

# FONTBONNE UNIVERSITY

LEARN MORE. BE MORE.®

## Undergraduate & Graduate Catalog 2011–2013





## FONTBONNE UNIVERSITY

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

### —THE SEAL—

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

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6800 Wydown Boulevard  
St. Louis, Missouri 63105-3098  
314.862.3456  
[www.fontbonne.edu](http://www.fontbonne.edu)

## NOTICE OF NON-DISCRIMINATION

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

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

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

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

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

## FERPA (The Family Educational Rights and Privacy Act)

The Family Educational Rights and Privacy Act (FERPA), also known as the Buckley Amendment, is a federal 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:

<http://www.fontbonne.edu/downloads/FERPA.doc>

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

### GENERAL NOTICE

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

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



Dear Students,

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

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

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

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

Once again, welcome to Fontbonne, and I wish you well as you actualize your potential to become a transformational leader for a world in need.

Very sincerely,

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

Dennis C. Golden  
President

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## ACCREDITATIONS

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### **Fontbonne University is accredited by:**

**THE HIGHER LEARNING COMMISSION**

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

### **Fontbonne University is a member of the:**

North Central Association of Colleges and Schools  
30 North LaSalle Street  
Suite 2400  
Chicago, Illinois 60602-2504  
800.621.7440

### **The Bachelor of Science in Business Administration, the Bachelor of Business Administration and the Master of Business Administration programs are accredited by:**

**THE ACCREDITATION COUNCIL FOR BUSINESS SCHOOLS  
AND PROGRAMS (ACBSP)** [formerly the Association of  
*Collegiate Business Schools and Programs*]

11520 West 119<sup>th</sup> Street  
Overland Park, KS 66213  
919.339.9356

### **The Teacher Education Unit is accredited by:**

**THE MISSOURI DEPARTMENT OF ELEMENTARY AND  
SECONDARY EDUCATION (DESE)**

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

**THE NATIONAL COUNCIL FOR ACCREDITATION OF  
TEACHER EDUCATION (NCATE)**

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

*This accreditation covers initial teacher preparation  
programs and advanced educator preparation programs.  
NCATE is recognized by the U.S. Department of Educa-  
tion 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

### **The Didactic Program in Dietetics holds initial accreditation by:**

**THE COMMISSION ON ACCREDITATION FOR DIETETICS  
EDUCATION (CADE) OF THE AMERICAN DIETETIC  
ASSOCIATION**

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

### **The Social Work Program holds candidacy accreditation status granted by:**

**THE COUNCIL ON SOCIAL WORK EDUCATION**

1701 Duke Street  
Suite 200  
Alexandria, VA 22314  
1.703.683.8080

# CONTENTS

<p>Notice of Non-Discrimination ..... 2</p> <p>FERPA (The Family Educational Rights and Privacy Act) ..... 2</p> <p>Letter from the President ..... 3</p> <p>Accreditations ..... 4</p> <p><b>FONTBONNE UNIVERSITY ACADEMIC CALENDARS</b></p> <p style="padding-left: 20px;">Fall/spring 2011-2012 ..... 6</p> <p style="padding-left: 20px;">Fall/spring 2012-2013 ..... 7</p> <p><b>ABOUT FONTBONNE UNIVERSITY</b></p> <p>Mission, Vision, Values, Commitment Statements..... 10</p> <p>Catholic Identity Statement..... 10</p> <p>Diversity Statement ..... 10</p> <p>An Institution of Higher Learning ..... 11</p> <p>Programs (Undergraduate and ..... 13 Graduate) Offered</p> <p><b>UNDERGRADUATE INFORMATION</b></p> <p>Admission..... 17</p> <p>Placement Program ..... 22</p> <p>Scholarship Program..... 23</p> <p>University Expenses ..... 25</p> <p>Financial Aid..... 27</p> <p>Student Life ..... 30</p> <p>Honors Program ..... 33</p> <p>Academic Information..... 36</p> <p>Academic Policies and Regulations ..... 46</p> <p><b>UNDERGRADUATE PROGRAMS</b></p> <p><b>College</b></p> <p>Bonnie and L.B. Eckelkamp College of ..... 59 Global Business and Professional Studies</p> <p><b>Departments</b></p> <p>Behavioral Sciences ..... 75</p> <p>Biological and Physical Sciences..... 83</p> <p>Communication Disorders and..... 89 Deaf Education</p> <p>Education/Special Education ..... 95</p> <p>English and Communication ..... 107</p> <p>Fine Arts ..... 119</p> <p>History, Philosophy, and Religion ..... 129</p> <p>Human Environmental Sciences ..... 137</p>	<p>Interdisciplinary Studies..... 149</p> <p>Mathematics and Computer Sciences..... 157</p> <p>Social Work ..... 167</p> <p><b>GRADUATE INFORMATION</b></p> <p>Academic Information..... 179</p> <p>Admission..... 181</p> <p>University Expenses ..... 183</p> <p>Financial Aid..... 185</p> <p>Student Life ..... 187</p> <p>Academic Policies and Regulations ..... 190</p> <p><b>GRADUATE PROGRAMS</b></p> <p><b>College</b></p> <p>Bonnie and L.B. Eckelkamp College of ..... 199 Global Business and Professional Studies</p> <p><b>Departments</b></p> <p>Communication Disorders and..... 211 Deaf Education</p> <p>Education/Special Education ..... 219</p> <p>Fine Arts ..... 229</p> <p>Human Environmental Sciences ..... 233</p> <p>Mathematics and Computer Sciences ..... 237</p> <p><b>TEACHER CERTIFICATION AT FONTBONNE UNIVERSITY</b></p> <p>Undergraduate Certification Programs..... 243</p> <p>Post-Baccalaureate Certification Programs ..... 244</p> <p>Conceptual Framework..... 244</p> <p>Policies and Procedures ..... 245</p> <p><b>OTHER INFORMATION</b></p> <p>Campus Policies..... 248</p> <p>Campus Map ..... 250</p> <p><b>ADMINISTRATION AND FACULTY</b></p> <p>Board of Trustees..... 252</p> <p>Council of Regents ..... 252</p> <p>Executive Officers..... 252</p> <p>Administrative Staff ..... 253</p> <p>Faculty..... 254</p> <p>Professors Emeriti ..... 257</p> <p>Index ..... 258</p>
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**FALL SEMESTER 2011**

August 12	Friday	1 <sup>st</sup> 8-week Friday evening courses begin
August 13	Saturday	1 <sup>st</sup> 8-week Saturday courses begin
August 17	Wednesday	1 <sup>st</sup> 8-week Wednesday evening courses begin
August 18	Thursday	1 <sup>st</sup> 8-week Thursday evening courses begin; Final Registration 4:00–5:30 pm
August 20	Saturday	15-week Saturday courses begin
August 22	Monday	All other fall semester courses begin (day, evening, online); 1 <sup>st</sup> 8-week Monday evening courses begin
August 23	Tuesday	1 <sup>st</sup> 8-week Tuesday evening courses begin
August 31	Wednesday	Convocation Day; (Evening Convocation date to be determined)
September 2, 3	Fri., Sat.	Labor Day Weekend: Friday evening and Saturday courses will not meet
September 5	Monday	Labor Day: Day and evening courses will not meet; offices closed
October 12	Wednesday	2 <sup>nd</sup> 8-week Wednesday evening courses begin
October 13	Thursday	2 <sup>nd</sup> 8-week Thursday evening courses begin
October 14	Friday	Academic Study Day: Day courses will not meet; evening courses will meet; Faculty Workshop; 2 <sup>nd</sup> 8-week Friday evening courses begin
October 15	Saturday	2 <sup>nd</sup> 8-week Saturday courses begin
October 17	Monday	Mid-semester
October 18	Tuesday	2 <sup>nd</sup> 8-week Tuesday evening courses begin
October 24	Monday	2 <sup>nd</sup> 8-week Monday evening courses begin
November 7-11	M, T, W, R, F	Advising week
November 14-18	M, T, W, R, F	Early registration – online; clearance by advisor required
November 23-26	W, R, F, S	Thanksgiving Break: Campus is closed
December 5	Monday	Last class day for day courses
December 6	Tuesday	Reading day; Last class day for evening courses
December 7, 8, 9, 12	W, R, F, M	Exam days
December 9	Friday	Last class day for Friday evening courses
December 10	Saturday	Last class day for Saturday courses
December 12	Monday	Last class day for all other evening courses
December 14	Wednesday	Grades for graduating students due by 10:00 am
December 17	Saturday	Commencement: Graduate students receiving Master's degrees 10:00 am; Undergraduate students receiving Bachelor's degrees 3:00 pm
December 19	Monday	All grades due by 10:00 am

**SPRING SEMESTER 2012**

January 12	Thursday	1 <sup>st</sup> 8-week Thursday evening courses begin Final Registration 4:00–5:30 pm
January 13	Friday	1 <sup>st</sup> 8-week Friday evening courses begin
January 14	Saturday	1 <sup>st</sup> 8-week Saturday courses begin
January 16	Monday	Dr. Martin Luther King, Jr. Holiday: No classes will meet; offices closed
January 17	Tuesday	All other spring semester courses begin (day, evening, online) 1 <sup>st</sup> 8-week Tuesday evening courses begin
January 18	Wednesday	1 <sup>st</sup> 8-week Wednesday evening courses begin
January 21	Saturday	15-week Saturday courses begin
January 23	Monday	1 <sup>st</sup> 8-week Monday evening courses begin
February 22	Wednesday	Ash Wednesday
March 8	Thursday	2 <sup>nd</sup> 8-week Thursday evening courses begin
March 9	Friday	2 <sup>nd</sup> 8-week Friday evening courses begin
March 10	Saturday	2 <sup>nd</sup> 8-week Saturday courses begin
March 12	Monday	Mid-semester
March 13	Tuesday	2 <sup>nd</sup> 8-week Tuesday evening courses begin
March 14	Wednesday	2 <sup>nd</sup> 8-week Wednesday evening courses begin
March 19-24	M, T, W, R, F, S	Spring Break: No classes will meet
March 19	Monday	Feast of St. Joseph: No classes will meet; offices closed
March 26	Monday	2 <sup>nd</sup> 8-week Monday evening courses begin
April 5, 6, 7	R, F, S	Easter Break: No classes will meet; offices closed
April 9-13	M, T, W, R, F	Advising week
April 16-20	M, T, W, R, F	Early registration – online; clearance by advisor required
May 4	Friday	Honors Convocation
May 7	Monday	Last class day for day courses
May 8	Tuesday	Reading day Last class day for Tuesday evening courses
May 9, 10, 11, 14	W, R, F, M	Exam days
May 11	Friday	Last class day for Friday evening courses
May 12	Saturday	Last class day for Saturday courses
May 14	Monday	Last class day for all evening courses
May 16	Wednesday	Grades for graduating students due by 10:00 am
May 19	Saturday	Commencements: Graduate students receiving Master's degrees 10:00 am; Undergraduate students receiving Bachelor's degrees 3:00 pm
May 21	Monday	All grades due by 10:00 am

**FALL SEMESTER 2012**

August 10	Friday	1 <sup>st</sup> 8-week Friday evening courses begin
August 11	Saturday	1 <sup>st</sup> 8-week Saturday courses begin
August 15	Wednesday	1 <sup>st</sup> 8-week Wednesday evening courses begin
August 16	Thursday	Final Registration 4:00-5:30 pm; 1 <sup>st</sup> 8-week Thursday evening courses begin
August 18	Saturday	15-week Saturday courses begin
August 20	Monday	All other fall semester courses begin (day, evening, online); 1 <sup>st</sup> 8-week Monday evening courses begin
August 21	Tuesday	1 <sup>st</sup> 8-week Tuesday evening courses begin
August 29	Wednesday	Convocation Day (Evening Convocation date to be determined)
Aug 31, Sept 1	Fri., Sat.	Labor Day Weekend: Friday evening and Saturday courses will not meet
September 3	Monday	Labor Day: Day and evening courses will not meet; offices closed
October 5	Friday	Academic Study Day: day courses will not meet; evening courses will meet
October 8	Monday	Mid-semester
October 10	Wednesday	2 <sup>nd</sup> 8-week Wednesday evening courses begin
October 11	Thursday	2 <sup>nd</sup> 8-week Thursday evening courses begin
October 12	Friday	2 <sup>nd</sup> 8-week Friday evening courses begin
October 13	Saturday	2 <sup>nd</sup> 8-week Saturday courses begin
October 16	Tuesday	2 <sup>nd</sup> 8-week Tuesday courses begin
October 22	Monday	2 <sup>nd</sup> 8-week Monday evening courses begin
November 5-9	M, T, W, R, F	Advising week
November 12-16	M, T, W, R, F	Early registration – online; clearance by advisor required
November 21-24	W, R, F, S	Thanksgiving Break: Campus is closed
December 3	Monday	Last class day for day courses
December 4	Tuesday	Reading day
December 5-7, 10	W,R,F,M	Exam days
December 7	Friday	Last class day for Friday evening courses
December 8	Saturday	Last class day for Saturday courses
December 10	Monday	Last class day for all evening courses
December 12	Wednesday	Grades for graduating students due by 10:00 am
December 15	Saturday	Commencements; Graduate students receiving Master's degrees 10:00 am; Undergraduate students receiving Bachelor's degrees 3:00 pm
December 17	Monday	All grades due by 10:00 am

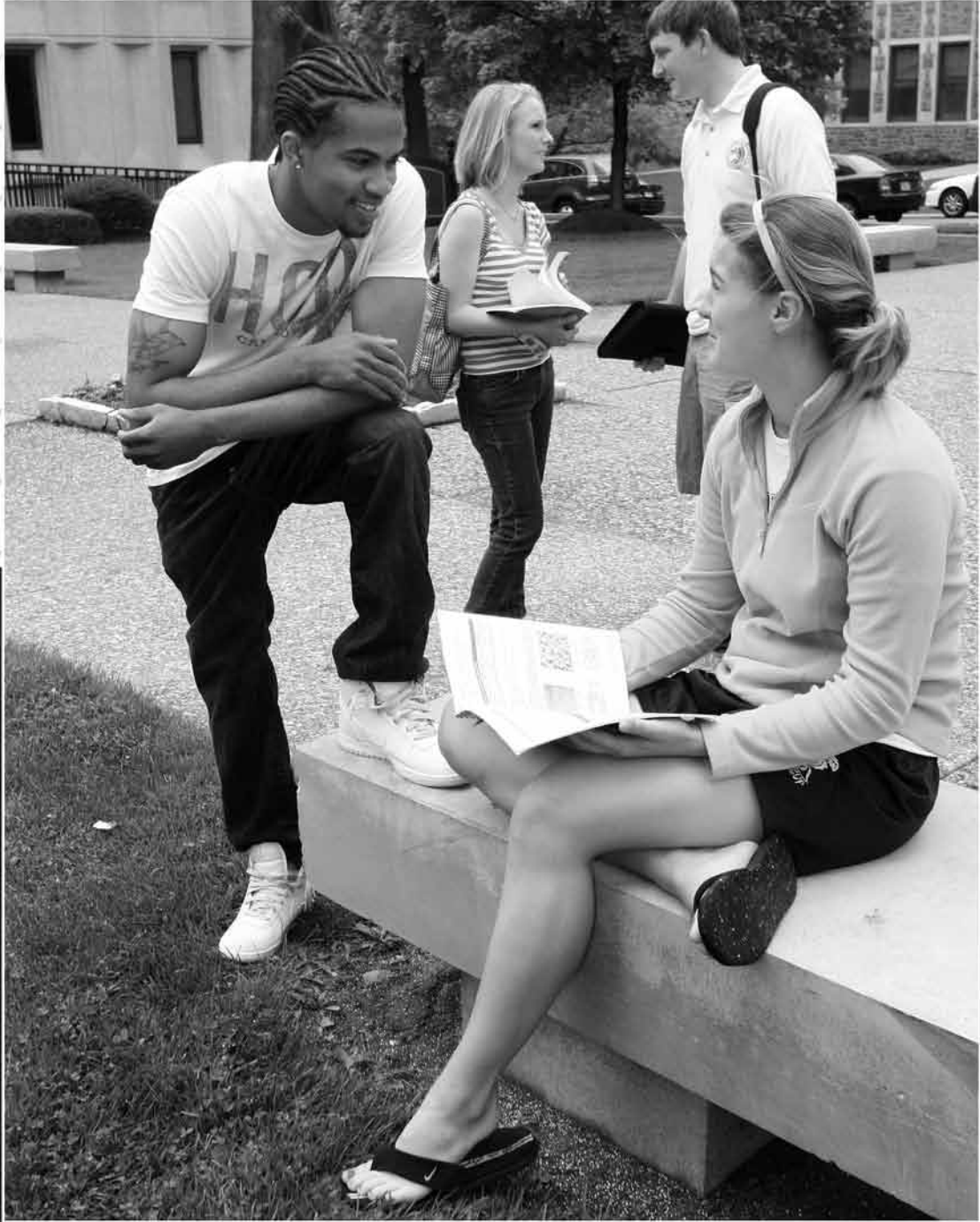
**SPRING SEMESTER 2013**

January 10	Thursday	Final Registration 4:00 – 5:30 pm
January 14	Monday	All spring semester courses begin (day, evening, online); 1 <sup>st</sup> 8-week Monday evening courses begin
January 15	Tuesday	1 <sup>st</sup> 8-week Tuesday evening courses begin
January 16	Wednesday	1 <sup>st</sup> 8-week Wednesday evening courses begin
January 17	Thursday	1 <sup>st</sup> 8-week Thursday evening courses begin
January 18	Friday	1 <sup>st</sup> 8-week Friday evening courses begin
January 19	Saturday	1 <sup>st</sup> 8-week Saturday courses begin
January 21	Monday	15-week Saturday courses begin
January 21	Monday	Dr. Martin Luther King, Jr. Holiday: No classes will meet; offices closed
February 13	Wednesday	Ash Wednesday
March 4	Monday	Mid-semester
March 12	Tuesday	2 <sup>nd</sup> 8-week Tuesday evening courses begin
March 13	Wednesday	2 <sup>nd</sup> 8-week Wednesday evening courses begin
March 14	Thursday	2 <sup>nd</sup> 8-week Thursday evening courses begin
March 15	Friday	2 <sup>nd</sup> 8-week Friday evening courses begin
March 16	Saturday	2 <sup>nd</sup> 8-week Saturday courses begin
March 18	Monday	2 <sup>nd</sup> 8-week Monday evening courses begin
March 20, 21, 22	W, R, F	Advising begins for Early Registration (continues after Breaks)
March 25-30	M,T,W,R,F,S	Spring Break/Easter Break; No classes will meet
March 28, 29	R,F	Easter Break; Offices closed
April 1	Monday	Feast of St. Joseph celebrated; Offices closed; DAY CLASSES WILL NOT MEET; EVENING CLASSES WILL MEET
April 2-5	T,W,R,F	Advising continued for Early Registration
April 8-12	M,T,W,R,F	Early registration – online; clearance by advisor required
May 3	Friday	Honors Convocation
May 7	Tuesday	Last class day for day courses
May 8	Wednesday	Last class day for Tuesday evening courses
May 8	Wednesday	Reading day; Last day for Wednesday evening courses
May 9	Thursday	Last day for Thursday evening courses
May 9,10,13,14	R,F,M,T	Exam days
May 10	Friday	Last class day for Friday evening courses
May 11	Saturday	Last class day for Saturday courses
May 13	Monday	Last class day for all evening courses
May 15	Wednesday	Grades for graduating students due by 10:00 am
May 18	Saturday	Commencements: Graduate students receiving Master's degrees 10:00 am; Undergraduate students receiving Bachelor's degrees 3:00 pm
May 20	Monday	All grades due by 10:00 am





FONTBONNE UNIVERSITY  
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## About Fontbonne University

FONTBONNE UNIVERSITY  
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## Mission

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### MISSION

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

### VISION

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

We will:

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

### VALUES

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

### COMMITMENT

Fontbonne University is committed to:

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

### CATHOLIC IDENTITY STATEMENT

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

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

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

### DIVERSITY STATEMENT

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

Therefore, Fontbonne University will strive to:

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

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*The Fontbonne core documents may be viewed at: <http://www.fontbonne.edu/infocenter/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. 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 new departments in interdisciplinary studies and social work, the beginning of restructuring of the university into three colleges, and the creation of new majors, minors, and concentrations at the undergraduate and graduate levels, including online degree programs at the graduate level.

The 2010 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 human environmental 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, off-campus sites are located in Brentwood and in north and south St. Louis Counties, providing access to Fontbonne's programs for a diverse population of learners.

## 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 students 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 OPTIONS program attracts working adults 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, or 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 evening event for adult 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 Fontbonne University seal.

### **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, the Millennium Goals of the United Nations, Immigrant Experiences, and Happiness: Tensions and Traditions. In fall 2011, the campus will explore the implications of disabilities and empowerment of those who have disabilities, and in 2012 sustainability will be the focus. 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 literature searches, instructional assistance which complements the curriculum, and attractive and comfortable spaces for reading and research. Library resources are focused on student learning and faculty teaching.

The Jack C. Taylor Library subscribes to hundreds of journals and magazines in paper format and several newspapers of local and national interest. Nearly 40,000 unique journal titles are available in full text through the library's many subscription databases, including JSTOR, Business Source, Academic Source, and PsycARTICLES. Over 80,000 items are available in the library, including books, audiovisual materials, curriculum resources, and juvenile collections. These are supplemented by more than 8,000 electronic books and online reference databases. Through Fontbonne's membership in MOBIUS, the Missouri academic library consortium, Fontbonne students have access to millions of books, which can be delivered to Fontbonne within a few days.

Faculty librarians teach the course INT199 Information Navigation and Evaluation for credit and provide library instruction sessions for other courses upon request. Librarians are actively involved in demonstrating the use of library resources to both groups and individuals.

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

### **CENTER FOR EXCELLENCE IN TEACHING AND LEARNING**

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

### **KINKEL CENTER FOR ACADEMIC RESOURCES**

The Kinkel Center for Academic Resources, located on the second floor of the library, provides academic support for both undergraduate and graduate Fontbonne University students through tutoring, counseling on academic matters, and workshops. Specialists in English, mathematics, and business have advanced degrees in their disciplines; peer and graduate level tutors are available in other subjects at no cost. Tutorial assistance is available at no cost in reading, writing, English, and math. Depending on availability, tutors offer instruction in other subjects, also at no cost. The Kinkel Center is open 70 hours a week to meet the needs of Fontbonne students. Writing assistance is available to online students through [www.writing@fontbonne.edu](mailto:www.writing@fontbonne.edu). For other online assistance please contact the Center at [www.jsnyder@fontbonne.edu](mailto:www.jsnyder@fontbonne.edu). For additional information, please see [www.fontbonne.edu/academics/academicresources/kinkelcenter/](http://www.fontbonne.edu/academics/academicresources/kinkelcenter/).

### **Charles Jeffers Glik Testing Center**

Dedicated in 2007, the Charles Jeffers Glik Testing Center, located in the Kinkel Center, provides placement testing for incoming students and a low-distraction testing environment for students with academic accommodations.

### **Americans with Disabilities Act (ADA)**

Fontbonne University offers services to students with documented physical, visual, hearing, learning, or psychiatric disabilities. Any student seeking academic accommodations under the Americans with Disabilities Act (ADA) must schedule an appointment with the Director of the Kinkel Center to request specific accommodations; provide appropriate and verifiable documentation of the specific disabilities for which accommodations are requested; and submit a request for accommodations in a timely fashion, usually at least 48 hours before the accommodation is needed. Depending on the disability and the accommodation requested, timely notification may be four to six weeks prior to the semester in which the accommodation is needed. For additional information, please see [www.fontbonne.edu/academics/academicresources/kinkelcenter/adaaccommodations/](http://www.fontbonne.edu/academics/academicresources/kinkelcenter/adaaccommodations/).

# Programs Offered

**BACHELOR'S DEGREES OFFERED:** Bachelor of Arts (BA), Bachelor of Business Administration (BBA), Bachelor of Fine Arts (BFA), Bachelor of Science (BS), and Bachelor of Social Work (BSW)

## UNDERGRADUATE MAJORS

Advertising (BA)  
 Applied mathematics (BS)  
 Art\* (BA)  
 Biology (BS)  
 Biology for secondary education\* (BS)  
 Business administration (BS)  
 Business administration (BBA) [OPTIONS]  
 Communication studies (BA)  
 Computer science (BS)  
 Contemporary studies (BA) [OPTIONS]  
 Corporate communication (BA) [OPTIONS]  
 Deaf education\* (BA)  
 Dietetics (BS)  
 Early childhood\* (BS)  
 Elementary education\* (BA)  
 English\* (BA)  
 Family and consumer sciences\* (BS)  
 Fashion merchandising (BS)  
 Fine arts\* (BFA)  
 Global studies (BA)  
 History\* (BA)  
 Human services (BA)  
 Interdisciplinary studies (BA)  
 Management information systems (BS)  
 Mathematics for secondary education\* (BS)  
 Middle school education\* (BA)  
 Organizational studies (BA) [OPTIONS]  
 Performing arts\* (BA)  
 Psychology (BA)  
 Religious studies (BA)  
 Social science/pre-law (BA)  
 Social Work (BSW)  
 Sociology — applied (BA)

Special education\* (BS)  
 Speech-language pathology (BS)  
 Sports and entertainment management (BS) [OPTIONS]  
 Sports management (BS)  
 University major (BA or BS)

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

## 3/2 PROGRAMS

Engineering (*dual degrees*)  
*(see biology or applied mathematics major)*  
 Occupational Therapy  
*(see biology or psychology major)*  
 Social Work (*see social work major*)

## UNDERGRADUATE MINORS

Advertising  
 American culture studies  
 Art history  
 Biology  
 Business administration  
 Chemistry  
 Communication  
 Computer science  
 Early childhood  
 English  
 Food management  
 Global studies  
 Graphic design  
 History  
 Human services  
 Journalism  
 Management information systems  
 Mathematics

Performing arts  
 Professional writing  
 Psychology  
 Religious studies  
 Social work  
 Sociology  
 Sports management  
 Women's and gender studies

## CONCENTRATIONS

See each academic department for related concentrations in specific undergraduate majors.

## CERTIFICATE PROGRAM

Website development

## TEACHER CERTIFICATIONS — 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 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); Master of Science in Taxation (MST)

**GRADUATE PROGRAMS**

Accounting (MS)  
Art (MA)  
Business administration (MBA)  
Business administration and business English for  
international students (MBA)  
Computer education (MS)  
Early intervention in deaf education (MA)  
Education (MA)  
Education/Teaching (MAT)  
Family and consumer sciences (MAT)  
Fine arts (MFA)  
Human environmental sciences (MA)  
Management (MM)  
Nonprofit management (MS)  
Speech-language pathology (MS)  
Speech and theatre (MAT)  
Supply chain management (MS)  
Taxation (MST)  
Theatre (MA)

**GRADUATE CERTIFICATE PROGRAMS**

Business taxation  
Individual taxation  
Instructional technology  
Computer education  
Supply chain management  
Virtual worlds in education

**TEACHER CERTIFICATIONS — GRADUATE 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 majors.

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

FONTBONNE UNIVERSITY  
FONTBONNE UNIVERSITY



## Undergraduate Information

FONTBONNE UNIVERSITY  
FONTBONNE UNIVERSITY





## Admission

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

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

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

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

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

### ADMISSION FEE

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

### FIRST-YEAR STUDENT ADMISSION

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

Candidates for admission should begin application procedures early in the fall of the year preceding that for

which they seek admission. To complete their application, each first-year student must submit the following:

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

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

### Minimum Criteria for Admission as a First-Year Student

To be admitted the student should have:

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

When first-year student applicants fail to meet any one or more of these standards, their applications receive 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 complete successfully all work in progress and submit, upon graduation, an official high school transcript showing

all work completed, including their date of graduation. This transcript must be on file in the admission office at least one week prior to the beginning of the academic school year or semester in which the student enrolls.

### Placement Testing

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

### 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. Transfer applicants are those degree-seeking students who have previously enrolled in an accredited, post-secondary degree program. Transfer applicants should begin application procedures at least 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 from an accredited, degree-granting institution of higher learning;
- be college level;
- 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 32 credit hours. All courses taken during the semester of degree completion/graduation must be completed at Fontbonne University.

For application, transfer candidates must submit:

1. A completed application for admission accompanied by the \$25 non-refundable application fee.
2. An official transcript from each accredited college or university previously attended showing all work completed to date. Students who have completed fewer than 30 semester hours must also submit an official high school transcript. Official transcripts must be stamped with the institution's official seal.
3. Students intending to pursue a major leading to teacher certification in the state of Missouri must submit an official copy of their scores on either the ACT or the SAT test.
4. Recommendations from authorized school administrators or others who can evaluate the applicant's academic abilities and personal characteristics. Although optional, these recommendations prove particularly helpful to the admission standards and review committee, especially if the recommendations help to explain or mitigate weaknesses in the student's past academic record.

Candidates receive an official evaluation of transfer credit following acceptance. All accepted candidates currently enrolled elsewhere in college-level courses must complete successfully all work in progress and submit an official college transcript showing the additional courses completed. 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.

## EARLY ADMISSION

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

Candidates for early admission must rank in the upper one-third of their high school class, present score results from

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

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

## ADMISSION OF UNDERGRADUATE INTERNATIONAL STUDENTS

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

1. A completed, signed application form.
2. A \$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 applicants whose first language is not English. Applicants must submit the Test of English as a Foreign Language (TOEFL) or an authorized Fontbonne University equivalent (STEP, IELTS). The required minimum TOEFL score is 61 IBT/173 CPT/500 PBT (IELTS 5.0). Admitted students will be required to take an English placement exam upon arrival at the university. Students may have to enroll in some English as a Second Language courses prior to taking English 101. Students not possessing proof of English language ability may be considered for acceptance on a 'conditional' basis.
5. An official letter of sponsorship and an official financial statement from the bank of the guarantor. These are required to meet U.S. Citizenship and Immigration Services regulations. The bank statement and letter from the sponsor must be in English. The bank statement must be certified by the bank, dated within 120 days of the application, and have the name of the sponsor (or sponsor's organization) on the account. The account will indicate the amount of funds available. The sponsor must have sufficient funds to support the student for a minimum of one year while in academic studies.
6. Two letters of recommendation 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.

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 accompanied by a \$25 non-refundable application fee and an official copy of their undergraduate transcript showing the degree granted. Additional credentials will be requested as needed.

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

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

An applicant who already holds a bachelor's degree may desire admission to pursue post-baccalaureate teacher certification (*see the graduate section of this catalog for information regarding programs which combine teacher certification*

with an advanced degree) or to meet the minimum academic requirements for American Dietetic Association (ADA) verification (see *department of human environmental 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 culminating project information in teacher certification at Fontbonne University.

### ADMISSION OF UNCLASSIFIED STUDENTS

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

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 cre-

dentials. 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. 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 OPTIONS PROGRAM

For admission requirements see the OPTIONS program in the Bonnie and L.B. Eckelkamp College of Global Business and Professional Studies in the undergraduate programs' section in this catalog.

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

### MIDWEST STUDENT EXCHANGE PROGRAM

Fontbonne University participates in the Midwest Student Exchange Program. This program is an interstate initiative established by the Midwestern Higher Education Commission to increase educational opportunities for students in its member states. The program enables residents from Indiana, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, and Wisconsin to enroll in designated institutions and programs at reduced tuition levels outside their home state. For information see <http://www.mhec.org/MSEPA-ccessNavigator> or call 314.889.1478.

## Placement Program

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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, as determined by the Fontbonne-administered ACT/COMPASS computerized placement test, 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, are required to take a placement test in any area in which they show a deficiency. If a student has prior credit in a college/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 placement testing and 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 128 credit hours required for graduation.

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

### 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 \$500 to \$19,000 per year.

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

Talent scholarships in art, theatre, and English writing depend upon success in auditions, portfolio review, or written essays. The university also offers a scholarship for students majoring in math/computer science.

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

The university considers degree-seeking, full-time, first-time students and transfer applicants for scholarships. Scholarships apply to the following academic year with one-half of the award applied to each semester. To receive renewal of the award for subsequent semesters (up to the value of the scholarship), the recipient must enroll full time at Fontbonne and maintain the required cumulative university and 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.

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

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

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

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

### ACADEMIC/LEADERSHIP SCHOLARSHIPS

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

### TALENT SCHOLARSHIPS

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

### SPECIAL SCHOLARSHIPS

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

### ENDOWED SCHOLARSHIPS

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



Bussmann-Gund Endowed Scholarship  
 Carondelet Scholarship Fund  
 Carroll-Zwart Endowed Scholarship  
 Loretta and Gerald Cassidy Endowed Scholarship  
 Karen Clark Castellano '98 Endowed Scholarship  
 Kathleen A. Atchity '66 Coco Endowed Scholarship  
 in Education  
 Mary Ann Coghill '48 Memorial Writing Award  
 Council of Regents Endowed Scholarship  
 Crowley O'Brien Endowed Scholarship  
 Leo V. and Bess D. Devine Endowed Scholarship  
 Martha Hatch Doerr '35 Memorial Scholarship  
 Rose Genevieve Downs, CSJ '39 Endowed Scholarship  
 Katherine Flynt Durr '39 Teaching Scholarship  
 The Daniel J. and Eleanor A. Halloran '63 Ferry  
 Endowed Scholarship  
 Dorothy M. '69 and Emil E. Fleck, Jr. Endowed Scholarship  
 Eleanor Reynolds Flynn '31 Endowed Scholarship  
 Mary Rita Wahlert Flynn '42 Memorial Scholarship  
 Agnes Loraine Flynt '42 Science Scholarship  
 Ellen A. Friesen '79 Scholarship  
 Edward Chase Garvey Memorial Scholarship  
 General Dynamics Endowed Scholarship  
 Peter and Clare Genovese Family Scholarship  
 Charles Jeffers Glik Endowed Scholarship  
 Monica and Dennis Golden Endowed Scholarship  
 Loretto Hennelly Gunn '29 and Kathleen Toohey Gunn '65  
 Endowed Scholarship  
 Virginia and Ferd Gutting Endowed Scholarship  
 Jane Freund Harris Endowed Scholarship in the  
 Humanities  
 Jane Kehoe Hassett, CSJ Endowed Scholarship  
 William Randolph Hearst Endowed Scholarship Fund  
 Mary Grace Heiner, CSJ '28 Endowed Scholarship  
 Marcella M. Holloway, CSJ '38 Endowed Scholarship  
 Villajejan M. Jones '94 Endowed Scholarship  
 Bryan Kennedy Endowed Scholarship  
 Henry and Betty Krausel Memorial Scholarship  
 Mark Kronk Memorial Scholarship  
 E. Desmond Lee Endowed Scholarship  
 Tracey C. Marshall Endowed Scholarship in  
 Honor of Janet S. Crites  
 Marie Jostes McBride '37 Endowed Scholarship  
 Coach Lee McKinney Endowed Scholarship  
 Virginia Guyol McShane '35 and Helen J. Guyol '41  
 Endowed Scholarship  
 Anne C. Meyer Endowed Scholarship  
 Emma Lu Middleton Endowed Scholarship  
 Jacqueline Post Miller Endowed Scholarship  
 Robert and Leona Millman Memorial Scholarship  
 Montagne-Weber Endowed Scholarship  
 Mary Alfred Noble, CSJ '30 Endowed Scholarship

Dorothy Gruber '33 Nonnenkamp Endowed Scholarship  
 Deirdre Noonan '83 Memorial Scholarship  
 Anna Marie and Edward F. O'Neill Endowed Scholarship  
 Pulitzer Scholarship  
 Purple Heart Special Education Scholarship  
 Rose Sansone Memorial Endowed Scholarship  
 Mary Belle '30 and Daniel M. Sheehan Memorial  
 Scholarship  
 Kathleen Cordell Sloan '38 Endowed Scholarship  
 Matilde Sonnino Endowed Scholarship  
 Carol Conway Spehr '63 Endowed Scholarship  
 John and Audrey Naumann '43 Steinfeld Endowed  
 Scholarship  
 Joan Goostree Stevens '47 Memorial Scholarship  
 in Education  
 Loraine and Frank J. Stroble Endowed Scholarship  
 Francis A. and Ruth O'Neill '52 Stroble Endowed  
 Scholarship  
 Stephanie Stueber, CSJ '36 Endowed Scholarship  
 Norman J. Stupp Endowed Scholarship  
 Michael Thompson Endowed Scholarship  
 Rudy Torrini Endowed Scholarship  
 Margaret Eugene Tucker, CSJ '55 Endowed Scholarship  
 Sarah and Joseph Van Drisse Endowed Scholarship  
 Vatterott Family Grant Program  
 Voertman Endowed Scholarship in Human Environmental  
 Sciences  
 Wolfgang and Janie von Wolfseck Endowed Scholarship  
 Mary Leona Hall Weber '31 Endowed Scholarship  
 Adelaide G. Heverly Welge Endowed Scholarship  
 in Education  
 Adelaide G. Heverly Welge Endowed Scholarship  
 in Nutrition and Dietetics  
 Alumni/Welge Scholarship in Nutrition and Dietetics  
 Zucchero-Sansone Endowed Scholarship

## ANNUAL SCHOLARSHIPS

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

# University Expenses

## TUITION (2011–2012)

### Full-time Undergraduate Tuition

Full-time undergraduate tuition: \$10,030.00 per semester; \$20,060.00 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 (\$558 per credit hour).

### Part-time Undergraduate Tuition

Part-time undergraduate tuition: \$558 per credit hour.

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

### Summer Undergraduate Tuition

Summer undergraduate tuition: See summer course schedule.

## FEES

*(Please refer to the current semester course schedule.)*

Application fee: \$25

Application fee — International students: \$50

Certificate fee: \$10

Freshman orientation fee: \$80

Graduation fee for bachelor's degree: \$75

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

New transfer student fee: \$10

Parking permit: \$80 – \$140 *(Parking permit fees are subject to change)*

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

Registration, change in: \$5 per course

Registration, late: \$25

Resource fee:

Full time (10 credit hours or more): \$180 per semester

Part time (9 credit hours or less): \$18 per credit hour

Transcript, regular process: \$4

Transcript, on demand: \$15

## ROOM AND BOARD (2011–2012)

Medaille Hall: \$8,984 per academic year *(based on single occupancy and 14 meal plan)*

St. Joseph's Hall: \$7,780 per academic year *(based on double occupancy and 14 meal plan)*

Southwest Apartments: \$7,192 per academic year *(room only; meal plan not included)*

## REFUNDS

A student who officially withdraws from Fontbonne University or drops a course(s) within the refund period may receive a tuition refund. Refunds will be determined after the return of Title IV aid or tuition adjustments are calculated. Calculations are based on the official last date of attendance. Non-attendance of class does not constitute withdrawal.

No adjustment or refund is made for late entrance, for absence after entrance, or for dismissal. Ordinarily, no adjustment or refund is made for withdrawal for extenuating circumstance beyond the tuition adjustments listed below.

### Tuition adjustments

Withdrawal before the first day of classes: ..... 100%

Withdrawal during the first drop/add period: ..... 100%

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

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

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

No refund after 51% of the semester: ..... 0%

### Fee Adjustments

Withdrawal before the first day of classes: ..... 100%

Withdrawal during the first drop/add period: ..... 100%

No refund after first drop/add period: ..... 0%

### Room and Board Refunds

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

## TUITION DISCOUNTS\*

### Alumni Tuition Discounts

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

Fontbonne undergraduate alumni who enroll in an undergraduate course(s) may apply for a 35 percent discount on the undergraduate course(s). These reduced rates apply to fall and spring semesters only for traditional students.

Alumni who received a master's degree from Fontbonne can enroll in a graduate course(s) and be eligible for a 35 percent discount on graduate coursework.

### Persons 60 and Older

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

### Educator's Discount

Students taking graduate courses at Fontbonne in art, communication disorders, computer education, education, or family and consumer sciences and who are employed at

least half-time in a preschool through twelfth grade school or school system may apply for a 15 percent discount. Students need to obtain the *educator's discount* form from their program director.

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

### AUDIT

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

Undergraduate courses: \$150 per course

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

### OBLIGATION OF PAYMENT

Accounts are due in advance; June 1 for the summer semester, August 1 for the fall semester and December 1 for the spring semester.

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

Fontbonne University has contracted with Tuition Pay to provide a payment plan that will allow monthly payments without interest charges. You can enroll online at: [www.fontbonne.edu](http://www.fontbonne.edu) or [www.TuitionPayEnroll.com](http://www.TuitionPayEnroll.com) or call **1.800.635.0120 to speak with a TuitionPay consultant.**

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

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

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

## Financial Aid

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

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

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

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

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

### Application Procedures and Deadlines

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

<http://www.fontbonne.edu/infocenter/offices/financialaid/>.

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

FAFSA renewal and the financial aid application must be made each year with a new determination of expected family contribution. Yearly awards will be made according to the availability of funds.

**For detailed information on application procedures, contact the:**

Financial Aid Office  
Fontbonne University  
6800 Wydown Blvd.  
St. Louis, MO 63105-3098  
314.889.1414  
<http://www.fontbonne.edu/infocenter/offices/financialaid/>

OPTIONS students should call 314.889.4583 or visit: [www.fontbonne.edu/options/](http://www.fontbonne.edu/options/).

### ACADEMIC PROGRESS POLICY

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

Please notify the financial aid office immediately upon your decision to stop attending class and complete the appropriate withdrawal procedures with your advisor and the registrar's office. **Failure to properly withdraw from class or failure to attend a class could result in loss of financial aid.** If at any time during a semester a student drops below six credit hours all federal aid would need to be returned.

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

Students denied aid because of lack of progress must take courses at their own expense until they reach the minimum number of hours for which aid was previously given. For

example, if a student, granted aid for full-time enrollment (24 credit hours), completes 18 credit hours in an academic year, the student must complete six credit hours at their own expense before the university awards additional aid. A student previously denied aid, which later completes the minimum required hours, should make an appointment with their financial aid counselor to discuss future eligibility for financial aid.

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

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

## GRANTS

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

**Supplemental Educational Opportunity Grant (SEOG)** is a federal program administered by Fontbonne University and is awarded on a funds-available basis to 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, and who maintain a 2.5 cumulative grade point average or higher. The application deadline is April 1. For more detailed information visit [www.dhe.mo.gov](http://www.dhe.mo.gov).

**Fontbonne Grants** are institutional grants made to 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. The funds are awarded to students accepted into degree programs on the traditional side of campus.

**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 request of the students and demonstration of eligibility. The funds are awarded to students

accepted into degree programs on the traditional side of campus. Funding is limited and awarded on a first come, first serve basis.

**TEACH Grant** is a federally funded program which provides up to \$4,000.00 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](http://www.teachgrant.ed.gov).

Please see the following websites for a more detailed list of the grants offered to students:

<http://www.fontbonne.edu/admissions/undergraduate/firsttimefreshmen/payingforschool/financialaid/>

<http://www.fontbonne.edu/admissions/undergraduate/transferstudents/payingforschool/financialaid/>

**Educator's Discount** applies to teachers currently employed at least half-time in a preschool through twelfth grade school or school system. The discount is 15 percent and application is made through the business office. Eligible applicants should be pursuing graduate coursework in art, communication disorders, computer education, education, or family and consumer sciences.

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

## LOANS

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

**Federal Direct Loan** is available to degree-seeking students who have made application for financial aid and are registered at least half time (six credit hours or more) at Fontbonne each semester. The loan is offered in two different forms or combination of these forms. The first is a Direct Subsidized Loan which is based upon need, with the federal government paying the interest while the student is in

school and throughout the six month grace period. 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 classification. Repayment of principal and interest on subsidized loans begins six months after graduation, withdrawal, or registration for less than six credit hours. Prepayment may be made at any time without penalty. Standard repayment is 10 years.

**Federal Direct PLUS Loans for Undergraduate Students** is a non-need-based loan for dependent degree-seeking students applied for by a parent. 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.edu.gov](http://www.direct.edu.gov).

### EMPLOYMENT/WORK-STUDY

**Federal Work-Study (FWS)** is a work program for undergraduate degree-seeking students with demonstrated financial need. The funds are awarded to students accepted into degree-seeking programs on the traditional side of campus. Eligible students find job opportunities on campus either during non-academic day hours or in the evening. The funds come from a combination of federal funds and Fontbonne University matching funds. Most students work an average of eight hours per week and are paid on a monthly basis as time sheets are submitted.

**Fontbonne Work-Study** is a limited work program for undergraduate degree-seeking students. The funds are awarded to students accepted into degree-seeking programs on the traditional side of campus. Such employment is not 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. Most students work an average of eight hours per week and are paid on a monthly basis as time sheets are submitted.

## Student Life

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### 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 newly implemented 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, one-half mile east of Big Bend Boulevard and just south off Clayton Road. Information on the medical staff, participating insurance plans, and billing procedures is available online at [www.essehealth.com](http://www.essehealth.com).

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

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

Student accident and sickness insurance information is available in the student affairs office on the first floor of Medaille Hall. The plans are voluntary and optional. Each student deals directly with the insurance company and no plan is sponsored or specifically endorsed by the university.

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

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

### ID CARDS

The student affairs office, located on the first floor of Medaille Hall, issues picture I.D. cards during regular office hours. OPTIONS students may obtain their picture I.D. at the OPTIONS location on Strassner Blvd. There is no charge for the first I.D.; if the I.D. is lost or damaged, there is a \$10 replacement fee. The I.D. identifies the holder as a Fontbonne student and is issued for campus security, use of facilities in the Dunham Student Activity Center, library borrowing privileges, cashing checks, and using Griffin Bucks. A valid I.D. may be used throughout the city for discounts to selected movies, sporting events, plays, museums, and cultural events. To get an I.D., students need to provide proper identification such as a driver's license.

### PARKING

#### Clayton Campus

To park on the Clayton campus or on the Fontbonne shuttle lot, 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](mailto:safety@fontbonne.edu).

#### Brentwood Location

Students parking at the Brentwood location (1300 Strassner Drive) are required to obtain a Fontbonne parking permit from the business office at that location. Details may be obtained by calling 314.919.0865.

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

### International Affiliations

Fontbonne University has affiliations with a number of institutions in Europe and Asia for both undergraduate and graduate programs. Approximately 100 international students representing over 25 countries are enrolled in ESL, undergraduate, and graduate programs at Fontbonne. Numerous faculty members have participated in a number of academic exchange programs.

All matters related to international students may be directed to the office of international affairs, located in the International Center, Ryan Hall, Room 107 or contact the director of international affairs at 314.889.4509 or [internationalaffairs@fontbonne.edu](mailto: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 learning environment which is inclusive of all students. Through out-of-the-classroom experiences, students can increase their understanding of self and others, strengthen human relations, communications and critical thinking skills, and develop leadership abilities and social responsibility. The departments comprising student affairs are listed below. For additional information, go to [www.fontbonne.edu/studentlife/](http://www.fontbonne.edu/studentlife/).

#### 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 Women's Lacrosse Conference, and Midwest-III Conference. Fontbonne Athletics

features both men's and women's intercollegiate varsity sports and club sports. 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 bowling, basketball, cross country, field hockey, golf, indoor and outdoor track and field, softball, soccer, lacrosse, tennis, and volleyball. Our club teams include men's bowling, cheerleading, and dance which are also an active part of the athletic program.

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

For additional information call 314.889.1444.

### Campus Ministry

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, and simply comfortable spaces and conversations to help students search for answers to questions and discover their purpose in life.

### Career Development

The department of career development teaches students and alumni how to take active responsibility for their professional planning, growth, and career management. A comprehensive range of programs and resources, including self-assessment, occupational information, and online job listings, helps students make informed career decisions, select realistic academic majors, and master job search skills for ongoing professional development. In addition, the department sponsors many career-related presentations and events throughout the year.

### Counseling & Wellness

The counseling and wellness office is staffed with licensed professional counselors who provide 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 office also provides referral to off-campus counseling resources. As student health and wellness is related to academic success, the office encourages student wellness by providing wellness resources and activities for students throughout the academic year. The counseling and wellness office is located in the student affairs department 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.) 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 programs, co-curricular activities, commuter involvement, and new student orientations. The department helps to schedule and program activities to meet students' social, recreational, cultural, and entertainment interests.

Students are encouraged to join a campus student organization while at Fontbonne University. Campus organizations related to professional associations, community service needs, and social/recreational activities form a strong and integral part of students' total university experience. Student participation can increase leadership and teamwork skills, interpersonal communication, 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 student development 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, 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: <http://www.fontbonne.edu/studentlife/servicediversitysocialjustice/>.

## Honors Program

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

### ENTRANCE REQUIREMENTS

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

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

### BECOMING AN HONORS SCHOLAR

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

In addition, students working to become Honors Scholars take the one credit hour HON 125 Freshman Honors Seminar, a multidisciplinary approach to a topic of broad importance.

The seminar is led by the director of the honors program and features faculty members from several disciplines. Students who complete these 13 credits of requirements in their first and second years will be named Honors Scholars.

### BECOMING A UNIVERSITY SCHOLAR

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

- A minimum cumulative grade point average of 3.5 for continued participation in the honors program. Students who fall below the minimum have one semester of continued participation in the honors program to raise their grade point average to the required 3.5.
- A minimum of 15 hours in honors credit courses with at least six hours to be taken through honors credit in non-honors courses.
- A senior honors project to be completed by graduation.
- Participation in at least one year of honors association activities.

