justice issues and social welfare policy will be explored. FA, SP

SWK 110 Human Behavior and the Social Environment (3 credits)

This course provides students with the knowledge and understanding of human behavior and development across the lifespan. Emphasis is placed on investigation and application of bio-psychosocial and systems theories, strengths perspectives, empowerment, and resiliency on human development and behavior within the scope of generalist social work practice. Attention to dimensions of diversity related to culture, race/ethnicity, gender, age, religion, ability, sexual orientation, and socioeconomic

status on human development and behavior are stressed. FA,SP

SWK 200 Social and Economic Justice (3 credits)

This course is designed to explore diversity and difference in practice along with advancing human rights and social and economic justice. Students will be investigation cultural differences, oppression, personal biases, and discrimination as they relate to difference. Students will start with an understanding of the history of oppression and the influence of culture; then move on to explore how diversity impact experience; and conclude with how to overcome personal biases and advocate for human rights and social justice. Further, students will be challenged to think outside the box to understand how difference shape experience; ultimately, students will learn to advocate for change and advance human rights and social and economic justice. FA,SP

SWK 231 Interviewing and Counseling (3 credits)

An introduction to interviewing and basic counseling techniques and theory. Emphasis on skill development, observation, human interaction, and the art of information gathering. Students will explore the field of professional counseling, enhanced therapeutic communication, and social history assessment. FA

SWK 250 Generalist Social Work Practice I (4 credits)

This is the first course in the practice methods sequence, in which students are introduced to the knowledge, values, and skills, within the framework of generalist social work practice. The application of generalist practice skills including assessing personal competence, interviewing, assessment, intervention, resource referral, communication, and documentation will be presented. Generalist practice skills will be integrated with strengths-based, empowerment, ecosystems, and evidence-based practice frameworks. Emphasis will be placed on generalist practice models of intervention-case management, advocacy, solution-focused counseling, and crisis/trauma management with diverse clients. The interaction and effectiveness between social service agencies and social welfare policy in responding to social problems will be explored. FA,SP

SWK 251 Palliative and Hospice Care (3 credits)

This course provides a basic background on historical and contemporary perspectives on death, dying, and bereavement. Emphasis is given to current American practices regarding palliative care, death, the grief process, care of the dying and dead, meeting the needs of the bereaved, and spiritual and ethical dimensions of death and dying. This course is recommended for students who

understand death and dying as fundamental aspects of the human experience and/or are interested in careers related to social work, palliative care, healthcare, geriatrics, and ministry.

SWK 261 Introduction to Criminal Justice (3 credits)

Introduction to the study of behavioral sciences as related to interfacing with the court system with an emphasis on the criminal justice system. Overview of working with adults, juveniles, families, and community issues. Areas of emphasis include assessment and evaluation and preparation for court proceedings, including court testimony.

SWK 270 Spirituality, Religion, and Professional Practice (3 credits)

This course presents a conceptual model of spirituality, religion, and social work practice. Paradigms from a variety of spiritual and religious traditions with specific emphasis on Catholic social teachings will provide students with an approach to spiritually-oriented practice that is practical and applicable. Students will explore their professional and spiritual self in an effort to assist them in discovering and developing effective use of their spiritual self and that of the clients they serve. FA,SP

SWK 280 Fundraising and Grant Writing (3 credits)

This course focuses on methods of fundraising for non-profit and social service agencies. Specific course content includes procedures for researching funding opportunities, development of a grant proposal, and communication with funders. SP

SWK 293 Special Topics (3 credits)

Course offered to supplement regular course offerings. Consult semester course offerings.

SWK 300 Social Issues and Social Welfare Policy (3 credits)

Presentation of the history and current structures of social welfare policy and social services in the United States. Social, economic, and political policy analysis will be utilized as a model for studying the role of policy in the development and delivery of social services. Emphasis on the effectiveness of social policy to address issues related to vulnerable groups in society. Major social welfare policies that formed the foundation of social work will be studied as models to connect social policy and generalist practice skills. SP

SWK320 Fundamentals of Expressive Art Therapies (3 credits)

This course introduces students in the helping professions to expressive therapy history, theories, modalities and methodologies. Through assigned reading, class lectures, and experiential exercises, students learn the distinctions

between expressive art therapies and traditional talk/verbal therapies, when the use of art is appropriate to augment clinical work and when it is not, and ethical considerations unique to client art process and the art product.

SWK 331 Group Counseling (3 credits)

This course will focus on the core knowledge, values and skills for planning and evaluating group use in human services and social work. Particular attention is given to groups for various client systems and populations at risk. This course will address the history and the basic concepts of groups. Attention will be given to group dynamics, techniques and evaluations used in group work. Students will have an opportunity to participate and evaluate their own group work and experiences in the classroom and on field assignments.

SWK 332 Crisis Intervention: Theories and Skills (3 credits)

This course will examine the knowledge, theory and skills of crisis intervention. Crisis intervention strategies and methods attempts to empower individuals or parties currently undergoing a crisis situation by helping them to stabilize and solve problems causing extreme tension and stress. This course includes social work principles and methods of crisis intervention for many different situations, such as domestic violence, community violence, homelessness, psychiatric crisis and abuse and neglect.

SWK 340 Counseling and Social Services in Schools (3 credits)

This course examines the various roles of a social worker in the school setting, including the role of clinician, broker, advocate, educator, and consultant. There is an emphasis on learning skills in assessment, prevention, and intervention in providing services to "high risk" students, such as students in poverty and students with disabilities, and addressing issues such as teen parenting, drug and alcohol abuse, truancy, bullying, and conflict management in the school setting. This course will cover issues that a social worker will find in all school aged children, including early childhood, elementary, middle, and high school and will cover both regular and special education regulations. SP

SWK 341 Families and the Child Welfare System (3 credits)

This course explores the history of the child welfare system and the emergence of the modern child welfare system. Understand the impact of child abuse and neglect and how it relates to the foster care system. Ethics and values, as well as the importance of cultural competence will be discussed and examined throughout the course. FA

SWK 350 Generalist Practice II: Individuals and Families (3 credits)

This is the second course in the practice methods sequence, and includes comprehensive focus on knowledge, values, and skills of generalist practice with individuals and diverse families using an integrated ecosystems and strength-based approach. Students will continue to study and further develop practice skills and apply Generalist Framework Sections I and II with particular emphasis on counseling, advocacy, communication, and assessment. FA,SP

SWK 351 Generalist Practice III: Communities, Groups, and Organizations (3 credits)

This is the third course in the practice methods sequence, and includes comprehensive focus on knowledge, values, and skills of generalist practice with groups, organizations, and communities. The Planned Change Steps Model: engagement, assessment, planning, implementation, evaluation, termination, and follow up will be used for in-depth study of human behavior in the macro social environment, including group, community, and organizational theories and dynamics. Developing and managing agency resources, advocacy, and social action with populations at risk, ethical dilemmas in macro practice, working with the courts, stress, and time management will be included. FA,SP

SWK 352 Gerontology (3 credits)

A bio-psychosocial approach to the study of the aging process. The course includes the study of physical, mental, and social changes in people as they age, the effects of the aging population on society, and government and social policy issues related to senior populations. Course content will include the National Association of Social Workers professional credentials for the social worker in gerontology (SW-G). SP

SWK 361 Social Work and the Law (3 credits)

Social workers in all fields of practice need to understand how legal issues impact the concerns their clients face. This course will explore common legal issues such as income, food, and shelter; victims of violence; school social work and the law; abuse and neglect; mental health and addiction issues; criminal justice system; and immigrants, refugees and victims of human trafficking. Areas of emphasis will be on the interfacing of social work and the legal system when working with diverse populations. SP

SWK 362 Juvenile Justice System (3 credits)

This course is an introduction to the historical, legal, and theoretical foundations of juvenile justice. It explores the juvenile justice system by examining the nature of delinquency, classifications of juvenile offenders, alternative explanations for juvenile misconduct, juvenile courts and juvenile rights, and corrections. Areas of emphasis include agency operations, direct work with

families and juveniles, assessment and evaluation, and preparation for court proceedings including court testimony.

SWK 370 Research and Social Work Practice (3 credits)

This course focuses on the foundation content in research and evaluation methods and designs that may be utilized by generalist practice social workers to evaluate practice and programs as well as advancing practice knowledge. The course will give attention to students developing understanding of the ethics of social work research and evaluation, and the special issues in conducting research and evaluations with culturally diverse and at risk populations. Students will become familiar with basic research and evaluation concepts and methodology. Prerequisite: MTH 115. FA,SP

SWK 371 Human Sexuality (3 credits)

This course offers biological, psychological, emotional, and spiritual views of human sexuality. Students will learn about gender differences, cross-cultural perspectives, pregnancy and birth, sexual orientation, communication, love, attraction, and sexual dysfunction. Special emphasis is placed on students developing a personal sense of values and ethics related to human sexuality and the importance of how sexuality influences one's identity, relationships, and values.

SWK 372 Introduction to Psychopathology (3 credits)

This course will explore mental disorders and dispel myths and stigmas surrounding mental illness. Theories and knowledge pertaining to psychopathology important for social work practice in any setting will be emphasized. The examination of strengths and limitations of classification systems of mental disorders, including the Diagnostic and Statistical Manual of Mental Disorders Fourth Edition (DSM-TR) and International Classification of Disease (ICD-10-CM). Current research regarding mental illnesses will be integrated throughout the course.

SWK 380 Strategies for Evaluating Social Service Programs (3 credits)

This course will explore research skills and resource information that will be useful in conducting program evaluations. It will focus on understanding and using research and evaluation methods in the interpretation and improvement of social work practice. The primary purpose of this course is to guide students to the knowledge and skills needed to evaluate their own practice and the effectiveness of social service programs. Students will analyze evaluations of the effectiveness of a variety of programs through exercises and case studies. SP

SWK 381 Professional Development for Social Work Practice (1 credit)

This course will cover the history of social etiquette, its significance to society from a social systems and economic perspective, and the pragmatics and skills of social and business etiquette and protocol. FA,SP

SWK 390 International Social and Economic Development Policy (3 credits)

This course examines international social and economic development issues as they relate to poverty, social service practices, and business. Students will discuss and understand the social, economic, and cultural factors that often pose a challenge to international social service practice, globalization, and economic development.

SWK 395 Rural America: People, Policy, and Social Service (3 credits)

The study of social and economic forces impacting rural America. Examination of farm policies, housing, education, workforce, aging, health, safety, and poverty. Emphasis on the role of federal and state policies and social service delivery systems.

SWK 400 Professional Synthesis of Generalist Social Work Practice (3 credits)

The purpose of this course is to synthesize all social work knowledge, skills, and values achieved in previous courses to professional practice behaviors. Students will assess achievement of knowledge and skills according to 10 social work practice competencies (program competencies) and 41 practice behaviors. A case study presentation will be used to demonstrate the use of social work knowledge and values in practice behaviors. The portfolio will include assignments and self evaluations completed in previous courses and will be used for student assessment during the program exit interviews. Additional course content includes application of NASW ethics to professional practice. Prerequisite: Junior and senior SWK majors, FA, SP

SWK420 Assessment and Advanced Clinical practice with Individuals Using Expressive Arts Therapies (3 credits)

Students will be introduced to specific assessment tools, techniques, and fundamental issues regarding diagnostic indicators which arise in expressive therapies. Using these assessment tools and indicators, students will also learn advanced practice skills in expressive therapy, challenges in working with some populations, and self-care and burn-out prevention strategies through use of expressive arts.

SWK422 Equity and Social Justice in Expressive Arts and Integrative Therapies (3 credits)

Because of the cross-cultural appeal of art and other expressive vehicles, expressive arts therapy is well-suited

to a wide range of clients in a wide range of settings. Art is also an equalizing media, making expressive arts therapy an inherently viable option for exploration of equity and social justice issues within the United States and internationally.

Through didactic and experiential exercises, students will become familiar with basic issues of equity and social justice. Students will also be introduced to expressive therapy prompts, directives and invitations designed to help clients process issues of inequality and/or injustice and illicit change in individuals, families, groups, or communities in which these issues have been problematic.

SWK424 Working with Families and Groups Using Expressive Therapies (3 credits)

This class focuses on multi-client systems in which expressive therapies will be utilized to promote fundamentals of family systems and groups process theories.

SWK 425 Project and Thesis (3 credits)

A final project will be required of each student who wishes to complete the Expressive Arts and Integrative Therapies Certificate. The project may include field placement or stand alone as a separate event which in some way incorporates Expressive Arts Therapies into family, school, workplace, community or organization. Fundamental knowledge of expressive arts and integrative therapy, assessment, advanced skill, systems or group theory, and attention to issues of equity and social justice should be included in the project and final thesis.

SWK 431 Advocacy and Case Management (3 credits)

The study of theories and application of generalist professional practice skills for advocacy work and case management in the social service sector. Systems theory, bio-psychosocial, person-in-environment, and strengths perspective will be utilized for problem identification, assessment, resource development, treatment planning, therapeutic intervention, and case monitoring. Course content will include the National Association of Social Workers professional credentials for certified social work case managers (C-SWCM). Prerequisite: Junior and senior status.

SWK 432 Counseling Theories (3 credits)

This course introduces the student to the major theories of counseling in social work practice. This course examines the relationships between theories in social sciences and social work and explores their connections to the practice of social work. The intention of this course upon completion is to make students aware of major theoretical frameworks that have shaped social work and how theories have influenced the practice and field of social work.

SWK 440 Understanding Children's Mental Health Needs (3 credits)

This course will provide an introduction to mental health disorders frequently diagnosed in children. Examination of the impact childhood mental health disorders have on children, their families, and community. Emphasis on prevention and early intervention, as well as learning strategies to successfully work with challenging children in any environment. The importance of self-awareness and self-care will also be explored. Prerequisite: Junior and senior status. SP

SWK 450 Field Education I (4 credits)

This course is experiential learning on the field of social work. Placements are found through the self-selection process. Students are now performing the duties and responsibilities of a social worker at a distinct placement site, therefore expanding their knowledge, skills and abilities of the human service field through direct practice. Requires 240 hours of field education at placement site. Prerequisite: junior or senior status social work major. SWK100, SWI110, SWK200, SWK250, SWK300, SWK350, SWK351, SWK370 Co-requisite: SWK455. In addition, students must attend a 3-hour practicum orientation. FA, SP

SWK 451 Field Education II (4 credits)

This course is experiential learning on the field of social work. Placements are found through the self-selection process. Students are now performing the duties and responsibilities of a social worker at a distinct placement site, therefore expanding their knowledge, skills and abilities of the human service field through direct practice. Requires 240 hours of field education at placement site. Prerequisites: junior or senior status social work major, SWK450, SWK455. Co-requisite: SWK 456. FA, SP

SWK 452 Adult and Senior Counseling and Case Management (3 credits)

The study of professional counseling and case management techniques for direct practice with senior adults. Course content will include the National Association of Social Workers professional credentials for the social worker in gerontology (SW-G). Prerequisite: Junior and senior status.

SWK 455 Field Education Seminar I (2 credits)

Concurrent with SWK 450 Field Education I classroom seminar. FA, SP This course is designed to introduce students into social work. It focuses on applying theory directly in the field. This is an interactive seminar course to be taken concurrently with field placement, SWK 450. The course will cover various topics and issues that arise in the field of social work. Students will be responsible for facilitating discussions. They will discuss challenges they experience, ethical concerns, social justice and diversity issues as well as questions related to self-discovery. This

course will encourage the student to think creatively, consider contextual influences, and apply theory and research in the field. This seminar 1 course will focus on engagement and assessment with individuals, families, groups, organizations, and communities. Field education is quintessential to social work and this course will help acclimate students to the field of social work.

SWK 456 Field Education Seminar II (2 credits)

This course is designed to initiate students into social work. It focuses on applying theory directly in the field. This is an interactive seminar course to be taken concurrently with field placement, SWK451. The course will cover various topics and Issues that arise in the field of social work. Students will be responsible for facilitating discussions. They will discuss challenges they experience, ethical concerns, social justice and diversity issues as well as questions related to self-discovery. This course will encourage you to think creatively, consider contextual influences, and apply theory and research in the field. This Seminar II course will focus on intervening and evaluation with individuals, families, groups, organizations, and communities (CSWE competencies 8 and 9). Field education is quintessential to social work and this course will help acclimate students to the field of social work. Concurrent with SWK 451 Field Education II classroom seminar. FA, SP

SWK 471 Counseling and Case Management in Healthcare (3 credits)

This course will provide generalist practice knowledge and skills essential to various social work roles in health and mental health settings. Case management and collaboration with health professionals in health and mental health settings (community mental health systems, hospitals, health centers, addiction treatment centers, rehabilitative services, long term care facilities, hospice care, and inpatient psychiatric units) will be examined including services for families and caregivers. An introduction to medical terminology and billing and coding will be presented. Current healthcare policy issues, legislation, and ethical issues will be integrated throughout the course. Prerequisite: Junior and senior status.

SWK 472 The Study of Addictions (3 credits)

A bio-psychosocial approach to the study of addictions. This course offers an overview of addictions including definition, drug use patterns, and treatment needs among diverse populations, strategies in screening, assessment, and treatment. Current research, ethics, health promotion, and prevention will be integrated throughout the course. Prerequisite: Junior and senior status. SP

SWK 480 Social Service Administration (3 credits)

This course presents principles and practice of social service management. Areas of emphasis include environments of social service agencies, planning and program design, organizational design, managing human resources, supervisory relationship, finances, and program goals. Prerequisite: Junior or senior status. FA

SWK 490 Independent Study (3 credits)

Prerequisite: Junior or senior status and permission of instructor.

SWK 494 Special Topics (3 credits)

Course offered to supplement regular course offerings. Consult semester course offerings.

SOCIOLOGY COURSES**SOC 100 Survey of Sociology (3 credits)**

An examination of the definition, scope, and basic concepts of sociology; scientific approach to the study of society; practical application of concepts learned. FA, SP, Online

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. SP

SOC 211 Sociology of Religion (3 credits)

This course on the sociology of religion covers the definition, scope, and shape of religion, in addition to the basic sociological aspects of religion and the practical applications of the concepts learned. Topics include world religions, religion and politics, social inequalities, social change, morality, immigration, internet dimensions of religion, and Catholic Social Teaching. Cross-listed with REL 211. SP

SOC 235 Social Stratification (3 credits)

An examination of the changing patterns of social stratification in the United States with an emphasis on class, gender, and race. Topics include principles and theories of stratification, inequality, income, education, and social mobility. Prerequisite: SOC 100. Check semester listings.

SOC 265 Diversity Studies (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 social policy. Prerequisite: SOC 100. SP

SOC 293 Special Topics (3 credits)

Course offered to supplement regular course listings. Consult semester course schedule offerings. Prerequisite: SOC 100.

SOC 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 311 Social Aspects of Sport

Sport, as a topic of analysis and investigation, is critical to the understanding of the social world as sport has been defined as a microcosm of society, and more importantly because of the immense role sport plays in the American culture. This course will approach sport as a social institution that serves a function, reinforces inequality, provides meaning in and to our everyday lives, and can be defined as an empowering experience/ activity. We will use sociological perspectives to analyze both past and present issues surrounding sport and physical activity. Issues covered in this class include race, social class, the economy, gender, sexuality, disability, and sport as a corporate entity. Cross-listed with SPT 310. Prerequisite: SOC100. FA

SOC 320 Sociology of Gender (3 credits)

A detailed investigation of the social construction of gender in the United States. The role of social institutions such as education, media, and family are highlighted as key components to the social construction process. Prerequisite: SOC 100. Check semester listings.

SOC 325 Sociology of Deviance (3 credits)

An introduction to the origins, nature, and definitions of deviance and the relationship between deviance and society. Positivist and constructionists theories and the concept of social control are foundations of the course. Topics include physical and intimate violence, heterosexual deviance, internet deviance, and gangs. Prerequisite: SOC100. Check semester listings.

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. Prerequisite: SOC 100. Check semester listings.

SOC 345 Sociological Research Methods (3 credits)

An introduction to the theory and practice of methodology used in social research, including research design, field research, conceptualization, and ethical issues. Emphasis is on the application of research methods. Prerequisites: PSY100, SOC100; MTH115 or PSY 320 recommended. FA.

SOC 350 Social Theory (3 credits)

An introduction to theorizing as a skill, while also providing students with the tools to develop theories about social phenomena and the social world. The major works of classical and contemporary sociological theorists are integrated and evaluated as examples of the theorizing process. Check semester listings.

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. Check semester listings.

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. Check semester listings.

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. Check semester listings.

Contact the social work department for information regarding semester of course offering where not indicated by FA, SP

College of Education and Allied Health Professions

DEPARTMENT OF COMMUNICATION DISORDERS AND DEAF EDUCATION

DEPARTMENT OF EDUCATION AND SPECIAL EDUCATION

DEPARTMENT OF FAMILY & CONSUMER SCIENCES

Dr. Gale Rice, Dean

MISSION

The mission of the College of Education and Allied Health Professions (CEAHP) is to provide clinical, classroom, and community experiences in order to continue Fontbonne University's tradition of excellence in teacher, therapist, and allied health professional education. Programs offered in the departments of Education and Special Education, Communication Disorders and Deaf Education, and Family & Consumer Sciences are committed to enhancing both the personal and professional growth of individuals who will respect diversity, value lifelong learning, and make professional decisions guided by evidence based practice. Graduates will serve children, adults, and their families through the life cycle in a variety of settings.

Department of Communication Disorders and Deaf Education

MAJORS

Deaf Education (BA)

Speech-Language Pathology (BS)

MINORS

Speech-Language Pathology

CERTIFICATES

Speech-Language Pathology Assistant

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 minor in speech-language pathology, a certificate in speech-language pathology assistant, a master of science degree in speech-language pathology, a master of arts degree in early intervention in deaf education, and a master of arts degree in deaf education in the Northeast. 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; dean of the college of education and allied health professions

Carmen Russell, professor of communication disorders and deaf education; chairperson of the communication disorders and deaf education department

Amanda Alton, instructor of communication disorders and deaf education

Paola Brush, instructor of communication disorders and deaf education

Paula Gross, instructor of communication disorders and deaf education

Christine Krekow, clinical instructor of communication disorders and deaf education

Susan Lenihan, professor of communication disorders and deaf education; director of the deaf education program

Richard Lewis, professor of communication disorders and deaf education

Barbara Meyer, associate professor of communication disorders and deaf education; director of clinical education

Laura O'Hara, assistant professor of communication disorders and deaf education

Dan Salvucci, instructor of communication disorders and deaf education and Northeast Collaborative Project Co-Director

Catherine Schroy, assistant 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

Jenna Voss, assistant professor of communication disorders and deaf education; grant mentor

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 spoken language, literacy and academics. Students must also demonstrate the ability to develop listening skills in children through the optimal use of appropriate amplification or cochlear implants.

Students will work with children who are deaf or hard of hearing throughout the program. During both semesters of

the senior year, students participate in different levels of clinical experience designed to fit the student's interest.

Dual enrollment in the graduate program for up to 6 credit hours is possible during the senior year for students meeting the following requirements:
Minimum GPA of 3.5 and Department permission.

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.
- If students wish to add additional certification, they may do so by passing the Missouri Content Assessment.

Essential Functions:

Listed below are the essential functions that someone who enters the profession of listening and spoken language 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.

BACCALAUREATE DEGREE AND RESIDENCY REQUIREMENTS

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

TEACHER CERTIFICATION REQUIREMENTS

Full information for teacher certification policies, procedures, and requirements are found in the section entitled, Teacher Education at Fontbonne University following the graduate programs section in this catalog.

MAJOR APPROVAL

Students apply for major approval during the second semester of the sophomore year, or after the completion of 45 credit hours at Fontbonne. Transfer students apply for major approval when the student has also completed 45 semester hours, but the equivalent of one full semester (a minimum of 12 credits) must have been taken at Fontbonne. Transfer students who have completed Introduction to Learner Development (or equivalent) at another institution must complete a required "zero hour" course: EDU301 Teacher Education at Fontbonne University.

Major approval also requires:

1. A cumulative blended grade point average (GPA) of 2.75 from all colleges/universities attended and a cumulative blended GPA of 3.0 for all professional coursework from all colleges/universities attended, along with successful completion of DEA 210 Early Field Experience in Deaf Education.
2. Qualifying scores on the Missouri General Education Assessment.
3. Completion of the Missouri Educator Profile.
4. Clear criminal background check.

GENERAL EDUCATION REQUIREMENTS

The 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. Please see the curriculum guide sheet for Deaf Education Majors for specific general education courses.

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 410 Audiology (3 credits)
CDS 414 Auditory Rehabilitation (3 credits)
DEA 100 Psychology of Deafness (2 credits)
DEA 200 Deaf Education Practicum (0 credits)
(required for students with no prior experience in deaf education)
DEA 210 Early Field Experience in Deaf Education (2cr.)
DEA 250 Teaching Children Who Are Deaf (3)
DEA 310 Beginning Sign Language (2 credits)
DEA 330 Mid-level Experience in Deaf Education (1 credit)
DEA 400 Teaching Speech in Deaf Education I (2-3)
DEA 410 Teaching Language in Deaf Education (3)
DEA 418 Students Who Are Deaf/Hard of Hearing in Inclusive Settings (3)
DEA 420 Emergent Literacy in Deaf Education (2-3)
DEA 430 Parent Counseling in Deaf Education (2)
DEA 440 Speech Practicum in Deaf Education (2)
DEA 460 Reading and Writing in Deaf Education (3 credits)
DEA 470 Clinical Experience in Deaf Education (4 credits)
DEA 480 Culminating Clinical Experience (8 credits)

Courses required in other disciplines

EDU 263 Methods of Teaching Reading and Language Arts (6 credits)
EDU 268 Introduction to Learner Development (3 credits)
EDU 270 Introduction to Learner Diversity (3 credits)
EDU 333 Multi-Sensory Methods for the Elementary Classroom (2 credits)
EDU 392 Assessment of Ability and Achievement (3 cr.)
EDU 400 Classroom /Behavior Management Techniques (3 credits)
MTH 102 Concepts in Mathematics (3 credits)
MTH 350 Methods of Teaching Mathematics in the 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.

Completion of the undergraduate degree will provide students with the pre-requisites to enter a graduate program in speech language pathology. The undergraduate degree will also enable a student to meet the Missouri requirements for a certificate as a Speech Language Pathology Assistant. A master's degree is required to be certified by the American Speech Hearing Language Association as a Speech Language Pathologist and to be licensed by the state of Missouri.

The department offers the bachelor of science degree in the undergraduate program. Students are required to take a minimum of two semesters of pre-clinical or clinical 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 senior year for students meeting the following requirements:

1. Minimum GPA of 3.5 and
2. Department permission.

Completion of both the 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 allow students to be eligible for Missouri state certification as a speech-language specialist. This certificate is necessary to work in public schools.

Essential Functions:

Listed below are the functions that someone who enters the profession of speech-language pathology 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.

In order to participate in clinical practicum, students will be required to pass the following: criminal background checks, TB testing, and health screenings. Some facilities may have additional requirements such as drug testing, finger print checks, CPR training, and proof of immunizations. Exemptions from immunization based on religious beliefs or matters of conscience may extend the length of the program to allow completion of required clinical hours. The results from a background check may impact your ability to progress through the program and your ability to obtain your license to practice.

Baccalaureate Degree and Residency Requirements

All requirements for an undergraduate degree are listed in the 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 must complete a minimum of 50 percent of the CDS credit hours required for the major at Fontbonne University.

Major Approval

Major approval is required for CDS300 and CDS400 level classes and clinical practicum. Acceptance as a major in speech-language pathology requires a minimum cumulative GPA of 3.0 when the application for major approval is filed (at the end of the sophomore year or after 12 credit hours at Fontbonne for students transferring in at least 54 credits). A minimum cumulative 3.0 GPA is required to continue in the major. If the GPA falls below 3.0, the student may not enroll in any 300-400 level CDS classes and will have one semester probationary period to bring the GPA back to 3.0 or above. If the student does not bring the GPA up to 3.0 after one semester, they will not be allowed to continue in the major. A student may participate in pre-clinic with a GPA of 2.75 or better during the probationary period. To participate in clinical practicum, a grade point average of 3.0 must be maintained.

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 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 (4 credits)
 CDS 302 Phonological and Articulation Disorders (3 cr.)
 CDS 311 Introduction to Language Disorders (3 cr.)
 CDS340 Pre-Clinic (1 credit)
 CDS 380 Introduction to Fluency Disorder
 CDS 410 Audiology (3 credits)
 CDS 414 Auditory Rehabilitation (3 credits)
 CDS 420 Introduction to Voice Disorders (3 credits)
 CDS 425 Introduction to Neuro Comm Disorders (3 cr.)
 CDS 440 Clinic Practicum (3 credits)
 CDS 496 Senior Seminar (3 credits)

Courses Required in Other Disciplines

EDU 270 Introduction to Learner Diversity (3 credits)
 EDU 265 Methods of Teaching Reading for Speech Pathologist (2 credits)
 MTH 115 Introduction to Statistics (3 credits) **OR**
 PSY 320 Stats for Behavioral Sciences (3 cr.)
 PSY 100 Introduction to Psychology (3 credits)
 PSY 200 Developmental Psychology (3 credits)

Biological Science (life sciences) (3 credits)
Physical Science (Chemistry, Physics, or
Physical Science) (3 credits)

University Scholars in Speech-Language Pathology

The Department of Deaf Education and Speech Language Pathology welcomes majors seeking to become University Scholars. These students will work with their department academic advisors on a case-by-case basis to identify courses needed or to design independent studies to meet the requirements of the University Scholar.

MINOR

MINOR IN SPEECH-LANGUAGE PATHOLOGY

A minor in speech-language pathology helps prepare undergraduate students majoring in a different area to prepare for graduate studies to become a speech-language pathologist. Additionally, this minor provides most of the coursework and supervised observation hours required by the State of Missouri for licensure as a Speech-Language Pathology Assistant. A minimum of fifty percent (50%) of the required 21 credit hours must be successfully completed at Fontbonne University.

Courses Required in the Minor:

CDS101 Survey of Communication Disorders (1 credit)
DEA100 Psychology of Deafness (2 credits)
CDS105 Speech and Language Development of the Normal and Exceptional Child (3 credits)
CDS201 Anatomy & Physiology of the Speech and Hearing Mechanism (3 credits)
CDS211 Nature of Language (3 credits)
CDS220 Phonetics (3 credits)
CDS302 Phonological & Articulation Disorders (3 credits)

Elective: One of the following

CDS311 Intro to Language Disorders (3 credits)
CDS425 Intro to Neurogenic Communication Disorders (3 credits)

CERTIFICATE

CERTIFICATE IN SPEECH-LANGUAGE PATHOLOGY ASSISTANT

This certificate provides the coursework needed to apply to the State of Missouri for licensure as a Speech-Language Pathology Assistant. Additional supervised observation and clinical contact hours may be required. This certificate does not necessarily meet SLPA requirements for other states.

Requirements:

1. Completed Bachelor's degree in related field from accredited institution.
2. A student must earn a minimum of C in each course required for this certificate.
3. All certificate programs must be successfully completed at Fontbonne University, culminating in a minimum cumulative grade point average of 2.75.
4. Courses that fulfill the requirements for the SLPA certificate may not be used to fulfill major requirements for a bachelor's degree in Speech-Language Pathology.

Courses Required for the Certificate

CDS110: Fundamentals of Language Development for the SLPA
CDS 210: Fundamentals of Anatomy & Physiology of the Speech and Hearing Mechanism for the SLPA (3 credits)
CDS225: Fundamentals of Phonetics for the SLPA (3 cr.)
CDS331: Pediatric Speech and Language Disorders for the SLPA (3 credits)
CDS332: Adult Speech and Language Disorders for the SLPA (3 credits)
CDS334: Audiology and Aural Rehabilitation for the SLPA (3 credits)
CDS335: Clinical Methods for the SLPA (3 credits)

COURSES

COMMUNICATION DISORDERS COURSES

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. FA, 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, SP

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 201; CDS 220. SP

CDS 300 Clinical Methods (4 credits)

The focus of this course is to provide an introduction to theoretical basis for intervention in communication disorders, service delivery models, and general therapy procedures. Emphasis will be placed on specific methods and techniques of intervention, behavior management, and clinical writing. Supervised observation will be included in the course. Prerequisites CDS 105, CDS 211, CDS 220 and major approval. FA

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: (may be taken concurrently) CDS300; CDS 302; CDS 311; and permission. Minimum 2.75 GPA (May be repeated for credit). FA, SP

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; CDS 211; CDS 231 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; CDS 340, and permission. Minimum 3.0 GPA. FA, SP

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

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: (may be taken concurrently) CDS 311; CDS 380; CDS 420; CDS 425. SP

DEAF EDUCATION COURSES**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 Deaf Education Practicum (0 credits)

Observation and interaction with children who are deaf or hard of hearing. Placements may be in classrooms, or co-curricular 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. Optional for students with prior experience in deaf education. Prerequisite or concurrent: DEA 100. FA

DEA 210 Early Field Experience in Deaf Education (2 credits)

This experience consists of a minimum of 40 clock hours of observation and participation in a variety of educational settings for children who are deaf or hard of hearing. The experience includes weekly group observations and individual placements assisting teachers. Seminars are held periodically in which the field experience is discussed. Students will turn in reflection papers for each observation. P/NP grading. Prerequisite: DEA 100. SP

DEA 250 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, listening, 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. SP

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 330 Mid-Level Experience in Deaf Education (1 credit)

Students work with children who are deaf or hard of hearing in classroom setting for a minimum of 45 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 250. SP

DEA 400 Teaching Speech in Deaf Education (3 credits)

A study of trends, curricular models, lesson planning, teaching strategies, and assessment materials for developing speech. Phonology and articulation development, identification/remediation of speech problems, use of phonetic transcription, and writing IEPs are studied. Prerequisite: DEA 250. 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 250. FA

DEA 418 Students Who Are Deaf/Hard of Hearing in Inclusive Settings (3 credits)

This course will focus on the specific skill set required to be an effective itinerant teacher for students who are deaf or hard of hearing who are participating in regular education classrooms. Topics will include: Special Education Law, IEP Facilitation, Case Manager Responsibilities, Universals and Positive Behavioral Supports, Progress Monitoring, Data Collection and Data-Driven Instruction, Confidentiality, Supporting the Audiological Needs of Students, Reevaluation procedures, and Consultation and Collaboration with Team Members and Families. FA

DEA 420 Emergent Literacy in Deaf Education (2-3 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. Course includes an overview of children's literature for third credit hour. Prerequisite: DEA 250. SP

**DEA 430 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 250. SP

**DEA 440 Speech Practicum in Deaf Education
(2 credits)**

Students participate in supervised practicum in speech sessions 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 250. FA

**DEA 470 Clinical Experience in Deaf Education
(4 credits)**

Supervised field experience consisting of 8 weeks, half-day sessions of directed observation and teaching in a deaf education setting. Open to seniors in deaf education. FA, SP

**DEA 480 Culminating Clinical Experience
(8 credits)**

Supervised field experience consisting of 12 weeks full-day sessions of directed observation and teaching in a deaf education setting. Students complete all requirements of the MoPTA. Open to seniors in deaf education. FA, SP

**DEA 481 Field Experience in Deaf Education
(3-8 credits)**

Supervised field experience for degreed candidates. 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

SPEECH-LANGUAGE PATHOLOGY**ASSISTANT COURSES****CDS110: Fundamentals of Language Development for the SLPA (3 credits)**

A study of the fundamentals of the development of speech and language in the normal and exceptional child useful to the speech-language pathology assistant. Factors that contribute to or impair development as well as multicultural issues will be covered.

CDS210: Fundamentals of Anatomy and Physiology of Speech, Language, Hearing for the SLPA (3 credits)

A study of the fundamentals of the structure and function of those parts of the skeletal, muscular, respiratory, and nervous systems as they pertain to the process of communication.

CDS225: Fundamentals of Phonetics for the SLPA (3 credits)

The fundamentals of clinical phonetics when applying the IPA to the English language and dialectal variations useful to the SLPA.

CDS331: Pediatric Speech and Language Disorders for the SLPA (3 credits)

This course will be an introduction to both congenital and acquired disorders in children in the areas of phonology, articulation, language, fluency, voice and deafness. It will include information on implementing basic treatment for each disorder under the supervision of a licensed speech-language pathologist. Supervised observation of clinic sessions will be required. Prerequisites: CDS110, CDS210, CDS225.

CDS332: Adult Speech and Language Disorders for the SLPA (3 credits)

This course will be a survey of the acquired communicative disorders in adults. It will include information on aphasia, dysarthria, apraxia, voice, right hemisphere syndrome, and dementia. Emphasis will be placed on implementing treatment under the supervision of a licensed speech-language pathologist. Supervised observation of clinic sessions will be required. Prerequisites: CDS110, CDS210, CDS225.

CDS334: Audiology and Aural Rehabilitation for the SLPA (3 credits)

An overview of the anatomy & physiology of the ear, causes and types of hearing impairments, and the habilitative and rehabilitative services offered to children and adults with hearing loss. Emphasis will be placed on the role of the speech-language pathology assistant in implementing treatment under the guidance of a licensed speech-language pathologist. Prerequisites: CDS110, CDS210, CDS225.

CDS335: Clinical Methods for the SLPA (3 credits)

This course will be an overview of the roles and responsibilities of the Speech-Language Pathology Assistant. Emphasis will be placed on intervention models and techniques, behavior management principles, data collection, and documentation. Supervised observation will be included. Prerequisites: CDS110, CDS210, CDS225, CDS331, CDS332, CDS334, or permission.