### COURSES

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

These courses will be specially designed to challenge able students as they fulfill college requirements. Students not enrolled in the honors program, but who have a minimum cumulative grade point average of 3.5 may be permitted to take honors courses if space is available. 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 credit in one course per semester for a course not specifically designated an honors course. The student and the instructor will write a plan defining the level of participation that will justify honors credit in that particular course. The director of the honors program will approve the plan.

### THE NATURE OF AN HONORS COURSE

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

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

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

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

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

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

### SENIOR HONORS PROJECT

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

similar project. It will be coordinated with the director of the honors program and completed under the direction of a faculty advisor.

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

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

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

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

### EARLY REGISTRATION

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

### HONORS ASSOCIATION

The honors association is designed to encourage students to supplement their traditional in-class academic experiences with intellectual events occurring on campus and throughout the community. Students who have completed their first year of study at Fontbonne with a minimum cumulative grade point average (GPA) of 3.5, or transfer students who enter the university with at least 30 credit hours and a minimum GPA of 3.5 are invited to participate in the honors association at the beginning of each academic year.

Student members attend association meetings once each semester and attend a variety of activities both on and off campus including plays, concerts, dedicated semester events, and professional talks or presentations. By registering for HON294, students may earn one hour of academic credit for participating in 12 honors events and submitting response papers to the instructor. For additional information, please go to [www.fontbonne.edu/studentlife/activitiesorganizations/honororganizations/honors\\_association/](http://www.fontbonne.edu/studentlife/activitiesorganizations/honororganizations/honors_association/).

**HONOR SOCIETIES**

**Alpha Kappa Delta (AKΔ)** [international honor society in sociology]

**Alpha Lambda Delta (ΑΛΔ)** [honor society for first-time first-year students]

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

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

**Lambda Pi Eta (ΛΠΗ)** [national honor society for communication studies]

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

**Pi Lambda Theta (ΠΛΘ)** [international honor society for education]

**Psi Chi (ΨΧ)** [international honor society in psychology]

**Sigma Tau Delta (ΣΤΔ)** [international honor society for English]

## Academic Information

### ACADEMIC VISION

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

### UNDERGRADUATE DEGREES OFFERED

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

### UNDERGRADUATE PROGRAMS

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

Students are responsible for fulfilling all requirements for the degree, including the general education requirements, the specific requirements for the major, and all graduation requirements.

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

### UNDERGRADUATE MAJORS

- Advertising (BA)
- Applied mathematics (BS)
- Art\* (BA)
- Biology (BS)
- Biology for secondary education\* (BS)
- Business administration (BS)
- Business administration (BBA) [OPTIONS]
- Communication studies (BA)
- Computer science (BS)
- Contemporary studies (BA) [OPTIONS]

- Corporate communication (BA) [OPTIONS]
- Deaf education\* (BA)
- Dietetics (BS)
- Early childhood\* (BS)
- Elementary education\* (BA)
- English\* (BA)
- Family and consumer sciences\* (BS)
- Fashion merchandising (BS)
- Fine arts\* (BFA)
- Global studies (BA)
- History\* (BA)
- Human services (BA)
- Interdisciplinary studies (BA)
- Management information systems (BS)
- Mathematics for secondary education (BS)
- Middle school education\* (BA)
- Organizational studies (BA) [OPTIONS]
- Performing arts\* (BA)
- Psychology (BA)
- Religious studies (BA)
- Social science/pre-law (BA)
- Social work (BSW)
- Sociology — applied (BA)
- Special education\* (BS)
- Speech-language pathology (BS)
- Sports and entertainment management (BS) [OPTIONS]
- Sports management (BS)
- University major (BA or BS)

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

### 3/2 PROGRAMS

- Engineering/Civil engineering (see *biology or applied mathematics major*)
- Occupational therapy (see *biology or psychology major*)
- Social work (see *social work major*)

### UNDERGRADUATE MINORS

- Advertising
- American culture studies
- Art history
- Biology
- Business administration
- Chemistry
- Communication
- Computer science
- Early childhood
- English
- Food management
- Global studies

Graphic design  
 History  
 Human services  
 Journalism  
 Management information systems  
 Mathematics  
 Performing arts  
 Professional writing  
 Psychology  
 Religious studies  
 Social work  
 Sociology  
 Sports management  
 Women's and gender studies

### CONCENTRATIONS

See each academic department for related concentrations in specific undergraduate majors.

### CERTIFICATE PROGRAM — UNDERGRADUATE

Website development

### TEACHER CERTIFICATIONS — UNDERGRADUATE PROGRAMS

Full information on teacher certification for the undergraduate 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.

### OPTIONS

The Fontbonne University OPTIONS program provides evening degree programs for adult students in an accelerated format. The OPTIONS program offers the following degree programs at the Clayton campus and through off-campus sites in Brentwood and in North and South Counties:

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

See the OPTIONS program in the Bonnie and L.B. Eckelkamp College of Global Business and Professional Studies in undergraduate programs in this catalog.

### UNDERGRADUATE ONLINE COURSES

Fontbonne University's online courses are student-centered, just as the traditional face-to-face courses are. The learning environment is an asynchronous one, giving flexibility to the online course. The asynchronous nature of the course does not mean that the course lacks structure and/or deadlines. Students 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.

**Note:** On-campus meetings are required for blended courses. Online courses have no synchronous meeting requirements which require students to meet at one time and location. Online undergraduate courses may require proctored testing on campus or at an approved location.

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 with the Blackboard Tutorial as a prerequisite, will automatically be enrolled in the tutorial. The Blackboard Tutorial is available beginning two weeks before the start of every semester and before each OPTIONS 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.

Minimum Technology Requirements for online students include:

- Minimum of 2 GB of RAM with DSL or high-speed Internet access.
- Windows and Office 2007 or higher for PC and Office 2008 for Mac. Most online courses require Word and PowerPoint, and many require Excel. Fontbonne University's standard software platform is MS Office 2010.
- Some courses require the purchase of additional course-specific software; this information is listed in the 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.

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

Bonnie and L.B. Eckelkamp College of Global Business and Professional Studies

Departments of:

- Behavioral sciences
- Communication disorders and deaf education
- Education/special education
- English and communication
- History, philosophy, and religion
- Human environmental sciences
- Interdisciplinary studies
- Mathematics and computer science

## ACADEMIC ADVISING

Academic advising at Fontbonne University is an integral part of the larger mission of the University. Academic advisors are dedicated to reaching out to students and to assisting each student to develop and progress through an academic program that suits the student's career goals, interests, and abilities. The advisor guides the student in choosing appropriate courses each semester, as well as encourages the student to take advantage of the opportunities to engage the total Fontbonne experience throughout each semester. 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.

### Student Responsibilities

Students have the responsibility to:

- Inform themselves of and be responsible for all academic policies, procedures, regulations and requirements pertinent to general education, major, minor, concentration, certification, certificate, and degree requirements.
- Know and understand their progress in their academic program by routinely and thoroughly reviewing their degree audit and by regularly scheduling meetings with their academic advisor to discuss their programs. A student may not register for courses online until the student has been cleared by the academic advisor.
- Fulfill the general education, major program, and graduation requirements identified in the catalog in effect at the time of matriculation at Fontbonne University or at the time of a change of major.
- Read and understand the syllabus from each course. The syllabus serves as a guide for all course policies and procedures and provides a permanent record of the learning outcomes and assessments for each course.

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

## GENERAL EDUCATION REQUIREMENTS

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

The Fontbonne general education requirements are designed to meet the state of Missouri general education goals (see <http://www.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:

### I. Communication (9 credit hours; a total of three courses are required)

**State-Level Goal:** To develop students' effective use of the English language and quantitative and other symbolic systems essential to their success in school and in the world. Students should be able to read and listen critically and to write and speak with thoughtfulness, clarity, coherence, and persuasiveness.

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

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

### II. Mathematics (3 – 4 credit hours; one course is required)

**State-Level Goal:** To develop students' understanding of fundamental mathematical concepts and their applications. Students should develop a level of quantitative literacy that would enable them to make decisions and solve problems and which could serve as a basis for

continued learning. (*The mathematics requirement for general education should have the same prerequisite(s) and level of rigor as college algebra.*)

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

- Describe the contributions to society from the discipline of mathematics.
- Recognize and use connections within mathematics and between mathematics and other disciplines.
- Read, interpret, analyze, and synthesize quantitative data (e.g., graphs, tables, statistics, and survey data) and make reasoned estimates.
- Formulate and use generalizations based upon pattern recognition.
- Apply and use mathematical modes (e.g., algebraic, geometric, statistical) to solve problems and to present information with clarity, accuracy, and precision.

MTH 102 Contemporary Topics in Mathematics for Educators (3 credit hours)

MTH 103 Excursions into Modern Mathematics (3 credit hours)

MTH 105 College Algebra (4 credit hours)

MTH 115 Introduction to Statistics (3 credit hours)

MTH 150 Calculus with Analytic Geometry I (4 credit hours)

ORG 315 Applications in Modern Math for Managers (OPTIONS only) (3 credit hours)

### III. Valuing (6 credit hours; a total of two courses is required)

**State-Level Goal:** To develop students' abilities to understand the moral and ethical values of a diverse society and to understand that many courses of action are guided by value judgments about the way things ought to be. Students should be able to make informed decisions identifying personal values and the values of others and through understanding how such values develop. They should be able to analyze the ethical implications of choices made on the basis of these values.

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

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

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

PHL 110 Introduction to Philosophy (3 credit hours)

PHL 260 Contemporary Moral Issues (3 credit hours)

#### B. Specialized Valuing Course (*one course is required*)

ACS 100 Introduction to American Culture Studies (3 credit hours)

ACS 200 America Abroad (3 credit hours)

ART 207 High Art, Propaganda, and Kitsch (3 credit hours)

EDU 234 Philosophical Foundations of Education (3 credit hours)

HES 105 Personal, Professional, and Cultural Dress (3 credit hours)

HES 266 Management of Family Resources (3 credit hours)

HES 397 Advocacy in Professional Practice (3 credit hours)

PER 314 Multicultural Experiences in Performance (3 credit hours)

PHL 221 Business Ethics (3 credit hours)

PHL 228 Environmental Ethics (3 credit hours)

WGS 101 Introduction to Women's Studies (3 credit hours)

BAC 410 Corporate Responsibility in Today's World (OPTIONS only) (3 credit hours)

BBA 407 Management and Business Ethics (OPTIONS only) (3 credit hours)

BCC 430 Legal and Ethical Issues in Corporate Communication (OPTIONS only) (3 credit hours)

ORG 312 Values and Ethics in the Organization (OPTIONS only) (3 credit hours)

SEM 350 Ethical and Legal Issues in Sports and Entertainment (OPTIONS only) (3 credit hours)

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

**State-Level Goal:** To develop students' understanding of themselves and the world around them through study of content and the processes used by historians and social and behavioral scientists to discover, describe, explain, and predict human behavior and social systems. Students must understand the diversities and complexities of the cultural and social world, past and present, and come to an informed sense of self and others. (*Students must fulfill the state statute requirements for the United States and Missouri constitutions.*)

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

- Understand social institutions across the range of historical and cultural contexts.
- Explain individual human behavior using hypotheses.
- Evaluate contemporary problems from a social science perspective.
- Compare diverse social, cultural, and historical settings and processes.
- Explain constitutions of the U.S. and Missouri.

#### A. History (*one course is required*)

HST 103 Introduction to Western Civilization I: Prehistory to 17th Century (3 credit hours)



- HST 104 Introduction to Western Civilization II: 17th Century to the Present (3 credit hours)
- HST 105 Introduction to American History I: Discovery through Civil War (3 credit hours)
- HST 106 Introduction to American History II: Post-Civil War to Present (3 credit hours)
- HST 340 American Social History (3 credit hours)
- HST 366 Trends that Shaped the Modern World (3 credit hours)

B. Human Behavior (*one course is required*)

- PSY 100 Introduction to Psychology (3 credit hours)
- PSY 200 Developmental Psychology (3 credit hours)
- SOC 100 Survey of Sociology (3 credit hours)
- SSC 201 The American Economy (3 credit hours)
- GOV 230 American National Government (3 credit hours)
- BUS 202 Principles of Macro Economics (3 credit hours)
- BUS 203 Principles of Micro Economics (3 credit hours)
- GGY 205 Cultural Geography (3 credit hours)
- BBA 400 Macroeconomics for Managers (OPTIONS only) (3 credit hours)
- BBA 402 Microeconomics for Managers (OPTIONS only) (3 credit hours)

C. U.S. & MO Constitutions (*one course may be required. If GOV 230 is taken in social and behavioral sciences, category B, to meet the human behavior requirement, it will also meet this U.S. & MO constitutions requirement.*)

- GOV 230 American National Government (3 credit hours)
- GOV 101 U.S. and Missouri Constitutions (1 credit hour)

V. Humanities and Fine Arts (*6 credit hours; a total of two courses is required*)

**State-Level Goal:** To develop students' understanding of the ways in which humans have addressed their condition through imaginative work in the humanities and fine arts; to deepen their understanding of how that imaginative process is informed and limited by social, cultural, linguistic, and historical circumstances; and to appreciate the world of the creative imagination as a form of knowledge.

Through the study of the humanities and fine arts, an educated individual should be able to:

- Describe the scope and variety of works in the humanities and fine arts (e.g., fine and performing arts, literature, and speculative thought).
- Explain the historical, cultural, and social contexts of the humanities and fine arts.
- Identify the aesthetic standards used to make critical judgments in various artistic fields.
- Articulate a response based upon aesthetic standards to observance of works in the humanities and fine arts.

A. Literature (*one course is required*)

- ENG 120 Introduction to Literature (3 credit hours)
- ENG 240 Survey of English Literature I (3 credit hours)
- ENG 241 Survey of English Literature II (3 credit hours)
- ENG 260 American Literary Tradition: To Whitman (3 credit hours)
- ENG 261 American Literary Tradition: Since Whitman (3 credit hours)

B. Fine Arts (*one course is required*)

- ART 155 Art Appreciation (3 credit hours)
- ART 160 Art History Survey I (3 credit hours)
- ART 161 Art History Survey II (3 credit hours)
- MUS 106 American Popular Music (3 credit hours)
- MUS 108 Music Appreciation (3 credit hours)
- PER 101 Theatre Appreciation (3 credit hours)

VI. Life and Physical Sciences (*6 – 8 credit hours; a total of two courses is required*)

**State-Level Goal:** To develop students' understanding of the principles and laboratory procedures of life and physical sciences and to cultivate their abilities to apply the empirical methods of scientific inquiry. Students should understand how scientific discovery changes theoretical views of the world, informs our imaginations, and shapes human history. Students should also understand that science is shaped by historical and social contexts.

Through the study of life and physical sciences, an educated individual should be able to:

- Explain how to use the scientific method and how to develop and test hypotheses in order to draw defensible conclusions.
- Evaluate scientific evidence.
- Describe the basic principles of the physical universe.
- Describe concepts of the nature, organization, and evolution of living systems.
- Explain how human choices affect the earth and living systems.

A. Life Science (*one course is required*)

- BIO 108 Introduction to Life Science with Lab (3 credit hours)
- BIO 112 General Biology I with Lab (4 credit hours)
- BIO 250 Microbiology with Lab (4 credit hours)
- BIO 106 Topics in Environmental Science with Lab (OPTIONS only) (3 credit hours)

B. Physical Science (*one course is required*)

- CHM 102 Essentials of Chemistry with Lab (4 credit hours)
- CHM 106 General Chemistry I with Lab (4 credit hours)
- PHY 108 Introduction to Physical Science with Lab (3 credit hours)
- PHY 208 College Physics I with Lab (4 credit hours)

## VII. Managing Information (4 credit hours; a total of two courses is required)

**State-Level Goal:** To develop students' abilities to locate, organize, store, retrieve, evaluate, synthesize, and annotate information from print, electronic, and other sources in preparation for solving problems and making informed decisions.

Through the study of the management of information systems, an educated individual should be able to:

- Use electronic tools for research and evaluation to access and/or generate information from a variety of sources, including the most contemporary technological information services, and evaluate information for currency, usefulness, truthfulness, and accuracy.
- Create electronic documents to present information clearly and concisely, using contemporary technologies.
- Create technology-enhanced presentations to present information clearly and concisely, using contemporary technologies.
- Create and use spreadsheets/databases to organize, store, and retrieve information efficiently.
- Use electronic tools for analyzing qualitative and quantitative data: reorganize information for an intended purpose.
- Examine the legal, ethical, and security issues involved in the use of information technology.

### A. Information Literacy (required)

INT 199 Information Navigation and Evaluation  
(1 credit hour)

### B. Computer Information Systems (one course is required)

CIS 100 Computer Technology: Issues and Applications (3 credit hours)

CIS 103 Microcomputer Applications in Education (3 credit hours)

CIS 110 Microcomputer Applications: Spreadsheet (3 credit hours)

CIS 111 Microcomputer Applications: Data Base (3 credit hours)

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

## VIII. Higher-Order Thinking Skills

**State-Level Goal:** To develop students' ability to distinguish among opinions, facts, and inferences; to identify underlying or implicit assumptions; to make informed judgments; and to solve problems by applying evaluative standards.

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

- Recognize the problematic elements of presentations of information and argument and formulate diagnostic questions for resolving issues and solving problems.
- Analyze and synthesize information from a variety of

sources and perspectives and apply the results to resolving complex situations and problems.

- Defend conclusions using relevant evidence and reasoned argument.
- Use a variety of approaches to describe problems, identify alternative solutions, and make reasoned choices among solutions.
- Reflect on and evaluate critical thinking process.

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

## INDEPENDENT STUDY COURSES

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

A 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 in 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 128 hours required for graduation. Students may earn up to 18 hours of cooperative education credit. Students in all majors except education, special education, deaf education, and speech-language pathology may take advantage of this opportunity.

## ACADEMIC TOURS

National and international 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 Italy, England, Ireland, Costa Rica, Taiwan, and Australia.

Short-term, semester, and academic year study abroad opportunities are available. Students must have a minimum cumulative GPA of 2.5 in order to participate in study abroad programs. For additional information on study abroad, please call 314.719.8058 or visit: <http://www.fontbonne.edu/academics/studyabroad/>.

## 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 32-hour residency requirement at Fontbonne or toward the OPTIONS 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. The PLA program at Fontbonne encompasses the following opportunities.

### 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:

#### 1. 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.

#### 2. Advanced Placement (AP)

Students who score 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 will decide the amount of credit and the specific (equivalent) course for which credit will be given. A student who scores one, two, or three on AP tests will not receive advanced placement or earn 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.

## Non-standardized Exams/Credit from Accredited Institutions/Organizations

#### 1. 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.

#### 2. 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).

#### 3. 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 college dean or department chairperson.

#### 4. 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.

## 5. 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.

### a. 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.

### b. 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 director of Prior Learning Assessment at 314.919.0754.

- The student must take 12 or more semester hours (including the inter-institutional course) and pay full tuition at Fontbonne.
- The inter-institutional course is not offered at the home institution during the semester the student wishes to take the course.
- The host institution must have room in the course.
- The student is limited to six credit hours or two courses per semester at the host institution.
- The student does not pay additional tuition for the inter-institutional course (unless it brings the total credit hours 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.

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

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

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

Fontbonne University students may choose a dual degree program of study in collaboration with either the School of Computing or 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 pursued in conjunction with a major in applied mathematics or in biology. Students must have completed the first three years of required work on a major at Fontbonne. 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 dual degree program. Applicants with lower GPAs are considered on a case-by-case basis. Upon satisfactory completion of the program, the student will be awarded bachelor's degrees from both Fontbonne University and University of Missouri-Kansas City or from both Fontbonne University and Washington University in St. Louis.

## 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:

### **3/2 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 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 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.

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

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

### **ACCELERATED BRIDGE PROGRAM WITH SAINT LOUIS UNIVERSITY SCHOOL OF SOCIAL WORK**

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

accepted into the bridge program may take between 3 – 15 credit hours from select social work courses. Upon completion of graduation requirements at Fontbonne University and successful completion of SLU social work courses students will be given full admission to the St. Louis University School of Social Work MSW Program. It is the student's responsibility to meet with her/his academic advisor to appropriately plan for admission to the Bridge Program.

### **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. See <http://www.acssj.org/default.asp> for additional information or contact the office of academic affairs at 314.889.1401.

The member institutions include:

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

### **INTERNATIONAL AFFILIATIONS**

Fontbonne University is a member of the Missouri London Consortium which oversees summer study and internship programs in London. Fontbonne is also an affiliate of Regent's College in London and St. Mary's University College in Twickenham, London. Qualified students may study with any of these institutions and transfer approved courses to Fontbonne toward degree requirements.

Fontbonne University has affiliations with a number of institutions in Europe and Asia for both undergraduate and

graduate programs. International students representing over 25 countries are enrolled in ESL, undergraduate, and graduate programs at Fontbonne. Numerous faculty members have participated in a number of academic exchange programs.

All matters related to international students may be directed to the office of international affairs located in the International Center, Ryan Hall, room 107 or contact the director of international affairs at 314.889.4509 or visit: **internationalaffairs@fontbonne.edu**. For study abroad opportunities, contact 314.719.8058.

### **AFFILIATION WITH THE GOLDFARB SCHOOL OF NURSING AT BARNES-JEWISH COLLEGE**

Fontbonne University has an articulation agreement with the Goldfarb School of Nursing at Barnes-Jewish College, providing general education and science courses for students who wish to complete a Bachelor of Science in Nursing degree. Interested students must apply and be admitted to Fontbonne and complete 54 credit hours. Students then wishing to complete the BSN degree must apply as a transfer student for admission to the Goldfarb School of Nursing and complete the remaining 66 credits for their Bachelor of Science in Nursing degree.

Students interested in this option should contact the Goldfarb School of Nursing to become familiar with all transfer and admission policies. For further information contact the chair of the department of biological and physical sciences at Fontbonne University at 314-889-4574 or visit the website at: **<http://www.fontbonne.edu/academics/undergraduate/departments/biologicalphysicalsciences/>**.

## Academic Policies and Regulations

### BACCALAUREATE DEGREE REQUIREMENTS

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

1. A minimum of 128 credit hours.
2. A minimum of 32 of the 128 credit hours at Fontbonne University to meet the minimum residency requirement.
3. 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.*)
4. A minimum of 42 credit hours of general education requirements (GER). All GER courses must be completed with a letter grade.
5. All course requirements for the major, minor, or concentration as stipulated by the college or department in which the major, minor, or concentration is offered, including:
  - a. Completion at Fontbonne of a minimum of 50 percent of the credit hours required for the major, minor, or concentration;
  - b. Completion at Fontbonne of a minimum of 15 credit hours of the major requirements as upper division (300/400 level) coursework;
  - c. Completion of a capstone course/experience as part of the major;
  - d. Completion of each course required for the major, minor, or concentration with a minimum grade of C-; and
  - e. Completion of the minimum cumulative grade point average required for the major.
6. A minimum of one course in religion or theology as a graduation requirement. This course must be completed with a letter grade.
7. The completion at Fontbonne of the final semester of coursework, regardless of the number of credit hours taken.

### 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 128 credit hours for the first degree;
- All specific requirements for each of the two majors; and
- All specific requirements for each degree.

### RESIDENCY REQUIREMENTS FOR THE BACCALAUREATE DEGREE

1. An undergraduate degree-seeking student must complete, at Fontbonne University, a minimum of 32 credit hours of coursework toward a degree.
2. 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.
3. 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 128 credit hours to graduate with a bachelor's degree.

### RESIDENCY REQUIREMENTS FOR MAJORS, MINORS, CONCENTRATIONS, AND CERTIFICATES

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

### COLLEGE/DEPARTMENTAL AND MAJOR REQUIREMENTS

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

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

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 only after the student becomes dually enrolled. Dual enrollment means that the student is enrolled as a degree-seeking undergraduate student taking undergraduate coursework toward completion of a bachelor's degree and is also enrolled as an unclassified graduate student taking graduate coursework. To be eligible for dual enrollment, a Fontbonne undergraduate student must be classified as a senior (a minimum of 90 credit hours earned) and have a minimum cumulative grade point average of 3.0. 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 128 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 as a minimum of 18 and a maximum of 27 credit hours in a sequence of interdisciplinary coursework or a narrowly defined set of courses within a discipline.

Requirements for the completion of a certificate:

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



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

An applicant who already holds a bachelor's degree may desire admission to pursue post-baccalaureate teacher certification (see the 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 American Dietetic Association (ADA) verification (see the department of human environmental 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.

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 culminating project 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 in the office of the 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 32 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 petition, through their academic advisor and department chair, the office of the registrar to 'back out' from their academic record a maximum of 15 community college credit hours that do not meet general education or major requirements. The student may then take 15 additional hours at the community college that will meet Fontbonne's 100/200 level requirements, including general education requirements. This deletion is allowed on a one-time basis.

## ACADEMIC TERMINOLOGY

### Undergraduate Program Criteria

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

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

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

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

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

### Undergraduate Student Classifications

**Degree-seeking:** 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.

## MAJOR APPROVAL

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

A student pursuing two majors must obtain major approval from the college dean/department 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 college dean/department chair; or
- be designated by the college dean/department chair 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. A student may complete registration for the summer session online, by mail, or in person. The scheduled times and dates for summer registration are listed in the spring and summer course schedules.

### 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 dean of undergraduate studies; and
- Be returned to the registrar's office before the deadline specified in the semester course schedule.

## EARLY PROGRESS REPORT

At the sixth 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**

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

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

## GRADES AND QUALITY POINTS

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

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

## GRADE POINT AVERAGE

The grade point average (GPA) is 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.

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

## PASS/NO PASS (P/NP) GRADING OPTION

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

In some cases such as practicums and internships, Fontbonne may require P/NP grading for all the students in the course. When the university requires P/NP grading in a course, this course does not count 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 dean of undergraduate studies, in consultation with the instructor and the student, may extend 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 college dean/department chairperson of the student's major will decide if or when a course from another institution may be used in lieu of a course repeated at Fontbonne. If a student is repeating a course, the student must indicate this on the registration form.

If, upon repeating the course, the student makes a D or F grade when a higher grade is required, to take the course a third time at Fontbonne or at another institution, the student

must obtain the written approval from each of the following: the college dean/department chairperson overseeing the student's major, the college dean/department chairperson overseeing the course in question, and the dean of undergraduate studies.

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 F 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

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

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 does not complete the authorized withdrawal process receives a grade of F.

A student may not request a withdrawal after the date specified in the semester course schedule. However, a student with appropriate and verifiable documentation may request, from the dean of undergraduate studies, an exception to this policy. (*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. (*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.

### **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 dean of undergraduate studies.

At the latest, the withdrawal procedures must be completed and all documentation submitted to the dean of undergraduate studies 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, INT106 Strategies for Academic Success, during their second semester. All other probationary students must participate in the Managing Academic Progress (MAP) program administered through the Kinkel Center for Academic Resources.

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 dean of undergraduate studies. (*See appeals process for academic issues below.*)

### Non-Academic Dismissal

A student may be dismissed at any time from Fontbonne University for a variety of non-academic offenses. These include, but are not limited to, behavior or attitudes unworthy of a good campus citizen, an unsatisfactory financial record, or violation of any policy of Fontbonne University. For further information, refer to the code of student character and conduct in the Griffin Scratch Student Planner & 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 the dean of undergraduate studies who 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 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 dean of undergraduate studies 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 dean of undergraduate studies, who 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 dean of undergraduate studies. 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:

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 and a 2.0 GPA.
3. Previous credits and grades from a maximum of six courses with grades of D and/or F may be removed from the grade point average, but not from the transcript.
4. All previous courses and grades will remain on the transcript. Previous grades of C- or better will count in the grade point average and the credits will be carried forward.
5. The grade point average will be recalculated.
6. The transcript will indicate New Start.
7. The student participating in the New Start program is ineligible for Latin honors at graduation. (*See Latin honors in this section of the catalog.*)

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

### THE DEAN'S LIST

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

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

### LATIN HONORS

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

To calculate Latin honors, Fontbonne uses the grades for all courses taken at other colleges and universities, as well as all

courses taken at Fontbonne. The final coursework (minimum of 12 credits) is not included in the calculation.

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

Latin honors are as follows:

**Cum laude:** 3.7 to 3.79 cumulative grade point average

**Magna cum laude:** 3.8 to 3.89 cumulative grade point average

**Summa cum laude:** 3.9 or above cumulative grade point average

### DEAN'S AWARD FOR ACADEMIC EXCELLENCE

The Dean's Award is presented to 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 31 for the December graduation, October 31 for the May graduation, and April 30 for August graduation. Commencement ceremonies are held in May and December.

### COMMENCEMENT/CONFERRING OF DEGREES

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

### RECORD OF WORK AND TRANSCRIPTS

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

A graduate, with no outstanding bills or fees, receives one

unofficial copy of the final transcript at no charge. A student may request additional copies of the transcript for a fee.

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

To be considered an official transcript, a transcript must 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

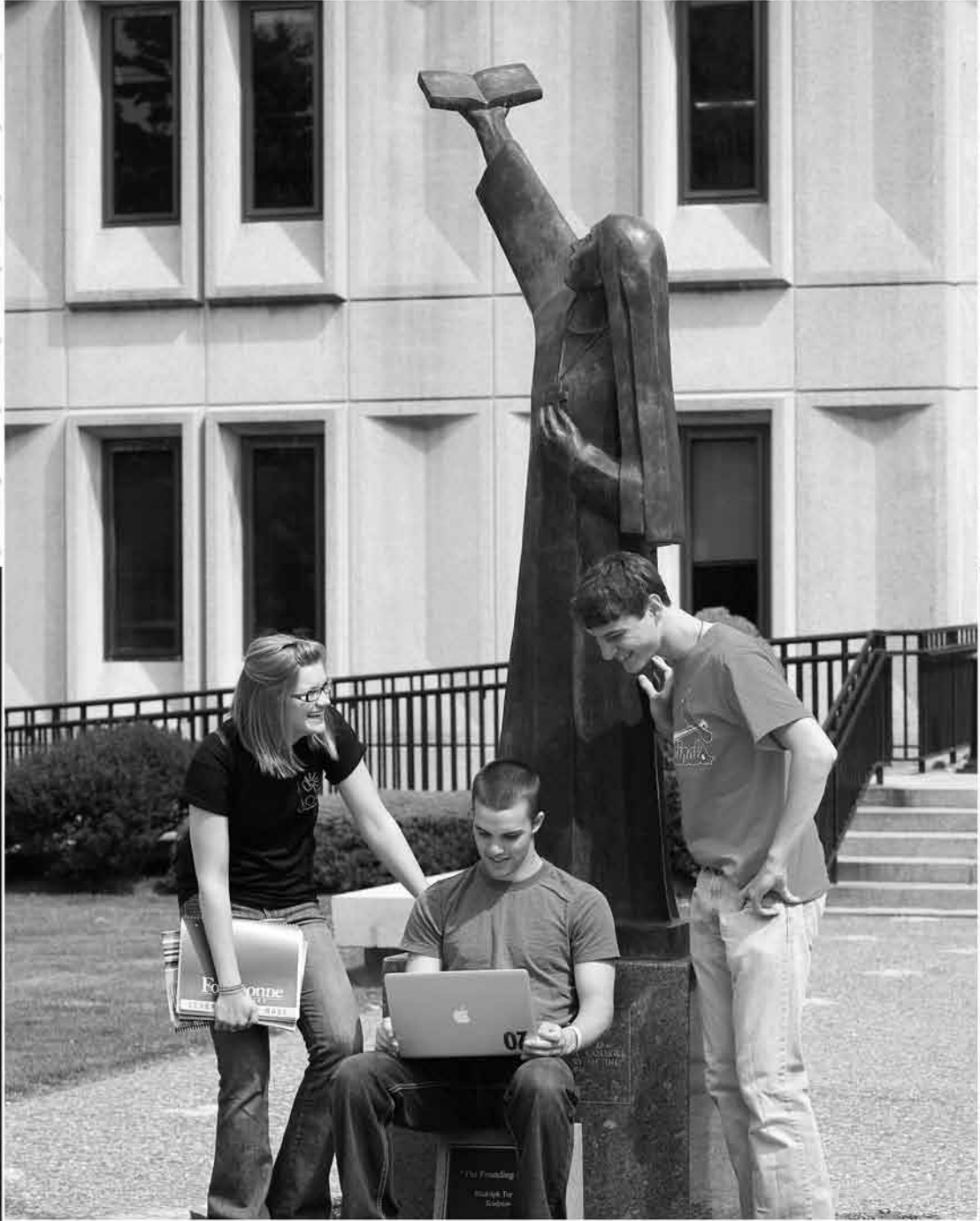
To ensure the continuing quality of a Fontbonne degree, the university regularly collects data on academic programs, advising, student activities, and campus climate. Examples include course evaluations and advising evaluations which all students are expected to complete.

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.

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## Undergraduate Programs

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Business Administration (BS)

Sports Management (BS)

Bachelor of Business Administration (BBA) (OPTIONS)

Contemporary Studies (BA) (OPTIONS)

Corporate Communication (BA) (OPTIONS)

Organizational Studies (BA) (OPTIONS)

Sports and Entertainment Management (BS) (OPTIONS)

General Education Curriculum (OPTIONS)

The mission of the Eckelkamp College of Global Business and Professional Studies at Fontbonne University is to provide academically sound traditional and non-traditional business programs that are responsive to current and future business needs. The college strives 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 perspectives, and their overall quality of life professionally and personally, and to prepare them for successful careers.

The college offers a bachelor of science (BS) degree in business administration and a bachelor of science (BS) degree in sports management in the traditional format. The college also offers a minor in business administration and in sports management for students in other departments/majors.

The college's OPTIONS division offers a bachelor of business administration (BBA) degree and bachelor of arts (BA) degrees in contemporary studies, corporate communication, and organizational studies, and a bachelor of science (BS) degree in sports and entertainment management, as well as a general education curriculum, all in an accelerated format for working adults.

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

**Linda D. Maurer**, associate professor of business administration and dean of the Bonnie and L.B. Eckelkamp College of Global Business and Professional Studies

**Mark M. Alexander**, instructor of business administration

**Somer Anderson**, instructor of business administration

**Linda Buhr**, assistant professor of business administration

**Robert Carver**, professor of business administration

**Howard Griffin**, assistant professor of finance

**Hans Helbling**, associate professor of business administration

**Erin McNary**, assistant professor and director of sports management

**Jill Weber**, instructor of business administration

Undergraduate degree program information follows under the headings of the Eckelkamp College of Global Business and Professional Studies—traditional programs and the Eckelkamp College of Global Business and Professional Studies—OPTIONS programs.

## ECKELKAMP COLLEGE OF GLOBAL BUSINESS AND PROFESSIONAL STUDIES—TRADITIONAL PROGRAMS

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

### Co-Operative Education (CO-OP)

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

### 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 credit hours) 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:

- COM 102 Public Speaking (3 credits)
- MTH 105 College Algebra (4 credits)
- PHL 221 Business Ethics (3 credits)
- PSY 100 Introduction to Psychology (3 credits)

**OR**

- SOC 100 Survey of Sociology (3 credits)

### Courses Required in the Business Administration Major

- BUS 200 Professional Development (3 credits)
- BUS 202 Principles of Macro Economics (3 credits)
- BUS 203 Principles of Micro Economics (3 credits)
- BUS 205 Financial Accounting (3 credits)
- BUS 207 Managerial Accounting (3 credits)
- BUS 230 Management Principles (3 credits)
- BUS 233 Marketing Principles (3 credits)
- BUS 241 Business Law (3 credits)
- BUS 310 Organizational Behavior (3 credits)
- BUS 325 International Business (3 credits)
- BUS 342 Legal Environment of Business (3 credits)
- BUS 343 Managerial Finance (3 credits)
- BUS 387 Production/Operations Management (3 credits)
- BUS 410 Management Information Systems (3 credits)
- BUS 470 Strategic Management (3 credits)
- BUS 473 Major Field Test for Business (0 credits)
- BUS 485 Internship in Business Administration (3 credits)  
[with internship advisor approval]

### Courses required in other disciplines

- ENG 201 Business Writing (3 credits)
- MTH 115 Introduction to Statistics (3 credits)

## CONCENTRATIONS FOR THE BUSINESS ADMINISTRATION MAJOR

The departmental course requirements for a concentration must be completed at Fontbonne University. If a student, prior to transferring, has already completed a course that is required in the concentration by Fontbonne, to earn the concentration the student must still complete a minimum of 18 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 Concentration: 19 credits

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

- BUS 311 Intermediate Accounting I (4 credits)
- BUS 312 Intermediate Accounting II (3 credits)
- BUS 314 Cost Accounting (3 credits)
- BUS 319 Survey of Federal Income Taxation (3 credits)
- BUS 405 Auditing (3 credits)
- BUS 467 Advanced Topics in Accounting (3 credits)

If a student desires to sit for the CPA exam he/she must take a total of 33 credit hours of accounting courses. After completing the central core and the accounting concentration, the student will need 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 Concentration: 18 credit hours

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

- BUS 344 Money & Banking (3 credits)
- BUS 346 Credit Management (3 credits)
- BUS 352 Investments (3 credits)
- BUS 394 Commercial Banking (3 credits)
- BUS 415 Advanced Financial Management (3 credits)
- BUS 465 Case Studies in Finance (3 credits)

### Management Concentration: 18 credit hours

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

- BUS 303 Public Administration and Nonprofit Management (3 credits)
- BUS 331 Human Resource Management (3 credits)
- BUS 351 International Management (3 credits)
- BUS 362 Small Business and Entrepreneurship (3 credits)
- BUS 401 Advanced Concepts in Management (3 credits)
- BUS 471 Leadership: Managing in a Changing Environment (3 credits)

**Marketing Concentration: 18 credit hours**

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

- BUS 336 Advertising Principles (3 credits)
- BUS 356 Principles of Selling (3 credits)
- BUS 357 Consumer Behavior (3 credits)
- BUS 362 Small Business and Entrepreneurship (3 credits)
- BUS 369 Marketing Research (3 credits)
- BUS 400 Marketing Management (3 credits)

**MINOR IN BUSINESS ADMINISTRATION**

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

**Minor in Business Administration: 21 credit hours**

- BUS 202 Principles of Macro Economics (3 credits)
- BUS 205 Financial Accounting (3 credits)
- BUS 230 Management Principles (3 credits)
- BUS 233 Marketing Principles (3 credits)
- BUS 343 Managerial Finance (3 credits)
- CIS 100 Computer Technology: Issues and Applications (3 credits)
- MTH 115 Introduction to Statistics (3 credits)

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

**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 credit hours*) 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)
- CIS 110 Microcomputer Applications-Spreadsheets (3 credits)
- PHL 221 Business Ethics (3 credits)
- MTH 115 Introduction to Statistics (3 credits)

**Courses Required in the Sports Management Major**

- BUS 202 Principles of Macro Economics (3 credits)
- BUS 203 Principles of Micro Economics (3 credits)
- BUS 205 Financial Accounting (3 credits)
- BUS 233 Marketing Principles (3 credits)
- BUS 325 International Business (3 credits)
- BUS 357 Consumer Behavior (3 credits)
- SPT 101 Introduction to Sports Management (3 credits)
- SPT 300 Legal Issues in Sports (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 340 Sports Event and Venue Management (3 credits)
- SPT 350 Sports Marketing (3 credits)
- SPT 480 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**

- HES 119 Essential Concepts for Health and Fitness (3 credits)
- HES/SPT 213 Nutrition for Fitness and Physical Performance (3 credits)
- COM 350 Organizational Communication (3 credits)
- ENG 201 Business Writing (3 credits)

**CONCENTRATIONS FOR THE SPORTS  
MANAGEMENT MAJOR**

Accounting, finance, management, and marketing concentrations are also available with the sports management major. See detailed information regarding concentrations in the bachelor of science in business administration section above.

**MINOR IN SPORTS MANAGEMENT**

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

**Minor in Sports Management (18 credits)**

- BUS 325 International Business (3 credits)
- SPT 101 Introduction to Sports Management (3 credits)
- SPT 300 Legal Issues in Sports (3 credits)
- SPT 310 Social Aspects of Sports (3 credits)

**OR**

- SPT 320 Sports Psychology (3 credits)
- SPT 330 Leadership and Governance in Sports (3 credits)
- SPT 350 Sports Marketing (3 credits)

**ECKELKAMP COLLEGE OF GLOBAL BUSINESS AND PROFESSIONAL STUDIES—OPTIONS PROGRAM**

In response to growing demands from the business community and the changing demographics of higher education, Fontbonne University established OPTIONS in 1991 expressly for the working professional. This program offers a variety of degrees both at the undergraduate and graduate level. The format is designed to meet the needs of the fast-paced lives of today. Students may enter class in any of five enrollment terms each year, so their next opportunity to begin class is always just around the corner. When students register in OPTIONS they will do so for four terms at once, creating an extended schedule based on their needs. Classes are offered in Clayton, Brentwood, North County and South County.

In addition to bachelor degrees, a general education curriculum is offered for students with little to no college credit. These courses also serve a second purpose which is to assist transfer students in completing those general education courses that have not yet been fulfilled by their transfer credits.

Faculty members in the OPTIONS programs are professionals with advanced degrees and practical experience in the courses they teach. Because enrollment is limited to career-minded men and women with work experience, the classroom style is interactive, relating theory to real-world events.

Each class meets formally the same night for eight weeks and students choose whether to take one or two courses each term. Note that by selecting two courses in each term, a student may accumulate up to 30 credits a year.

**For additional information, contact:**

Fontbonne University OPTIONS  
 1300 Strassner Drive  
 Brentwood, MO 63144-1873  
 314.863.2220  
 Fax: 314.963.0327  
 Email: [OPTIONS@fontbonne.edu](mailto:OPTIONS@fontbonne.edu)  
[www.fontbonne.edu/admissions/OPTIONS](http://www.fontbonne.edu/admissions/OPTIONS)

**GENERAL EDUCATION CURRICULUM—UNDECLARED**

The Fontbonne OPTIONS general education curriculum is for those adults who want to earn a bachelor's degree but have little or no prior college/university credit. The curriculum delivers the liberal arts foundation for a degree and serves as a stepping stone directly into any of the OPTIONS bachelor degree programs. These courses cover several disciplines,

including English and communication, fine arts, science, and the social sciences. The OPTIONS general education curriculum comprises approximately one third of the courses needed for graduation and all of the general education requirements.

**Admission Requirements**

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

**The following OPTIONS only courses meet the general education requirements, a graduation requirement, a prerequisite, or an elective credit for OPTIONS students. The descriptions for these courses can be found in the individual undergraduate departmental course listings.**

- BBA 308 Data Development and Analysis (3 credits)
- BIO 106 Topics in Environmental Science with Lab (3 credits)
- CIS 100 Computer Technology: Issues and Applications (3 credits)
- COM 102 Public Speaking (3 credits)
- ENG 101 Composition I (3 credits)
- ENG 102 Composition II (3 credits)
- ENG 120 Introduction to Literature (3 credits)
- GOV 101 U.S. and Missouri Constitutions (1 credit)
- GWY 110 Personal and Professional Development (3 credits)
- GWY 115 Critical Thinking & Writing (3 credits)
- HST 340 American Social History (3 credits)
- INT 199 Information Navigation and Evaluation (1 credit)
- MTH 093 Essential Topics for Algebra (3 credits)
- MUS 106 American Popular Music (3 credits)
- PHL 260 Contemporary Moral Issues (3 credits)
- PHY 108 Introduction to Physical Science with Lab (3 credits)
- REL 100 Introduction to Religious Studies (3 credits)
- SOC 100 Survey of Sociology (3 credits)

**BACHELOR DEGREES (OPTIONS)**

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

**Requirements to Declare a Major for New and Continuing Students—OPTIONS**

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

**Graduation Requirements**

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

- A minimum cumulative grade point average of 2.5 for the specific courses required in the major taken at Fontbonne.
- Satisfactory completion of the general education requirements. A minimum cumulative GPA of 2.0 must be maintained in the general education curriculum. A minimum grade of C- must be attained in each of the three required English and communication courses.
- Satisfactory completion of an approved three credit hour religion or theology course.
- The additional credit hours required for graduation may be obtained at Fontbonne or another accredited, degree-granting institution through:
- Fontbonne OPTIONS general education and supplemental courses—accelerated evening and weekend courses offered up to five times per year.
- Fontbonne Prior Learning Assessment (PLA), including proficiency exams, some licenses, training, and professional and corporate training approved by ACE/PONSI.

**BACHELOR OF BUSINESS ADMINISTRATION MAJOR**

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

A minimum cumulative grade point average of 2.5 is required in the following courses.

**Courses Required in the Bachelor of Business Administration Major:**

BUS 202 Principles of Macro Economics (3 credits)  
 BUS 203 Principles of Micro Economics (3 credits)  
 BUS 205 Financial Accounting (3 credits)  
 BUS 207 Managerial Accounting (3 credits)  
 BUS 230 Management Principles (3 credits)  
 BUS 233 Marketing Principles (3 credits)  
 BUS 241 Business Law (3 credits)  
 BUS 325 International Business (3 credits)  
 BUS 331 Human Resource Management (3 credits)  
 BUS 343 Managerial Finance (3 credits)  
 BUS 387 Production/Operations Management (3 credits)  
 BUS 410 Management Information Systems (3 credits)  
 BUS 470 Strategic Management (3 credits)  
 BUS 473 Major Field Test for Business (0 credits)  
 ORG 311 Professional Communication Techniques (3 credits)  
 ORG 312 Management and Business Ethics (3 credits)

**CONCENTRATIONS FOR THE BACHELOR OF BUSINESS ADMINISTRATION MAJOR**

Finance, management, and marketing concentrations are available for the bachelor of business administration major. See detailed information regarding concentrations in the bachelor of science in business administration section.

**CONTEMPORARY STUDIES MAJOR**

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



A minimum cumulative grade point average of 2.5 is required in the following courses.

### **Courses Required in the Contemporary Studies**

#### **Major**

- BAC 400 Foundations of Contemporary Culture (3 credits)
- BAC 405 Isolation of the Modern Leader (3 credits)
- BAC 410 Corporate Responsibility in Today's World (3 credits)
- BAC 415 Collision of Values and Culture in the Expression of Art (3 credits)
- BAC 416 Societal and Legal Implications of the Internet (3 credits)
- BAC 420 Reel to Real: The Impact of Representations in Film on Cultures (3 credits)
- BAC 430 Nutrition in Global Societies: The Role of Cultures and Values (3 credits)
- BAC 435 Exploring Religion's Role in Politics (3 credits)
- BAC 440 Influence of American Culture on International Communities (3 credits)
- BAC 445 Terrorism, War, Peace, and Human Rights (3 credits)
- BAC 495 Examination of Social Policy (3 credits)

### **CORPORATE COMMUNICATION MAJOR**

The bachelor of arts (BA) degree in corporate communication is a broad-based, multidisciplinary degree program combining business with a wide variety of communication courses. The program establishes a solid foundation related to how businesses communicate internally between people and departments, as well as externally with its stakeholders, the public, and other key audiences. Students will be exposed to different communication tools, processes, and strategies within the organizational setting and learn to apply them appropriately. Writing, presentation, and interpersonal skills are emphasized throughout the curriculum to develop skillful communicators who are highly valued and in demand by employers. The degree in corporate communication will provide the knowledge and skills to help students become a more capable manager, leader, and motivator.

A minimum cumulative grade point average of 2.5 is required in the following courses.

### **Courses Required in the Corporate Communication**

#### **Major**

- BCC 300 Foundations in Corporate Communication (3 credits)
- BCC 310 Effective Writing for Business Communication (3 credits)
- BCC 320 Corporate Presentation & Persuasion (3 credits)
- BCC 330 Public Relations & Media Communications (3 credits)
- BCC 340 Understanding the Business Environment (3 credits)
- BCC 350 Organizational Culture and Leadership (3 credits)
- BCC 400 Global Communication in the 21st Century (3 credits)

- BCC 420 Marketing & Design Principles (3 credits)
- BCC 430 Legal and Ethical Issues in Corporate Communication (3 credits)
- BCC 440 Strategic Communication (3 credits)
- BCC 490 Capstone Experience in Corporate Communication (3 credits)
- ORG 410 Organizational Communication for Managers (3 credits)

### **CONCENTRATION FOR THE CORPORATE COMMUNICATION MAJOR**

A marketing concentration is available for the corporate communication major. See detailed information regarding concentrations in the bachelor of science in business administration section.

### **ORGANIZATIONAL STUDIES MAJOR**

The bachelor of arts (BA) degree in organizational studies is designed for adults who wish to assume leadership and administrative roles within the organization. A variety of disciplines are integrated into the curriculum including management, psychology, communication, law, and human resources. Coursework focuses on the behavioral aspects of managing, motivating, and communicating to help working professionals become more effective at the workplace. Leadership and teamwork skills, as well as ethical issues facing today's manager, are reoccurring themes throughout the program.

A minimum cumulative grade point average of 2.5 is required in the following courses.

### **Courses Required in the Organizational Studies**

#### **Major**

- BUS 101 Intro to Business Administration (3 credits)
- BUS 230 Principles of Management (3 credits)
- BUS 310 Organizational Behavior (3 credits)
- BUS 331 Human Resource Management (3 credits)
- BUS 410 Management Information Systems (3 credits)
- BUS 471 Leadership: Managing in a Changing Environment (3 credits)
- ORG 311 Professional Communication Techniques (3 credits)
- ORG 312 Management and Business Ethics (3 credits)
- ORG 314 Employment Law (3 credits)
- ORG 315 Applications in Modern Math (3 credits)
- ORG 316 Social Psychology & the Workplace (3 credits)
- ORG 401 Managing in a Multi-Cultural Workplace (3 credits)
- ORG 409 Seminar in Human Resource Management (3 credits)
- ORG 410 Organizational Communication for Managers (3 credits)
- ORG 435 Seminar in Organizational Studies (3 credits)

## CONCENTRATION FOR THE ORGANIZATIONAL STUDIES MAJOR

A management concentration is available for the organization studies major. See detailed information regarding concentrations in the bachelor of science in business administration section.

## SPORTS AND ENTERTAINMENT MANAGEMENT MAJOR

The bachelor of science (BS) degree in sports and entertainment management is an innovative business degree program. The dual focus offers opportunity for greater exposure to both exciting, high-growth industries which share many areas of common ground. Wide-ranging topics are viewed from a business and management perspective with particular emphasis on industry-specific issues, topics, and insight. This degree provides a broad-based business foundation in sports and entertainment management and develops critical thinking, communication, and managerial skills which are highly transferable to any industry.

A minimum cumulative grade point average of 2.5 is required in the following courses.

### Courses Required in the Sports and Entertainment Management Major

- BUS 203 Principles of Microeconomics (3 credits)
- BUS 205 Financial Accounting (3 credits)
- BUS 233 Marketing Principles (3 credits)
- BUS 343 Managerial Finance (3 credits)
- ORG 311 Professional Communication Techniques (3 credits)
- ORG 316 Social Psychology & the Workplace (3 credits)
- SEM 300 Introduction to Sports & Entertainment Management (3 credits)
- SEM 340 Event Development in Sports & Entertainment (3 credits)
- SEM 350 Ethical and Legal Issues in Sports & Entertainment (3 credits)
- SEM 365 Leadership & Governance in Sports & Entertainment (3 credits)
- SEM 400 Promotions & Public Relations in Sports & Entertainment (3 credits)
- SEM 430 Global Perspectives in Sports & Entertainment (3 credits)
- SEM 440 Social Aspects of Sports and Entertainment (3 credits)
- SEM 490 Strategic Management in Sports & Entertainment (3 credits)

## CONCENTRATIONS FOR THE SPORTS AND ENTERTAINMENT MANAGEMENT MAJOR

Finance, management, and marketing concentrations are available for the sports and entertainment management major. See detailed information regarding concentrations in the bachelor of science in business administration section.

## COURSES

### Business

#### **BUS 101 Introduction to Business Administration (3 credits)**

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

#### **BUS 124 Business Mathematics (3 credits)**

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

#### **BUS 200 Professional Development (3 credits)**

This course presents an overview of the fundamentals of professional development planning. It is designed to prepare students for positions in their chosen field or advancement in their current jobs. Topics include individual personality and skills assessment, job search strategies, culture of business, professional presence and leadership. Classes are highly participatory and will involve guest presenters. Special emphasis will be given to business-related careers. Open to all majors; required for business majors. FA, SP

#### **BUS 202 Principles of Macro Economics (3 credits)**

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

#### **BUS 203 Principles of Micro Economics (3 credits)**

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

#### **BUS 205 Financial Accounting (3 credits)**

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

#### **BUS 207 Managerial Accounting (3 credits)**

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

### **BUS 208 Personal Finance (3 credits)**

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

### **BUS 230 Management Principles (3 credits)**

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

### **BUS 233 Marketing Principles (3 credits)**

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

### **BUS 241 Business Law (3 credits)**

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

### **BUS 247 Negotiation Skills in Business (3 credits)**

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

### **BUS 293 Special Topics (1-3 credits)**

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

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

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

### **BUS 303 Public Administration and Nonprofit Management (3 credits)**

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

### **BUS 310 Organizational Behavior (3 credits)**

The study and application of knowledge about how people act within organizations. An examination of psychological and sociological principles that affect organizational behavior. Topics in motivation, leadership, organizational structure,

communication, group dynamics, and organizational development will be emphasized. Prerequisite: BUS 230. FA, SP, SU

### **BUS 311 Intermediate Accounting I (4 credits)**

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

### **BUS 312 Intermediate Accounting II (3 credits)**

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

### **BUS 314 Cost Accounting (3 credits)**

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

### **BUS 319 Survey of Federal Income Taxation (3 credits)**

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

### **BUS 325 International Business (3 credits)**

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

### **BUS 331 Human Resource Management (3 credits)**

A study of the role of personnel as a staff function within the organization. Personnel functions of recruitment, interviewing, manpower planning, wage and salary administration, management development, and motivation are examined. An investigation of the interpersonal relationships of employees in the organizational setting is also considered. Prerequisite: BUS 230. FA

### **BUS 332 Seminar in Human Resource Development (3 credits)**

This course provides an in-depth analysis of the manager's role in managing and developing talent in the organization. The course will include readings, discussion, and skill-building cases and exercises. Prerequisite: BUS 331. Offered on an as-needed basis.

### **BUS 334 Retail Management (3 credits)**

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

**BUS 336 Advertising Principles (3 credits)**

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

**BUS 342 Legal Environment of Business (3 credits)**

This course focuses on the legal, social, and government forces that impact global business operations. Particular attention will be given to how these forces shape the business environment and the role/responsibility of business to respond to these forces. Prerequisite: BUS 241. FA, SP, SU

**BUS 343 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: BUS 205. FA, SP, SU

**BUS 344 Money and Banking (3 credits)**

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

**BUS 346 Credit Management (3 credits)**

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: BUS 343. FA

**BUS 348 Elements of Supervision (3 credits)**

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

**BUS 350 International Marketing (3 credits)**

Shows how the key to international marketing lies in becoming familiar with and adapting to the different environmental factors in order to satisfy the wants and needs of consumers by promoting, pricing, and distributing products for which there is an overseas market. The basic marketing strategies (four Ps) will be shown to work as long as they are tailored to the business and socio-cultural environments, economic settings, and the political/legal structures of each individual foreign marketplace. Prerequisites: BUS 233; BUS 325. SP

**BUS 351 International Management (3 credits)**

An examination of management practices in a changing global market. Topics include culture, politics, planning, organizing, international human resource management, decision making, market entry and expansion, and information management. This course will include case study analysis and discussion. Prerequisites: BUS 230; BUS 325. FA

**BUS 352 Investments (3 credits)**

A study of securities markets, along with their instruments and characteristics. Includes topics in investment theory and analysis. Prerequisite: BUS 343. SP

**BUS 356 Principles of Selling (3 credits)**

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

**BUS 357 Consumer Behavior (3 credits)**

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

**BUS 358 Sales Management (3 credits)**

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

**BUS 359 Industrial/Organizational Marketing (3 credits)**

Examines the full range of business-to-business marketing, including commercial enterprises, institutions, and government, as well as traditional industrial marketing issues. It focuses on market dynamics and stresses the strategies industries employ in developing and implementing their methods to industrial buyer behavior, market selection, product planning, product positioning, reseller's market, and pricing. Prerequisite: BUS 233. Offered on an as-needed basis.

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

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

**BUS 362 Small Business and Entrepreneurship (3 credits)**

A comprehensive course in the management of small businesses with special emphasis on marketing, finance, and management. Small retailing, wholesaling, manufacturing, and service businesses are studied with special concern to the development of a business plan to fit the needs of the very small business entrepreneur. Prerequisite: BUS 205; BUS 230; BUS 233; FA, SP, SU

### **BUS 366 Accounting Systems (3 credits)**

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

### **BUS 369 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: BUS 233. SP

### **BUS 376 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: BUS 230. FA, SP, SU

### **BUS 377 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: BUS 233. FA, SP, SU

### **BUS 387 Production/Operations Management (3 credits)**

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

### **BUS 394 Commercial Banking (3 credits)**

Study of the banking system and bank management with emphasis on asset/liability management, policies and practices in lending, investment, equity, trust, and international aspects of a bank. Prerequisite: BUS 343. SP

### **BUS 400 Marketing Management (3 credits)**

An investigation into the managerial responsibilities, as expressed in cases, of the modern marketing executive. Marketing strategy and planning are stressed. Emphasis is placed on the techniques used to assemble the marketing mix and satisfy the needs of consumer in identified target markets. Prerequisites: BUS 230; BUS 233. FA

### **BUS 401 Advanced Concepts in Management (3 credits)**

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

### **BUS 405 Auditing (3 credits)**

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

### **BUS 406 Governmental and Nonprofit Accounting (3 credits)**

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

### **BUS 410 Management Information Systems (3 credits)**

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

### **BUS 412 Financial Statement Analysis (3 credits)**

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

### **BUS 415 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: BUS207; BUS343. SP

### **BUS 425 Cash and Treasury Management (3 credits)**

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

### **BUS 463 Quantitative Analysis in Business (3 credits)**

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

**BUS 465 Case Studies in Finance (3 credits)**

This course covers a wide-range of advanced topics in finance including evaluation of investment alternatives, trends in capital, money markets, derivative securities and management of financial and non-financial firms. Prerequisites: BUS 207; BUS 343. FA

**BUS 467 Advanced Topics in Accounting (3 credits)**

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

**BUS 470 Strategic Management (3 credits)**

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

**BUS 471 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: BUS 230. FA

**BUS 473 Major Field Test for Business (0 credits)**

The Major Field Test (MFT) is designed to assess mastery of concepts, principles, and knowledge expected of students at the conclusion of an academic major in specific subject areas. In addition to factual knowledge, the test evaluates students' abilities to analyze and solve problems, understand relationships, and interpret material. The fee for the MFT is \$35 for undergraduate students. This is a graduation requirement for the bachelor of science degree in business administration and for the bachelor of business administration degree.

**BUS 484 Practicum in Business (3 credits)**

A supervised experiential-learning course that requires the student to apply the theoretical knowledge obtained in their coursework to an actual work environment. This course will require the student to think critically about the application of business theories to the workplace. The student will be required to identify the specific business theories being utilized in their work setting and analyze their application, including their appropriateness and effectiveness. This course will include a comprehensive paper and presentation. This experiential-learning course will be cooperatively adminis-

tered by an employer-supervisor and a member of the faculty. Prerequisite: Junior or senior status. FA, SP, SU

**BUS 485 Internship in Business Administration (3 credits)**

A supervised experiential-learning course that requires the student to apply the theoretical 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 be employed a minimum of 150 clock hours during the semester in which he/she is registered for this course. Prerequisite: Junior or senior status. FA, SP, SU

**BUS 490 Independent Study (1-4 credits)**

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

**BUS 494 Special Topics (1-6 credits)**

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

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

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

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

Students participating for Fontbonne 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. Prerequisite: Sports management major or approval from the director of the sports management program. FA, SP

**SPT 200 Dynamics of Coaching (3 credits)**

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

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

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

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

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

### **SPT 300 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. FA, SP

### **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. 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: SPT101; 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. SP

### **SPT 340 Sports Event and Venue Management (3 credits)**

This course will examine the business concepts involved in developing a sports event. The course will focus on the planning process necessary to stage sports events with

emphasis placed on creating and selecting the location for the event, strategies to encourage spectators and participants, and developing pertinent timelines and operational objectives for the event. Prerequisite: SPT 101. FA

### **SPT 350 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. FA

### **SPT 480 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 credits)**

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

## **COURSES SPECIFIC TO OPTIONS**

*(see your advisor for details regarding prerequisites and availability of courses)*

### **BBA 308 Data Development & Analysis (3 credits)**

This course focuses on the analysis and interpretation of statistical data for the business manager. Topics include an examination of the role of statistics in research, statistical terminology, appropriate use of statistical techniques, and the interpretation of statistical findings in business and business research. Quantitative concepts and basic techniques in research are stressed. Prerequisite: MTH 093.

### **GWY 110 Personal and Professional Development (3 credits)**

This course challenges adult students to manage their available time and energy in light of the demands of their environment; in addition, it will assist them in setting the stage for success. Topics include academic readiness, strategies for managing time and stress, strategies for reading and note taking, test taking, professional and personal growth, basics of writing

and documenting sources to avoid plagiarism, and using technology to enhance learning.

### **GWY 115 Critical Thinking & Writing (3 credits)**

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

### **MTH 093 Essential Topics for Algebra (3 credits)**

This is a comprehensive course that includes a review of signed numbers and order of operations and then transitions into algebraic concepts. This course will prepare the students to expand their knowledge and exposure to reasoning, problem solving and critical-thinking skills and lay the foundation for subsequent college-level math courses.

## **Contemporary Studies**

### **BAC 400 Foundations of Contemporary Culture (3 credits)**

This course is an introduction into the exploration of the roles and influences exerted by law, ethics, and religion in the shaping and guiding of cultural development. The study will include an examination of the interrelationship of these three dimensions of culture with particular emphasis upon their roles in exerting influence upon forming and changing aspects of contemporary society.

### **BAC 405 Isolation of the Modern Leader (3 credits)**

This course will examine the obligations and privileges of leaders in society and expectations that influence leaders. Topics will include an examination of the effect of insulating leaders from day-to-day tasks, the creation of a leader's expectation of privilege as a result of their position, the impact of insulating leaders from those components of society for whom a leader's decisions have a large impact, and the balancing of special interests essential for the continued success of a leader versus a focus on the general well being of society.

### **BAC 410 Corporate Responsibility in Today's World (3 credits)**

This course will examine the obligation to shareholders, employees, community members, and society at large and the complex dilemmas in business in trying to "do good" for society and "do well" for the shareholders. This course will also discuss the role marketing has in creating a demand for products and an awareness of ideas. Topics will include target marketing and its impact on segments of the population, the role of advertising in creating images that are embraced by society as goals for which to strive, and corporate social responsibility from a strategy perspective supportive of core business objectives.

### **BAC 415 Collision of Values and Culture in the Expression of Art (3 credits)**

This course is a thematic exploration of visual art, encompassing art made during prehistoric eras to present day. Material covered in the course defines the purposes and

functions of art in different civilizations with emphasis on exhibiting art, patronage, and religion.

### **BAC 416 Societal and Legal Implications of the Internet (3 credits)**

This course explores the development and proliferation of the internet and the ways in which the wide variety of internet-based information services have either enhanced or inhibited social communication, education, entertainment, the arts, politics, and religion as well as other aspects of contemporary culture. Topics include freedom of speech, censorship, privacy rights, e-commerce, e-giving, social-networking, intellectual property, and ownership rights.

### **BAC 420 Reel to Real: The Impact of Representations in Film on Cultures (3 credits)**

By analyzing documentary and feature films about the same subjects, students will learn how films both construct and reflect commonly held beliefs about how the world works. Students will use the techniques of textual analysis to argue ways that films can solidify or challenge ideas about class, gender, and race. These same techniques can be applied to other cultural works from music to literature.

### **BAC 430 Nutrition in Global Societies: The Role of Cultures and Values (3 credits)**

This course will discuss how food and nutrition impacts the health and lifestyle concerns of citizens in different countries. Topics will include global nutrition and the consumer, policy makers, environmental concerns, and corporate involvement.

### **BAC 435 Exploring Religion's Role in Politics (3 credits)**

This course explores the interrelationships of politics and religion. There will be a focus on emerging religious trends in society and the resulting affects of religious ideas, individuals, and movements on the political climate in the United States. Topics will include the political power that religious groups have exerted over the years with emphasis upon national political campaigns in the 21st century.

### **BAC 440 Influence of American Culture on International Communities (3 credits)**

This course will explore the influence of American commerce, culture, values, and religion on countries around the world. Topics will include the role commerce plays in the expectations of citizens and how religion impacts the decisions and policies of international communities.

### **BAC 445 Terrorism, War, Peace, and Human Rights (3 credits)**

This course will explore ethical, theoretical, and practical questions relating to terrorism, the engagement of war, cultural, and ethnic conflicts. This course will explore why we wage war, the development of terrorism and its impact on societies, society's quest for peace, and the methods attempted to achieve peace. This course will also explore the concept of human rights and how terrorism and war impact those rights.



### **BAC 495 Examination of Social Policy (3 credits)**

This course will examine social policy by reviewing social issues and their impact on society. The students will learn about the guidelines for constructing social policy proposals and use their knowledge and skills acquired during this program to effectively evaluate an existing or proposed social policy within the corporate, non-profit, or government sector. The student will discuss the ramifications of the social policy and the impact it will have on various segments of society.

### **Corporate Communication**

#### **BCC 300 Foundations in Corporate Communication (3 credits)**

This course integrates and summarizes the evolution of communication as it relates to how we interact in business situations today. Using a theoretical foundation, students will be able to practice and apply the changes in the communication methods used today. Basic writing, presentation, and interpersonal communication skills will be addressed.

#### **BCC 310 Effective Writing for Business Communication (3 credits)**

This course covers effective business writing as an integral part of the managerial communications process. Writing strategies to produce concise letters, executive summaries, memos, emails, newsletter articles, as well as engaging PowerPoint presentations, are presented. Topics covered are writing as a management tool, audience analysis, and the process of outlining, writing, and editing. The elements of successful writing in an electronic environment are also discussed along with the impact of technology on business communications.

#### **BCC 320 Corporate Presentation & Persuasion (3 credits)**

This course examines the art of persuasion and improving presentation skills. The student will learn the elements of how to effectively deliver presentations to a variety of audiences. Topics covered include design and delivery, the art of persuasion, advanced presentation techniques, non-verbal communication, meeting management strategies, and how to use technology for successful presentations.

#### **BCC 330 Public Relations & Media Communications (3 credits)**

This course exposes the student to different kinds of communications/writing projects encountered in corporate settings, each calling for different styles of writing and production techniques. Applications may include video scripts, speeches, newsletters, press releases, position papers, pitch letters, and writing for/to various publics. Emphasis is placed on the nature of corporate image and reputation, investor relations, and communicating with diverse publics. The student will develop a public relations campaign involving a variety of these media.

#### **BCC 340 Understanding the Business Environment (3 credits)**

This course provides an understanding of the language of business, how a business works, and how to communicate this business acumen through various functions of an organization. The business functions of accounting, finance, management, and marketing are explored. Emphasis is placed on business terminology and concepts to enable the student to identify functional problems, investigate alternative solutions, and be able to communicate those solutions to appropriate departments.

#### **BCC 350 Organizational Culture and Leadership (3 credits)**

This course will examine effective communications from a leadership perspective. Topics will include positive and negative feedback, staff reviews, conducting interviews, negotiating, mentoring staff, employee development, and mediating employee disputes. Students will apply strategies to use communication to achieve goals and objectives of the organization and will examine how communication flows through an organization and learn how to assess an organization's communication hierarchy through cultural and communication audits.

#### **BCC 400 Global Communication in the 21st Century (3 credits)**

This course studies the interrelationships between communications and social, political, economic, and cultural factors that affect global communications. Topics include cross cultural communication differences within the workplace, global customs, international money and banking, language differences, technology, and conducting business globally while understanding social and political climates.

#### **BCC 420 Marketing & Design Principles (3 credits)**

This course examines marketing and advertising design principles and their application in the business environment. Emphasis is placed on the communication tools available to promote a product or service to target customers. Web page design, newsletters, billboards, posters, other printed materials, and other forms of advertising are presented in this course.

#### **BCC 430 Legal and Ethical Issues in Corporate Communication (3 credits)**

This course examines legal and ethical issues and ethical decision making strategies and responsibilities. Topics include crisis communication, judicial issues, disclosure and confidentiality concerns, fair practices in business competition, international law, cyber law, intellectual properties, and regulatory impact. Students will review issues relating to professional and legal conduct as well as specific laws that apply to corporate, non-profit, government, and political arenas.

#### **BCC 440 Strategic Communication (3 credits)**

This course identifies key situations that require specialized communication. Through the development of a crisis plan, students will be able to analyze critical situations (e.g.,

disaster recovery, power outages, organizational change) that are identified today as key areas for these plans. Current plans that are being used will be analyzed to help students in the development of critical procedures that will allow the organization to handle any situation that may threaten its well-being or brand.

### **BCC 490 Capstone Experience in Corporate Communication (3 credits)**

This capstone course requires integration and application of the knowledge, theories, skills, and techniques acquired throughout the program. The student will conduct an internal audit of an organization, applying research and development techniques learned, to develop an in-depth project focusing on practical corporate communications issues or opportunities specific to improving communication within organizations.

### **Organizational Studies**

#### **ORG 311 Professional Communication Techniques (3 credits)**

This course presents an examination of communication theory and process, and its application to the professional environment. Primary emphasis is on written communication. Principles of effective writing are reviewed and applied to business letters, memos, reports, and other forms of business communication.

#### **ORG 312 Management & 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.

#### **ORG 314 Employment Law for Managers (3 credits)**

The focus of this course is on managing effectively with an understanding of the potential legal ramifications of employment decisions. Topics include discrimination, the right to privacy, evaluation, and regulation of job performance, OSHA, ERISA, and labor law.

#### **ORG 315 Applications in Modern Math for Managers (3 credits)**

This course applies mathematical concepts to real-life problems. Specific mathematical applications to management are studied, such as the mathematics of scheduling, measuring uncertainty, and collecting statistical data. Prerequisite: BBA308.

#### **ORG 316 Social Psychology and the Workplace (3 credits)**

The primary focus of this course is on the behavior of individuals in social groups. Applications to the workplace are explored. The course examines scientific theories and research on the ways people think about, influence, and relate to one another. Topics include attribution theory, attitudes, persuasion, conformity, prejudice, aggression and altruism, and the

impact of the community on the organization and vice versa. Prerequisite: PSY 100 or SOC 100.

#### **ORG 401 Managing in the Multicultural Workplace (3 credits)**

This course provides a framework for understanding the issues and opportunities managers face in a multicultural environment. Differences and similarities among cultures, ethnicities, gender orientations, age groups, social classes, and nationalities will be explored in the context of managerial effectiveness. The challenges of globalization will also be studied.

#### **ORG 409 Seminar in Human Resource Management (3 credits)**

This course covers human resource functions and aspects of management in depth. Current issues in the field are analyzed. Topics include labor relations, crisis management, the organizational reward system, and strategic HR planning. Behavioral science research in the areas of motivation and employee development are studied. Prerequisite: BUS 331.

#### **ORG 410 Organizational Communication for Managers (3 credits)**

Focuses on the theoretical framework for improving communication within the organization. Topics for the course include needs assessment, working with data analysis, training and structured experiences, technology in the organization, organizational development and intervention, managing feedback, crisis communication, dealing with conflict, and the change process. Through an ongoing group project, students will develop a comprehensive communication audit. This audit presented both in written and oral forms will include a complete analysis of an organization's communication and specific recommendations for improvement.

#### **ORG 435 Seminar in Organizational Studies (3 credits)**

This is a capstone course, requiring the application of knowledge, theories, skills, and techniques derived from previous coursework and experience. Synthesis topics covered include planning and plan execution to achieve organizational goals. Current trends and issues in the field will be discussed. Each student will pursue in depth an area of special interest that has arisen through the organizational studies curriculum.

### **Sports and Entertainment Management**

#### **SEM 300 Introduction to Sports and Entertainment Management (3 credits)**

An introduction to management functions with applications in the field of sports and entertainment management. The course also surveys selected topics in sports and entertainment marketing and career paths in sports and entertainment.

#### **SEM 340 Event Development in Sports & Entertainment (3 credits)**

This course will examine the business concepts involved in developing a sports and/or entertainment special event. The

course will focus on the planning process necessary to stage sports and entertainment events with emphasis placed on creating and selecting the location for the event, strategies to encourage spectators and participants, and developing pertinent timelines and operational objectives for the event.

### **SEM 350 Ethical and Legal Issues in Sports & Entertainment (3 credits)**

This course will focus on laws and regulatory bodies affecting the management of entertainment and sport personnel, facilities, and events. The course will also examine ethical issues, agreements between professional athletes and leagues, agreements with entertainers and entertainment companies, and endorsement contracts.

### **SEM 365 Leadership & Governance in Sports & Entertainment (3 credits)**

This course places an emphasis on the introduction to management theory and how it can guide practical applications in sports & entertainment 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 an in-depth look at various sports and entertainment governing bodies, which include such organizations as the International Olympic Committee, The Disney Music Group, Edge Entertainment, Arena Network and the National Collegiate Athletic Association.

### **SEM 400 Promotions & Public Relations in Sports & Entertainment (3 credits)**

This course will provide an overview of the promotion and sales management facet of a sport or entertainment industry. There will be a focus on developing skills and implementation of these skills essential to generating revenue for a sport or entertainment business. The course will examine such areas as evaluating target audiences, developing promotional campaigns, researching public relations, and creating effective media strategies/messages.

### **SEM 430 Global Perspectives in Sports & Entertainment (3 credits)**

This course is an examination of sports & entertainment as viewed in various parts of the world today, diversity in sports & entertainment in the U.S.A., and their impact on the sports & entertainment world. The course will examine several transformational focuses in the world; the global economy, the electronic village, and the politics of sports & entertainment.

### **SEM 440 Social Aspects of Sports and Entertainment (3 credits)**

This course will analyze the developments, trends, and social processes that explain sports and entertainment activity. The emphasis of this course will be placed on the impact sports and entertainment has on society.

### **SEM 490 Strategic Management in Sports & Entertainment (3 credits)**

This course is the capstone course designed to expose students to the variety of responsibilities faced by top managers in the sport and entertainment industry. Integrating concepts learned from prior courses, this course focuses on practical application and innovation of course concepts to the sport and entertainment industry. This course will use case studies and possible experiential learning using real world sport and entertainment organizations to help students improve decision making and leadership skills.

The department of behavioral sciences offers bachelor of arts degrees in psychology and sociology. The department also offers minors in psychology and sociology. In each of these areas of study, students learn essential 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 take classes on a variety of topics such as developmental, social, cognitive, and abnormal psychology. They also use the scientific method to answer questions, design research projects, and collect data that may help improve the human condition. Psychology is suited for students who are interested in applying the scientific approach to understand human behavior, emotion, and cognition.

Applied sociology is a relatively new and dynamic sub-discipline in sociology with expanding opportunities for a wide range of career paths. Given the breadth, adaptability, and utility of sociology, employment opportunities abound for applied sociology graduates. Students use the sociological perspective, principles, and tools to understand, intervene, and enhance human social life through applied social research. Students also acquire the tools for client-oriented problem solving by developing skills in data collection and analysis methods. In addition, students will have the opportunity to develop the required academic skills to pursue graduate studies in sociology and related disciplines.

## FACULTY

**Rebecca D. Foushée**, associate professor of psychology and chairperson of the department of behavioral sciences

**Stephanie E. Afful**, assistant professor of psychology

**Laurel C. Newman**, assistant professor and director of psychology

**Deborah L. Phelps**, professor of sociology

**Suzanne M. Stoelting**, assistant professor of sociology

## MAJOR IN PSYCHOLOGY

The psychology curriculum provides a broad and balanced foundation in the core areas of the discipline. Students will study various aspects of the human psychological experience, including lifespan growth and development; learning, memory, and cognition; biological foundations of behavior; abnormal psychology; social psychology; and personality. Students will also learn research, analytical, and writing skills through courses in statistics, research methods, and the history of psychology. 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 participating in faculty research, completing supervised internships, or exploring psychology through independent study projects.

The psychology major at Fontbonne University is designed to provide students with a solid foundation in all major sub-fields of psychology. Students are encouraged to enhance their major course of study by choosing a minor which emphasizes the intersection between psychology and related disciplines. Suggested minors include advertising, business, biology, computer science, mathematics, early childhood, social work, sociology, religion, or women and gender studies. Students may also choose to complete additional psychology elective courses within the major.

The psychology curriculum prepares students for employment at the baccalaureate level or advanced study in psychology and related disciplines upon graduation. The psychology program conforms to guidelines established by the American Psychological Association.

The major consists of 39 credit hours of required courses. A cumulative 2.5 grade point average on a 4.0 scale is ordinarily required in psychology courses for acceptance into the major, to remain in the program, and for graduation. All courses for the major must be completed with grades of C- or above.

## Baccalaureate Degree and Residency Requirements

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

### Major Approval

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

### General Education Requirements

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

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

- PSY 100 Introduction to Psychology (3 credits)
- PSY 200 Developmental Psychology (3 credits)

### Courses Required in the Psychology Major:

- PSY 100 Introduction to Psychology (3 credits)
- PSY 200 Developmental Psychology (3 credits)
- PSY 305 Personality Psychology (3 credits)
- PSY/SOC 310 Social Psychology (3 credits)
- PSY 315 Abnormal Psychology (3 credits)
- PSY 320 Statistics for the Behavioral Sciences (3 credits)
- PSY 330 Research Methods for the Behavioral Sciences (3 credits)
- PSY 450 History and Systems of Psychology (3 credits)

#### One of the following:

- PSY 335 Cognitive Psychology (3 credits)

#### OR

- PSY 445 Biological Psychology (3 credits)

### One of the following capstone course sequences:

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

#### OR

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

Required courses may not be taken independently.

Psychology majors must complete six 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.

### Elective Courses

- PSY 250 Cross-cultural Psychology (3 credits)
- PSY/REL 270 Psychology of Religion (3 credits)
- PSY 275 Psychology of Women (3 credits)
- PSY 293 Special Topics (3 credits)
- PSY 301 Careers in Psychology (1 credit)
- PSY 325 Introduction to Clinical Psychology (3 credits)
- PSY 327 Industrial/Organizational Psychology (3 credits)

- PSY 335 Cognitive Psychology (3 credits)
- PSY 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 445 Biological Psychology (3 credits)
- PSY 490 Independent Study (3 credits)
- PSY 494 Special Topics (3 credits)
- PSY 495 Undergraduate Research in Psychology (1–6 credits)

The courses chosen for electives may not meet both a requirement and an elective.

### 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 treat others with respect and dignity.

## 3/2 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.

Upon satisfactory completion of the first year of coursework at Washington University, the student will be awarded a bachelor of arts degree in psychology or 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 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.

### Required OT Prerequisite Courses in Psychology for admission to the 3/2 program in Occupational Therapy:

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

- BIO 220 Anatomy and Physiology I with Lab (4 credits)
- BIO 222 Anatomy and Physiology II with Lab (4 credits)

## MAJOR IN SOCIOLOGY – APPLIED

The sociology major at Fontbonne emphasizes an applied sociological approach. Applied sociology advances our collective knowledge of social phenomena, solves problems, and/or improves social interaction. Applied sociology encompasses evaluation research, needs assessment, market research, social indicators and demographics. It also includes the understanding of the uses of the sociological perspective, sociological theory, and sociological research in such areas as medicine, mental health, complex organizations, work, and sports. Applied sociological research produces descriptions, analyses, and findings that can be translated into ideas and problem specific solutions for groups, organizations, and communities.

A bachelor's degree in applied sociology is excellent preparation for graduate work in sociology or entry level positions throughout the business, social service, and government sectors. Graduates with an applied sociology degree appeal to potential employers because of their unique set of analytical skills and the ability to apply them in a variety of organizational settings. Because the facets of human society are intrinsically fascinating, applied sociology also offers valuable preparation for careers in journalism, politics, law, public relations, business or public administration, or other fields that involve investigative skills and diversity training.

The applied sociology program at Fontbonne University is designed to provide a solid foundation in the perspective, principles, and applicability of the major under the guidelines of the Commission on the Accreditation of Programs in Applied and Clinical Sociology. Some of the goals of the major are to enable students to:

- Define and determine a client-based problem and make recommendations;
- Identify and demonstrate how social structures are formed;
- Understand the structure-person connection;
- Develop and use teams and groups in the analytical process;
- Develop processes which enhance leadership;
- Identify and understand cross-cultural issues and globalization;
- Understand and organize change;
- Identify trends and interpret change;
- Understand and employ fundamental elements of demography in applied settings.

The major consists of 42 credit hours of required courses. A cumulative 2.5 grade point average on a 4.0 scale is ordinarily required in sociology courses for acceptance into the major, to remain in the program, and for graduation.

### Baccalaureate Degree Requirements

The requirements for all undergraduate degrees are listed in the 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 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 course must be chosen to meet the requirements for the sociology major:**

SOC 100 Survey of Sociology (3 credits)

### Courses Required in the Sociology Major:

SOC 100 Survey of Sociology (3 credits)

SOC 115 Social Problems (3 credits)

SOC 215 Intro to Applied Sociology (3 credits)

SOC 235 Social Stratification (3 credits)

SOC 255 Sociological Statistics with Lab (3 credits)

SOC 265 Diversity and Social Justice (3 credits)

SOC/PSY 310 Social Psychology (3 credits)

SOC 345 Sociological Research Methods (3 credits)

SOC 350 Social Theory (3 credits)

SOC 2/3/4XX Sociology Elective (3 credits)

**One of the following 4 course track sequences:  
General Sociology Track**

SOC 320 Sociology of Gender (3 credits)

SOC 325 Sociology of Deviance (3 credits)

SOC 450 Senior Seminar in Sociology I (3 credits)

SOC 451 Senior Seminar in Sociology II (3 credits)

**Applied Sociology Track**

SOC 320 Sociology of Gender (3 credits)

**OR**

SOC 325 Sociology of Deviance (3 credits)

SOC 335 Program Evaluation (3 credits)

SOC 460 Sociology Internship I (3 credits)

SOC 461 Sociology Internship II (3 credits)

Required courses may not be taken independently.

Sociology majors must also complete one additional elective course.

**Elective Courses:**

SOC 293 Special Topics (3 credits)

SOC 355 Social Aspects of Aging (3 credits)

SOC 490 Independent Study (3 credits)

SOC 494 Special Topics (3 credits)

**NOTES:**

- SOC 100 is a prerequisite for any 200 level course.
- A 100 or 200 level sociology class is a prerequisite for any 300 level course.
- Developmental courses must be completed with the first three semesters of the curriculum.
- Mathematics should be taken within the first two years.

### Additional Requirements

The discipline of sociology 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 treat others with respect and dignity.

### MINORS

In addition to majors, the department of behavioral sciences offers minors in psychology and in sociology. These minors are designed for students from other majors who are interested in one of the behavioral sciences. A student must successfully complete, at Fontbonne, a minimum of 50 percent of the credit hours required for the minor. All courses for the minor must be completed with grades of C- or above.

#### Minor in Psychology (21 credit hours)

- PSY 100 Introduction to Psychology (3 credits)
- PSY 200 Developmental Psychology (3 credits)
- PSY/SOC 310 Social Psychology (3 credits)
- PSY 315 Abnormal Psychology (3 credits)
- PSY 330 Research Methods for the Behavioral Sciences (3 credits)
- PSY XXX One any-level elective in Psychology (3 credits)
- PSY 3/4XX One upper-level elective in Psychology (3 credits)

#### Minor in Sociology (21 credit hours)

- SOC 100 Survey of Sociology (3 credits)
- SOC 115 Social Problems (3 credits)
- OR**
- SOC 215 Intro to Applied Sociology (3 credits)
- SOC 265 Diversity and Social Justice (3 credits)
- SOC/PSY 310 Social Psychology (3 credits)
- SOC 345 Sociological Research Methods (3 credits)
- SOC 350 Social Theory (3 credits)
- SOC 2/3XX One 200- or 300-level Sociology elective (3 credits)

### ADVANCED PLACEMENT

An entering student who scores a four or five in Introduction to Psychology (PSY 100) and/or Sociology (SOC 100) on the Advanced Placement Test will receive advanced placement and university credit in those courses. A student who scores one, two, or three on Advanced Placement tests will not receive advanced placement or earn college credit.

### COURSES

#### Gerontology

##### **GRN 101 Understanding Aging (3 credits)**

Study of the process of aging to arrive at a better understanding of the changes that occur throughout the lifespan. Changes in family relationships, individual differences in the effects of aging, and the importance of environmental factors in aging will be among the topics discussed. Consult semester course offerings.

##### **GRN 293 Special Topics (3 credit)**

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

##### **GRN 490 Independent Study (3 credits)**

Prerequisite: Junior or senior status and permission of instructor. FA, SP, SU

##### **GRN 494 Special Topics (3 credits)**

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

#### Psychology

##### **PSY 100 Introduction to Psychology (3 credits)**

A general introduction to the discipline of psychology. The course examines the historical and theoretical foundations of modern psychology and surveys the various topical areas that use scientific methodology to study and explain human behavior 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

##### **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 2012

##### **PSY 270 Psychology of Religion (3 credits)**

An introduction to the psychology of religion. The course examines the nature of religious experience, religious development, conversion, and religious behavior from a psychological perspective. The scope of the course includes the important historical contributions of James, Freud, Jung,

and others, as well as current research findings into moral development, altruism, and prejudice. Cross-listed with REL 270. Prerequisite: PSY 100. SP 2013

**PSY 275 Psychology of Women (3 credits)**

The nature of gender from psychological and social perspectives will be examined. Topics covered include gender identity, gender role development, socialization, women's health, communication styles, career issues, and global perspectives on the psychology of women. Prerequisite: PSY 100. FA 2011, 2013

**PSY 293 Special Topics (3 credits)**

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

**PSY 301 Careers in Psychology (1 credit)**

This course is designed to introduce students to the wide variety of career opportunities that exist within the field of psychology. Theoretical and practical aspects of these careers will be discussed. Students will research job opportunities, contact possible employers, create a resume or CV, write cover letters, practice interviewing skills, and discuss the graduate school application process. Prerequisite: PSY 100. FA

**PSY 305 Personality Psychology (3 credits)**

Personality psychology involves the scientific study of the enduring patterns of thought, feeling, and behavior that characterize individuals and influence their behavior. This course provides an overview of techniques, procedures, and findings from the field of personality psychology. Attention is paid to the historical background of various perspectives, but the primary emphasis of the course is on contemporary theory and research as well as discussion of critical issues in the field. Prerequisite: PSY 100. SP

**PSY 310 Social Psychology (3 credits)**

An examination of human social behavior. Primary focus is on the behavior of individuals in social contexts. The course examines scientific theories and research on the ways people think about, influence, and relate to one another. Topics include attribution theory, attitudes, persuasion, conformity, prejudice, aggression, and altruism. Prerequisite: PSY 100 or SOC 100. Cross-listed with SOC 310. FA, SP

**PSY 315 Abnormal Psychology (3 credits)**

The course examines the nature and scope of psychological maladjustment and pathology. Particular emphasis is given to the classification, description, and treatment of mental disorders, as well as their effects for the person, family, and society. Course focuses on a broad range of psychopathology, including anxiety disorders, depression and suicide, eating disorders, schizophrenia, dissociative disorders, and personality disorders. Prerequisite: PSY 100. FA

**PSY 320 Statistics for the Behavioral Sciences (3 credits)**

An introduction to statistics and statistical analysis in the behavioral sciences. The course examines both descriptive and

inferential statistical methods. Emphasis is on the use of statistical analysis in behavioral science research. Topics covered include frequency, distributions, percentiles, standardized scores, probability theory, sampling distributions, t-tests, correlation, and ANOVA. Prerequisite: PSY 100 or SOC 100; MTH 115 or 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. Prerequisite: PSY 100 or SOC 100; MTH 115 or PSY 320 recommended. FA, SP

**PSY 335 Cognitive Psychology (3 credits)**

An introduction to the scientific study of cognitive processes. Topics covered include learning mechanisms, attention, concept formation, memory, mental imagery, judgment and decision-making, language, reasoning, problem solving, and models of information processing. Prerequisites: PSY 100; six additional credit hours of psychology. FA 2012

**PSY 370 Controversial Topics 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. FA

**PSY 391 Testing and Measurement for the Behavioral Sciences (3 credits)**

Provides an overview of principles of psychological testing and measurement as related to aptitudes, attitudes, and personality. Examines theories of psychological testing, the nature and types of psychological tests, test construction,



test administration, interpretation of scores, ethical issues in testing, scale construction, and basic psychometric theory. Special emphasis on reliability, validity, and standardization procedures. Prerequisites: PSY 100; junior or senior standing; PSY 320 or PSY 330 recommended. FA

**PSY 440 Internship in Psychology (1 – 6 credits)**

Designed to provide students with a supervised, off-campus field-based experience at an approved site specifically related to students' individualized career goals. Integrates and applies knowledge, skills, and abilities in psychology. Emphasizes professional development and networking. Prerequisite: Senior status or permission of instructor. FA, SP, SU

**PSY 445 Biological Psychology (3 credits)**

This course explores the physiological foundations of behavior and mental processes. Particular emphasis is given to research advances into the structure and function of the brain and nervous system. Anatomical and physiological mechanisms relevant to sensation and perception, development, behavior, emotion, movement, learning, and memory are emphasized. The physiological and genetic bases of pathology, addiction, and aging processes are also considered. Prerequisites: PSY 100; six additional credit hours of psychology. FA 2011, 2013

**PSY 450 History and Systems of Psychology (3 credits)**

This course examines the history of psychology as a discipline and profession. Consideration is given to the historical contributions of philosophy, physics, and physiology to the field of psychology. The course also examines problems and research methods that comprise modern scientific psychology. The various schools and systems of thought in psychology are examined. Prerequisites: PSY 100; six additional credit hours of psychology. SP

**PSY 490 Independent Study (3 credits)**

Selected readings, discussions, papers in a particular area of psychology in which the student has a special interest. Independent work under the direction of an instructor in psychology. Prerequisite: 60 credit hours and permission of instructor. FA, SP, SU

**PSY 494 Special Topics (3 credits)**

A special course covering a selected area of modern scientific psychology. Consult semester course offerings.

**PSY 495 Undergraduate Research in Psychology (1 – 6 credits)**

This course is designed to provide the student with an opportunity to conduct research on a topic of interest. Students will design and conduct a research project under the direction of a faculty member in psychology. Prerequisites: Senior status or permission of instructor. FA, SP, SU

**PSY 496 Senior Research Seminar I (3 credits)**

First semester of the capstone experience for psychology seniors. Current issues and debates in the research and practice of psychology are explored. Students will plan,

research, and design an independent empirical research study in a particular area of psychology. Research proposal will be submitted to IRB and summarized in an APA-format paper and oral presentation at the end of the semester. This course is the first semester of a year-long capstone experience. Students must successfully complete the fall component to enroll in the subsequent spring component. Prerequisites: PSY 100; PSY 320 or PSY 330; senior class standing or permission of instructor. FA

**PSY 497 Senior Research Seminar II (3 credits)**

Second semester of the capstone experience for psychology seniors. Students will organize and run the psychology laboratory, collect data, manage the participant pool, analyze data, and complete an independent empirical research thesis. Research results will be submitted in an APA-format thesis and summarized in an oral presentation at the end of the semester. In addition, students will prepare for graduate study or careers in psychology and submit a final portfolio. Prerequisites: PSY 100; PSY 320; PSY 330; PSY 496; senior class standing or permission of instructor. SP

**Sociology – Applied**

**SOC 100 Survey of Sociology (3 credits)**

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. FA

**SOC 215 Introduction to Applied Sociology (3 credits)**

An introduction to applied sociological principles, encompassing sociological theory, concepts and methods to examine and find solutions to contemporary problematic social behavior, and issues in organizations. Information and strategies concerning professional development and careers in sociology are also covered. Prerequisite: SOC 100. FA

**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. SP

**SOC 255 Sociological Statistics with Lab (3 credits)**

Examines and utilizes statistical tools for sociological research, including descriptive statistics, univariate and bivariate analyses, and inferential techniques. Provides training in the use of statistical packages like SPSS. Prerequisites: SOC 100; MTH 115 recommended. SP

**SOC 265 Diversity and Social Justice (3 credits)**

An introduction to central debates in the sociological literature on diverse groups. Discussion of issues such as

power and inequality, prejudice and discrimination, social justice, and social policy. Prerequisite: SOC 100. FA

### **SOC 293 Special Topics (3 credits)**

Course offered to supplement regular course listings. Consult semester course schedule offerings. Prerequisite: SOC 100.

### **SOC/PSY 310 Social Psychology (3 credits)**

An examination of human social behavior. Primary focus is on the behavior of individuals in social contexts. The course examines scientific theories and research on the ways people think about, influence, and relate to one another. Topics include attribution theory, attitudes, persuasion, conformity, prejudice, aggression, and altruism. Prerequisite: SOC 100 or PSY 100. Cross-listed with PSY 310. FA, SP

### **SOC 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. SP

### **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 constructionist 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: SOC 100. SP

### **SOC 335 Program Evaluation (3 credits)**

Provides skills for conducting program evaluations using applied sociological methods and techniques. Includes report writing, evaluation briefings, and the presentation of results on client-based projects. Prerequisites: SOC 100; six additional credit hours of sociology. SP

### **SOC 345 Sociological Research Methods (3 credit hours)**

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: SOC 100 or SOC 255. 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. FA

### **SOC 355 Social Aspects of Aging (3 credits)**

An overview of the aging process and selected aspects of the social life of the older person. Theories of aging, results of studies on aging and older persons, and practical aspects of life of an older person in the United States are studied. Prerequisite: SOC 100. FA

### **SOC 450 Senior Seminar in Sociology I (3 credits)**

A capstone course for all applied sociology majors. This course represents the design phase of the senior seminar project. Prerequisites: Senior standing and permission of instructor. FA

### **SOC 451 Senior Seminar in Sociology II (3 credits)**

A capstone course for all applied sociology majors. This second phase of the capstone series gives students the opportunity to conduct an original project to fulfill the requirement for the major. The project can be an original research study, theoretical analysis, or an applied project. A paper and oral presentation are the culmination of this project. Prerequisite: SOC 450. SP

### **SOC 460 Sociology Internship I (3 credits)**

Covers consulting and client-centered skills in preparation for field work in the Sociology Internship II course. Prerequisites: Senior standing and permission of instructor. FA

### **SOC 461 Sociology Internship II (3 credits)**

Provides the opportunity to experience service learning in an approved sociological setting under academic supervision. Students will be applying sociological theory, methods, and data analysis techniques with a client-centered focus. Prerequisite: SOC 460. SP

### **SOC 490 Independent Study (3 credits)**

Selected readings, discussions, papers, in a particular area of sociology in which the student has a special interest. Independent work under the direction of an instructor in sociology. Prerequisites: Junior or senior status and permission of instructor. FA, SP, SU

### **SOC 494 Special Topics (3 credits)**

Potential topics include: Juvenile Delinquency and the Justice System, Urban Sociology, Women and Work, Sociology of Addictions, Medical Sociology, and Sociology of Violence. Consult semester course schedule offerings.



The department of biological and physical sciences has as its objectives to introduce students to the methodologies and tools of science, to give them a background in science necessary for daily living and professional competence, to enable them to examine critically the contemporary issues related to the sciences, and to give science majors the proper foundations to pursue their professions or to enter graduate or professional schools.

The department offers a bachelor of science degree with a major in biology with concentrations in either physiology or biotechnology and a major in biology with secondary certification. All majors include a minor in chemistry.

The program offers a course of study that includes all courses required for admission to most professional schools. The department also offers courses needed for general education requirements, for majors in the department of human environmental sciences, for certification in elementary and middle school education, as well as minors in biology and chemistry. The department articulates with Washington University to provide two dual degree opportunities (*see below*).

## FACULTY

**Elizabeth Rayhel**, associate professor and chairperson of the department of biological and physical sciences

**Stephenie Paine-Saunders**, associate professor

**David Thomasson**, associate professor

**Minh Truong**, assistant professor

## 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. Students must have completed the first three years of required work in a major at Fontbonne. 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 dual

degree program. Applicants with lower GPAs are considered on a case-by-case basis. Upon satisfactory completion of the program, the student will be awarded bachelor's degrees from both Fontbonne University and University of Missouri-Kansas City or from both Fontbonne University and Washington University in St. Louis.

## 3/2 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 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.

## MAJORS OFFERED

Biology with a concentration in Physiology (BS)

Biology with a concentration in Biotechnology (BS)

Biology with Secondary Certification (BS)

## Baccalaureate Degree and Residency Requirements

All requirements for an undergraduate degree are listed under academic policies and regulations in the introductory section for undergraduate programs in this catalog. These requirements include 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.

## MAJOR APPROVAL

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

Students seeking major approval for a biology major must have a minimum cumulative grade point average (GPA) of 2.5 on a 4.0 scale as well as a GPA of 2.5 in the courses specified below:

- Three courses in biology (including one introductory biology course)

- One course in chemistry

- All courses for the major must be passed with a C- or better.

## General Education Requirements

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

## MAJOR IN BIOLOGY WITH CONCENTRATION IN PHYSIOLOGY

This major offers a course of study that prepares the graduates with the necessary background for a professional program, graduate school, or research in industrial, government, or university laboratories. This course of study focuses on human functioning.

### General Education Requirements

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

- MTH 115 Introduction to Statistics (3 credits)

### Courses Required in Biology (30 credits)

- BIO 112 General Biology I with Lab (4 credits)\*
- BIO 114 General Biology II with Lab (4 credits)
- BIO 207 Plant Biology with Lab (4 credits)
- BIO 250 Microbiology with Lab (4 credits)
- BIO 312 Genetics (3 credits)
- BIO 318 Cell and Molecular Biology (3 credits)
- BIO 320 Evolutionary Biology (3 credits)
- BIO 481 Biotech I (2 credits)
- BIO 496 Biology Seminar (2 credits)
- BIO 495/497 Department Research/Internship (1-4 credits)
- BIO 413 Exit Exams (0 credits)

\*BIO 108, with recommendation of instructor and approval of department chair, may substitute for BIO 112. This substitution would not transfer to other institutions, and the student must adjust total credit hours accordingly.