Department of Education and Special Education

MAJORS

Early Childhood (BS)

Elementary Education (BA)

Middle School Education (BA)

Special Education (BS)

Special Education: Paraprofessional Pathways to Teachingsm (BS)

MINOR:

Early Childhood

The department of education/special education offers a bachelor of science degree in early childhood education (birth-grade 3) and/or early childhood special education (birth-grade 3); a bachelor of science degree in early childhood education (non-certification); 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), with an add-on elementary certification. The department also offers a master of arts degree in education and a master of arts in teaching degree (see the graduate section of 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; mathematics; and history, philosophy, and religion. Full information on teacher certification may be found in the appropriate departmental sections of this catalog, as well as in the section titled Teacher Certification at Fontbonne University.

FACULTY

Jamie Van Dycke, associate professor of education/special education and chairperson of the department of education/special education

Dyanne Anthony, associate professor of education; director of special education programs

Kelley Barger, professor of education; director of reading programs

Allison Edwards, associate professor of education; director of advanced programs in education

Judith Failoni, professor of education

Sarah Huisman, associate professor of education; director of early childhood education programs and director of Center for Excellence in Teaching and Learning (CETL)

Joanne Fish, assistant professor of education

Michael Barla, assistant professor of education

Deanna Kay Rice, assistant professor of education

Patty Durkin, Early Childhood Instructor

Jane Wolff, Teacher Certification Coordinator

Erica Bumpers, Director of Educational Assessment

Andra Gwydir, Director of Paraprofessional Pathways to Teachingsm:

Denise Driscoll, Director of Clinical Experiences and Partnerships:

TEACHER CERTIFICATION

All certification programs are accredited by the Office of Educator Quality of the Missouri Department of Elementary and Secondary Education (DESE), and the Council of Accreditation of Educational Programs or CAEP (formerly the National Council for the Accreditation of Teacher Education National Council for the Accreditation of Teacher Education, or NCATE). For full discussion of teacher certification requirements for Fontbonne University, see the section titled Teacher Certification at Fontbonne University following the graduate section in 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 them 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 who possess 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 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.

Essential Functions of Majors in the Department of Education/Special Education:

Listed below are the essential functions that someone who enters the profession of education must perform and therefore are required of majors in the department.

Physical Abilities:

- Participate in classroom, practicum, and clinical activities for the required blocks of time as indicated by the class instructor, supervisor, and cooperating school personnel
- Ambulate to, from, and within academic/clinical facilities;
- Provide for or direct one's own personal hygiene;
- Provide for or direct one's ability to wear appropriate attire that follows a professional dress code in classroom, practicum, and clinical activities, and an appropriate dress code on campus
- Manipulate screening, assessment, and educational materials;

- Respond to emergency situations within the application of universal precautions;
- Visually monitor student responses and use of instructional and assessment 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 instructors, supervisors, students and colleagues.

Cognitive Abilities:

- Comprehend and read professional literature/reports;
- Write university-level papers, educational reports, lessons plans, lesson plan reflections, and required rationales 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;
- Comply with administrative, legal, and regulatory policies.

MAJOR IN EARLY CHILDHOOD EDUCATION

The major in early childhood education provides the student with a general education curriculum solidly grounded in the liberal arts and professional preparation in one of two programs: early childhood with certification, or early childhood without certification. The certification program includes the option of early childhood (birth-grade 3) and/or early childhood special education (birth-grade 3).

General Education Requirements

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.

While students must complete a full general education sequence, the following specific general education courses must be taken to meet the requirements for this major:

MTH 102 Contemporary Topics in Math (3 credits)
 BIO 108 Introduction to Life Sciences/lab (3 credits)
 CIS 103 Computer Technology: Applications for Educators
 (3 credits)
 HST 105 or 106 Introduction to American History I OR II
 (3 credits)
 PHY 108 Introduction to Physical Science/lab (3 credits)
 PSY 200 Developmental Psychology (3 credits)
 EDU 270 Introduction to Learner Diversity (3 credits)

Graduation Requirement

Students must complete one course in religion. REL 225
 World Religions is highly recommended.

Required Early Childhood Courses for all Students in the Major

ECE 131 Introduction to Early Childhood Programs
 (3 credits)
 ECE/FCS 230 Infant/Toddler Development (3 credits)
 ECE/FCS 232 The Young Child (3 credits)
 EDU 268 Introduction to Learner Development (3 credits)
 ECE 300 Early Intervention in Early Childhood (3 credits)
 ECE 320 Advocacy and Public Policy in Education
 (3 credits)
 ECE 431 Early Childhood Integrated Curriculum (3 credits)
 ECE 432 Administration of Early Childhood Programs
 (3 credits)
 ECE 433 Applications of Early Childhood Integrated
 Curriculum (4 credits)
 ECE 434 Early Childhood Management and Professionalism
 (3 credits)

Courses Required for Early Childhood with Certification

EDU 269 Critical Skills in the Teaching Profession with
 Field Experience (3 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 (3 credits)
 EDU 338 Emergent Literacy (2 credits)
 EDU 325 Assessment of Early Childhood (3 credits)
 EDU 373 Teaching through a Global Perspective (3 credits)
 EDU 394 Counseling Techniques (3 credits)
 EDU 410 Planning for Instruction and Assessment
 (3 credits)
 EDU 450 Student Teaching at the Elementary
 School Level (6 credits*)
 EDU 452 Student Teaching

PreK-K Level Courses Required in Other Disciplines

CDS 105 Speech and Language Development of the Normal
 and Exceptional Child (3 credits)
 FCS 214 Nutrition and Wellness (2 credits)
 MTH 350 Methods of Teaching Mathematics in
 Elementary/Early Childhood (3 credits)
 BIO 370 Methods of Teaching Science in Elementary/Early
 Childhood (2 credits)

Additional Courses Required for Early Childhood Special Education Certification

EDU 271 Introduction to Content, Planning, Delivery, and
 Assessment (3 credits)
 EDU 307 Methods of Teaching Early Childhood Special
 Education (3 credits)
 ECE 375 Practicum of Early Childhood Special Education
 (3 credits)

Courses Required for Early Childhood without Certification

EDU 140 Literature for Children and Adolescents (3 credits)
 ECE 235 Play, Happiness, and Well-Being (3 credits)
 EDU 333 Multi-sensory Methods of Instruction (3 credits)
 EDU 338 Emergent Literacy (2 credits)
 EDU 394 Counseling Techniques (3 credits)
 ECE 460 Internship (7 credits)

COURSES REQUIRED IN OTHER DISCIPLINES

CDS 105 Speech and Language Development of the
 Normal and Exceptional Child (3 credits)
 FCS 214 Nutrition and Wellness (2 credits)

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

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.

While students must complete a full general education sequence, the following specific general education courses must be taken to meet the requirements for this major:

BIO 108 Introduction to Life Sciences/lab (3 credits)
CIS 103 Computer Technology: Applications for Educators (3 credits)
HST 105 or 106 Introduction to American History I OR II (3 credits)
PHY 108 Introduction to Physical Science/lab (3 credits)
PSY 200 Developmental Psychology (3 credits)
EDU 270 Introduction to Learner Diversity (3 credits)

Courses Required in the Major

EDU 268 Introduction to Learner Development (3 credits)
EDU 140 Literature for Children and Adolescents (3 credits)
EDU269 Critical Skills in the Teaching Profession with Field Experience (3 credits)
EDU 270 Introduction to Learner Diversity (3 credits)
EDU 271 Introduction to Content, Planning, Delivery, and Assessment (3 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 (3 credits)
EDU 355 Analysis and Correction of Math Difficulties (3 credits)
EDU 373 Teaching through a Global Perspective (3 credits)
EDU 394 Counseling Techniques (3 credits)
EDU 400 Classroom/Behavior Management Techniques (3 credits)
EDU 410 Planning for Instruction and Assessment (3 credits)
EDU 450 Student Teaching at the Elementary School Level (10 credits*)

Courses Required in Other Disciplines

PSY 200 Developmental Psychology (3 credits)
CDS 105 Speech and Language Development of the Normal and Exceptional Child (3 credits)
MTH 350 Methods of Teaching Mathematics in Elementary/Early Childhood (3 credits)
BIO 370 Methods of Teaching Science in Elementary/Early Childhood (2 credits)

Students must select one course in geography.
Students must select one course in health or nutrition and wellness.

Students must select one course in economics.
Students must select one course in mathematics in addition to the general education requirement. Students must complete MTH 104 and MTH 106, unless transferring an approved mathematics course from another Institution. Students transferring a mathematics course will complete MTH 102.

Graduation Requirement

Students must complete one course in religion. REL 225 World Religions is highly recommended.

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 credit 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.

Courses Required for Adding Early Childhood Certification:

EDU 338 Emergent Literacy across the Curriculum (2 credits)
ECE 131 Introduction to Early Childhood Programs (3 credits)
ECE/FCS 230 Infant/Toddler Development (3 credits)
ECE/FCS 232 The Young Child (3 credits)
ECE 431 Early Childhood Integrated Curriculum (3 credits)
ECE 432 Administration of Early Childhood Programs (3 credits)

EARLY CHILDHOOD SPECIAL EDUCATION CERTIFICATION

Candidates who seek to add certification in early childhood education (birth—3rd grade) may also add early childhood special education by adding three courses in addition to the above:

EDU 307 Methods of Early Childhood Special Education (3 credits)

EDU 314 Practicum in Teaching Students with Disabilities (3 credits)

OR

ECE 375 Practicum in Early Childhood Special Education (3 credits)

EDU 325 Individualized Assessment Approaches in Early Childhood (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 certification for grades K-12 in mild-moderate disabilities (cross-categorical), and an add-on elementary education certification (grades 1-6).

General Education Requirements

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.

While students must complete a full general education sequence, the following specific general education courses must be chosen to meet the requirements for this major:

BIO 108 Introduction to Life Sciences/lab (3 credits)

CIS 103 Computer Technology: Applications for Educators (3 credits)

HST 105 or 106 Introduction to American History I OR II (3 credits)

PHY 108 Introduction to Physical Science/lab (3 credits)

PSY 200 Developmental Psychology (3 credits)

EDU 270 Introduction to Learner Diversity (3 credits)

Courses Required in the Major

EDU 268 Introduction to Learner Development(3 credits)

EDU 140 Literature for Children and Adolescents (3 credits)

EDU269 Critical Skills in the Teaching Profession with Field Experience (3 credits)

EDU 270 Introduction to Learner Diversity (3 credits)

EDU 271 Introduction to Content, Planning, Delivery, and Assessment (3 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 (3 credits)

EDU 314 Practicum in Special Education (3 credits)

EDU 320 Transition/Career Education for Individuals with Disabilities (3 credits)

EDU 333 Multi-sensory Methods of Instruction (3 credits)

EDU 355 Analysis and Correction of Math Difficulties (3 credits)

EDU 373 Teaching through a Global Perspective (3 credits)

EDU 392 Assessment of Ability and Achievement (3 credits)

EDU 394 Counseling Techniques (3 credits)

EDU 400 Classroom/Behavior Management Techniques (3 credits)

EDU 410 Planning for Instruction and Assessment (3 credits)

EDU 450 Student Teaching at the Elementary Level (4 credits*)

EDU 455 Student Teaching in Special Education (8 credits*)

Courses Required in Other Disciplines

PSY200 Developmental Psychology (3 credits)

CDS 105 Speech and Language Development of the Normal and Exceptional Child (3 credits)

MTH 350 Methods of Teaching Mathematics in Elementary/Early Childhood (3 credits)

BIO 370 Methods of Teaching Science in Elementary/Early Childhood (2 credits)

- Students must select one course in geography.
- Students must select one course in Health or Nutrition and Wellness.
- Students must select one course in economics.
- Students must select one course in mathematics in addition to the general education requirement. Students must complete MTH 104 and MTH 106, unless transferring an approved mathematics course from another Institution. Students transferring a mathematics course will complete MTH 102.

Graduation Requirement

Students must complete one course in religion. REL 225 World Religions is highly recommended.

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 an area of concentration from the following: mathematics, social studies, language arts, and science. A minimum of 24 hours of content coursework is required from the Missouri Department of Elementary and Secondary Education (DESE) for recommendation for certification in each content area. To earn a minor (additional hours beyond a concentration) in a content area from a specific department, please see the department chair for the content area.

General Education Requirements

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:

CIS 103 Computer Technology: Applications for Educators (3 credits)
PSY 200 Developmental Psychology (3 credits)
EDU 270 Introduction to Learner Diversity (3 credits)

Courses Required in the Major

EDU 268 Introduction to Learner Development (3 credits)
EDU 269 Critical Skills in the Teaching Profession with Field Experience (3 credits)
EDU 270 Introduction to Learner Diversity (3 credits)
EDU 271 Introduction to Content, Planning, Delivery, and Assessment (3 credits)
EDU 339 Middle School Philosophy, Curriculum, and Instruction (2 credits)
EDU 350 Reading in the Content Area (2 credits)
EDU 313: Methods & Practicum for Middle, Secondary, & Community Education (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*)

Courses Required in the Content Disciplines

Select one area of study. Students must complete coursework as indicated and complete at least 50% at Fontbonne.

Social Studies Concentration

HST103 Introduction to Western Civilization I (3 credits)
HST104 Introduction to Western Civilization II (3 credits)
HST105 Introduction to American History I (3 credits)
HST106 Introduction to American History II (3 credits)
GGY100 Introduction to Geography (3 credits)
GOV230 American National Government (3 credits)
PSY200 Developmental Psychology (3 credits)
SSC201 The American Economy (3 credits)

Mathematics Concentration

MTH110 Precalculus (4 credits)
MTH115 Introduction to Statistics (3 credits)
MTH120 Discrete Math (3 credits)
MTH150 Calculus w/ Analytic Geometry I (4 credits)
MTH300 Modeling/Numerical Approximation (3 credits)
MTH305 Readings in the History of Mathematics (3 credits)
MTH320 Elements of Geometry (3 credits)
MTH430 Algebraic Structures (3 credits)

Language Arts Concentration

ENG101 Composition I (3 credits)
ENG102 Composition II (3 credits)
ENG120 Introduction to Literature (3 credits)
ENG240 Survey of English Literature I (3 credits)
ENG241 Survey of English Literature II (3 credits)
ENG260 American Literature I (3 credits)
ENG261 American Literature II (3 credits)
EDU140 Literature for Children and Adolescents (3 credits)

Science Concentration

BIO112 General Biology w/ lab (4 credits)
BIO114 General Biology II w/ lab (4 credits)
BIO203 Science and Society (3 credits)
BIO212 Genetics (3 credits)
BIO220 Anatomy and Physiology w/ lab (4 credits)
BIO250 Microbiology w/ lab (4 credits)
PHY108 Physical Science w/ lab (3 credits)

Graduation Requirement

Students must complete one course in religion. REL 225 World Religions is highly recommended.

MAJOR IN SPECIAL EDUCATION: PARAPROFESSIONAL PATHWAYS TO TEACHINGSM

Fontbonne University is especially interested in supporting the efforts of those who are working in classrooms as paraprofessionals or teacher assistants in their effort to obtain certification as special education teachers. The Pathways program, offered partially online, allows for program modifications which recognize the experience of these individuals.

General Education Requirements

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.

While students must complete a full general education sequence, the following specific general education courses must be chosen to meet the requirements for this major:

BIO 108 Introduction to Life Sciences/lab (3 credits)
CIS 103 Computer Technology: Applications for Educators (3 credits)
HST 105 or 106 Introduction to American History I OR II (3 credits)
PHY 108 Introduction to Physical Science/lab (3 credits)
PSY 200 Developmental Psychology (3 credits)
EDU 270 Introduction to Learner Diversity (3 credits)

Courses Required in the Major

EDU 270 Introduction to Learner Diversity (3 credits)
EDU 266 Methods of Teaching Literacy (6 credits)
EDU 306 Analysis and Correction of Reading Disabilities (3 credits)
EDU 320 Transition/Career Education (3 credits)
EDU 323 Mild and Moderate Disabilities in Special Education: Identification and Instruction (6 credits)
EDU 330 Multisensory Methods for the Social Studies Classroom (4 credits)
EDU 350 Reading in the Content Areas (3 credits)
EDU 355 Analysis and Correction of Math Difficulties (3 credits)
EDU 392 Educational Assessment and Diagnosis (3 credits)
EDU 394 Counseling Techniques (3 credits)
EDU 400 Classroom/Behavior Management Techniques (3 credits)
EDU 411 Clinical Practice for Paraprofessionals—Pathways Only (3 credits)
EDU 465 Special Education Field Experience (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 Mathematics—Elementary/Early Childhood (3 credits)
BIO 370 Methods of Teaching Science—Elementary/Early Childhood (2 credits)
FCS 119 Essential Concepts for Health and Fitness (3 credits)

Graduation Requirement

Students must complete one course in religion. REL 225 World Religions is highly recommended.

GENERAL STUDIES: EDUCATION

The general studies with (disciplinary) emphasis major offers students a path to graduation that combines generalized study with disciplinary focus, leading to a Bachelor of Arts degree.

Major requirements include:

- Residency, Major, General Education, and Graduation Requirements as described in the Fontbonne University Catalog.
- A minimum GPA of 2.0 in the major is required for graduation.
- A minimum of 18 hours of course work in an area of emphasis, 15 hours of electives, as defined by departments, and a capstone experience.

Specific requirements for the General Studies: Education degree requires the following coursework:

Core/Area of Emphasis – 19 hours:

EDU 268 Introduction to Learner Development (3 credits)
EDU 140 Literature for Children and Adolescents (3 credits)
EDU 269 Critical Skills in the Teaching Profession with Field Experience (3 credits)
EDU 270 Introduction to Learner Diversity (3 credits)
EDU 271 Introduction to Content, Planning, Delivery, and Assessment (3 credits) **PREREQUISITE: EDU 269 & EDU 270**

EDU 333 Multi-sensory Methods for the Elementary Classroom (3 credits) **PREREQUISITE: EDU 269**
Capstone:

EDU 440 Student Teaching Practicum (2-4 credits)

IMPORTANT NOTE: The General Studies Major in Education **does not prepare students for teacher certification.** Students graduating with this degree are not certified to teach, but do have a Bachelors of Arts degree in General Studies with an emphasis in Education from Fontbonne.

General Studies: Pathways Option - Special Education

The general studies with (disciplinary) emphasis major offers students a path to graduation that combines generalized study with disciplinary focus, leading to a Bachelor of Arts degree.

Majors requirements include:

- Residency, Major, General Education, and Graduation Requirements as described in the Fontbonne University Catalog.
- A minimum GPA of 2.0 in the major is required for graduation.
- A minimum of 18 hours of course work in an area of emphasis, 15 hours of electives, as defined by departments, and a capstone experience.

Specific requirements for the General Studies: Pathways Option – Special Education degree requires the following coursework:

Core/Area of Emphasis – 23 hours:

EDU 270 Introduction to Learner Diversity (3 credits)
EDU 266 Methods of Teaching Literacy (6 credits)
EDU 268 Introduction to Learner Development (3 credits)
EDU 323 Mild/Moderate Disabilities in Special Education: Identification and Instruction (6 credits)
EDU 330 Multisensory Methods for the Social Studies Classroom (4 credits)
EDU 394 Special Education Counseling (3 credits)

Capstone:

EDU 411 Clinical Practice for Paraprofessionals (3 credits)

IMPORTANT NOTE: The General Studies Major in Pathways Option – Special Education **does not prepare students for teacher certification.** Students graduating with this degree are not certified to teach, but do have a Bachelors of Arts degree in General Studies with an emphasis in Pathways Option – Special Education from Fontbonne.

SECONDARY EDUCATION CERTIFICATION

Majors leading to teacher certification in secondary areas (9-12) are offered within the appropriate departments at Fontbonne University. Secondary certification programs are available in art, biology, English, mathematics, social studies, and speech/theatre. Candidates should review the coursework required in the appropriate department specified in this catalog.

DUAL undergraduate/graduate enrollment students classified as seniors may be eligible to enroll in graduate courses as unclassified graduate students. Please see dual undergraduate/graduate enrollment requirements in the undergraduate and graduate academic policies and regulations sections in this catalog.

Background Checks

School districts require that any individual who teaches, supervises, or has access to students in a school undergo a criminal background check. This will include an open records check, a check for child abuse/neglect and an FBI fingerprint screening. Students will be required to obtain a background check upon declaring themselves for a major related to teacher education. Students are responsible for keeping background checks current in order to avoid exclusion from clinical sites, practicum sites, and student teaching. Costs for background checks will be borne by the individual student. Questions regarding background checks should be directed to the Teacher Certification Coordinator in East 235.

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 in their second semester at Fontbonne University. Major approval is based upon the following criteria:

- Completion of EDU 269 without conditions (or a transferred course equivalent);
- Qualifying scores on the Missouri General Education Assessment;
- Completion of the Missouri Educator Profile;
- Successful execution of the essential functions of a major in the Education/Special education Department
- A cumulative, blended GPA of 3.00 for all professional coursework from all colleges/universities attended;
- A cumulative blended GPA of 2.75 from all colleges/universities attended;
- For middle school candidates, a 3.0 cumulative GPA in the content area 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.

Major Approval with Conditions

This designation is available on a one-time only, one-semester basis, and indicates that the student is deficient in one or more of the above categories. The student may continue to major in a certification program with conditions once, for one semester only. Students who do not eradicate all deficiencies will not be allowed to continue in a certification program, 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 certification program in the department will be rejected for major approval, will not be allowed to enroll for additional education coursework in that program, and will be referred for career counseling pursuant to a change of major. A General Studies major with an emphasis in education (which does not lead to certification), could be an option for such students.

MINOR

EARLY CHILDHOOD

Please see Dr. Sarah Huisman in the Department of Education & Special Education for updated curriculum for the minor in Early Childhood Education.

UNIVERSITY SCHOLARS IN EDUCATION

The Department of Education/Special Education welcomes majors seeking to become University Scholars. These students will work with their department academic advisors on an individual basis to identify courses needed or to design independent studies to meet the requirements of the University Scholar.

FURTHER INFORMATION ON TEACHER CERTIFICATION

Full information for teacher certification policies, procedures, and requirements are found in the section titled Teacher Certification at Fontbonne University following the graduate program section in this catalog. Teacher certification policies can change within any given academic year, and are mandated by the Missouri Department of Elementary and Secondary Education (DESE). Fontbonne complies with all teacher certification mandates as released by Missouri DESE; any such changes will supersede information in this catalog.

COURSES

(Semester indications are guidelines only. Courses designated as *Pathways* require permission to enroll from the Paraprofessional Pathways program.)

CENTER FOR TEACHER AND THERAPIST EDUCATION COURSES-

CTE 412 Second Language Acquisition (3 credits)

This course will address the theoretical foundations, history, legal aspects and pedagogy related to teaching individuals whose first language is not English. Emphasis will be placed on the cultural (family, community, school, etc.), psychological and social ramifications of learning a second language. Students will evaluate and analyze the complexities of language acquisition from the perspectives of initial language and second language development. Prerequisite: none. ON SITE: FA

CTE 413 Methods of Teaching Second Language Learners (3 credits)

This course will examine the critical nature of culture (family, community, school, etc.), sociolinguistics, demographics, values and beliefs that affect individuals' abilities to become proficient speakers of English. Cultural (family, community, school, etc.) and linguistic diversity will be embraced and celebrated because of the richness it brings to an individual's life. Students will acquire and apply appropriate and effective teaching and learning strategies to meet the needs of ESOL individuals in the K-12 environment. Prerequisite: CTE412. ON SITE: TBA

CTE 414 Materials for and Assessment of Teaching English to Speakers of other Languages (3 credits)

This course will provide students opportunities to design and/or utilize effective curriculum and materials to meet the needs of ESOL individuals. Students will design and utilize appropriate assessment strategies that accurately assess ESOL individuals' academic and linguistic progress. Prerequisite: CTE412. ON SITE: TBA

CTE 415 ESOL Practicum I (3 credits)

In an elementary practicum setting, this course will offer a case study approach to the development of practical, appropriate strategies and interventions with ESOL individuals after identification of strategies appropriate for the individual. A supervised practicum of 40 hours working with an elementary student is required. Data collected will be translated into teaching prescriptions. Practicum students will prepare a parent/family linguistic project. Prerequisite: CTE412, CTE413, CTE414. ON SITE: TBA

CTE 416 ESOL Practicum II (3 credits)

In a middle or secondary practicum setting, this course will offer a case study approach to the development of practical, appropriate strategies and interventions with ESOL individuals after identification of strategies appropriate for the individual. A supervised practicum of 40 hours working with a middle or secondary student is required. Data collected will be translated into teaching prescriptions. Practicum students will develop a PowerPoint or video presentation to assist educational colleagues in the development of effective strategies with ESOL middle or secondary students. Prerequisite: CTE412, CTE413, CTE414. ON SITE: TBA

EARLY CHILDHOOD EDUCATION COURSES**ECE 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

ECE/FCS 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 FCS 230 Infant and 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

ECE/FCS 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

ECE/FCS 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: ECE/FCS 230 or consent of instructor. SP

ECE/FCS 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 ECE/FCS 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

ECE 235 Play, Happiness, and Well-Being (3 credits)

Examination of theories of development and the importance of play throughout the life cycle and exploration of how play enhances happiness and effects overall well-being. This course takes students through a journey of self-reflection in order to understand the impact of play on the various domains of development and the well-being. SP

ECE 300: Early Intervention in Early Childhood (3 credits)

The examination of historical and current practices of children and families in early intervention. Emphasis will be placed on working in partnership with families, diverse populations, and community resources. Through studying risk conditions and developmental delays, this course looks at optimal models and various forms of curriculum in creating positive, supportive and developmentally appropriate interventions. Prerequisite: ECE/FCS 230. FA

ECE 320: Advocacy and Public Policy in Education (3 credits)

The examination of the importance of advocacy in the field of education. Context for advocacy, working with families to advocate for children, and learning various strategies and tactics for changing current policies and practice will be explored. Advocacy in a global community and volunteerism as a form of advocacy will be examined through service learning embedded within the course. Prerequisite: Junior status. SP

ECE 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: ECE/FCS 232; prerequisite or concurrent: EDU 307. SP

ECE 431 Early Childhood Integrated Curriculum (3 credits)

Program planning and evaluation based on principles of development and a variety of theoretical constructs. Examines teaching strategies, content area knowledge and developmentally appropriate practices in the field of early childhood with strong emphasis on integrated curriculum. The importance of play, multicultural teaching, and family involvement are explored in relationship to early childhood development and curriculum. Prerequisites: ECE/FCS 232. FA

ECE 432 Administration of Early Childhood Programs (3 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: ECE/FCS 431 or consent of instructor. SP

ECE 433 Applications of Early Childhood Integrated Curriculum (4 credits)

Applies teaching strategies, content area knowledge, and developmentally appropriate practices in the field of early childhood with a strong emphasis on integrated curriculum. Through practicum based experiences students will experience planning, content implementation, and assessment in an early childhood setting. Prerequisite: ECE/FCS 431. SP

ECE 434: Early Childhood Management and Professionalism (3 credits)

The examination of managing the early childhood classroom through exploration of developmentally appropriate techniques and strategies that can be used in the early childhood setting. Professionalism within the field of early childhood education will be explored through looking at dispositions and a code of ethics in working with and for young children. Prerequisite: Major approval. FA

ECE 460 Internship (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.

EDUCATION COURSES**EDU 140 Literature for Children and Adolescents (3 credits)**

This course provides a study of the major genres found in literature for pre-school-age children through young adult. Includes ways to incorporate relevant literature across the curriculum using beginning level strategies for content literacy, critical thinking, and problem solving skills. Application across culturally diverse and settings with English Language Learners is explored at an introductory level. FA, SP

EDU 245 Language Arts Methods (3 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, with special attention to lesson planning for same. Prerequisite: EDU 269 or EDU 531. FA, SP

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 269. FA, SP

EDU 264 Methods of Teaching Reading in Early Childhood, Elementary, and Middle Schools (3 credits)

Addresses the teacher's role in the process of developing literacy and students' abilities to construct meaning in the literature-based classroom. Prerequisite: EDU269. 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 266 Methods of Teaching Literacy—Pathways (6 credits)

This course will address the teacher's role in the process of developing student literacy with a particular focus on constructing meaning in the literature-based classroom. The pre-service teacher will develop knowledge of the theories and principles of literacy development for children and adolescents. Teacher candidates will become familiar with child/adolescent literature and develop the strategies and skills to incorporate quality literature into the curriculum. The course will support the development of a knowledge base of current instructional approaches (use of basal reader, skill-based instruction, and literature-based instruction) for the teaching of reading and writing. In addition, the course will identify appropriate strategies and materials which may be used to enhance the teaching of reading, writing, listening, and interpretation of visual representations. Participants will be required to complete 30 hours of observation in a special education classroom and reflect upon those experiences. Offered according to Pathways schedule.

EDU 268 Introduction to Learner Development (3 credits)

This course investigates the psychological development of the child and adolescent through exploring prior experiences and how they impact learning. This course includes an examination of instructional strategies that promote critical thinking and instructional resources, including media communication tools that benefit the teaching and learning processes. Strategies for content literacy are explored

through academic language, teaching methodologies, and consultation and collaboration.

Mission Core II Course FA, SP

EDU 269 Critical Skills in the Teaching Profession with Field Experience (3 credits)

This course investigates the contextual factors of a classroom to examine the role of the educator and the need for curriculum and instructional strategies, evaluation processes, classroom motivation and management skills, and planning for learner diversity. This course also includes an analysis of the history and philosophy of education, along with the legal and ethical aspects of teaching. Guided field experiences provide opportunities to review the critical skills needed in the teaching profession. FA, SP Background Check Required.

EDU 270 Introduction to Learner Diversity (3 credits)

Investigates the principles of universal design and differentiated instruction and their application in the psychology and education of exceptional learners. Includes an examination of cultural diversity, English Language Learning, and intellectual and physical ability in conjunction with the classroom community. Strategies for connecting instruction to meet the needs of diverse learners are explored through theories of learning, consultation and collaboration, and technology exploration. FA, SP.

EDU 271 Introduction to Content Planning, Delivery, and Assessment (3 credits)

This course provides a foundation in curriculum and instructional planning, instructional strategies and techniques in content area specialty, and assessment methods used to make instructional decisions for diverse learners. Processes for research and analysis of educational competencies that integrate state standards with curriculum and pedagogy will be included, along with assessment strategies that monitor student performance and analyze instruction. Prerequisites: EDU 268, 269; EDU 270. FA, SP

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 EDU269/DEA 200, Critical Skills in the Teaching Profession with Field Experience. 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 final assessment; and all procedures for earning teacher certification through Fontbonne University. 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. This course is required for major approval for

designated transfer students majoring in education or whose content major includes teacher certification. FA, SP

EDU 306 Analysis and Correction of Reading Difficulties (3 credits)

Emphasizes techniques for assessing and teaching reading to the students with reading difficulties within the regular elementary or middle school classroom setting.

Prerequisites: EDU 269; EDU 263 (EDU 266 for Pathways). 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 270, EDU 269. 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 that they produce. Prerequisites: EDU 270; EDU269. FA

EDU 309 Methods of Special Education II (3 credits)

This course emphasizes content planning and delivery that aligns standards, assessment, and curriculum for students with mild to moderate disabilities in inclusive learning environments. Specialized course focus will include Tiered Systems for Supporting Instruction and Behavior, Instructional and Assistive Technology, Cultural Diversity and English Language Learning. Development of Individualized Education Programs (IEPs) for students with mild to moderate disabilities is also included. This course must be taken concurrently with EDU 314. Prerequisites: EDU 270; EDU 269. 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. This class must be taken concurrently with EDU 306. Prerequisites: EDU 269; EDU 263. FA, SP

EDU313: Methods & Practicum for Middle, Secondary, & Community Education (3 credits)

This course is designed for students seeking middle or secondary certification in subject specific areas, including students providing community education as professionals. Students will explore and analyze teaching at the middle and secondary level or in the community through readings, discussions, course assignments, lesson and unit development, and content-specific field-based observations and experiences (45 hours for certification; 30 hours for non-certification) in diverse settings. Prerequisites: EDU269 or EDU531 for certification students FCS223 for non-certification students. FA, SP, Background check required

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 269; EDU 308. SP Background check required

EDU 320 Transition/Career Education, and Family Partnerships (3credits)

This course focuses on the development of competencies that target transition assessment/planning, and transition-related content/instructional strategies, that will lead to the development of comprehensive secondary and post-secondary transitional plans. Emphasis will be placed on the development of collaborative skills to assist families in becoming engaged, educational partners during critical transitional periods and linking families to appropriate support resources. The influence of familial cultural systems and their impact on collaborative relationships between schools and families of students with disabilities will be stressed. Prerequisites: EDU 270; FA, SP

EDU 323 Mild and Moderate Disabilities in Special Education: Identification and Instruction—Pathways (6 credits)

This course includes the nature of mild/moderate disabilities categorized and served under IDEA in the public schools. Characteristics of educational disabilities that are identified for eligibility of special education services are addressed along with similarities and differences of disability conditions and the implications for educating students with various disabilities in various educational environments. Teaching methods emphasize evidence-based, instructional strategies and procedures for special education settings and inclusive, regular education classrooms. An additional focus is on methods that support student progress in the general education curriculum. Activities include the use of case

studies to articulate Response to Intervention (RtI) procedures, and to develop an Individualized Education Program (IEP). Offered according to Pathways schedule
Prerequisite: EDU 270

EDU 325 Individualized Assessment and Approaches in Early Childhood (cross-listed as EDU 525) (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: EDU269 or DEA 200/210. FA

EDU 330 Multisensory Methods for the Social Studies Classroom—Pathways (4 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 intelligences theory will be introduced and used to study instructional planning and a variety of effective teaching strategies. The use of art, music and movement will be a targeted focus for enriching the special education classroom. While the multiple intelligences content is applicable to all areas of the curriculum, the content base for the course will be social studies. Students will study the ideas, concepts, and skills that form the foundation for understanding and learning social studies “through the lens” of multiple intelligences theory. Offered according to Pathways schedule.

EDU 333 Multi-sensory Methods for the Elementary Classroom (3 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 and frameworks will also be addressed, to include Universal Design for Learning, Differentiated Instruction, Problem-Based Learning with Technology, and strategies to include English Language Learners. Prerequisites: EDU 269 or consent of instructor; FA, SP, SU

EDU 338 Emergent Literacy Across the Curriculum (2 credits)

This course will involve 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.
Prerequisite: EDU269. 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 269 or consent of instructor; junior status. FA

EDU 350 Methods of Teaching Reading in the Content Areas (2 hours; 3 hours for Pathways)

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 269. SP

EDU 355 Analysis and Correction of Math Difficulties (3 credits)

This course provides techniques for general and special educators in teaching students who have difficulty learning math through traditional methods. The course will focus on the structures, strategies, and accommodations necessary for students with disabilities and/or learning challenges, with emphasis on both individualized and general classroom instruction. Students are expected to apply the techniques learned in individualized instructional settings, practicum, or other clinical settings. Prerequisites: EDU269; MTH 104 (or equivalent); MTH 350. FA, SP

EDU 373 Methods of Teaching Social Studies (3 credits)

This course provides a review of the social, political, and economic realities encountered across the culturally diverse regions of the world. Students will have opportunities to formulate, apply, and evaluate teaching strategies for elementary and middle school classrooms using critical thinking strategies and problem solving skills. Prerequisites: EDU269; EDU 263. 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. Prerequisites: EDU269, 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: EDU270; EDU269; 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 270; EDU269; junior status. SP

EDU 410 Planning for Instruction and Assessment (3 credits)

This course will deepen teacher candidate's understanding and utilization of the instructional planning process, including curriculum and standards alignment, critical thinking processes, and problem solving strategies. Focus will include the use of tiered assessment processes and strategies designed to monitor student performance and ensure adequate instructional designs for culturally diverse learners. Additionally, students will review the process and products needed to complete their final assessments for certification. Prerequisite: Senior status and major approval and admission to Teacher Certification FA, SP

EDU 411 Clinical Practice for Paraprofessionals (3 credits) —Pathways Only

This final course before field experience provides Pathway students with a review and strengthening of the instructional planning and curriculum design skills which have been imbedded throughout the program. As a clinical experience, students are required to use their assigned classroom as a laboratory to implement course content. The content of the course will include planning and assessment via the Fontbonne lesson planning model. Differentiated instruction will be introduced conceptually and utilized practically as a means to address the needs of diverse learners. Response to Intervention and a deeper understanding of the entire IEP

process is included. The relationship of these skills to classroom, school, and district curriculum alignment will be stressed. In addition, the students will address the instructional processes and products needed to complete their final assessment for certification. Offered per Pathways schedule.

EDU 440 Student Teaching Practicum (2-4 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 Background Check Required

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 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. Background Check Required

EDU 447 Planning for Instruction and Assessment—Middle and Secondary (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 Final assessment for certification. Prerequisite: Admission to teacher certification candidacy. FA, SP Background Check Required

EDU 450 Student Teaching at the Elementary Level*

(See below for requirements in other areas.)

Minimum of twelve weeks of full-day sessions in directed observation and teaching in an elementary setting, to include conferences with principals, cooperating teachers, and college supervisors. Students may enroll for additional

weeks for additional credit, up to sixteen credits. Early childhood majors, in addition to their pre-school/kindergarten assignment, enroll for minimum of six credit hours of elementary experience. Special Education majors, in addition to their special education assignment, enroll for a minimum of four credit hours elementary experience. Art majors must enroll for two credits (four weeks) at the elementary level, in addition to their secondary assignment. Prerequisite: Admission to teacher certification candidacy. FA, SP Background Check Required

EDU 451 Student Teaching at the Secondary Level*

A minimum of twelve weeks of full-day sessions in directed observation and teaching in a secondary school setting, to include conferences with principals, cooperating teachers, and college supervisors. Those seeking K-12 certification in Art must complete four weeks in an elementary placement. Students may enroll for additional weeks for additional credit, up to sixteen credits. Prerequisite: Admission to teacher certification candidacy. FA, SP Background Check Required

EDU 452 Student Teaching at the Preschool-K Level*

A minimum of seven weeks of full-day sessions in directed observation and teaching in a pre-school-kindergarten setting, to include conferences with principals, cooperating teachers, and college supervisors. Candidates will also complete a student teaching assignment at the elementary level (grades 1-3). Students may earn additional credits for additional weeks in the classroom, with a limit of sixteen credits for the combined placements. Prerequisite: Admission to teacher certification candidacy. FA, SP Background Check Required.

EDU 455 Student Teaching in Mild-Moderate Cross-Categorical Special Education*

Minimum of eight weeks of full-day sessions in directed observation and teaching in classrooms for students with disabilities in a special education setting, to include conferences with cooperating teachers and college supervisors. Special Education candidates, pursuant to receipt of elementary certification, will also enroll for at least four credit hours (six weeks) of elementary experience. Students may earn additional credits for additional weeks in the classroom, with a limit of sixteen credits for the combined placements. Prerequisite: Admission to teacher certification candidacy. FA, SP Background Check Required

EDU 456 Student Teaching at the Middle School Level*

A minimum of twelve weeks of full-day sessions in directed observation and teaching in a middle school setting, to include conferences with principals, cooperating teachers, and college supervisors. Students may earn additional credits for additional weeks in the classroom, with a limit of 16 credits for the combined placements. Prerequisite:

Admission to teacher certification candidacy. FA, SP
Background Check Required

EDU 460 Field Experience at the Elementary Level*

Supervised experience for degreed candidates who are employed full time in a classroom, to include conferences with principals, mentor teachers, and college supervisors. Prerequisite: Admission to teacher certification candidacy. FA, SP Background Check Required

EDU 461 Field Experience at the Secondary Level*

Supervised experience for degreed candidates who are employed full time in a classroom, to include conferences with principals, mentor teachers, and college supervisors. Prerequisite: Admission to teacher certification candidacy. FA, SP Background Check Required

EDU 465 Field Experience in Special Education*

Supervised experience for degreed candidates who are employed full time in a classroom, to include conferences with principals, mentor teachers, and college supervisors. Prerequisite: Admission to teacher certification candidacy. FA, SP Background Check Required

EDU 466 Field Experience at the Middle School Level*

Supervised experience for degreed candidates who are employed full time in a classroom, to include conferences with principals, mentor teachers, and college supervisors. Prerequisite: Admission to teacher certification candidacy. FA, SP Background Check Required

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.

*** Credits and hours determined by current requirements set by the Missouri Department of Elementary and Secondary Education (DESE).**

Department of Family & Consumer Sciences

MAJORS

Dietetics [BS]

Health Education & Promotion [BS]

General Studies: Food Management [BA]

MINOR

Food Management

The department of family & consumer sciences offers a bachelor of science degree with majors in dietetics, health education & promotion and general studies: food management. The department also offers a minor in food management.

The mission of the department is to prepare graduates who are competent to assume leadership roles in strengthening and enriching the quality of life of individuals and families throughout the life cycle. Graduates accomplish this through careers in education, health care, business and industry, and social/human service.

Graduates from the programs in the department of family & consumer sciences (FCS) are in great demand in many career sectors dedicated to educating people to improve the status of their health, resources, relationships, family and community. (Graduates of the dietetics program pass the national registration exam for dietitians at a rate above the standards required by the Accreditation Council for Education in Nutrition and Dietetics [ACEND]).

Undergraduates who complete their degrees are encouraged to pursue an advanced degree. The department offers master of arts (MA) degree in FCS with a concentration in multidisciplinary health communication studies. See the family & consumer sciences program in the graduate section in this catalog for more information.

COMMON STRENGTHS OF PROGRAMS

All programs in the department integrate concepts from the arts, humanities, social, biological, and physical sciences with content from the family & consumer 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 communication; 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:

- Career seminars that allow students to survey professional development practices in their respective field, including learning strategies for developing one's career path.
- A service learning course focusing on family dynamics and the interaction between families and their environment as it relates to the resources available to meet needs and achieve goals.
- A capstone course that examines the historical and philosophical foundations of family and consumer sciences public policy initiatives, and the role of professional advocacy in promoting the common good.
- Field-based experiences (practicum, internship, and service-learning) 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 Association of Family & Consumer Sciences. They may also become members of associations related to their area of specialization such as the Academy of Nutrition and

Dietetics, and Society for Public Health Education. These experiences provide students with leadership development and professional networking opportunities at the local, state, and national levels.

FACULTY

Mary Beth Ohlms, assistant professor of dietetics; chairperson of the department of family & consumer sciences

Jamie Daugherty, instructor of dietetics

Dena French, instructor of dietetics; director of the dietetics program; ISPP experiential coordinator

Jaimette McCulley, assistant professor of dietetics, director of graduate programs

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 accreditation by the Accreditation Council for Education in Nutrition and Dietetics (ACEND), 120 South Riverside Plaza Drive, Suite 2000, Chicago, IL 60606-6995, 1-800-877-1600, ext. 5400.

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.

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 credits*) at Fontbonne.

A student in the dietetics major must have achieved and continuously maintain a cumulative “professional” grade point average of ≥ 3.2 on a 4.0 scale at the times of application for major approval and application for a degree. Students must also achieve grades of C- or better in all professional courses (*see curriculum guide available in the department*). These standards take into consideration all undergraduate course work taken at all colleges and/or universities attended.

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 of this major:

COM 101 Communication in Everyday Life (3 credits)

OR 102 Public Speaking (3 credits)

BIO 240 Microbiology for Health Professionals (4 credits)

CHM 128 General, Organic, and Biological Chemistry I (4 credits)

FCS 485 Public Policy and Advocacy in FCS (3 credits)

MTH 115 Introduction to Statistics (3 credits)

PSY 100 Introduction to Psychology (3 credits) OR

SOC 100 Survey of Sociology (3 credits)

Courses Required in the Major

FCS 125 Food Service Sanitation (1 credit)

FCS 201 Career Seminar I (1 credit)

FCS 216 Principles of Nutrition (3 credits)

FCS 221 Food Science Theory and Application (4 credits)

FCS 223 Interviewing, Education, and Counseling (3 credits)

FCS 301 Career Seminar II (1 credit)

FCS 312 Application of Nutrition Concepts (3 credits)

FCS 316 Life Cycle Nutrition (3 credits)

FCS 326 Quantity Food Production (3 credits)

FCS 340 Family Resource Management and Relations (3 credits)

FCS 345 Food Systems and Dietetics Management (3 credits)

FCS 410 Community Health (4 credits)

FCS 415 Medical Nutrition Therapy I (4 credits)

FCS 416 Medical Nutrition Therapy II (4 credits)

FCS 419 Advanced Nutrition (3 credits)

FCS 422 Cultural Competence through Food (3 credits)

FCS 424 Experimental Foods (3 credits)

FCS 457 Application of Principles and Practices in Dietetics (3 credits)

FCS 459 Internship Preparation Seminar (2 credits)

Courses Required in other Disciplines

BIO 220 Anatomy and Physiology I (4 credits)

BIO 222 Anatomy and Physiology II (4 credits)

CHM 228 General, Organic, and Biological Chemistry II (4 credits)

CHM 328 General, Organic, and Biological Chemistry III (3 credits)

EDU 313 Methods & Practicum for Middle, Secondary, & Community Education (3 credits)

PSY 330 Research Methods for the Behavioral Sciences (3 credits)

MAJOR IN HEALTH EDUCATION & PROMOTION

The health promotion & education curriculum prepares students to assess the needs, assets, and capacity for health education, plan, develop and administer health education programs, conduct evaluation and research related to health education, and communicate and advocate for health and health education.

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.

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 credits*) at Fontbonne.

A student in the health education & promotion major must have achieved a minimum cumulative grade point average (GPA) of 2.50 on a 4.0 scale at Fontbonne University at the time of application for major approval and application for degree. Students are required to achieve a grade of C- or better in all “professional” courses taken at all colleges and/or universities attended (see curriculum guide sheet 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 of this major:

BIO 108 Introduction to Life Sciences (3 credits) OR
BIO112 General Biology I (4 credits)
FCS 485 Public Policy and Advocacy in FCS (3 credits)
MTH 115 Introduction to Statistics (3 credits)
PSY 100 Introduction to Psychology OR SOC 100 Survey of Sociology (3 credits)

Courses Required in the Major

FCS 119 Essential Concepts for Health and Fitness (3 credits)
FCS 201 Career Seminar I (1 credit)
FCS 216 Principles of Nutrition (3 credits)
FCS 223 Interviewing, Education and Counseling OR
SWK 231 Interviewing & Counseling (3 credits)
FCS 230 Infant and Toddler Development (3 credits)
FCS 232 The Young Child (3 credits)
FCS 301 Career Seminar II (1 credit)
FCS 340 Family Resource Management and Relations (3 credits)
FCS 410 Community Health (4 credits)
FCS 489 Practicum in Family & Community Resources (3 credits)
FCS 495 Internship (7 credits)

Courses Required in other Disciplines

EDU 313 Methods & Practicum for Middle, Secondary, & Community Education (3 credits)
ENG 201 Business Writing (3 credits)
ENG 494 Interpreting and Translating Science for the Consumer (3 credits)
PSY 330 Research Methods for the Behavioral Sciences (3 credit)
PSY 310 Social Psychology OR SOC 265 Diversity Studies (3 credits)
SWK 280 Fundraising and Grant Writing (3 credits)
SWK 352 Gerontology (3 credits)

GENERAL STUDIES: FOOD MANAGEMENT

The general studies major with food management emphasis offers students a path to graduation that combines generalized study with disciplinary focus, leading to a Bachelor of Arts degree. General studies majors are advised by faculty in the department of family and consumer sciences.

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.

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 credits*) at Fontbonne.

A student in the general studies: food management major must have achieved a minimum cumulative grade point average (GPA) of 2.00 on a 4.0 scale at Fontbonne University at the time of application for major approval and application for 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 of this major:

PSY 100 Introduction to Psychology (3 credits) OR
PSY 200 Developmental Psychology (3 credits)
SOC 100 Survey of Sociology

Courses Required in the Major

FCS 125 Food Safety & Sanitation (1 credit)
FCS 201 Career Seminar I (1 credit)
FCS 214 Nutrition & Wellness (2 credits) OR
FCS 216 Principles of Nutrition (3 credits)
FCS 221 Food Science Theory & Application (4 credits)
FCS 301 Career Seminar II (1 credit)
FCS 326 Quantity Food Production (3 credits)
FCS 345 Food Systems & Dietetics Management (3 credits)
FCS 422 Cultural Competence through Food (3 credits)
FCS 458 Food Systems Management Practicum
(3 credits-Capstone)

Courses Required in other Disciplines

MGT 210 Management Principles (3 credits)
MKT 210 Marketing Principles (3 credits)
MGT 320 Organizational Behavior (3 credits)
HRM 310 Human Resources Management (3 credits)
PSY 250 Cross-Cultural Psychology (3 credits) OR
SOC 265 Diversity Studies (3 credits)

MINORS

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

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 marketing 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:

FCS 125 Food Service Sanitation (1 credit)
FCS 214 Nutrition and Wellness (2 credits)
FCS 221 Food Science Theory and Application (4 credits)
FCS 326 Quantity Food Production (3 credits)
FCS 345 Food Systems and Dietetics Management
(3 credits)
FCS 422 Cultural Competence through Food (3 credits)
FCS 458 Food Systems Management Practicum
(3 credits)

UNIVERSITY SCHOLARS IN FAMILY & CONSUMER SCIENCES

Please contact the chairperson of the department of family & consumer sciences regarding the requirements for University Scholar.

COURSES

FAMILY AND CONSUMER SCIENCES COURSES

FCS 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. Online FA, Online SP, Online SU

FCS 125 Food Service Sanitation (1 credit)

Food safety practices that include home food safety, HACCP principles, and institutional standards. Students will earn ServSafe® certification. P/NP grading option only. FA, SP

FCS 201 Career Seminar I (1 credit)

Survey of professional development practices for students' respective fields, including learning strategies for developing one's career path. FA, SP

FCS 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

FCS 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. Online SP, Online SU as needed.

FCS 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. FA

FCS 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. SP

FCS 223 Interviewing, Education, and Counseling (3 credits)

Client and customer service skills and human resource management will be applied to a wide spectrum of related job functions. Students will perform interview, education, and counseling skills across the scope of practice. Students will develop and critique educational materials for a variety of audiences. Additionally students will examine factors that enhance or compromise health education efforts. SP

FCS 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

FCS 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: FCS 230 or consent of instructor. SP

FCS 293 Special Topics (1-3 credits)

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

FCS 301 Career Seminar II (1 credit)

Application of professional development practices in students' respective fields, focusing on professionalism and decision-making. Prerequisite: FCS 201. FA, SP

FCS 312 Application of Nutrition Concepts (3 credits)

Exploration of nutrition recommendations as they apply to healthy adult populations. The course includes weight management practices, dietary supplement use, functional foods, and nutrition for physical performance. These concepts will be applied through papers, research article summaries and case studies. Prerequisite: FCS 216. FA

FCS 316 Life Cycle Nutrition (3 credits)

This course addresses the role of nutrition in normal development for each stage of the life cycle. Students will utilize evidenced based practice to explore health promotion and disease prevention strategies which consider the influence of environment, culture, economic factors, values and beliefs on the food selection of individuals. Prerequisite: FCS 216 FA

FCS 326 Quantity Food Production (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 for general studies: food management majors and food management minors: FCS 214; FCS 221. Prerequisites for dietetics majors: FCS 216; FCS 221. FA

FCS 340 Family Resource Management and Relations (3 credits)

Study of the availability of resources to individuals and families. Stresses management processes necessary for the satisfaction of needs and achievement of goals. Focus is on family dynamics and the relationships of family with social institutions. Additional service learning hours are required beyond the scheduled class meeting times. This course has been designated as a service learning course by the university. FA, SP

FCS 345 Food Systems and Dietetics Management (3 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: FCS 326. SP

FCS 415 Medical Nutrition Therapy I (4 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: FCS 223, FCS 316; BIO 222, and major approval required. FA

FCS 416 Medical Nutrition Therapy II (4 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 appropriate medical nutrition therapy intervention in the selected disease states. Prerequisite: FCS 415. SP

FCS 419 Advanced Nutrition (3 credits)

In-depth study of nutrients in the body focusing on digestion, absorption, metabolism, and physiologic functions. Prerequisites: FCS 216, BIO 222; CHM 318 or CHM 328; major approval required. FA

FCS 422 Cultural Competence through Food (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 issues related to disability and food availability issues across the globe. Laboratory experience is integral to the course. Prerequisites for general studies majors and food management minors: FCS 214; FCS 221. Prerequisites for dietetics majors: FCS 216; FCS 221. SP

FCS 424 Experimental Foods/Lab (3 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. This course has been designated as writing intensive by the university. Prerequisite: FCS 221 and PSY330. FL

FCS 457 Application of Principles and Practices in Dietetics (3 credits)

An individual field-based practicum experience across the spectrum of dietetics practice focusing on key principles in a variety of settings. This course is geared to assisting the student in applying dietetics practice skills in real world situations. Prerequisites: FCS 125 (or ServSafe® certified); FCS 316; FCS 326; EDU 313 and major approval. SP

FCS 458 Food Systems Management Practicum (3 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. This course is geared to assist the student in understanding and applying management techniques in real world situations. Course requires each student to complete an independent project for use by site facility as an integral part of the course. Prerequisites: FCS 125 (or ServSafe® certified) FCS 326; FCS 345 or taken concurrently. SP, SU

FCS 459 Internship Preparation Seminar (2 credits)

Prepares students for internship. Assignments, activities, and strategies used in the course will assist students to be internship-ready in their respective fields. Prerequisite: FCS 301, major approval, senior status or consent of instructor. FA

FCS 485 Public Policy and Advocacy in FCS (3 credits)

Critical examination of current family and consumer sciences public policy initiatives and the role of professional advocacy. Students will explore strategies to promote individual well-being, family strengths, and community vitality. Students will develop and execute public policy or regulatory advocacy plans that seek to empower others. This course is designated as WI by the university. Prerequisite: FCS 340; FA SP

FCS 489 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. Prerequisite: FCS 301; EDU 313; major approval. FA, SP, SU

FCS 490 Independent Study (1-4 credits)

Independent study of a problem of specific interest to the student. Open only to students with senior status and permission of instructor and department chairperson.

FCS 494 Special Topics (1-3 credits)

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

FCS 495 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: major approval and FCS 489. FA, SP

FCS 498 Senior Synthesis: Research in Family & Consumer Sciences (2 credits)

Critical evaluation and discussion of trends and needs in a specific area of interest in the broad field of family and consumer 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: FCS 485; PSY 330 and instructor approval. FA, SP as needed

Graduate Information

GRADUATE 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.

MASTER'S DEGREES OFFERED

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)
Professional Master of Business Administration (PMBA)

GRADUATE PROGRAMS:

Accounting (MBA)
Art (MA)
Business Administration (MBA, PMBA)
Computer Science
Early Intervention in Deaf Education (MA)
Education (MA)
Education/Teaching (MAT)
Family and Consumer Sciences (MA)
Fine Arts (MFA)
Instructional Design and Technology (MS)
Learning Technologies (MS)
Management (MM)
Nonprofit Management (MS)
Speech-Language Pathology (MS)

Speech and Theatre (MAT)
Supply Chain Management (MS)
Theatre (MA)

GRADUATE CERTIFICATES:

Autism Spectrum Disorders
Business Taxation
Individual Taxation
Instructional Design and Technology
Learning Technologies
Management
Project Management
Supply Chain Management
Virtual Worlds in Education

Graduate certificate programs are designed for individuals who possess a baccalaureate degree or a master's degree but who are not enrolled as a degree-seeking student in a graduate program. A certificate is defined a narrowly defined set of disciplinary or interdisciplinary classes that constitutes a discrete body of knowledge as determined by the department(s) in which the certificate is housed. Certificate programs are not eligible for Title IV Financial Aid, and not subject to reporting for gainful employment.

Certificate Requirements/Policies

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.

Courses that fulfill the requirements for a certificate may not be used to fulfill requirements for another certificate.

Fontbonne policies apply to certificate-seeking students.

GRADUATE ADMISSION

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

ADMISSION REQUIREMENTS

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.

To apply, a prospective graduate student must meet the following minimum requirements:

- A completed graduate application form accompanied by the non-refundable application fee.
- Official transcripts from all previous coursework from accredited, degree-granting colleges or universities, including the institution that granted the applicant's undergraduate degree.
- Two (2) or Three (3) letters of recommendation—please see specific graduate program.
- A portfolio as required for specific programs.
- A personal statement of 300-500 words unless otherwise stated for a specific program.

Additional specific admission criteria, including grade point average, are listed under each individual 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 \$50 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 scores from TOEFL or IELTS exams (or Fontbonne University approved

equivalent). A TOEFL of 71 IBT or IELTS 6.0 is required. Students not meeting the language proficiency may be accepted to a graduate program on a **conditional** basis, provided the student enrolls in the Intensive English Program prior to enrolling in the graduate 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. Two letters of recommendation in English.
7. A personal statement in English indicating why the student wishes to attend Fontbonne University. The requirement for the personal statement varies by department.
8. A copy of the current passport page with name, date of birth, and expiration date.
9. Additional specific admission criteria, including grade point average, are listed under the individual graduate programs.

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 program.

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.

International Transfer 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; and
3. A copy of the current visa.

ADMISSION OF UNCLASSIFIED STUDENTS

A student who has not been admitted to a graduate program may register as an unclassified student. A student wishing to take graduate courses as an unclassified student must receive permission from the director of the relevant graduate program. 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 his/her status must complete an application for the program of interest. The program director (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 graduate program requires a cumulative, blended grade point average as required by the college/department in which the program is housed. The student must follow the program curriculum in effect at the time of the change of status.

A maximum of twelve (12) credit hours earned as an unclassified student at Fontbonne may be applied toward a

degree with the approval of the program director. The program director reserves the right to refuse enrollment to an unclassified student who does not maintain the minimum cumulative grade point average of 3.0.

READMISSION TO FONTBONNE

Students who have previously attended Fontbonne University, but have not been enrolled for one or more semesters or terms may apply for readmission.

A student who has been dismissed from Fontbonne may apply for readmission to a graduate program after one full calendar year. Readmission requires no application fee. To apply for readmission, candidates must submit:

1. A completed admission form;
2. Official transcripts from each accredited, degree-granting college or university attended since leaving Fontbonne; and
3. A letter seeking re-instatement.

Requests for readmission will be considered only after clearance has been obtained from the Business Office and Registrar. Additionally, students applying for financial aid must obtain clearance from the Financial Aid Office. Once these clearances are acquired, the student may proceed to their advisor for registration.

A student re-entering Fontbonne University must follow all requirements stated in the catalog in effect at the time of re-entry.

GRADUATE UNIVERSITY EXPENSES

GRADUATE TUITION (2016-2017)

Graduate rates: \$703 per credit hour

REFUNDS

No adjustment or refund is made for late entrance, for absence after entrance, or for dismissal.

Tuition and fee adjustments resulting from withdrawal from the University or withdrawal from a specific course will be computed from the date on which the Registrar approves the official permit for withdrawal.

Tuition adjustments will be made according to the following scale:

- Withdrawal before first day of classes: 100%
- Withdrawal during first drop/add period: 100%
- Withdrawal within first 10% of the semester: 90%
- Withdrawal within 11-25% of the semester: 50%
- Withdrawal within first 26-50% of the semester: 25%
- No refund after 51% of the semester: 0%

Fee adjustments will be made according to the following scale:

- Withdrawal before the first day of classes: 100%
- Withdrawal during the first drop/add period: 100%
- No refund after the first drop/add period: 0%

If withdrawal from classes results from extraordinary circumstances beyond the student's control (such as serious illness) the student should complete an Extenuating Circumstance Withdrawal. To begin the process, an application can be attained in the Office of Academic Affairs. Withdrawal for Extenuating Circumstances are still charged based on the last date of attendance.

TUITION DISCOUNTS

Discounts are based upon available funding and may not be combined with other discounts or scholarships. 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. Students must apply for discounts each semester.

Alumni Discount

Students with an undergraduate degree from Fontbonne, are eligible for a 15% discount on their graduate studies. This discount may exclude some laboratory and studio courses. Effective Fall 2014, an alumnus who earned an undergraduate or graduate degree from Fontbonne is eligible for a 15% discount on the undergraduate certificates of SLPA and Cyber Security and graduate certificates. These

discounts are not retroactive and may exclude some laboratory and studio courses.

Educator's Discount

In appreciation of the services offered to our community by educators at all levels, Fontbonne University offers a 15% discount to qualified individuals enrolled in graduate coursework. Qualified educators (teachers or paraprofessionals) include those who work at least half-time in a nursery school, a pre-K through 12 school system or post-secondary institution. Application forms can be obtained from your department and must be filled out in its entirety each semester.

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: \$200 per course

Graduate Business Courses: \$485 per course

OBLIGATION OF PAYMENT

Accounts are due in advance for the Fall and Spring semesters. Payment-in-full less any financial assistance must be received by July 15 and December 8 for the spring semester. A \$25 late fee will be assessed for payments received after the due dates. For students who are registering after July 15, payment is due upon registration.

Fontbonne University offers the convenience of Electronic Billing (E-Bill) and payments online. Statements can be viewed by going to my.fontbonne.edu and select Students>Campus Life and Facilities>Business Office. Fontbonne University accepts MasterCard, Visa and DISCOVER.

Fontbonne University has contracted with HigherOne to provide a payment plan that will allow monthly payments without interest charges. You can enroll online at www.tuitionpaymentplan.com/fontbonne or www.tuitionpayenroll.com.

To pay by mail, mail a check payable to Fontbonne University to:

Fontbonne University
Attn: Business Office
6800 Wydown Boulevard
St. Louis, MO 63105-3098

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:

- Bar the student from registering for courses.
- Drop the student from pre-registered courses, with subsequent registration subject to a late fee.
- 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.

GRADUATE 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 Direct Loan Program.

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 filing of the Free Application for Federal Student Aid (FAFSA) determines the families expected contribution (EFC) toward meeting the student's costs of education. The expected family contribution (EFC) is then subtracted from the student's budgeted cost at Fontbonne University. The difference between the total budgeted cost and the EFC determines the student's need for financial assistance.

Total budgeted cost at Fontbonne
– EFC (Expected Family Contribution)
= Financial need

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 FAFSA form should be completed at the following website : www.fafsa.gov. Please include Fontbonne's school code, 002464, to ensure that we receive your results. There is no cost associated with the submission of this form. Please visit the Fontbonne website for more detailed information www.fontbonne.edu/finaid

The priority deadline for filing the FAFSA is March 15. Fontbonne advises early application to receive full consideration. Applications received after this deadline will be considered according to available funds.

FAFSA renewal must be made each year with a new determination of the EFC. Yearly awards will be made according to the availability of funds.

For detailed information on application procedures, contact:
Financial Aid Office
Fontbonne University
6800 Wydown Blvd.
St. Louis, MO 63105
314-889-4680

FINANCIAL AID POLICY FOR ACADEMIC PROGRESS

A student who receives financial aid based on full-time enrollment must complete a minimum of 9 graduate credit hours for each of the Fall and Spring semesters. Students attending courses during the Summer must complete a minimum of nine graduate credit hours to be considered full-time and a minimum of five graduate credit hours to be considered half time. A student receiving financial aid based on three-quarter time enrollment (7-8 hours per Fall or Spring semester) must complete a minimum of seven credit hours per Fall or Spring semester. A student receiving financial aid based on half-time enrollment (five to six hours per Fall or Spring semester) must complete a minimum of five credit hours per Fall or Spring semester. Successful completion requires a grade of A, B, C, 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.

REPEATED COURSEWORK POLICY

Regulations prevent the Financial Aid Office from paying for a course that has been passed, if you are a graduate student.

GRANTS

TEACH Grant is a federally funded program which provides up to \$4,000.00 to students who intend to teach in a public or private elementary or secondary school which serves low income families. For more detailed information visit: www.teachgrant.ed.gov.

LOANS

Federal Direct Loan is available to students who have filed the FAFSA and register for at least half time at Fontbonne University each semester. The loan is an Unsubsidized Direct Loan with interest starting within 60 days of disbursement and provision for the student to elect to defer the interest and add it to the principal amount borrowed. The maximum amount that can be borrowed is determined by the student's grade level. 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 begins

six months after graduation, withdrawal, or less than half-time enrollment. Prepayment can be made at any time without penalty. For more information visit: www.direct.ed.gov

Federal Grad Plus is a non-need-based loan available to students who file the FAFSA and register at least half time at Fontbonne University. Its availability is based upon a credit check and should only be applied for after eligibility for the Direct Loan has been determined. The loan limit is the budgeted cost of education minus other financial aid. Origination fees apply. Repayment must begin immediately. For more information visit: www.direct.ed.gov.

GRADUATE STUDENT LIFE

BOOKSTORE

Fontbonne has an on campus bookstore located in Ryan Hall 102. The bookstore offers new and used textbooks for purchase; certain course materials may be rented. The store conducts buybacks daily. It also carries basic school supplies, greeting cards, snacks and beverages. The bookstore carries an array of gift and apparel items. Students and faculty should consult the bookstore about its book rental policy.

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, Suite 300, one-half mile east of Big Bend Boulevard and just south off Clayton Road. Southside is staffed by physicians, a physician assistant, and a nurse practitioner and offers a full-range of medical services. Most major health insurance plans are accepted. Information on the medical staff, participating insurance plans, and billing procedures is available online at www.essehealth.com.

Students should bring their insurance cards and co-pays to each appointment. Students are responsible for any payments not covered by insurance. Professional staff is available by telephone after hours and on weekends. Please contact Fontbonne's student affairs office (314.889.1411) if you have any questions.

Insurance Information for American Students

All students are highly recommended to have appropriate and adequate health insurance coverage. No plan is sponsored or endorsed by the university. A list of potential insurance providers is available at Healthcare.gov. Again, Fontbonne is not affiliated with these providers and is simply providing these links as a courtesy for students and their families to consider as potential options.

Insurance Information for International Students

All international students accepted for study at Fontbonne University are required to carry medical/health insurance by an American insurance company selected by Fontbonne University. Students are automatically enrolled in the insurance plan upon enrollment at the university.

Exemption: Government sponsored students are exempt from enrolling in the requisite insurance program as stated above. All new government sponsored students must show proof of insurance within the first two weeks of arrival to Fontbonne. Failure to do so will result in student being

automatically enrolled in a university sponsored insurance program.

INSURANCE AND MEDICAL HEALTH REQUIREMENTS FOR ATHLETES

All students participating in intercollegiate athletics must verify to the Athletic Department that they have adequate medical insurance and are in sound physical condition. A student's physical condition will be determined by the team physician or designee prior to competition through a physical examination. Ongoing observation will be monitored by the coaching staff, athletic training staff, and team physician. Insurance verification needs to be documented. The university does not carry primary medical insurance on any student. Additionally, any student participating in intercollegiate athletics must complete the necessary paperwork in order to practice or compete. Furthermore, every student must be declared academically and athletically eligible by standards set by Fontbonne University and the NCAA.

I.D. CARDS

The Student Affairs office, located on the first floor of Medaille Hall, issues picture I.D.s during regular office hours.

The I.D. identifies the holder as a Fontbonne student and is issued for campus security reasons, 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 proper identification, such as a driver's license, and have proof of semester registration. There is no charge for the first I.D. If the I.D. is lost or damaged, there is a \$10 replacement fee.

PARKING

Clayton Campus

To park on the Clayton campus students must obtain a parking permit from the Fontbonne business office located in Ryan Hall. Parking regulations may be obtained in the business office when your permit is issued. Parking regulations may also be found online at: <http://www.fontbonne.edu/studentlife/oncampus/publicsafety>. These regulations are strictly enforced. Violators will be ticketed. Questions regarding parking on the Clayton Campus should be directed to the public safety office in Ryan 101 or by calling 314.719.8024. You may also email parking questions to: safety@fontbonne.edu.

Off-site Locations

Parking regulations at off-site locations vary. Students should contact the office where they registered to obtain parking requirements for the specific location.

Questions regarding parking should be directed to the public safety office in Ryan 101 or 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 teams, 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 1,600, an athletic training room, a fitness center, an aerobics studio, a running track, and recreation and varsity locker rooms. Offices for the athletic department staff and the department of leadership education and student activities are located here as well. In addition, the Alumni Caf', a multipurpose student union, and the Griffin Grill, a popular snack bar, are located on the second floor. Both the Caf' and the adjacent outdoor balcony are frequent gathering places for students, providing Fontbonne's community with a relaxed atmosphere in which to study or meet with friends.

INTERNATIONAL AFFAIRS

The office of international affairs is a student-centered office that includes: international enrollment management; international academic agreements and international university relationships; academic advising for all undergraduate international students; federal immigration advising/compliance; international student support services and activities. The office offers comprehensive services and resources to the campus community and is a "home away from home" for Fontbonne University's international populations. All matters relating to international students may be directed to the office of international affairs at 314 889 4509 or via e-mail at: internationalaffairs@fontbonne.edu.

INTERNATIONAL AFFILIATIONS

Fontbonne University has affiliations with a number of institutions around the world for undergraduate and graduate programs. These universities include:

- Xi'an Fanyi University – China
- Wuchang University of Technology – China
- China Women's University – China
- Xi'an Siyuan University – China
- Fu Jen Catholic University – Taiwan
- National Taiwan University of Arts - Taiwan
- Chang Jung Christian University – Taiwan
- Aletheia University – Taiwan
- Hosei University – Japan
- Regent's College London - United Kingdom
- Siva Sivani Institute of Management - India

- Beifeng University of Nationalities – China
- Providence University – Taiwan
- Blue Hill College – Ecuador
- Broward College – Ecuador
- INTI – Malaysia
- Singapore Polytechnic – Singapore
- Siva Sivani Institute of Management - India

All matters related to international affiliations and international academic initiatives may be directed to the Office of International Affairs located in the International Center, Ryan Hall, Room 103 or contact the director of international affairs at 314 889 4778 or email 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 resources, services, and programs creates a campus spirit and integrative learning environment intended to be inclusive of all students. Through out-of-the-classroom experiences, students can increase their understanding of self and others, strengthen interpersonal, communications and critical thinking skills, and develop leadership abilities and a heightened sense of personal and social responsibility. The seven departments comprising student affairs are described below. For additional information, go to <https://www.fontbonne.edu/campus-life/>

Athletics

Fontbonne's athletic program is affiliated with the NCAA Division III and the St. Louis Intercollegiate Athletic Conference. Fontbonne is also an affiliate member of the Midwest Lacrosse Conference, Midwest Conference, and the Midwest Collegiate Volleyball League. Fontbonne Athletics features both men's and women's intercollegiate varsity sports and a spirit squad. Men's NCAA sports include baseball, basketball, cross country, golf, indoor and outdoor track and field, soccer, lacrosse, tennis, and volleyball; women's NCAA sports include basketball, cross country, golf, indoor and outdoor track and field, softball, soccer, tennis, and volleyball. Our spirit squad is dance which is 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 314.889.1444.

Campus Ministry

Mission of Campus Ministry. Campus Ministry provides opportunities to cultivate a mature spirituality. Rooted in the Roman Catholic tradition, with an ecumenical perspective and inspired by the charism of the Sisters of St. Joseph of Carondelet, we work to meet the diverse spiritual needs of the Fontbonne community, with a particular focus toward our student population. We provide a lifelong foundation for active engagement in faith that promotes justice for the unity of all. We live and work to find the needs of the dear neighbor and participate in building relationships that serve the community.

As Campus Ministry at Fontbonne, we are committed to calling students into an awareness of the presence and inspiration of a Creator who loves us and calls us into the fullness of life. Empowered by the Spirit, we will do this by providing an open, engaging, relational environment—through conversations, programs and spaces—that allow for depth, authenticity, healthy challenges, acceptance, love, and opportunities for spiritual growth and faith-driven leadership. Among the many activities we offer are liturgies, prayer services, faith sharing groups, alternative spring break trips, retreats, interfaith programming and comfortable spaces to encourage students to discover and dialogue about their beliefs and spiritual practices.

Career Development

Recognizing that career development is a lifelong process, Fontbonne's Career Development office connects students to their future goals and ideas as they develop and manage their careers over a lifetime, even in times of uncertainty. To help students make informed career decisions, select realistic academic majors, and master job search skills for ongoing professional development, a range of programs, events and resources, including self-assessment, occupational information, and online job listings are offered. In addition, the department has recently introduced Purple Briefcase (fontbonne.edu/jobs), our online career network where students and alumni can connect with employers to find jobs, internships, and work study opportunities. The career development office is located in the student affairs office on the first floor of Medaille Hall. Appointments may be scheduled in person or by phone at 314.889.4516 during normal office hours (M-F, 8AM – 4:30PM). For additional information, please go to www.fontbonne.edu/career.

Counseling & Wellness

The counseling and wellness department is staffed by a licensed clinical social worker who provides free brief mental health counseling to currently enrolled Fontbonne students. Students seek counseling for a variety of concerns including depression, relationship issues, stress/anxiety, homesickness, and loss of a loved one. Confidentiality is maintained following ethical and legal obligations mandated by the state of Missouri. The department also provides

referrals to off-campus counseling resources. As student health and wellness is related to academic success, the department provides wellness resources and activities for students throughout the academic year. The counseling and wellness department is located in the student affairs office on the first floor of Medaille Hall.

Appointments may be scheduled in person or by phone at 314.889.4516 during normal office hours (M-F, 8:00 a.m. – 4:30 p.m.). For more information, go to fontbonne.edu/counseling. In cases of on-campus, after-hours emergencies, contact Fontbonne's Public Safety office at 314.889.4596; for off-campus emergencies, contact 911.

Leadership Education and Student Activities

The Department of Leadership Education and Student Activities coordinates and oversees student organizations, leadership programming, co-curricular activities, student involvement and engagement, and new student orientations. The department helps to schedule and program activities to meet students' social, recreational, cultural, and entertainment interests.

Upon becoming a member of the Fontbonne community, students are highly encouraged to join various student organizations. Student organizations related to professional associations, community service needs, and social/recreational activities form a strong and integral part of the students' total university experience. Student participation in co-curricular involvement opportunities can increase leadership and teamwork skills, interpersonal communication, problem-solving, and decision-making abilities, thus contributing to personal growth and professional appeal.

Any student or students interested in receiving more information or wanting to form a new student organization may contact the Director of Leadership Education and Student Activities, at 314.719.8057, or may stop by the office on the second floor of the Dunham Student Activity Center.

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, on 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 additional information or application call 314.889.1411.

Service, Diversity, and Social Justice

The department of service, diversity, and social justice cultivates and promotes a campus culture that respects human dignity and encourages and recognizes service, diversity, and social justice through expanded opportunities for student learning, leadership, and civic engagement. The department advises several student organizations, promotes service opportunities (local, national, and international), and encourages dialogue around issues of diversity and justice. Look for opportunities to get involved through celebrations, workshops, programs, and service trips. The service, diversity, and social justice department is located in the student affairs office on the first floor of Medaille Hall. Contact the director of service, diversity, and social justice at 314.889.4503 with inquiries or visit:

<https://www.fontbonne.edu/campus-life/service-diversity-and-social-justice/>.