### Courses Required in the Physiology Concentration (15 credits):

- BIO 220 Anatomy and Physiology I with Lab (4 credits)
- BIO 222 Anatomy and Physiology II with Lab (4 credits)
- BIO 306 Kinesiology with Lab (4 credits)
- BIO 314 Developmental Biology (3 credits)

### Courses Required in Chemistry (19 credits):

- CHM 106 General Chemistry I with Lab (4 credits)
- CHM 108 General Chemistry II with Lab (4 credits)
- CHM 210 Organic Chemistry I with Lab (4 credits)
- CHM 212 Organic Chemistry II with Lab (4 credits)
- CHM 318 Biochemistry (3 credits)

### Courses Required in Mathematics and Computer Science (7 credits):

- MTH 150 Calculus with Analytic Geometry I (4 credits)
- MTH 315 Advanced Statistics (3 credits)

### Courses Required in Physics (8 credits):

- PHY 208 College Physics I with Lab (4 credits)
- PHY 210 College Physics II with Lab (4 credits)

## MAJOR IN BIOLOGY WITH CONCENTRATION IN BIOTECHNOLOGY

This major offers a course of study that prepares the graduates with the necessary background for a professional program, graduate school, or research in industrial, government, or university laboratories. This course of study focuses on applied biotechnology.

### General Education Requirements

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

- MTH 115 Introduction to Statistics (3 credits)

### Courses Required in Biology (30 credits)

- BIO 112 General Biology I with Lab (4 credits)\*
- BIO 114 General Biology II with Lab (4 credits)
- BIO 207 Plant Biology with Lab (4 credits)
- BIO 250 Microbiology with Lab (4 credits)
- BIO 312 Genetics (3 credits)
- BIO 318 Cell and Molecular Biology (3 credits)
- BIO 320 Evolutionary Biology (3 credits)
- BIO 481 Biotech I (2 credits)
- BIO 496 Biology Seminar (2 credits)
- BIO 495/497 Department Research/Internship (1-4 credits)
- BIO 413 Exit Exam (0 credits)

\*BIO 108, with recommendation of instructor and approval of department chair, may substitute for BIO 112. This substitution would not transfer to other institutions, and the student must adjust total credit hours accordingly.

**Courses Required in the Biotechnology Concentration (15 credits):**

BIO 322 Immunology (3 credits)  
 BIO 483 Biotechnology II (3 credits)  
 BIO 485 Biotechnology III (3 credits)  
 BIO 487 Biotechnology IV (3 credits)  
 BUS 230 Management Principles (3 credits)

**Courses Required in Chemistry (19 credits):**

CHM 106 General Chemistry I with Lab (4 credits)  
 CHM 108 General Chemistry II with Lab (4 credits)  
 CHM 210 Organic Chemistry I with Lab (4 credits)  
 CHM 212 Organic Chemistry II with Lab (4 credits)  
 CHM 318 Biochemistry (3 credits)

**Courses Required in Mathematics and Computer Science (7 credits):**

MTH 150 Calculus with Analytic Geometry I (4 credits)  
 MTH 315 Advanced Statistics (3 credits)

**Courses Required in Physics (8 credits):**

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

**MAJOR IN BIOLOGY WITH SECONDARY CERTIFICATION****Teacher Certification Requirements**

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.

**General Education Requirements**

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

CIS 103 Microcomputer Applications in Education (3 credits)  
 COM 102 Public Speaking (3 credits)  
 EDU 234 Philosophical Foundations of Education (3 credits)  
 GOV 101 US and MO Constitutions (1 credit)  
 MTH 115 Introduction to Statistics (3 credits)  
 PSY 200 Developmental Psychology (3 credits)

**Courses Required in Biology (39 credits)**

BIO 106 Topics in Environmental Science with Lab (3 credits)  
 BIO 112 General Biology I with Lab (4 credits)\*  
 BIO 114 General Biology II with Lab (4 credits)  
 BIO 203 The History and Philosophy of Science and Technology (2 credits)  
 BIO 207 Plant Biology with Lab (4 credits)  
 BIO 220 Anatomy and Physiology I with Lab (4 credits)  
 BIO 222 Anatomy and Physiology II with Lab (4 credits)

BIO 250 Microbiology with Lab (4 credits)  
 BIO 312 Genetics (3 credits)  
 BIO 318 Cell and Molecular Biology (3 credits)  
 BIO 320 Evolutionary Biology (3 credits)  
 BIO 371 Methods of Teaching Science in Secondary School (2 credits)  
 BIO 396 Biology Seminar (3 credits)  
 BIO 413 Exit Exam (0 credits)

\*BIO 108, with recommendation of instructor and approval of department chair, may substitute for BIO 112. This substitution would not transfer to other institutions, and the student must adjust total credit hours accordingly.

**Courses Required in Chemistry (19 credits):**

CHM 106 General Chemistry I with Lab (4 credits)  
 CHM 108 General Chemistry II with Lab (4 credits)  
 CHM 210 Organic Chemistry I with Lab (4 credits)  
 CHM 212 Organic Chemistry II with Lab (4 credits)  
 CHM 318 Biochemistry (3 credits)

**Courses Required in Mathematics and Computer Science (7 credits):**

MTH 150 Calculus with Analytic Geometry I (4 credits)  
 MTH 315 Advanced Statistics (3 credits)

**Course Required in Physics (4 credits):**

PHY 208 College Physics I (4 credits)

**Courses Required in Education (24 credits):**

EDU 120 Psychology of the Exceptional Child (3 credits)  
 EDU 201 Introduction to Classroom Teaching—Middle/Secondary (3 credits)  
 EDU 300 Classroom/Behavior Management Techniques (3 credits)  
 EDU 350 Methods of Teaching Reading in the Content Area (2 credits)  
 EDU 447 Planning for Instruction and Assessment—Middle and Secondary (3 credits)  
 EDU 451 Student Teaching at the Secondary Level (10 credits)

**MINORS**

The department of biological and physical sciences offers minors in biology and chemistry. A student must successfully complete, at Fontbonne, a minimum of 50 percent of the credit hours required for the minor. All courses for the minor must be completed with a minimum grade of C- and a GPA of 2.5 or above.

**Minor in Biology (22 credit hours):**

BIO 112 General Biology I with Lab (4 credits)  
 BIO 114 General Biology II with Lab (4 credits)  
 BIO 207 Plant Biology with Lab (4 credits)  
 BIO 250 Microbiology with Lab (4 credits)  
 BIO 312 General Genetics (3 credits)  
 BIO 318 Cell and Molecular Biology (3 credits)

**Minor in Chemistry (19 credit hours):**

- CHM 106 General Chemistry I with Lab (4 credits)
- CHM 108 General Chemistry II with Lab (4 credits)
- CHM 210 Organic Chemistry I with Lab (4 credits)
- CHM 212 Organic Chemistry II with Lab (4 credits)
- CHM 318 Biochemistry (3 credits)

**COURSES**

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

**Biological Sciences**

**BIO 106 Topics in Environmental Science with Lab (3 credits)**

An introduction as to how nature works, how the environment has been and is being modified and abused by human activities, and what can be done to protect and improve it for future generations of humans and other living things. FA (odd years)

**BIO 108 Introduction to Life Science with Lab (3 credits)**

Introductory course covering the basic principles of life with an emphasis on the scientific method, characterization of life, organization of living things, energetics, and evolution. FA, SP, SU

**BIO/CHM 111 Science Laboratory (1 credit)**

A broad-based set of laboratory experiments in biology, chemistry, physics, and/or earth science emphasizing the scientific method. Prerequisite: A minimum two credit hour science lecture course that meets GER. FA, SP

**BIO 112 General Biology I with Lab (4 credits)**

Selected principles and problems in general biology with emphasis on those principles most applicable to all living organisms: cellular organization, energy exchange, and inheritance. FA

**BIO 114 General Biology II with Lab (4 credits)**

A general course in organismal biology covering diversity of living things from the prokaryote to higher plants and animals. Prerequisite: Introductory biology course. SP

**BIO 203 The History and Philosophy of Science and Technology (3 credits)**

An introductory course examining the history of science and technology, with an emphasis on modern science, as well as the philosophy of scientific and technological thought. FA (even years)

**BIO 206 Essentials of Human Anatomy and Physiology with Lab (4 credits)**

An introduction to the human body and how it functions, with special emphasis on the skeletal, muscular, digestive, respiratory, and cardiovascular systems. Prerequisite: BIO 108. FA

**BIO 207 Plant Biology with Lab (4 credits)**

Introduction to morphology, physiology, and evolution of vascular plants; integrating form and function to understand diversity. Prerequisite: Introductory biology course. FA

**BIO 220 Anatomy and Physiology I with Lab (4 credits)**

A course designed to introduce students to those aspects related to the study of the human body. Particular attention is given to cells, tissues, integumentary, skeletal, muscular, nervous, and endocrine systems. FA, SP, SU

**BIO 222 Anatomy and Physiology II with Lab (4 credits)**

Continuation of Anatomy and Physiology I. Particular attention is given to the digestive, cardiovascular, respiratory, urinary, and reproductive systems. Prerequisite: BIO 220. SP, SU

**BIO 250 Microbiology with Lab (4 credits)**

A general course with emphasis on classification, physiology, and pathology of microorganisms. Prerequisites: Introductory biology course and introductory chemistry course. SP, SU

**BIO 306 Introduction to Kinesiology with Lab (4 credits)**

An introduction to the mechanical principles of movement. Emphasis is placed on how the use of these principles can help improve sports skills for the athlete at all levels of training. Prerequisites: BIO 206 or equivalent; PHY 108. SP

**BIO 312 Genetics (3 credits)**

Study of the fundamental laws of inheritance in biological systems. Prerequisites: Introductory biology course and MTH 115. SP (even years)

**BIO 314 Developmental Biology (3 credits)**

Study of the dynamics of development of organisms from gametogenesis to a more complex form, concentrating on mechanisms and gene regulation. Prerequisites: Introductory biology course; introductory chemistry course; and CHM 108. SP (odd years)

**BIO 318 Cell and Molecular Biology (3 credits)**

Study of fine structures, metabolism, physical, and chemical activities of cells and subcellular structures. Prerequisites: Introductory biology course; BIO 114. FA (odd years)

**BIO 320 Evolutionary Biology (3 credits)**

This course examines the basic processes and patterns of evolution: natural selection, evolutionary genetics, the analysis of adaptation, the phylogeny of life, the fossil record, molecular evolution, macroevolution and speciation; as well as an evaluation of current evolutionary issues. Prerequisites: BIO 114; BIO 312. FA (even years)

**BIO 322 Immunology (3 credits)**

Introductory course which covers the basic concepts of antibody-mediated and cell-mediated immunity. Recent advances in the field will be emphasized from basic scientific and clinical perspectives. Prerequisites: Introductory biology course; BIO 114; BIO 250; CHM 106; CHM 108. FA (odd years)

**BIO 370 Teaching of Science in Early Childhood and Elementary (2 credits)**

Application of principles of teaching science on the early childhood and elementary school level; examination of various approaches to presenting hands-on activities.

Prerequisites: BIO 108; PHY 108. FA, SP

**BIO 371 Teaching of Science in Middle and Secondary School (2 credits)**

Application of principles of teaching science on the middle and secondary school level; examination of various approaches to presenting hands-on activities. Prerequisite: BIO 370. FA, SP

**BIO 413 Department Assessment II (0 credits)**

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

**BIO 481 Biotechnology I (2 credits)**

A course designed to provide students with basic laboratory skills used in biotechnology methods with emphasis on solution preparation, measurements, and laboratory safety.

Prerequisites: BIO 312; BIO 318; CHM 318. FA

**BIO 483 Biotechnology II (3 credits)**

A continuation of Biotechnology I with an emphasis on DNA manipulations. Prerequisites: BIO 481. FA

**BIO 485 Biotechnology III (3 credits)**

A continuation of Biotechnology I with an emphasis on immunology and protein methods. Prerequisites: BIO 481. SP

**BIO 487 Biotechnology IV (3 credits)**

A continuation of Biotechnology I with an emphasis on cell culture. Prerequisites: BIO 481. SP

**BIO 490 Independent Study (1-4 credits)**

Course in which students may pursue a library, curriculum development, or experimental research project in some aspect of science. Students with 60 or more semester credit hours may register for an independent study course. Offered as needed with the approval of the department chair.

**BIO 495 Department Research (1-4 credits)**

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

**BIO 496 Biology Seminar (2 credits)**

A capstone course designed to equip students with the skills of reading and evaluating primary scientific literature, while exploring current topics in science. An oral presentation will be required. Prerequisites: BIO 114; BIO 318; and at least junior status. FA

**BIO 497 Biology Internship (1-4 credits)**

A supervised, off-campus field-based experience at an approved site specifically related to students' career goals;

integrates and applies academic knowledge and skills; emphasizes professional development. Prerequisites: At least junior status with a science GPA of 3.0 or consent of instructor.

**Chemistry****CHM 102 Essentials of Chemistry with Lab (4 credits)**

An introductory course; includes stoichiometry, basic atomic theory, environmental, nuclear, acid-base, organic, and biochemistry. FA, SU

**CHM 106 General Chemistry I with Lab (4 credits)**

An introductory course in chemistry for science majors. Includes stoichiometry, atomic structure, chemical reactions, and solutions. Prerequisite: College algebra. FA

**CHM 108 General Chemistry II with Lab (4 credits)**

A continuation of CHM 106; includes kinetics, equilibrium, thermodynamics, acids and bases, and electrochemistry. Prerequisite: CHM 106. SP

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

An introductory course exploring inorganic principles of basic human functioning. 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 with Lab (4 credits)**

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

**CHM 212 Organic Chemistry II with Lab (4 credits)**

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

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

An overview course exploring organic chemistry principles of basic human functioning. Emphasis will be given to biologically active organic molecule chemistry such as proteins, nucleic acids, fats, and carbohydrates. Includes lecture and lab. Prerequisites: CHM 106; CHM 108 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: BIO108, 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 with a grade of B or better; and microbiology with minimum grade of C within last five years or permission of department chair. SP



**Physical Sciences**

**PHY 108 Introduction to Physical Science with Lab  
(3 credits)**

Introductory course in physical science covering the scientific method, basic principles of physics, chemistry, earth science and astronomy. FA, SP, SU

**PHY 208 College Physics I with Lab (4 credits)**

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

**PHY 210 College Physics II with Lab (4 credits)**

A continuation of PHY 208; includes light, electricity, magnetism, and quantum physics. Prerequisite: PHY 208 or equivalent. SP

The department of communication disorders and deaf education offers a bachelor of arts degree in deaf education, a bachelor of science degree in speech-language pathology, a master of science degree in speech-language pathology, and a master of arts degree in early intervention in deaf education. See the communication disorders and deaf education graduate program section in this catalog for information on the master's degrees.

## FACULTY

**Gale B. Rice**, professor and chairperson of the department of communication disorders and deaf education

**Paola Brush**, instructor of communication disorders and deaf education

**M. Jean Evans**, clinical instructor of communication disorders and deaf education

**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**, associate professor of communication disorders and deaf education

**Barbara Meyer**, associate professor of communication disorders and deaf education; clinic director

**Nancy Murphy**, assistant professor of communication disorders and deaf education

**Carmen Russell**, associate professor of communication disorders and deaf education

**Lynne Shields**, professor of communication disorders and deaf education; director of the graduate program in speech-language pathology

## MAJOR IN DEAF EDUCATION

For the student who desires to work with children who are deaf or hard of hearing in an educational setting, Fontbonne offers a four-year program leading to a bachelor of arts degree.

Special emphasis is placed on method courses and practicum experiences. In this competency/performance-based teacher education program students need to demonstrate their ability to apply theoretical knowledge to the teaching of children who are deaf or hard of hearing, especially in the areas of 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.

During the freshman, sophomore, and junior years, before beginning student teaching, students have the opportunity to work with children who are deaf or hard of hearing as teacher assistants, tutors, or activities supervisors.

During both semesters of the senior year, students participate in three different levels of student teaching experience at St. Joseph Institute for the Deaf, an internationally known school for children who are deaf or hard of hearing noted for its listening and spoken language approach to teaching. Each senior's student teaching experience is designed to fit the student's interests and may include a placement at other deaf education programs.

Listed below are the functions that someone who enters the professions of speech-language pathology and 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.

**Highlights of this major:**

- Approximately 700 clock hours of work with children who are deaf or hard of hearing.
- All coursework in deaf education is dove-tailed with practicum experiences.
- Student/teacher ratio in deaf education method courses is usually less than 10/1.
- Students are eligible for both state and national certification upon graduation.
- Students may be eligible for certification in elementary 1-6 by passing the Praxis Exam for elementary.

**Baccalaureate Degree and Residency Requirements**

All requirements for an undergraduate degree are listed in the 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.

**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 completion in equivalent of one full semester (*a minimum of 12 credit hours*) at Fontbonne.

**General Education Requirements**

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

**The following specific general education courses are recommended for this major:**

- BIO 108 Introduction to Life Science/lab (3 credits)
- PHY 108 Introduction to Physical Science/lab (3 credits)

HST 105 or 106 Introduction to American History I or II (3 credits)

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

- CIS 103 Microcomputer Applications in Education (3 credits)
- EDU 234 Philosophical Foundations of Education (3 credits)

**Courses Required in the Major**

- CDS 105 Speech and Language Development of the Normal and Exceptional Child (3 credits)
- CDS 201 Anatomy and Physiology of the Speech and Hearing Mechanism (3 credits)
- CDS 211 The Nature of Language (3 credits)
- CDS 220 Phonetics (3 credits)
- CDS 231 Speech Science (3 credits)
- CDS 302 Phonological and Articulation Disorders (3 credits)
- CDS 410 Audiology (3 credits)
- CDS 414 Auditory Rehabilitation (3 credits)
- DEA 100 Psychology of Deafness (2 credits)
- DEA 200 Pre-student Teaching Practicum in Deaf Education (0 credits)
- DEA 210 Pre-student Teaching Practicum in Deaf Education (1 credit)
- DEA 300 Teaching Children Who Are Deaf (3 credits)
- DEA 310 Beginning Sign Language (2 credits)
- DEA 320 Pre-student Teaching Practicum in Deaf Education (1 credit)
- DEA 330 Pre-student Teaching Practicum in Deaf Education (1 credit)
- DEA 400 Teaching Speech in Deaf Education I (2 credits)
- DEA 410 Teaching Language in Deaf Education (3 credits)
- DEA 420 Teaching Reading in Deaf Education (2 credits)
- DEA 430 Parent Counseling in Deaf Education (2 credits)
- DEA 440 Speech Practicum in Deaf Education (2 credits)
- DEA 460 Reading and Writing in Deaf Education (3 credits)
- DEA 470/480 Student Teaching in Deaf Education I, II (8 credits)

**Courses Required in Other Disciplines**

- EDU120 Psychology of the Exceptional Child (3 credits)
- EDU 234 Philosophical Foundations of Education (3 credits)
- EDU 240 Literature for Children and Adolescents (2 credits)
- EDU 263 Methods of Teaching Reading and Language Arts (6 credits)
- EDU 301 Teacher Education at Fontbonne University (0 credits)
- EDU 310 Reading Methods Practicum (2 credits)
- EDU 333 Multi-Sensory Methods for the Elementary Classroom (2 credits)
- EDU 392 Educational Assessment and Diagnosis of Children with Learning Problems (3 credits)
- EDU 400 Classroom/Behavior Management (3 credits)
- MTH 102 Contemporary Topics in Mathematics (3 credits)

MTH 350 Methods of Teaching Mathematics in Early Childhood and Elementary School (3 credits)  
 PSY 200 Developmental Psychology (3 credits)  
 BIO 370 Teaching Science in Early Childhood, Elementary, and Middle School (2 credits)

### MAJOR IN SPEECH-LANGUAGE PATHOLOGY

The undergraduate program includes basic information related to linguistics, speech science, speech and language development, hearing, and speech and language disorders. Students will learn to evaluate and manage communicative disorders during supervised clinical sessions.

The department offers the bachelor of science degree in the undergraduate program. Acceptance as a major in speech-language pathology requires a minimum cumulative grade point average (GPA) of 3.0 when the application for major approval is filed (no later than the end of the sophomore year). To participate in clinical practicum a GPA of 3.0 must be maintained. Students are required to take a minimum of two semesters of pre-clinical or clinical practicum. Major approval is required for 300 and 400 level classes and practicum. Students are also required to complete a capstone experience, integrating knowledge gained in general education courses with clinical knowledge. Dual enrollment in the graduate program for up to 6 credit hours is possible during the second semester of the senior year for students meeting the following requirements:

1. Minimum GPA of 3.5, and
2. Department permission.

Completion of undergraduate and graduate degree programs at Fontbonne will enable the student to meet the academic and clinical requirements for certification by the American Speech-Language-Hearing Association and licensure by the state of Missouri. This will also make students eligible for Missouri state certification as a speech-language specialist. This certificate is necessary to work in the public schools.

Listed below are the functions that someone who enters the professions of speech-language pathology and auditory-oral deaf education must perform and therefore are required of majors in the department.

#### Physical Abilities:

- Participate in classroom or clinical activities for 2-4 hour blocks of time with one or two breaks;
- Ambulate to, from, and within academic/clinical facilities;
- Provide for or direct one's own personal hygiene;
- Manipulate screening/diagnostic/therapeutic/educational materials;
- Respond to emergency situations including fire, choking, and in the application of universal precautions;
- Visually monitor client responses and use of materials;
- Auditorily monitor and orally model correct speech and language production.

#### Affective Abilities:

- Work effectively with people;
- Make appropriate decisions, including the ability to evaluate and generalize appropriately without immediate supervision;
- Maintain proper work place behavior, including punctuality, and regular attendance;
- Maintain composure and emotional stability in demanding situations;
- Maintain emotional and mental health required for use of intellectual abilities, prompt completion of responsibilities, and appropriate relationships with clients/students and colleagues.

#### Cognitive Abilities:

- Comprehend and read professional literature/reports;
- Write university level papers and clinical/educational reports in standard American English;
- Speak standard American English intelligibly;
- Independently analyze, synthesize, and interpret ideas and concepts in academic and clinical settings;
- Maintain attention and concentration for sufficient time to complete academic/clinical activities: typically two to four hours with one or two breaks;
- Comply with administrative, legal, and regulatory policies.

### Baccalaureate Degree and Residency Requirements

All requirements for an undergraduate degree are listed in the 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 the completing the equivalent of one full semester (*a minimum of 12 credit hours*) at Fontbonne.

A student in the speech-language pathology major must have achieved a minimum cumulative GPA of 3.0 on a 4.0 scale at the times of application for major approval and application for a degree and maintain this GPA to participate in clinic.

#### General Education Requirements

The 42 credit hours of general education requirements are presented in the undergraduate academic information section in this catalog. A course that meets a general education requirement may also meet a course requirement 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 302 Phonological and Articulation Disorders (3 credits)
- CDS 311 Introduction to Language Disorders (3 credits)
- CDS 312 Introduction to Clinical Methods (2 credits)
- CDS 313 Advanced Clinical Methods (2 credits)
- CDS340 Pre-Clinic (1 credit)
- CDS 380 Introduction to Fluency Disorders (3 credits)
- CDS 410 Audiology (3 credits)
- CDS 414 Auditory Rehabilitation (3 credits)
- CDS 420 Introduction to Voice Disorders (3 credits)
- CDS 425 Introduction to Neurogenic Communication Disorders (3 credits)
- CDS 440, 441, 442 Clinic Practicum (3 credits - 2 courses)
- CDS 496 Senior Seminar (3 credits)

**Courses Required in Other Disciplines**

- EDU 120 Psychology of the Exceptional Child (3 credits)
- EDU 265 Methods of Teaching Reading for Speech Pathologist (2 credits)
- MTH 115 Introduction to Statistics (3 credits)
- PSY 100 Introduction to Psychology (3 credits)
- PSY 200 Developmental Psychology (3 credits)

**COURSES**

**Communication Disorders**

**CDS 101 Survey of Communication Disorders (1 credit)**

An introductory survey of the speech, language, and hearing components associated with the processes of communication including issues related to normal functions and categories of communicative disturbances across the age span. FA

**CDS 105 Speech and Language Development of the Normal and Exceptional Child (3 credits)**

A study of the development of speech and language in the normal and exceptional child with a consideration of factors that contribute to or impair this development. Multicultural issues will be introduced. FA, SP

**CDS 201 Anatomy and Physiology of the Speech and Hearing Mechanism (3 credits)**

A detailed study of the structure and function of those parts of the skeletal, muscular, respiratory, and nervous systems as they pertain to the process of communication. Science credit for students majoring in deaf education only. FA

**CDS 211 The Nature of Language (3 credits)**

An introduction to modern linguistic theory as it applies to developmental psycholinguistics. Includes the study of syntactic, semantic, morphological, phonological, and pragmatic rule systems. 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

**CDS 231 Speech Science (3 credits)**

Acoustic nature of human speech with review of the instrumentation with which its parameters are measured; analysis of resulting data for application in voice, speech and hearing pathology. Prerequisites: CDS 220; CDS 201. SP

**CDS 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 312 Introduction to Clinical Methods (2 credits)**

Introduction to theoretical basics for intervention in communication disorders, service delivery models, and general therapy procedures. Level one supervised observation will be a part of the course. Prerequisites: CDS 105; CDS 211; CDS 220 and major approval. FA

**CDS 313 Advanced Clinical Methods (2 credits)**

This is a continuation of Introduction to Clinical Methods. Emphasis will be placed on specific methods and techniques of intervention, behavior management, and clinical writing. Level two supervised observation will be a part of the course. Prerequisites: CDS 302; CDS 312. 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 Eardley Family Clinic for Speech-Language and Hearing. Prerequisites: CDS 302; CDS 311 and permission. Minimum 3.0 GPA (May be repeated for credit.)

**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 impair-

ment; forms of remediation; administration, scoring, and interpretation of pure tone air and bone conduction; speech reception and speech discrimination tests and electrophysiological measures. Prerequisite: CDS 231. FA

#### **CDS 414 Auditory Rehabilitation (3 credits)**

Overview of aural habilitative and rehabilitative services carried out with children and adults with hearing loss. Consideration will be given to the auditory bases and assistive technology employed in rehabilitative efforts. Psychosocial, familial, and interpersonal factors will also be discussed as they have impact on these populations. Prerequisite: CDS 410. SP

#### **CDS 420 Introduction to Voice Disorders (3 credits)**

A survey of etiology, diagnosis, and therapy of disorders of voice and related disorders, including an introduction to cleft palate. Prerequisite: CDS 201; CDS 231. SP

#### **CDS 425 Introduction to Neurogenic Communication Disorders (3 credits)**

A survey of the etiology, diagnosis, and management of communicative disorders associated with acquired brain damage in children and adults. Prerequisite: CDS 201. SP

#### **CDS 440-442 Clinic Practicum (3 credits)**

Supervised practicum in the Eardley Family Clinic for Speech-Language and Hearing. Emphasis is placed on assessment, treatment, and case management of clients with speech, language, and hearing disorders. Prerequisites: CDS 300; CDS 302; CDS 311 and permission. 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 312; CDS 302 and a minimum of two of the following: CDS 311; CDS 380; CDS420; CDS 425. SP

### **Deaf Education**

#### **DEA 100 Psychology of Deafness (2 credits)**

An introductory survey of deafness and the intellectual, social, and linguistic development of children who are deaf or hard of hearing. Causes, treatments, assistive devices, and communication modes are studied. Historical review of deaf education and deaf culture are addressed. FA

#### **DEA 200 Pre-Student Teaching Practicum in Deaf Education (0 credits)**

Observation and interaction with children who are deaf or hard of hearing. Placements may be in classrooms 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. Prerequisite or concurrent: DEA 100. FA

#### **DEA 210 Pre-Student Teaching Practicum in Deaf Education (1 credit hour)**

This experience consists of observation and discussion of various educational settings for children who are deaf or hard of hearing. Visitations will be scheduled at locations in and around St. Louis. Additionally presentations may take place on campus. Seminars will be held periodically in which the observations will be discussed. Students will turn in reflection papers for each observation. P/NP grading. Prerequisite: DEA 100. SP

#### **DEA 300 Teaching Children Who Are Deaf (3 credits)**

Overview of educational programming for children who are deaf or hard of hearing. Assessment and intervention strategies for speech, language, 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. FA, 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 320 Pre-Student Teaching Practicum in Deaf Education (1 credit hour)**

Students visit St. Joseph Institute each week as a group for a one-hour observation followed by a seminar to discuss the observation. The students discuss the connections between theory and practice. P/NP grading. Prerequisite: DEA 210. FA

#### **DEA 330 Pre-Student Teaching Practicum in Deaf Education (1 credit hour)**

Students work with children who are deaf or hard of hearing in classroom setting for a minimum of 30 clock hours. Initially the cooperating teacher provides the plans for the sessions. The student is responsible for planning lessons after midterm. The student keeps a journal of the experience.

The supervisor observes the student at the practicum site and conferences with the student at the completion of the practicum. Prerequisite: DEA 320. SP

### **DEA 400 Teaching Speech in Deaf Education I (2 credits)**

A study of trends, curricular models, lesson planning, teaching strategies, and assessment materials for developing speech. Identification/remediation of speech problems, use of phonetic transcription, and writing IEPs are studied. Prerequisite: DEA 300. FA

### **DEA 410 Teaching Language in Deaf Education (3 credits)**

This course focuses on theories and practices used in developing language in children who are deaf or hard of hearing. Competencies will be developed in assessment, curriculum models, instructional planning, and teaching. Prerequisite: DEA 300. FA

### **DEA 420 Teaching Reading in Deaf Education I (2 credits)**

A study of trends, curricular models, lesson planning, teaching strategies, and assessment materials used in teaching reading to the young child with a hearing loss. Topics include storytelling, writing I.E.P. objectives, and identification/remediation of reading problems. Prerequisite: DEA 300. SP

### **DEA 430 Parent Counseling in Deaf Education (2 credits)**

Develops an awareness and sensitivity to the social, relational, educational, and professional issues faced by parents of children who are deaf or hard of hearing. Topics include interviewing and counseling techniques, role playing, parent teacher conferences, career development expectations, and multicultural implications. Prerequisite: DEA 300. SP

### **DEA 440 Speech Practicum in Deaf Education (2 credits)**

Students participate in supervised practicum in speech sessions at St. Joseph Institute and weekly seminar. Emphasis on assessment strategies and procedures for developing speech and audition. Prerequisite: DEA 300; DEA 400. SP

### **DEA 460 Reading and Writing in Deaf Education (3 credits)**

A study of reading and written language across the curriculum including approaches to reading and written language assessment, lesson planning, and teaching strategies for middle grades through post secondary education. The course explores the connection between reading and writing. Analysis and correction of reading disabilities are addressed. Prerequisite: DEA 300. FA

### **DEA 470/480 Student Teaching in Deaf Education (6 credit hours each semester)**

Directed student teaching at St. Joseph Institute for the Deaf or other deaf education program. Each student teacher completes two semesters of student teaching at three different placements including a variety of age levels. The Fall placement, DEA470, is 15 weeks of morning sessions. The Spring placement, DEA480, is 8 weeks full days. Each student teacher's program is individually designed. Open to seniors in deaf education. FA, SP

### **DEA 481 Field Experience in Deaf Education (3-8 credits)**

Supervised field experience for degreed candidates. Field experience includes all responsibilities of teaching in a deaf education setting. Observations and conferences are required by cooperating teacher and university supervisor. Students must have received department approval and admission to the teacher certification program. Prerequisite: Admission to the teacher certification program and department approval FA, SP, SU

### **DEA 490 Independent Study in Deaf Education (1-3 credits)**

The purpose of the independent study is to augment (not to substitute for or replace) the required curriculum in the department of communication disorders and deaf education. The procedure for applying for an independent study is to notify the departmental chairperson in writing of the desire for the course no later than the day of final registration for that semester. The notice is to include the area of interest and the desired instructor. The department will grant independent studies pending instructor availability. Students will be limited to one independent study during their undergraduate curriculum. FA, SP

The department of education/special education offers a bachelor of arts degree in elementary education (grades 1-6); a bachelor of arts degree in middle school (grades 5-9) with concentrations in English, social studies, mathematics, and science; and a bachelor of science degree in special education with certification in mild/moderate disabilities, cross-categorical (grades K-12), in a dual certification program which includes elementary certification. The department also offers a master of arts degree in education and a master of arts in teaching degree (see the graduate 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; human environmental sciences; 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

**William Freeman**, associate professor, dean of education and chairperson of the department of education/special education

**Dyanne Anthony**, associate professor of education

**Kelley Barger**, associate professor of education

**Sam Bommarito**, assistant professor of education

**Val Christensen**, associate professor of education

**Judith Failoni**, professor of education

**Dennis C. Golden**, professor of education, president, Fontbonne University

**Margaret Gray**, professor of education; director of special education programs

**Rita Marie Schmitz, CSJ**, professor of education

**Gene Schwarting**, professor of education

**Jamie L. Van Dycke**, assistant professor of education/special education

Certification Coordinator: **Rick Gwydir**

Director of Advanced Programs in Education and

Coordinator of Unit Assessment: **Ruth Irvine**

Director of Paraprofessional Pathways to Teaching<sup>sm</sup>:

**Kathy Schwarting**

Assistant Director of Paraprofessional Pathways to Teaching<sup>sm</sup> and Assistant Director of Student Teaching Placement: **Carole Prince**

Advisor, Paraprofessional Pathways to Teaching<sup>sm</sup>:

**Andra Gwydir**

Coordinator of Student Teaching Placement: **Cary Tuckey**

## TEACHER CERTIFICATION

All certification programs are accredited by the Teacher Education Division of the Missouri Department of Elementary and Secondary Education (DESE) and the National Council for the Accreditation of Teacher Education (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 students to give meaningful service to children and adults.

Education/special education at Fontbonne University provides:

- Opportunities for innovation and creativity;
- Opportunities for reflective decision making;
- Faculty who are well-educated, creative teachers, professionally involved, and 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 education while concurrently giving students an exposure to survey of theory and providing for the development of preliminary skills in observation and analysis of classroom interaction;
- Faculty members who strive for effective student-teacher relationships.



## 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 chosen to meet the requirements for this major:**

- BIO 108 Introduction to Life Sciences/lab (3 credits)
- CIS 103 Microcomputer Applications in Education (3 credits)
- EDU 234 Philosophical Foundations of Education (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)

### Courses Required in the Major

- EDU 120 Psychology of the Exceptional Child (3 credits)
- EDU 200 Introduction to Classroom Teaching (3 credits)
- EDU 222 Educational Psychology (3 credits)
- EDU 223 Introduction to Classroom Assessment (3 credits)
- EDU 234 Philosophical Foundations of Education (3 credits)
- EDU 240 Literature for Children and Adolescents (2 credits)
- EDU 263 Methods of Teaching Reading and Language Arts (6 credits)
- EDU 306 Analysis and Correction of Reading Difficulties (3 credits)
- EDU 310 Reading Methods Practicum – Elementary (3 credits)
- EDU 333 Multi-sensory Methods of Instruction (2 credits)
- EDU 355 Analysis and Correction of Math Difficulties (2 credits)
- EDU 373 Teaching through a Global Perspective (2 credits)
- EDU 394 Counseling Techniques (3 credits)
- EDU 400 Classroom/Behavior Management Techniques (3 credits)
- EDU 410 Planning for Instruction and Assessment (2 credits)
- EDU 450 Student Teaching at the Elementary School Level (10 credits)

### Courses Required in Other Disciplines

- CDS 105 Speech and Language Development of the Normal and Exceptional Child (3 credits)
- MTH 350 Methods of Teaching 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 an additional course in mathematics.

### 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. (Students wishing to major in Early Childhood should contact the department of human environmental sciences.)

### Courses Required for Adding Early Childhood Certification:

- EDU 338 Emergent Literacy across the Curriculum (2 credits)
- HES 131 Introduction/Observation of Early Childhood Programs (3 credits)
- HES 230 Infant/Toddler Development (3 credits)
- HES 232 The Young Child (3 credits)
- HES 431 Early Childhood Integrated Curriculum (3 credits)
- HES 432 Administration of Early Childhood Programs (2 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
- EDU 314 Practicum in Teaching Students with Disabilities (3 credits)
- OR**
- HES 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 dual certification for grades K-12 in mild-moderate disabilities (cross-categorical) and elementary education (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 Microcomputer Applications in Education (3 credits)
- EDU 234 Philosophical Foundations of Education (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)

**Courses Required in the Major**

- EDU 120 Psychology of the Exceptional Child (3 credits)
- EDU 200 Introduction to Classroom Teaching (3 credits)
- EDU 206 Education of Students with Special Needs (3 credits)
- EDU 222 Educational Psychology (3 credits)
- EDU 223 Introduction to Classroom Assessment (3 credits)
- EDU 234 Philosophical Foundations of Education (3 credits)
- EDU 240 Literature for Children and Adolescents (2 credits)
- EDU 306 Analysis and Correction of Reading Difficulties (3 credits)
- EDU 310 Reading Methods Practicum/Elementary (2 credits)
- EDU 308 Methods of Special Education I (3 credits)
- EDU 309 Methods of Special Education II (2 credits)
- EDU 314 Practicum in Special Education (3 credits)
- EDU 320 Transition/Career Education for Individuals with Disabilities (2 credits)
- EDU 333 Multi-sensory Methods of Instruction (2 credits)
- EDU 355 Analysis and Correction of Math Difficulties (2 credits)
- EDU 373 Teaching through a Global Perspective (2 credits)
- EDU 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 (2 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**

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).

**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. Students must complete the prescribed curriculum in the selected discipline with a minimum cumulative GPA in each of 2.5 on a 4.0 scale.

**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 Microcomputer Applications in Education (3 credits)

PSY 200 Developmental Psychology (3 credits)

**Courses Required in the Major**

EDU 120 Psychology of the Exceptional Child (3 credits)

EDU 201 Introduction to Classroom Teaching-Middle/Secondary (3 credits)

EDU 222 Educational Psychology (3 credits)

EDU 223 Introduction to Classroom Assessment (3 credits)

EDU 234 Philosophical Foundations of Education (3 credits)

EDU 339 Middle School Philosophy, Curriculum, and Instruction (2 credits)

EDU 350 Reading in the Content Area (2 credits)

- EDU 360 Reading Methods Practicum—Middle/Secondary (3 credits)
- EDU 401 Classroom/Behavior Management Techniques—Middle/Secondary (3 credits)
- EDU 447 Planning for Instruction and Assessment—Middle/Secondary (3 credits)
- EDU 456 Student Teaching at the Middle School Level (10 credits)

**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 (Minor in History)**

- HST 103 Introduction to Western Civilization I (3 credits)
- HST 104 Introduction to Western Civilization II (3 credits)
- HST 105 Introduction to American History I (3 credits)
- HST 106 Introduction to American History II (3 credits)
- HST 252 Methods of Teaching Social Studies (Secondary) (3 credits)
- HST xxx American History Elective (3 credits)
- HST xxx Non-American History Elective (3 credits)
- HST xxx Non-American History Elective (3 credits)
- GGY 100 Introduction to Geography (3 credits)
- SSC 201 The American Economy (3 credits)
- PSY 200 Developmental Psychology (3 credits)

**Mathematics (Minor in Mathematics for Educators)**

- MTH 105 College Algebra if needed (4 credits)
- MTH 108 Trigonometry, if needed (2 credits)
- MTH 115 Introduction to Statistics (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 302 Readings in the History of Mathematics (2 credits)
- MTH 320 Elements of Geometry (3 credits)
- MTH 330 Algebraic Structures (3 credits)
- MTH 360 Teaching Mathematics Middle/Secondary (3 credits)

**Language Arts (Minor in English)**

- ENG 240 Survey of English Literature I (3 credits)
- ENG 241 Survey of English Literature II (3 credits)
- ENG 260 American Literary Tradition to Whitman (3 credits)
- ENG 261 American Literary Tradition since Whitman (3 credits)
- ENG 303 History of the English Language (3 credits)
- ENG xxx Writing Elective (3 credits)
- ENG 386 Teaching English in Middle and Secondary Schools (3 credits)
- EDU 240 Literature for Children and Adolescents (2 credits)

**Science (Minor in Biological Sciences)**

- BIO 112 General Biology I w/lab (4 credits)
- BIO 114 General Biology II/lab (4 credits)
- BIO 207 Plant Biology w/lab (4 credits)

- BIO 250 Microbiology w/lab (4 credits)
- BIO 312 Genetics (3 credits)
- BIO 318 Cell and Molecular Biology (3 credits)
- BIO 371 Teaching Science in Middle and Secondary Schools (2 credits)
- PHY 108 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 TEACHING<sup>SM</sup>**

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 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 Microcomputer Applications in Education (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)

**Courses Required in the Major**

- EDU 120 Psychology of the Exceptional Child (3 credits)
- EDU 234 Philosophical Foundations of Education (2 credits)
- EDU 266 Methods of Teaching Literacy (6 credits)
- EDU 306 Analysis and Correction of Reading Disabilities (3 credits)
- EDU 320 Transition/Career Education (2 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 (2 credits)
- EDU 373 Education toward a Global Perspective (2 credits)
- EDU 392 Educational Assessment and Diagnosis (3 credits)
- EDU 394 Counseling Techniques (3 credits)
- EDU 400 Classroom/Behavior Management Techniques (3 credits)

EDU 411 Clinical Practice for Paraprofessionals  
 EDU 465 Special Education Field Experience (8 credits)\*  
*\*Partial credit may be granted for experience.*

### Courses Required in Other Disciplines

CDS 105 Speech and Language Development of the Normal and Exceptional Child (3 credits)  
 MTH 350 Methods of Teaching Mathematics—Elementary/Early Childhood (3 credits)  
 BIO 370 Methods of Teaching Science—Elementary/Early Childhood (2 credits)  
 HES 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.

### 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, family and consumer sciences, 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

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. 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 200/201 without conditions;
- A cumulative, blended GPA of 2.75 for all professional coursework from all colleges/universities attended;
- A cumulative blended GPA of 2.5 from all colleges/universities attended;
- For middle school candidates, a 2.5 cumulative GPA in 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.
- Successful completion of C-BASE examination.

### Major Approval with Conditions

This designation indicates that the student is deficient in one or more of the above categories or is deficient in adherence to the Commitments of the Responsible Educator. The student may continue to major in the department, however those who do not eradicate all deficiencies will not be admitted into the teacher certification program and, therefore, will not be allowed to student teach.

### Rejection for Major Approval

Students who show little or no capability to successfully complete requirements for a degree in the department will be rejected for major approval, will not be allowed to enroll for additional education coursework, and will be referred for career counseling pursuant to a change of major.

### DEGREE WITHOUT CERTIFICATION

Students who choose not to seek teacher certification as outlined above may receive major approval for a degree from the university which is not calculated to result in teacher certification. Students completing this degree option must meet all requirements as outlined above with the following exceptions or modifications:

- A cumulative GPA of 2.5 is not required.
- A culminating project is not required.
- Completion of EDU 410 or EDU 447 Planning for Instruction and Assessment is not required.
- The C-BASE is not required.
- In lieu of student teaching, the student must successfully complete EDU 440 Student Teaching Practicum (2-4 credits).

## 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.

## COURSES

*(Semester indications are guidelines only. Courses designated as “Pathways” are restricted to students in the Paraprofessional Pathways program.)*

### EDU 120 Psychology of the Exceptional Child (3 credits)

A study of the psychological, social, and educational aspects of children with cognitive, physical, emotional, and social exceptionalities. FA, SP, SU

### EDU 200 Introduction to Classroom Teaching – Elementary (3 credits)

This course will provide an introduction to the complicated environment of the classroom. The role of the teacher, curriculum, instructional strategies, evaluation, classroom motivation and management, accommodating learner needs, and diversity in the classroom will be examined. Pre-service teachers will have an opportunity to explore and analyze teaching as a profession through readings, discussions, class assignments, guided field observations, mentoring opportunities, and interaction with teachers and students. In addition to class attendance, the course requires 30 hours of classroom observation in elementary schools. FA, SP  
*Background Check Required*

### EDU 201 Introduction to Classroom Teaching – Middle/Secondary (3 credits)

An introduction to the complicated environment of the classroom through guided field-site observations based on a theoretical overview of education principles and involvement in the classroom as a teacher assistant. In addition to class attendance, the course requires 30 hours of classroom observation in middle or secondary schools. FA, SP  
*Background Check Required*

### EDU 202 Introduction to Classroom Teaching—Pathways Practicum (2 credits)

This course allows non-traditional students, currently working in special education classrooms, the opportunity for guided reflection upon this complex environment. Students will be involved in journaling and discussion around a variety of topics germane to their classroom environments. FA, SP

### EDU 206 The Education of Students with Special Needs (3 credits)

This course extends the knowledge base of EDU 120 Psychology of the Exceptional Child. Through the close analysis of the characteristics, etiology, and diagnosis of students who have mild and moderate disabilities, the student will begin to understand the implications for instruction within the context of cross-categorical special education. Multiple field experi-

ences offer students models of inclusive learning environments as well as more restrictive special education delivery systems that provide for a variety of special education needs. Required: 30 hours field work (20 hours practicum and 10 hours observation). Prerequisites: EDU 120; EDU 200. F, SP  
*Background Check Required*

### EDU 222 Educational Psychology (3 credits)

An examination of the learner, the teacher, and the process that occurs between them. Learning processes, theories of learning, effective teaching strategies, motivation techniques, and basic skills for effective classroom management are included. FA, SP

### EDU 223 Introduction to Classroom Assessment (3 credits)

This course will introduce a variety of educational assessment strategies used to inform instructional decisions. Students will explore the many forms of assessment including authentic/embedded assessment, formal and informal assessment tools, group achievement measures, and the Missouri Assessment Program (MAP). Special attention will be given to the use of assessment data to improve classroom teaching, to enhance instructional planning for a diverse student population, and to share information with various constituencies. Prerequisites: EDU 120; EDU 200. FA, SP, SU

### EDU 234 Philosophical Foundations of Education (3 credits) (2 hours for Pathways)

Explores the traditional and contemporary philosophies of education, the historical foundations of education in America, the current theories of schooling, and the issues facing today's educators. Students then address varying philosophical questions to help clarify their own personal values as educators. FA, SP, SU

### EDU 240 Literature for Children and Adolescents (2 credits)

A study of the major genres found in literature for pre-school-age children through young adults. Includes ways to incorporate quality books across the curriculum. 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 200 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 200. 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: EDU 200. Offered as needed.

**EDU 265 Methods of Teaching Reading for Speech Pathologists (2 credits)**

This course addresses the role of the speech pathologist in children's literacy and the connection to oral language development. Open to speech pathology majors only. FA

**EDU 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. Offered according to Pathways schedule.

**EDU 301 Teacher Education at Fontbonne University (0 credits)**

This course is required for all transfer students who have been granted transfer credit for courses equivalent to EDU 234 Philosophical Foundations and/or EDU 200/201/DEA 200 Introduction to Classroom Teaching. Students so designated will enroll for the course during their first semester on campus. They will be introduced to teacher education at Fontbonne University to include an understanding of the Conceptual Framework for teacher education; Fontbonne's lesson planning model; the elements of the culminating project; and all procedures for earning teacher certification through Fontbonne University. The course will be taught predominately 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.

**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 200; 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 120, EDU 200. SP

**EDU 308 Methods of Special Education I (3 credits)**

This course emphasizes development of teaching techniques, lessons, and curriculum along with the development of appropriate Individualized Education Programs (IEP's) for students with moderate and multiple disabilities. Assistive technology and instructional technology are explored and applied. Students integrate technology and incorporate multiple methods of assessment into thematic units that they produce. Prerequisites: EDU 120; EDU 200; EDU 206. FA

**EDU 309 Methods of Special Education II (2 credits)**

This course emphasizes development of teaching techniques, lessons, and curriculum along with developing appropriate Individualized Education Programs (IEP's) for students with mild to moderate disabilities. The focus of methodology is on productively addressing learning styles and using differentiated instruction for inclusive learning environments. This course must be taken concurrently with EDU314. Prerequisites: EDU 120; EDU 200; EDU 206; EDU 308. SP

**EDU 310 Reading Methods Practicum—Elementary (2 credits)**

This course provides an opportunity for students to apply reading instructional strategies in elementary school classroom settings. Students observe, assist, and teach under the direction of a cooperating teacher in a 40-hour practicum. This class must be taken concurrently with EDU 306. Prerequisites: EDU 200; EDU 263. FA, SP

**EDU 314 Practicum in Teaching Students with Disabilities (3 credits)**

This supervised, clinical experience provides the student with opportunities to apply methods of teaching that are supportive of the needs of students with disabilities across different educational settings in the cross-categorical service model. Behavior management and interpretation and application of formal and informal assessment and diagnostic procedures are addressed as part of this 120-hour practicum experience. This course must be taken concurrently with EDU 309. Prerequisites: EDU 120; EDU 200; EDU 206; EDU 308. SP  
*Background Check Required*

**EDU 320 Transition/Career Education for Individuals with Disabilities (2 credits)**

This course assists special education majors to develop and implement effective programs for career education and transition services for students with disabilities. The course will emphasize knowledge of specific methods of career awareness and career exploration, development of comprehensive transition plans, and inter-agency coordination. Prerequisites: EDU 120; EDU 206. 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 120

**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: EDU 200 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 (2 credits)**

This course will allow students to understand and develop strategies for addressing the wide diversity of learning styles which they will find in contemporary classrooms. Multiple intelligence theory will be introduced, to include best ways

to meet the needs of students who might be artistically, musically, kinesthetically, or otherwise motivated. Other theories will be addressed as well in order to allow best practice in assisting all students to access knowledge, exhibit skills, and express behaviors. Prerequisites: EDU 200; EDU 201 or consent of instructor; FA, SP, SU

**EDU 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. SP

**EDU 339 Middle School Philosophy, Curriculum, and Instruction (2 credits)**

This course will present the philosophy, history, structure, and future direction of the middle school. Students will explore the characteristics of the middle level student, curriculum options, special needs students, the culturally diverse population in the middle school, the role of the teacher, and home and community aspects. Prerequisites: EDU 201 or consent of instructor; junior status. FA

**EDU 350 Methods of Teaching Reading in the Content 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 201. SP

**EDU 355 Analysis and Correction of Math Difficulties (2 credits)**

Provides techniques for the classroom teacher or the special educator in teaching students who have difficulty learning math through traditional methods. It will concentrate on the structure and accommodations necessary for students with disabilities and/or learning problems with emphasis on both individualized and regular classroom instruction. Prerequisites: EDU 200 or 201; MTH 102 (or equivalent); MTH 350. FA, SP

**EDU 360 Reading Methods Practicum—Middle and Secondary (3 credits)**

This course provides an opportunity for students to apply reading instructional strategies in middle (grades 5-9) and/or secondary (grades 9-12) classroom settings. Students observe, assist, and teach under the direction of a cooperating teacher and meet as a group throughout the semester. Middle school majors must take this course concurrently with EDU 350. Prerequisites: EDU 200 or EDU 201; EDU 350. SP  
*Background Check Required*

**EDU 373 Educating toward a Global Perspective (2 credits)**

Prepares students for the social, political, and economic realities encountered in culturally diverse regions of the world. Students will have opportunities to formulate, apply, and evaluate appropriate teaching strategies for elementary and middle school classrooms. Prerequisites: EDU 200; EDU 263, junior status. FA, SP, SU

**EDU 392 Assessment of Ability and Achievement (3 credits)**

Study of tests and measurements with emphasis on technical qualities, standardized and classroom test construction, cognitive and affective assessment, legal and ethical issues. Includes analysis and practical experience with diagnostic contemporary instruments. FA, SP

**EDU 394 Counseling Techniques (3 credits)**

Study of counseling strategies for working effectively with children, parents, and families. Communication skills and the processes of balancing competing priorities among parent, child, home, and school will be a focus of the course. The effect of exceptionalities upon the student, his/her parents, and siblings will also be addressed. Prerequisites: EDU 200, junior status. FA

**EDU 400 Classroom/Behavior Management Techniques—Elementary/Special Education/Deaf Education (3 credits)**

This course addresses theories and principles of behavior management for classrooms. Models of discipline and motivation and their applications to classrooms are a central focus with an emphasis on establishing positive learning environments through use of appropriate behavior management techniques. Topics and activities apply to all levels, regular and special education, from preschool through secondary. Course is recommended to be taken in the semester prior to student teaching. Prerequisites: EDU 120; EDU 200 or EDU 201; junior status. FA, SP, SU

**EDU 401 Classroom/Behavior Management Techniques—Middle/Secondary (3 credits)**

This course addresses theories and principles of behavior management for middle and secondary classrooms. Models of discipline and motivation and their applications to classrooms are a central focus with an emphasis on establishing positive learning environments through the use of appropriate classroom/behavior management techniques. Participants will be required to conduct 30 hours of observations in middle/secondary classrooms, and reflect upon those experiences. A behavior management plan is required of all students. Course is recommended to be taken in close proximity to the student teaching semester. Prerequisites: EDU 120; EDU 200 or EDU 201; junior status. SP

**EDU 410 Planning for Instruction and Assessment—Elementary, Special Education, and Early Childhood (2 credits)**

This course will provide the skills and knowledge to teacher certification candidates in elementary and special education which will deepen their understanding and utilization of the instructional planning process and the importance of curriculum alignment. The course will build upon and strengthen the skills and knowledge related to instructional planning and assessment acquired through the various certification courses the students have taken previously. The content of the course will include a solid foundation in curriculum alignment which includes planning and assessment via Fontbonne's lesson planning model. In addition, the students will address the instructional process and products needed to complete their Culminating Project for certification. Prerequisite: Senior status and major approval. 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 culminating project for certification. Offered per Pathways schedule.

**EDU 440 Student Teaching Practicum (2 credits)**

This course will allow students, under the supervision of a master teacher, to create, deliver, and assess an interdisciplinary unit of instruction in a local classroom. Several required class meetings will be scheduled. Prerequisite: The chair of the department of education/ special education must approve enrollment. (Two hours of credit are transferable to student teaching requirements.) FA, SP  
*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 two credit hours earned may be applied toward the ten-hour general requirement for student teaching. The student is jointly supervised by school and



university staff, and is expected to exemplify the highest levels of competency for Fontbonne teacher education candidates. Offered as needed. *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 Culminating Project for certification.

Prerequisite: Admission to teacher certification candidacy. FA, SP *Background Check Required*

**EDU 450 Student Teaching at the Elementary Level (Minimum of 10 credit hours for elementary candidates.)**

*(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 (Minimum of 10 credits)**

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 (Minimum of 6 credits)**

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 453 Student Teaching in Early Childhood Special Education (Minimum of 6 credits)**

A minimum of seven weeks of full-day sessions in directed observation and teaching in classrooms for students with disabilities in a pre-school-3rd grade setting, to include conferences with cooperating teachers and college supervisors. Early Childhood majors will also complete a minimum of seven weeks (6 credits) in EDU 450 Student Teaching at the Elementary Level or EDU 452 Student Teaching at the Pre-school/Kindergarten Level, depending upon the age-range experienced in EDU 453. 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 455 Student Teaching in Mild-Moderate Cross-Categorical Special Education (Minimum of 8 credits)**

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 (Minimum of 10 credits)**

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 (Minimum of 10 credits)**

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  
(Minimum of 10 credits)**

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  
(Minimum of 8 credit hours for Pathways candidates;  
minimum of 10 credit hours for all others)**

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  
(Minimum of 10 credits)**

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.

**EDU 499 Fontbonne Institute**

Fontbonne Institutes are offered in the summer (four days), in the fall (weekend) and spring (weekend). A combination of nationally-known and local facilitators are selected for these events. Topics vary with each institute, but each topic is selected to be of interest and value to practicing and pre-service educators. Offered FA, SP, SU



The department of English and communication offers majors in English and in communication studies leading to the bachelor of arts degree, courses in foreign languages, as well as American English for international students. The department offers minors in communication, English, journalism, and professional writing.

### Concentrations

Students majoring in either communication studies or English may pursue a concentration in broadcasting, journalism, professional writing, or public relations, developing specific career skills and, in some instances, gaining experience through practica and internships. Classes in broadcasting are offered through the nationally recognized Broadcast Center in St. Louis, Missouri. The copyrighted curriculum of the Broadcast Center covers all aspects of the industry, including announcing, program and commercial production, and marketing. Students in the journalism concentration gain newspaper production skills, from reporting to layout, through their involvement with the Fontbanner, the university student newspaper. The department also offers a nationally recognized program in teacher certification for grades 9-12 or 5-9. In general, the department's programs are designed for maximum flexibility, so they easily accommodate the transfer student.

### FACULTY

**Heather Norton**, associate professor of communication and chairperson of the department of English and communication

**Cheryl Baugh**, associate professor of speech communication and public relations

**Jasna Meyer**, associate professor of communication; director of communication studies

**Benjamin Moore**, associate professor of English

**Margaux Sanchez**, assistant professor of English

**Jason Sommer**, professor of English; poet-in-residence

**Vince Willoughby**, assistant professor of English; director of composition

### MAJOR IN COMMUNICATION STUDIES

The major in communication studies offers theoretical understanding of the ways in which humans construct meaning and practical communication skills for solving problems, making ethical decisions, and pursuing careers in a variety of areas including public relations, communication management, and politics.

### Baccalaureate Degree and Residency Requirements

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

### Major Approval

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

To receive approval for a communication studies major, a student must have a 2.5 GPA in communication courses at the time of application for major approval and through degree completion. Students must complete 15 credit hours in communication before applying for major approval; for transfer students, at least nine of these credits 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 100 Computer Technology: Issues and Applications (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 (36 credit hours)

COM 102 Public Speaking (3 credits)

COM 103 Interpersonal Communication (3 credits)

COM 210 Rhetorical Criticism (3 credits)

COM 220 Nonverbal Communication (3 credits)

COM 230 Gender Communication (3 credits)

**OR**

- COM 240 Intercultural Communication (3 credits)
- COM 350 Organizational Communication (3 credits)
- COM 351 Small Group Communication (3 credits)
- COM 370 Communication Theory (3 credits)
- COM 380 Persuasion (3 credits)
- COM 390 Qualitative Research Methods in Communication (3 credits)
- COM 430 Argumentation and Debate (3 credits)
- COM 494 Special Topics in Communication (3 credits)
- COM 495 Senior Seminar in Communication (3 credits)

**MAJOR IN ENGLISH**

The English major preserves a traditional liberal arts education while it prepares a student for a variety of careers and professions. Because it trains a student in analytical and creative thinking, in research and interpretation, and in coherent communication, a major in English is excellent preparation for careers in business and communication and for professions from writing to law.

**Baccalaureate Degree and Residency Requirements**

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

**Major Approval**

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

To receive approval for a major in English, a student must have a 2.5 GPA in English courses at Fontbonne at the time of application for major approval and through degree completion. Students must complete 15 credit hours in English 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 English must also earn a minimum grade of C- in ENG 101 Composition I and ENG 102 Composition II.

**Courses Required in the Major (42 credit hours)**

- ENG 240 Survey of English Literature I (3 credits)
- ENG 241 Survey of English Literature II (3 credits)
- ENG 260 American Literary Tradition: to Whitman (3 credits)

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

ENG 303 History of the English Language (3 credits)

ENG 320 Shakespeare's Comedies (3 credits)

**OR**

ENG 321 Shakespeare's Tragedies (3 credits)

ENG 337 American Literary Renaissance (3 credits)

ENG 370 Literary Theory (3 credits)

ENG 496 Senior Seminar (3 credits)

**PLUS:** Nine additional credit hours in English electives, including an internship or student teaching

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

**Teacher Certification Requirements**

Full information 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.

The department's program in middle and secondary teacher certification has received national recognition from the National Council of Teachers of English for its effectiveness in preparing language arts teachers. For secondary teacher certification in English, a student must fulfill all the professional requirements of the teacher certification program; adding middle school certification requires additional courses. Refer to secondary education certification under the department of education/special education.

**Courses Required for Teacher Certification:**

EDU 120 Psychology of the Exceptional Child (3 credits)

PSY 200 Developmental Psychology (3 credits)

EDU 201 Introduction to Classroom Teaching-Middle/Secondary (2 credits)

CDS 211 The Nature of Language (3 credits)

EDU 234 Philosophical Foundations of Education (3 credits)

EDU 300 Classroom/Behavior Management Techniques (3 credits)

EDU 350 Methods of Teaching Reading in the Content Area (2 credits)

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

EDU 451 Student Teaching at the Secondary Level (10-16 credits)

ENG 386 Teaching English in the Secondary Schools (3 credits)

ENG 388 Teaching Writing (3 credits)

These English courses may not be included as part of the credit hours for the English major.

## CONCENTRATIONS

All concentrations listed below are available to students pursuing either the English or the communication studies major. A student must successfully complete, at Fontbonne (*through Fontbonne in the case of the Broadcast concentration*), a minimum of 50 percent of the credit hours required for the concentration. All courses required for the concentration must be completed with a grade of C- or higher.

### Concentration in Broadcasting

The concentration in broadcasting, pursued through the Broadcast Center in St. Louis, provides practical training under the direction of professional broadcasters. It prepares students for a variety of careers involving broadcast media, ranging from performance to marketing.

#### Courses taught by the Broadcast Center and required for the concentration:

- BDC 220 Broadcast Communication (3 credits)
- BDC 230 Announcing I (3 credits)
- BDC 240 Production I (3 credits)
- BDC 250 Broadcast Marketing I (3 credits)
- BDC 260 Electronic Journalism (3 credits)
- BDC 330 Announcing II (3 credits)
- BDC 350 Broadcast Marketing II (3 credits)
- BDC 370 Announcing III (3 credits)
- BDC 440 Production II (3 credits)
- BDC 470 Announcing IV (3 credits)
- BDC 480 Announcing V (5 credits)

### Concentration in Journalism

The concentration in journalism allows students to develop the writing and production skills essential to a variety of careers involving writing.

#### The following 18 credit hours in coursework are required:

- ENG 201 Business Writing (3 credits)
- ENG 208 Newspaper Workshop I (3 credits)
- ENG 209 Newspaper Workshop II (for 3 credits, with work in an editorial position)
- ENG 309 Journalism: Reporting and Editorial Writing (3 credits)
- ENG 310 Journalism: Feature Writing and the Interview (3 credits)

**PLUS:** A three-credit hour writing elective from the list of eight courses included under the concentration in professional writing.

### Concentration in Professional Writing

This concentration is for students interested in becoming professional writers, pursuing graduate education in writing, or preparing for careers in which writing plays a significant role. With the consent of the department, the student may do a practicum (1-6 credit hours) in an employment setting which offers opportunities for writing. Pre-requisites: Demonstrated writing proficiency is required for acceptance into

this concentration; the student must have received at least a B- in ENG 101 and ENG 102 or must have received equivalent advanced credit.

#### The following 15 credit hours in writing coursework are required:

ENG 304 Advanced Writing: Creative Nonfiction (3 credits)

**NOTE:** The student is expected to receive at least a B- in this course in order to complete a concentration in professional writing.

**PLUS:** 12 hours in writing electives, selected from the following courses:

- ENG 201 Business Writing (3 credits)
- ENG 208 Newspaper Workshop I (1-3 credits)
- ENG 209 Newspaper Workshop II (1-3 credits)
- ENG 308 Studies in Editorial Leadership (3 credits; only for editor-in-chief of the Fontbanner)
- ENG 309 Journalism: Reporting and Editorial Writing (3 credits)
- ENG 310 Journalism: Feature Writing and the Interview (3 credits)
- ENG 311 Writing Poetry (3 credits)
- ENG 312 Writing Short Fiction (3 credits)
- ENG 313 Writing the One-Act Play (3 credits)
- ENG 494 Special Topics: Writing (3 credits)

**NOTE:** ENG 494 topics will vary; thus a student may register for more than one course under this number.

Students may elect to do a practicum or internship in professional writing.

### Concentration in Public Relations

This concentration prepares a student for a career in public relations, a diversified field serving all organizations—business and corporate, educational and medical, political and media—which maintain a public image. Students may elect to gain job experience by pursuing a practicum or internship (1-6 credits).

#### Students electing this concentration must complete the following courses:

- ART 115 Graphic Design (3 credits)
- BUS 233 Marketing Principles (3 credits)
- BUS 336 Advertising Principles (3 credits)
- COM/ENG 208 Newspaper Workshop I (3 credits)
- COM 250 Principles of Public Relations (3 credits)
- COM 340 Cases and Campaigns in Public Relations (3 credits)
- ENG 309 Journalism: Reporting and Editorial Writing (3 credits)
- ENG 310 Journalism: Feature Writing and the Interview (3 credits)

**Recommended:** (both courses will be pass/no pass)

- COM 360/ENG 360 Practicum in Public Relations (1-6 credits)
- COM 450/ENG 450 Internship in Public Relations (1-6 credits)

## MINORS

A student must successfully complete, at Fontbonne, a minimum of 50 percent of the credit hours required for the minor. All courses required for the minor must be completed with a grade of C- or higher.

### Minor in Communication

To qualify for a minor in communication, a student must complete a minimum of 18 credit hours in the following coursework:

- COM 102 Public Speaking (3 credits)
- COM 103 Interpersonal Communication (3 credits)
- COM 210 Rhetorical Criticism (3 credits)
- COM 351 Small Group Communication (3 credits)
- COM 430 Argumentation and Debate (3 credits)
- COM Communication elective (3 credits)

### Minor in English

To qualify for a minor in English, a student must complete a minimum of 18 credit hours in the following English coursework:

- ENG 240 Survey of English Literature I (3 credits)
- ENG 241 Survey of English Literature II (3 credits)
- ENG 260 American Literary Tradition: to Whitman (3 credits)
- ENG 261 American Literary Tradition: since Whitman (3 credits)
- ENG 303 History of the English Language (3 credits)
- ENG Writing elective (3 credits)

### Minor in Journalism

To qualify for a minor in journalism, a student must have received at least a C- in ENG 101 and ENG 102, as well as a minimum of 21 credit hours in the following coursework:

- ENG 201 Business Writing (3 credits)
- ENG 208 Newspaper Workshop I (3 credits)
- ENG 209 Newspaper Workshop II (for 3 credits, with work in an editorial position)
- ENG 308 Studies in Editorial Leadership (3 credits)
- ENG 309 Journalism: Reporting and Editorial Writing (3 credits)
- ENG 310 Journalism: Feature Writing and the Interview (3 credits)

**PLUS:** One three-credit hour writing elective from the list of eight courses included below under minor in professional writing.

### Minor in Professional Writing

To qualify for a minor in professional writing, a student must have received at least a B- in ENG 101 and ENG 102 or the equivalent in advanced credit. The minor requirements include 18 credit hours in coursework in writing as follows:

- ENG 304 Advanced Writing: Creative Nonfiction (3 credits)

**NOTE:** To continue in the minor in professional writing, the student must receive at least a B- in ENG 304.

**15 credit hours in writing electives, selected from the following:**

- ENG 201 Business Writing (3 credits)
- ENG 208 Newspaper Workshop (for 3 credits)
- ENG 309 Journalism: Reporting and Editorial Writing (3 credits)
- ENG 310 Journalism: Feature Writing and the Interview (3 credits)
- ENG 311 Writing Poetry (3 credits)
- ENG 312 Writing Short Fiction (3 credits)
- ENG 313 Writing the One-Act Play (3 credits)
- ENG 494 Special Topics: Writing (3 credits)

**NOTE:** ENG 494 topics will vary; thus a student may register for more than one course under this number.

## FOREIGN LANGUAGE 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 there are 20 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.

### Bridge Program

Based on the score achieved on either of the above tests, students may be allowed to enroll in the Bridge Program. This program 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.

## ADVANCED PLACEMENT/CREDIT BY EXAMINATION

### Advanced Placement

An entering student who scores four or five on the Advanced Placement (AP) Test will receive equivalent placement and college credit equivalent to one or two courses, ordinarily ENG 101 and/or ENG 120. The amount of credit and the specific courses for which credit will be given depend upon the quality of work demonstrated on the AP test and on the nature of the high school course.

### CLEP Examination in English

Students who take the general exam and receive a passing score (following the American Council of Education recommendation) will earn three credit hours for ENG 101. Some credit may be awarded on the CLEP literature exams.

## COURSES

### Broadcasting

#### BDC 220 Broadcast Communication (3 credits)

An introduction to the four major divisions of commercial broadcasting. Consideration of various kinds of on-air performance; techniques used in commercial copy; philosophies of broadcast marketing in commercial broadcasting. FA

#### BDC 230 Announcing I (3 credits)

Examines government regulations and their influence upon the broadcasting community. Studies basic techniques in media performance and the significance of interpretation of commercial copy. Examines routine operation of a broadcast property and internal methods of adherence to governmental regulations. FA, SP

#### BDC 240 Production I (3 credits)

Examines commercial production from both creative and technical vantage points. Emphasizes professional blending of fundamental persuasive techniques with technical ability and knowledge. FA, SP

#### BDC 250 Broadcast Marketing I (3 credits)

Definition of marketing and of its role in both the broadcast industry and the national economy, with initial emphasis on the local consumer and advertiser. Discussion and application of written market persuasiveness. FA, SP

#### BDC 260 Electronic Journalism (3 credits)

Examination of electronic journalism from the viewpoints of construction, delivery, and responsibility; its role in today's society; the responsibilities and risks of journalism; news writing and transcribing news events into air-worthy news stories. Practical application of interviewing techniques. SP

#### BDC 330 Announcing II (3 credits)

Applies the basics of delivery, enunciation, and interpretation. Prerequisite: BDC 230. FA, SP

#### BDC 350 Broadcast Marketing II (3 credits)

Examination and application of marketing techniques, with emphasis on the utilization and implementation of techniques introduced in Introduction to Broadcast Marketing. Examines media audience surveys and effective merchandising. Prerequisite: BDC 250. FA, SP

#### BDC 370 Announcing III (3 credits)

Considers broadcast studio equipment operation, station promotions, and audience-building techniques. Prerequisites: BDC 230. FA, SP

#### BDC 440 Production II (3 credits)

Implements professional techniques by blending sounds into desired mental images. Prerequisite: BDC 240. FA, SP

#### BDC 470 Announcing IV (3 credits)

Intensive application of performance techniques developed in Broadcast Performance I. Emphasizes attainment of professional air performance. Prerequisite: 370. FA, SP



### **BDC 480 Announcing V (5 credits)**

Integrates previously covered program elements. Synthesizes performance components to prepare students to enter the broadcast profession. Focuses on equipment operation. Concludes with preparation of audition tape and resume with training for job interviews. Prerequisite: BDC 470. FA, SP

### **BDC 492 Internship in Broadcasting (2-6 credits)**

A supervised off-campus internship providing the student with the opportunity to apply broadcasting theory and skills in work setting at a radio or television station. The course also requires additional written work which includes a synthesis paper. The internship is cooperatively administered by an on-site supervisor and a faculty member. Prerequisites: Junior or senior status; permission of instructor. FA, SP

## **Communication**

### **COM 102 Public Speaking (3 credits)**

Acquaints the student with a sound approach to the preparation and delivery of informative and persuasive speeches. Students will study the fundamentals of organization, outlining, and supporting materials and apply these principles in the planning and delivery of several speeches before the class. Open to all students. FA, SP

### **COM 103 Interpersonal Communication (3 credits)**

A study of the different methods of analyzing the self and one-on-one relationships within the context of interpersonal communication. Application of theory through written analysis and small group interaction. Examination of practical methods of improving our communicative effectiveness in interpersonal relationships. Open to all students. FA, SP, SU

### **COM 208 Newspaper Workshop I (1-3 credits)**

Students produce the campus newspaper or a magazine and, through practical experience, learn the art and science of journalism. Offers hands-on experience in reporting, news and feature writing, and layout; provides credentials for careers in journalism. FA, SP

### **COM 209 Newspaper Workshop II (1-3 credits)**

Intermediate work in journalism. Students may specialize in reporting, feature writing, layout, or photography, with the possibility of working in an editorial position. Offered concurrently with COM/ENG 208. Prerequisite: 3 credit hours of COM/ENG 208 or permission of the instructor. FA, SP

### **COM 210 Rhetorical Criticism (3 credits)**

Introduces students to a variety of rhetorical methods and perspectives that can be used to evaluate public discourse. By reading works of rhetorical criticism, engaging in class discussion, and writing and presenting individual reports, students will consider the constructed nature of public discourse in a variety of contexts and explore the methodological issues inherent in assessing that discourse. Students will integrate theory and practice in a critical essay. Prerequisites: ENG 101; ENG 102; COM 102. FA

### **COM 220 Nonverbal Communication (3 credits)**

Acquaints students with the basic principles and theories of nonverbal communication. Students will examine the following topics: body communication, facial and eye communication, artifactual communication, proxemics and territoriality, tactile communication, paralanguage and silence, olfactics, chronemics, and physical appearance. Emphasis on practical application to a variety of areas including the workplace, family, and social situations. FA

### **COM 230 Gender Communication (3 credits)**

Explores the relationship between human communication and issues of gender. Students will be encouraged to think seriously about how society defines gender and what that means for us on a personal level. Specific applications will include the family, the workplace, and relationships. The course will culminate with an individual project tailored to the student's interest in gender communication. FA

### **COM 240 Intercultural Communication (3 credits)**

Focuses on communication that occurs between individuals who come from different cultural backgrounds. Students will be presented with a model for intercultural communication which will serve as a theoretical foundation for the course. Particular emphasis will be placed on the understanding of cultural differences in an attempt to reduce communication barriers. FA, SP

### **COM 250 Principles of Public Relations (3 credits)**

A study of the communication process for the public relations professional. Examines such areas as evaluating target audiences, developing promotional campaigns, researching PR, and creating effective media strategies/messages. Prerequisites: COM 103; ENG 101. FA

### **COM 260 Introduction to Mass Media (3 credits)**

An introduction to the theory and function of the mass media, with emphasis on the media's cultural, ethical, and economic dimensions. Students will examine radio, television, newspapers, magazines, and computers as parts of an evolving information society. Even years. FA

### **COM 308 Studies in Editorial Leadership (1-3 credits)**

Open to advanced students who hold the position of editor-in-chief of the college newspaper. Prerequisite: Permission of the instructor. FA, SP

### **COM 340 Cases and Campaigns in Public Relations (3 credits)**

This advanced course in public relations will build on the student's knowledge of principles and theories. Students will examine public relations cases and determine the elements that either created success or failure for the participants. In addition, each student will be afforded the opportunity to work with a nonprofit organization to create a comprehensive public relations campaign. Prerequisite: COM 250. SP

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

Focuses on the theoretical framework for improving communication within the organization. Topics for the course include needs assessment, working with data analysis, training and structured experiences, technology in the organization, organizational development and intervention, managing feedback, and dealing with conflict and change. Through an ongoing group project, students will develop a comprehensive communication audit. Presented both in written and oral forms, this audit will include a complete analysis of an organization's communication and specific recommendations for improvement. FA, SP

**COM 351 Small Group Communication (3 credits)**

Focuses on communication theory in the small group process. Students learn how groups form, work, choose leaders, accept/reject ideas, and create identities. Practical experience with an ongoing task group project. FA, SP

**COM 360 Practicum in Public Relations (1-6 credits)**

An opportunity for students to work on campus in a supervised practicum. Students will apply current theoretical and practical knowledge to this work setting. Additionally, students will be required to submit a daily journal, comprehensive synthesis paper, and samples of work. Prerequisites: Junior or senior status; permission of instructor; COM 250. P/NP grading option only. Note: A student must work 40 hours per credit hour. FA, SP, SU

**COM 361 Practicum in Communication (1-6 credits)**

An opportunity for students to work on campus in a supervised practicum outside of the field of public relations. Students will apply current theoretical and practical knowledge to this work setting. Additionally, students will be required to submit a daily journal, comprehensive synthesis paper, and samples of work. Prerequisites: Junior or senior status and permission of instructor. P/NP grading option only. Note: A student must work 40 hours per credit hour. FA, SP, SU

**COM 370 Communication Theory (3 credits)**

The course will offer an in-depth examination of various theories of communication. Specific attention will be paid to: 1) the nature and purpose of theories and theory-building; and 2) theories of interpersonal communication, group communication, intercultural communication, and mass communication. In addition students will be introduced to the basic methods of communication theory research. Prerequisites: COM 102; COM 103. FA

**COM 380 Persuasion (3 credits)**

This course will introduce students to persuasion theory and research. Students will become more critical consumers and producers of persuasive messages as they examine persuasion in a variety of contexts, and from a diverse set of theoretical perspectives. The course will culminate in the application and/or appraisal of a persuasive campaign. During Presidential election years, this course may be offered as Political Persuasion. Prerequisite: COM 102 or COM 103. FA

**COM 390 Qualitative Research Methods in Communication (3 credits)**

This course describes a way of studying communication phenomena, a way which emphasizes the meaning of symbolic acts. Qualitative methods adopt an interpretive framework and seek to describe, decode, translate, and otherwise come to terms with the meaning, not the frequency, of naturally occurring phenomena in the social world. While there are many techniques that can be classified as qualitative, this course will concentrate primarily on ethnographic methods, and on the analysis of language in social interaction (discourse analysis and conversation analysis). Prerequisites: COM 102, COM 103. FA

**COM 430 Argumentation and Debate (3 credits)**

A study of the various formats and strategies of argument. Development of debate techniques through research and classroom debate presentation. Prerequisite: COM 102. SP

**COM 450 Internship in Public Relations (1-6 credits)**

A supervised off-campus internship providing the student with the opportunity to apply communication theory and skills in a work setting. The course also requires the student to submit a daily journal, comprehensive synthesis paper, and samples of work. The internship is cooperatively administered by an on-site supervisor and a faculty member. Prerequisites: Junior or senior status; permission of the instructor; COM 250. P/NP grading option only. Note: A student must work 40 hours per credit hour. FA, SP, SU

**COM 451 Internship in Communication (1-6 credits)**

A supervised off-campus internship providing the student with the opportunity to apply communication theory and skills in a work setting outside of the field of public relations. The course also requires the student to submit a daily journal, comprehensive synthesis paper, and samples of work. The internship is cooperatively administered by an on-site supervisor and a faculty member. Prerequisites: Junior or senior status; permission of the instructor. P/NP grading option only. Note: A student must work 40 hours per credit hour. FA, SP, SU

**COM 490 Independent Study in Communication (1-3 credits)**

To be arranged according to student need and interest.

**COM 494 Special Topics in Communication (3 credits)**

Allows students the opportunity to explore specialized areas of speech communication not included in the regular curriculum. FA, SP

**COM 495 Senior Seminar in Communication (3 credits)**

In this capstone experience, students design and complete an in-depth research project that has arisen out of their course of study in communication. The study may apply either a social scientific or rhetorical approach to a significant issue in the field of communication. A written paper and public presentation are required. Open only to senior communication studies majors. Prerequisite: permission of the instructor. SP

**English**

**ENG 095 College Writing Skills (3 credits)**

Prepares students for academic writing at the college level. Emphasis on the writing process; responding to generating and organizing content; improving syntax, diction, usage, and mechanics. Students should gain confidence along with competence. Credit will be applied to the 128-hour degree requirement as elective credit. FA, SP

**ENG 101 Composition I (3 credits)**

Focuses on the development of a writing process. Students learn various strategies for exploring and focusing their thinking. Practice in developing a thesis, choosing a rhetorical strategy, and communicating clearly, correctly, and effectively. Frequent student writing, evaluation, and revision; conferences. FA, SP

**ENG 102 Composition II (3 credits)**

Critical study and textual analysis of expository essays; emphasis on critical thinking, analysis, and argumentation as well as on developing increasing stylistic sophistication. Review of the tools of research. Prerequisite: ENG 101 or equivalent. FA, SP, SU

**ENG 120 Introduction to Literature (3 credits)**

Develops an appreciation for literature through the study of fiction, poetry, and drama; introduction to literary analysis, including critical terms; practice in writing about literature. FA, SP, SU

**ENG 201 Business Writing (3 credits)**

The theory behind the practice of various forms of business writing—letters, memos, proposals and reports. Emphasis on formulating communication objectives, analyzing the audience, structuring the message, and adopting an appropriate style. Individualized projects allow students to adapt the course to their own needs. Prerequisite: ENG 101 or equivalent. FA, SP

**ENG 202 Intensive Grammar Review (1 credit 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 needed.

**ENG 208 Newspaper Workshop I (1-3 credits)**

Students produce the campus newspaper or a magazine and, through practical experience, learn the art and science of journalism. Offers hands-on experience in reporting, news and feature writing, and layout; provides credentials for careers in journalism. FA, SP

**ENG 209 Newspaper Workshop II (1-3 credits)**

Intermediate work in journalism. Students may specialize in reporting, feature writing, layout, or photography, with the possibility of working in an editorial position. Offered concurrently with COM/ENG 208. Prerequisite: 3 credit hours of COM/ENG 208 or permission of the instructor.

**ENG 220 Introduction to Women's Literature (3 credits)**

An introduction to the contributions of female writers. The goal of this course is to develop an awareness of how gender may influence the content and form of literature by women. Students will examine the varied components of a gendered identity, the ways they are represented in literature, and the effects they have had on a wide range of women writers. Offered when interest warrants.

**ENG 240 Survey of English Literature I (3 credits)**

Consideration of important movements, writers, and works from Beowulf to the Augustan era; detailed class analysis. FA

**ENG 241 Survey of English Literature II (3 credits)**

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

**ENG 260 American Literary Tradition: to Whitman (3 credits)**

Consideration of important movements, writers, and works from the Colonial Period to the Civil War; emphasis on Hawthorne, Poe, Melville, Emerson, Thoreau, Douglass, Dickinson, and Whitman; detailed class analysis. Offered even years. FA

**ENG 261 American Literary Tradition: since Whitman (3 credits)**

Consideration of important movements, writers, and works of the late 19th century and of the 20th century; emphasis on such authors as Twain, James, Fitzgerald, Ellison, O'Connor, Frost, and Williams; detailed class analysis. Offered odd years. SP

**ENG 293 Special Topics (1-3 credits)**

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

**ENG 294-299 Cooperative Education (1-6 credits)**

Supervised off-campus work experience. Cooperatively administered by an employer, the faculty advisor, and the director of cooperative education. Credits are determined by number of working hours in an approved job. P/NP grading option only. Consult advisor.

**ENG 303 History of the English Language (3 credits)**

Study of the English language, including an overview of modern grammar and linguistics, the growth of the language, and its relation to other languages and to the historical periods of English literature. Offered even years. FA

**ENG 304 Advanced Writing: Creative Nonfiction (3 credits)**

Advanced work in expository writing; detailed analysis of prose models with *The New Yorker* as text; extensive development of subject matter and in-depth consideration of style. Prerequisites: ENG 101 and 102 or equivalents. Offered even years. SP

**ENG 308 Studies in Editorial Leadership (1-3 credits)**

Open to advanced students who hold the position of editor-in-chief of the college newspaper. Prerequisite: Permission of the instructor. FA, SP

**ENG 309 Journalism: Reporting and Editorial Writing (3 credits)**

Study of the basic techniques, problems, and practices involved in writing objective reports and statements or essays of position. Editorial writing may be submitted to the student newspaper. Prerequisite: ENG 101 or ENG 102 or equivalent. Offered odd years. SP

**ENG 310 Journalism: Feature Writing and the Interview (3 credits)**

Study of feature writing as both a literary and journalistic form. Emphasis, through reading and writing, on the requirements, possibilities, and goals of feature writing. Prerequisite: ENG 101 or equivalent. Offered even years. SP

**ENG 311 Writing Poetry (3 credits)**

Study of poetic theory; introduction to creative techniques through analysis of selections of modern and contemporary poetry; writing poetry in various narrative and lyrical forms. Prerequisites: ENG 101 and 102 or equivalents or permission of the instructor. Offered even years. SP

**ENG 312 Writing Short Fiction (3 credits)**

Study of the theory of the short story; introduction to creative techniques through analysis of selections from modern fiction; construction of two original stories. Prerequisites: ENG 101 and ENG 102 or equivalents or permission of the instructor. Offered odd years. FA

**ENG 313 Writing the One-Act Play (3 credits)**

Through writing exercises and analysis of modern one-act plays, students explore the most effective ways to tell stories through dramatic form; construction of short scenes and one original play. Prerequisites: ENG 101 and ENG 102 or equivalents or permission of instructor. Offered when interest warrants.

**ENG 315 Chaucer (3 credits)**

Close reading and study of Chaucer's major works in Middle English; examination of the works as critical and practical responses to the times in which they were written. Offered when interest warrants.

**ENG 320 Shakespeare's Comedies (3 credits)**

A close study of several comedies—from the early plays through the festive comedies, the dark comedies, and the final romances. Offered odd years. SP

**ENG 321 Shakespeare's Tragedies (3 credits)**

Study of the nature of tragedy; close study of several Shakespearean tragedies, including a detailed analysis of the four major ones: Hamlet, Macbeth, Othello, and King Lear. Offered even years. SP

**ENG 325 17th-Century Literature (3 credits)**

Major writers; study of the prose and poetry of this period as it reflects the political, philosophical, and social trends of the century. Offered when interest warrants.

**ENG 330 Restoration and 18th-Century Literature (3 credits)**

Study of the prose and poetry of Behn, Dryden, Pope, Swift, Johnson, Burney, and others; consideration of the social and cultural context. Offered when interest warrants.

**ENG 335 19th-Century Literature: Romantics (3 credits)**

Study of selected works by Wordsworth, Coleridge, Keats, Byron, Shelley, Bronte, and others; understanding of Romanticism as an enduring mode of thought. Offered when interest warrants.

**ENG 336 19th-Century Literature: Victorians (3 credits)**

Study of selected works by Tennyson, Browning, Hopkins, Newman, Eliot, Dickens, and others; understanding of this age as a precursor to the modern. Offered when interest warrants.

**ENG 337 American Literary Renaissance (3 credits)**

Study of the first great flowering of American literature in the generation before the Civil War. Authors as diverse as Poe, Hawthorne, Stowe, Douglass, Emerson, Fuller, Thoreau, Melville, Jacobs, Truth, Whitman, and Dickinson explored a variety of identities for Americans when the identity of the nation was still being formed. Offered odd years. FA

**ENG 340 20th Century Literature (3 credits)**

Development of a definition of modernism through a study of major English and American writers. Offered odd years. SP

**ENG 350 Development of the English Novel (3 credits)**

Study of representative novels against a historical background; analysis of the genre's evolution from Fielding through Joyce. Offered when interest warrants.

**ENG 351 Topics in World Literature (3 credits)**

Study in an area of world literature in English or in translation. Topics will include Latin-American Literature, the European Novel, the Medieval World, and Anglophone Literature. Detailed literary analysis and attention to cultural contexts. Offered alternate years. FA

**ENG 355 African-American Literature (3 credits)**

Provides a general familiarity with the literature of African-Americans from the slave narrative to the present and an opportunity to analyze and interrogate issues of race, identity, and gender in the works of African-American writers. Offered even years. SP

**ENG 360 Practicum in Public Relations (1-6 credits)**

An opportunity for students to work on campus in a supervised practicum. Students will apply current theoretical and practical knowledge to this work setting. Additionally, students will be required to submit a daily journal, comprehensive synthesis paper, and samples of work. Prerequisites:

Junior or senior status; permission of instructor; COM 250. P/NP grading option only. **Note:** A student must work 40 hours per credit hour. FA, SP, SU

**ENG 361 Practicum in English (1-6 credits)**

An opportunity for students to work on campus in a supervised practicum. In a work setting, students will apply the skills developed through the study of literature and language. Additionally, students will be required to submit a daily journal, comprehensive synthesis paper, and samples of work. Prerequisites: Junior or senior status, permission of the instructor. P/NP grading option only. **Note:** A student must work 40 hours per credit hour. FA, SP, SU

**ENG 365 Development of the American Novel (3 credits)**

Study of representative novels against a historical background; analysis of the diversity of American fiction, from the realism of Howells and James to 20th-century experimentation. Offered when interest warrants.

**ENG 370 Literary Theory (3 credits)**

Study of the nature and function of literature and various extrinsic and intrinsic techniques for critical evaluation, including new criticism, structuralism, post-structuralism, and psychoanalysis. FA

**ENG 386 Teaching of English in the Middle and Secondary School (3 credits)**

Application of teaching methods to the specific discipline of English with particular attention to its various aspects: literature, language, and writing. FA

**ENG 388 Teaching Writing (3 credits)**

Combines the study of composition pedagogy with practical classroom experience to prepare students to teach writing at the secondary level. Offered independently, as needed, usually in the semester preceding student teaching.

**ENG 450 Internship in Public Relations (1-6 credits)**

A supervised off-campus internship providing the student with the opportunity to apply communication theory and skills in a work setting. The course also requires the student to submit a daily journal, comprehensive synthesis paper, and samples of work. The internship is cooperatively administered by an on-site supervisor and a faculty member. Prerequisites: Junior or senior status; permission of the instructor; COM 250. P/NP grading option only. **Note:** A student must work 40 hours per credit hour. FA, SP, SU

**ENG 451 Internship in English (1-6 credits)**

A supervised off-campus internship providing the student with the opportunity to apply skills in writing and thinking in a work setting. The course also requires the student to submit a daily journal, comprehensive synthesis paper, and samples of work. The internship is cooperatively administered by an on-site supervisor and faculty member. Prerequisites: Junior or senior status, permission of the instructor. P/NP grading option only. **Note:** A student must work 40 hours per credit hour. FA, SP, SU

**ENG 484 Practicum/Internship in Professional Writing (1-6 credits)**

Supervised work experience that allows the student to practice in a writing-intensive profession. The course requires a journal, a synthesis paper, and samples of work. Credits are determined by the number of hours the student works. P/NP grading option only. **Note:** A student must work 40 hours per credit hour. FA, SP, SU

**ENG 490 Independent Study (1-3 credits)**

To be arranged in terms of student need, interest, and background. Prerequisite: Junior or senior status and permission of instructor and department chairperson.

**ENG 494 Special Topics: Literature (2-3 credits)**

In-depth study of specific works, authors, modes, themes, and literary problems. Recent topics have included the Pre-Raphaelites in literature and art, Southern literature, and Milton's Paradise Lost. In addition, the following courses might be offered if interest warrants: European literature, global literature, fiction to film, mythology, the comic spirit. Consult semester course offerings.

**ENG 494 Special Topics: Writing (2-3 credits)**

Intensive work in specialized writing problems, methods and practices connected with one or more types of writing—creative and professional. Consult semester course offering. Prerequisite: Two writing courses or permission of instructor.

**ENG 496 Senior Seminar (3 credits)**

Advanced study in the art of literary research applied to the senior synthesis. Allows the student to pursue in depth an interest that has arisen through the pursuit of the English major, to apply the skills in analysis and synthesis developed through the English curriculum, and to develop the research skills needed for advanced scholarship. Prerequisite: Senior English major. SP

**Foreign Language/Bosnian and Spanish**

**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. FA

**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. SP

**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. FA

**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. SP

**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****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**

**Credit for the following courses does not count toward the 125 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 which 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.

The department of fine arts offers a bachelor of arts (BA) degree with a major in art and a certification option in art (K-12), a bachelor of fine arts (BFA) degree with a major in fine arts and a certification option in art (K-12), and a bachelor of arts (BA) degree with a major in performing arts and a certification option in speech and theatre (9-12). The department offers minors in art history, graphic design, and in performing arts. Together with the department of mathematics and computer science, the department of fine arts also offers a certificate in website development.

The department of fine arts offers three graduate degree programs, a 30-hour master of arts (MA) degree for students involved in business and industry or K-12 teaching, 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 degree in speech/theatre, and a 30-hour master of arts 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 art

**Deanna Jent**, professor of performing arts; director of theatre and performing arts

**Henry Knickmeyer**, professor of art

**Tim Liddy**, professor of art

**Michael Sullivan**, associate professor of performing arts; lighting designer/technical director

**Victor Wang**, professor of art

## UNDERGRADUATE PROGRAMS

### Majors in Art and Fine Arts

The majors in art and fine arts provide a sequence of courses through which the students learn to master the fundamentals of visual communication and various media and tools. Historical and contemporary aesthetic ideas, both western and non-western, are explored in the studio classes and in art history. With these skills the students are directed by the faculty in the search for form and personal discovery within their artistic discipline.

In the BA program the student majors in art with no concentration. In the BFA program the student majors in fine arts

and chooses a concentration in ceramics, drawing, graphic design, painting, 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.

### Major in Performing Arts

The major in performing arts includes a concentration in acting/directing, a concentration in arts management, and certification in speech and theatre. The core courses of the performing arts major embrace the variety of performance modes available today—from traditional theatre to storytelling to multi-media performance art—and also give the student a practical base in technical theatre. The acting/directing concentration includes additional coursework in acting and directing; the arts management concentration includes additional coursework in business and public relations.

### MAJOR IN ART

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

The department requires a portfolio of work from incoming freshman art majors (BA or BFA) for assessment purposes. This portfolio will contain a minimum of four samples of work by the student. It may be submitted as 35mm slides or in digital form (*as a PowerPoint presentation only; no other digital forms will be accepted*). The portfolio may be submitted any time after the student is accepted into the university, but must be submitted before the end of the first week of class for the current semester.

All art students are accepted provisionally as candidates for a BA degree until they reach the time they must apply for major approval.

### Baccalaureate Degree and Residency Requirements

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

- A “B” average in studio courses.
- Successful participation in the senior exhibit.



### Major Approval

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

### General Education Requirements

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

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

ART 207 High Art, Propaganda, and Kitsch (3 credits)

### Courses Required in the Major

45 semester credit hours in art including 27 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)

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 Introduction to Graphic Design (3 credits)  
 ART 210 or one of the following 212, 310, 312, 410, 412 Painting (3 credits)  
 ART 211 or one of the following 311, 411 Painting Clinic (3 credits)  
 ART 215 or one of the following 315, 415 Graphic Design (3 credits)  
 ART 216 or one of the following 316, 416 Fibers (3 credits)  
 ART 217 or one of the following 317, 417 Illustration Techniques (3 credits)  
 ART 218 or one of the following 318, 418 Digital Imaging (3 credits)  
 ART 220 or one of the following 221, 320, 321, 420, 421 Sculpture (3 credits)

ART 230 or one of the following 231, 330, 331, 430, 431 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 or one of the following 402 Designing for the Web (3 credits)  
 ART 304 or 404 Painting Techniques (3 credits)  
 ART 307 or 407 Drawing Anatomy (3 credits)  
 ART 308 or 408 Drawing Life Size Drawing (3 credits)  
 ART 309 or 409 Drawing Bookmaking (3 credits)  
 ART 313 or 413 Painting Life Size (3 credits)  
 ART 314 or 414 Painting Survey of Artist's Materials (3 credits)

### MAJOR IN FINE ARTS

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

The department requires a portfolio of work from incoming freshman art majors (BA or BFA) for assessment purposes. This portfolio will contain a minimum of four samples of work by the student. It may be submitted as the actual work or in digital form (*as a PowerPoint presentation only; no other digital forms will be accepted*). The portfolio may be submitted any time after the student is accepted into the university, but must be submitted before the end of the first week of class for the current semester.

All fine arts students are accepted provisionally as candidates for a BFA degree until the time at which they must apply for major approval.

### Baccalaureate Degree and Residency Requirements

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

- A "B" average in studio courses.
- A minimum of three hours in junior synthesis, a minimum of three hours in senior project, and successful participation in the senior exhibition.

### Major Approval

Major approval is required during the second semester of the sophomore year, or after the completion of 45 credit hours at Fontbonne. For transfer students, major approval is required after completing the equivalent of one full semester (*a minimum of 12 credit hours*) at Fontbonne. To be accepted as a major in the BFA program, a student must successfully complete ART 393 Junior Synthesis and apply for major approval at that time.

## General Education Requirements

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

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

ART 207 High Art, Propaganda, and Kitsch (3 credits)

## Courses Required in the Major

63 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)

18 credits in studio art from the following list, to include 15 credits in the student's area of concentration:

ART 115 Introduction to Graphic Design (3 credits)  
 ART 210 or one of the following 212, 310, 312, 410, 412 Painting (3 credits)  
 ART 211 or one of the following 311, 411 Painting Clinic (3 credits)  
 ART 215 or one of the following 315, 415 Graphic Design (3 credits)  
 ART 216 or one of the following 316, 416 Fibers  
 ART 217 or one of the following 317, 417 Illustration Techniques (3 credits)  
 ART 218 or one of the following 318, 418 Digital Imaging (3 credits)

ART 220 or one of the following 221, 320, 321, 420, 421 Sculpture (3 credits)  
 ART 230 or one of the following 231, 330, 331, 430, 431 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 or 402 Designing for the Web (3 credits)  
 ART 304 or 404 Painting Techniques (3 credits)  
 ART 307 or 407 Drawing Anatomy (3 credits)  
 ART 308 or 408 Drawing Life Size Drawing (3 credits)  
 ART 309 or 409 Drawing Bookmaking (3 credits)  
 ART 313 or 413 Painting Life Size (3 credits)  
 ART 314 or 414 Painting Survey of Artist's Materials (3 credits)

## MAJORS IN ART AND FINE ARTS WITH TEACHER CERTIFICATION (K-12)

The bachelor of arts degree in art or 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:

- A "B" average in studio work.
- 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 credit hours*) at Fontbonne.