GRADUATE STUDENT HONOR SOCIETIES

Honor Societies are available to graduate students.

Delta Mu Delta (ΔΜΔ) 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.

Kappa Gamma Pi (κΓΠ) National Catholic university graduate honor society for graduate students who, upon graduation, have demonstrated academic excellence and service leadership prior to and during their university years. Determination for membership is based on the student's cumulative grade point average of 4.0 the semester prior to graduation, a faculty nomination, and a vote by the graduate academic and curriculum committee.

Omicron Delta Kappa (ΟΔΚ) National leadership honors society that seeks to recognize outstanding student leaders in all areas of campus life.

Phi Kappa Phi (ΦκΦ) Oldest, largest, and most selective national honor society for all academic disciplines invites the top 10 percent of graduate students to be members.

Pi Lambda Theta (ΠΛΘ) 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.

HONORS CONVOCATION

Each spring the university recognizes outstanding graduate and undergraduate students in various categories, such as academic department/program honors and awards and honor society awards. This recognition is publicly acknowledged at the honors convocation. Honorees receive invitations to this event.

GRADUATE ACADEMIC POLICIES AND REGULATIONS

GRADUATE STUDENT CLASSIFICATIONS

Graduate Student: A student who has completed a bachelor's degree and has been accepted into Fontbonne graduate coursework.

Degree seeking: A student accepted into a graduate degree program.

Unclassified: A student accepted into graduate coursework but not into a degree program.

Full-time graduate: A student who carries six or more credit hours per semester.

Part-time graduate: A student who carries fewer than six credit hours per semester.

RESIDENCY REQUIREMENTS

All required coursework for a master's degree must be completed at Fontbonne University with the exception of the credit hours that may be transferred (see Transfer of Credit below). The final semester/term of graduate coursework must be completed at Fontbonne, regardless of the number of credit hours taken.

The deadline for the receipt of the official transcript(s) must be met for the student to graduate.

TRANSFER OF CREDIT

Each graduate program director will determine the number of transfer credit hours that may be accepted for his/her program, based on the following guidelines:

Total Credit Hours in Program	Total Credit Hours Transferable
30 – 41	6
42 – 56	9
57 and above	12

The student must submit official transcripts of all work completed at other accredited, degree-granting institutions before transfer credit may be awarded. Each course must have been completed with a minimum grade of B-. A transfer course must be comparable in content to the Fontbonne course. The Fontbonne course replaced by the transfer course will be determined by the program director and approved by the college dean or department chair. Some programs may have more strict policies for transfer of credit.

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.

SATISFACTORY ACADEMIC PROGRESS

To earn a Fontbonne University graduate degree, a student must complete all requirements for the specific graduate program and the degree.

Federal regulations require the university to establish standards for satisfactory academic progress as an eligibility requirement for financial assistance.

A degree-seeking graduate student at Fontbonne University is expected to perform at a satisfactory academic level by:

- earning grades of B- or above in all graduate courses,
- achieving and maintaining a minimum cumulative grade point average (GPA) of 3.0, and
- following all academic requirements specific to the graduate program.

The following policies apply:

C and/or F Grades

A student who earns a grade of C in a graduate course will immediately be sent a letter of concern by the graduate program director with a copy sent to the advisor and a copy placed in the student's file. A student who earns a second C will be dismissed. The student may appeal the dismissal and request immediate reinstatement to the program by petitioning the college dean and the associate vice president for academic affairs, and with their permission may retake one of the two courses in which the C was earned as soon as the course is available. The dean may set the conditions for retaking the course, including which of the two courses should be repeated.

A student who earns an F in a graduate course will be dismissed from the program and the university.

Repeating Graduate Courses

A graduate student may repeat one graduate course and repeat that graduate course one time only.

Since many graduate courses are not offered each academic semester/term, the student who earned a first grade of C in a graduate course may, with the approval of the graduate program director, be allowed to take a limited number of additional graduate courses until he/she has the opportunity to repeat the course in which the C was earned. Additional conditions pertaining to continued enrollment may be set by the program. A letter stating the conditions will be sent by the program to the student, the Office of Academic Affairs, and the advisor, with a copy placed in the student's file.

DISMISSAL

A student will be dismissed from the graduate program and the university by the Office of Academic Affairs if the student:

- earns a second C in a graduate course; or
- earns an F in a graduate course

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.

DUAL UNDERGRADUATE/GRADUATE ENROLLMENT

A Fontbonne undergraduate student may be eligible to earn graduate academic credit for graduate level courses with permission from the department that is offering the graduate course.

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

Graduate credit hours may not be used toward the 120 hour requirement for an undergraduate degree. However, 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.

PRE-REGISTRATION/REGISTRATION PROCEDURES

The scheduled dates for pre-registration are listed in the fall, spring, and summer course schedules. 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.

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 by the academic advisor, and signed by the business office, the financial aid office, and, if applicable, by the office of academic affairs; and
- be returned to the registrar's office before the deadline date specified in the course schedule.

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.

CLASS ATTENDANCE/PARTICIPATION

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

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.

If a student chooses to stop participating in a course 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 AF for the course.

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

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
AF	Failure due to absence
*P/NP	Pass is defined as a grade of B or better
I	Incomplete
W	Withdrawal
WI	Involuntary 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.

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:

<u>Grade</u>	<u>Quality Points</u>
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C	2.0
F	0.0
AF	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 computed 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.

In the case of a repeated course, both the original and 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.

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 extenuating circumstances, the office of academic affairs, in consultation with the program director or the director of evening programs, 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 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.

COURSES TAKEN ACROSS DEPARTMENTS WITHIN FONTBONNE

A student must receive prior written approval from each of the program directors to enroll in another graduate program's course that is not specifically required for the student's program.

CHANGE OF GRADUATE DEGREE PROGRAM

A graduate student who wishes to change his or her graduate degree program must notify his/her current program director in writing of the intent to do so. The student must then complete the appropriate application materials required by the new program of choice.

When changing a graduate 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.

LEAVE OF ABSENCE

A degree-seeking graduate 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 program 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 must contact the registrar's office to request reinstatement and to obtain registration materials, beginning at the time of pre-registration. The student must contact an advisor to obtain approval and web clearance to be eligible to register.

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 designation of W. A student who stops attending at some point after the third week of class does not complete the authorized withdrawal process receives a grade of AF.

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 Office of Academic Affairs, an exception to this policy. (*See Withdrawal for an Extenuating Circumstance below.*)

For financial aid purposes, the instructor must be able to provide the last date of attendance when a student stops attending or petitions to withdraw from a course.

Note: A student should be aware that 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.

A graduate student must obtain information, procedures, and forms concerning a withdrawal for an extenuating circumstance from the office of academic affairs. At the latest, the withdrawal procedures must be completed and all documentation submitted to the office of academic affairs within 30 business days following the last date of exams for that enrollment session.

Involuntary Withdrawal for Non-attendance

A student who registers for a course and never attends the course will be withdrawn from the course ordinarily after the third week of classes. The registrar's office will notify the student in writing of non-attendance; the student will have one week to respond by either immediately attending the course or immediately withdrawing from the course. Failure to officially withdraw from the course will result in the student receiving an involuntary withdrawal (WI).

A student receiving a WI will be responsible for any incurred costs. A student who receives a student refund must return the refund to Fontbonne University. (See the university's refund policy in the semester course schedule.)

An involuntary withdrawal will result in a change in a student's registration. Based on federal financial aid regulations, this may require a recalculation of the student's financial aid package and adjustments to the student's aid award. These adjustments may result in aid being removed from the student's award and a balance due on the student's account.

DISMISSALS

Academic Dismissal

See: *Satisfactory Academic 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.

ACADEMIC APPEALS PROCESS

A graduate student, who wishes to petition the academic appeals committee for a hearing for a final grade appeal or for a hearing for an academic matter other than a final grade, must consult with Office of Academic Affairs which will provide the student with a copy of the academic appeal policy, procedures, and timelines.

The academic appeals committee, comprised of five elected faculty members and eight students selected by the office of academic affairs in consultation with department chairs, serves to offer a fair hearing to the student. Three faculty and three graduate students are selected from the committee to serve with the committee chair at any hearing.

Appeals ordinarily are not heard in the summer session.

Academic Appeal Regarding Matters Other Than Final Grades or Dismissal

If a graduate student wishes to appeal an academic issue other than a recorded final grade or dismissal, the student must consult with the office of academic affairs as to the appropriate process to follow as it relates to the appeal issue. Within one calendar week following this consultation the student must provide a formal letter of appeal to the office of academic affairs, who will then direct the letter to the appropriate individual/committee for resolution.

Final Grade Appeal

If a graduate student wishes to challenge a recorded final grade, the student must obtain a written copy of the academic appeals process for a grade appeal from the Office of Academic Affairs. This written copy of the process must be obtained no later than the end of the first three full calendar weeks of classes of the fall or spring semester following the semester (including the summer session) in which the grade in question was issued. The request by students in traditional courses for the written copy of the appeal process is handled preferably in person; the request by students in online courses may be handled by email or fax.

Appeal Regarding Dismissal

A student who is dismissed from a graduate program and the university may appeal the decision by submitting a letter of appeal to the Dean of the college in which the student is seeking a degree within thirty calendar days of being dismissed as indicated by the date of the dismissal letter. Appealing a dismissal is not a guarantee of re-admission. Appeal letters should be formally written and include at least the following information: 1) The reasons for the student earning the grades that led to their dismissal, and 2) What has changed that will alleviate the reasons listed for point number one. Second dismissals are final, and therefore appeals will not be considered for second dismissals.

READMISSION

Requests for readmission will be considered only after clearance has been obtained from the Business Office and Registrar. Additionally, students applying for financial aid must obtain clearance from the Financial Aid Office. Once these clearances are acquired, the student may proceed to their advisor for registration.

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 1 for December conferral of degree, December 1 for May conferral of degree, and May 1 for August conferral of degree. Commencement ceremonies are held in May.

COMMENCEMENT/CONFERRING OF DEGREES

Fontbonne University confers bachelors' and masters' degrees at the annual commencement ceremony in May. All graduate students who will have completed their degree by May or will complete their degree in August and who have enrolled in the courses required to do so are eligible for participation in the commencement ceremony the May preceding their August completion. All other students who wish to participate in commencement before completing all requirements may direct an appeal to walk in the commencement ceremony to the Office of Academic Affairs. Students may only participate in one commencement ceremony.

RECORD OF WORK AND TRANSCRIPTS

A student receives a semester grade report online after the close of each semester, and can access unofficial copies of their transcript through the student portal. A student may request official 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 include the institution's seal and be either received directly from another institution or sent directly to another institution.

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*).

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.

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.

Violations of academic integrity have a broad impact on the university and will result in university review and action. Faculty who observe violations of academic integrity are asked to report all violations to the office of academic affairs where records of violations will be maintained for five years. University review and action may include tutorials on the appropriate use of materials, academic probation, or expulsion, depending on the nature of the offense. All procedures for disciplinary action are detailed in the Griffin Scratch and Fontbonne policy manuals.

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.

College of Arts and Sciences

DEPARTMENT OF FINE ARTS

DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE

Dr. Adam Weyhaupt, Dean

Department of Fine Arts

Art (MA)

Fine Arts (MFA)

Theatre (MA)

Speech/Theatre (MAT)

The department of fine arts offers four graduate programs, 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, a 30-hour master of arts degree in theatre, and a 30-hour master of arts in teaching degree in speech/theatre.

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 academic policies and regulations in the graduate section in this catalog.

TEACHER CERTIFICATION REQUIREMENTS

Full information on teacher certification policies, procedures, and requirements are found in the section titled *Teacher Certification at Fontbonne University* following the graduate program 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
- 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 an 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
- B or above in all coursework

Academic Policies and Regulations

For detailed information on academic policies and regulations, please refer to the graduate program information section in this catalog.

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
- Digital portfolio of past art work
- Three letters of recommendation

Degree Requirements

A minimum of 60 credit hours of graduate-level work including:

- 45 credits of graduate-level studio work:
- 12 credits of graduate-level drawing
- 24 credits of graduate-level studio courses in an area of concentration which must include 12 credits in the graduate seminar/critique
 - Three credits of advanced graduate-level Art History
- Graduate electives to complete a minimum of 60 credits
- Presentation of a thesis exhibit
- B or above in all coursework

Academic Policies and Regulations

For detailed information on academic policies and regulations, please refer to the graduate program information section in this catalog.

COURSES

ART COURSES (GRADUATE)

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, CSS, scripting, browser and server considerations, HTML authors. 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 temperate 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. 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 inter-action 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 digital means of artistic production. Topics include scanning, image correction, and digital manipulation of images, both bitmap and vector. FA

ART 519 American Artist (3 credits)

This course will provide a forum for discussing issues relating to the visual arts in America from the 17th 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 Metalsmithing (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 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)

This course is 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.

MASTER OF ARTS (MA) DEGREE IN THEATRE

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
Email: djent@fontbonne.edu

Admission Requirements

See graduate programs admission information at the beginning of the graduate 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:

15 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 530 Theatre Synthesis (3 credits)
PER 595 Master's Thesis (3 credits)

15 hours in Electives:

PER 513 Playwriting (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

MASTER OF ARTS IN TEACHING (MAT) DEGREE IN SPEECH/THEATRE

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
Email: djent@fontbonne.edu

Admission Requirements

See graduate programs admission information at the beginning of the graduate 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

30 hours in graduate classes:

PER 515 Contemporary Theories of Theatre (3 credits)
PER 518 Advanced Directing (3 credits)
PER 530 Theatre Synthesis (3 credits)
EDU 500/529 Behavior Management (3 credits)
EDU 531 The Contemporary Classroom (3 credits)
EDU 541 Frameworks for Teaching (3 credits)
EDU 542 Teacher as Leader (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)

Speech/Theatre Certification Courses:

CIS 103 Microcomputer Applications in Ed (3 credits)
COM 102 Public Speaking (3 credits)
COM 103 Interpersonal Communication (3 credits)
COM 260 Intro to Mass Media (3 credits)
COM 430 Argumentation and Debate (3 credits)
PER 101 Theatre Appreciation (3 credits)
PER 111 Performance Techniques (3 credits)
PER 121 Stagecraft (3 credits)
PER 318 Directing (3 credits)
PER 386 Methods for Teaching Speech/Theatre in
Secondary Schools (3 credits)
PSY 200 Developmental Psychology (3 credits)
EDU 223 Introduction to Classroom Assessment (3 credits)
EDU 451/452 Student Teaching/Field Experience
(10-12 credits)

COURSES

PERFORMING ARTS COURSES (GRADUATE)

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.

Department of Mathematics and Computer Sciences

Computer Science (MS)
Learning Technologies (MS)
Instructional Design and Technology (MS)

GRADUATE CERTIFICATES

Learning Technologies
Instructional Design and Technology
Teaching Computer Science, K-8
Teaching Computer Science, 7-12
Virtual World in Education

The Department of Mathematics and Computer Science offers three master of science degrees: Computer Science, Learning Technologies and Instructional Design and Technology.

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.

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.

MASTER OF SCIENCE IN COMPUTER SCIENCE (CS)

Computer Science is a field with a continuously expanding need for advanced knowledge and expertise. An MS degree in computer science from Fontbonne University will give you the tools needed to succeed and advance in this diverse industry. Fontbonne's MS in Computer Science degree offers three tracks: Cyber Security, Data Mining and Software Engineering. It also offers three study plans: all course work, a master's thesis or a master's project. Our small class sizes will offer you the personal attention you need.

A student in the MS in Computer Science degree program may begin course work in fall or spring. There is no summer program start, however, summer courses will be offered.

ADMISSION

For the MS degree in Computer Science, these are the admission requirements:

- 1) Three letters of recommendations
 - a) Letters of recommendation from persons qualified to evaluate a student's recent work are required.
- 2) Official transcripts from all universities attended
 - a) Applicants must have completed a baccalaureate in Computer Science or a related discipline before beginning the master's program. Transcripts must show the following coursework, or students must complete the work prior to starting their MS degree.
 - i) Calculus I and II
 - ii) Discrete Math
 - iii) Computer Architecture or Organization
 - iv) Operating Systems
 - v) C and (C++ or Java)
 - vi) Data structures and algorithms
 - vii) Database management
 - viii) Elementary statistics course
- 3) Entrance examinations
 - a) A minimum GRE score of 290 is required, with 150 quantitative and 140 verbal. The GRE test can be waived if any one of the following conditions is satisfied.
 - i) BS in Computer Science from ABET accredited program
 - ii) BS in Computer Science or related field with a gpa of 3.5/4.0
 - iii) MS in related field
 - iv) 3 years of field experience in IT related area
- 4) Grade Point Average
 - a) 3.0/4.0 full acceptance as long as other criteria are met
 - b) 2.75/4.0 conditional acceptance. Must maintain 3.0 gpa for first 6 hours of course work, with no grade below B-.
- 5) Personal Statement
 - a) In 500 – 600 words, tell us your goals and reason(s) for pursuing graduate study in computer science.
- 6) In addition, the following applies to international students.
 - a) GPA 3.0/4.0 (There is no "conditional" admission for international students based on their academic GPA.)
 - b) If a student submits foreign university transcripts that we cannot evaluate, then the student must submit a WES evaluation of his/her transcripts. (WES is World Education Services, a professional organization that will help with foreign transcript evaluation.)
 - c) Language requirement: 70 internet-based TOEFL (IBT)/ 6.0 IELTS/ 280 Fontbonne University Standardized exam.
 - d) Copy of passport

- e) Completed international student application
- f) Proof of financial support in the amount of \$23,330 (if student is not the sponsor, a sponsorship affidavit of support is required)

APPLICATION

Information and application materials may be found at www.fontbonne.edu/eveonlineapp. To schedule an appointment or to learn more about our MS degrees you may call 314-863-2220 or email.

eveonline@fontbonne.edu In addition, you may contact Ms. Cheryl Burrus, administrative assistant, at cburrus@fontbonne.edu or 314-889-4508 or JoAnn Mattson, Director of the MS degree programs at jmattson@fontbonne.edu or 314-889-4514.

The application deadline for fall is June 1; for spring is October 1. There is no summer program start.

DEGREE REQUIREMENTS

The student must successfully complete 34 semester hours of graduate credit to earn a Master of Science degree in Computer Science.

Graduate Core Courses (12 credits)

Choose four of the following six courses

CIS 501 Advanced Algorithms and Data Structures (3 credits)

CIS 502 Advanced Operating Systems (3 credits)

CIS 503 Advanced Software Engineering (3 credits)

CIS 504 Advanced Computer Organization and Architecture (3 credits)

CIS 505 Advanced Database Systems (3 credits)

CIS 506 Advanced Computer Networks (3 credits)

Students must also take the Colloquium course:

CIS 510 Colloquium in Computer Science (1 credit)

Total of 13 hours of required course credit.

Elective Graduate Courses

Students can select elective graduate courses from within two different tracks or they may take a Special topics course or an internship.

Cyber Security Track

CIS 530 Network Security (3 credits)

CIS 535 Applied Cryptography (3 credits)

CIS 539 Topics in Cyber Security (3 credits)

Data Mining Track

CIS 540 Introduction to Data Mining (3 credits)

CIS 545 Advanced Data Mining (3 credits)

CIS 549 Topics in Data Mining (3 credits)

General Courses:

CIS 584 Internship in Computer Science (1-3 credits).

May be taken for a maximum of 3 credit hours.

CIS 585 Independent Study in Computer Science
(1-3 credits)

CIS 594 Special Topics in Computer Science (3 credits)

Students must choose from among three curriculum plans: A, B or C

Plan A – (Course Work Only)

Seven additional 3-credit courses selected from the core or elective courses listed above

Plan B – (Master Project)

Five additional 3-credit courses selected from the core or elective courses listed above

Two courses (six credits) devoted to a Master Project

Plan C – (Master Thesis)

Five additional 3-credit courses selected from the core or elective courses listed above

Two courses (six credits) devoted to a Master Thesis

MASTER OF SCIENCE IN LEARNING TECHNOLOGIES (LT)

The master of science (MS) degree in Learning Technologies is an online program for K through post-secondary educators who wish to address the technological learning challenges facing schools and educational organizations. The degree is designed to prepare educators to integrate technology into their teaching and curriculum in order to help prepare their students to meet tomorrow's educational challenges. Educators include everyone interested in enhancing teaching and learning by using technology; K-12 teachers, community and four-year college instructors - anyone who is 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. This online program is ideal for teachers and other educational leaders who want to learn to lead the way for meaningful technology integration. Our faculty members prepare educators to handle differentiated learning styles and the numerous challenges that they face daily in an educational environment.

Within the MS in Learning Technologies degree program a student may earn one of four graduate certificates:
Teaching Computer Science K-8, Teaching Computer Science 7 – 12, Virtual Worlds in Education or Learning

Technologies. The latter two are fully online while the first two offer both online and face-to-face courses.

A student in the MS in Learning Technologies degree program may begin course work in any of three semesters: fall, spring or summer.

TRANSFER OF CREDIT

For the master of science degrees in Learning Technologies 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 one of the master's programs offered by the department. 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 Learning Technologies.

ADMISSION

Admission requirements for the MS degrees in Learning Technologies:

1. 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.
2. 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 department chair.
3. A self-statement, indicating the reasons for desiring to earn a master's degree in Learning Technologies or Instructional Design and Technology 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.

APPLICATION

Information and application materials may be found at www.fontbonne.edu/eveonlineapp. To schedule an appointment or to learn more about our MS degrees you may call 314-863-2220 or email.

eveonline@fontbonne.edu In addition, you may contact Ms. Cheryl Burrus, administrative assistant, at cburrus@fontbonne.edu or 314-889-4508 or JoAnn Mattson, Director of the MS degree programs at jmattson@fontbonne.edu or 314-889-4514.

DEGREE REQUIREMENTS

The student must successfully complete 33 semester hours of graduate credit to earn a Master of Science degree in Learning Technologies at Fontbonne University.

Students may demonstrate mastery of the content in CED 515, Computer Applications for Educators. If mastery is demonstrated then a student must take four required courses and choose from among seven electives. If competency is not demonstrated then the student must take CED 515 as one of the required course in addition to the four required courses listed below and choose six electives from among courses in the elective list.

Four required courses:

- CED 505 Teaching Technology and Learning Theory (3 credits)
- CED 507 Instructional Technology Tools for the 21st Century (3 credits)
- CED 515 Computer Applications for the Educator (3 credits) **
- CED 565 The Internet and Education (3 credits)
- CED/ IDT 595 Culminating Project and Capstone Portfolio (3 credits) *(must be taken during final semester)*

** A student must take a competency test in CED 515. If he/she passes the competency then that student will choose another CED or IDT elective to replace CED 515. If he/she does not pass the competency test then that student must take CED 515.

Seven remaining elective courses from the following online courses:

- CED 511 Foundations of Computer Science for Teachers
- CED 525 Legal and Ethical Technology Issues
- CED 535 Instructional Games and Simulations
- CED 551 Virtual Worlds in Education
- CED 552 Creating a Presence in a Virtual World
- CED/IDT 530 Instructional Games and Simulations
- CED 553 An Immersive Experience in a Virtual Learning Community
- CED 540 Introduction to Programming for Educators: C++
- CED 547 Robotics
- CED 549 Programming in Java
- CED 560 Current Programming Languages
- CED 563 Visual Basic
- CED 568 Differentiated Instruction Using Technology
- CED 570 Emerging Technologies in Education
- CED 571 Topics in Computer Science
- CED 573 Multimedia, Graphic and Web Design for Instruction
- CED 577 Research in Learning Technologies
- CED 592 Online Course Design and Teaching
- IDT 500 Foundations of Instructional Design Systems
- IDT 501 Processes of Instructional Design and Technology Systems

IDT 500 Foundations of Instructional Design Systems

NOTE: At times CED 594 Special Topics in Learning Technologies may be offered.

MASTER OF SCIENCE IN INSTRUCTIONAL DESIGN AND TECHNOLOGY (IDT)

The Master of Science (MS) degree in Instructional Design and Technology is for adult learners who want to create and deliver educational training materials (e.g., eLearning courses, videos, manuals, handouts, etc.) for businesses, higher-educational institutions, and other organizations. The degree is designed to prepare individuals to assume positions as corporate trainers, performance consultants, instructional designers, technology coordinators, technology consultants, or educational software designers. This online degree prepares its students to work in a variety of environments: government agencies, higher-education institutions, nursing training programs, online education programs, corporate training and even preK-12 schools.

Some of the jobs an instructional designer may perform are: evaluate new technologies to discover new and better ways to enhance instruction, assist colleagues in discovering methods of improving their instruction with technology, conduct training sessions on how to use new technologies, conduct research studies evaluating the use of technologies and their impact on learning outcomes, create training materials to accommodate self-learners, manage the implementation of new technologies for the use of instruction.

This degree is useful for anyone in all careers that focus on the use of design and technology in instruction.

A student in the MS in the Instructional Design and Technology degree program may begin course work in any the three semesters, fall, spring or summer, but it is preferred that he/she begin in fall.

TRANSFER OF CREDIT

For the master of science degrees in Instructional Design and Technology, 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 one of the master's programs offered by the department. 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 Instructional Design and Technology.

ADMISSION

Admission requirements for the degree in Instructional Design and Technology:

1. 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.
2. 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 department chair.
3. A self-statement, indicating the reasons for desiring to earn a master's degree in Learning Technologies or Instructional Design and Technology 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.

APPLICATION

Information and application materials may be found at www.fontbonne.edu/eveonlineapp. To schedule an appointment or to learn more about our MS degrees you may call 314-863-2220 or email.

eveonline@fontbonne.edu In addition, you may contact Ms. Cheryl Burrus, administrative assistant, at cburrus@fontbonne.edu or 314-889-4508 or JoAnn Mattson, Director of the MS degree programs at jmattson@fontbonne.edu or 314-889-4514.

DEGREE REQUIREMENTS

The student must successfully complete 36 semester hours of graduate credit to earn a master of science degree in Instructional Design and Technology at Fontbonne University.

Twelve required courses:

IDT 500 Foundations of Instructional Design Systems
IDT 501 Processes of Instructional Design and Technology Systems
IDT 535 Instructional Games and Simulations
IDT 573 Multimedia, Graphic and Web Design for Instruction
IDT 590 Current Topics in Instructional Design and Technology
IDT 595 Culminating Project and Capstone Portfolio
CED 505 Teaching Technology and Learning Theory
CED 507 Instructional Tools for the 21st Century
CED 515 Computer Applications for the Educator (3 credits) **
CED 525 Legal and Ethical Technology Issues
CED 565 The Internet and Education
CED 592 Online Course Design and Teaching

** A student must take a competency test in CED 515. If he/she passes the competency then that student will choose

another CED or IDT elective to replace CED 515. If he/she does not pass the competency test then that student must take CED 515.

The optimal sequence in which the courses for the MS degree in Instructional Design and Technology should be taken is:

Fall 1: IDT 500 and CED 565,
Spring 1: IDT 501 and CED 575,
Summer 1: CED 507 and CED 566
Fall 2: CED 505 and CED 592,
Spring 2: CED 525 and IDT 530,
Summer 2: IDT 590 and IDT 595

GRADUATE CERTIFICATE REQUIREMENTS

Transfer of Credit

For the graduate certificates in this department, a student may transfer, at most, one graduate-level course from an accredited, degree-granting institution of higher education. The course content must be comparable to the content of a course within one of the master's programs offered by the department. The grade received must be B or higher. The course must have been taken within three years prior to admittance into the program.

The student must complete 15-18 semester hours of graduate credit with a cumulative GPA of 3.0 or higher.

LEARNING TECHNOLOGIES

Required courses for the graduate certificate in Learning Technologies:

CED 505 Teaching Technology and Learning Theory
CED 507 Instructional Technology Tools for the 21st Century
CED 515 Computer Applications for Educators **
CED 565 The Internet and Education

** A student may choose to take a competency test in CED 515. If he/she passed the competency then that student may choose another CED or IDT elective to replace CED 515. If he/she does not pass the competency test then that student must take CED 515.

One elective course chosen from among the other courses offered within the program.

VIRTUAL WORLDS IN EDUCATION

Required courses for the graduate certificate in Virtual Worlds in Education:

CED 515 Computer Applications for Educators **
CED 565 The Internet and Education
CED 551 Virtual Worlds in Education
CED 552 Creating a Presence in a Virtual World

CED 553 An Immersive Experience in a Virtual Learning Community

** A student may choose to take a competency test in CED 515. If he/she passed the competency then that student may choose another CED or IDT elective to replace CED 515. If he/she does not pass the competency test then that student must take CED 515.

INSTRUCTIONAL DESIGN AND TECHNOLOGY

Required courses for the graduate certificate in Instructional Design and Technology:

CED 507 Instructional Technology Tools for the 21st Century

CED 515 Computer Applications for Educators (Note, this course is only required if one does not demonstrate competence in the course content.)

CED 565 The Internet and Education

CED 592 Online Course Design and Teaching

IDT 500 Foundations of Instructional Design Systems

IDT 501 Processes of Instructional Design and Technology Systems

IDT 573 Multimedia, Graphic and Web Design for Instruction

TEACHING COMPUTER SCIENCE, K-8

Required course:

CED 511 Foundations of Computer Science for Teachers (3 credits)

CED 540 Programming with C++ (3 credits)

CED 560 The Fundamentals of Programming (3 credits)

CED 565 The Internet and Education (3 credits)

TEACHING COMPUTER SCIENCE, 7 -12

Required courses:

CED 511 Foundations of Computer Science for Teachers (3 credits)

CED 540 Programming with C++ (3 credits)

CED 549 Programming in Java (3 credits)

CED 560 The Fundamentals of Programming (3 credits)

CED 565 The Internet and Education (3 credits)

COURSES

CED 505 Teaching Technology and Learning Theory (3 credits)

Provides practical, effective ways to integrate technology resources and technology-based methods into instructional settings, both in the classroom and in corporate training settings. Topics include current theories of cognition and learning, cognitive load theory, and effective teaching practices for both traditional-age students and the adult learner. Emphasis is placed on using technology to produce a cognitive-active approach to learning and to design questioning strategies that develop critical thinking. Students connect theories of teaching and learning to the use of technology in a variety of instructional settings. They learn to reflect on the use of instructional technology. Students develop professional alignments with national standards. FA

CED 507 Instructional Technology Tools for the 21st Century (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. SU

CED 511 Foundations of Computer Science for Teachers (3 credits)

Provides an introduction to computer science as a discipline. The course presents an introduction to computer hardware and software, the history of computers, the Internet and the Web as well as computers and society. An emphasis will be placed on computer vocabulary. Topics include, but are not limited to, the study of how computers function, how the Internet works, an overview of programming languages and algorithms, basic number systems, Boolean expressions and ethical considerations.

CED 515 Computer Applications for Educators (3 credits)

Introduces the student to computer applications using Microsoft Office suite. The applications include Word, PowerPoint, Publisher, Excel, Publisher and online collaboration suites. 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 and legal issues related to the use of technology in instruction. Students will examine the current debates surrounding the integration of technology into the instructional process. They will study the issues of information and intellectual property, privacy in a digital environment, and accessibility and Universal Design. The relationship of individual, governmental and societal

concerns in a constantly-changing electronic community will also be studied. SP

CED/IDT 535 Instructional Games and Simulations (3 credits)

Provides an in-depth study of the theoretical and practical issues surrounding the use of games and simulations in learning environments. Methods and approaches for integrating existing games into learning environments and for developing new simulations and games around content will be researched, evaluated and developed. SP

CED 540 Programming with C++ (3 credits)

Teaches structured programming design concepts using C++. Emphasizes programming to direct computer's actions in a structured manner. Prerequisite: Knowledge of operating system. FA

CED 547 Robotics (3 credits)

Introduces students to the concepts, techniques and applications of robotics. Students will learn the basics of modeling, designing, planning, programming and controlling of robot systems. Students will learn to program a robot that can be used in their classes with their own students and how to teach the essentials of robotics to their students. SU

CED 549 Programming in Java (3 credits)

Introduces students to the Java programming language in order to teach programming as a systematic discipline and as a problem-solving tool. Topics include fundamental concepts of object-oriented programming, encapsulation, inheritance and polymorphism, classes, objects, files and aggregation. Students in this course will learn how to teach the essentials of Java to their students.

CED 551 Virtual Worlds in Education (3 credits)

Provides an introduction to virtual worlds and their application to learning environments. Students will learn the psychology and philosophies of virtual environments and their impact on learning both now and in the future. Students will investigate and participate in various virtual worlds, learn the basic skills necessary to create their own virtual environments, and integrate learning activities into a virtual world in order to motivate and challenge their audience. Since virtual environments promise to be a significant component of our online existence, this course is an opportunity to experience them firsthand and discover their potential. FA

CED 552 Creating a Presence in a Virtual World (3 credits)

This course will provide students with the opportunity to become participating citizens of one of the most innovative and creative virtual worlds. Students will go beyond the basics to become competent builders, scriptors, animators,

designers, machinima makers, etc. They will also apply the basic elements of game design to produce quality educational activities and simulations for use in both the virtual and real worlds. Prerequisite: CED 551. Offered as needed.

CED 553 An Immersive Experience in a Virtual Learning Community (3 credits)

Students will have the opportunity to define their own presence in a virtual world by creating their own learning path. Based on the skills and experiences gained from previous courses, the students will explore and examine individual interests in the virtual environment with the guidance and direction of the instructor. Areas of interest could include such topics as: Researching Behavior in the Virtual World, Creating a Unique Environment or Learning Community in the Virtual World, Designing Educational Strategies for use in the Virtual World, Starting a Business in the Virtual World, etc. Prerequisite: CED 552. Offered as needed

CED 560 Current Programming Languages (3 credits)

Introduces students to a programming language in order to teach students a systematic discipline and as a problem-solving tool. Acquaints students with fundamental concepts of computers, information processing, algorithms, and programs. SP

CED 563 Visual Basic (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. Offered as needed.

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. FA, SP, SU

CED 568 Differentiated Instruction Using Technology (3 credits)

Explores the ways technology tools are used to differentiate instruction in all content areas. Based on research, educators will devise practical learning strategies to engage their students. Those educators that are not in classroom settings will focus on how differentiated instruction fits with adult learning and training models. FA

CED 570 Emerging Technologies in Education (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. SU

CED 571 Topics in Computer Science (3 credits)

Introduces students to some advanced topics in computer science, such as computer networks and security. Topics will also include an introduction to data structures (binary trees, linked lists). Other topics may include recursion, pointers, encryption, logic, and data storage. To assist classroom teachers, discussions of our changing world due to the advances in technology will also be a part of this course.

CED/IDT 573 Multimedia, Graphic and Web Design for Instruction (3 credits)

Emphasizes design elements, principles, development, and strategies used to produce effective multimedia presentations, quality websites, and original graphics. Learners will use current Web 2.0 tools, presentation and video screen capturing software and other available applications to create quality productions for instructional and personal use. SP

CED 577 Research in Learning Technologies (3 credits)

Introduces students to research in learning technologies. 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. Offered as needed.

CED 592 Online Course Design and Teaching (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 Learning Technologies (3 credits)

Covers current and relevant topics not regularly covered in the set of required and elective courses for the MS in Learning Technologies degree. Prereq: completion of at least 12 semester hours and consent of department chair. Offered as needed.

CED 595/IDT 595 Culminating Project 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 instruction. Based on all previous coursework, students will determine the applications that can be used to design specific learning activities.
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 Learning Technologies or Instructional Design and Technology. FA, SP, SU

CIS 501 Advanced Algorithms and Data Structures (3 credits)

Presents an in-depth study of algorithms and data structures. Topics include concepts and skills needed to analyze algorithms, advanced data structures, dynamic data structures, complexity theory and theories of computation. Prerequisite: CIS 250 or consent of instructor.

CIS 502 Advanced Operating Systems (3 credits)

Presents an in-depth study of advanced topics in the field of operating systems. Topics include distributed file systems and structures, multiprocessor operating systems, parallel and concurrent programming, scheduling and resource/memory management. Prerequisite: CIS 355 or consent of instructor.

CIS 503 Advanced Software Engineering (3 credits)

Presents an in-depth study of advanced topics in the field of software engineering. Topics include software requirements workflow, object-oriented analysis and design workflow, implementation workflow, testing workflow, quality assurance, software reliability and testing methods. Prerequisite: CIS 475 or consent of instructor.

CIS 504 Advanced Computer Organization and Architecture (3 credits)

Presents an in-depth study of computer organization and architecture. The focus of the course is on increasing the speed of processor execution and optimizing energy efficiency. Topics include parallel processing, multiple cores, pipelining and caching. Issues such as data synchronization and advanced mathematical structures are covered. Current advances in processor design that affect program execution speed are also presented. Prerequisite: CIS 310 or consent on instructor.

CIS 505 Advanced Database Systems (3 credits)

Presents an in-depth study of the foundations of designing and implementing relational database management systems. Topics include data representation, indexing, query processing and optimization. Prerequisite: CIS 330 or consent of instructor.

CIS 506 Advanced Computer Networks (3 credits)

Presents an in-depth study of the foundations of designing and implementing computer communication networks, network protocols and applications. Topics include network programming (e.g. sockets) and 5-layer network architecture: physical layer, data link protocols, network routing layer and transport layer protocols (e.g TCP and UDP), and application layer (e.g. http and https). Prerequisite: CIS 340 and Unix Programming or consent of instructor.

CIS 510 Colloquium in Computer Science (1 credit)

Seminars that consist of a series of individual presentations by faculty, students or guest speakers. Prerequisite: consent of the instructor

CIS 530 Network Security (3 credits)

Presents an in-depth study of advanced topics in the field of network security. Topics include the applications of cryptographic concepts to the field of network security, risks and vulnerabilities of network data, countermeasures to fight cyber attacks, digital signatures, and various network security technologies that are applied to email, e-commerce, web transactions and IP networks. Prerequisites: CIS 340 and 345 or consent of instructor.

CIS 535 Applied Cryptography (3 credits)

Presents an in-depth study of advanced topics in the field of applied cryptography. Topics include mathematical background necessary to understand, implement, and break modern cryptographic algorithms such as prime number factoring, advanced/complex cryptographic algorithms and their implementations in software and hardware. Additional topics include advanced decryption and vulnerability, block modes, random and pseudorandom

number generators, secret sharing, zero-knowledge, and quantum cryptography. Background knowledge in complexity of algorithms and theory of computation will be helpful for understanding the materials. Prerequisite: CIS 395 or consent of instructor.

CIS 539 Topics in Cyber Security (3 credits)

Presents advanced topics in cyber security. Potential topics include “Computer Security and Privacy” and “Advanced Digital Forensics”. Prerequisite: CIS 496 or consent of instructor.

CIS 540 Software Engineering in an Enterprise Environment (3 credits)

Presents the design and execution of large software projects. Topics include life cycle models, planning, resource and time estimation, and integration of large projects. Tools used in the design of projects, such as UML-based tools will also be presented. Team-design practices will be stressed in product definition, creation, analysis and testing. Prerequisite: CIS 503 or consent of instructor.

CIS 545 Software Quality Analysis and Testing (3 credits)

Presents the study and use of software analysis and testing. Topics include the requirements of test planning, white box and black box testing, bottom up and down testing strategies and other industry standard test methods. Additional topics include automated and unit testing as well as COBRA. A variety of software quality analyses used in industry will be presented. Prerequisite: CIS 540 or consent of instructor.

CIS 549 Topics in Software Engineering (3 credits)

Presents advanced topics in software engineering. Potential topics include “reuse” and “reengineering” concepts and skills. Prerequisite: CIS 545 or consent of instructor.

CIS 550 Introduction to Data Mining (3 credits)

Presents an overview of concepts, issues, activities and techniques of data mining. Topics include the preparation of data, feature selection, classification, association rules, clustering, spatial and sequence mining. Prerequisites: CIS 505, Advanced Database Systems, and MTH 315. MTH 200 would be helpful but not required.

CIS 555 Advanced Data Mining (3 credits)

Presents advanced topics in data mining. Topics include extensions to classification and clustering; and association rule discovery, sequential pattern discovery, regression and data warehousing. Prerequisite: CIS 550 or consent of instructor.

CIS 559 Topics in Data Mining (3 credits)

Presents current topics in data mining. Potential topics include predictive modeling, the data preparation steps of analysis, learning and modeling, and identifying the predictive/descriptive model that produces the best evaluation scores. Successful completion of the course will ensure preparedness for complex real-life data mining tasks. Prerequisite: CIS 555 or consent of instructor.

CIS 584 Internship in Computer Science (1 - 3 credits)

Provides a supervised off-campus, field-based experience, in computer science, at an approved site specifically related to the career goal(s) of the student. The purpose of the course is to integrate and apply academic knowledge and skills to the professional environment. Credits are determined by the number of hours that a student works at the internship site. A maximum of three credit hours earned under the title of CIS 584 can be applied to the degree requirements. Prerequisite: successful completion of nine graduate credit hours with an overall GPA of 3.0. Offered on P/F basis.

CIS 585 Independent Study in Computer Science (1-3 credits)

Study in a specialized area, to be arranged according to the student need/interest and availability of instructor. Prerequisite: consent of program director.

CIS 590 Master Project (1 – 6 credits)

Research project conducted under the direction of major advisor. Students must take CIS 590 for at least 6 credit hours. Prerequisite: Successful completion of core courses

CIS 592: Master Thesis (1-6 credits)

Research on a thesis topic conducted under the direction of major advisor. Students must take CIS 592 for at least 6 credit hours. Prereq: Successful completion of core courses

CIS 594: Special Topics in Computer Science (3 credits)

Covers current and relevant topics not regularly covered in the set of required and elective courses for the MS in Computer Science degree. Prerequisite: Consent of the department chair

IDT 500 Foundations of Instructional Design Systems (3 credits)

Introduces students to the discipline of instructional design. Students learn to analyze professional development needs in educational and corporate environments and to translate those needs into the design and development of quality training opportunities. Students will be introduced to the elements of instructional

design; needs analysis, task analysis, learner analysis, planning and creating instruction, and evaluation. FA

IDT 501 Processes of Instructional Design and Technology Systems (3 credits)

Provides students an opportunity to apply the instructional design principles studied in IDT 500. This course focuses on the design, development and assessment of instructional design products and on conducting formative and summative evaluations of the instructional design product. Prerequisite: IDT 500 SP

IDT/CED 535 Instructional Games and Simulations (3 credits)

Provides an in-depth study of the theoretical and practical issues surrounding the use of games and simulations in learning environments. Methods and approaches for integrating existing games into learning environments and for developing new simulations and games around content will be researched, evaluated and developed. SP

IDT/CED 573 Multimedia, Graphic and Web Design for Instruction (3 credits)

Emphasizes design elements, principles, development, and strategies used to produce effective multimedia presentations, quality websites, and original graphics. Learners will use current Web 2.0 tools, presentation and video screen capturing software and other available applications to create quality productions for instructional and personal use. SP

IDT 590 Current Topics in Instructional Design and Technology (3 credits)

Examines some of the current topics in IDT such as Accessibility and Universal Design, Learning Environments, and Project Management. Students will analyze issues affecting current and future implementations of instructional design. Current research on topics of IDT will be emphasized. SU

IDT/CED 595 Culminating Project 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 instruction. Based on all previous coursework, students will determine the applications that can be used to design specific learning activities. 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 Learning Technologies or Instructional Design and Technology. FA, SP, SU

Bonnie and L.B. Eckelkamp College of Global Business and Professional Studies

DEPARTMENT OF BUSINESS ADMINISTRATION

Dr. Jay Johnson, Dean

MISSION

The mission of the Eckelkamp College of Global Business and Professional Studies at Fontbonne University is to provide academically sound 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.

These programs are designed to be completed evenings, or online with minimal work schedule interruption for the busy professional.

Department of Business Administration

DEGREE PROGRAMS

Accounting (MS)

Business Administration in Accounting (MBA)

Business Administration (MBA)

Professional Business Administration (PMBA)

Management and Leadership (MML)

Supply Chain Management (MS)

CERTIFICATES

Management and Leadership

Project Management

Supply Chain Management

The Eckelkamp College of Global Business and Professional Studies offers the following graduate degrees in an accelerated format:

- A Master of Science (MS) in Accounting
- A Master of Business Administration in Accounting (ACT MBA)
- A Master of Business Administration (MBA)
- A Professional Master of Business Administration (PMBA)
- A Master of Management and Leadership (MML)
- A Master of Science (MS) in Supply Chain Management

Fontbonne University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The Eckelkamp College of Global Business and Professional Studies has earned accreditation from the Accreditation Council for Business Schools and Programs (ACBSP) for: Master of Business Administration; Professional Master of Business Administration; Master of Management and Leadership; Master of Science in Accounting; Master of Science in Supply Chain Management. Our remaining programs are currently accredited by the Higher Learning Commission.

To view full-time faculty listings for Business Administration, please refer to the Eckelkamp College of Global Business and Professional Studies in the undergraduate section in this catalog.

GRADUATE CERTIFICATE PROGRAMS

Management and Leadership
Project Management
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 preceding academic policies and regulations section in this catalog.

MASTER OF SCIENCE (MS)

DEGREE IN ACCOUNTING

The Master of Science degree in Accounting is for individuals who have a non-accounting undergraduate 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 Examination to become a Certified Public Accountant. This program is offered in a dual-track format with evening courses, which allows students to work full time while pursuing a graduate degree.

Admission

For detailed information on university admission policies, please refer to the graduate program information section in this catalog. In addition, the Eckelkamp College of Global Business and Professional Studies requires the following:

1. A minimum 2.75 undergraduate GPA on a 4.0 scale with a GMAT test within the previous five years, with a total score of 475 or higher. This requirement may be waived if either of the following conditions is met:
 - Completed an undergraduate degree from an AACSB or ACBSP accredited program within the previous five years with a cumulative GPA of at least 3.3.
 - Completed a graduate degree in a field requiring significant analytical or quantitative work, such as business, economics, engineering, statistics, computer science or law with a cumulative GPA of at least 3.0.
2. A self- statement (300-500 words) detailing the importance of obtaining a graduate degree in accounting from Fontbonne University. This will be reviewed by the business admission council, program director and/or chair prior to admittance.
3. Evidence of English language proficiency which is necessary for those whose native language is not English. Applicants must submit scores from TOEFL or IELTS exams (or Fontbonne University approved equivalent). A TOEFL of 71 IBT or IELTS 6.0 required.

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.

Requirements and Policies

1. Minimum credit hour requirement for MS degree in Accounting: 36
Maximum credit hour requirement for MS degree in Accounting: 66
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 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.

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:

MTH 115 Introduction to Statistics
BSA 210 Business Law
ACT 210 Financial Accounting
ACT 220 Managerial Accounting
ECN 210 Macro Economics
ECN 220 Micro Economics
FIN 310 Business Finance

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.

Required Core: (36 credits)

BSA 500 Business Components Assessment (0 credit)
ACT 500 Business Law for Accountants (3 credits)
ACT 510 Financial Accounting and Reporting I (3 credits)
ACT 520 Financial Accounting and Reporting II (3 credits)
ACT 530 Financial Accounting and Reporting III (3 credits)
ACT 540 Advanced Topics in Management Cost Accounting (3 credits)
ACT 550 Federal Income Taxation for Individuals (3 credits)
ACT 555 Federal Income Taxation for Business Enterprises (3 credits)
ACT 560 Auditing (3 credits)
ACT 570 Accounting Information Systems (3 credits)
ACT 580 Advanced Financial Management (3 credits)
ACT 630 Accounting and Business Strategy – Research and Decisions (3 credits)
ACT 660 Research and Technical Writing in Accounting (3 credits)

MASTER OF BUSINESS ADMINISTRATION IN ACCOUNTING (ACT MBA) DEGREE

The Master of Business Administration in Accounting degree program is designed for those with an undergraduate degree in Accounting who wish to pursue a graduate degree to fulfill the CPA examination requirements to become a Certified Public Accountant. Upon completion of this 30-hour program and, the individual will have the 150 total college hours and 33 accounting hours required to take the Missouri CPA examination.

This program is designed to be completed in one year, and is offered in evening and online courses, which allows students to work full-time while pursuing a graduate degree.

Admission

For detailed information on university admission policies, please refer to the graduate program information section in this catalog. In addition, the Eckelkamp College of Global Business and Professional Studies requires the following:

1. Students must have completed a B.S. in Accounting or equivalent.
2. A minimum 2.75 undergraduate GPA on a 4.0 scale with a GMAT test within the previous five years, with a total score of 475 or higher. This requirement may be waived if either of the following conditions is met:
 - Completed an undergraduate degree from an AACSB or ACBSP accredited program within the previous five years with a cumulative GPA of at least 3.3.
 - Completed a graduate degree in a field requiring significant analytical or quantitative work, such as business, economics, engineering, statistics, computer science or law with a cumulative GPA of at least 3.0.
3. A self-statement of 300-500 words detailing the importance of obtaining a graduate degree in accounting from Fontbonne University.
4. Evidence of English language proficiency which is necessary for those whose native language is not English. Applicants must submit scores from TOEFL or IELTS exams (or Fontbonne University approved equivalent). A TOEFL of 71 IBT or IELTS 6.0 required.

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.

Requirements and Policies

1. Maximum credit hour requirement for Accounting Master of Business Administration degree in Accounting: 30
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 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.

Required Core: (30 credits)

Business Core:

BSA 500 Business Components Assessment (0 credit)
ECN 515 Managerial Economics (3 credits)
MKT 520 Seminar in Marketing Management (3 credits)
MGT 530 Operations Management (3 credits)
BSA 540 The Global Business Environment (3 credits)
BSA 660 Seminar in Administrative Policy and Strategic Planning (3 credits)

Accounting Core:

ACT 500 Business Law for Accountants (3 credits)
ACT 555 Federal Income Taxation for Business Enterprises (3 credits)
ACT 610 Fraud Examination (3 credits)
ACT 620 Advanced Auditing Theory – Dissecting Financial Statements (3 credits)
ACT 630 Accounting and Business Strategy – Research and Decisions (3 credits)

MASTER OF BUSINESS ADMINISTRATION (MBA) DEGREE

The 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. The courses in this degree are offered in face-to-face and online formats.

Admission

For detailed information on university admission policies, please refer to the graduate program information section in this catalog. In addition, the Eckelkamp College of Global Business and Professional Studies requires the following:

1. A Bachelor's degree from an accredited, degree-granting college or university. Official transcripts must be received directly from the institution.
2. A completed application form and \$25 non-refundable application fee.
3. A self-statement of 300-500 words that the business admissions council, program director and/or chair will read and review prior to admittance.
4. A minimum grade point average of 2.5 on a 4.0 scale.

A maximum of six credit hours of graduate work may be transferred into the program at the discretion of the academic administration of the college. Such graduate transfer credit must:

1. Be approximately equivalent to a specific course in the 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.

Requirements and Policies

1. Students must complete all courses in the graduate program's curriculum.
2. 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.
3. The maximum time for completion of the program is six years from the date of the beginning of the first course in the program.

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:

MTH 115 Introduction to Statistics or equivalent
Economics
Financial Accounting

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.

Required Core: (36 credits)

BSA 500 Business Components Assessment (0 credit)
FIN 510 Financial Management (3 credits)
ECN 515 Managerial Economics (3 credits)
MKT 520 Seminar in Marketing Management (3 credits)
MGT 530 Operations Management (3 credits)
ACT 535 Managerial Accounting (3 credits)
BSA 540 The Global Business Environment (3 credits)
BSA 550 The Social and Legal Environment of Business (3 credits)
BSA 660 Seminar in Administrative Policy and Strategic Planning (3 credits)

Plus twelve hours of elective credits

Concentrations for the Master of Business Administration include Accounting, Apparel Studies, Management and Leadership, Nonprofit Management, Project Management and Supply Chain Management. See detailed information regarding concentrations in the Concentration section.

PROFESSIONAL MASTER OF BUSINESS ADMINISTRATION (PMBA) DEGREE

The new one-year, weekend Professional Master of Business Administration program at Fontbonne University is designed for busy professionals looking to enhance their expertise and opportunities for career advancement. While working with their peers, students will focus on the identification, analysis and solution of complex management problems. All Fontbonne faculty members have professional experience in and out of the classroom relevant to student learning. As leaders looking for relevant, real-world knowledge, students will interact with a variety of professionals currently in industry through our unique professional development seminar designed to expand application of topics being taught in the classroom. The courses in this degree are offered in face-to-face format.

Admission

For detailed information on university admission policies, please refer to the graduate program information section in this catalog. In addition, the Eckelkamp College of Global Business and Professional Studies requires the following:

1. A Bachelor's degree from an accredited, degree-granting college or university. Official transcripts must be received directly from the institution.
2. A completed application form and \$25 non-refundable application fee.
3. A minimum grade point average of 2.5 on a 4.0 scale.
4. Students are required to have 3 years of cumulative professional work experience to apply for program.
5. Two letters of recommendation that indicate the student's capacity to pursue graduate level-education.

A maximum of six credit hours of graduate work may be transferred into the program at the discretion of the academic administration of the college. Such graduate transfer credit must:

1. Be approximately equivalent to a specific course in the 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.

Requirements and Policies

1. Students must complete all courses in the graduate program's curriculum.
2. 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.
3. The maximum time for completion of the program is six years from the date of the beginning of the first course in the program.
4. Business faculty admission council will review all applications.

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:

MTH 115 Introduction to Statistics or equivalent
Economics
Financial Accounting

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.

Required Core: (36 credits)

BSA 500 Business Components Assessment (0 credit)
FIN 510 Financial Management (3 credits)
ECN 515 Managerial Economics (3 credits)
MKT 520 Seminar in Marketing Management (3 credits)
MGT 515 Project Management (3 credits)
MGT 525 Organizational Behavior and Human Resource Management (3 credits)
MGT 530 Operations Management (3 credits)
ACT 535 Managerial Accounting (3 credits)
BSA 540 The Global Business Environment (3 credits)
BSA 550 The Social and Legal Environment of Business (3 credits)
BSA 600 Current Business Seminar (5 credits)
BSA 650 Graduate Business Assessment (1 credit)
BSA 660 Seminar in Administrative Policy and Strategic Planning (3 credits)

MASTER OF MANAGEMENT & LEADERSHIP (MML) DEGREE

The Master of Management and Leadership 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 courses in this program are offered in online and face-to-face formats.

Admission

For detailed information on university admission policies, please refer to the graduate program information section in this catalog. In addition, the Eckelkamp College of Global Business and Professional Studies requires the following:

- 1) A Bachelor's degree from an accredited, degree-granting college or university. Official transcripts must be received directly from the institution.
- 2) A completed application form and \$25 non-refundable application fee.
- 3) A self-statement of 300-500 words that the business admissions council, program director and/or chair will read and review prior to admittance.
- 4) A minimum grade point average of 2.5 on a 4.0 scale.

A maximum of six credit hours of graduate work may be transferred into the program at the discretion of the academic administration of the college. Such graduate transfer credit must:

1. Be approximately equivalent to a specific course in the 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.

Requirements and Policies

1. Students must complete all courses in the graduate program's curriculum.
2. 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.
3. The maximum time for completion of the program is six years from the date of the beginning of the first course in the program.

Required Core: (31 credits)

BSA 500 Business Components Assessment (0 credit)
MGT 504 Economics and Finance for Non-Financial Managers (3 credits)
MGT 507 Budgeting and Accounting for Managers (3 credits)
MGT 515 Project Management (3 credits)
MGT 518 Business Policy and Strategic Planning (3 credits)
MGT 525 Organizational Behavior and Human Resource Management (3 credits)
MGT 535 Organizational Development & Change (3 credits)
MGT 540 Organizational Psychology and Behavior (3 credits)
MGT 545 Leadership Development & Coaching in Organizations (3 credits)
BSA 550 The Social and Legal Environment of Business (3 credits)
SCM 570 Lean Principles of Supply Chain (3 credits)
BSA 650 Graduate Business Assessment (1 credit)

Concentrations for the Master of Management and Leadership include Accounting, Apparel Studies, Multidisciplinary Health Communication Studies, Nonprofit Management, and Supply Chain Management. See detailed information regarding concentrations in the Concentration section.

MASTER OF SCIENCE (MS) 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. The courses in this program are offered in the online format.

Admission

For detailed information on university admission policies, please refer to the graduate program information section in this catalog. In addition, the Eckelkamp College of Global Business and Professional Studies requires the following:

1. A Bachelor's degree from an accredited, degree-granting college or university. Official transcripts must be received directly from the institution.
2. A completed application form and \$25 non-refundable application fee.
3. A minimum grade point average of 2.5 on a 4.0 scale.

- Two letters of recommendation that indicate the student's capacity to pursue graduate level-education.
- A self-statement of 300-500 words that the business admissions council, program director and/or chair will read and review prior to admittance.

A maximum of six credit hours of graduate work may be transferred into the program at the discretion of the academic administration of the college. Such graduate transfer credit must:

- Be approximately equivalent to a specific course in the curriculum.
- Have a letter grade of A or B.
- Have been earned at an accredited, degree-granting institution of higher education.
- Have been completed within the six years prior to entry.

Requirements and Policies

- Students must complete all courses in the graduate program's curriculum.
- 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.
- The maximum time for completion of the program is six years from the date of the beginning of the first course in the program.

Students must be proficient in Word and Excel, or an equivalent program.

Required Core: (30 credits)

BSA 500 Business Components Assessment (0 credit)
 MGT 530 Operations Management (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)

Plus nine hours of elective credits

Concentrations for the Master of Science in Supply Chain Management include Accounting, Apparel Studies, Management and Leadership, and Nonprofit Management. See detailed information regarding concentrations in the Concentration section.

CERTIFICATES

The Eckelkamp College of Global Business and Professional Studies offers three graduate certificates: management and leadership, project management and supply chain management. The certificate allows students to obtain specialized knowledge in a specific area.

MANAGEMENT AND LEADERSHIP

Required Core: 3 courses (9 credits)

MGT 507 Budgeting and Accounting for Managers (3 credits)
 MGT 535 Organizational Development & Change (3 credits)
 MGT 540 Organizational Psychology and Behavior (3 credits)

Elective Core: any 3 courses (9 credits)

BSA 540 The Global Business Environment (3 credits)
 BSA 550 The Social and Legal Environment of Business (3 credits)
 BSA 560 Ethical Responsibility in Business (3 credits)
 MKT 520 Seminar in Marketing Management (3 credits)
 MGT 504 Economics and Finance for Non-Financial Managers (3 credits)
 MGT 510 Management of Information Technology (3 credits)
 MGT 515 Project Management (3 credits)
 MGT 517 Managing for Quality and Excellence (3 credits)
 MGT 525 Organizational Behavior and Human Resource Management (3 credits)
 MGT 545 Leadership Development & Coaching in Organizations (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)
 NPM 510 Marketing and Communication for Nonprofits (3 credits)
 NPM 520 Resource Development for Nonprofits (3 credits)
 NPM 530 Revenue Streams for Nonprofits (3 credits)
 NPM 540 The Legal Environment of Nonprofit Organizations (3 credits)

PROJECT MANAGEMENT

MGT 515 Project Management (3 credits)
 MPM 520 Project Leadership and Team Building (3 credits)
 MPM 530 Process & Methodology (3 credits)
 MPM 540 Project Cost and Schedule Control (3 credits)
 MPM 550 Project Risk Management (3 credits)
 MPM 650 Project Simulation (3 credits)

SUPPLY CHAIN MANAGEMENT

Preparatory Core:

MGT 530 Operations Management (3 credits)

Required Core: 4 courses (12 credits)

SCM 540 Supply Chain Management (3 credits)

SCM 550 Materials Management (3 credits)

SCM 560 Logistics in the Supply Chain (3 credits)

BSA 660 Seminar in Administrative Policy and Strategic Planning (3 credits)

Elective Core: any 2 courses (6 credits)

SCM 570 Lean Principles in the Supply Chain (3 credits)

SCM 580 Finance & Negotiation in the Supply Chain (3 credits)

MPM 530 Process and Methodology

CONCENTRATIONS

Accounting (15 credits)

ACT 510 Financial Accounting & Reporting I (3 credits)

ACT 520 Financial Accounting & Reporting II (3 credits)

ACT 540 Advanced Topics in Management Cost Accounting (3 credits)

ACT 550 Federal Income Taxation for Individuals (3 credits)

ACT 560 Auditing (3 credits)

Apparel Studies (15 credits)*

APS 521 Human Element of Dress (3 credits)

APS 522 Softgoods Diaspora (3 credits)

APS 523 Strategies in Dissemination of Fashion (3 credits)

APS 524 Social Responsibility: From Producer to Consumer (3 credits)

APS 525 Historic and Cultural Textiles and Apparel (3 credits)

*Please see ECGBPS regarding the availability of this program.

Management and Leadership (15 credits)

MGT 515 Project Management (3 credits)

MGT 518 Business Policy and Strategic Planning (3 credits)

MGT 525 Organizational Behavior and Human Resource Management (3 credits)

MGT 535 Organizational Development & Change (3 credits)

MGT 540 Organizational Psychology and Behavior (3 credits)

Multidisciplinary Health Communication Studies (12 credits)

FCS 541 Applied Health Behavior to Enhance Health Outcomes (3 credits)

FCS 542 Interpreting and Translating Science for Consumers (3 credits)

FCS 543 Contemporary Applications for Health Communication (3 credits)

Choose one of the following:

APS 524 Social Responsibility: From Producer to Consumer (3 credits)

APS 525 Historic and Cultural Textiles and Apparel (3 credits)

FCS 544 Ethical Implications for Health Communication (3 credits)

FCS 545 Cultural Competence in Health Communication (3 credits)

FCS 554 Critical Readings in FCS (3 credits)

FCS 589 Practicum in FCS (3 credits)

FCS 590 Independent Study (3 credits)

Nonprofit Management (15 credits)

NPM 540 The Legal Environment of Nonprofit Management (3 credits)

NPM 550 Governance, Leadership and Management for Nonprofits (3 credits)

NPM 560 Strategy, Planning, and Program Evaluation for Nonprofits (3 credits)

NPM 570 Nonprofit Operations (3 credits)

Elective Core: any 1 course (3 credits)

NPM 520 Resource Development for Nonprofits (3 credits)

NPM 530 Revenue Streams for Nonprofits (3 credits)

Project Management (18 credits)

MGT 515 Project Management (3 credits)

MPM 520 Project Leadership and Team Building (3 credits)

MPM 530 Process & Methodology (3 credits)

MPM 540 Project Cost and Schedule Control (3 credits)

MPM 550 Project Risk Management (3 credits)

MPM 650 Project Simulation (3 credits)

Supply Chain Management (12 credits)

SCM 540 Supply Chain Management (3 credits)

SCM 550 Materials Management (3 credits)

SCM 560 Logistics in the Supply Chain (3 credits)

Elective Core: any 1 course (3 credits)

SCM 570 Lean Principles in the Supply Chain (3 credits)

SCM 580 Finance & Negotiation in the Supply Chain (3 credits)

MPM 530 Process and Methodology (3 credits)

COURSES

ACCOUNTING COURSES (GRADUATE)

ACT 500 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. SP

ACT 510 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. FA

ACT 520 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. FA

ACT 530 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 521. SP

ACT 535 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. FA, SP, SU

ACT 540 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. SP

ACT 550 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. FA

ACT 555 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. FA

ACT 560 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. Prerequisite: ACT 530. SP

ACT 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. Prerequisite: ACT 520. SP, SU

ACT 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. SP

ACT 600 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: ACT 530. Offered on an as-needed basis.

ACT 610 Fraud Examination (3 credits)

The course will cover all of the major methods employees use to commit occupational fraud. Students will learn how and why occupational fraud is committed, how fraudulent conduct can be deterred, and how allegations of fraud should be investigated and resolved. Prerequisite: ACT 560 or ACT 410. FA

ACT 620 Advanced Auditing Theory - Dissecting Financial Statements (3 credits)

This course will teach students how to review, detect, and investigate possible financial statement fraud utilizing knowledge learned in the Auditing and Fraud Examination courses. Prerequisite: ACT 610. SP

ACT 630 Accounting and Business Strategy - Research and Decisions (3 credits)

This accounting capstone course sharpens analytical skills while building upon basic finance and Microsoft Excel knowledge, so students leave with the solid finance knowledge that business professionals need for success. Today's most important corporate finance topics, including financial forecasting, break-even and leverage analysis, the cost of capital, capital budgeting, cash budgeting, equities, and debt will be addressed. Excel tables, pivot tables, and other areas that have become increasingly important to today's employers will be covered. Prerequisite: ACT 520; ACT 560; ACT 580. FA, SP

ACT 640 Accounting Internship (3 credits)

A supervised experiential-learning course that requires the student to apply the theoretical and practical knowledge obtained in their coursework to an actual work environment. This course will require the student to think critically about the application of accounting theories and practices to the workplace. The student is responsible for obtaining the internship, and the instructor must approve the position before registration. This course will include, among other assignments, a comprehensive term paper and a formal presentation. The employer-supervisor will be responsible for submitting a formal evaluation of the student's performance at the completion of the semester. The student must be employed a minimum of 150 clock hours during the semester in which he/she is registered for this course. Prerequisite: ACT 620. Offered on an as-needed basis.

ACT 650 Accounting Special Topics (1-3 credits)

Offered on an as-needed basis.

ACT 660 Research and Technical Writing in Accounting (3 credits)

This course will develop the necessary skills for effective research, analysis, and communication related to professional accounting matters. Prerequisites: ACT 520; ACT 550; ACT 555; ACT 560. FA

APPAREL STUDIES COURSES (GRADUATE)**APS 521: Human Element of Dress (3 credits)**

Survey of the classic and contemporary theories of dress and fashion, with attention to the significance of dress in human experience. Theories will be explored to provide a base from which to examine the motives and meanings associated with individuals' presentation of self via dress. The theories will be applied to design, merchandising, manufacturing and consumption of fashion-oriented products to understand how fashion is embedded in a psychological, social, and cultural milieu. Offered on an as-needed basis.

APS 522: Softgoods Diaspora (3 credits)

This course will examine the contemporary economic, technical, and political structures that influence the production and distribution of soft good products. Special emphasis on globalization, trade policies, political and legislative influences, and labor supply will enhance discussions of design, production, sourcing, and delivery of products. Students will evaluate competitiveness, innovation, technology, and human well-being in light of cost-benefit decision making processes. Offered on an as-needed basis.

APS 523: Strategies in Dissemination of Fashion (3 credits)

Examines strategies involved in creating and disseminating a successful fashion concept. In-depth analysis of licensing arrangements, the process of developing a fashion brand, strategies in managing branded product lines to attract and retain customer loyalty, as well as measures to create effective marketing campaigns will be conducted. Offered on an as-needed basis.

APS 524: Social Responsibility: From Producer to Consumer (3 credits)

Issues related to sustainability, resource management, and human rights will enhance understanding of the relationship of the apparel industry to environmental and human well-being. Students will evaluate the quality of contemporary sources of information, consider costs and benefits of socially and ethically responsible decision making, and make recommendations for current and future professionals in the apparel industry. Offered on an as-needed basis.

APS 525: Historic and Cultural Textiles and Apparel (3 credits)

The history of the production and adoption of dress will be examined from a human needs perspective. Students will develop appreciation for the social, political, economic, and technological influences on the dress of humans across time and geographic location. Personal experience with textile production will supplement the understanding of human interaction with textiles. Offered on an as-needed basis.

**BUSINESS ADMINISTRATION COURSES
(GRADUATE)****BSA 500 Business Components Assessment (0 credits)**

This assessment, taken during the student's first term/semester, measures students' knowledge of business common professional components upon entering their program. Graduation requirement. FA, SP, SU

BSA 520 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, confidence intervals, linear regression, and statistical process control. Offered on an as-needed basis.

BSA 540 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. FA, SP

BSA 550 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. FA, SU

BSA 560 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. FA, SP, SU

BSA 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.

BSA 600 Current Business Seminar (1 credit)

This course allows students the opportunity to have an in-depth study in current business topics in the areas of marketing, accounting, finance, and management. The seminar courses will incorporate pragmatic application and enhance the curriculum. Repeatable up to 5 time for a total of 5 credit hours. FA, SP, SU

BSA 620 Applied Business Research Project (3 credits)

A supervised experiential-learning project that requires the student to apply the theoretical and practical knowledge obtained in their graduate coursework to an actual work environment. This course will require the student to think critically about the application of graduate business theories and practices to the workplace. The student will be required to identify the specific business theories and practices being utilized in their setting and analyze their application, including their appropriateness and effectiveness. This course will include, among other assignments, a comprehensive term paper and a formal presentation. The employer- supervisor will be responsible for submitting a formal evaluation of the student's performance at the completion of the semester. The student must clock a minimum of 150 hours and a maximum of 320 hours in the actual work environment and during the semester in which he/she is registered for this course. Permission of the instructor is required. Students may repeat this course three times for a total of nine credit hours. Offered on an as-needed basis.

BSA 650 Graduate Business Assessment (1 credit)

The Graduate Business Assessment is a course that provides evidence of academic accomplishments, skills, and successful achievement of learning outcomes for the graduate business program. Students will be required to assemble a portfolio of program assignments, which demonstrate competencies in the program learning outcomes. Additionally, students will complete the outgoing business components assessment exam. Prerequisite: 30 credit hours. FA, SP, SU

BSA 660 Seminar in Administrative Policy and Strategic Planning (3 credits)

This course utilizes case studies to analysis of strategies, policies, and practices of domestic and global organizations as well as the environment within which each operates. Students will be required to demonstrate the management skills necessary to analyze information, data, and corporate scenarios to develop policy and strategic proposals for operating an organization in a competitive and changing environment. This will include student performance to develop and propose implantation plans and control metrics to affect such functions as marketing, human resources, production, finance, accounting, sustainability, ethics, quality, lean practices, and operations for a targeted customer segment. Students are expected to interact effectively in a professional manner and on a personal level in a team environment. Multiple assessments covering various business disciplines will be administered. Graduate level presentation and written skills will be required in all coursework performed. FA, SP, SU

ECN 515 Managerial Economics (3 credits)

An examination of managerial decision-making. Topics include: empirical supply, demand, and elasticity estimation. How various market structures affect business decisions and an overview of quantitative forecasting. FA, SU

FIN 510 Financial Management (3 credits)

Combining theory and application, the course will examine the primary financial management functions. Topic coverage will include: financial planning, capital budgeting, long-term financing, and working capital management. FA, SP

MKT 520 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. FA, SP

MANAGEMENT AND LEADERSHIP COURSES (GRADUATE)

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. FA, SP

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. FA, SP

MGT 504 Economics and Finance for Non-Financial Managers (3 credits)

An overview of the basic principles and language of economics and finance, focusing on the use and application of economic and financial data for planning, control, and decision making. Topics include the business cycle, interest rates, inflation, risk analysis, and use of financial ratios. Prerequisite: MGT 507. FA

MGT 507 Budgeting and Accounting for Managers (3 credits)

This course examines the relationship of the accounting and budgeting processes to the organization's strategic plan and goals, and emphasizes the use of an organization's accounting information for decision-making. It includes an overview of the basic principles and language of accounting, budgeting process, various analytical techniques used to prepare and evaluate budgets, and ethical considerations in accounting and budgeting. Throughout the course, a managerial viewpoint is stressed. FA

MGT 510 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. Offered on an as-needed basis.

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. SP

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. SP

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. SP

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. FA

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. Prerequisite: 24 hours including MGT512 must be completed in the major, and student must receive Advisor's approval. SP

MGT 525 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. FA, SP

MGT 530 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. FA, SP, SU

MGT 535 Organizational Development and Change (3 credits)

This course will focus on the theory and methods of organizational development and change. Topics will include an examination of interpersonal, team, and organizational interventions. Emphasis will be on the study and application of the planned change model to improve an organization's performance while also improving the interests and needs of all organizational members. Students will review case studies and propose plans, policy, and implementation processes within the framework of organizational development. FA

MGT 540 Organizational Psychology & Behavior (3 credits)

This course will focus on the theories and applications of individual, group, and organizational processes which shape the dynamics of an organization. Topics include attitudes, job satisfaction, multicultural characteristics, perceptions, individual decision making, motivation, group and team dynamics, leadership, organizational culture, organizational change, stress management, and human resource management will be emphasized. Students will review case studies and propose plans, policy, and implementation processes within the framework of organizational psychology and behavior. SP

MGT 545 Leadership Development & Coaching in Organizations (3 credits)

This course will focus on the application of multiple techniques to develop and strengthen the leadership skill sets necessary to lead and sustain a successful organization. These will include the practices of coaching and mentoring in today's multicultural environments with an emphasis on succession planning and optimal human resources utilization. All levels of the organization will be addressed as students will review case studies and propose plans, policy, and implementation processes within the framework of leadership development and coaching. SP

NONPROFIT MANAGEMENT COURSES (GRADUATE)**NPM 510 Marketing and Communications for Nonprofits (3 credits)**

Examines nonprofit marketing and communication tools that drive a nonprofit organization to promote social change. This course explores advocacy, branding, public relations, mediums for message communication, constituency management and mobilization for change. Offered on an as-needed basis.

NPM 515 Financial Management of Nonprofit Organizations (3 credits)

This course provides the basic financial planning and management skills necessary in today's nonprofit organizations. Fund accounting, capital and operations

budgeting, cash-flow analysis, expenditure control, long-range financial planning, audits, grants, and contracts will be explored. Students will apply theories and concepts presented in the course to the development of budget and financial projects relevant to nonprofit organizations. Offered on an as-needed basis.

NPM 520 Resource Development for Nonprofits (3 credits)

Students will study the principles and practices of traditional philanthropy and the methods of effective fund development including grant writing. Students will acquire the skills necessary to assess agency fundraising readiness and develop and implement a plan to support the organization's mission. Students will also acquire the skills to compose and submit a good proposal. Prerequisite: NPM 515 or ACT 210. Offered on an as-needed basis.

NPM 530 Revenue Streams for Nonprofits (3 credits)

This course will introduce students to diverse nonprofit revenue options that can sustain an organization's resource and fund development efforts. Students will expand their knowledge of the opportunities that exist for sustainable income and learn which revenue options are most appropriate for various types of organizations. Prerequisite: NPM 515 or ACT 210. Offered on an as-needed basis.

NPM 540 The Legal Environment of Nonprofit Organizations (3 credits)

This course will examine statutory and other regulatory issues impacting the formation and operation of nonprofit organizations. This course will also examine other legal issues arising from the organization's day to day operations that can impact a board of trustees, officers, employees and volunteers. Offered on an as-needed basis.