### General Education Requirements

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

The following specific general education courses stipulated by the Missouri Department of Education must be chosen to meet the requirements for this major:

BIO 108 Introduction to Life Science with Lab (3 credits)

CIS 103 Microcomputer Applications in Education (3 credits)

COM 102 Public Speaking (3 credits)

GOV 230 American National Government (3 credits)

**OR**

GOV 101 U.S. and Missouri Constitutions (1 credit)

HST 105 Introduction to American History I (3 credits)

MTH 102 Contemporary Topics in Mathematics (3 credits)

PHY 108 Introduction to Physical Science with Lab (3 credits)

PSY 200 Developmental Psychology (3 credits)

### Courses Required in the Major

46 credits in art including the following required courses:

ART 100 Drawing (3 credits)

ART 200 Drawing (3 credits)

ART 201 Drawing (3 credits)

ART 300 Drawing (3 credits)

ART 110 Design I (3 credits)

ART 111 Design II (3 credits)

ART 160 Art History Survey (3 credits)

ART 161 Art History Survey II (3 credits)

Three additional credits of art history which may include any of the following:

ART 305 Non-Western Art (3 credits)

ART 306 Modern Art (3 credits)

ART 319 American Artists (3 credits)

ART 492 The American Photograph: 150 Years of American Culture (3 credits)

ART 493 Renaissance Art (3 credits)

ART 494 Special Topic in Art History (3 credits)

The following additional 19 credits are required:

ART 210 Painting (3 credits)

ART 220 Sculpture (3 credits)

ART 240 Ceramics (3 credits)

ART 280 Photography (3 credits)

**OR**

Art 115 Introduction to Graphic Design (3 credits)

ART 316 Fibers (3 credits)

ART 350 Teaching of Art in the Elementary Schools (2 credits)

ART 351 Teaching of Art in the Secondary Schools (2 credits)

### Education Courses required (24 credits):

EDU 120 Psychology of Exceptional Child (3 credits)

EDU 201 Introduction to Classroom Teaching–Middle/Secondary (3 credits)

EDU 234 Philosophical Foundations of Education (3 credits)

EDU 401 Classroom/Behavior Management–Middle/Secondary (3 credits)

EDU 350 Methods of Teaching Reading in the Content Area (2 credits)

EDU 447 Planning for Instruction and Assessment (3 credits)

EDU 450 Student Teaching at the Elementary Level (minimum 2 credits)

And EDU 451 Student Teaching at the Secondary Level (minimum 8 credits)

### MAJOR IN PERFORMING ARTS

#### Baccalaureate Degree and Residency Requirements

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

#### Teacher Certification Requirements

Full information 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 credit hours*) at Fontbonne.

#### General Education Requirements

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

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

- COM 103 Interpersonal Communication  
(for all but certification students) (3 credits)
- COM 102 Public Speaking  
(for certification students only) (3 credits)
- PER 101 Theatre Appreciation (3 credits)
- PER 314 Multicultural Experiences in Performance  
(3 credits)

**Courses Required in the Major**

**Core Curriculum:**

- COM 103 Interpersonal Communication (3 credits)
- OR**
- COM 102 Public Speaking (certification students)  
(3 credits)
- PER 101 Theatre Appreciation (3 credits)
- PER 111 Performance Techniques (3 credits)
- PER 121 Stagecraft (3 credits)
- PER 130, 131, 230, 231, 330, 331, 430, 431 Theatre  
Synthesis (1 credit)
- PER 212 Oral Interpretation of Literature (3 credits)
- PER 314 Multicultural Experiences in Performance (3 credits)
- PER 317 Staging Literature (3 credits)
- PER 326 Technical Production (3 credits)
- PER 441 Development of Dramatic Art (3 credits)
- PER 494 Production and Stage Management (3 credits)
- Two PER electives

**Concentration in Acting/Directing:**

- PER 318 Directing (3 credits)
- PER 443 Text Analysis (3 credits)
- PER 145
- OR**
- PER 245 or PER 345
- OR**
- PER 444 Advanced Acting (3 credits each)

**Plus three electives from the following:**

- ENG 320/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 Graphic Design**

The graphic design minor is a 21 semester credit hour program offered for non-art majors. This minor will prepare students with the foundation in graphics necessary to qualify for a position in graphic design. A student must successfully complete, at Fontbonne, a minimum of 50 percent of the credit hours required for the minor.

**Courses Required in the Minor**

- ART 110 Design I (3 credits)
- ART 115 Introduction to Graphic Design (3 credits)
- ART 215 Graphic Design (3 credits)
- ART 280 Photography (3 credits)
- ART 302 Web Design (3 credits)
- ART 318 Digital Imaging (3 credits)
- ART Any 400 level graphic design course

**Minor in Performing Arts**

The performing arts minor is an 18 semester credit hour program. A student must successfully complete, at Fontbonne, a minimum of 50 percent of the credit hours required for the minor.

**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

## CERTIFICATE

### Certificate in Website Development

This certificate provides a solid foundation in all aspects of website development: graphics design, programming, and installation. (See *undergraduate certificate programs in the undergraduate academic policy and regulations section in this catalog.*)

#### Courses Required for the Certificate

- ART 115 Introduction to Graphic Design (3 credits)
- ART 302 Designing for the Web (3 credits)
- ART 402 Designing for the Web (Advanced) (3 credits)
- CIS 150 Fundamentals of Programming for Business (3 credits)
- CIS 115 Introduction to Server Technology (1 credit)
- CIS 215 Database Fundamentals and SSP (Server-Side Programming) (2 credits)
- CIS 315 Advanced SSP (Server-Side Programming) (3 credits)

## MUSIC

The fine arts department offers music courses with the belief that the study of music contributes significantly to the cultural development and creative experience of the students who take these classes. (See music courses below.)

## ADVANCED PLACEMENT

An entering student who scores four or five on the Advanced Placement Test will receive advanced placement and university credit equivalent to one or two courses as determined by the department. A student who scores one, two, or three on Advanced Placement tests will not receive advanced placement or earn college credit.

A copy of the Fontbonne courses that are satisfied by advanced placement courses with scores of four or five is available in the department as well as in the offices of the coordinator of prior learning assessment, admission, and registrar.

## COURSES

### Art

#### ART 100, 101 Beginning Drawing (3 credits each)

Basic skills in life drawing will be covered. The use of line, shape, value, and composition will be explored as tools in visual communication. FA, SP

#### ART 110 Design I (3 credits)

A study of two-dimensional design, three dimensional design, and color theory. Extensive studio work on specific problems will be done in class. FA

#### ART 111 Design II (3 credits)

Continuation and completion of ART 110. SP

#### ART 115 Introduction to Graphic Design (3 credits)

An introduction to visual communication theory and practice: elements and principles of perception and design, typography, symbols, desktop design. FA

#### ART 155 Art Appreciation (3 credits)

A study of the vocabulary of art, both in form and meaning. Lecture and studio class structures introduce students to a wide range of art, both historically and culturally significant. Discussion and emphasis is on developing student's visual awareness and sensitivity. Art Appreciation does not satisfy the fine arts art history requirement. FA, SP

#### ART 160 Art History Survey I (3 credits)

A survey of Western art and architecture from Paleolithic through Medieval times. FA

#### ART 161 Art History Survey II (3 credits)

A survey of Western art and architecture from the Renaissance to the present. SP

#### ART 200, 201, 300, 301, 400, 401 Drawing (3 credits each)

Concepts of draftsmanship, involvement with the abstract idea as related to drawing; exploration of various media; perspective and space problems. Extensive work from human figure and nature. FA, SP

#### ART 207 High Art, Propaganda, and Kitsch (3 credits)

Meets the specialized valuing component of the general education requirements. Through the examination of works of art and artists, students will evaluate the uses of art, both current and historical, to better understand the role it has in contemporary society, and the methods used in critiquing art. FA

#### ART 210, 212, 310, 312, 410, 412 Painting (3 credits each)

Basic concepts of color theory and paint application developing toward an increased sensitivity to both color and formal relationships. Working from a variety of figurative/life sources, students are exposed to an ever broader agenda of painting concerns. Frequent discussions and references to both masters and contemporary artists encourage students to recognize and increasingly pursue individual direction. FA, SP

#### ART 211, 311, 411 Painting Clinic (3 credits each)

This class is designed for students who already have had painting experience in class or studio at Fontbonne University or other colleges/universities. Such students may, however, continue to have particular painting problems demanding individual clinical treatment. Such problems may include color observation, color theory, oil painting technique, painting composition, and oil medial materials, etc. Particular attention will be given by the clinic instructor to the fundamental problem of giving expression to the student's feelings through the choice and use of color. There are no regular assignments, but rather the instructor will offer advice and instruction according to the student's ongoing projects and problems and the problems encountered. Offered even years.

#### ART 215, 315, 415 Graphic Design (3 credits each)

Intermediate desktop design and publishing; electronic layout, pagination, and illustration; symbol, logo, poster, and publication design; computer imaging. Prerequisite: ART 115. SP

**ART 216, 316, 416 Fibers (3 credits each)**

An introduction to the use of fibers in a three-dimensional context. Basic basketry methods will be used to create both traditional basketry and experimental free-form sculpture forms. FA, SP

**ART 217, 317, 417 Illustration Techniques (3 credits each)**

The fundamentals of illustration techniques incorporating mediums such as pen and ink, pastels, acrylics and collage, and using tools such as opaque projectors, photographic equipment, and the airbrush. Offered odd years.

**ART 218, 318, 418 Digital Imaging (3 credits each)**

Introduction to digital means of artistic production. Topics include scanning, image correction, and digital manipulation of images, both bitmap and vector. FA

**ART 220, 221, 320, 321, 420, 421 Sculpture (3 credits each)**

This class consists of work from life (primarily the figure and portrait head) in wax and clay. Methods of casting the works in plaster, bronze, and other media will be introduced and practiced as needed. Students lacking specific experience in these areas will initially focus on acquiring the basic skills and techniques required when working from life. As students gain experience, emphasis shifts to concept development and the formation of an individual direction. FA, SP

**ART 230, 231, 330, 331, 430, 431 Metalsmith (3 credits each)**

This course is designed to introduce the student to the basic techniques of traditional and non-traditional metalsmithing, and the review of current and historical jewelry concepts (i.e., books, periodicals, show reviews, etc.). Most of the class time will be spent on demonstrations/critiques as well as individual attention as needed. As students gain experience, emphasis shifts to concept development and the formation of an individual direction. FA, SP

**ART 240, 241, 340, 341, 440, 441 Ceramics (3 credits each)**

Ceramics will cover all basic methods of construction C slab, coiling, and wheel throwing. Basic technical information on clay, glazes, and kilns will be presented. Advanced students will develop projects which expand, both technically and in conception, on basic techniques. Advanced students are also responsible for clay/glaze making and kiln firing. FA, SP

**ART 280, 281, 380, 381, 480, 481 Photography (3 credits each)**

Expressing and communicating ideas through photography as an art medium. Photographing a variety of subject matter, solving problems, and darkroom techniques within 35 mm format. FA, SP

**ART 293 Special Topics (1-3 credits)**

Course offered to supplement regular course listing. Offered on a one-time or irregular basis.

**ART 294-299 Cooperative Education (1-6 credits)**

Supervised off-campus work experience. Cooperatively administered by an employer, faculty advisor, and director of cooperative education. Credits are determined by amount of working hours in an approved job. Full-time (six hour) co-op positions should be taken on alternating semesters, excluding summer semesters. These courses are graded solely on a pass/no pass basis. No more than a total of 18 hours may be taken.

**ART 302, 402 Designing for the Web (3 credits each)**

An in-depth look at web design, including image preparation, information architecture, site structure, and organization. Topics will include HTML, CSS, scripting, browser and server considerations, HTML authors. SP

**ART 304, 404 Painting Techniques (3 credits each)**

This course is designed to introduce the student to the basic techniques of old masters such as three typical artists: Van Eyck, Titian, and Rubens. We will deal with oil paints only. A sample of issues to be covered 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

### **ART 319 American Artist (3 credits)**

This course will provide a forum for discussing issues relating to the visual arts in America from the seventeenth century to the present and to the political, religious, and social histories that influenced them. Offered odd years. SP

### **ART 350 Teaching of Art in the Elementary School (2 credits)**

A study of issues in elementary art education including curriculum design, grading and evaluation, and instructional strategies in relationship to the cognitive and creative development of children. Students will apply the techniques learned in a classroom setting. ART 350 and 351 should be taken together. Prerequisite: EDU 201; FA

### **ART 351 Teaching of Art in Secondary Schools (2 credits)**

A study of issues in secondary art education including curriculum design, classroom management, grading and

evaluation, and instructional strategies, as well as reading and discussion of current topics in art education. Students will apply the techniques learned in a classroom setting. ART 350 and 351 should be taken together. Prerequisite: EDU 201; FA

### **ART 393 Junior Synthesis (3 credits)**

Course will deal with essential practical skills for studio artists. The skills will be divided into presentation, documentation, and promotion of the artists’ work. Presentation includes matting, mounting, framing, and other considerations for viewing of work, both 2 D and 3D. Documentation will discuss methods, both analog and digital, of documenting artwork, and the purposes of such documentation. Promotion will cover writing about art, resumes, various promotional publications (business cards, brochures, etc.), galleries, competitive shows, graduate schools, and other means of distribution. Combined with the above will be ongoing production and critique of student work in their proposed area of concentration. Prerequisite: Junior status. SP

### **ART 490 Independent Study (1-4 credits)**

Includes seminars, special study, special topic, advanced work, senior shows in art areas of study. Prerequisite: Junior or senior status and permission of instructor and department chairperson.

### **ART 492 The American Photograph: 150 Years of American Culture (3 credits)**

The American Photograph is a course designed to accomplish three objectives. It will provide an introduction to select periods of American history, from 1840 to the present, through the exclusive use of photographs as evidence. It will explain the history of photography itself, how it came to be and why it grew in popularity. Finally, and perhaps most challenging, the course will introduce the participants to the field of visual culture, using the photograph to examine how we see and how images are used to influence our act of knowing. Offered even years. FA

### **ART 493 Renaissance Art (3 credits)**

A survey of the art of the Renaissance in Europe covering the beginning of the Renaissance in the 13th century and into the 16th century. We will look at major trends and artists and the social and political factors which influenced the art of the period. Offered even years. FA

### **ART 494 Special Topics (1-3 credits)**

Course offered to supplement regular course listing. Offered on a one-time or irregular basis.

### **ART 495 Senior Project (3 credits)**

The student independently produces work for his/her graduate thesis show under the instructor of the student’s choice. A minimum of three hours required for BFA. May be taken for additional hours with instructor approval. FA

**Music****MUS 106 American Popular Music (3 credits)**

Social, economic, and musical foundations of ragtime, jazz, swing, and popular music, with a special emphasis on the best work of America's most distinguished popular music composers and lyricists. Some emphasis on the verbal, melodic, harmonic, and rhythmic characteristics that distinguishes the American popular song and its creators. SP

**MUS 108 Music Appreciation (3 credits)**

A survey of music for the non-music major. Develops listening skills through exposure to music from a wide variety of historical and cultural styles. Emphasis on the basic elements of music and their psychological impact on the listener, as well as on specific musical forms, media, etc. FA, SP

**Performing Arts****PER 101 Theatre Appreciation (3 credits)**

An introduction to an awareness and appreciation of the arts of the theatre and to an understanding of the play as a literary form as well as a theatrical experience. Open to all students. FA, SP

**PER 111 Performance Techniques (3 credits)**

Through creative drama exercises, students will develop the tools of acting (concentration, observation, emotional recall, rhythm, sense memory, and characterization). These tools will be used in the development of characters and the presentations of both improvised and scripted scenes. Students will also develop physical and vocal skills necessary for performers. Open to all students. FA

**PER 121 Stagecraft (3 credits)**

An introduction to backstage organization, scenic construction, lighting, painting, and all related areas involved in the physical mounting of a theatrical production. Lecture and lab experience. Open to all students.

**PER 130, 131, 230, 231, 330 Theatre Synthesis (1 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.

**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.

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

**Margaret Gilleo**, affiliate instructor of philosophy

**Randall Rosenberg**, assistant professor of religion and philosophy and the Sisters of St. Joseph of Carondelet Endowed Chair in Catholic Thought

**Steven D. Stopke**, affiliate instructor of religion

**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 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 credits)

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 credits)
- HST/ENG 494 The Bosnian Immigration (3 credits)

**All of the following courses are required:**

- BUS 202 Principles of Macro Economics (3 credits)
- BUS 203 Principles of Micro Economics (3 credits)
- BUS 305 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 semester credit hours

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 33 credit hours in history coursework, 18 hours of which must be in upper-division courses (300 level or above). History culminates with a senior capstone course that gives students an opportunity to enhance their knowledge and skills by conducting an independent research project.

### Baccalaureate Degree and Residency Requirements

All requirements for an undergraduate degree are listed under 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 credit hours*) at Fontbonne.

### General Education Requirements

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

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

- BIO 108 Introduction to Life Science with Lab (3 credits)
- PHY 108 Introduction to Physical Science with Lab (3 credits)
- COM 102 Public Speaking (3 credits)
- PHL 110 Introduction to Philosophy (3 credits)

### Course Requirements for a Major in History

- HST 103, HST 104 Introduction to Western Civilization I, II (6 credits)
- HST 105, HST 106 Introduction to American History I, II (6 credits)
- HST 366 Trends that Shaped the Modern World (3 credits)
- HST 496 Capstone Course (3 credits)
- HST electives: 15 semester hours selected from 300/400 courses, including at least two courses in American history, at least one course in European history, and at least two courses in non-Western history. One art history course is acceptable for history credit.

### Requirements in Social Studies:

- GGY 100 Introduction to Geography (3 credits)
- GGY 205 Cultural Geography (3 credits)
- GOV 230 American National Government (3 credits)
- GOV Elective (3 credits)
- PSY 100 Introduction to Psychology (3 credits)
- SOC 100 Survey of Sociology (3 credits)
- SSC 201 The American Economy (3 credits)
- SOC 210 Social Psychology (3 credits)

**Courses Required in Other Disciplines**

ENG – two courses (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)

PHL 110 Introduction to Philosophy (3 credits)

ART 155 Art Appreciation (3 credits)

**OR**

MUS 108 Music Appreciation (3 credits)

**OR**

PER 101 Theatre Appreciation (3 credits)

**Courses Highly Recommended:**

ART 160 Art History Survey I (3 credits)

ART 161 Art History Survey II (3 credits)

ENG 240 Survey of English Literature I (3 credits)

ENG 241 Survey of English Literature II (3 credits)

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

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

REL 225 World Religions (3 credits)

Grade point average standards are listed above. Students must earn a minimum of C- in each course required in the major.

**MAJOR IN HISTORY WITH SECONDARY CERTIFICATION IN SOCIAL STUDIES**

The department offers a major in history with secondary certification in social studies. For a full description, interested students should review all information, including policies and procedures, for teacher certification outlined under *Teacher Certification at Fontbonne University* in the 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 credit hours*) at Fontbonne.

**General Education Requirements**

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

Students majoring in history with secondary certification must meet the following specific general education requirements:

BIO 108 Introduction to Life Science with Lab (3 credits)

CIS 103 Microcomputer Applications in Education (3 credits)

COM 102 Public Speaking (3 credits)

EDU 234 Philosophical Foundations of Education (3 credits)

PHL 110 Introduction to Philosophy (3 credits)

PHY 108 Introduction to Physical Science with Lab (3 credits)

PSY 200 Developmental Psychology (3 credits)

**Courses Required for the History Major with Secondary Certification in Social Studies****Requirements in History:**

HST 103, 104 Introduction to Western Civilization I, II (6 credits)

HST 105, 106 Introduction to American History I, II (6 credits)

HST 366 Trends that Shaped the Modern World (3 credits)

HST 496 Capstone Course (3 credits)

HST electives: 15 semester hours selected from 300/400 courses, including at least two courses in American history, one course in European history, and at least two courses in non-Western history. One art history is acceptable for history credit.

**Requirements in Social Studies:**

GGY 100 Introduction to Geography (3 credits)

GGY 205 Cultural Geography (3 credits)

GOV 230 American National Government (3 credits)

GOV Government elective (3 credits)

PSY 100 Introduction to Psychology (3 credits)

PSY 200 Developmental Psychology (3 credits)

SOC 100 Survey of Sociology (3 credits)

SOC Sociology elective (3 credits)

SSC 201 The American Economy (3 credits)

**Certification Requirements:**

12 credits in American history are required for certification.

**Required Professional Education Courses for Secondary Certification:**

PSY 200 Developmental Psychology (3 credits)

EDU 120 Psychology of the Exceptional Child (3 credits)

EDU 201 Introduction to Classroom Teaching–Middle/Secondary (3 credits)

EDU 234 Philosophical Foundations of Education (3 credits)

EDU 350 Methods of Teaching Reading in the Content Area (2 credits)

EDU 401 Classroom/Behavior Management Techniques (3 credits)

EDU 451 Student Teaching at the Secondary Level (10 credits)

EDU 447 Planning for Instruction and Assessment–Middle and Secondary (3 credits)  
 HST 252 Methods of Teaching History and Social Studies in the Middle and Secondary Schools (3 credits)

**Courses Required for Middle School Certification:**

EDU 339 Middle School Philosophy, Curriculum, and Instruction (2 credits)  
 EDU 360 Reading Methods Practicum–Middle and Secondary (3 credits)  
 CIS 103 Microcomputer Applications in Education (3 credits)

**MAJOR IN SOCIAL SCIENCES/PRE-LAW**

The social sciences/pre-law major prepares the student to meet the different challenges of law school and to complete successfully a law school curriculum. Included within the core of required courses is a law capstone practicum in the senior year in which the student works in a legal setting for 200 hours during a semester. Any student whose cumulative average falls below 3.0 will need special permission from the social science/pre-law advisor to remain in the program. The student must also enroll in, and pay for, a preparatory course for the Law School Admissions Test offered outside Fontbonne University.

**Baccalaureate Degree and Residency Requirements**

All requirements for an undergraduate degree are listed under 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 credit hours*) at Fontbonne.

A student in the social sciences/pre-law major must have achieved a minimum cumulative grade point average of 3.0 on a 4.0 scale at the times of application for major approval and application for a degree.

**General Education Requirements**

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

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

HST 103, 104 Introduction to Western Civilization I, II (6 credits)  
 HST 105, 106 Introduction to American History I, II (6 credits)  
 GOV 230 American National Government (3 credits)

COM 102 Public Speaking (3 credits)  
 ENG 260 American Literary Tradition: to Whitman (3 credits)  
 ENG 261 American Literary Tradition: since Whitman (3 credits)  
 PHL 110 Introduction to Philosophy (3 credits)  
 PSY 100 Introduction to Psychology (3 credits)  
 SOC 100 Survey of Sociology (3 credits)  
 SSC 201 The American Economy (3 credits)

**Courses Required in the Major**

HST 103, 104 Introduction to Western Civilization I, II (3 credits)  
 HST 105, 106 Introduction to American History I, II (3 credits)  
 HST 340 American Social History (3 credits)  
 HST History elective at 300 level or above (3 credits)  
 GOV 230 American National Government (3 credits)  
 GOV 331 American Constitutional Development (3 credits)  
 GOV 102 Introduction to Law (3 credits)  
 SSC 201 The American Economy (3 credits)  
 SSC 450 Capstone/Pre-Law Practicum (6 credits)

**Courses Required in Other Disciplines**

BUS 205 Financial Accounting (3 credits)  
**OR**  
 BUS 101 Introduction to Business Administration (3 credits)  
 BUS 241 Business Law (3 credits)  
 COM 102 Public Speaking (3 credits)  
 ENG 260 American Literary Tradition: to Whitman (3 credits)  
 ENG 261 American Literary Tradition: since Whitman (3 credits)  
 MTH 115 Introduction to Statistics (3 credits)  
 PHL 110 Introduction to Philosophy (3 credits)  
 PHL 120 Introduction to Critical Thinking (3 credits)  
 PSY 100 Introduction to Psychology (3 credits)  
 SOC 100 Survey of Sociology (3 credits)

**Highly Recommended Courses:**

ENG 304 Advanced Writing: Non-fiction (3 credits)  
 BUS 242 Business Law II (3 credits)  
 COM 103 Interpersonal Communication (3 credits)  
 SOC 362 Social Problems (3 credits)  
 PHL 260 Contemporary Moral Issues (3 credits)  
 BUS 206 Financial Accounting II (3 credits)

**MAJOR IN RELIGIOUS STUDIES**

The major in religious studies offers students a strong liberal arts education and a thorough grounding in the field of religion. Students are encouraged to choose a particular area of concentration: Biblical Theology, Historical Theology, or Morality/Spirituality, and to complement the major with at least a minor in another discipline, e.g., human services, history, literature, psychology, depending on their interests and future career orientation. Some upper division courses are taken at Saint Louis University.

**Baccalaureate Degree and Residency Requirements**

All requirements for an undergraduate degree are listed 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 credit hours*) at Fontbonne.

A student in the religious studies major must have achieved a minimum cumulative grade point average of 2.5 on a 4.0 scale at the times of application for major approval and application for the degree. Students must earn a minimum of C- in each course required in the major.

**General Education Requirements**

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

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

- GOV 230 American National Government (3 credits)
- HST 103 Western Civilization (3 credits)
- HST 104 Western Civilization (3 credits)
- PHL 110 Introduction to Philosophy (3 credits)
- PHL 260 Contemporary Moral Issues (3 credits)
- PSY 100 Introduction to Psychology (3 credits)
- SOC 100 Survey of Sociology (3 credits)

**Courses Required for the Religious Studies Major**

- REL 100 Introduction to Religious Studies (3 credits)
- REL 210 Hebrew Bible (3 credits)
- REL 220 New Testament Studies (3 credits)
- REL 225 World Religions (3 credits)
- REL 270 Psychology of Religion (3 credits)
- REL 334 Understanding Christian Faith (3 credits)
- REL 340 Contemporary Theological Issues (3 credits)
- REL 490 Independent Study in Religion (in area of interest) (2-3 credits)
- REL 293/494 Special Topics in Religion (3 credits)
- REL 496 Senior Synthesis/Capstone (3 credits)
- PLUS: The student must take a minimum of three upper-division courses in religion or philosophy at Saint Louis University.

**Courses Required in Other Disciplines**

Specific courses in other departments or disciplines, but not meeting general education requirements, may be required depending on the student's area of specialization and career orientation.

**MINORS**

In addition to majors, the department of history, philosophy, and religion offers 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 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 credits)
- BUS 305 International Business (3 credits)
- GS 201 Globalization and its Challenges (3 credits)
- HST 366 Trends that Shaped the Modern World (3 credits)
- 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 credits)
- HST 104 Introduction to Western Civilization II (3 credits)
- HST 105 Introduction to American History I (3 credits)
- HST 106 Introduction to American History II (3 credits)
- HST American history elective (3 credits)
- HST six semester hours of non-American history electives

**Minor in Religious Studies**

- REL 100 Introduction to Religious Studies (3 credits)
- REL 210 Hebrew Bible (3 credits)
- REL 220 New Testament Studies (3 credits)
- REL 225 World Religions (3 credits)
- REL 334 Understanding Christian Faith (3 credits)

**Plus one of the following:**

- PHL 260 Contemporary Moral Issues (3 credits)
- REL 293 Special Topics in Religious Studies (3 credits)
- REL 340 Contemporary Theological Issues (3 credits)
- REL 494 Special Topics in Religious Studies (3 credits)
- REL 490 Independent Study in Religious Studies (3 credits)

**ADVANCED PLACEMENT**

An entering student who scores a four or five on the Advanced Placement Test will receive advanced placement and university credit equivalent to one or two courses as determined by the department. A student who scores one, two, or three on Advanced Placement tests will not receive advanced placement or earn college credit.

A copy of the Fontbonne courses that are satisfied by advanced placement courses is available in the department as

well as in the offices of the coordinator of prior learning assessment, admissions, and registrar.

### **COURSES**

#### **Geography**

##### **GGY 100 Introduction to Geography (3 credits)**

Study of the distribution, variation, and interrelationship of the natural and cultural features of the earth's surface; survey of the physical and cultural features characteristic of the various continents. FA

##### **GGY 205 Cultural Geography (3 credits)**

A meaningful way of looking at earth, not a mere inventory of its contents. Emphasis on socio-cultural diversity. SP

##### **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**

##### **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. FA

##### **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**

##### **GOV 101 U.S. and Missouri Constitutions (1 credit)**

This brief course will study the text of both the U.S. and Missouri Constitutions and discuss their relevance in today's environment. FA, SP

##### **GOV 102 Introduction to Law (3 credits)**

A look at the European background of our law and the evolution and application of law throughout American history. Offered alternate years.

##### **GOV 230 American National Government (3 credits)**

Historical background, organization, and functions of the American National Government; study of the operation of the Constitution and the Bill of Rights in today's environment and a study of the current political process in the United States. FA, SP

##### **GOV 293 Special Topics (1-3 credits)**

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

##### **GOV 331 American Constitutional Development (3 credits)**

Establishment of the American Constitution and its development from the colonial period to the present. Emphasis is given to the role of the United States Supreme Court.

##### **GOV 490 Independent Study (1-3 credits)**

Prerequisite: Junior or senior status and permission of instructor.

##### **GOV 494 Special Topics (1-3 credits)**

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

#### **History**

##### **HST 103 Introduction to Western Civilization I: Prehistory to 17th Century (3 credits)**

Covers prehistory, ancient history (Greece, Rome, Christianity, the Germanic Invasions), medieval history, early modern history (Renaissance and Reformation), and early 17th Century. Considers political, social, economic, cultural, religious and intellectual development of Europe and the West from prehistory to the seventeenth century. FA

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

Covers 17th century absolutism, the Scientific Revolution, the Enlightenment, the French Revolution and Napoleon, the 19th century (liberalism, socialism, nationalism, imperialism), WW I, democracies between the wars, the dictatorships, WW II, and the period since WW II (Cold War, Decolonization). Considers political, social, economic, cultural, religious, and intellectual development of modern Europe and the West since 1648. SP

##### **HST 105 Introduction to American History I: Discovery through Civil War (3 credits)**

Promotes a better understanding of the United States and how it has developed through a study of the American past. Covers discovery and colonization, the American Revolution, the Constitution, the Federalist Era, the Democratic-Republican Era, Jacksonian Democracy, Manifest Destiny, and the Civil War. FA

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

Promotes a better understanding of the United States and how it has developed through study of the American past. Covers Reconstruction after the Civil War, Big Business and

Reform, the Progressive Era, WW I, the Roaring Twenties, the Depression, WW II, the U.S. since WW II. SP

### **HST 252 Methods of Teaching History and Social Studies in the Middle and Secondary Schools (3 credits)**

Methods of teaching history and social studies at the secondary level. Alternate years. FA

### **HST 293 Special Topics (3 credits)**

Topics could include Holocaust; World after the Cold War; Contemporary America.

### **HST 294-299 Co-operative Education (1-6 credits)**

Supervised off-campus work experience cooperatively administered by an employer, faculty advisor, and director of cooperative education. Credits are determined by amount of working hours in an approved job. Full-time (six credits) co-op positions should be taken on alternating semesters, excluding summer terms. These courses are graded solely on a pass/no pass basis. No more than eighteen hours may be taken.

### **HST 303 Survey of Asian History (3 credits)**

Provides an introduction to Asian history. Establishes a broad foundation for understanding the culture and history of such countries as India, China, and Japan. Alternate years. FA

### **HST 305 History of Latin America (3 credits)**

History of Latin America, including the Pre-Colombian Era, Colonial Period, Wars of Independence, Imperialism, and Twentieth Century. Survey of Latin America as a whole as well as important developments shaping major countries. Alternate years. FA

### **HST 307 History of the Middle East (3 credits)**

Traces the history of political, economic, religious, and cultural development of the Middle East, emphasizing developments and trends of contemporary importance. Alternate years. SP

### **HST 309 History of Sub-Sahara Africa (3 credits)**

An historic overview of the development of Sub-Sahara Africa with an emphasis on political, economic, and cultural trends of the area. Alternate years. SP

### **HST 310 African-American History (3 credits)**

Provides an introduction to African-American history. Establishes a broad foundation for understanding the influence on America of the African-American community from pre-slavery to contemporary times. Topics include Pre-slavery, Colonialism, The Civil War, Jim Crow Laws, Reconstruction, The Harlem Renaissance, The Civil Rights Movement, and Contemporary Issues.

### **HST 340 American Social History (3 credits)**

Study of America from the colonial period to the present, emphasizing the forces that divided the united American society-assimilation of minority groups, the influence of religious institutions, and the impact of industrialization and urbanization. FA

### **HST 350 A History of Russia and the Soviet Union from 1815 until the Present (3 credits)**

Traces the political, economic, social, and cultural changes in Russia since 1815.

### **HST 366 Trends That Shaped the Modern World (3 credits)**

Study of the major political, economic, intellectual, and social developments which characterize the period from the fall of Napoleon I to the beginning of World War I; focus on "isms:" nationalism, liberalism, industrialism, socialism, and imperialism. Applications in the twentieth century. SP

### **HST 367 Twentieth Century Europe: World War I through World War II (3 credits)**

Stress on the impact of World War I, the rise of totalitarianism (Fascism, Nazism, Communism), democracy on trial, international tensions of the 1930s, the road to World War II.

### **HST 368 Twentieth Century Europe since World War II (3 credits)**

Stress on the development and cause of the Cold War, the role of the U.S. in European affairs, chief post-war trends in the major European countries; attempts to integrate Europe.

### **HST 490 Independent Study (2-3 credits)**

Independent study with an instructor of history, including such work as selected readings and AV selections, discussion, papers. Prerequisite: Junior or senior status and permission of instructor.

### **HST 494 Special Topics (1-3 credits)**

Topics could include Holocaust; World after the Cold War; Contemporary America.

### **HST 496 History Capstone (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.

## **Philosophy**

### **PHL 110 Introduction to Philosophy (3 credits)**

An invitation to the art of wondering; a course designed to help students understand what philosophy is, its aims and methods, and to acquaint them with representative issues, e.g., God, knowledge, the good. FA, SP

### **PHL 120 Introduction to Critical Thinking (3 credits)**

An introduction to critical thought and reasoning and the process of induction. FA, SP

### **PHL 221 Business Ethics (3 credits)**

A systematic overview of normative ethics and a comprehensive discussion of contemporary moral issues in a business context. Employs actual case studies drawn from business, as well as readings from a wide range of thinkers. FA, SP



### **PHL 260 Contemporary Moral Issues (3 credits)**

An introduction to ethical theories and their application to a wide range of issues, e.g., sexuality, abortion, capital punishment, affirmative action, euthanasia. FA, SP

### **PHL 293 Special Topics (1-3 credits)**

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

### **PHL 425 Aesthetics (3 credits)**

A study of the nature of art and beauty, the characteristics of aesthetic experience and the relation of art to the human experience as a whole. Alternate years. SP

### **PHL 494 Special Topics (1-3 credits)**

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

## **Religion**

### **REL 100 Introduction to Religious Studies (3 credits)**

An introductory course analyzing and describing the primary forms of religious expression, e.g., myths, rites, symbols, communities, that traditions have in common; a study of religion as seeking and responding to what humans experience as the holy or ultimate in its conceptual, performative, and social dimensions. FA, SP

### **REL 210 Hebrew Bible (3 credits)**

An exploration of the rich heritage to be found in the Pentateuch, the Histories, the Prophets, and Wisdom Literature. An introduction to the many dimensions of Scripture scholarship: history of religions, archeology, literary criticism, theology. FA

### **REL 220 New Testament Studies (3 credits)**

A critical introduction to the Gospels in light of contemporary Scripture scholarship; a study of the Christ and His teachings. SP

### **REL 225 World Religions (3 credits)**

A study of major living faiths other than Christianity: Primal religions, Hinduism, Buddhism, Confucianism, Taoism, Islam, and Judaism. FA, SP

### **REL 270 Psychology of Religion (3 credits)**

An introduction to the psychology of religion. The course examines the nature of religious experience, religious development, conversion, and religious behavior from a psychological perspective. The scope of the course includes the important historical contributions of James, Freud, Jung, and others, as well as current research findings into moral development, altruism, and prejudice. Prerequisite: PSY 100. SP

### **REL 293 Special Topics (1-3 credits)**

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

### **REL 334 Understanding Christian Faith (3 credits)**

The presentation of major doctrines of Christian faith in contemporary terms for reasoning women and men. Alternate years. FA

### **REL 340 Contemporary Theological Issues (3 credits)**

An exploration of contemporary theological questions and resources available for answering them.

### **REL 448 The Quest for God (3 credits)**

This seminar will enable students to hear the diverse voices of twentieth and twenty-first century Christian theologians.

### **REL 490 Independent Study (2-3 credits)**

Prerequisite: Junior or senior status and permission of instructor.

### **REL 494 Special Topics (2-3 credits)**

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

### **REL 496 Senior Synthesis/Capstone (3 credits)**

Advanced study in a specific area of religious studies, demonstrating research ability. Allows students to pursue in depth an interest that has arisen through the curriculum and to develop research skills needed for advanced study.

## **Social Science**

### **SSC 201 The American Economy (3 credits)**

A study of the development of the American economy from the colonial period to its present position as a major world economic power. A study of economic theory—how the American economy works today through the free market system and regulation, and what the future may hold. FA, SP

### **SSC 293/494 Special Topics (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.

The department of human environmental sciences offers a bachelor of science degree with majors in dietetics, early childhood, family and consumer sciences, and fashion merchandising. Early childhood majors may choose certifications in early childhood (birth-grade 3) and/or early childhood special education (birth-grade 3). Family and consumer sciences (FCS) majors may choose certification in family and consumer sciences (birth through grade 12) as part of the program. The department also offers minors in early childhood and food management.

The mission of the department is to prepare graduates who are competent to assume leadership and advocacy roles to empower individuals, strengthen families to enhance their quality of life throughout the life cycle, and to enable communities. Graduates accomplish this through careers in education, health care, business and industry, and social/human service.

Graduates from the programs in the department of human environmental sciences (HES) are in great demand and enjoy a very high rate of placement in their chosen career areas. In fact, there is a need for FCS educators at the middle school, secondary, and post secondary levels. Graduates of the dietetics program pass the national registration exam for dietitians at a rate far above the standards required by the Commission on Accreditation for Dietetics Education (CADE).

Undergraduates who complete their degrees are encouraged to pursue an advanced degree. The department offers both a master of arts (MA) degree in HES with a choice of concentrations, and a master of arts in teaching (MAT) degree in family and consumer sciences. See the human environmental sciences program in the graduate section in this catalog for information.

### Common Strengths of All Programs

- All programs in the department integrate concepts from the arts, humanities, social, biological, and physical sciences with content from the human environmental sciences discipline and areas of specialization to meet the physical, social, psychological, and economic needs of individuals and families.
- The curriculum encourages the development of a disciplined mind; critical, creative, and reflective thought; skills in human relationships and communications; as well as professional competencies.
- The educational experiences of all programs focus on values, interrelationships of people with their

environment, cultural diversity, and the management of resources in preparing students to assist others in meeting the challenges of their physical, social, educational, economic, and community environments.

- All students completing a major in the department participate in the following synthesizing courses and experiences:
  - A course in the basic foundations of the HES discipline, including the examination of the body of knowledge, life course development, human ecosystems theory, wellness, global interdependence, resource development and sustainability, appropriate use of technology, and capacity building.
  - A course in advocacy where students examine strategies to use for the common good within personal, professional, and community settings. Students examine issues including the legal rights and responsibilities of individuals and families, the impact of economics and technology in a global society, the impact of cultural and economic diversity on resource management, and the relationships between/among individuals, families, businesses, and community agencies.
  - A senior synthesis course requiring a comprehensive project that critically examines an issue or trend in an area of interest in the broad field of human environmental sciences.
  - Field-based experiences (practicum, internship, and service-learning) integral to all of the programs in order to provide students with the opportunity to integrate theory with practice and explore a range of possibilities for professional practice. The metropolitan St. Louis area provides a wealth of opportunities for such field-based experiences.
  - Career seminars that allow students to survey professional development practices in their respective fields, including learning strategies for developing one's career path.

Students are encouraged to become members of the Student Human Environmental Sciences Association (SHESA) and the American and Missouri Associations of Family and Consumer Sciences. They may also become members of associations related to their area of specialization. These experiences provide students with leadership development and professional networking opportunities at the local, state, and national levels.

## FACULTY

**Allison Edwards**, assistant professor of family and consumer sciences (FCS); chairperson of the department of human environmental sciences; director of the undergraduate program in FCS

**Angie Dowell**, instructor of fashion merchandising

**Janine Duncan**, associate professor of family and consumer sciences (FCS); FCS teacher educator

**Patricia Durkin**, instructor of early childhood

**Cheryl Houston**, professor of dietetics; director of the dietetics program

**Sarah Huisman**, assistant professor of early childhood; director of the early childhood program

**Joyce Starr Johnson**, associate professor of fashion merchandising

**Jaimette McCulley**, assistant professor of dietetics

**Rogene Nelsen**, assistant professor of fashion merchandising; director of the fashion merchandising program

**Mary Beth Ohlms**, instructor of dietetics

## DUAL UNDERGRADUATE/GRADUATE ENROLLMENT

See dual enrollment in both the undergraduate and graduate program information sections in this catalog.

## MAJOR IN DIETETICS

The dietetics curriculum prepares students for entrance into accredited supervised practice programs following graduation. The Didactic Program in Dietetics (DPD) at Fontbonne University is currently granted initial accreditation by the Commission on Accreditation for Dietetics Education of the American Dietetic Association, 120 South Riverside, Suite 2000, Chicago, IL 60606-6995, 312-899-0040.

### Baccalaureate Degree and Residency Requirements

All requirements for an undergraduate degree are listed under academic policies and regulations in the 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 credit hours*) at Fontbonne.

A student in the dietetics major must have achieved 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).

## General Education Requirements

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

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

BIO 250 Microbiology (4 credits)

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

HES 397 Advocacy in Professional Practice (3 credits)

MTH 105 College Algebra (4 credits)

PSY 100 Introduction to Psychology (3 credits)

**OR**

PSY 200 Development of Psychology (3 credits)

## Courses Required in the Major

HES 201 Career Seminar I (1 credit)

HES 216 Principles of Nutrition (3 credits)

HES 221 Food Science Theory and Application (4 credits)

HES 223 Interviewing, Education, and Counseling for Dietetics Professionals (3 credits)

HES 291 Foundations in Human Environmental Sciences (3 credits)

HES 301 Career Seminar II (1 credit)

HES 312 Application of Nutrition Concepts (3 credits)

HES 318 Community/Public Health Nutrition: Preconception through the Preschool-Age Child (4 credits)

HES 319 Community/Public Health Nutrition: The School-Age Child through Adulthood (4 credits)

HES 326 Quantity Food Service Purchasing and Operations (3 credits)

HES 345 Management Principles and Practices in Food Service Operations (4 credits)

HES 397 Advocacy in Professional Practice (3 credits)

HES 415 Medical Nutrition Therapy I (4 credits)

HES 416 Medical Nutrition Therapy II (3 credits)

HES 419 Advanced Nutrition (3 credits)

HES 422 Food Pathways for Diverse Groups (3 credits)

HES 424 Experimental Foods (4 credits)

HES 457 Application of Principles and Practices in Dietetics (4 credits)

HES 459 Internship Preparation Seminar (1 credit)

HES 470 Methods in Teaching FCS (3 credits)

HES 497 Senior Synthesis in Human Environmental Sciences (3 credits)

## Courses Required in Other Disciplines

BIO 220 Anatomy and Physiology I (4 credits)

BIO 222 Anatomy and Physiology II (4 credits)

BUS 230 Management Principles (3 credits)

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

CHM 328 General, Organic, and Biological Chemistry III (4 credits)

## MAJOR IN EARLY CHILDHOOD

A student may choose to major in early childhood (*with certification*) or early childhood (*without certification*). There are two certification options: early childhood (*birth-grade 3*) and/or early childhood special education (*birth-grade 3*). Because of certification requirements from the Missouri Department of Elementary and Secondary Education, it may take longer than eight semesters for students to complete the certification options with this major. The student who pursues a major in early childhood without certification is encouraged to choose a minor. Recommendations include such areas as business administration, psychology, sociology, human services, computer science, or communication. The student will select the minor in consultation with the academic advisor.

## Baccalaureate Degree and Residency Requirements

All requirements for an undergraduate degree are listed under academic policies and regulations in the undergraduate introductory section 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 credit hours*) at Fontbonne.

A student seeking certification in the early childhood major must have achieved a minimum cumulative grade point average (GPA) of 2.75 on a 4.0 scale for coursework designated as "professional," and a minimum cumulative GPA of 2.5 on a 4.0 scale at the time of application for major approval, application for degree and teacher certification (*if selected*), and through degree completion. Students seeking certification are required to achieve a grade of C- or better in all "professional" courses (see curriculum guide sheet). These standards take into consideration all undergraduate coursework taken at all colleges and/or universities attended.

A student in the early childhood program who is not seeking certification must have achieved a minimum cumulative GPA of 2.5 on a 4.0 scale at Fontbonne University at the time of application for major approval and application for degree and through degree completion. Students who are not seeking certification are required to achieve a grade of C- or better in all HES courses.

## General Education Requirements

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

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

- BIO 108 Introduction to Life Science with Lab (3 credits)
- CIS 103 Microcomputer Applications in Education (3 credits)
- Fine arts requirement in music or art only (3 credits)
- GOV 101 US and Missouri Constitutions (1 credit)
- HES 266 Management of Family Resources (3 credits)
- HST American history requirement (3 credits)
- MTH 102 Contemporary Topics in Mathematics for Educators (3 credits)
- PHY 108 Introduction to Physical Science with Lab (3 credits)
- PSY 200 Developmental Psychology (3 credits)

## Courses Required in the Major

- HES 131 Introduction/Observation of Early Childhood Programs (3 credits)
- HES 201 Career Seminar I (2 credits)
- HES 214 Nutrition and Wellness (2 credits)
- HES 230 Infant and Toddler Development (3 credits)
- HES 232 The Young Child (3 credits)
- HES 266 Management of Family Resources (3 credits)
- HES 291 Foundations in Human Environmental Sciences (3 credits)
- HES 301 Career Seminar II (1 credit)
- HES 336 Parent Education (3 credits)
- HES 397 Advocacy in Professional Practice (3 credits)
- HES 431 Early Childhood Integrated Curriculum (3 credits)
- HES 432 Administration of Early Childhood Programs (2 credits)
- HES 433 Applications of Early Childhood Integrated Curriculum (4 credits)
- HES 497 Senior Synthesis in Human Environmental Sciences (3 credits)

## Courses Required in Other Disciplines

- CDS 105 Speech and Language Development of the Normal and Exceptional Child (3 credits)
- EDU 120 Psychology of the Exceptional Child (3 credits)
- Additional Courses Required for Early Childhood Certification (birth-grade 3):
- BIO 370 Teaching of Science in the Early Childhood, Elementary, and Middle School (2 credits)
- EDU 200 Introduction to Classroom Teaching—Elementary (3 credits)
- EDU 234 Philosophical Foundations of Education (3 credits)
- EDU 263 Methods of Teaching Reading and Language Arts (6 credits)

- EDU 306 Analysis and Correction of Reading Disabilities (3 credits)
- EDU 325 Individualized Assessment and Approaches in Early Childhood (3 credits)
- EDU 333 Multi-Sensory Methods for the Elementary Classroom (2 credits)
- EDU 338 Emergent Literacy across the Curriculum (2 credits)
- EDU 373 Educating toward a Global Perspective (2 credits)
- EDU 410 Planning for Instruction & Assessment—Elementary and Special Education (2 credits)
- EDU 450 Student Teaching at the Elementary Level (6 credits)
- EDU 452 Student Teaching at the Preschool-K Level (6 credits)
- MTH 350 Methods of Teaching Mathematics in the Early Childhood and Elementary School (3 credits)

**Additional Courses Required for Early Childhood Special Education Certification**

In order to receive early childhood special education certification, the following courses are required in addition to those listed above for early childhood certification:

- EDU 307 Methods of Teaching Early Childhood Special Education (3 credits)
- EDU 394 Counseling Techniques (3 credits)
- EDU 453 Student Teaching in Early Childhood Special Education (6 credits)
- HES 375 Practicum in Early Childhood Special Education (3 credits)

**Additional Courses Required for Early Childhood without Certification**

- HES 235 Play, Happiness, and Well-Being (3 credits)
- HES 337 Family Relations (3 credits)
- HES 460 Internship (7 credits)
- MTH 103 may be taken in place of MTH 102

**MAJOR IN FAMILY AND CONSUMER SCIENCES**

Degree- and certification-seeking students are required to meet these requirements addressed in the curriculum in this catalog. A bachelor of science degree in family and consumer sciences offers undergraduate students both certification (birth–grade 12) and non-certification options.

**Baccalaureate Degree and Residency Requirements**

All requirements for an undergraduate degree are listed under academic policies and regulations in the undergraduate introductory section 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 credit hours*) at Fontbonne.

A student in the family and consumer sciences major seeking certification must have achieved a minimum cumulative grade point average (GPA) of 2.75 on a 4.0 scale for coursework designated as “professional,” and a cumulative GPA of 2.5 on a 4.0 scale at the time of application for major approval and application for degree and teacher certification. Students seeking certification are required to achieve a grade of C- or better in all “professional” courses (see curriculum guide sheet available in the department). These standards take into consideration all undergraduate coursework taken at all colleges and/or universities attended.

A student in the family and consumer sciences program who is not seeking certification must have achieved a minimum cumulative grade point average of 2.5 on a 4.0 scale at Fontbonne University at the time of application for major approval and application for degree and through degree completion. Students who are not seeking certification are required to achieve a grade of C- or better in all HES courses.

**General Education Requirements**

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

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

- SOC 100 Introduction to Sociology (3 credits)
- ART 155 Art Appreciation (3 credits)
- BIO 108 Introduction to Life Science with Lab (3 credits)
- CIS 103 Microcomputer Applications in Education (3 credits)
- COM 103 Interpersonal Communication (3 credits)
- GOV 101 US & Missouri Constitutions (1 credit)
- HES 266 Management of Family Resources (3 credits)
- HST American history requirement (3 credits)
- MTH 115 Statistics (3 credits)
- PSY 200 Developmental Psychology (3 credits)
- PHL 260 Contemporary Moral Issues (3 credits)

**Courses Required in the Major**

- HES 119 Essential Concepts for Health and Fitness (3 credits)
- HES 201 Career Seminar I (1 credit)
- HES 214 Nutrition and Wellness (2 credits)
- HES 221 Food Science Theory and Application (4 credits)
- HES 230 Infant and Toddler Development (3 credits)
- HES 232 The Young Child (3 credits)
- HES 245 Housing (3 credits)

- HES 266 Management of Family Resources (3 credits)  
 HES 270 Textiles & Apparel for Classroom Educators (3 credits)  
 HES 291 Foundations in Human Environmental Sciences (3 credits)  
 HES 301 Career Seminar II (1 credit)  
 HES 336 Parent Education (3 credits)  
 HES 337 Family Relations (3 credits)  
 HES 397 Advocacy in Professional Practice (3 credits)  
 HES 422 Food Pathways for Diverse Groups (3 credits)  
 HES 470 Methods in Teaching FCS (3 credits)  
 HES 472 Curriculum in FCS (3 credits)  
 HES 497 Senior Synthesis in Human Environmental Sciences (3 credits)

### Courses Required in Other Disciplines

- BUS 208 Personal Finance (3 credits)  
 SOC 355 Social Aspects of Aging (3 credits)  
 EDU 120 Psychology of the Exceptional Child (3 credits)  
 EDU 201 Introduction to Classroom Teaching—Middle/Secondary (3 credits)  
 EDU 234 Philosophical Foundations of Education (3 credits)  
 EDU 401 Classroom/Behavioral Management Techniques (3 credits)  
 EDU 350 Methods of Teaching Reading in the Content Area (2 credits)  
 EDU 447 Planning for Instruction and Assessment—Middle and Secondary (3 credits)  
 EDU 451 Student Teaching at the Secondary Level (10 credits)

### MAJOR IN FASHION MERCHANDISING

The International Textile and Apparel Association, Inc. (ITAA), a professional organization of textile, apparel, and retail scholars in education, business, government, and industry has developed goals for students graduating from textile, apparel, merchandising, and design institutions. The Fontbonne fashion merchandising curriculum integrates these voluntary goals throughout the curriculum.

Students in fashion merchandising are encouraged to select a minor in business administration, advertising, graphic design, or communication to complete 128 hours for the graduation.

### Baccalaureate Degree and Residency Requirements

All requirements for an undergraduate degree are listed under academic policies and regulations in the 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 credit hours) at Fontbonne.

A student in the fashion merchandising major must have a minimum cumulative grade point average at Fontbonne of 2.5 on a 4.0 scale at the time of application for major approval and application for a degree. Fashion merchandising students must earn a grade of C- or better in all HES courses and their prerequisites (CHM102; BUS233; PSY/SOC100).

### General Education Requirements

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

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

- CHM 102 Essentials of Chemistry with Lab (4 credits)  
 CIS 110 Microcomputer Applications: Spreadsheet (3 credits)

**OR**

- CIS 111 Microcomputer Applications: Database (3 credits)  
 PSY 100 Introduction to Psychology (3 credits)

**OR**

- SOC 100 Survey of Sociology (3 credits)

### Courses Required in the Major

- HES 101 Fashion Merchandising at Fontbonne University (1 credit)  
 HES 105 Personal, Professional, and Cultural Dress (3 credits)  
 HES 106 Essentials of Fashion (3 credits)  
 HES 107 The Fashion Industry (3 credits)  
 HES 108 Fundamentals of Sewing Technologies (1 credit)  
 HES 200 Apparel Product Development (4 credits)  
 HES 201 Career Seminar I (1 credit)  
 HES 202 Textiles (3 credits)  
 HES 205 Apparel Production and Evaluation (4 credits)  
 HES 119 Essential Concepts for Health and Fitness (3 credits)  
**OR**  
 HES 214 Nutrition and Wellness (2 credits)  
**OR**  
 HES 213 Nutrition for Fitness and Physical Performance (3 credits)  
 HES 291 Foundations in Human Environmental Sciences (3 credits)  
 HES 307 Fashion Behavior and Forecasting (3 credits)  
 HES 308 History of Costume (3 credits)  
 HES 309 Fashion Merchandising Strategies I: Visual Merchandising and Store Planning (4 credits)  
 HES 310 Fashion Merchandising Strategies II: Promotion in the Merchandising Environment (4 credits)  
 HES 397 Advocacy in Professional Practice (3 credits)  
 HES 405 Principles of Fashion Merchandising and Management (3 credits)  
 HES 406 Merchandise Buying: Planning and Control (3 credits)

HES 459 Internship Preparation Seminar (2 credits)  
HES 460 Internship (2-7 credits)  
HES 497 Senior Synthesis in Human Environmental Sciences (3 credits)

### **Courses Required in Other Disciplines**

BUS 233 Principles of Marketing (3 credits)  
BUS Business elective (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 Early Childhood**

Students from other majors who desire an early childhood minor must take the following core courses identified with an asterisk (\*) and may choose any of the other courses listed to total 18-21 credits:

\*HES 131 Introduction/Observation of Early Childhood Programs (3 credits)  
\*HES 230 Infant and Toddler Development (3 credits)  
\*HES 232 The Young Child (3 credits)  
\*HES 431 Early Childhood Integrated Curriculum (3 credits)  
HES 235 Play, Happiness, and Well-Being (3 credits)  
HES 336 Parent Education (3 credits)  
HES 337 Family Relations (3 credits)  
HES 397 Advocacy in Professional Practice (3 credits)  
HES 432 Administration of Early Childhood Programs (2 credits)  
HES 433 Application of Early Childhood Integrated Curriculum (4 credits)

#### **Minor in Food Management**

Students interested in a career in food management, marketing, or promotion will find the addition of this minor to a major in such areas as advertising or business administration important in preparing for their professional career goals.

Students choosing a minor in food management must take the following courses (see course descriptions for prerequisites) which include a supervised practicum experience:

HES 214 Nutrition and Wellness (2 credits)  
HES 221 Food Science Theory and Application (4 credits)  
HES 326 Quantity Food Service Purchasing and Operations (3 credits)  
HES 345 Management Principles and Practices in Food Service Operations (4 credits)  
HES 422 Food Pathways for Diverse Groups (3 credits)  
HES 458 Application of Management Principles and Practices in Food Service Operations (3-4 credits)

### **COURSES**

#### **HES 101 Fashion Merchandising at Fontbonne University (1 credit)**

This seminar is designed to introduce transfer students to the fashion merchandising program and the human environmental sciences department. Program philosophy and values, the integration of professional development, experiential and service learning, and travel study tour opportunities will be explored. Successful completion of the seminar is required for major approval. Transfer students are urged to enroll in HES 101 during their first semester at Fontbonne. FA, SP

#### **HES 105 Personal, Professional, and Cultural Dress (3 credits)**

Studies the values associated with appearance of individuals and groups within cultural, social, psychological, and economic realms; including the visual impact of the identity on the self and others. FA, SP

#### **HES 106 Essentials of Fashion (3 credits)**

Study of the elements and principles of design; application of design basics to specific home and apparel fashion; introduction to fashion design and designers, apparel components, and vocabulary used in the design process. Practical applications through laboratory experiences are integral to the course. FA, SP

#### **HES 107 The Fashion Industry (3 credits)**

Surveys fashion development through the fashion industry. Investigates the principles involved in the design, production, and marketing of fashion products from concept to consumer. Domestic and foreign fashion markets are studied. Career options are explored. FA, SP

#### **HES 108 Fundamentals of Sewing Technologies (1 credit)**

Introduction to basic sewing equipment, instructions, and procedures; familiarity with supply acquisition and use; resources and uses for sewing applications; and selection of sewing projects appropriate for various skill levels. FA, SP

#### **HES 119 Essential Concepts for Health and Fitness (3 credits)**

Introduction to health issues related to physical, psychological, and social well being. The course allows students to learn and practice critical thinking skills important in the management of health and fitness. FA, SP, Online FA, Online SP, Online SU

#### **HES 131 Introduction/Observation of Early Childhood Programs (3 credits)**

Observation and critical analysis of diversified early childhood programs, with an emphasis on program quality. FA

#### **HES 200 Apparel Product Development (4 credits)**

An examination of the product development and production issues critical in apparel manufacturing. Intensive laboratory experiences develop skills in apparel manufacturing, contrasting home and industry methods through mastery of set competencies. Development of an awareness of production

techniques assists in the consumer evaluative processes related to human textile product consumption. Prerequisites: HES 108 or consent of instructor. FA, SP

### **HES 201 Career Seminar (1-2 credits)**

Survey of professional development practices for students' respective fields, including learning strategies for developing one's career path. Prerequisite: Sophomore status. FA, SP

### **HES 202 Textiles (3 credits)**

Analyzes physical and chemical properties of textile products. Includes the study of fibers, yarns, fabric structures, textile design, coloration, and finishing. Identification, use, care, performance, and storage of textile products are studied. Legislation and standards are examined. Laboratory experiences are integral to the course. Prerequisite or concurrent: CHM 102 or CHM 106. FA

### **HES 205 Apparel Production and Evaluation (4 credits)**

Develops an understanding of ready-to-wear garment production and decisions involved in all phases of the production process. Analyzes techniques used by manufacturers and provides students with methods for evaluating apparel quality. Prerequisites: HES 107; HES 200; HES 202. SP

### **HES 213 Nutrition for Fitness and Physical Performance (3 credits)**

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

### **HES 214 Nutrition and Wellness (2 credits)**

Introduction to basic nutrition concepts that relate to an individual's health throughout the life cycle. Exploration of current issues in nutrition, health, and safety. Not appropriate for dietetics majors. Also offered online. FA, SP, SU as needed.

### **HES 216 Principles of Nutrition (3 credits)**

Introduction to the science of nutrition including the structure, digestion, absorption, metabolism, basic functions, and sources of nutrients. Dietary guidelines and nutritional assessment/evaluation are introduced using computer-assisted analysis. FA

### **HES 221 Food Science Theory and Application (4 credits)**

Study of the physical and chemical properties of food in relation to quality, safety, selection, preparation, and standards. Laboratory experiences, including the integration of computer applications, are integral to this course. FA

### **HES 223 Interviewing, Education, and Counseling for Dietetics Professionals (3 credits)**

Clinical and customer service skills and human resource management will be applied to a wide spectrum of dietetics related job functions. Students will perform interview, education, and counseling skills across the scope of practice for dietetics professionals. Students will develop and critique educational materials for a variety of audiences. SP

### **HES 229 Infant/Toddler Practicum (1 credit)**

The practicum consists of a 30-hour placement in an early childhood center within an infant or toddler classroom. The practicum includes learning to observe, document, interact, and teach infants/toddlers in a developmentally appropriate manner. This practicum is required only for students transferring in the equivalent of HES 230 Infant 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

### **HES 230 Infant and Toddler Development (3 credits)**

Study of prenatal, neonatal, infant, and toddler development with emphasis given to the birth process and the physical, cognitive, and psychosocial aspects affecting parents and children. Infant observation and practicum experience is an integral part of the course (30 clock hours in addition to the scheduled class meeting times). FA

### **HES 232 The Young Child (3 credits)**

Study of the physical, social, emotional, and cognitive development of young children ages three through eight. Course includes observations of preschool age children (30 clock hours in addition to the scheduled class meeting times). Prerequisite: HES 230 or consent of instructor. SP

### **HES 233 Young Child Practicum (1 credit hour)**

The practicum consists of a 30-hour placement in an early childhood center within a preschool classroom. The practicum includes learning to observe, document, interact, and teach preschoolers in a developmentally appropriate manner. This practicum is required only for students transferring in the equivalent of HES 232 The Young Child, but who are missing the practicum experience in the transferred course. Practicum experiences in transferred courses must be documented and verified by previous syllabus or a transcript. SP, SU, FA

### **HES 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

### **HES 245 Housing (3 credits)**

Study of housing and work place environments to meet human and workspace needs including options, types, accessibilities, materials, cost, issues, and problems. The focus is on special design and resource management, including universal design principles, space management guidelines, codes, and ecological consideration. Laboratory and field-based experiences are integral to the course. SP 2012, SP 2014

### **HES 266 Management of Family Resources (3 credits)**

Study of current trends influencing the availability of resources to individuals and families; stresses management processes, decision making, and communication skills necessary for



the satisfaction of needs and achievement of goals. Discusses the role of one's philosophy and values in developing critical judgment in conscious decision making. Additional service learning hours are required beyond the scheduled class meeting times. FA, SP

**HES 270 Textiles and Apparel for Classroom Educators (3 credits)**

This course will provide an overview of textiles, basic apparel construction, critical approaches to teaching clothing in a service/information economy, psychological and social aspects of clothing, and implementation skills required for FCS educators working in both middle and high school fashion and clothing classrooms. Students will be introduced to planning, lesson writing, and student assessment in the context of diverse classrooms. SU 2013, SU 2015

**HES 291 Foundations in Human Environmental Sciences (3 credits)**

Introduction to the basic foundations of the HES discipline, including examination of philosophies pertinent to HES as well as the body of knowledge, life course development, systems theory, wellness, global interdependence, resource development and sustainability, appropriate use of technology, and capacity building. Discussion of career paths and planning, workplace skills, employability, and entrepreneurship will be included. FA, SP, SU

**HES 293 Special Topics (1-3 credits)**

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

**HES 301 Career Seminar II (1-2 credits)**

Application of professional development practices in students' respective fields, focusing on professionalism and decision-making. FA, SP

**HES 307 Fashion Behavior and Forecasting (3 credits)**

Social, psychological, economic, political, and communication factors influencing consumers' fashion preferences and buying decisions are studied. Principles and methods used to forecast fashion trends are analyzed. Prerequisites: HES 107; BUS 233; PSY100/SOC100 or consent of instructor. SP

**HES 308 History of Costume (3 credits)**

Studies the origin and development of costume from the early Mediterranean period to the present. Special focus on the change in form and function of dress in relation to the cultural and aesthetic environment in which dress was and is used, including social, religious, political, economic, and technological factors. Prerequisite: Junior status or consent of the instructor. FA

**HES 309 Fashion Merchandising Strategy I: Visual Merchandising and Store Planning (4 credits)**

Studies the concepts and techniques used in visual merchandising including store planning, layout, and fixturing options. Practical experience in creative problem solving using product, props, fixtures, mannequins, display showcases,

and/or marketing. Off-campus experiences include store analysis and display observations. Prerequisites: HES 105; HES 106; HES 107. FA, SP

**HES 310 Fashion Merchandising Strategy II: Promotion in the Merchandising Environment (4 credits)**

Studies the principles and methods used in promoting soft goods at all fashion market levels including direct marketing, publicity/public relations, advertising, special events, sales promotion, and fashion shows. Practical experiences applying the principles are gained through the production and coordination of fashion events. Prerequisites: HES 107; HES 309; BUS 233. SP

**HES 312 Application of Nutrition Concepts (3 credits)**

Exploration of nutrition recommendations as they apply to healthy adult populations. The course will also include nutrition history interviewing, weight management practices, dietary supplement use, functional foods, and nutrition for physical performance. These concepts will be applied through papers, research article summaries, case studies, and role playing. Prerequisite: HES 216. FA

**HES 318 Community/Public Health Nutrition: Preconception through the Preschool-Age Child (4 credits)**

The study of normal growth and development from preconception through the preschool-age child, including common nutritional needs, deficiencies, and the impact of lifestyle, culture, economics, and values on nutritional intake. The course includes a study of the roles of community/public health nutrition professionals and the resources available to promote wellness in the community with a focus on the planning, implementation, and evaluation of programs designed to meet the needs of this population. Prerequisite: HES 319. SP

**HES 319 Community/Public Health Nutrition: The School-Age Child through Adulthood (4 credits)**

Continuation of HES 318 Community/Public Health Nutrition: Preconception through the Preschool-Age Child. This course addresses the study of the role of nutrition, including common nutritional needs, deficiencies, and the impact of lifestyle, culture, economics, and values on this population. The course includes a study of the roles of community/public health nutrition professionals and the resources available to promote wellness in the community with a focus on the planning, implementation, and evaluation of programs designed to meet the needs of this population. Prerequisite: HES 216. FA

**HES 320 The Science of Gender and Human Health (3 credits)**

This course explores trans-disciplinary theoretical perspectives through which we can understand issues related to gender and human health. The interaction of gender with class, race/ethnicity, and sexuality will also be explored. The course will also examine the way gender has affected people's experiences and expectations of health and the health care system.

Specific health-related issues covered in this course include reproductive health, mental health and violence, occupational health and work, chronic disease management, and access to health care systems with attention paid to related research and policy initiatives. SP 2013, SP 2015

### **HES 326 Quantity Food Service Purchasing and Operations (3 credits)**

Analysis and application of the principles, techniques, and tools used in quantity food purchasing, storage, production, service, menu planning, and recipe standardization. Includes use of computers in food service operations. Course covers techniques necessary for successful cost control measures in food service purchasing. Course emphasizes a team approach to successful food service operations, while preparing students to handle management roles in a food service operation. Field observations and labs are integral to the course.

Prerequisites for food management minors: HES 214; HES 221. Prerequisites for dietetics majors: HES 216; HES 221. FA

### **HES 336 Parent Education (3 credits)**

Exploration and discussion of the roles of parents in a child's development. Including concerns confronting parents and presents opportunities to clarify values and improve communication skills. Practice of techniques and strategies of parent education are integrated into the course. FA

### **HES 337 Family Relations (3 credits)**

Analysis of family interaction patterns throughout the life cycle. Emphasis on issues related to self-understanding, readiness for mature relationships, and communication within families. Focus is on understanding family dynamics in relationships and the interrelationships of family with other social institutions. SP

### **HES 345 Management Principles and Practices in Food Service Operations (4 credits)**

Study of food service operations, administration, and management with emphasis on human and material resource management, financial management of food service operations, layout and design of workspace and equipment and facilities, and use of computers in food service management. Prerequisites: BUS 230; HES 326. SP

### **HES 375 Practicum in Early Childhood Special Education (3 credits)**

Application of principles of child development, early childhood, and early childhood special education through participation in a program for young children with special needs. Prerequisites: HES 232; HES 431; prerequisite or concurrent: EDU 307. SP

### **HES 397 Advocacy in Professional Practice (3 credits)**

Examines strategies for individuals to use as advocates for the common good within personal, professional, and community settings. Students in this course will examine issues including the legal rights and responsibilities of individuals and families, the impact of economics and technology in a global society, the impact of cultural and economic diversity on re-

source management, and the relationships between individuals, families, businesses, and community agencies. Students will develop the ability to collect, interpret, and utilize community needs assessments. Life skills associated with coping strategies and conflict management will be addressed. Prerequisite: HES 291; FA, SP, SU

### **HES 405 Principles of Fashion Merchandising and Management (3 credits)**

Investigates the merchandising and buying functions/responsibilities in various types of apparel organizations. Covers merchandise resources in domestic and global markets, vendor relations, and negotiations. Introduces students to merchandise math. Prerequisites: HES 107; BUS 233; junior or senior status in FM program or consent of instructor. FA

### **HES 406 Merchandise Buying: Planning and Control (3 credits)**

Planning, buying, and selling of soft goods; emphasis on buying techniques, six-month and model stock plans, open-to-buy, and profit and loss statements. Problem solving and practical applications enhanced through merchandise math calculations and case studies. Prerequisites: HES 405; junior or senior FM status or consent of instructor. SP

### **HES 415 Medical Nutrition Therapy I (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: HES 319; BIO 222, and major approval required. FA

### **HES 416 Medical Nutrition Therapy II (3 credits)**

Continuation of Medical Nutrition Therapy I. Ongoing study of the roles of the dietitian in the nutrition care process, focusing on nutrition assessment, documentation, and appropriate medical nutrition therapy intervention in selected disease states. Prerequisite: HES 415. SP

### **HES 419 Advanced Nutrition (3 credits)**

In-depth study of nutrients in the body focusing on digestion, absorption, metabolism, and physiologic functions. Prerequisites: BIO 222; CHM 318; major approval required. HES 312. FA

### **HES 422 Food Pathways of Diverse Groups (3 credits)**

The study of food patterns for diverse groups. Emphasis on diversity, cultural awareness, socio-economics, geography, and technological factors affecting food patterns. Also integrated into the course are techniques and concerns in food and meal management, contemporary food and nutrition issues, varied food preparation techniques, sanitation and safe food handling concerns, and food availability issues. Laboratory experience is integral to the course. Prerequisites for food management minors: HES 214; HES 221. Prerequisites for dietetics majors: HES 216; HES 221. FA

### **HES 424 Experimental Foods/Lab (4 credits)**

Introduction to research and scientific methods of problem solving in the area of foods. Emphasis on student directed projects and experiments using research and development techniques, appropriate technology, and oral and written communication of research findings. Laboratory experience. Prerequisite: HES 221. SP

### **HES 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: HES 232. FA

### **HES 432 Administration of Early Childhood Programs (2 credits)**

Study of preschool, child care, and nursery school management, planning, and financing; emphasis on the director's role in staff relations and program planning. Prerequisites: HES 431 or consent of instructor. SP

### **HES 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: HES 431. SP

### **HES 440 History of Women in the United States (3 credits)**

This course examines the role women have played as individuals and as family members throughout the history of the United States. Investigates distinct cultural beliefs concerning the role of women and mothers, family relationships, the past and future of women. Cross-cultural and multicultural aspects are key aspects of this course. Reading and discussion are integral to the course. This course may be cross-listed with HST440. Offered online only. SU

### **HES 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: HES223; HES312; HES319; HES326; BUS230; major approval. SP

### **HES 458 Application of Management Principles and Practices in Food Service Operations (3-4 credits)**

An individual field-based practicum experience focusing on the application of principles of business and foodservice

management in institutional foodservice operations. Sites used include nursing homes, hospitals, schools, and commercial foodservice operations. Geared to assist the student in understanding and applying good management techniques in real world situations. Course requires each student to complete ServSafe training/exam, an independent project for use by site facility as an integral part of the course. Prerequisites: BUS230; HES 326. SP

### **HES 459 Internship Preparation Seminar (1-2 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: major approval. Prerequisites for dietetic majors: HES 301; senior status or consent of instructor. Prerequisite for fashion merchandising majors: HES 201. FA

### **HES 460 Internship (2-7 credits)**

A supervised, off-campus field-based experience at an approved site specifically related to students' career goals; integrates and applies academic knowledge and skills; emphasizes professional development. Prerequisite: Senior status or consent of instructor. FA, SP, SU as needed.

### **HES 467 Practicum in Family and Community Resources (2-4 credits)**

An individually arranged practicum providing the student with the opportunity to apply principles of management and the content of the student's major in a community-based setting. FA, SP, SU

### **HES 470 Methods in Teaching FCS (3 credits)**

Study of the philosophy and mission of the discipline and its practice and the roles and responsibilities of the professional, including ethics. Evaluation of client/learner needs, including learning styles, strategies, methods, resources, and technology that facilitate meeting needs on a one-to-one, small/large group basis. Assessment processes to facilitate accountability and systemic changes as well as professional growth and development are included. Practice opportunities are an integral part of the course. Prerequisites: Family and consumer sciences majors: EDU 234; Dietetics: HES 223. FA

### **HES 472 Curriculum in FCS (3 credits)**

Study of family and consumer sciences program design, development, and administration with particular attention to program types, including youth and adult education programs. Coordination and supervision techniques vital to successful program development and implementation are also integral to the course. SP

### **HES 490 Independent Study (1-4 credits)**

Independent study of a problem of specific interest to the student. Open only to students with junior or senior status and with permission of instructor and department chairperson.

**HES 494 Special Topics (1-3 credits)**

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

**HES 497 Senior Synthesis in Human Environmental Sciences (3 credits)**

Critical evaluation and discussion of trends and needs in a specific area of interest in the broad field of human environmental sciences; based on an independent project with a research orientation and drawing of conclusions as they relate to the quality of life of individuals and families. Prerequisite: major approval and HES 397. FA, SP

**HES 498 Senior Synthesis: Research in Human Environmental Sciences (2 credits)**

Continuation of Senior Synthesis in Human Environmental Sciences. Critical evaluation and discussion of trends and needs in a specific area of interest in the broad field of human environmental sciences; based on an independent project with a research orientation, analysis of results, and drawing of conclusions as they relate to the quality of life of individuals and families. Active research, written paper, and oral presentation required. Prerequisite: A passing grade in HES 497 and instructor approval. FA, SP as needed.



Some degree programs or subject areas/topics may be more adequately studied through two or more disciplines. In this case two or more departments and/or disciplines may collaborate to offer a program such as the advertising major or the interdisciplinary studies major or to support a program designed primarily by the student (*the university major*) through interdisciplinary coursework.

Majors offered through the department of interdisciplinary studies are advertising, interdisciplinary studies, and the university major. Students majoring in advertising may pursue a concentration in design, in marketing and research, or in writing. Because the advertising field is so diverse, our curriculum is designed to be multidisciplinary to meet the needs of this dynamic and creative industry.

Minors are available in advertising, American culture studies, and women's and gender studies.

Specific interdisciplinary (INT) courses are offered on a regular basis, while others occur as a need arises (*see each semester course schedule*).

## FACULTY

**Corinne Taff**, assistant professor and chairperson of the department of interdisciplinary studies

**Keli Jackson**, instructor in advertising and advertising program director

## MAJOR IN ADVERTISING

The advertising major is a multidisciplinary major which leads to a bachelor of arts (BA) degree. It will enable a student to succeed in an entry-level advertising position or in a graduate program or professional school for advertising. The major includes coursework in advertising, business, oral and written communication, graphic design, and the social sciences. To strengthen expertise in a given area, students are encouraged to add a concentration in design, marketing and research, or writing.

## Baccalaureate Degree and Residency Requirements

All requirements for an undergraduate degree are listed under academic policies and regulations in the undergraduate introductory section in this catalog. These requirements include a graduation requirement of at least one course in religion or theology. REL 225 World Religions is highly recommended to fulfill the religion requirement for a student majoring in advertising.

## Major Approval

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

At the time of application for major approval and through degree completion, a student in the advertising major must have achieved a minimum cumulative grade point average (GPA) of 2.5 on a 4.0 scale for all courses required for the major and a minimum overall cumulative GPA of 2.0 on a 4.0 scale.

## General Education Requirements

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

The following specific general education courses are required for this major:

- MTH 115 Introduction to Statistics (3 credits)
- PHL 221 Business Ethics (3 credits)

The following specific general education courses are highly recommended for this major:

- ACS 100 Introduction to American Culture Studies (3 credits)
- ART 155 Art Appreciation (3 credits)
- CIS 111 Microcomputer Applications: Database (3 credits)
- COM 102 Public Speaking (3 credits)
- ENG 260 American Literary Tradition: Since Whitman (3 credits)
- PHL 260 Contemporary Moral Issues (3 credits)
- SOC 100 Survey of Sociology (3 credits)
- HST- one of the following:
  - HST 105 Introduction to American History I (3 credits)
  - HST 106 Introduction to American History II (3 credits)
  - HST 340 American Social History (3 credits)

## Courses Required in the Major

The advertising major includes a minimum of 50 credit hours (50 percent of which must be completed at Fontbonne) comprised of the following:

- Advertising Core: 15 credit hours
- ADV 201 Introduction to Advertising (3 credits)

ADV 301 Advertising Strategies (3 credits)  
 ADV 320 Advertising Copywriting (3 credits)  
 ADV 450 Internship in Advertising (3-6 credits)  
 ADV 496 Senior Seminar in Advertising (3 credits)  
 (capstone requirement)

**Art Core: 6 credit hours**

ART 115 Graphic Design I (3 credits)  
 ART 215 Graphic Design II (3 credits)

**Business Core: 9-12 credit hours**

BUS 233 Marketing Principles (3 credits)  
 BUS 357 Consumer Behavior (3 credits)  
 BUS 369 Market Research (3 credits) (Alternative course:  
 see PSY 330)  
 PHL 221 Business Ethics (3 credits)

**Communication Core: 6 credit hours**

COM 260 Introduction to Mass Media (3 credits)  
 COM 380 Persuasion (3 credits)

**Social Science Core: 6-9 credit hours from any two or three of the following:**

PSY 250 Cross-Cultural Psychology (3 credits)  
 PSY 330 Research Methods for the Behavioral Sciences  
 (3 credits) (Alternative course: see BUS 369)  
 SOC 235 Social Stratification (3 credits)  
 SOC 265 Diversity and Social Justice (3 credits)  
 PSY 310/SOC 310 Social Psychology (3 credits)  
 SOC 350 Social Theory (3 credits)

**Elective Core: 6 credit hours from any two of the following:**

(A course may not be used for two cores)

ACS 200 America Abroad (3 credits)  
 COM 240 Cross-Cultural Communication (3 credits)  
 COM 351 Small Group Communication (3 credits)  
 COM 430 Argumentation and Debate (3 credits)  
 PSY 200 Developmental Psychology (3 credits)  
 PSY 310/SOC 310 Social Psychology (3 credits)  
 SOC 235 Social Stratification (3 credits)  
 SOC 265 Diversity and Social Justice (3 credits)  
 SOC 350 Social Theory (3 credits)  
 SPN 101 Spanish I (3 credits)  
 SPN 102 Spanish II (3 credits)  
 SPN 314 Spanish for Commerce (3 credits)  
 WGS 101 Introduction to Women's Studies (3 credits)

**CONCENTRATIONS FOR THE MAJOR IN ADVERTISING**

Please note that the concentrations may be altered to reflect industry trends and/or to prepare students for new fields of graduate or professional study. Students are advised to supplement their advertising major with one of the following concentrations:

**Design Concentration: 15 credit hours**

ART 218 Digital Imaging (3 credits)  
 ART 280 Photography (3 credits)

ART 302 Designing for the Web (3 credits)  
 ART 315 Graphic Design III (3 credits)  
 ART 3XX or ART 4XX (3 credits)

**Marketing and Research Concentration: 15-16 credit hours**

BUS 230 Management Principles (3 credits)  
 BUS 369 Market Research (3 credits)\* may not be applied to both the advertising major and concentration requirements

BUS 400 Marketing Management (3 credits)  
**PLUS** two of the following (or three as applicable—see asterisk [\*] above)

BUS 3XX (see advisor for recommendation)  
 BUS 4XX (see advisor for recommendation)

**PLUS** one of the following:

COM 250 Principles of Public Relations (3 credits)  
 HES 307 Fashion Behavior and Forecasting (3 credits)  
 HES 309 Fashion Merchandising Strategies I: Visual Merchandising and Store Planning (4 credits)  
 HES 310 Fashion Merchandising Strategies II: Promotion in the Merchandising Environment (4 credits)

**Writing Concentration: 15-16 credit hours**

COM 250 Principles of Public Relations (3 credits)  
 ENG 208 Newspaper Workshop (1-3 credits)  
 ENG 309 Journalism: Reporting and Editorial Writing (3 credits)  
 ENG 310 Journalism: Feature Writing and the Interview (3 credits)

**PLUS** a minimum of one of the following:

ENG 311 Writing Poetry (3 credits)  
 ENG 312 Writing Short Fiction (3 credits)  
 ENG 313 Writing the One-Act Play (3 credits)

**MAJOR IN INTERDISCIPLINARY STUDIES**

The interdisciplinary studies major leads to a bachelor of arts (BA) degree and is designed to meet the individual needs of a student. The interdisciplinary studies major focuses on the development of an inquiring mind through exploration of various interdisciplinary subject areas. This major offers maximum flexibility by providing the opportunity to develop an appreciation and grasp of several academic disciplines.

**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 credit hours) at Fontbonne.

## General Education Requirements

The 42 credit hours of general education requirements are presented in the academic information section in the Fontbonne University catalogue. Up to 12 credit hours of general education requirements may count toward the major in Interdisciplinary Studies.

## Block Requirements

The major in interdisciplinary studies requires the completion of three 12-credit hour blocks designed around specific themes. Students may:

- **choose** which blocks to pursue and must take courses in at least two academic departments in each block;
- **design** their own blocks, in consultation with the chair of the department of interdisciplinary studies;
- **substitute** one block by completing a second minor in a traditional academic discipline.

Students must complete at least 21 credit hours of 300- or 400-level coursework, distributed between these blocks and their minor programs (see below); these upper-level courses may be distributed in any fashion across the blocks and minor. Any course that fulfills more than one block may be counted for both blocks. Predesigned blocks include the following themes: professional development skills, diversity, arts appreciation, the organization, life cycles, culture, ethics, civic engagement, critical theory, globalization, creative performance, dedicated semester, language of science and technology, families with children, and self-designed block.

## Minor Requirements

Students majoring in interdisciplinary studies are required to declare a minor of their choice. At least 50% of the minor must be completed at Fontbonne University. Students who declare a second minor may be exempted from one block as described above.

## Interdisciplinary Core Courses

In addition to the coursework described above, students majoring in interdisciplinary studies must complete the following courses in the department of interdisciplinary studies:

INT 100 Introduction to Interdisciplinary Studies (1 credit)  
(Second 8 weeks fall course)

INT 190 Career Management (1 credit) (SP)

BUS 200 Professional Development (3 credits) (FA, SP)

**OR**

INT 207: The Power of Leadership (3 credits) (SP)

INT 496 Senior Seminar in Interdisciplinary Studies  
(3 credits) (SP)

## Other Requirements

Students majoring in interdisciplinary studies must maintain a cumulative grade point average (GPA) of 2.5 in the major, and a minimum cumulative GPA of 2.0 overall. They also must submit a statement of purpose at the outset of the major, defining their goals for the program and their professional goals. An appointment with a career counselor is

also required before the completion of the first semester of coursework for interdisciplinary studies.

## Blocks for a Major in Interdisciplinary Studies

### Professional Development Skills

ART 115 Graphic Design I

ART 302 Designing for the Web

BUS 101 Introduction to Business Administration

COM 102 Public Speaking (meets GER)

ENG 201 Business Writing

HES 105 Personal, Professional, and Cultural Dress

INT 207 Power of Leadership

MTH 115 Introduction to Statistics

MTH 315 Advanced Statistics

PSY 250 Cross-Cultural Psychology

SOC 265 Diversity and Social Justice

SPN 101 (or higher) Introduction to Spanish

Special topics or dedicated semester courses may be added with the approval of the chair of interdisciplinary studies.

### Diversity

ACS 100 Introduction to American Culture Studies

ART 355 Nonwestern Art

COM 240 Cultural Communication

ENG 355 African-American Literature

HES 105 Personal, Professional, and Cultural Dress

HES 422 Food Pathways of Diverse Groups

HST 305 History of Latin America

HST 307 History of the Middle East

HST 309 History of Sub-Saharan Africa

HST 310 African-American History

PER 314 Multicultural Experiences in Performance

PSY 250 Cross-Cultural Psychology

REL 225 World Religions

SOC 100 Introduction to Sociology

SOC 115 Social Problems

SOC 235 Social Stratification

SOC 265 Diversity and Social Justice

Special topics or dedicated semester courses may be added with the approval of the chair of interdisciplinary studies.

### Arts Appreciation

ART 155 Art Appreciation

ART 305 Non-Western Art

ART 306 Modern Art

ART 319 American Artists

ART 493 Renaissance Art

MUS 108 Music Appreciation

PER 101 Theatre Appreciation

PER 314 Multicultural Experiences in Performance

PER 415 Contemporary Theories of Theatre

PER 443 The Development of Dramatic Art: Greek to 19th  
Century

PER 445 Text Analysis

PHL 494 Aesthetics

Special topics or dedicated semester courses may be added with the approval of the chair of interdisciplinary studies.



### **The Organization**

BUS 230 Management Principles  
BUS 310 Organizational Behavior  
BUS 348 Elements of Supervision  
BUS 359 Industrial/Organizational Marketing  
COM 350 Organizational Communication  
COM 351 Small Group Communication  
INT 207 Power of Leadership  
PSY 327 Industrial/Organizational Psychology  
Special topics or dedicated semester courses may be added with the approval of the chair of interdisciplinary studies.

### **Life Cycles**

GRN 101 Understanding Aging  
HES 230 Infant and Toddler Development  
HES 232 The Young Child  
HES 266 Management of Family Resources  
HES 336 Parent Education  
HES 337 Family Relations  
HES 422 Food Pathways of Diverse Groups  
PSY 200 Developmental Psychology  
SOC 355 Social Aspects of Aging  
Special topics or dedicated semester courses may be added with the approval of the chair of interdisciplinary studies.

### **Culture**

ACS 100 Introduction to American Culture Studies  
ACS 200 America Abroad  
ACS 300 Topics in American Culture Studies  
ART 207 High Art, Propaganda, and Kitsch  
GGY 100 Introduction to Geography  
GGY 105 Cultural Geography  
HES 105 Personal, Professional, and Cultural Dress  
HST 340 American Social History  
SOC 100 Introduction to Sociology  
SOC 115 Social Problems  
SOC 235 Contemporary Social Theory  
SOC 245 Social Theory  
WGS 220 Masculinities  
Special topics or dedicated semester courses may be added with the approval of the chair of interdisciplinary studies.

### **Ethics**

BIO 203 History and Philosophy of Science and Technology  
GOV 102 Introduction to Law  
PHL 110 Introduction to Philosophy  
PHL 120 Introduction to Critical Thinking  
PHL 221 Business Ethics  
PHL 260 Contemporary Moral Issues  
REL 100 Introduction to Religious Studies  
REL 210 Hebrew Bible  
REL 220 New Testament Studies  
REL 225 World Religions  
REL 334 Understanding Christian Faith  
REL 340 Contemporary Theological Issues  
Special topics or dedicated semester courses may be added with the approval of the chair of interdisciplinary studies.

### **Civic Engagement**

COM 430 Argumentation and Debate  
EDU 234 Philosophical Foundations of Education  
GOV 102 Introduction to Law  
GOV 230 American National Government  
HUS 221 Social Issues and Social Welfare Policy  
INT 101 Community Service Trip (when taken for three credits)  
PHL 260 Contemporary Moral Issues  
SOC 115 Social Problems  
Special topics or dedicated semester courses may be added with the approval of the chair of interdisciplinary studies.

### **Critical Theory**

ACS 100 Introduction to American Culture Studies  
ACS 300 Topics in American Culture Studies: The American Photograph  
PHL 110 Introduction to Philosophy  
PHL 120 Introduction to Critical Thinking  
ENG 370 Literary Theory  
PER 415 Contemporary Theories of Theatre  
SOC 235 Contemporary Social Theory  
SOC 245 Social Theory  
SOC 293 Sociology of Gender  
WGS 101 Introduction to Women's Studies  
WGS 470 Gender Theory  
Special topics or dedicated semester courses may be added with the approval of the chair of interdisciplinary studies.

### **Globalization**

ACS 200 America Abroad  
BUS 202 Principles of Macro Economics  
BUS 203 Principles of Micro Economics  
BUS 365 International Business  
COM 260 Introduction to Mass Media  
EDU 373 Educating toward a Global Perspective  
ENG 351 Topics in World Literature  
GGY 205 Cultural Geography  
HST 104 Introduction to Western Civilization II  
HST 366 Trends that Shaped the Modern World  
HST 368 Twentieth Century Europe Since World War II  
REL 225 World Religions  
Special topics or dedicated semester courses may be added with the approval of the chair of interdisciplinary studies.

### **Creative Performance**

Any four classes in studio art, theatre performance, music performance, and/or creative writing  
*Special topics or dedicated semester courses may be added with the approval of the chair of interdisciplinary studies.*

### **Dedicated Semester**

Any four courses from a single dedicated semester, provided they span at least two departments

### **Language of Science and Technology**

BIO 112 General Biology I  
BIO 114 General Biology II

CIS 120 An Overview of Computer and Information Science

MTH 120 Discrete Mathematics I

Special topics or dedicated semester courses may be added with the approval of the chair of interdisciplinary studies.

### **Families with Children**

EDU 120 Psychology of the Exceptional Child

EDU 222 Educational Psychology

EDU 234 Philosophical Foundations of Education

HES 226 Management of Family Resources

HES 230 Infant and Toddler Development

HES 232 The Young Child

HES 336 Parent Education

HES 337 Family Relations

Special topics or dedicated semester courses may be added with the approval of the chair of interdisciplinary studies.

### **Design Your Own Block**

Four courses in at least two departments on a related, approved theme

## **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:

- Present a proposal of study to the chairperson of interdisciplinary studies 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.
- Submit the proposal of study prior to the completion of 64 credit hours (this total may represent Fontbonne coursework, transfer coursework, or a combination of both).
- Receive approval from the undergraduate academic committee for the university major and for the primary and secondary advisors for the major.
- File the approved program of study with the primary and secondary advisors and with the registrar's office.

The student will be awarded a degree upon the successful completion of the university major and all degree and graduation requirements.

## **MINORS**

### **Minor in Advertising**

The minor in advertising requires a minimum of 21 credit hours of coursework, including the following:

ADV 201 Introduction to Advertising (3 credits)

ADV 301 Advertising Strategies (3 credits)

ADV 320 Advertising Copywriting (3 credits)

ART 115 Graphic Design (3 credits)

BUS 233 Marketing Principles (3 credits)

BUS 369 Market Research (3 credits)

**OR**

PSY 330 Research Methods for the Behavioral Sciences (3 credits)

COM 260 Introduction to Mass Media (3 credits)

### **Minor in American Culture Studies**

The American culture studies minor is an interdisciplinary program that allows students to build on their professional interests through a broad approach to the study of American

culture at home and abroad. The program combines courses in art, communication, English, government, history, and sociology in addition to core courses in American culture studies.

The minor requires completion of 18 hours of coursework, including ACS 100, 200, and 300 as well as nine elective hours from the list of electives in other departments.

**Core courses:**

- ACS 100 Introduction to American Culture Studies (3 credits)
- ACS 200 America Abroad (3 credits)
- ACS 300 Topics in American Culture Studies (3 credits)

The elective courses, drawn from offerings in other departments, are listed below. Students must choose one course from each of the following clusters.

**Cluster 1:**

- ART 207 High Art, Propaganda, and Kitsch (3 credits)
- ART 313 The American Photograph (3 credits)
- MUS 106 American Popular Music (3 credits)
- SOC 225 Contemporary Social Theory (3 credits)
- SOC 235 Social Stratification (3 credits)
- SOC 245 Social Theory (3 credits)
- SOC 265 Diversity and Social Justice (3 credits)
- WGS 101 Introduction to Women's Studies (3 credits)
- WGS 220 Masculinities (3 credits)

**Cluster 2:**

- COM 210 Rhetorical Criticism (3 credits)
- COM 380 Persuasion (3 credits)
- ENG 260 American Literary Tradition: to Whitman (3 credits)
- ENG 261 American Literary Tradition: since Whitman (3 credits)
- ENG 337 American Literary Renaissance (3 credits)
- ENG 355 African-American Literature (3 credits)
- ENG 365 Development of the American Novel (3 credits)

**Cluster 3:**

- HST 105 Introduction to American History I: Discovery through Civil War (3 credits)
- HST 106 Introduction to American History II: Civil War to the Present (3 credits)
- HST 310 African-American History (3 credits)
- HST 340 American Social History (3 credits)
- SSC 201 American Economy (3 credits)
- GOV 230 American National Government (3 credits)

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 understand the unique contributions of all women, the subjective gender- and culture-specific nature of values, the historical and contemporary social mechanisms that promote or limit women in society, social constructions of gender, and methods of promoting equitable treatment of all members of society.

**The minor in women's and gender studies requires the completion of 21 credit hours of coursework, including the following:**

- WGS 101 Introduction to Women's Studies (3 credits)
- WGS 220 Masculinities (3 credits)
- WGS 470 Gender Theory (3 credits)

**Students must choose one course (3 credit hours) 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 credit hours) of elective credits from the following courses:**

- COM 230 Gender Communication (3 credits)
- ENG 220 Introduction to Women's Literature (3 credits)
- HES 105 Personal, Professional, and Cultural Dress (3 credits)
- HES 337 Family Relations (3 credits)
- HES 440/HST 440 History of Women in the United States (3 credits)
- PER 314 Multicultural Experiences in Performance (3 credits)
- PER 455 Sexual Politics in Drama (3 credits)
- PSY 275 Psychology of Women (3 credits)
- REL 240 Women and Religion (3 credits)
- SOC 320 Sociology of Sex and Gender (3 credits)

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.

**COURSES**

**Advertising**

**ADV 201 Introduction to Advertising (3 credits)**

Introduces students to industry issues and concepts such as message development, strategy, research, media, and ethics. 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. FA

**ADV 293 Special Topics (1-3 credits)**

A freshman/sophomore level course offered to supplement regular course offerings. Offered on a periodic or one-time-only basis.

**ADV 301 Advertising Strategies (3 credits)**

Study of the techniques and strategies used in developing

specific advertising messages and campaigns. Emphasis on creative strategies, media selection, and the ethics of advertising. Students will craft and evaluate advertising strategies and develop advertising portfolio materials. Prerequisite: ADV 201. SP

#### **ADV 320 Advertising Copywriting (3 credits)**

Principles and practices of persuasive writing as applied to various advertising projects, to including print and broadcast advertising, brochures, newsletters, direct mail, and new media advertising. Prerequisites: ENG 101; 102; ADV 201; ADV 301 or permission of instructor. FA

#### **ADV 450 Internship in Advertising (3-6 credits)**

A supervised off-campus internship providing the student with the opportunity to apply 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 on-site supervisor and a faculty member. Prerequisites: ADV 301; ADV 320; senior status or permission of instructor. SP

#### **ADV 494 Special Topics (1-3 credits)**

A junior/senior level course offered to supplement regular course listings. Offered on a periodic or one-time-only basis.

#### **ADV 496 Senior Seminar in Advertising (3 credits)**

Semester project embracing the complete advertising process, including research, design, creative strategies, message development, and execution. Students will present campaigns orally and in writing. This capstone project may be linked with a student's internship. In addition, students will submit for approval a portfolio of work that includes an assignment from each course in the advertising major and a written reflection on the assignment's relevance to advertising. Prerequisites: ADV 301; ADV 320; senior status or permission of the instructor. FA

### **American Culture Studies**

#### **ACS 100 Introduction to American Culture Studies (3 credits)**

A general introduction to American studies and its problems and contexts. Students will consider what and who defines America (and how) through interdisciplinary readings and discussions. Students will develop critical thinking and analytic skills to help them develop skills for interpreting American culture. Fulfills a specialized valuing general education requirement. FA, SP

#### **ACS 200 America Abroad (3 credits)**

An examination of the meaning of "America" outside its own borders, with emphasis on the last sixty years with an emphasis on the intersection of popular culture and foreign policy, as well as on globalization. Instructors will draw from film, television, politics, journalism, history, literature, music, art, and other media. SP

#### **ACS 300 Topics in American Culture Studies (3 credits)**

Various topics in American studies will be offered on a rotating basis. Sample topics include The Holocaust in American Life, The American Family, The American City Since 1945, and The American Photograph. FA, SP

### **Interdisciplinary Studies**

#### **INT 105 First-Year Seminar (3 credits)**

This multidisciplinary course is designed to give first-time, first-semester students an introduction to college-level work and expectations. Students explore a common theme via multiple disciplines and also learn key concepts from educational psychology to assist them in their academic careers. FA

#### **INT 106 Strategies for Academic Success (1 credit)**

This second semester course is designed to address the needs of first-time, first-semester students who have demonstrated an inability to perform at the level necessary to successfully complete college-level work. Included in the course are topics such as study skills, goal setting, motivation, test taking techniques, and exercises in critical thinking. An analysis of strategies necessary for academic success and a series of individual meetings with an academic counselor are part of the curriculum. Textbook readings, reflections, and a final paper are key requirements of the course. SP

#### **INT 190 Career Management (1 credit)**

This course is designed to provide assistance for students in their ongoing career planning and management. Classes are highly participatory and provide opportunities for self-assessment. SP

#### **INT 199 Information Navigation and Evaluation (1 credit)**

This course is 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

#### **INT 207 The Power of Leadership (3 credits)**

This course is designed to provide insight, participation, and discussion pertaining to leadership. The course will also provide opportunities for students to identify their own diverse leadership abilities and style as well as to continuously reflect on their own leadership development. Instruction will utilize both curricular and co-curricular approaches in the classroom. SP

#### **INT 250 Academic Tour (1-3 credits)**

This course examines some aspect of the political, social, religious, artistic, or natural environment of a foreign or domestic region. Instructors will identify specific topics for each tour. Offered when there is sufficient student interest.

### **INT 293 Special Topics (1-3 credits)**

A first-year, second-year level course offered to supplement regular course offerings. Offered on a periodic or one-time-only basis.

### **INT 460 Internship in Interdisciplinary Studies (1-3 credits)**

A work experience at an approved off-campus site specifically related to students' academic or career plans. Offered by arrangement.

### **INT 490 Independent Study in Interdisciplinary Studies (1-3 credits)**

Independent, guided study of a specific problem or area of interest. Offered by arrangement.

### **INT 494 Special Topics (1-3 credits)**

A junior/senior level course offered to supplement regular course listings. Offered on a periodic or one-time-only basis.

### **INT 496: Senior Seminar in Interdisciplinary Studies (3 credits)**

The senior seminar in interdisciplinary studies is a capstone experience for students majoring in general studies or, in some cases, the university major. The major work of the course centers around a sustained interdisciplinary research project, informed by interdisciplinary theory and methods. Considerable attention is also given to job or graduate school preparation and readiness, preparing students to present their academic accomplishments to employers, graduate school, or other constituents outside the university.