NPM 550 Governance, Leadership and Management for Nonprofits (3 credits)

An overview of the roles and responsibilities of governing, leading, and managing nonprofit organizations. This course will focus on the best practices of nonprofit leadership specific to organizational size and the assessments necessary to determine organizational structure. Offered on an as-needed basis.

NPM 560 Strategy, Planning and Program Evaluation for Nonprofits (3 credits)

Examines the development and implementation of a strategic plan by the board and staff. Students will understand the planning cycle and the need for internal and external collaboration. An emphasis will be placed on the importance of program planning and evaluation. Prerequisite: NPM 515 or ACT 210. Offered on an as-needed basis.

NPM 570 Nonprofit Operations (3 credits)

Operations are the core of nonprofit organizations. In this course, students will understand the functions and impact of day-to-day operations. Various facility issues will be discussed in order to give a broad base understanding of their overall effect in mission delivery. Prerequisite: NPM 515. Offered on an as-needed basis.

NPM 580 Applied Nonprofit Management Project (3 credits)

The applied management project is the student's final project. It integrates the knowledge and skills that students have acquired throughout the program. The project focuses on a practical business problem or opportunity, analyzes the issue and formulates a number of potential solutions. 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 organization. Prerequisite: NPM 515, 24 hours must be completed in the major and student must receive Advisor's approval. Offered on an as-needed basis.

PROJECT MANAGEMENT COURSES (GRADUATE)

MPM 520 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. SP

MPM 530 Process and Methodology (3 credits)

Course will provide a platform for discussion, analysis, and application of contemporary process methodologies in project management. SU

MPM 540 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, management, earned-value, forecasting, and budgeting. The focus is on managing time and cost. FA

MPM 550 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. FA

MPM 650 Project Simulations (3 credits)

This course is a comprehensive synthesis of the prior courses. Projects will be used to measure the student's

master of the knowledge, skills, and techniques of successful project management. Prerequisites: MGT 515; MPM 540 or equivalent; MPM 550. SP

SUPPLY CHAIN MANAGEMENT COURSES (GRADUATE)

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. FA, SU

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. FA

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. SP

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. FA

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. SP

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. Prerequisite: 21 hours must be completed in the major including SCM 540, SCM 550, SCM 560 and SCM 570 and student must receive Advisor's approval. FA, SP

College of Education and Allied Health Professions

DEPARTMENT OF COMMUNICATION DISORDERS AND DEAF EDUCATION

DEPARTMENT OF EDUCATION AND SPECIAL EDUCATION

DEPARTMENT OF FAMILY & CONSUMER SCIENCES

Dr. Gale Rice, Dean

MISSION

The mission of the College of Education and Allied Health Professions (CEAHP) is to provide clinical, classroom, and community experiences in order to continue Fontbonne University's tradition of excellence in teacher, therapist, and allied health professional education. Programs offered in the departments of Education and Special Education, Communication Disorders and Deaf Education, and Family & Consumer Sciences are committed to enhancing both the personal and professional growth of individuals who will respect diversity, value lifelong learning, and make professional decisions guided by evidence based practice. Graduates will serve children, adults, and their families through the life cycle in a variety of settings.

The Department of Communication Disorders and Deaf Education

Speech-Language Pathology (MS)

Early Intervention in Deaf Education (MA)

Deaf Education (MA) Fontbonne Clarke Northeast Collaborative

The department of communication disorders and deaf education offers a master of science degree in speech-language pathology, a master of arts degree in early intervention in deaf education, and a master of arts degree in deaf education in the Northeast. The programs provide academic and clinical educational experiences to prepare entry-level speech-language pathologists and to provide specialized training in deaf education. In addition, two tracks in the speech-language pathology program are offered: an emphasis in deafness and an emphasis in neurogenic disorders. Clinical practicum experiences occur in diversified settings such as the Fontbonne University's Eardley Family Clinic for Speech-Language and Hearing, St. John's Mercy 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.

Graduate assistantships and traineeships are available for qualified students who have completed an appropriate number of clinical practicum hours.

ACADEMIC REGULATIONS

For detailed information on academic policies and regulations, please refer to the graduate program information section in this catalog.

SATISFACTORY ACADEMIC PROGRESS:

To earn a Fontbonne University graduate degree, a student must complete all requirements for the specific graduate program and the degree. A degree-seeking graduate student at Fontbonne University is expected to perform at a satisfactory academic level by:

- Earning no more than one grade of C in a graduate course
- Earning no grades of F in graduate course
- Achieving and maintaining a minimum cumulative grade point average (GPA) of 3.0 and

- Following all academic requirements specific to the graduate program.

The following policies apply:

C and/or F Grades

A student who earns a grade of C in a graduate course will immediately be sent a letter placing them on academic probation. Copies of the letter will be sent to the dean of the college and the associate vice president for academic affairs, with a copy placed in the student's file. A student who earns a second grade of C will be dismissed from the program and the university. The student may appeal the dismissal and request immediate reinstatement to the program by petitioning the college dean and vice president for academic affairs. With their permission, the student may retake one of the two courses in which the C was earned as soon as the course is available. The dean, in consultation with the program director, may set the conditions for retaking the course, including which of the two courses should be repeated.

A student who earns an F in a graduate course will be dismissed from the program and the university.

Repeating Graduate Courses:

A graduate student may repeat no more than one graduate course and may repeat that graduate course one time only. The course being retaken must be taken at Fontbonne University. Although students may retake classes for higher grades, application of the satisfactory academic progress policies will be based on initial grades earned.

ACADEMIC PROBATION DURING GRADUATE STUDY

In communication disorders and deaf education, probation ordinarily extends not more than one semester (nine hours for full-time students, six hours for part-time students) beyond the semester during which the student was placed on

probation. A student who is on academic probation may not enroll in clinical practicum during the probationary period. A student who is on clinical probation may enroll in academic courses during the period of probation. Any clock hours accrued during a semester for which the student earned less than a B- in clinical practicum will not count toward the total 400 required clock hours for ASHA certification.

DISMISSAL

A student will be dismissed from the graduate program and the university by the college dean and the associate vice president for academic affairs if the student:

- Earns a second grade of C in an academic or clinical course, or
- Earns an F in a graduate course, or
- Earns one grade of C in an academic or clinical course and has a cumulative GPA below 3.0, or
- Has a cumulative GPA below 3.0

DUAL ENROLLMENT/ GRADUATE ENROLLMENT

For detailed information on academic policies and regulations, 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. Graduate courses may be taken by dually enrolled students on a space-available basis and 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 required for the master's degree.

MASTER OF SCIENCE (MS) DEGREE IN 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 45 graduate hours, including a minimum 40 credit hours in academic coursework and four credit hours in clinical practicum in addition to the undergraduate core in communication disorders or its equivalent.
- A minimum of 400 clock hours of clinical practicum with at least 325 of these obtained at the graduate level, per ASHA requirements.
- Successful defense of the academic and clinical portfolio or completion of a thesis project.

Program requirements are designed so that graduates will meet the certification standards of the American-Language-Hearing-Association.

Certification requirements of the American-Language-Hearing-Association (ASHA) include coursework in the areas of physical science, biological science, statistics and social science. Any student admitted to the graduate program not having courses in one or more of these areas on their undergraduate transcript will need to complete the deficiencies prior to completion of the graduate degree.

For detailed information on graduate degree, residency requirements, and admission policies and regulations, please refer to Criteria for Acceptance, Satisfactory Academic Progress, Academic Probation During Graduate Study and Dismissal headings in this section.

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 hours.)
- An undergraduate cumulative GPA of not less than 3.0 .
- 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
 - Linguistics
 - Audiology
 - Speech Science or Hearing Science
 - Speech and Language Development
 - Phonological and Articulation Disorders
 - Auditory Rehabilitation
 - Introduction to Language Disorders
 - Clinical Methods

ESSENTIAL FUNCTIONS

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, TB testing, and health screenings. Some facilities may have additional requirements such as drug testing, finger print checks, CPR training, and proof of immunizations. Exemptions from immunization based on religious beliefs or matters of conscience may extend the length of the program to allow completion of required clinical hours.

The results from a background check may impact your ability to progress through the program and your ability to obtain your license to practice.

Provisional Acceptance

Provisional acceptance may be granted in the following categories:

Category 1: Provisional Acceptance with Academic Provisions

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 hours of classes 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 hours 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. 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 specified 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.

MASTER'S DEGREE IN SPEECH-LANGUAGE PATHOLOGY

Course Prerequisites for Program

(must have these courses or their equivalent):

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)

CDS211 Nature of Language (or other basic linguistic course) (3 credits)

CDS220 Phonetics (3 credits)

CDS231 Speech Science (3 credits)

CDS302 Phonological and Articulation Disorders (3 credits)

CDS311 Introduction to Language Disorders (3 credits)

CDS410 Audiology

CDS414 Auditory Rehabilitation (3 credits) OR CDS555 Pediatric Audiology & Habilitation (3 credits)

CDS548 Clinical Methods (1 credit) OR undergraduate clinical methods course

Graduate Curriculum

(a) Students are required to take each of the following: (25 credits)

CDS 500 Introduction to Research Methods (3 credits)

CDS 520 Voice and Motor Speech Disorders (4 credits)

CDS 522 Seminar in Craniofacial Anomalies (3 credits)

CDS 526 Seminar in Fluency Disorders (3 credits)

CDS 527 Adult Neurogenic Language and Cognitive Disorders (3 credits)

CDS 535 Assessment Issues in Communication Disorders (3 credits)

CDS 577 Clinical Aspects of Dysphagia (3 credits)

CDS 580 Practical Application of Augmentative Communication Systems and Assistive Technology (3 credits)

CDS 570 Comprehensive Seminar in Communication Disorders (0 credits, taken last 2 semesters)

b) Students are required to choose a minimum of 2 of the following four courses (6 credits):

(Note: Students who have not previously taken an undergraduate course in child language disorders must take either CDS524 or CDS532; CDS534 is required for any student who has not taken a 3-credit course in the area of articulation/phonology 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 total of 5 credit hours counting toward the degree.
3. ASHA certification requires 400 clock hours, 325 of which must be earned at the graduate level.
4. Register consecutively for:
 1. CDS 540-546 Graduate Clinical Practicum (1 billed credit hour per semester)
 2. CDS 547 Public School Practicum (1 billed credit hour per semester)

d) Elective courses: students may choose any of the courses listed below, in addition to any of the above courses not selected to meet the minimum in area(b) to fulfill the required 40 academic credits

CDS 523 Intervention with Children who are Deaf or Hard of Hearing (3 credits)

CDS529 Language and Cognition (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)

e) Professional Seminars (CDS 570): There will be a number of mandatory seminars scheduled across the final fall and spring semesters of the graduate program. Topics covered during these meetings will include: writing a professional resume', job interview skills, creation of a poster/technical session, ethics of the profession, professional licensure and certification, and other professional issues.

PORTFOLIO OR THESIS

All students will compile a professional portfolio during the final two semesters of their graduate program. The content of the portfolio will include:

1. An annotated bibliography of 10 peer-reviewed journal articles, each citation accompanied by an essay and each relating to a professional indicator that is tied to ASHA certification requirements.
2. A copy of the student's professional resume'
3. Verification of registration for or completion of the PRAXIS exam
4. Verification of having submitted a proposal for a poster or technical session to the annual convention of the Missouri State Speech-Language Pathology Association (MSHA) or a poster session to a Fontbonne Student Scholarship Eventy, both of which are held during the Spring semester.

A graduate student in Speech-Language Pathology may request permission to write a master's thesis in lieu of compiling a portfolio to be completed during their second year in the program. A student who elects to write a thesis must take the following steps:

1. Write a letter or email to the Director of Graduate Studies indicating interest in writing a master's thesis no later than March 1 of the first Spring Semester of enrollment in the program. The faculty will consider all requests at the next departmental meeting. A committee of three faculty members will be selected.
2. If the student is approved to write a thesis, the student then determines the topic of the thesis in consultation with the faculty research advisor who has agreed to supervise the thesis. The faculty research advisor will work with the student to secure IRB approval for the collection of data.
3. The student will enroll in CDS560: Clinical Research in Communication Disorders for 1 credit hour for each of the next three semesters (Summer, Fall, and Spring). The student will generally conduct the literature review in the Summer, data collection in the Fall, and analysis and final writing in the Spring.
4. The thesis must be submitted electronically to the three members of the thesis committee no later than April 1 of the Spring semester in which the degree is to be awarded.
5. The student will meet with the thesis committee for an oral defense at a time to be determined.
6. The student will submit the final revised thesis no later than two days before the graduation date. The final thesis should be submitted both electronically to the Director of the Graduate Program and as a printed bound manuscript (2 copies).

COURSES

COMMUNICATION DISORDERS COURSES (GRADUATE)

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, SP

CDS 518 Students Who Are Deaf/Hard of Hearing in Inclusive Settings (3 credits)

This course will focus on the specific skill set required to be an effective itinerant teacher for students who are deaf or hard of hearing who are participating in regular education classrooms. Topics will include: Special Education Law, IEP Facilitation, Case Manager Responsibilities, Universals and Positive Behavioral Supports, Progress Monitoring,

Data Collection and Data-Driven Instruction, Confidentiality, Supporting the Audiological Needs of Students, Reevaluation procedures, and Consultation and Collaboration with Team Members and Families. FA

CDS520 Voice and Motor Speech Disorders (4 credits)

Advanced study of the anatomy, physiology, and neurology of disordered motor speech and voice. Topics include assessment and treatment of motor speech disorders as a result of damage or disease as well as current diagnostic and treatment techniques for voice disorders as a result of misuse/abuse, disease, injury, and/or neurologic disorders. Topics discussed will also include multi-cultural and ethical issues that arise in working with a diverse patient population. FA

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. 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-Aged Child (3 credits)

A comprehensive review of language development and disorders in school-aged 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. FA

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. FA

CDS 529 Language and Cognition (3 credits)

Reviews the contemporary issues about the relationship between cognition and language. Explores the explanatory role of cognition when normal language abilities are present and when they are not. Cognitive rehabilitation assessment and treatment tools that can be used by the speech-language pathologist will be presented. 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. FA

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. FA

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. Permission required. 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. Permission required. May be repeated. FA, SP, SU

CSD 548 Clinical Methods (1 credit)

This course is a study of the basic principles and procedures used in treating communication disorders. Common principles and methods of treatment will be introduced. Considerations for cultural and linguistic differences will be addressed. Professional writing techniques and professional ethics will be discussed. Prerequisites: Permission Required. The format for this course is blended; the majority of the classes will be online with some campus visits required. 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. SP

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 or master's thesis. Must be arranged in prior semester and requires department approval. May be repeated. FA, SP, SU

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. FA, SP, SU

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 (0 credits)

Taken in the final two semesters of graduate study, this course helps the student develop a set of organizational skills that will facilitate the transition from graduate school to the profession of communication disorders. Provides a systematic review for the PRAXIS Examination for SLP. Prerequisite: 18 hours of graduate study.. FA, SP

CDS 572 Collaborative Seminar in Augmentative Communication and Cochlear Implants (1 credit)

This course will prepare the student to analyze case studies of complex learners who use augmentative communication and/or cochlear implants. Students will demonstrate knowledge of interdisciplinary collaboration, analysis of learner needs with respect to the general education curriculum, the use of technology to facilitate participation in the classroom, and methods of assessing learner outcomes. FA

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. SP, SU

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

MASTER OF ARTS (MA) DEGREE IN 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.

MASTER'S DEGREE STUDENTS SEEKING CERTIFICATION IN DEAF EDUCATION

Students who do not possess a teaching certificate in deaf education may complete additional course work to be eligible for Missouri certificate Deaf/Hard of Hearing, Birth-12. The requirements are described in the Post Baccalaureate Teacher section of the catalog. Specific requirements for the certification for Deaf/Hard of Hearing are listed on the Curriculum Guide for Students Seeking Certification.

Application/Admission

Applicants 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 online 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.

Please refer to the admission requirements listed in the graduate program information section in this catalog for additional information.

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

ESSENTIAL FUNCTIONS

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

BACKGROUND CHECKS

As part of an ongoing effort to ensure the safety and welfare of students and staff, school districts require that any individual who teaches, supervises, or has access to students in schools undergo an FBI fingerprint check, a criminal record check, child abuse/neglect screening, TB tests and/or other screenings. Candidates should also realize that the background checks need to be updated periodically. It is the responsibility of each student to maintain up-to-date background checks for the purpose of observations, practicum and final clinical experience/student teaching. Please check with your advisor or Fontbonne's Certification Officer (East 235) should you have questions regarding background checks and the courses for which they are necessary. Courses needing background checks are also noted in this catalog.

COURSES REQUIRED FOR STUDENTS WITH CERTIFICATION IN DEAF EDUCATION

36 credit hours are required for the program

Prerequisites (or equivalents):

Certification in deaf education, elementary, early childhood, special or early childhood special education.
CDS 105 Speech and Language Development

CDS 201 Anatomy/Physiology of Speech/Hearing Mechanism
 CDS 220 Phonetics (or additional credit hour in CDS584)
 CDS 211 Nature of Language (or additional credit hour in CDS531)
 CDS 410 Audiology (or additional credit hour in CDS555)

Required Courses:

CDS 500 Introduction to Research Methods (3 credits)
 CDS 531 Communication Development for Children who are Deaf/Hard of Hearing (3 credits)
 CDS 555 Pediatric Audiology and Habilitation (3 credits)
 CDS 566 Language and Literacy in Children at Risk (3 credits)
 CDS 571 Comp Graduate Seminar (1 credit)
 CDS 583 Curriculum in Early Childhood Deaf Education (2 credits)
 EDU 525 Assessment and Intervention in ECSE (3 credits)
 ECE 551 Administering Programs for Children & Families (2 credits)
 ECE 555 Family-Centered Intervention (3 credits)

Graduate Practicum:

CDS 538 Mid-level Field Experience (1)
 CDS 539 Family-Centered Field Experience (1)

1. Students will complete a total of 2-3 credit hours of practicum. A minimum of 40 clock hours of experience are required for 1 credit hour of practicum.
2. The number and type of practicum experiences will be determined in consultation with the program director.

Suggested Electives:

CDS 518 Students Who Are Deaf/Hard of Hearing in Inclusive Settings (3 credits)
 CDS 522 Seminar in Orofacial Anomalies (3 credits)
 CDS 523 Intervention with Children who are Deaf/Hard of Hearing (3 credits)*
 CDS 524 Language of the School-Aged Child (3 credits)
 CDS 532 Seminar in Early child Language (3 credits)
 CDS 537 Early Field Experience (1 credit)
 CDS 549 Advanced Field Experience (1)
 CDS 552 Counseling Issues in CD (3 credits)*
 CDS 556 Auditory Technology & Cochlear Implants (3 credits)
 CDS 580 Practical Applications of Augmentative and Alternative Communication Systems and Assistive Technology (3 credits)
 CTE 507 Studies in Autism Spectrum Dis (3 credits)
 EDU 505 Introduction to Methods of Teaching Students with Cross-Categorical Disabilities (4 credits)
 EDU 549 Foundations of Reading Instruction (3 credits)

CDS 572 Collaborative Seminar (1 credit)
 CDS 584 Seminar and Practicum in Teaching Speech in Deaf Education (2 credits).

Equivalent coursework may be accepted with approval of the program director and the department chairperson.

*CDS 523 and *CDS 552 are not required for graduates of Fontbonne University's undergraduate program in Deaf Education.

Electives may be taken with the approval of the program director and department chairperson

COURSES REQUIRED FOR STUDENTS SEEKING CERTIFICATION IN DEAF EDUCATION

36 Credit hours are required for the program

Prerequisites (or equivalents):

Certification in deaf education, elementary, early childhood, special or early childhood special education or undergraduate degree in related field such as communication disorders

CDS 105 Speech and Language Development
 CDS 201 Anatomy/Physiology of Speech/Hearing Mechanism
 CDS 220 Phonetics (or additional credit hour in CDS 584)
 CDS 211 Nature of Language (or additional credit hour in CDS 531)
 CDS 410 Audiology (or additional cr. hour in CDS 555)

Required Courses:

CDS 500 Introduction to Research Methods (3 credits)
 CDS 523 Intervention with Children who are Deaf/Hard of Hearing (3 credits)
 CDS 531 Communication Development for Children Who Are Deaf/Hard of Hearing (3 credits)
 CDS 550 Teaching Reading in Deaf Education (3 credits)
 CDS 555 Pediatric Audiology and Habilitation (3-4 credits)
 CDS 566 Language and Literacy in Children at Risk (3 credits)
 CDS 571 Comp Graduate Seminar (1 credit)
 CDS 572 Collaborative Seminar (1 credit)
 CDS 583 Curriculum in Early Childhood Deaf Education (2 credits)
 CDS 584 Practicum in Speech (2credits)
 EDU 525 Assessment and Intervention in ECSE (3 credits)
 ECE 551 Administering Programs for Children & Families (2 credits)
 ECE 555 Family-Centered Intervention (3 credits)

Certification Requirements:

CDS 506 Beginning Sign Language (1 credit)
CDS 552 Counseling Issues in CD (3 credits)
DEA 481 Culminating Clinical Experience (8 credits)
EDU 270 Intro to Learner Diversity (3 credits)
CDS 573 Promoting Effective Learning (1 credit)
EDU 400 Behavior Management (3 credits)
MTH 350 Teaching Math (3 credits)
PSY 200 Developmental Psychology (3 credits)

Graduate Practicum:

CDS 537 Early Field Experience (1 credit)
CDS 538 Mid-level Field Experience (1)
CDS 539 Family-Centered Field Experience (1)
CDS 549 Advanced Field Experience (1) (optional)

1. Students will complete a total of 2-3 credit hours of practicum prior to the Culminating Clinical Experience (DEA481).
2. A minimum of 40 clock hours of experience are required for 1 credit hour of practicum.
3. The number and type of practicum experiences will be determined in consultation with the program director.

Master of Arts (MA) Degree in Deaf Education

Specialty Area: Preparing Educators to Serve Children Who Are Deaf/Hard of Hearing in Inclusive Educational Settings

Fontbonne University and Clarke Schools for Hearing and Speech have initiated a partnership to offer a Master of Arts in Deaf Education. This hybrid model will offer Fontbonne University coursework through synchronous distance education and face-to-face formats) and practicum for graduate students in the Northeast region of the U.S.

This program is a unique model designed to prepare a new generation of professionals. It stresses an interdisciplinary approach, incorporating the principles of best practice from deaf education, early childhood education, speech-language pathology and special education. Classes are small and highly interactive. Faculty are nationally recognized, experienced and committed to each graduate student's success. Many of our faculty continue to work with children and families, sharing their expertise through technological advancements, evidence-based practices and innovative techniques.

All coursework is presented by instructors through face-to-face instruction or via synchronous distance technology. The 41-42-credit-hour curriculum will prepare graduate students with the content and experiences they need to:

- provide educational services to students who are learning and using listening and spoken language,

- collaborate with professionals in inclusive educational settings,
- monitor and facilitate the use of hearing technology,
- instruct learners with modifications and accommodations,
- support learners' self advocacy and social-emotional development.

In addition to the core curriculum, graduate students will also participate in over 400 hours of field experience in or near the city in which they reside through the Clarke Schools or other Northeast programs, including CREC Soundbridge in Connecticut and the Bergen County Hearing Impaired Program in New Jersey.

CERTIFICATION/LICENSURE

Students will be eligible for the Massachusetts teaching license at the end of the program. Students will need to pass all required tests for licensure and may need to take additional courses depending on the courses taken as an undergraduate. Students who wish to earn licensure or certification in other states will need to meet the requirements of the state.

APPLICATION/ADMISSION

Applicants 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 hours.)

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 online 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.

Please refer to the admission requirements listed in the graduate program information section in this catalog for additional information.

Submit all documents to the:
Deaf Education Graduate Program Director
Communication Disorders and
Deaf Education Department
Fontbonne University
6800 Wydown Blvd.
St. Louis, MO 63105-3098

ESSENTIAL FUNCTIONS

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

BACKGROUND CHECKS

As part of an ongoing effort to ensure the safety and welfare of students and staff, school districts require that any individual who teaches, supervises, or has access to students in schools undergo an FBI fingerprint check, a criminal record check, child abuse/neglect screening, TB tests and/or other screenings. Candidates should also realize that the background checks need to be updated periodically. It is the responsibility of each student to maintain up-to-date background checks for the purpose of observations, practicum and final clinical experience/student teaching. Please check with your advisor or Fontbonne's Certification Officer (East 235) should you have questions regarding background checks and the courses for which they are necessary. Courses needing background checks are also noted in this catalog.

COURSES REQUIRED FOR STUDENTS IN DEAF EDUCATION

41-42 credit hours are required for the program

Required Courses:

CDS 500 Introduction to Research Methods (3 credits)
CDS 506 Beginning Sign Language (1 credit)
CDS 508 Foundations in Listening and Spoken Language for Children Who Are Deaf/Hard of Hearing
CDS 517 Developing Language Skills for D/HH
CDS 518 Students Who Are Deaf/Hard of Hearing in Inclusive Settings (3 credits)
CDS 523 Intervention with Children Who Are Hard of Hearing (3credits)
CDS 531 Communication Development for Children Who Are Deaf/Hard of Hearing (3-4 credits)
CDS 537 Early Field Experience (1 credit) P/NP
CDS 538 Mid-Level Field Experience (1-3 credit)
CDS 550 Teaching Reading in Deaf Education(3 credits)
CDS 555 Pediatric Audiology and Habilitation (3-4 credits)
CDS 558 Audiology, Acoustics and the Role of the Teacher (2 credits)
CDS 559 Culminating Clinical Experience and Seminar (4 credits)
CDS 589 Capstone Project (4 credits)
ECE 555 Family-Centered Intervention (3 credits)

Prerequisites and additional licensure requirements may need to be taken. The curriculum includes the required clinical field experience hours for licensure.

COURSES

EARLY INTERVENTION IN DEAF EDUCATION AND DEAF EDUCATION COURSES (GRADUATE)

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, SP

CDS 508 Foundations in Listening and Spoken Language for Children Who Are Deaf/Hard of Hearing (3 credits)

This course is an introduction to the study of speaking and listening with emphasis on the anatomy and physiology of the speech mechanism with emphasis on speech acoustics, speech perception and speech production. Phonetic transcription, spoken language assessment, and theories of speech perception will also be discussed.

CDS 517 Developing Language Skills for D/HH Deaf Education in Inclusive Settings (3 credits)

This course addresses the principles and techniques used in the development of language with deaf children. Consideration is given to traditional and modern approaches to language development as it applies to reading and writing as well as spoken language. Strategies for developing reading and written language skills, the use of expository text to develop language skill, as well as formal and informal assessment, and using information from evaluations to develop an Individual education plan will be discussed.

CDS 518 Students Who Are Deaf/Hard of Hearing in Inclusive Settings (3 credits)

This course will focus on the specific skill set required to be an effective itinerant teacher for students who are deaf or hard of hearing who are participating in regular education classrooms. Topics will include: Special Education Law, IEP Facilitation, Case Manager Responsibilities, Universals and Positive Behavioral Supports, Progress Monitoring, Data Collection and Data-Driven Instruction, Confidentiality, Supporting the Audiological Needs of Students, Reevaluation procedures, and Consultation and Collaboration with Team Members and Families. FA

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. Course includes content in linguistics for an additional credit hour. Prerequisite: CDS 523. FA

CDS 537 Early Field Experience (1 credit)

P/NP. This course is required for students who do not already have experience in deaf education. Students observe a variety of local deaf education programs and assist and participate in classrooms for a minimum of 40 clock hours. SU, FA

CDS 538 Mid-level Field Experience (1-3 credits)

This course provides students with experience working in center-based early intervention/early childhood deaf education or early childhood special education programs. SU, FA, SP

CDS 539 Family-Centered Field Experience (1 credit)

This course provides students with experiences working with caregivers in the natural environments. The focus of intervention in this practicum is on the use of family-centered coaching practices. FA, SP

CDS 539 Culminating Clinical Experience and Seminar (4 credits)

This course provides an overview of the theoretical foundations of teaching children with hearing loss and its application to the classroom. Students analyze and discuss educational theory and best practices in Listening and Spoken Language as well as the impact hearing loss has on student learning and outcomes. The primary goal for this class is to relate the curriculum content to the students' field experiences. FA, SP

CDS 549 Advanced Field Experience (1 credit)

P/NP. This practicum will allow students to experience either center or natural environment service delivery in alternative ways such as out-of-town practicum, community service based research projects, or intensive observations. SU, FA, SP

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. Sp

CDS 558 Audiology, Acoustics and the Role of the Teacher (2 credits)

In this course students will study theories and techniques needed to provide accurate and appropriate information to parents, classroom teachers and other professionals regarding hearing loss, its impacts in learning environments, and assistive listening technology. The concepts and skills discussed will be useful for both the THI/TOD that has daily, direct access to an education/pediatric audiologist and the THI/TOD that is the primary person responsible for managing the student with hearing loss.

CDS 559 Culminating Clinical Experience and Seminar (4 credits)

This course provides an overview of the theoretical foundations of teaching children with hearing loss and its application to the classroom. Students analyze and discuss educational theory and best practices in Listening and Spoken Language as well as the impact hearing loss has on student learning and outcomes. The primary goal for this class is to relate the curriculum content to the students' field experiences. FA, SP

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 572 Collaborative Seminar in Augmentative Communication and Cochlear Implants (1 credit)

This course will prepare the student to analyze case studies of complex learners who use augmentative communication and/or cochlear implants. Students will demonstrate knowledge of interdisciplinary collaboration, analysis of learner needs with respect to the general education curriculum, the use of technology to facilitate participation in the classroom, and methods of assessing learner outcomes. FA

CDS 573 Promoting Effective Learning (1 credit)

P/NP. Explore topics in educational and cognitive psychology in order to promote effective teaching and learning. Students will address various philosophical questions to help clarify their own personal values as educators. Students will prepare for their professional practice by examining key features of Fontbonne's teacher certification requirements. Students will receive a grade of P/NP. This course is required for students seeking initial certification. SU.

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 (2-3 credits)

This course includes a minimum of 30 clock hours of supervised practicum teaching speech in deaf education programs and a seminar on assessment, curriculum, and strategies for teaching speech. Course includes content on phonics for third credit hour. SP

CDS 589 Capstone Project (1 credit)

This final semester capstone project course is the culmination of the student's professional preparation as a deaf educator, integrating all of the key concepts and skills presented in the Deaf Education in Inclusive Settings course of study into a major thesis project.

A final oral presentation to the faculty will demonstrate the candidate's ability to operationalize theory, best practice, ethical decision making and knowledge of professional expectations.

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

ECE 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

ECE 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.

Department of Education/Special Education

Master of Arts Degree in Education (MA) Master of Arts in Teaching Degree (MAT) Paraprofessional Pathways to Teachingsm (MAT) Certificate in Autism Spectrum Disorders

Through the Master of Arts degree in Education and the Master of Arts degree in Teaching, Fontbonne University extends its tradition of excellence in teacher education by offering programs committed to enhance the professional growth of individuals and school communities.

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 pending demonstration of ability to perform quality work at the graduate level.

TRANSFER OF CREDIT

Students may transfer 6 graduate credit hours -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 Advanced Programs in Education for approval.

Application

Application may be made at:

<https://www.fontbonne.edu/admission/graduate-students/>

ESSENTIAL FUNCTIONS:

Listed below are the essential functions that someone who enters the Master of Arts Degree in Education, Master of Arts in Teaching Degree or Certificate in Autism Spectrum Disorders must perform and therefore are required of graduate students in the department.

Physical Abilities:

- Participate in classroom, practicum, and clinical activities for the required blocks of time as indicated by the class instructor, supervisor, and cooperating school personnel

- Ambulate to, from, and within academic/clinical facilities;
- Provide for or direct one's own personal hygiene;
- Provide for or direct one's ability to wear appropriate attire that follows a professional dress code in classroom, practicum, and clinical activities, and an appropriate dress code on campus
- Manipulate screening, assessment, and educational materials;
- Respond to emergency situations within the application of universal precautions;
- Visually monitor student responses and use of instructional and assessment 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 instructors, supervisors, students and colleagues.

Cognitive Abilities:

- Comprehend and read professional literature/reports;
- Write university-level papers, educational reports, lessons plans, lesson plan reflections, and required rationales 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;
- Comply with administrative, legal, and regulatory policies.

ACADEMIC REGULATIONS

Please refer to the preceding graduate program information section in this catalog for detailed information on academic regulations.

MASTER OF ARTS 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. Six distinct concentrations are available: Autism Spectrum Disorders, Curriculum and Instruction, Diverse Learners, Early Childhood Education, Reading, and Special Education

Degree Requirements

Participants must successfully complete 33 semester hours of graduate credit. Four core courses totaling 12 hours are required of all candidates:

EDU 542 Teacher as Leader (3 credits)

EDU 543 Contemporary Issues in Education (3 credits)

EDU 585 Research Methods in Education (3 credits)

EDU 588 Action Research (3 credits)

In addition to the 12 hours of core courses required, a minimum of 21 additional hours must be completed in a major area of study and elective courses. Prospective applicants should also review the general information on graduate programs provided in the graduate section in this catalog.

SPECIFIC CONCENTRATION REQUIREMENTS:

Autism Spectrum Disorders (ASD)

The Center for Teacher and Therapist Education (CTTE) is a collaborative partnership between the Department of Education/Special Education and the Department of Communication Disorders and Deaf Education. CTTE has developed a comprehensive, collaborative graduate program to prepare professionals from a variety of professions to work with children and youth with Autism Spectrum Disorders and their families. Effective professional practices that support the learning and social-behavioral outcomes of individuals with ASD are central elements in this course of study. In addition, the program promotes early intervention and early transition planning with family education and support. Such support assists parents in making informed decisions regarding a variety of treatment approaches and educational possibilities.

Required Specialty Courses:

CTE 507 Studies in Autism Spectrum Disorders (ASD) (3 credits)

CTE 508 ASD: Communication and Social Competence (3 Credits)

CTE 509 ASD: Behavioral Supports (3 credits)

CTE 510 ASD: Assessment and Evaluation (3 credits)

CTE 511 ASD: Teaching and Learning Strategies (3 credits)

Specialty Courses Required: 15 hours

Required core: 12 hours

Electives: 6 hours

Program total: 33 hours

Certificate in Autism Spectrum Disorders

A certificate of completion is available for those students who wish to enhance their professional knowledge and skills in the field of autism. Students must meet the qualifications of admission to the master's degree program. Course requirements for the certificate are fulfilled by satisfactorily completing the five specialty courses of the Masters of Arts degree concentration in ASD (*see CTE 507, CTE508, CTE509, CTE510 and CTE511*). Consult with the Director, Advanced Programs in Education to plan your course of study for the ASD certificate of completion.

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.

Required Specialty Courses:

EDU 528 Differentiated Instruction (3 credits)

EDU 529 Enhancing Student Achievement through Positive Behavioral Supports (3 credits)

EDU 530 Understanding the Diverse Learner (3 credits)

EDU 547 Curriculum Design, Assessment, and Improvement (3 credits)

Specialty Courses Required: 12 hours

Required core: 12 hours

Electives: 9 hours

Program total: 33 hours

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.

Required Specialty Courses:

EDU 528 Differentiated Instruction (3 credits)
EDU 529 Enhancing Student Achievement through Positive Behavioral Supports (3 credits)
EDU 530 Understanding the Diverse Learner (3 credits)
EDU 551 Literature-Based Reading for Diverse Learners (3 credits)

Specialty Courses Required: 12 hours

Required core: 12 hours

Electives: 9 hours

Program total: 33 hours

Early Childhood Education

With early childhood education as a top priority in the state of Missouri, the need for highly qualified early childhood educators continues to grow. The early childhood concentration in the Master of Arts in Education prepares professionals to work with pre-kindergarten through third-grade students in both public and private entities. The specialty course work allows you to examine, evaluate, research and implement early childhood curriculum and programming.

Required Specialty Courses:

EDU 525 Individualized Assessment & Approached in Early Child Special Education (3 credits)
EDU 528 Differentiated Instruction (3 credits)
ECE 551 Administering Programs for Children and Families (3 credits)
ECE 578 Advanced Curriculum and Instruction in Early Childhood Education (3 credits)

Specialty Courses Required: 12 hours

Required core: 12 hours

Electives: 9 hours

Program total: 33 hours

Reading*

The reading concentration 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. The reading program is offered both on-line and face-to-face.

Required Specialty 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 hours

Required core: 12 hours

Electives: 9 hours

Program total: 33 hours

**Those seeking a Reading Specialist Certificate may need to complete additional coursework.*

SPECIAL EDUCATION

Fontbonne University's tradition of excellence in special education is represented in its special education concentration. 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 in their own practice through action research projects and directed readings. One may also choose to pursue professional interests in related graduate programs such as autism spectrum disorders, 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).

Required Specialty courses:

Required:

EDU 505 Introduction to and Methods of Teaching Students with Cross-Categorical Disabilities (4 credits) OR
EDU 528 Differentiated Instruction (3 credits)

Specialty Courses (Minimum of 12 credit hours selected with advisor's guidance from the list below):

EDU 520 Transition/Career Education for Students with Disabilities (3 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 hours

Required core: 12 hours

Electives: 9 hours

Program total: 33 hours

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), special education (K-12) and Art 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 Advanced Programs 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 elsewhere 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. Programs are approved through the Missouri Department of Elementary and Secondary Education (DESE) and the Council for the Accreditation of Educator Preparation (CAEP) – formerly the National Council for the Accreditation of Teacher Education (NCATE).

Degree Requirements:

Participants must successfully complete 33 semester hours of graduate credit (Special Education is a 36 semester hour program). Prospective applicants should also review the general information on graduate programs provided in the graduate section in this catalog.

Students seeking certification through this degree must also complete a number of education courses to meet the requirements of the Missouri Department of Elementary and Secondary Education.

Specific Program Requirements

Elementary

Required Courses:

EDU 500 Classroom/Behavior Management **OR**

EDU 529 Positive Behavior Supports (3 credits)

EDU 528 Differentiated Instruction (3 credits)

EDU 530 Understanding the Diverse Learner (3 credits)

EDU 531 The Contemporary Classroom (3 credits)

EDU541 Frameworks for Learning (3 credits)

EDU542 Teacher as Leader (3 credits)

EDU 547 Curriculum Design, Assessment and Improvement (3 credits)

EDU 551 Literature-Based Reading for Diverse Learners (3 credits)

EDU 553 Assess. and Teaching of Students w/Read. Dis. (3 credits)

EDU 586 Studies in Disability and Exceptionality (3 credits)

EDU 597 The Instructional Process (3 credits)

Program total: 33 hours

Middle School

Required Courses:

EDU 500 Classroom/Behavior Management **OR**

EDU 529 Positive Behavioral Supports (3 credits)

EDU 528 Differentiated Instruction (3 credits)

EDU 530 Understanding the Diverse Learner (3 credits)

EDU 531 The Contemporary Classroom (3 credits)

EDU541 Frameworks for Learning (3 credits)

EDU542 Teacher as Leader (3 credits)

EDU 547 Curriculum Design, Assessment and Improvement (3 credits)

EDU 549 Foundations in Reading Instruction (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)

Program total: 33 hours

Secondary

Required Courses:

EDU 500 Classroom/Behavior Management **OR**

EDU 529 Positive Behavioral Supports (3 credits)

EDU 528 Differentiated Instruction (3 credits)

EDU 530 Understanding the Diverse Learner (3 credits)

EDU 531 The Contemporary Classroom (3 credits)

EDU541 Frameworks for Learning (3 credits)

EDU542 Teacher as Leader (3 credits)

EDU 547 Curriculum Design, Assessment and Improvement (3 credits)

EDU 550 Reading in the Content Areas (3 credits)

EDU 586 Studies in Disability and Exceptionality (3 credits)

EDU 597 The Instructional Process (3 credits)
500 level elective (3 credits)
Required Courses: 30 hours

Program total: 33 hours

Special Education

Required Courses:

EDU 500 Classroom/Behavior Management **OR**
EDU 529 Positive Behavior Supports (3 credits)
EDU 505 Introduction and Methods of Teaching Cross
Categorical Disabilities (4 credits)
EDU 520 Transition/Career Education (2 credits)
EDU 531 The Contemporary Classroom (3 credits)
EDU 541 Frameworks for Learning (3 credits)
EDU 542 Teacher as Leader (3 credits)
EDU 551 Literature-Based Reading for Diverse Learners
(3 credits)
EDU 553 Assessment and Teaching of Students w/Read
Difficulties (3 credits)
EDU 586 Studies in Disability and Exceptionality
(3 credits)
EDU 595 Counseling Techniques **OR**
EDU 596 Counseling and Collaborating with Diverse
Populations (3 credits)
EDU 597 The Instructional Process (3 credits)

Program total: 33 hours

MASTER OF ARTS DEGREE IN TEACHING—PARAPROFESSIONAL PATHWAYS TO TEACHINGSM

Fontbonne University is especially interested in supporting the efforts of those who are working with a temporary or alternative certificate, as well as those who are working in classrooms as paraprofessionals or teacher assistants in their efforts to obtain certification as special education teachers. The Pathways program allows for program modifications which recognize the experience of these individuals.

EDU 500 Classroom/Behavior Management (3 credits)
EDU 520 Transition/Career Education (3 credits)
EDU 523 Mild and Moderate Disabilities in Special
Education: Identification and Instruction (6 credits)
EDU 550 Reading and Writing Across the Curriculum
(3 credits)

EDU 553 Assessment and Teaching of Students
w/Read Difficulties (3 credits)
EDU 582 Cross-Categorical Practicum (3 credits)
EDU 592 Assessment of Ability and Achievement
(3 credits)
EDU 595 Counseling Techniques (3 credits)
Core Courses: 6 hours

Program total: 33 hours

RESIDENCY REQUIREMENT FOR CERTIFICATION

The student must complete a minimal residency requirement of 24 credit hours plus the required student teaching or field experience required by the department in which his/her program is held. Within these minimum credit hours, a candidate must complete at least six hours of discipline-specific coursework (*excluding methods courses*) appropriate to the area of certification sought.

BACKGROUND CHECKS

Most school districts require that any individual who teaches, supervises, or has access to students in a school undergo a criminal background check. This will include an open records check, a check for child abuse/neglect and possibly an FBI fingerprint screening. Some districts also require a TB screening. Students will be required to obtain a background check upon declaring themselves a candidate for teacher education. Students are responsible for keeping background checks current in order to avoid exclusion from clinical sites, practicum sites and student teaching. Costs for background checks will be borne by the individual student. Questions regarding background checks should be directed to the Teacher Certification Officer in East 235.

POST BACCALAUREATE CERTIFICATION

Post-Baccalaureate students should refer to the section on the Master of Arts in Teaching degree above and the catalog section title, Teacher Certification at Fontbonne University immediately following this graduate section.

Fontbonne University is approved by the Missouri Department of Elementary and Secondary Education to offer certification programs in 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, mathematics, social science, language arts, and speech/theatre). Those wishing to work toward certification in family and consumer sciences, speech/theatre or deaf education should contact the departments of family and consumer sciences, fine arts or Communication Disorders/Deaf Education, respectively.

DUAL UNDERGRADUATE/GRADUATE ENROLLMENT

In order to be eligible for dual enrollment, a 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.

A maximum of nine graduate credit hours taken during dual enrollment may be applied to the total required for the master's degree. These credits may not be included in the 120 hours required for the undergraduate degree. Students dually enrolled will retain classified status as undergraduates and will be enrolled as unclassified graduate students.

UNCLASSIFIED STATUS

Students who wish to complete coursework without entering a degree program may do so by making application for unclassified graduate status. Unclassified students will receive advisement related to their professional goals as needed. Students in this status are, however, not eligible for financial aid. A maximum of 12 hours earned under the unclassified status may be applied to the Master of Arts degree. (*See also: Dual Undergraduate/ Graduate Enrollment below.*)

EDUCATORS' DISCOUNT

Educators who are employed at least half-time in a school setting, preschool through higher education, are eligible for a fifteen (15%) percent discount on graduate tuition. Students must reapply each semester in order to be eligible for this discount. Forms are available online or in hard copy.

RE-ENROLLMENT UPON COMPLETION OF A GRADUATE DEGREE IN THE DEPARTMENT OF EDUCATION/SPECIAL EDUCATION

The Master of Arts in Teaching degree is established for pre-service teachers seeking initial certification. The Master of Arts degree in Education is established for teachers who wish to earn a degree for professional development. Therefore, those completing the Master of Arts degree in Education may not re-enroll for the Master of Arts in Teaching degree. Those completing the Master of Arts in Teaching degree may apply for admission to the Master of Arts degree in Education. Those making application must be able to plan a full 33 hour program with his/her graduate advisor. See other departments in the catalog for additional degrees offered at Fontbonne.

COURSES

CENTER FOR TEACHER AND THERAPIST EDUCATION COURSES (GRADUATE) COURSES

Semester indications are guidelines only.

CTE 507 Studies in Autism Spectrum Disorders (ASD) (3 credits)

This course is an overview of the nature of autism spectrum disorders (ASD) from infancy through adulthood including diverse manifestations of the condition from mild to severe. Historical roots, definitions, current research, and policy supports will be addressed. Critical issues impacting individuals with ASD such as social deficits, communication disorders, sensory processing and behavioral differences are also explored. Theoretical frameworks and evidence-based practices that support the learning and development of individuals with ASD will be presented. Ten (10) hours of field experience are required. This course is a prerequisite for all CTE courses; however it can be taken concurrently with one other CTE course. Background Check Required. ON SITE: FA, SU

CTE 508 ASD: Communication and Social Competence (3 credits)

This course addresses language development and communication strategies focusing on characteristics of individuals with Autism Spectrum Disorders (ASD). Issues unique to the population will be addressed, such as pragmatics and other communication deficits, augmentative and alternative communication systems, and social deficits. Use of case studies will be a method for integrating areas of study. Prerequisite: CTE507. ON SITE: FA

CTE 509 ASD: Behavioral Supports (3 credits)

This course includes theories and methods that support individuals with Autism Spectrum Disorders (ASD) to develop productive behavior control, self-regulation, and to function appropriately in groups. It includes an overview of behavior management theories and practices as they relate to clients with Autism Spectrum Disorder. *This includes the principles of applied behavior analysis, principles of the social-cognitive approach, and Positive Behavior Supports.* A focus will be on the behavioral management process beginning with functional assessment through implementation of behavior interventions. Evidenced-based practices that support the learning and integration of these interventions into practice will be studied. *Case studies and examples of interventions will demonstrate use across subgroups. Interventions will be considered as they relate to diversity, levels of need, and age span.* Prerequisite: CTE507. ON SITE: SP

CTE 510 ASD: Assessment and Evaluation (3 credits)

This course explores types of assessments used for screening and diagnosis of Autism Spectrum Disorders (ASD). Domains of cognitive, communication, and behavior are addressed along with other developmental areas such as sensory, oral, motor and play. A focus will be on utilizing diagnostic criteria and discerning information from evaluation reports. Importance of diversity will be included with consideration given to subtypes of ASD and cultural and ethnic variables. Prerequisite: CTE507. ON SITE: SP

CTE 511 ASD: Teaching and Learning Strategies (3 credits)

This course focuses upon evidence-based strategies that support individualized learning needs of individuals with autism spectrum disorders (ASD). Comprehensive and integrated approaches are explored along with specific strategies that are included within various models. The ways in which assessments contribute to designing and monitoring programs of instruction most suitable to the individual with ASD are addressed as well as progress monitoring and maintenance of meaningful data that apply to social/communication, and academic growth. Prerequisite: CTE507. ON SITE: FA

CTE 512 Second Language Acquisition (3 credits)

This course will address the theoretical foundations, history, legal aspects and pedagogy related to teaching individuals whose first language is not English. Emphasis will be placed on the cultural (family, community, school, etc.), psychological and social ramifications of learning a second language. Students will evaluate and analyze the complexities of language acquisition from the perspectives of initial language and second language development. Prerequisite: none. ON SITE: FA

CTE 513 Methods of Teaching Second Language Learners (3 credits)

This course will examine the critical nature of culture (family, community, school, etc.), sociolinguistics, demographics, values and beliefs that affect individuals' abilities to become proficient speakers of English. Cultural (family, community, school, etc.) and linguistic diversity will be embraced and celebrated because of the richness it brings to an individual's life. Students will acquire and apply appropriate and effective teaching and learning strategies to meet the needs of ESOL individuals in the K-12 environment. Prerequisite: CTE512. ON SITE: TBA

CTE 514 Materials for and Assessment of Teaching English to Speakers of Other Languages (3 credits)

This course will provide students opportunities to design and/or utilize effective curriculum and materials to meet the needs of ESOL individuals. Students will design and utilize

appropriate assessment strategies that accurately assess ESOL individuals' academic and linguistic progress. Prerequisite: CTE512. ON SITE: TBA

CTE 515 ESOL Practicum I (3 credits)

In an elementary practicum setting, this course will offer a case study approach to the development of practical, appropriate strategies and interventions with ESOL individuals after identification of strategies appropriate for the individual. A supervised practicum of 40 hours working with an elementary student is required. Data collected will be translated into teaching prescriptions. Practicum students will prepare a parent/family linguistic project. Prerequisite: CTE512, CTE513, CTE514. ON SITE: TBA

CTE 516 ESOL Practicum II (3 credits)

In a middle or secondary practicum setting, this course will offer a case study approach to the development of practical, appropriate strategies and interventions with ESOL individuals after identification of strategies appropriate for the individual. A supervised practicum of 40 hours working with a middle or secondary student is required. Data collected will be translated into teaching prescriptions. Practicum students will develop a PowerPoint or video presentation to assist educational colleagues in the development of effective strategies with ESOL middle or secondary students. Prerequisite: CTE512, CTE513, CTE514. ON SITE: TBA

EDUCATION/SPECIAL EDUCATION COURSES (GRADUATE)

Semester indications are guidelines only.

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. ON SITE: FA, SP; ONLINE: SU

EDU 505 Introduction and Methods of Teaching Cross-Categorical Disabilities (4 credits)

This course provides a basic understanding of the nature of disabilities to include learning disabilities, behavior disorder, intellectual disabilities 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. In addition, this course provides

procedures and strategies for teaching students with cross-categorical disabilities. ON SITE: SU

EDU 520 Transition/Career Education for Students with Disabilities (2-3 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. ON SITE: SP (EVEN YEARS)

EDU 523 Mild and Moderate Disabilities in Special Education: Identification and Instruction—Pathways (6 credits)

This course includes the nature of mild/moderate disabilities categorized and served under IDEA in the public schools. Characteristics of educational disabilities that are identified for eligibility of special education services are addressed along with similarities and differences of disability conditions and the implications for educating students with various disabilities in various educational environments. Teaching methods emphasize evidence-based, instructional strategies and procedures for special education settings and inclusive, regular education classrooms. An additional focus is on methods that support student progress in the general education curriculum. Activities include the use of case studies to articulate Response to Intervention (RtI) procedures, and to develop an Individualized Education Program (IEP). Prerequisites: EDU 120 Psychology of the Exceptional Child or EDU 586 Studies in Disabilities and Exceptionalities. OFFERED AS NEEDED.

EDU 524 Language of the School-Aged Child (3 credits)

This course is a comprehensive review of language development and disorders in school-age children and adolescents 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. ONLINE: FA

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 269 or DEA 200/210. ON SITE: 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. ON SITE: 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. ONLINE: FA, SP

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. ON SITE: 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. 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. Background Check Required. ON SITE: 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. Offered as needed.

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; ONLINE: SP, SU

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; ONLINE: SU

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 school safety, inclusion of students with disabilities, technology, state and national policy, etc. The impact of these issues on current and future educational planning and practice will be emphasized. ON SITE or ONLINE: 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. ON SITE: 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: SP; ONLINE: FA, 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; ONLINE: 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; ONLINE: FA, 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 disabilities is developed. Analysis and remedial teaching processes to address those needs are practiced. Prerequisite: EDU 549. ONLINE: FA, 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. ON SITE: 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. ON SITE: 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. Background Check Required. ONLINE: 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 40 hours working with an elementary and a secondary student is required. Data collected is translated into teaching prescriptions. Practicum students prepare a parent/family literacy project. Prerequisite: EDU 553. -Background Check Required. 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 40 hours working with an elementary and secondary student is required. Practicum students will develop a PowerPoint presentation to teach educational colleagues strategies for improving reading. Prerequisite: EDU 583. -Background Check Required. 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 and to submit appropriate Institutional Review Board forms for the action research project. -ON SITE: FA; ONLINE: FA

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. ON SITE: 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. ON SITE: FA, SP

EDU 588 Action Research (3 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: SP; ONLINE: 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: 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 269. ON SITE: 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 the 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. ON SITE: 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. ON SITE: FA, SP

Department of Family & Consumer Sciences

Family & Consumer Sciences (MA)

The department of family & consumer sciences at Fontbonne University offers the master of arts degree in family & 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.

ADMISSION

The minimum requirements for admission are:

- A bachelor's degree from an accredited, degree-granting institution of higher education;
- A minimum undergraduate cumulative grade point average of 3.0 on a 4.0 scale; and
- Demonstrated effective written communication skills.

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 FAMILY & CONSUMER SCIENCES

Students must successfully complete a minimum of 36 semester hours of graduate credit to earn a master of arts degree in family & consumer sciences at Fontbonne University, including:

Core Courses (12 credits):

- FCS 532 Framing Critical Issues in FCS (3 credits)
- FCS 533 Advocacy and Public Policy: Addressing a World in Need (3 credits)
- FCS 534 Globalization and the Human Condition (3 credits)
- FCS 535 Leadership Development for Professional Practice (3 credits)

Concentration: Multidisciplinary Health Communication Studies (12 credits)

- FCS 541 Applied Health Behavior to Enhance Health Outcomes (3 credits)
- FCS 542 Interpreting and Translating Science for Consumers (3 credits)
- FCS 543 Contemporary Applications for Health Communication (3 credits)
- FCS Elective—see below (3 credits)

Electives:

- FCS 544 Ethical Implications for Health Communication (3 credits)
- FCS 545 Cultural Competence in Health Communication (3 credits)
- FCS 554 Critical Readings in FCS (3 credits)
- FCS 589 Practicum in FCS (1-3 credits)
- FCS 590 Independent Study (1-3 credits)

Track: Management/Research/ISPP (12 -15) credits)

Management:

- RMD 500 Statistical Methods for Research (3 credits)
- MGT 515 Project Management (3 credits)

Choose two courses from the following (all 3 credits):

- MGT 507 Budgeting and Accounting for Managers
- MGT 518 Business Policy and Strategic Planning
- MGT 525 Organizational Behavior and Human Resource Management
- MGT 535 Organizational Development and Change
- MGT 540 Organizational Psychology & Behavior
- MGT 545 Leadership Development & Coaching in Organizations
- NPM 510 Marketing and Communications for Nonprofits
- NPM 520 Resource Development for Nonprofits
- NPM 550 Governance, Leadership and Management for Nonprofits
- NPM 560 Strategy, Planning and Program Evaluation for Nonprofits

Research:

RMD 500 Statistical Methods for Research (3 credits)

EDU 585 Research Methods in Education (3 credits)

FCS 568 Research in FCS I (2/0 credits)

FCS 578 Research in FCS II (1/0 credits)

FCS 588 Research in FCS III (3 credits)

Individualized Supervised Practice Pathway (ISPP):

RMD 500 Statistical Methods for Research (3 credits)

FCS 536 Preparation for Supervised Practice (1 credit)

FCS 537 Medical Nutrition Therapy Simulation Seminar (2 credits)

FCS 546 Graduate Supervised Practice I (1-3 credits)

FCS 547 Graduate Supervised Practice II (1-6 credits)

COURSES

FAMILY & CONSUMER SCIENCES (GRADUATE) COURSES

**FCS 532 Framing Critical Issues in FCS
(3 credits)**

Critical issues relevant to FCS 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 & consumer sciences in the 21st century. Consideration of the underpinnings of the current FCS body of knowledge will be applied to work/life responsibilities of FCS professionals and their work with, and on behalf of individuals, families, and communities. SP

FCS 533 Advocacy and Public Policy: Addressing a World in Need (3 credits)

This course investigates the relationship of FCS 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 FCS 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. SU

**FCS 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 interrelatedness of systems and quality of life issues. FA

FCS 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. SU

**FCS 536 Preparation for Supervised Practice
(1 credit)**

Students will engage in various hands on activities aimed at preparing them for supervised practice rotations. A focus is placed on developing professional attributes and refining skills to succeed in clinical, community, and food service settings. FA

FCS 537 Medical Nutrition Therapy Simulation Seminar (2 credits)

Students will complete Medical Nutrition Therapy Case Study Simulations to advance their knowledge and skill in utilizing the nutrition care process. SP

FCS 541 Applied Health Behavior to Enhance Health Outcomes (3 credits)

This course provides a comprehensive introduction to health behavior theories as a means to enhance health outcomes in diverse populations. Emphasis is given to the ecological perspective as a means to provide a framework for understanding where family and culture intersect with health institutions that work for the prevention and management of disease. FA

FCS 542 Interpreting and Translating Science for Consumers (3 credits)

Students will examine adult health literacy in the US and the ability of various populations to access and use health information and services. This course places heavy emphasis on applied learning techniques. Students practice how to interpret and translate science-based information for the consumer in both the written and spoken word. FA

FCS 543 Contemporary Applications for Health Communication (3 credits)

This course will focus on modern applications for health communications, including the Internet, making it an ideal venue for online delivery. Students will develop technological skills ultimately transferable to professional roles in the global communication of health messages. Students will evaluate sources of subject matter and will experience first-hand the use of technology to communicate

reliable information to the consumer in an ethical way. This course places a heavy emphasis on applied learning techniques. SP Online

FCS 544 Ethical Implications for Health Communication (3 credits)

This course provides an introduction to the application of ethical theories to a wide range of health issues, utilizing a variety of analytical tools to evaluate the responsibilities to and practices of ethical health communication. SU

FCS 545 Cultural Competence in Health Communication (3 credits)

This course explores concepts related to cultural competence. Students will examine their own cultural world view, beliefs and attitudes toward the cultural differences that exist, and knowledge about different cultural practices. Students will be presented with a model for intercultural communication that will become a foundational piece for the development, delivery and evaluation of health promotion and disease prevention messages and campaigns that are relevant to racial and ethnic minorities and individuals who primarily speak a language other than English. SU Online

FCS 546 Graduate Supervised Practice I (1-3 credits)

The first in the two course sequence of supervised practice in the hospital, clinic, management and/or other off-campus practicum site. The student will have the opportunity to acquire hands-on experience in various area of the dietetics field. SU

FCS 547 Graduate Supervised Practice II (1-6 credits)

The second in the sequence of supervised practice in the hospital, clinic, management and/or other off-campus practicum site. The student will have the opportunity to acquire additional hands-on experiences in the various areas of the dietetics field. A focus will also be placed on preparation for the registration exam for dietitians. FL

FCS 554 Critical Readings in FCS (3 credits)

Developed around student need and interest, a selection of readings will be identified. 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 current issues. FA

FCS 568 Research in FCS I (2 credits)

Research in FCS I is the first of three research courses in FCS 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

FCS 578 Research in FCS II (1 credit)

Research in FCS II is the second of three research courses in FCS 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

FCS 588 Research in FCS III (3 credits)

Research in FCS III is the final of three research courses in FCS 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

FCS 589 Practicum in FCS (1-3 credits)

An individually arranged practicum providing graduate students the opportunity to apply knowledge and skills in a community-based setting. FA, SP, SU

FCS 590 Independent Study (1-3 credits)

Individualized study in an area not covered by courses offered. FA, SP, SU

FCS 594 Special Topics (1-3 credits)

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

Teacher Certification at Fontbonne

Applicable to all departments offering a teacher certification option

The following provides an overview of programs leading to Missouri initial teacher certification at Fontbonne University. All certification programs are accredited by the Missouri Department of Elementary and Secondary Education (DESE) and the Council of Accreditation of Educational Programs, or CAEP (formerly the National Council for the Accreditation of Teacher Education, or 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.

Teacher Certification Programs: Undergraduate

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

UNDERGRADUATE			
MAJOR	DEPARTMENT	CERTIFICATION	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 (B-12)	
Early Childhood Education	Education/Special Education	Early Childhood (Birth-3)	Early Childhood Special Education (Birth-3)
Elementary	Education/Special Education	Elementary (1-6) (Added on within the Special Education major)	Early Childhood (Birth-3) Early Childhood Special Education (Birth-3)
English	English	English (9-12)	Middle School (5-9)

History	History, Philosophy and Religion	Social Sciences (9-12)	Middle School (5-9)
Mathematics	Mathematics and Computer Sciences	Mathematics (9-12)	Middle School (5-9)
Middle School	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: mild-moderate cross categorical (K-12) (Plus add-on Elementary Certification)	

Teacher Education Programs: Post-Baccalaureate

The following provides an overview of programs leading to initial teacher certification at Fontbonne University at the post-baccalaureate 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.

CERTIFICATION	ASSOCIATED GRADUATE DEGREE	DEPARTMENT
Art (K-12)	Master of Arts Degree in Teaching	Education/Special Education
Biology (9-12)	Master of Arts Degree in Teaching	Education/Special Education
Deaf Education (B-12)	Master of Arts Degree in Teaching Early Intervention in Deaf Education	Communication Disorders and Deaf Education
Elementary (1-6)	Master of Arts Degree in Teaching	Education/Special Education
English (9-12)	Master of Arts Degree in Teaching	Education/Special Education
Social Science (9-12)	Master of Arts Degree in Teaching	Education/Special Education

Mathematics (9-12)	Master of Arts Degree in Teaching	Education/Special Education
Middle School	Master of Arts Degree in Teaching	Education/Special Education
Language Arts (5-9)		
Mathematics (5-9)		
Science (5-9)		
Social Studies (5-9)		
Speech/Theatre (9-12)	Master of Arts Degree in Teaching	Fine Arts
Special Education: mild-moderate cross categorical (K-12)	Master of Arts Degree in Teaching	Education/Special Education
Special Education: mild-moderate cross categorical (K-12) – Paraprofessional Pathways	Master of Arts Degree in Teaching	Education/Special Education

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 educators as well as the standards of the Council of Accreditation of Educational Programs, or CAEP (formerly the National Council for the Accreditation of Teacher Education, or NCATE). 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 students for the future by encouraging an attitude of openness and critical evaluation regarding change. Probing current research findings heightens awareness of future perspectives, raises questions, encourages identification of appropriate teaching techniques, and enables students to

identify implications for the future and begin to assume responsibility for creating their future.

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 in teacher certification programs must maintain a minimum cumulative blended grade point average of 3.0 on a 4.0 scale for coursework designated as “professional,” and an overall cumulative blended grade point average of 2.75 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 3.0 in the relevant content areas with no grade lower than a C. (See appropriate departmental sections of this catalog.)

Candidates for teacher certification must also fulfill all Missouri Department of Elementary and Secondary Education (DESE) requirements, to include successful completion of all Missouri Educator Gateway Assessments (MEGA). The DESE MEGA assessment process includes the:

- Missouri Educator Profile (MEP)
- Missouri General Education Assessment (MoGEA); required for undergraduate candidates only
- Missouri Pre-Service Teacher Assessment (MoPTA)
- Missouri Content Assessment

These DESE MEGA requirements are subject to change. The most current requirements set by DESE must be met, including required GPAs and completion of MEGA assessments. Fontbonne University will not submit a recommendation for certification to the Missouri Department of Elementary and Secondary Education for official teacher certification until all of the DESE MEGA requirements have been met.

Students are responsible for reading the *Policies and Procedures for Students in Teacher Certification Programs* manual upon beginning their program at Fontbonne. This manual is intended to serve as a supplement to the Fontbonne University catalog for students seeking Missouri initial teacher certification, and contains important information about Fontbonne University and the Missouri teacher certification programs, policies, procedures and deadline dates. Candidates for teacher certification must

fulfill all Missouri Department of Elementary and Secondary Education (DESE) requirements, including qualifying scores on entrance and exit tests, grade point average, and acceptable scores on the DESE Missouri Educator Gateway Assessments (MEGA) assessments. The requirements in this policy manual are subject to change and supersede catalog requirements. It is the student’s responsibility to review both the Fontbonne University catalog and a copy of the Policies and Procedures for Students in Teacher Certification Programs.

BACKGROUND CHECKS

As part of an ongoing effort to ensure the safety and welfare of students and staff, school districts require that any individual who teaches, supervises, or has access to students in schools undergo an FBI fingerprint check, a criminal record check, child abuse/neglect screening, TB tests and/or other screenings. Candidates should also realize that the Missouri Department of Elementary and Secondary Education may deny teaching certificates to those who have a record of criminal activity. Therefore, the Fontbonne University Educator Preparation Programs Impact Council (EPPIC) requires every student enrolling in teacher education courses beyond the 100 level to complete a full sequence of background checks, to include both the FBI fingerprint check and the Missouri Family Care Safety Registry.

As students are placed in field experiences, schools and/or school districts will be informed that we have received these reports and, if necessary, information will be forwarded to appropriate authorities. Confidentiality will be maintained at all times; however, students should understand that a record of criminal activity may prohibit approval to observe, tutor, supervise, or teach in a school district.

Background checks need to be updated periodically. It is the responsibility of each student to maintain up-to-date background checks for the purpose of observations, practicum and final clinical experience/student teaching. Please check with your advisor or Fontbonne’s Certification Officer (East 235) should you have questions regarding background checks and the courses for which they are necessary. Courses needing background checks are also noted in this catalog.

TEACHER CERTIFICATION GATES

The teacher certification process is composed of three gates: Major Approval, Admission to the Teacher Certification Program, and Final Clinical Experience/Student Teaching. Each gate and its associated requirements are detailed below. Students who fail to meet the requirements of the teacher certification gates (1) will not receive the permissions granted for the gates, and (2) must change their major and move into the General Studies in Education degree (see the Education/Special Education Department information in this catalog), or another degree that does not include a teacher certification option. Students can re-apply for a major with a teacher certification option once the teacher certification gate requirements are met.

Gateways for Teacher Certification Programs at Fontbonne University 4 Year/Native Fontbonne Student			
Gate	Time Frame	Requirements	Permissions Granted
Major Approval	By end of sophomore year or after completing 45-60 hours	<input type="checkbox"/> Complete MEP survey in EDU 269 or DEA 200 <input type="checkbox"/> Pass all sections of the MoGEA <input type="checkbox"/> Clear Criminal Background Check <input type="checkbox"/> Pass EDU269 or DEA 200 or Introduction to Teaching course equivalent with a grade of C or better <input type="checkbox"/> Meet GPA requirements: <ul style="list-style-type: none"> <input type="checkbox"/> Cumulative (all colleges attended): 2.75 <input type="checkbox"/> Pedagogy/Professional: 3.00 <input type="checkbox"/> Content (middle or secondary content areas): 3.00 	Allowed to take Professional Education Courses where an Introduction to Classroom Teaching course is a pre-requisite
Admission to Teacher Certification Program	First semester junior year	<input type="checkbox"/> Major Approval <input type="checkbox"/> Clear Criminal Background Check <input type="checkbox"/> Maintain GPA requirements: <ul style="list-style-type: none"> <input type="checkbox"/> Cumulative (all colleges attended): 2.75 <input type="checkbox"/> Pedagogy/Professional: 3.00 <input type="checkbox"/> Content (middle or secondary content areas): 3.00 	Allowed to take final Professional Education Courses. Allowed to take Missouri Content Assessments (not required for Fontbonne Bachelor's degree, but required for Teacher Certification from DESE)
Final Clinical Experience	Senior year	<input type="checkbox"/> Admission to Teacher Certification Program <input type="checkbox"/> Approved Professional Philosophy Statement <input type="checkbox"/> Clear Criminal Background Check <input type="checkbox"/> Maintain GPA requirements: <ul style="list-style-type: none"> <input type="checkbox"/> Cumulative (all colleges attended): 2.75 <input type="checkbox"/> Pedagogy/Professional: 3.00 <input type="checkbox"/> Content (middle or secondary content areas): 3.00 	Allowed to prepare for Clinical Experience/MoPTA Recommended to take Missouri Content Assessments (not required for Fontbonne Bachelor's degree, but required for Teacher Certification from DESE)
Recommendation to DESE for initial teacher certification	After graduation and passage of all required DESE MEGA assessments	<input type="checkbox"/> Passing scores on Missouri Standards-Based Performance Teachers Assessment (MoPTA) Tasks #1, #2, #3, & #4 <input type="checkbox"/> Passing scores on all applicable Missouri Content Assessments (MoCAs) <input type="checkbox"/> Maintain GPA requirements: <ul style="list-style-type: none"> <input type="checkbox"/> Cumulative (all colleges attended): 2.75 <input type="checkbox"/> Pedagogy/Professional: 3.00 <input type="checkbox"/> Content (middle or secondary content areas): 3.00 	Ready to make an impact on student learning and development!

Gateways for Teacher Certification Programs at Fontbonne University
Transfer Student to Fontbonne with or without AAT Degree

Gate	Time Frame	Requirements	Permissions Granted
Major Approval	After completing 12 hours at Fontbonne	<input type="checkbox"/> Complete MEP survey as part of AAT degree or complete on own <input type="checkbox"/> Pass all sections of the MoGEA as part of AAT degree or complete on own <input type="checkbox"/> Clear Criminal Background Check <input type="checkbox"/> Pass an approved Introduction to Teaching course OR pass EDU 269 or DEA 200 with a grade of C or better <input type="checkbox"/> Take EDU 301 if transferred with completed AAT degree <input type="checkbox"/> Meet GPA requirements: <ul style="list-style-type: none"> <input type="checkbox"/> Cumulative (all colleges attended): 2.75 <input type="checkbox"/> Pedagogy/Professional: 3.00 <input type="checkbox"/> Content (middle or secondary content areas): 3.00 	Allowed to take Professional Education Courses where an Introduction to Classroom Teaching course is a pre-requisite
Admission to Teacher Certification Program	After completing 2 semesters at Fontbonne	<input type="checkbox"/> Major Approval <input type="checkbox"/> Clear Criminal Background Check <input type="checkbox"/> Maintain GPA requirements: <ul style="list-style-type: none"> <input type="checkbox"/> Cumulative (all colleges attended): 2.75 <input type="checkbox"/> Pedagogy/Professional: 3.00 <input type="checkbox"/> Content (middle or secondary content areas): 3.00 	Allowed to take final Professional Education Courses Allowed to take Missouri Content Assessments (not required for Fontbonne Bachelor's degree, but required for Teacher Certification from DESE)
Final Clinical Experience	Senior year	<input type="checkbox"/> Admission to Teacher Certification Program <input type="checkbox"/> Approved Professional Philosophy Statement <input type="checkbox"/> Clear Criminal Background Check <input type="checkbox"/> Maintain GPA requirements: <ul style="list-style-type: none"> <input type="checkbox"/> Cumulative (all colleges attended): 2.75 <input type="checkbox"/> Pedagogy/Professional: 3.00 <input type="checkbox"/> Content (middle or secondary content areas): 3.00 	Allowed to prepare for Clinical Experience/MoPTA Recommended to take Missouri Content Assessments (not required for Fontbonne Bachelor's degree, but required for Teacher Certification from DESE)
Recommendation to DESE for Teacher Certification	After graduation and passage of all required DESE MEGA Assessments	<input type="checkbox"/> Passing scores on Missouri Standards-Based Performance Teachers Assessment (MoPTA) Tasks #1, #2, #3, & #4 <input type="checkbox"/> Passing scores on all applicable Missouri Content Assessments (MoCAs) <input type="checkbox"/> Maintain GPA requirements: <ul style="list-style-type: none"> <input type="checkbox"/> Cumulative (all colleges attended): 2.75 <input type="checkbox"/> Pedagogy/Professional: 3.00 <input type="checkbox"/> Content (middle or secondary content areas): 3.00 	Ready to make an impact on student learning and development!

Gateways for Teacher Certification Programs at Fontbonne University Paraprofessional Pathways Student			
Gate	Time Frame	Requirements	Permissions Granted
Major Approval	By end of sophomore year or after completing 45-60 hours	<input type="checkbox"/> Complete MEP survey in EDU 266 <input type="checkbox"/> Take all sections of the MoGEA <input type="checkbox"/> Clear Criminal Background Check if not currently employed by a school district <input type="checkbox"/> Pass EDU 266 or Introduction to Teaching course equivalent with a grade of C or better <input type="checkbox"/> Meet GPA requirements: <ul style="list-style-type: none"> <input type="checkbox"/> Cumulative (all colleges attended): 2.75 <input type="checkbox"/> Pedagogy/Professional: 3.00 <input type="checkbox"/> Content (middle or secondary content areas): 3.00 	Allowed to take Professional Education Courses where an Introduction to Classroom Teaching course is a pre-requisite
Admission to Teacher Certification Program	During junior year	<input type="checkbox"/> Major Approval <input type="checkbox"/> Clear Criminal Background Check <input type="checkbox"/> Maintain GPA requirements: <ul style="list-style-type: none"> <input type="checkbox"/> Cumulative (all colleges attended): 2.75 <input type="checkbox"/> Pedagogy/Professional: 3.00 <input type="checkbox"/> Content (middle or secondary content areas): 3.00 	Allowed to take final Professional Education Courses Allowed to take Missouri Content Assessments (not required for Fontbonne Bachelor's degree, but required for Teacher Certification from DESE)
Final Field/Clinical Experience	Senior year	<input type="checkbox"/> Admission to Teacher Certification Program <input type="checkbox"/> Approved Professional Philosophy Statement <input type="checkbox"/> Clear Criminal Background Check <input type="checkbox"/> Maintain GPA requirements: <ul style="list-style-type: none"> <input type="checkbox"/> Cumulative (all colleges attended): 2.75 <input type="checkbox"/> Pedagogy/Professional: 3.00 <input type="checkbox"/> Content (middle or secondary content areas): 3.00 	Allowed to prepare for Clinical Experience/MoPTA Recommended to take Missouri Content Assessments (not required for Fontbonne Bachelor's degree, but required for Teacher Certification from DESE)
Recommendation to DESE for Teacher Certification	After graduation and passage of all required DESE MEGA Assessments	<input type="checkbox"/> Passing scores on Missouri Standards-Based Performance Teachers Assessment (MoPTA) Tasks #1, #2, #3, & #4 <input type="checkbox"/> Passing scores on all applicable Missouri Content Assessments (MoCAs) <input type="checkbox"/> Maintain GPA requirements: <ul style="list-style-type: none"> <input type="checkbox"/> Cumulative (all colleges attended): 2.75 <input type="checkbox"/> Pedagogy/Professional: 3.00 <input type="checkbox"/> Content (middle or secondary content areas): 3.00 	Ready to make an impact on student learning and development!

Gateways for Teacher Certification Programs at Fontbonne University
Master's Degree Student Seeking MAT degree (initial teacher certification)

Gate	Time Frame	Requirements	Permissions Granted
Admission to Teacher Certification Program	After completing at least 18 credit hours at Fontbonne	<input type="checkbox"/> Pass EDU 531 with a grade of B or better <input type="checkbox"/> Complete MEP survey in EDU 531 <input type="checkbox"/> Clear Criminal Background Check <input type="checkbox"/> Meet GPA requirements: <ul style="list-style-type: none"> <input type="checkbox"/> Cumulative (all colleges attended): 2.75 <input type="checkbox"/> Pedagogy/Professional: 3.00 <input type="checkbox"/> Content (middle or secondary content areas): 3.00 	<p>Allowed to take final Professional Education Courses</p> <p>Allowed to take Missouri Content Assessments (not required for Fontbonne degree, but required for Teacher Certification from DESE)</p>
Final Clinical Experience	Semester prior to clinical experience	<input type="checkbox"/> Admission to Teacher Certification Program <input type="checkbox"/> Approved Professional Philosophy Statement <input type="checkbox"/> Clear Criminal Background Check <input type="checkbox"/> Maintain GPA requirements: <ul style="list-style-type: none"> <input type="checkbox"/> Cumulative (all colleges attended): 2.75 <input type="checkbox"/> Pedagogy/Professional: 3.00 <input type="checkbox"/> Content (middle or secondary content areas): 3.00 	<p>Allowed to prepare for Clinical Experience/MoPTA</p> <p>Recommended to take Missouri Content Assessments (not required for Fontbonne degree, but required for Teacher Certification from DESE)</p>
Recommendation to DESE for Teacher Certification	After graduation and passage of all required DESE MEGA Assessments	<input type="checkbox"/> Passing scores on Missouri Standards-Based Performance Teachers Assessment (MoPTA)Tasks #1, #2, #3, & #4 <input type="checkbox"/> Passing scores on all applicable Missouri Content Assessments (MoCAs) <input type="checkbox"/> Maintain GPA requirements: <ul style="list-style-type: none"> <input type="checkbox"/> Cumulative (all colleges attended): 2.75 <input type="checkbox"/> Pedagogy/Professional: 3.00 <input type="checkbox"/> Content (middle or secondary content areas): 3.00 	Ready to make an impact on student learning and development!

FINAL FIELD OR CLINICAL EXPERIENCE/STUDENT TEACHING

Student teacher/field experience candidates must demonstrate competence in all areas of professional preparation identified by the Missouri Department of Elementary and Secondary 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 the university EPPIC. 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 early in the semester prior to student teaching.

MISSOURI PRE-SERVICE TEACHER ASSESSMENT (MOPTA)

The Missouri Pre-Service Teacher Assessment (MoPTA) is the final capstone project required by DESE. These assessments show evidence of the teacher candidate's ability to facilitate learning through designing, teaching, reflecting, assessing and analyzing data. The MoPTA will provide evidence of the candidate's competency in the nine quality indicators of the Missouri Standards for the Preparation of Educators (MoSPE). An approved MoPTA project is required prior to the university's recommendation of the teacher candidate for certification to the Missouri Department of Elementary and Secondary Education.

COMPLETION OF THE TEACHER CERTIFICATION PROGRAM AND RECOMMENDATION FOR CERTIFICATION TO DESE

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

- Completion of all degree and certification requirements to include final field or clinical experience/student teaching
- Submission of an acceptable Missouri Pre-Service Teacher Assessment (MoPTA)
- Submission of an acceptable score on the program appropriate Missouri Content Assessment(s) required by the Missouri Department of Elementary and Secondary Education (DESE).

The university will not submit a recommendation for certification to the Missouri Department of Elementary and Secondary Education for official teacher certification until all criteria have been met.

RESIDENCY REQUIREMENT FOR CERTIFICATION

The candidate must complete a minimal residency requirement of 24 credit hours plus the required final field or clinical experience/student teaching required by the department in which his/her program is held. Within these minimum credit hours, a candidate must complete at least six hours of discipline-specific coursework (excluding methods courses) appropriate to the area of certification sought.

WEB-BASED DOCUMENTS:

A full set of policies and procedures related to teacher certification at Fontbonne University may be on Blackboard.

Other Information

CAMPUS POLICIES

POLICY PROHIBITING HARASSMENT

Harassment based on an individual's race, color, religion, age, sex, gender orientation, national or ethnic origin, disability or other status protected by law is not tolerated at Fontbonne University. Harassment consists of unwelcome conduct, whether verbal, physical or visual, that is based on a person's protected status. Examples of harassing conduct include: epithets, slurs, jokes, teasing, kidding, negative stereotyping, and threatening or hostile acts that relate to an individual's protected status, and physical acts of aggression, assault, or violence, regardless of whether these acts are being, or have been, investigated as criminal offenses by a law enforcement agency.

Any written or graphic material, including any electronically transmitted or displayed material that likewise denigrates or shows hostility toward members of these protected groups is considered harassment. Fontbonne University will not tolerate harassing conduct that:

- creates an intimidating, hostile or offensive working or academic environment.
- affects tangible employment benefits.
- interferes unreasonably with an individual's working or academic environment or performance.

This policy applies to complaints alleging harassment carried out by 1) University employees, 2) University students, and 3) third parties, in accordance with applicable law governing liability for third parties.

Sexual Harassment

Sexual harassment involves any one or more of unwelcome sexual advances, requests for sexual favors, and other Sexual harassment involves any one or more of unwelcome sexual advances, requests for sexual favors, and other visual, verbal or physical conduct based on sex when:

- Such conduct has the purpose or effect of creating an intimidating, hostile or offensive working or learning environment or unreasonably interfering with an individual's work or academic performance.
- Submission to such conduct is an explicit or implicit term or condition of an individual's employment or academic activities.
- Submission to rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting that individual.

Sexual harassment may include: unwanted sexual advances; 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; and physical acts of aggression, assault, or violence, regardless of whether these acts are being, or have been, investigated as criminal offenses by a law enforcement agency (such as rape, sexual assault or battery, and sexually motivated stalking) made against a person's will or where a person is incapable of giving consent due to victim's age, intellectual disability, or use of drugs or alcohol.

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.

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 of which one or both is carried out by 1) University employees, 2) University students, or 3) third parties, in accordance with applicable law governing liability for third parties, must immediately notify either of the compliance coordinators identified above.

If a report of discrimination or harassment alleges involvement of the Vice President for Finance and Administration or the Director of the Kinkel Center for Academic Resources and Section 504 / ADA Coordinator, then the report of discrimination or harassment may be made to the Vice President for Academic Affairs.

No employee or student is required to confront the alleged harasser or report that person's concern to the alleged harasser. The University will thoroughly and promptly investigate all complaints and take corrective or disciplinary action when appropriate.

Likewise, the University will initiate a thorough investigation and take corrective or disciplinary action as appropriate against incidents of discrimination or harassment that come to the University's attention, regardless of whether a formal complaint is made.

Fontbonne University will investigate every harassment and discrimination complaint thoroughly, promptly and impartially and the parties will be given an opportunity to present witnesses and provide evidence. Fontbonne University will evaluate all relevant information and documentation relating to a complaint of discrimination or harassment. 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 discrimination or harassment, appropriate disciplinary action, up to and including discharge or dismissal, will be taken against the offending individual. Fontbonne University will take prompt steps to prevent recurrence of any harassment or discrimination and correct its discriminatory effects on the complainant and others, as appropriate. In addition, the University will take immediate steps to stop any retaliation and prevent its recurrence against the alleged victim and any person(s) associated with the alleged victim.

In the event that the complaint involves an employee of the University, a complaint of alleged discrimination or harassment may also coincide with a Grievance (see online policy manuals, Volume V, paragraph 5.8). At the discretion of the University Administration, separate investigations may be conducted, or the investigations may be merged. The University will not wait for the conclusion or outcome of a criminal investigation or proceeding to begin an investigation required by this grievance procedure.

Investigation Procedures

Fontbonne University will provide a prompt, equitable resolution of complaints of discrimination by students, employees and beneficiaries of the University's programs and activities.

LEVEL I - INFORMAL PROCEDURE

Informal procedures are designed to work out a mutually agreeable solution to a problem and are completely optional and voluntary. Any informal resolution activities will not delay the prompt, adequate, reliable and impartial investigation of the complaint of discrimination or harassment or interfere with the provision of immediate or interim actions, if necessary.

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 discriminator, which conversation is facilitated by a University designee appointed by the Vice President for Finance and Administration. If the

complainant, the accused, and the University designee feel that a resolution has been achieved through this informal procedure, then no further action need be taken. Fontbonne University recognizes that a voluntary conversation between the complainant and the alleged harasser may not be appropriate for harassment complaints. The results of any informal resolution shall be reported by the University designee in writing signed by the complainant and the accused, and submitted to the Vice President for Finance and Administration.

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 each incident of harassment or discrimination, including:

- the name and position of the accused
- the nature of discrimination or harassment
- the date(s) when the alleged harassment or discrimination occurred
- the details of the alleged conduct including any information that would support the
- complaint
- the redress that is sought

In the absence of a written complaint, the University will investigate any notifications of discrimination or harassment that may come to its attention. Such investigation will be considered a formal procedure.

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

The Vice President for Finance and Administration 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 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 in writing of the findings of the investigation by the Vice President for Finance and Administration within three (3) working days of the preparation of findings and, if appropriate, determination of corrective or disciplinary action.

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 for Academic Affairs 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 or substantive 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 for Academic Affairs must meet with the complainant and with the alleged harasser or discriminator. The written decision of the Vice President 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 for Academic Affairs, then written request for appeal shall be made to another member of the President's Cabinet.

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.

Right to Alternative Complaint Procedures

A student's 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; TDD: 1 (800) 437-0833;
E-mail: ocr.kansascity@ed.gov.

ONLINE STUDENTS - FILING COMPLAINTS WITH YOUR STATE OR ACCREDITING AGENCY

Students not residing in the state of Missouri during the time of attending online courses should also follow Fontbonne's internal administrative procedures. However, if the issue or complaint is not resolved at the institutional level, a student may file a complaint within the state he or she is living in at the time of enrollment. Visit the following website to obtain student grievance contact information for individual states: <http://www.fontbonne.edu/stateauthorization>

In order to maintain proper state authorization for distance education, it is vital that you inform Fontbonne prior to moving to a different state. Even if the move is temporary, Fontbonne University is required to submit the state in which the students are residing at the time of taking the online course. We are not currently authorized to enroll students in our distance education programs in all 50 states. Please contact Jo Ann Mattson JMattson@Fontbonne.edu or 314-889-4514 when relocating to another state.

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.

TOBACCO-FREE CAMPUS POLICY

Fontbonne University is a tobacco-free campus. Smoking is prohibited on all University property, including all buildings, outdoor spaces, and in University-owned vehicles. Smoking is permitted on the sidewalks along Big Bend and Wydown Boulevards and in personal vehicles that are parked on campus. This policy applies to the Clayton campus.

Off-site campus locations shall continue to prohibit all smoking within buildings and shall also comply with any local municipality or county restrictions. No smoking will be permitted within 15 feet of the entrance of any branch location.

Administration and Faculty

BOARD OF TRUSTEES (AS OF MAY, 2016)

Jean deBlois, CSJ
Nancy Georgen
Dennis G. Gipson (chair)
Craig L. Glover
Allen J. Grieve, CSJA
Leo G. Haas
Katherine Hanley, CSJ
Marie Joan Harris, CSJ
Barbara Jennings, CSJ
Joan A. Kelly
Doug Koch
Kraig G. Kreikemeier
Mary Margaret Lazio, CSJ
Elizabeth Leiwe, CSJ
Peggy Maguire, CSJA
Richard J. Mansfield III
Michael P. McMillan
Ann Pace, CSJ
Brian Abel Ragen
Carol C. Spehr

Richard Greenberg, General Counsel

COUNCIL OF REGENTS (AS OF MAY, 2016)

Jeanice Baker '94 MBA '98
Matthew Banderman '01
Caroline Battles
Valerie Beason
JoAnn C. Donovan '72
D. Samuel Dotson III MBA '01
Tim Fitch MM '99
Mildred Galvin '92
Karen Gedera '65
Patricia Giljum, CSJ '65
Sarajeni Hammond MBA '00
Rick Katz
Daniel Meyr
Chuck Nagelvoort, AAMS, CRPC MM '12
Juli Niemann '68
Andrea Purnell '03
Garrett Ray '97
Kyle Segelle
Rhonda Travers
Ibrahim Vajzovic

EXECUTIVE OFFICERS (2016)

J. Michael Pressimone (2014)

President
B.F.A., Catholic University of America
M.A., Regis University
Ed.D., Benedictine University

Carey H. Adams (2015)

Vice President for Academic Affairs
B.A., William Jewell College
M.A., University of Kansas
Ph.D., University of Kansas

Joseph Deighton (2014)

Vice President for Student Affairs
B.A., Walsh University
J.D., Case Western Reserve University

Mark Franz (2009)

Vice President for Information Technology
B.S., Viterbo University
M.B.A., University of Wisconsin, La Crosse

Joseph Havis (2015)

Vice President for Enrollment Management
B.A. Millikin University
M.A. Eastern Illinois University

Kitty Nangle Lohrum (2015)

Vice President for Advancement
B.S., Regis University
M.A., Saint Louis University

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

Rebecca Bahan (2005)

Director of International Affairs
Lecturer, Interdisciplinary Studies
B.A., University of Wisconsin,
Eau Claire
M.S., Southern Illinois University,
Carbondale

Elizabeth Brennan (2009)

Director Communications and
Marketing
B.A., McKendree University
M.S., Fontbonne University

Claudia Charles (2011)

Director, Counseling and Wellness
B.A., Saint Louis University
M.A., Saint Louis University
LCSW

Seth Carruthers (2014)

Registrar
B.M. Missouri Baptist University
M.A. Missouri Baptist University

N. Lee DeLaet (2009)

Director of Academic Advising
Lecturer in Interdisciplinary Studies
B.A., Purdue University
M.Ed., Louisiana State University

Janelle Densberger (2011)

Director of Leadership Education and
Student Activities
Lecturer
B.A., Saint Louis University
M.A., Saint Louis University
Ph.D., Saint Louis University

Leslie Doyle (2005)

Director of Service, Diversity and
Social Justice
B.S., Northwest Missouri State University
M.S. Ed., The University of Kansas

Maria Eftink (2009)

Director of Athletics/Senior Woman's
Administrator
B.S., Fontbonne University
M.A., Southeast Missouri State University

Mike Ehlert (2015)

Director of Research and Prospect
Development
B.A., Saint John's University

AJ Friedhoff (2016)

Director of Residence Life
B.S., University of Missouri, Columbia
M.A., Saint Louis University

Laura Farrar (2014)

Director of Annual Giving for Advancement
B.S., St. Louis Christian College
M.A., Lindenwood University

Kate Flatley (2015)

Director of Alumni Relations
B.A., Truman State University

Jill Hofherr (2012)

Senior Director of Advancement Services
B.A., Fontbonne University
M.M., Fontbonne University

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

Alexandra Gwydir (2004)

Director of Paraprofessional Pathways to
Teaching Program
Senior Lecturer in Education/
Special Education
B.A., Harris Stowe State University
M.S., M.Ed., Southern Illinois
University, Edwardsville

Lori Helfrich (2014)

Director of Campus Ministry
B.A., Marquette University
M. Div., Catholic Theological Union

Carla Hickman (1986)

Associate Vice President for Student Affairs
B.S., Murray State University
M.B.A., Fontbonne University
M.Ed., University of Missouri, St. Louis

Cassandra Johnson (2013)

Director of Corporate Academic Services
B.S., B.A., Southeast Missouri State
University
M.B.A., Webster University

Dennis Johnson (2002)

Associate Vice President of
Finance/Controller
B.A., University of Northern Iowa

Janice Johnson (2005)

Director of Grant Support-CDDE
B.A. Fontbonne University
M.S. Fontbonne University
M.M. Fontbonne University

Mark Johnson (2002)

Associate Vice President of
Communications and Marketing
B.A., Southern Illinois University

Linda Markway, CSJ (2015)

Director of Mission Stewardship
B.S., Incarnate Word University
M.A., Saint Louis University

Christine Keller (2014)

Director of Career Development
B.A., Illinois College
B.A., Webster University
M.A., Webster University

Jo Ann Mattson (2013)

Director of eLearning
Director of M.S. Instructional Design and
Technology and Learning Technologies
B.S. Ed., University of Missouri, Columbia
M.A.T., Webster University

Miriam Moynihan (2015)

Director, Advancement Communications
and Stewardship
B.J., University of Missouri, Columbia

Michelle Palumbo (2000)

Associate Vice President for Admission
B.S., Fontbonne University
M.A., Webster University

Kevin Pelzel (2015)

Director of the Kinkel Center for
Academic Resources
B.S., Kansas State University
M.A., Pepperdine University
J.D., Saint Louis University

Amy Peach (2010)

Director of Instructional Technology
B.A. University of Missouri, Columbia
M.Ed. Georgia State University
Ph.D. University of Missouri, St. Louis

Katie Piacentini (2011)

Director of Accreditation and
Academic Support, Eckelkamp College of
Global Business
B.A., University of Missouri, St. Louis
M.Ed., University of Missouri, St. Louis
Ph.D. University of Missouri, Columbia

Linda Pipitone (2008)

Director of Human Resources
B.A., Webster University
M.A., Webster University

Heather Rich (2015)

Assistant Vice President for Advancement
B.F.A., Arkansas State University
M.A., Saint Louis University

Gail Schafers (2001)

Director of ESL and Study Abroad
B.A., Saint Louis University
M.A., Southern Illinois University,
Edwardsville

Geralyn Schultz (2014)
Executive Director of Graduate
Admission and Professional Studies
A.A.B.B. St. Louis Community College
B.A. Webster University
M.A. Webster University

Brent Spies (1986)
Director of Physical Plant

Larry Vertrees (2015)
Director of Public Safety
B.A., Missouri Baptist University
M.A., Webster University

FACULTY

Date denotes first appointment

Linda Abernathy (2016)
Instructor of Accounting
B.S., Mt. Mercy College
M.A.C.C., St. Ambrose University
M.B.A., St. Ambrose University
CPA

Mary Abkemeier (1977)
Professor of Mathematics and
Computer Sciences
Chair, Department of Mathematics and
Computer Sciences
Director of Master of Science in
Computer Science
B.S., Saint Louis University
M.S., University of Pittsburgh
Ph.D., University of Pittsburgh

Mark Alexander (2001)
Instructor of Business Administration
B.S.B.A., Washington University in
St. Louis
M.B.A., Saint Louis University

Amanda Alton (2011)
Instructor of Communication Disorders
and Deaf Education
B.S., Fontbonne University
M.S., Fontbonne University

Dyanne Anthony (2005)
Associate Professor of Education/
Special Education
B.A., Harris Teacher College
M.A., University of Missouri, St. Louis
Ph.D., Saint Louis University

Zahid Anwar (2016)
Assistant Professor of Computer Science
B.S., Eng. GIK Institute of Eng. Sci. &
Tech., Pakistan
M.S., University of Illinois,
Urbana-Champaign
Ph.D., University of Illinois,
Urbana-Champaign

Kelley Barger (2002)
Professor of Education/
Special Education
B.S., Stephen F. Austin State University
M.Ed., University of Houston
Ed.D., Texas A& M University

Michael Barla (2015)
Assistant Professor of Education/
Special Education
A.A., Illinois Valley Community College
B.S., Illinois State University
M.S., Illinois State University
M.Ed., Missouri Baptist University
D.Ed., Maryville University

Laura Beaver (2008)
Assistant Professor of Social Work
B.S.W., Baylor University
M.S.W., Washington University in St. Louis

Jill Bernard (2010)
Assistant Professor of Marketing
B.S., Fontbonne University
M.B.A., Southern Illinois University,
Edwardsville
Ph.D., University of Missouri, St. Louis

Paola Brush (2000)
Instructor of Communication
Disorders and Deaf Education
B.S., Fontbonne University
M.S., Fontbonne University

Catherine Connor-Talasek (1978)
Professor of Art
B.F.A., Wichita State University
M.F.A., New York State College of
Ceramics–Alfred University

Jamie Daugherty (2016)
Instructor of Family and Consumer
Sciences (Dietetics)
B.A., St. Louis University
B.S., University of Illinois at Chicago
M.S., St. Louis University

Mark Douglas (1999)
Associate Professor of Fine Arts
Chair, Department of Fine Arts
B.A., Truman State University
M.F.A., Southern Illinois University

Patricia Durkin (2006)
Instructor of Education/Special
Education (Early Childhood)
B.A., Fontbonne University
M.A.T., Oklahoma City University

Allison Edwards (2007)
Associate Professor of Education/
Special Education
Director of Advanced Programs in
Education
B.S., University of Missouri, Columbia
M.S., University of Missouri, Kansas City
Ed.D., University of Missouri, Columbia

Kevin Eiler (2008)
Instructor of Philosophy and Religion
B.A., Marquette University
M.A., Gonzaga University

Judith Failoni (1991)
Professor of Education
B.M., B.A., Drury University
M.A., University of Kansas
Ph.D., Washington University in St. Louis

Jason Finley (2015)
Assistant Professor of Psychology
B.S., University of California, Los Angeles
M.A., University of Illinois,
Urbana-Champaign
Ph.D., University of Illinois,
Urbana-Champaign

Joanne Fish (2013)
Assistant Professor of Education/
Special Education
B.A., Pittsburgh State University
M.A., Pittsburgh State University
M.Ed., William Woods University

Adam Flores (2015)
Assistant Professor of Fine Arts/Theatre
B.A., Fontbonne University
M.F.A., Baylor University

Dena French (2014)
Instructor of Family and Consumer
Sciences (Dietetics)
B.S., Fontbonne University
M.F.N. Bowling Green State University

Kathryn Graves (1995)
Assistant Professor of Mathematics
and Computer Science
B.A., Benedictine College
M.S., Iowa State University

Paula Gross (2011)
Instructor of Communications Disorders
and Deaf Education
B.A., Fontbonne University
M.A., Fontbonne University

Julie Hamdi (2013)

Assistant Professor of Biological and
Physical Sciences
B.S., Texas A&M University
M.S., University of California, Los Angeles
Ph.D., University of California,
Los Angeles

Sarah Huisman (2007)

Associate Professor of Education/Special
Education (Early Childhood)
Director of Early Childhood Program
Director, Center for Excellence of
Teaching and Learning
B.S., Northern Arizona University
M.Ed., National University, San Diego
Ph.D., University of Missouri, St. Louis

Sharon Jackson (2000)

Associate Professor of Social Work
Chair, Department of Social Work
Director of Human Services Program
B.A., Fontbonne University
M.S.W., Washington University in
St. Louis
LCSW; BCD

Deanna Jent (1995)

Professor of Performing Arts
Director of Theatre Program
B.F.A., Illinois Wesleyan University
Ph.D., Northwestern University

Jay Johnson (2014)

Dean of the Bonnie and L.B. Eckelkamp
College of Global Business and
Professional Studies
Associate Professor of Business
Administration
B.A., Truman State University
M.B.A., William Woods University
Ed.D., University of Missouri, Columbia

Speratus Kamanzi (2016)

Instructor in Theology
University Chaplain
B.A., Apostles of Jesus Major Seminary
M.A. Leuven Catholic University
Ph.D., Leuven Catholic University

Christine Krekow (2007)

Instructor of Communication Disorders
B.S., Northwestern University
M.S., Arizona State University

Kelly Lane-deGraaf (2014)

Assistant Professor of Biological
and Physical Sciences
Program Director, One Health
B.S., University of Denver
M.S., Saint Louis University
Ph.D., University of Notre Dame

Susan 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 Lewis (2001)

Professor of Communication
Disorders and Deaf Education
B.S., Clarion University
M.Ed., University of Pittsburgh
Ph.D., Northwestern University

Tim Liddy (1995)

Professor of Fine Arts
B.F.A., Center for Creative Studies, Detroit
M.F.A., Washington University in St. Louis

Angela Dowell Liljequist (2009)

Assistant Professor of Business
Administration (Fashion Merchandising)
Chair, Department of Fashion
Merchandising
B.S., University of Missouri, Columbia
M.S., University of Missouri, Columbia
Ph.D. University of Kansas

Jack Luzkow (2004)

Professor of History
Chair, Department of History, Philosophy
and Religion
B.A., Wayne State University
M.A., Saint Louis University
Ph.D., Saint Louis University

Linda Magrath (1999)

Professor of Business Administration
B.S., Saint Louis University
J.D., Saint Louis University
CPA

Brian Matz (2015)

Associate Professor--Sisters of St.
Joseph of Carondelet Endowed Chair in
Catholic Thought
B.S., Washington University in St. Louis
Th.M., Dallas Theological Seminary
Ph.D., St. Louis University
Ph.D., S.T.D., Katholieke Universiteit
Leuven

Sharon McCaslin (2005)

University Librarian
Professor
B.A., Kansas State University
M.L., Emporia State University
Ph.D., University of Nebraska, Lincoln

Jaimette McCulley (1998)

Assistant Professor of Family and
Consumer Sciences (Dietetics)
A.S., Rend Lake College
B.S., Eastern Illinois University
M.S., Eastern Illinois University

Justin Megahan (2012)

Reference and Electronic Resources
Librarian
Assistant Professor
B.S., Fontbonne University
M.A., University of Missouri, Columbia

Catharine Mennes (2009)

Associate Professor of Social Work
Director of Field Education in Social Work
B.A., B.S., Webster University
M.S.W., Washington University in St. Louis
Ph.D., Washington University in St. Louis

Barbara Meyer (1980)

Associate Professor of Communication
Disorders
Clinic Director
B.S., University of Missouri, Columbia
M.A., Saint Louis University

Amy Meyers (2013)

Instructor of Business Administration
(Fashion Merchandising)
B.S., University of Missouri, Columbia
M.S., Fontbonne University

Benjamin Moore (1994)

Associate Professor of English
B.A., Furman University
M.A., University of Iowa
Ph.D., University of Iowa

Rogene Nelsen (1979)

Assistant Professor of Business
Administration (Fashion Merchandising)
B.S. University of Nebraska
M.S. Louisiana State University

Laurel Newman (2006)

Associate Professor of Psychology
Chair, Department of Behavioral Sciences
B.A., Lindenwood University
M.A., Washington University in St. Louis
Ph.D., Washington University in St. Louis

David Newton (2014)

Assistant Professor of Fine Arts
B.F.A., College of Creative Studies
M.F.A., The New York Academy of Art

M. Elizabeth Newton (1978)

Professor of Mathematics and
Computer Sciences
B.S., St. Bonaventure University
M.S., Saint Louis University
Ph.D., Saint Louis University

Heather Norton (2002)

Associate Professor of
Communication Studies
Chair, Department of English and
Communication
B.S., Manchester College
M.A., University of South Dakota
Ph.D., The Pennsylvania State University

Kristen Norwood (2013)

Assistant Professor of Communication
Director of Communication Program
B.S., University of Central Arkansas
M.A., University of Arkansas
Ph.D., University of Iowa

Laura O'Hara (2013)

Assistant Professor of Communication
Disorders and Deaf Education
B.S., Fontbonne University
M.S., Fontbonne University
Ph.D., Saint Louis University

Mary Beth Ohlms (2009)

Assistant Professor of Family and
Consumer Sciences (Dietetics)
Chair, Department of Family and
Consumer Sciences
B.S., University of Missouri, Columbia
M.Ed., University of Missouri, St. Louis

Lisa Oliverio (2011)

Assistant Professor of English
B.A., Fordham University
M.A., University of Illinois,
Urbana-Champaign
Ph.D., University of Illinois,
Urbana-Champaign

Stephanie Paine-Saunders (2004)

Associate Professor of Biological and
Physical Sciences
Chair, Department of Biological and
Physical Sciences
B.S., University of Wyoming
Ph.D., University of California, Berkeley

Deborah Phelps (1993)

Professor of Sociology
B.A., Washington University in St. Louis
M.A., M.Phil., Yale University
Ph.D., Yale University
C.S.P., Association for Applied and
Clinical Sociology
M.P.E., Washington University in St.
Louis, School of Medicine

Julie Portman (2004)

Technical Services Librarian
Professor of Interdisciplinary Studies
B.A., B.S., Southeast Missouri State
University
M.L.I.S., University of Missouri,
Columbia

Bahareh Rahmani (2016)

Assistant Professor of Computer Science
B.S., Sharif University of Technology,
Tehran, Iran
M.S., Alzahra University, Tehran, Iran
Ph.D., University of Tulsa

Elizabeth Rayhel (1998)

Professor of Biological and Physical
Sciences
B.A., University of Missouri, Columbia
Ph.D., Indiana State University

Deanna Kay Rice (2015)

Assistant Professor of Education/
Special Education
B.S., Southern Nazarene University
M.S., University of Central Arkansas
M.A., Louisiana State University
Ph.D., Louisiana State University

Gale Rice (1984-91, 1999)

Dean of the College of Education and
Allied Health Professions
Professor of Communication
Disorders and Deaf Education
M.S., Bradley University
Ph.D., University of Missouri, Columbia

Peggy Ridlen (2004)

Reference and Instruction Librarian
Professor of Interdisciplinary Studies
B.S., Southwest Missouri State University
M.A., University of Missouri, Columbia

Robert Romano (2015)

Assistant Professor of Business
Director of Sports Management Program
Interim Chair, Department of Business
Administration
B.S., Southern Connecticut State University
J.D., Loyola University School of Law
M.S., Columbia University

Kathleen Roy (2016)

Assistant Professor of Mathematics
B.A., Avila College
M.S., Central Missouri State University
Ph.D., University of Missouri, Kansas City

Carmen Larimore Russell (2000)

Professor of Communication Disorders
Chair, Department of Communication
Disorders and Deaf Education
B.A., Southwest Baptist University
M.S., University of Texas at Dallas
Ph.D., University of Missouri, Columbia

Kristen Schroath (2015)

Assistant Professor of Business-Marketing
B.A., John Carroll University
M.B.A., Kent State University
Ph.D., Kent State University

Catherine Schroy (2015)

Assistant Professor of Communication
Disorders
B.A., Fontbonne University
M.S., Washington University in
St. Louis
Ph.D., Washington University in
St. Louis

Lynne Shields (1981)

Professor of Communication Disorders
Director of Graduate Studies in
Speech-Language Pathology
B.S., University of Illinois
M.A., University of Tennessee
Ph.D., Washington University in St. Louis

Steven Stopke (1998)

Assistant Professor of Religion
B.S., University of Missouri, Columbia
M.B.A., University of Missouri, St. Louis
M.A., Washington University in St. Louis

Michael Sullivan (1984)

Associate Professor of Performing Arts
Technical Director of the Performing
Arts Program
B.S., Southeast Missouri State University
M.A., Saint Louis University
M.B.A., Fontbonne University

Corinne Wohlford (2000)

Associate Vice President for Academic
Affairs
Assistant Professor of American
History and Culture
B.A., Wittenberg University
M.F.A., Washington University in St. Louis
Ph.D. Saint Louis University

Jane Theissen (2004)

Reference and Learning Commons Librarian
Professor of Interdisciplinary Studies
B.A., Saint Louis University
M.L.I.S., University of Missouri, Columbia

Guanyu Tian (2014)

Assistant Professor of Mathematics and
Computer Science
B.S., Ramapo College of New Jersey
Ph.D., Florida State University

Minh Truong (2007)

Associate 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

Jamie Van Dycke (2011)

Associate Professor of Education/
Special Education
Chair, Department of Education/Special
Education
M.Ed., University of Central Oklahoma
B.S.E., Oklahoma Christian University of
Science and Arts
Ph.D., University of Oklahoma

Jenna Voss (2014)

Assistant Professor and Grant Mentor
of Communication Disorders and
Deaf Education
B.A., Fontbonne University
M.A., Fontbonne University
Ph.D., Washington University in St. Louis

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., M.F.A., Fontbonne University

Samantha Warren (2015)

Assistant Professor of Mathematics and
Computer Science
B.S., University of Missouri, Columbia
Ph.D., University of Missouri, Columbia

Adam Weyhaupt (2016)

Dean, College of Arts and Sciences;
Associate Professor
B.S., Eastern Illinois University
M.A., Indiana University
Ph.D., Indiana University

Daryl Wennemann (1996)

Associate Professor of Philosophy
B.A., Saint Louis University
M.A., Saint Louis University
Ph.D., Marquette University

John Whicker (2015)

Assistant Professor of English
B.A., University of Utah
M.A., University of Utah
Ph.D., Ohio University

Kasi Williamson (2015)

Assistant Professor of Communication
B.A., Quincy University
M.A., Loyola University, Chicago
Ph.D., University of Minnesota

Yi Yang (2013)

Assistant Professor of Mathematics
and Computer Sciences
Director of Cyber Security Program
B.S., Huazhong Normal University
M.S., Huazhong Normal University
Ph.D., The Pennsylvania State University

Professors Emeriti**Mary Carol Anth, CSJ**

Human Environmental Sciences/Dietetics
(1965-2011)

Donald Paul Burgo

Religion and Philosophy
(1971-2008)

Margaret Camper, CSJ

English
(1965-1989)

Janet S. Crites

Human Environmental Sciences/Family
& Consumer Sciences
(1972-2005)

Nancy English

Mathematics
(2001-2013)

William Freeman

Education/Special Education
(1997-2012)

William M. Friedman

Business Administration
(1976-2000)

Henry Knickmeyer

Art
(1969-2013)

Jeanne Manley

History
(1959-2004)

Rita Marie Schmitz, CSJ

Education/Special Education
(1968-2014)

Gene Schwarting

Education/Special Education
(1998-2012)

Rudolph Torrini

Art/Artist in Residence
(1968-1991)

Margaret Eugene Tucker, CSJ

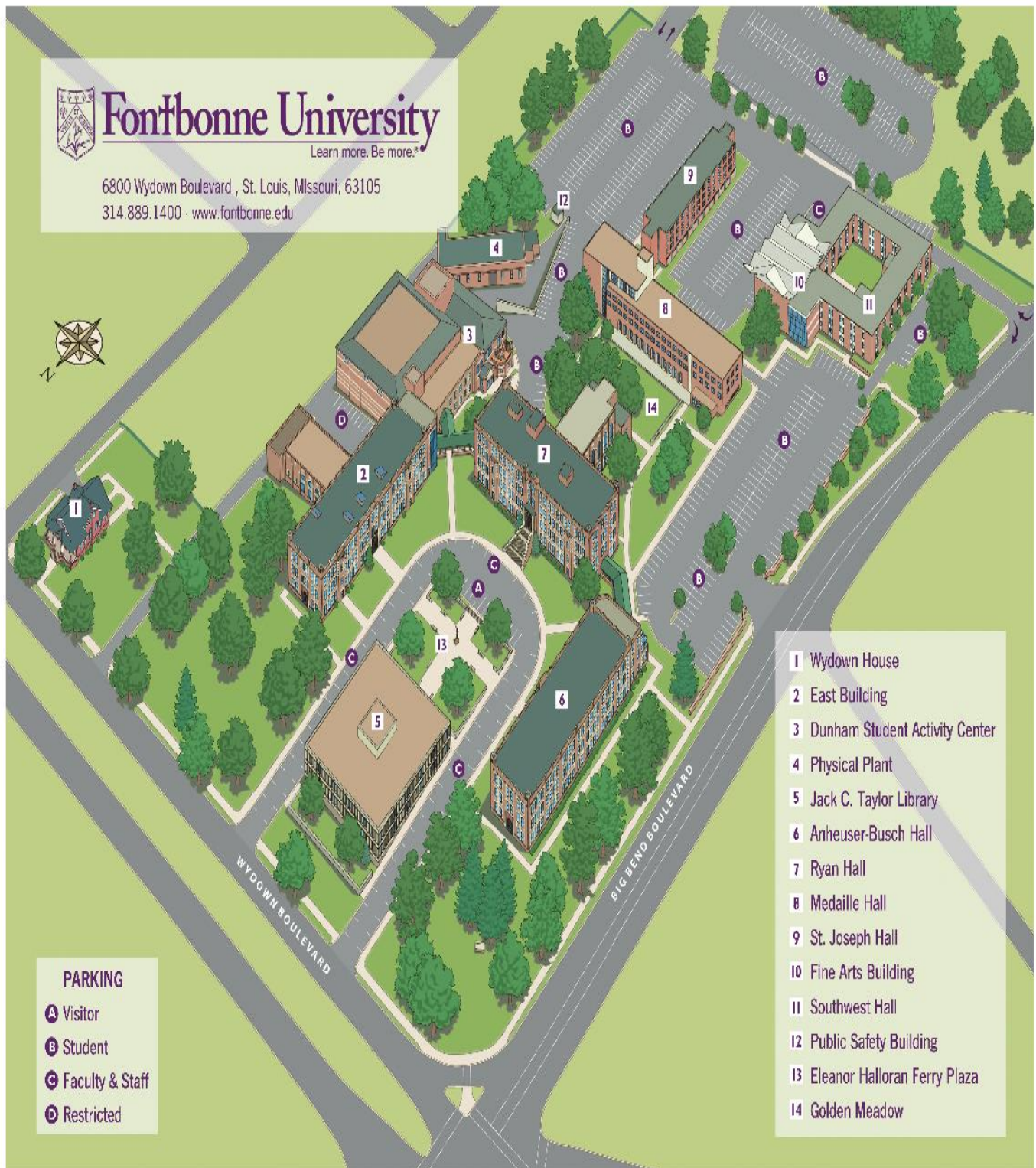
Biology
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John Rex Van Almsick

Social Science/History and Law
(1981-2011)

Janie von Wolfseck

Speech–Language Pathology
(1981-2005)



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