## **Women's and Gender Studies**

### **WGS 101 Introduction to Women's Studies (3 credits)**

This course provides an introduction to the interdisciplinary field of women's studies. Readings in feminist theory and research, autobiography, and the history of women's rights activism will provide a framework for an investigation of major themes in women's lives. Using contemporary cultures of the United States as our primary field of study, we will also explore dominant ideas about gender, one of the primary terms through which human beings articulate identity, define social roles, and assign status. We will consider as well how notions of gender intersect with other components of experiences such as those related to nationality, culture, ethnicity, race, class, age, religion, and sexuality. Fulfills specialized valuing general education requirement. FA

### **WGS 220 Masculinities (3 credits)**

The course introduces students to main categories, topics, and research of masculinity studies. Through theoretical readings and discussions of popular culture, we will focus on the central debates around men and masculinities. We will examine the following questions:

- How is masculinity constructed and maintained in society?
- How do we learn to be men and play masculinity in everyday life?
- How do race, class, ethnicity, and sexuality affect our masculinities?
- What is the relationship between masculinity and sexed bodies?

Analyzing male sexuality, intimacy, violence, homophobia, and gender equality, we will pay considerable attention to different forms of masculinity and masculinity politics in the contemporary world. SP

### **WGS 470 Gender Theory (3 credits)**

This course builds upon the understanding of gender studies introduced in WGS 101 by critically examining theoretical approaches to gender studies and analyzing key issues and disputes within the field. This course develops a framework that allows students to identify and examine the relations among the diverse theoretical approaches to gender studies encountered within the discipline, including aspects of feminist theory, gender theory, GLBT/queer theory, and men's studies. Prerequisite: WGS 101 or permission of instructor. Odd springs. SP

The department of mathematics and computer science offers the bachelor of science degree with majors in applied mathematics, mathematics for secondary education, computer science, and management information systems. The degree in applied mathematics can be readily combined with a dual degree in engineering from University of Missouri in Kansas City or Washington University in St. Louis.

Students may also choose minors in mathematics, computer science, management information systems, and mathematics for educators. The department of mathematics and computer science, together with the department of fine arts, also offers a certificate in website development.

A graduate program in the department leads to a master of science degree in computer education. See the graduate programs' section in this catalog.

The rigorous curriculum in each program emphasizes thinking analytically, solving problems, and communicating effectively. Specifically, through its programs, the department seeks

- to acquaint students with current developments in computer science, information systems, applied mathematics, mathematics education, and computer education;
- to equip graduates with essential knowledge and skills to secure professional positions in their fields; and
- to prepare students for successful transitions from the classroom to the workplace.

To achieve these objectives, the department encourages students to interact with faculty by providing individual advising and creating an environment that is conducive to continued professional growth. With the assistance of the department, students may pursue their professional goals through internships.

If a student intending to major in the department is not ready for placement into MTH 150 upon matriculation, the student must meet the following minimum grade requirements in the prerequisite courses:

1. If placed into MTH 091, the student must earn a grade of at least A- to progress to MTH 095.
2. If placed into MTH 095, the student must earn a grade of at least A- to progress to MTH 105 and/or CIS 160.
3. If placed into MTH 105, the student must earn a grade of at least B- to progress to MTH 150.

A student pursuing a major in the department must:

- Earn a grade of B- or better in CIS 160 to progress to CIS 161, and in CIS 161 to progress to CIS 210 and above.
- Students who do not earn a grade of at least C- in CIS 160 or in CIS 161 must repeat the entire course.
- Students who earn grades higher than D but below a B-, must repeat the “lab” portion of the appropriate course and achieve the required level of competency. In either case, only one repetition is allowed.

## FACULTY

**Theresa L. Jeevanjee**, associate professor of mathematics and computer science and chairperson of the department of mathematics and computer science

**Mary Abkemeier**, professor of mathematics and computer science; director of the master of science in computer education program

**Nancy English**, associate professor of mathematics and computer science

**Kathryn Graves**, assistant professor of mathematics and computer science

**Jim Ma**, assistant professor of computer science

**M. Elizabeth Newton**, professor of mathematics and computer science

## UNDERGRADUATE PROGRAMS

Beginning students are required to earn a minimum cumulative grade point average of 2.5 in the courses specified below to continue in their major program at the time of application for major approval.

### Mathematics Major:

MTH 115, MTH 120, MTH 150, MTH 151

### Computer Science and Management Information Science Major:

MTH 120, MTH 150, CIS 160, CIS 161

For transfer students 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.

### Major Approval

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

### MAJOR IN APPLIED MATHEMATICS

This major exposes students to various areas of applied mathematics, including mathematical modeling and statistics. Computer programming and software applications are also included in this major. Internships are available as MTH 184, 284, 384, and 484, but are not required.

### Baccalaureate Degree and Residency Requirements

All requirements for an undergraduate degree are listed under academic policies and regulations in the 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 in this catalog. A course that meets a general education requirement may also meet a course requirement in the major or a course requirement in another discipline.

### Courses Required for the Major

- MTH 115 Introduction to Statistics (3 credits)
- MTH 120 Discrete Mathematics (3 credits)
- MTH 150 Calculus with Analytic Geometry I (4 credits)
- MTH 151 Calculus with Analytic Geometry II (4 credits)
- MTH 200 Linear Algebra (3 credits)
- MTH 250 Calculus with Analytic Geometry III (4 credits)
- MTH 300 Modeling and Numerical Approximation (3 credits)
- MTH 310 Differential Equations (3 credits)
- MTH 315 Advanced Statistics (3 credits)
- MTH 316 Non-Parametric Statistics (3 credits)
- MTH 330 Algebraic Structures (3 credits)
- MTH 495 Senior Project (3 credits)

### Courses Required in Other Disciplines

Business, biology, general science, or a minor in chemistry may be selected as an application area.

### Business Application Area

- BUS 203 Principles of Micro Economics (3 credits)
- BUS 205 Financial Accounting (3 credits)
- BUS 311 Financial Accounting and Reporting I (3 credits)
- BUS 314 Advanced Topics in Management Cost Accounting (3 credits)
- BUS 343 Managerial Finance (3 credits)
- CIS 111 Computer Applications: Database (3 credits)
- CIS 160 Computer Science I (4 credits)

### One of the following:

- CIS 320 Systems Analysis and Design (3 credits)
- CIS 330 Database Management Systems (3 credits)

### Biology Application Area

- BIO 112 General Biology I with Lab (4 credits)
- BIO 114 General Biology II with Lab (4 credits)
- BIO 312 General Genetics (3 credits)
- NOTE:** has biology and chemistry prerequisites
- BIO 318 Cell and Molecular Biology (3 credits)
- NOTE:** has biology and chemistry prerequisites
- CIS 160 Computer Science I (4 credits)
- CIS 161 Computer Science II (4 credits)
- CIS 210 Object-Oriented Programming (4 credits)

### General Science Application Area

- CHM 106 General Chemistry I with Lab (4 credits)
- CHM 108 General Chemistry II with Lab (4 credits)
- PHY 208 College Physics I with Lab (calculus-based) (4 credits)
- PHY 210 College Physics II with Lab (calculus-based) (4 credits)
- CIS 160 Computer Science I (4 credits)
- CIS 161 Computer Science II (4 credits)
- CIS 210 Object-Oriented Programming (4 credits)

### Chemistry Minor Application Area

The chemistry minor is defined in the department of biological and physical sciences section in this catalog. Students who elect this substitution will be required to take CIS 160, CIS 161, and CIS 210 for their three computer science courses.

### MAJOR IN MATHEMATICS FOR SECONDARY EDUCATION

This program offers a curriculum designed specifically to meet the needs of the future secondary mathematics teacher. The curriculum for this major combines theory and applications of mathematics, principles and methods of secondary education, experience with mathematical software and computer programming, and field experience.

### Baccalaureate Degree and Residency Requirements

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

### Teacher Certification Requirements

Full information on teacher certification may be found in the section 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 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 200 Developmental Psychology (3 credits)
- BIO 112 General Biology I with Lab (4 credits)
- CHM 106 General Chemistry I with Lab (4 credits)
- PHY 208 College Physics I with Lab (4 credits)

**Courses Required for the Major**

- MTH 115 Introduction to Statistics (3 credits)
- MTH 120 Discrete Mathematics (3 credits)
- MTH 150 Calculus with Analytic Geometry I (4 credits)
- MTH 151 Calculus with Analytic Geometry II (4 credits)
- MTH 200 Linear Algebra (3 credits)
- MTH 250 Calculus with Analytic Geometry III (4 credits)
- MTH 300 Modeling and Numerical Approximation (3 credits)
- MTH 305 Readings in the History of Mathematics (2 credits)
- MTH 315 Advanced Statistics (3 credits)
- MTH 320 Elements of Geometry (3 credits)
- MTH 330 Algebraic Structures (3 credits)
- MTH 360 Teaching Mathematics in Middle/Secondary Schools (3 credits)
- MTH 495 Senior Project (3 credits)

**Courses Required in Other Disciplines**

- BUS 202 Principles of Macro Economics (3 credits)
- OR**
- BUS 203 Principles of Micro Economics (3 credits)
- CIS 160 Computer Science I (4 credits)
- CIS 161 Computer Science II (4 credits)

**Either of the following science sequences:**

- PHY 208 College Physics I with Lab (calculus-based) (4 credits)
- AND**
- PHY 210 College Physics II with Lab (calculus-based) (4 credits)
- OR**
- CHM 106 General Chemistry I with Lab (4 credits)
- AND**
- CHM 108 General Chemistry II with Lab (4 credits)

**Professional Courses Required For Certification**

- EDU 120 Psychology of the Exceptional Child (3 credits)
- EDU 201 Introduction to Classroom Teaching (2 credits)
- EDU 222 Educational Psychology (3 credits)
- EDU 234 Philosophical Foundations of Education (3 credits)
- EDU 401 Classroom/Behavior Management (Middle School and Secondary) (3 credits)
- EDU 350 Methods of Teaching Reading in the Content Area (2 credits)
- EDU 447 Planning for Instruction and Assessment—Middle and Secondary (3 credits)
- EDU 451 Student Teaching at the Secondary Level (10-16 credits)

**Concentration in Mathematics for Middle School**

This concentration offers majors in middle school education exposure to areas of higher mathematics, which will enhance their understanding of the middle school mathematics curriculum. A student must successfully complete, at Fontbonne, a minimum of 50 percent of the credit hours required for the concentration.

**Courses Required for the Concentration:**

- MTH 105 College Algebra (4 credits) (if needed)
- MTH 108 Trigonometry (2 credits) (if needed)
- MTH 115 Introduction to Statistics (3 credits)
- MTH 120 Discrete Mathematics (3 credits)
- MTH 150 Calculus with Analytic Geometry I (4 credits)
- MTH 320 Elements of Geometry (3 credits)
- MTH 330 Algebraic Structures (3 credits)
- MTH 360 Teaching Mathematics in Middle/ Secondary Schools (3 credits)
- MTH 495 Senior Project (3 credits)

**MAJOR IN COMPUTER SCIENCE**

This major includes both theory and application and prepares students for a variety of challenging careers in the field of computer science.

**Baccalaureate Degree and Residency Requirements**

All requirements for an undergraduate degree are listed under academic policies and regulations in the 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 in this catalog. A course that meets a general education requirement may also meet a course requirement in the major or a course requirement in another discipline.

**Courses Required for the Major**

- CIS 120 An Overview of Computer and Information Science (3 credits)
- CIS 160 Computer Science I (4 credits)
- CIS 161 Computer Science II (4 credits)
- CIS 210 Object-Oriented Programming (4 credits)
- CIS 250 Algorithms and Data Structures (4 credits)
- CIS 310 Computer Architecture and Assembly Language (3 credits)
- CIS 340 Concepts of Telecommunications and Networking (3 credits)
- CIS 350 Compiling Theory and Programming Languages (3 credits)
- CIS 355 Principles of Operating Systems (3 credits)
- CIS 495 Senior Project (3 credits)
- Plus three electives chosen from the following:**
- CIS 170 Visual Programming (3 credits)
- CIS 300 Modeling and Numerical Approximation (3 credits)



CIS 316 Business Application Development (3 credits)  
 CIS 320 Systems Analysis and Design (3 credits)  
 CIS 330 Database Management Systems (3 credits)  
 CIS 360 Artificial Intelligence (3 credits)  
 CIS 375 Software Engineering (3 credits)  
 CIS 394 Topics in Computer Science (1-4 credits)  
 CIS 494 Advanced Topics in Computer Science (1-4 credits)

**Courses Required in Other Disciplines**

MTH 115 Introduction to Statistics (3 credits)  
 MTH 120 Discrete Mathematics (3 credits)  
 MTH 150 Calculus with Analytic Geometry I (4 credits)  
 MTH 151 Calculus with Analytic Geometry II (4 credits)  
 MTH 200 Linear Algebra (3 credits)  
 MTH 330 Algebraic Structures (3 credits)

**MAJOR IN MANAGEMENT INFORMATION SYSTEMS**

This program emphasizes the relationship between computer science and business and prepares students for professional careers 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 in this catalog. These requirements include a graduation requirement of at least one course in religion or theology.

**General Education Requirements**

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

**Courses Required for the Major**

CIS 120 An Overview of Computer and Information Science (3 credits)  
 CIS 160 Computer Science I (4 credits)  
 CIS 161 Computer Science II (4 credits)  
 CIS 210 Object-Oriented Programming (4 credits)  
 CIS 250 Algorithms and Data Structures (4 credits)  
 CIS 316 Business Application Development (3 credits)  
 CIS 320 Systems Analysis and Design (3 credits)  
 CIS 330 Database Management Systems (3 credits)  
 CIS 340 Concepts of Telecommunications and Networking (3 credits)  
 CIS 355 Principles of Operating Systems (3 credits)  
 CIS 495 Senior Project (3 credits)

**Plus three electives chosen from the following:**

CIS 170 Visual Programming (3 credits)  
 CIS 300 Modeling and Numerical Approximation (3 credits)  
 CIS 310 Computer Architecture and Assembly Language (3 credits)  
 CIS 350 Compiling Theory and Programming Languages (3 credits)

CIS 360 Artificial Intelligence (3 credits)  
 CIS 375 Software Engineering (3 credits)  
 CIS 394 Topics in Computer Science (1-4 credits)  
 CIS 494 Advanced Topics in Computer Science (1-4 credits)

**Courses Required in Other Disciplines**

BUS 202 Principles of Macro Economics (3 credits)  
 BUS 203 Principles of Micro Economics (3 credits)  
 BUS 205 Financial Accounting (3 credits)  
 BUS 230 Management Principles (3 credits)  
 BUS 233 Marketing Principles (3 credits)  
 BUS 343 Managerial Finance (3 credits)  
 MTH 115 Introduction to Statistics (3 credits)  
 MTH 120 Discrete Mathematics (3 credits)  
 MTH 150 Calculus with Analytic Geometry I (4 credits)

**MINORS**

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

**Minor in Mathematics**

This minor provides students in other majors with a solid practical background in major branches of modern mathematics.

**Courses Required for the Minor:**

MTH 115 Introduction to Statistics (3 credits)  
 MTH 120 Discrete Mathematics (3 credits)  
 MTH 150 Calculus with Analytic Geometry I (4 credits)  
 MTH 151 Calculus with Analytic Geometry II (4 credits)  
**Plus two of the following:**  
 MTH 300 Modeling and Numerical Approximation (3 credits)  
 MTH 315 Advanced Statistics (3 credits)  
 MTH 316 Non-Parametric Statistics (3 credits)  
 MTH 320 Elements of Geometry (3 credits)  
 MTH 330 Algebraic Structures (3 credits)

**Minor in Mathematics for Educators**

**Courses Required for the Minor:**

MTH 115 Introduction to Statistics (3 credits)  
 MTH 120 Discrete Mathematics (3 credits)  
 MTH 150 Calculus with Analytic Geometry I (4 credits)  
 MTH 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 330 Algebraic Structures (3 credits)

In addition to these 21 credit hours, students will, for certification purposes, be required to take MTH 360 Teaching Mathematics in the Middle/Secondary Schools.

**Minor in Computer Science**

This minor provides a solid background in computer science.

**Courses Required for the Minor:**

- CIS 160 Computer Science I (4 credits)
- CIS 161 Computer Science II (4 credits)
- CIS 210 Object-Oriented Programming (4 credits)
- CIS 250 Algorithms and Data Structures (4 credits)

**Plus two of the following:**

- CIS 310 Computer Architecture and Assembly Language (3 credits)
- CIS 340 Concepts of Telecommunications and Networking (3 credits)
- CIS 355 Principles of Operating Systems (3 credits)

**Minor in Management Information Systems**

This minor offers exposure to the fundamentals of information systems.

**Courses Required for the Minor:**

- CIS 160 Computer Science I (4 credits)
- CIS 161 Computer Science II (4 credits)
- CIS 210 Object-Oriented Programming (4 credits)
- CIS 250 Algorithms and Data Structure (4 credits)

**Plus two of the following:**

- CIS 316 Business Application Development (3 credits)
- CIS 320 Systems Analysis and Design (3 credits)
- CIS 330 Database Management Systems (3 credits)

**CERTIFICATE****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 in this catalog.

**Courses Required for the Certificate:**

- ART 115 Graphics Design I (3 credits)
- ART 302 Designing for the Web (3 credits)
- ART 402 Designing for the Web (Advanced) (3 credits)
- CIS 150 Fundamentals of Programming for Business (3 credits)
- CIS 115 Introduction to Server Technology (1 credit)
- CIS 215 Database Fundamentals and SSP (Server-Side Programming) (2 credits)
- CIS 315 Advanced SSP (Server-Side Programming) (3 credits)

**ADVANCED PLACEMENT**

An entering student who scores four or five on the Advanced Placement (AP) Test will receive equivalent placement and university credit. For students who score a four or five on the Calculus AB Examination, four credit hours are awarded for MTH150. For students who score a four or five on the Calculus BC Examination, eight credit hours are awarded for MTH150 and MTH151. For students who score a four or five on the Computer Science A Examination, eight credit hours are awarded for CIS160 & CIS 161. For students who score a four or five on Computer Science AB Examination, eight credit hours are awarded for CIS160 and CIS161. For students who score a four or five on Statistics Examination, three credit hours are awarded for MTH115.

**DUAL DEGREE PROGRAM IN ENGINEERING WITH 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. Students must have completed the first three years of required work in a major at Fontbonne. 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 dual degree program. Applicants with lower GPAs are considered on a case-by-case basis. Upon satisfactory completion of the program, the student will be awarded bachelor's degrees from both Fontbonne University and University of Missouri-Kansas City or from both Fontbonne University and Washington University in St. Louis.

**COURSES****Computer and Information Science****CIS 100 Computer Technology: Issues and Applications (3 credits)**

Introductory course to computer technology and applications designed for non-computer science majors. Covers general computer knowledge associated with computer history, hardware, software, operating systems and computer networks, Windows based applications such as word processors, presentation tools, spreadsheets, database systems, introduction to web page creation, and Internet browsers. Social and ethical issues related to technology are considered, such as software privacy, viruses, and security issues. Course will include development of an application project by the student. FA, SP

**CIS 103 Microcomputer Applications in Education (3 credits)**

Development of proficiency in the use of an integrated software package. All of the applications will be education-oriented, such as creating subject area databases and developing electronic grade sheets. Evaluation and use of educational software will also be included. FA, SP

**CIS 110 Microcomputer Applications: Spreadsheet (3 credits)**

Covers capabilities of Windows-based spreadsheet software. Presents spreadsheet terminology, basic commands, and features for data formatting, calculation, and creating tables and charts. Additional topics include building applications for data referencing, analysis and reports, advanced functions, and macros. Course will include development of a significant spreadsheet project by the student. FA, SP

**CIS 111 Microcomputer Applications: Database (3 credits)**

Covers the skills to design and implement a database as well as data entry, editing, and manipulation using Windows-based DBMS software. Includes applications of managing tables and files, using and creating queries, and designing forms and reports. Course will include development of a significant database project by the student. FA, SP

**CIS 115 Introduction to Server Technology (1 credit)**

An introduction to server technology. Topics include system architecture, file servers, FTP servers, web servers, database servers with an emphasis on server installation and configuration. SP

**CIS 120 An Overview of Computer and Information Science (3 credits)**

An introduction to computer and information science. Covers issues associated with both hardware and software, such as computer history, computer terminology, algorithm development and analysis with an emphasis on flowcharting, pseudocode and design, basic number systems, data storage, data manipulation, operating systems, networks, and computer engineering. Additional topics include programming languages, software engineering, data structures, file structures, database systems, the Internet, and artificial intelligence. FA

**CIS 150 Fundamentals of Programming for Business (3 credits)**

This course introduces programming for solving business-related application problems. Topics include program design, the integrated development environment, graphical user interface, data types, control structures, and sub/function procedures. Additional topics include database programming and exception handling. SP

**CIS 160 Computer Science I (4 credits)**

Emphasis on programming in C and introduction to C++, including structural programming concepts, simple data types and structures, C and C++ syntax, operators, control structures and pointers. Lab exercises include techniques

of coding, program design, and debugging. Students in this course who are majoring in mathematics, computer science, or management information science must earn grades of B- or better in this course to progress to CIS 161 and/or CIS 210. Prerequisite: Grades of A- or better in MTH 091 and MTH 095, or competency in arithmetic and algebra. For CS 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 or in computer science or management information systems must earn grades of B- or better to progress to CIS 210 and above. Prerequisite: CIS 160. SP

**CIS 170 Visual Programming (3 credits)**

Introduction to visual programming using Windows-based packages. Exploring tools and utilities of Windows graphic user interface and multimedia capacity, such as menus, buttons, and other controls. Topics also include using object-linking and embedding, dynamically-linked libraries, dynamic data exchange, and Internet-related applications. Lab exercises include language syntax and coding, data structures, links and controls, parameter passing. Prerequisite: CIS 160 or consent of instructor. Offered as needed.

**CIS 184-484 Internship (1-3 credits)**

Supervised work experience in computer science and management information systems. Credits are determined by the number of hours working in an approved job; course number is determined by the level of complexity likely to be involved. The internship is cooperatively administered by an employer-supervisor and a member of the faculty. Each internship also requires a paper summarizing the work done at the culmination of the work experience.

Prerequisites:

- For CIS184: CIS120 and CIS160;
- For CIS284: CIS120, CIS160 and CIS 161;
- For CIS384: CIS210 and CIS250;
- For CIS484: At least two 300-level courses.

**CIS 210 Object-Oriented Programming (Java) (4 credits)**

Introduction to concepts of abstract data type and inheritance. Topics include the fundamentals of object-oriented program design, object-oriented programming using Java. Lab exercises include introductory to intermediate level software analysis and design. Prerequisite: CIS 161. FA

**CIS 215 Database Fundamentals and SSP (Server-side Programming) (2 credits)**

An introduction to database fundamentals and server-side programming. Topics include table design and management, creating and using queries, file management, and writing programs on the server to support a web site. FA

**CIS 250 Algorithms and Data Structures (4 credits)**

Introduction to the principles of algorithm analysis, abstract data types covering stacks, queues, lists, trees and recursion, algorithms of sorting and searching. Additional topics include graph algorithms, text compression, dynamic programming, and randomized algorithms. Prerequisite: CIS 210 and MTH 120. SP

**CIS 293 Topics in the Business Computing Environment (3 credits)**

Course addresses topics of current interest in the business computing environment. Offered as needed.

**CIS 300 Modeling and Numerical Approximation (3 credits)**

Principles of model construction with selected case studies from various fields. Also, techniques of numerical approximation. Prerequisites: CIS 160; MTH 150. Offered alternate years. SP (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 160; MTH 120. Offered alternate years. SP (Odd)

**CIS 315 Advanced Server-side Programming (3 credits)**

This course teaches the advanced techniques of server-side programming over the Internet. Topics include using session control, accessing back-end database servers, E-commerce security issues, interacting with file systems, implementing secure transactions, and using network and protocol functions. SP

**CIS 316 Business Application Development (3 credits)**

Course covers the essentials of the COBOL programming language in the context of business application development. Topics include the fundamental design principles of business applications, application development processes, and program implementations using COBOL. Prerequisite: CIS 150 or CIS 160 or consent of the instructor. SP

**CIS 320 Systems Analysis and Design (3 credits)**

Includes the technological and managerial aspects of the analysis, design, and implementation of systems. Prerequisites: CIS 160 or consent of instructor. Offered alternate years. SP (Odd)

**CIS 330 Database Management Systems (3 credits)**

Fundamental design principles of database systems. Implementational design using data models, relational algebra, and relational calculus. Relational implementation with SQL, Microcomputer DBMS, and distributed database systems. Prerequisite: CIS 111 or consent of instructor. Offered alternate years. FA (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 160; MTH 120; either MTH 150 or consent of the instructor. Offered alternate years. 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 160; MTH 120. Offered alternate years. 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 160; MTH 120. Offered alternate years. 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. Offered as needed. Prerequisite: CIS 250 or consent of the instructor. Alternate Years FA (Even)

**CIS 375 Software Engineering (3 credits)**

Course introduces classical and object-oriented software engineering principles. Topics include the scope of software engineering, the software process, software life cycle models, documentation, tools, testing, quality assurance, project management, object-oriented analysis and design, system views, patterns, and modeling using UML, in the context of generic object-oriented development process. Students are required to design and build software projects through team effort. The projects cover the principal system development life-cycle phases. Offered as needed. Alternate Years FA (Even)

**CIS 394 Topics in Computer Science (1-4 credits)**

Course generated by the department to supplement regular course listings. Addresses topics in computer science. Prerequisite: Junior or senior status, or consent of instructor. Offered on a one-time or irregular basis.

**CIS 490 Independent Study (1-4 credits)**

Study in a specialized area, to be arranged according to student need and interest. Prerequisite: Junior or senior status.

**CIS 494 Advanced Topics in Computer Science (1-4 credits)**

Topics similar to those offered in CIS 394, offered on an as-needed basis, at a more advanced level.

**CIS 495 Senior Project (3 credits)**

Prerequisite: Senior status. FA, SP

**Mathematics**

**MTH 091 College Mathematics Skills (3 credits)**

Emphasizes computing with whole numbers and fractions, both common and decimal; percentages; application of the ability to compute word problems. In general, students must earn a grade of C- or better in this course to satisfy the prerequisite for further mathematics courses. However, students in this course who intend to choose a major in the department must earn grades of A- or better in this course to progress to MTH 095. Credit does not apply toward the 128-hour degree requirement. Offered as needed.

**MTH 095 Fundamentals of Algebra (4 credits)**

Study of basic algebra required for all mathematics courses at Fontbonne. Topics include: real numbers, exponents, radicals, rational expressions, linear equations and inequalities, polynomials, quadratic equations, systems of linear equations, functions, and graphing. In general, students must earn a grade of C- or better in this course to satisfy the prerequisite for further mathematics courses. However, students in this course who intend to choose a major in the department must earn grades of A- or better in this course to progress to MTH 105 and/or CIS 160. Prerequisite: A grade of C- or better in MTH 091 or competency in arithmetic. Credit will be applied as elective credit to the 128-hour degree requirement. FA, SP

**MTH 100 Topics in Algebra for Statistics (2 credits)**

This course covers the essential topics in algebra that are needed specifically to do common statistical calculations. Topics include: sets, signed numbers, exponents and radicals, algebraic and rational expressions, factoring, linear equations, an introduction to two-dimensional graphing, and an introduction to quadratic equations. Application problems are included. (Topics may be added at the instructor's discretion, as time allows, but not deleted from the preceding list.) Offered in the OPTIONS program only.

**MTH 102 Contemporary Topics in Mathematics for Educators (3 credits)**

Problem solving, elementary set theory and logic, development of the real number system. Topics in geometry and statistics. Education certification majors only. Prerequisites: Grades of C- or better in MTH 091 and MTH 095 or competency in arithmetic and algebra. FA, SP

**MTH 103 Excursions into Modern Mathematics (3 credits)**

This course presents mathematics in such a way that the student can see immediate connections between what is learned in the mathematics classroom and real-life problems. It is geared toward liberal arts majors. The choice of topics is such that a heavy mathematical infrastructure is not needed. A fundamental objective of the course is to develop an appreciation for the aesthetic elements of mathematics. Prerequisites: Grades of C- or better in MTH 091 and MTH 095 or competency in arithmetic and algebra. FA, SP

**MTH 105 College Algebra (4 credits)**

Topics covered: sets, number systems, polynomials, equations and graphing, inequalities, relations and functions, systems of equations, exponential and logarithmic equations, rational zeros of polynomials, matrices and determinants, sequences and series. Students in this course who choose a major in the department must earn grades of B- or better in this course to progress to MTH 150. Prerequisites: Grade of C- or better in MTH 091 and MTH 095, or competency in arithmetic and algebra. FA, SP

**MTH 108 Trigonometry (2 credits)**

Covers the standard introductory trigonometry topics—the six standard trigonometric functions, right triangle trigonometry, radian measure, graphs of function and their inverses, identities and formulas, equations and triangles. MTH 108 is a prerequisite for MTH 150. 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 091 and 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. Prerequisites: Competency in arithmetic and algebra. FA

**MTH 150 Calculus with Analytic Geometry I (4 credits)**

Differential and integral calculus of the algebraic and transcendental functions associated with analytic geometry. Prerequisite: Three years of high school mathematics including trigonometry with grades of B or better, or MTH 105, MTH 108 with grades of C- or better, or the consent of the instructor. SP

**MTH 151 Calculus with Analytic Geometry II (4 credits)**

A continuation of MTH 150, continuation of differential and integral calculus; infinite series. Prerequisite: MTH 150 with grades of C- or better. FA

**MTH 184, MTH 284, MTH 384, and MTH 484 Internships in Applied Mathematics (1-3 credit hours each)**

Supervised work experience in applied mathematics. Credits are determined by the number of hours working in an approved job; course number is determined by the level of mathematical complexity likely to be involved. The internship is cooperatively administered by an employer-supervisor and a member of the faculty. Each internship also requires a comprehensive paper at the culmination of the work experience. Grading is pass/no pass only. Prerequisite: Student must be pursuing a major in mathematics, and have completed the following courses:

For MTH184: MTH150 required and MTH115 recommended;

For MTH284: MTH151 and MTH115;

For MTH384: At least one of: MTH200 Linear Algebra, MTH250 Calculus with Analytic Geometry III, and MTH310 Differential Equations;

For MTH 484: At least two 300-level courses.

**MTH 200 Linear Algebra (3 credits)**

Topics include: vector spaces, linear transformations, and matrices. Prerequisite: MTH 151. Offered alternate years. FA (Even)

**MTH 250 Calculus with Analytic Geometry III (4 credits)**

Vector calculus, the differential, multivariate calculus with applications. Prerequisite: MTH 151. SP

**MTH 294 Topics in Mathematics (1-4 credits)**

Course generated by the department to supplement regular course listings. Addresses topics in mathematics. Offered on a one-time or irregular basis.

**MTH 300 Modeling and Numerical Approximation (3 credits)**

Principles of model construction with selected case studies from various fields. Also, techniques of numerical approximation. Prerequisites: MTH 150; CIS 160. Offered alternate years. SP (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

**MTH 310 Differential Equations (3 credits)**

Techniques for solving ordinary differential equations. Investigation of existence and uniqueness of solutions; a variety of applications. Prerequisite: MTH 151. Offered alternate years. SP (Odd)

**MTH 315 Advanced Statistics (3 credits)**

Uses statistical software to analyze data sets. Topics include widely used statistical tools such as linear and nonlinear regression, analysis of variance, expected mean squares, pooling. Prerequisites: MTH 115; MTH 150 or consent of instructor. Offered alternate years. FA (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. Offered alternate years. 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. Offered alternate years. FA (Odd)

**MTH 330 Algebraic Structures (3 credits)**

Covers discrete algebraic structures including Boolean algebra, groups, rings, integral domains and fields and their applications. Prerequisites: MTH 120; MTH 150. Offered alternate years. SP (Even)

**MTH 350 Methods of Teaching Mathematics in the Early Childhood and Elementary School (3 credits)**

Methods for teaching the real number system, diagnostic mathematics and remedial methods, probability, statistics, geometry, metric system, algebra, applications of computer to mathematics education. Education certification majors only. Prerequisite: MTH 102. FA, SP

**MTH 360 Teaching Mathematics in Middle/Secondary Schools (3 credits)**

Study of models of teaching mathematics, diagnostic mathematics, and remedial methods at the middle school or secondary level. Education certification majors only. Prerequisite: Junior or senior status. Offered alternate years. FA (Even) (Background check required)

**MTH 490 Independent Study (1-4 credits)**

Study in a specialized area, to be arranged according to student need and interest. Prerequisite: Junior or senior status.

**MTH 494 Advanced Topics in Mathematics (1-4 credits)**

Course generated by the department to supplement regular course listings. Addresses topics in mathematics. Prerequisite: Junior or senior status, or consent of instructor. Offered on a one-time or irregular basis.

**MTH 495 Senior Project (3 credits)**

Prerequisite: Senior status. FA, SP



The department of social work offers the bachelor of arts (BA) degree in human services and the bachelor of social work (BSW) degree. The department also offers minors in human services and social work. In each of these areas of study, students learn essential critical thinking, problem solving, research, and communication skills.

Human services ranks within the top ten fastest growing occupations in the United States. The bachelor of arts degree in human services at Fontbonne University provides a foundation for the scientific study of human services. Students develop the theoretical foundation and repertoire of skills that are fundamental to becoming responsible and effective entry level professionals in a variety of settings that help people live better lives. This training also prepares students for graduate study in human services, criminal justice, and social work.

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 designed according to the Council on Social Work Education professional practice standards and prepares students 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 program is in the Candidacy Phase of accreditation.

## FACULTY

**Sharon M. Jackson**, assistant professor; chairperson of the department of social work

**Catharine E. Mennes**, assistant professor; director of field education in social work

## 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 con-

ditions that promote or limit human functioning and develop the skills to design and administer effective interventions and services.

The curriculum encompasses specific guidelines of the Council for Standards in Human Service Education, which emphasize three specific curricular components: knowledge, skills, and attitudes.

1. **Knowledge.** This component incorporates a demonstrated knowledge of the history, content, and dimensions of human services, as well as an awareness of the diverse populations encountered in human services work.
2. **Skills.** The skills portion of the curriculum offers the student competency in a broad range of methods and techniques, including the planning and evaluation of intervention protocols, and interpersonal and administrative skills.
3. **Attitudes/Values.** The final component emphasizes the importance of continued self-development in addition to a wide range of client-related values.

## Goals of the Human Services Major

The goals of the human services major are to provide a broad, comprehensive curriculum in human services to prepare students for entry into graduate school or, alternatively, to be vocationally viable as human service providers at the baccalaureate level. Upon completion of the program, graduates are prepared to pursue further study in disciplines such as social work, psychology, counseling, and sociology. As human service practitioners, graduates are qualified for employment in a variety of agencies which provide services to a wide range of human service populations.

The major consists of 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.

Many agencies require their employees to undergo a criminal record check and child abuse/neglect screening. The Missouri highway patrol and the department of social services conduct these screenings. Every Fontbonne student engaged in practica experiences in the human services program must complete these background checks prior to any internship or practicum experience.



### Baccalaureate Degree and Residency Requirements

All requirements for an undergraduate degree are listed under academic policies and regulations in the 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 credit hours*) at Fontbonne.

### General Education Requirements

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

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

SOC 100 Survey of Sociology (3 credits)

MTH 105 College Algebra (4 credits)

**OR**

MTH 115 Introduction to Statistics (3 credits)

### Courses Required in Human Services

HUS 100 History and Politics of Human Services (3 credits)

HUS 221 Social Issues and Social Welfare Policy (3 credits)

SWK 110 Human Behavior and the Social Environment (3 credits)

HUS 250 Human Service: Theory and Practice (140 hours of practicum and seminar = 6 credits)

SWK 250 Generalist Practice One (4 credits)

SWK 370 Research for Social Work Practice (3 credits)

**OR**

SWK 380 Program Evaluation (3 credits)

A student selects 12 courses (36 credits) from the SWK professional practice course selection

A total of 55 credit hours of required courses are to be completed for the human service degree.

### Courses Required in Other Disciplines

PSY 100 Introduction to Psychology (3 credits)

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

Fontbonne students may choose a 3/2 program of study in connection with the George Warren Brown (GWB) School of Social Work at Washington University. Students who have completed the first three years of required work for a major in human services at Fontbonne and who have a minimum cumulative grade point average of 3.5 may apply for

admission to the GWB School of Social Work at the end of the junior year. Upon satisfactory completion of the first year at GWB, the student will be awarded a bachelor of arts degree from Fontbonne University. It is the student's responsibility to apply for this degree from Fontbonne at the satisfactory completion of the first year at GWB. At the end of the second year of study at GWB, students should qualify for a master of social work (MSW) degree at Washington University.

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

Fontbonne students may choose an accelerated Bridge program of study with Saint Louis University School of Social Work. Senior-level students who have completed 44 credits hours including specific course requirements with a minimum cumulative grade point average of 3.2 may apply for admission to the Saint Louis University School of Social Work. Bridge students will be given visiting student or non-degree student status if accepted in the MSW program and pay the current Saint Louis University School of Social Work tuition rates and fees. Bridge students are not eligible to apply for School of Social Work scholarships until they have received full admission to the MSW program. Students accepted into the Bridge program may take between 3–15 credit hours from select social work courses. Upon completion of graduation requirements at Fontbonne University and successful completion of SLU social work courses, students will be given full admission to the Saint Louis University School of Social Work MSW program. It is the student's responsibility to meet with her/his academic advisor to appropriately plan for admission to the Bridge program.

### 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 life long 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 life long 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:
    - Why I am choosing social work?
    - What experiences have led me to select social work?
    - 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 and SWK 110 with an average of 2.5 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.
3. Enrollment as a student in good standing at Fontbonne University.
4. Student may submit an application after completing a minimum of 24 credit hours with an average 2.5 GPA including SWK 100 and SWK 110.
5. 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

Many 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. A positive drug test, criminal conviction, or substantiated records of abuse and neglect may prevent a student from participating in field education, securing employment, and obtaining professional social work licensure.

### 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. 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:
- Why I am choosing social work?
  - What experiences have led me to select social work?
  - 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, SWK 110, or their equivalents with a 2.5 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.

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 32 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 2.5 or better;
2. Transfer credits may not reduce the residency requirement minimum of 32 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 110 Human Behavior and the Social Environment (3 credits)
- SWK 250 Generalist Social Work Practice I (4 credits)
- SWK 270 Spirituality and Religion for Professional Practice (3 credits)

- SWK 300 Social Issues and Social Welfare Policy (3 credits)
- SWK 350 Generalist Social Work Practice II (3 credits)
- SWK 351 Generalist Social Work Practice III (3 credits)
- SWK 370 Social Work Research Methods (3 credits)
- SWK 400 Professional Synthesis of Generalist Practice (3 credits)
- SWK 450 Social Work Field Education I (4 credits)
- SWK 455 Field Education Practice Seminar I (2 credits)
- SWK 451 Social Work Field Education II (4 credits)
- SWK 456 Field Education Practice Seminar II (2 credits)
- SWK 470 Human Biology for Social Workers (3 credits)
- Social Work Professional Practice Courses: select four to equal 12 credits
- 52 credit hours in social work courses

### General Education Requirements

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

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

- SOC 100 Survey of Sociology (3 credits)
- PSY 100 Intro to Psychology (3 credits)
- MTH 115 Intro to Statistics (3 credits)

The major consists of 58 credit hours of required courses consisting of 11 foundation courses, four field education courses, and four professional practice courses. A minimum cumulative 2.5 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.

### Courses Required in the Social Work Major

#### Foundation Courses

- SWK 100 Introduction to Social Work (3 credits)
- SWK 110 Human Behaviors in the Social Environment (3 credits)
- Note:** Apply to social work program after completing SWK 100 and SWK 110
- SWK 200 Social and Economic Justice (3 credits)
- SWK 250 Generalist Practice One (4 credits)
- SWK 270 Spirituality and Professional Practice (3 credits)
- SWK 300 Social Issues and Social Welfare Policy (3 credits)
- SWK 350 Generalist Practice Two: Individuals and Families (3 credits)
- SWK 351 Generalist Practice Three: Communities, Groups, and Organizations (3 credits)
- SWK 370 Research for Social Work Practice (3 credits)
- SWK 400 Professional Synthesis (3 credits)
- SWK 470 Biological Psychology for Social Workers (3 credits)

**Field Education Courses** (for junior and senior level social work majors only)

- SWK 450 Field Education I (3 credits = 240 hours of field practice)
- SWK 455 Field Education Seminar I (2 credits)
- SWK 451 Field Education II (3 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. Human service majors must select any twelve courses from any one or more of the following categories.

**Administration**

- SWK 280 Fundraising and Grant Writing
- SWK 380 Strategies for Evaluating Social Service Programs
- SWK 480 Social Service Administration

**Aging and Disabilities**

- SWK 251 Death and Dying
- 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 431 Advocacy and Case Management in Social Services

**Criminal Justice**

- SWK 261 Introduction to Criminal Justice
- SWK 262 Restorative Justice
- SWK 361 Social Work and the Law
- SWK 362 Juvenile Justice System

**Families and Schools**

- SWK 340 Counseling and Social Services in Schools
- SWK 341 Families and the Child Welfare System
- SWK 440 understanding Children's Mental Health Needs

**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 Justice**

- 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

**Non-Social Work Majors**

Non-social work majors may enroll in social work courses excluding field education courses: SWK 450, SWK 455, SWK 451, SWK 456, and SWK 400.

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.

**MINORS**

In addition to majors, the department of social work offers two 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 C- 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 credit hours)**

- 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 Welfare Policy (3 credits) or SWK 221 (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 (3 credits) or SWK 471 (3 credits)
- HUS 390 Human Service Administration (3 credits)

**OR**

- SWK 370 (3 credits) or SWK 380 (3 credits)
- HUS 410 Community Assessment (3 credits)

**OR**

- SWK 351 (3 credits)

**OR**

- SWK 395 (3 credits)

**Minor in Social Work (19 credit hours)**

- SWK 100 Introduction to Social Work (3 credits)
- SWK 250 Generalist Social Work Practice I (4 credits)
- SWK 300 Social Issues and Social Welfare Policy (3 credits)

3 additional social work courses: (9 credits)  
1 at 250 or above level  
2 at 300 or above level  
Excluding SWK 400, SWK 450, and SWK 451 (for social work majors only)

### COURSES

#### Human Services

##### **HUS 100 History and Politics of Human Services (3 credits)**

Surveys the historical development and political dynamics of human service agencies. Students analyze effectiveness of human service organizations at meeting people's needs. FA

##### **HUS 221 Social Issues and Social Welfare Policy (3 credits)**

An analysis of the interactions between social welfare policy, social service agencies, and contemporary social issues. SP

##### **HUS 230 Interviewing and Counseling (3 credits)**

An introduction to basic counseling techniques with emphasis on problem solving, solution-oriented methods, and psychosocial assessment. FA

##### **HUS 250 Human Service: Theory and Practice (6 credits)**

Field placement (140 credits) in a human service agency with a focus on service and an analysis of the agency. In the seminar, students will discuss goals and objectives of their practicum experience with emphasis on the interactions between the agency, provider, and client. FA

##### **HUS 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 351 Practicum II (3 credits)**

Additional field placement (200 hours) in an approved human service agency with a focus on service analysis of the agency. Prerequisite: junior or senior status. FA

##### **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 450 Practicum III (3 credits)**

Additional field placement (200 hours) in an approved human service agency with a focus on service and analysis of the agency. Prerequisite: Junior or senior status. FA, SP

##### **HUS 490 Independent Study (3 credits)**

Prerequisite: Junior or senior status and permission of instructor.

##### **HUS 494 Special Topics (3 credits)**

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

#### Social Work

##### **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, SU

##### **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. SP, SU

##### **SWK 200 Social and Economic Justice (3 credits)**

This course provides an introduction to central debates in the sociological literature on diverse groups. Topics include power and inequality, prejudice and discrimination, social justice, and social policy. 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

### **SWK 251 Death and Dying (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 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, healthcare, geriatrics, and ministry. FA

### **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. FA

### **SWK 262 Restorative Justice (3 credits)**

Restorative Justice is a perspective that focuses on healing the harm to the victim, holding the offender accountable, and involving the community. This course is an introduction to restorative justice principles and practices in contrast with the current retributive system. SP

### **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. 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. FA

### **SWK 290 Poverty and Social and Economic Justice (3 credits)**

This course examines the needs of families, neighborhoods, and communities struggling with high levels of poverty and

its effects. The causes of poverty and the government's role in creating antipoverty programs will be examined. Current federal and state programs and policies will also be assessed. FA

### **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

### **SWK 331 Group Counseling (3 credits)**

Focuses on the basic issues and key concepts of group process for effective group facilitation with a variety of populations. SP

### **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

**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. 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. FA

**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

**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. SP

**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. FA

**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 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. SP

**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. FA

**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

#### **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-SW-CM). Prerequisite: Junior and senior status. SP

#### **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)**

240 hours of field education at placement site. Prerequisite: Junior and senior social work majors. FA, SP

#### **SWK 451 Field Education II (4 credits)**

240 hours of field education at placement site. Prerequisite: Junior and senior social work majors. 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. FA

#### **SWK 455 Field Education Seminar I (2 credits)**

Concurrent with SWK 450 Field Education I classroom seminar. FA, SP

#### **SWK 456 Field Education Seminar II (2 credits)**

Concurrent with SWK 451 Field Education II classroom seminar. FA, SP

#### **SWK 470 Biological Psychology for Social Workers (3 credits)**

This course will provide an in-depth exploration of biological psychology, one of the foundational sub-fields within the

discipline of psychology. Understanding the physiological underpinnings and mechanisms of human behavior, emotion, and cognition is fundamental to the study of psychology, sociobiology, and social work. Becoming thoroughly grounded in the bio-psycho-social perspective provides an enriched understanding of the broader human experience. As physically embodied creatures, humans and animals are ultimately controlled by activity within their nervous systems and related physiological systems. Together, our unique biological systems exert a powerful and pervasive influence on higher-order human processes, including behavior, cognitive, and emotional functioning. Understanding how these systems work is critical to understanding what makes humans uniquely "human" in terms of cognition, behavior, and social dynamics. Prerequisite: PSY 100. FA

#### **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. SP

#### **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.





FONTBONNE UNIVERSITY  
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## Graduate Information

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# 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)  
 Master of Science in Taxation (MST)

## GRADUATE PROGRAMS

Accounting (MS)  
 Art (MA)  
 Business administration (MBA)  
 Business administration (MBA) + Business English for international students  
 Computer education (MS)  
 Early intervention in deaf education (MA)  
 Education (MA)  
 Education/Teaching (MAT)  
 Family and consumer sciences (MAT)  
 Fine arts (MFA)  
 Human environmental sciences (MA)  
 Management (MM)  
 Nonprofit management (MS)  
 Speech-language pathology (MS)  
 Speech and theatre (MAT)  
 Supply chain management (MS)  
 Taxation (MST)  
 Theatre (MA)

## GRADUATE CERTIFICATES

Business taxation  
 Individual taxation  
 Instructional technology  
 Computer education  
 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 as a minimum of 15 credit hours in a sequence of interdisciplinary coursework or a narrowly defined set of courses within a discipline.

## Requirements/Policies

1. All certificate program courses must be successfully completed through instruction offered at Fontbonne University, culminating in a minimum cumulative grade point average of 3.0. An individual department may establish a higher cumulative grade point average for a specific certificate program. One graduate course from another institution may be accepted as transfer credit, or one competency test may be taken.
2. Courses that fulfill the requirements for a certificate may not be used to fulfill requirements for another certificate.
3. Fontbonne policies apply to certificate-seeking students.

## TEACHER CERTIFICATION — GRADUATE 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* which follows the graduate section in this catalog. Also, see each academic department for available certifications in specific majors.

See the individual departments which follow for information on their graduate programs.

## GRADUATE ONLINE PROGRAMS

Fontbonne University offers fully online, accredited, graduate degree programs in computer education, education, and business management. These programs are student-centered, high quality programs, just as students would experience in traditional face-to-face programs.

Online courses are presented in a structured asynchronous manner so students are able to communicate with faculty and fellow students on their own schedule while still enjoying the graduate school experience through discussion and interactive learning.

Graduate online courses are currently offered through the Eckelkamp College of Global Business and Professional Studies and the departments of education/special education, human environmental sciences, and mathematics and computer science.

**Note:** On-campus meetings are required for blended courses. Online courses have no synchronous meeting requirements, which require students to meet at one time and location.

Online graduate courses may require proctored testing on campus or at an approved location.

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 of Carondelet–St. Louis Province*), and to the Fontbonne University history. Students who register for online courses or courses with the Blackboard tutorial as a prerequisite, will automatically be enrolled in the tutorial. The Blackboard tutorial is available beginning two weeks before the start of every semester and OPTIONS 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.

### **Minimum Technology Requirements for online students include:**

Minimum of 2 GB of RAM with DSL or high-speed Internet access.

- Windows and Office 2007 or higher for PC and Office 2008 for Mac. Most online courses require Word and PowerPoint, and many require Excel. Fontbonne University's standard software platform is MS Office 2010.
- 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.

## **ACADEMIC ADVISING**

The director of the specific graduate program is responsible for seeing that each graduate student is assigned either a faculty member or an academic staff member as the student's advisor. The academic advisor assists the student to develop and progress through an academic program that meets the student's career goals, interests, and abilities. The advisor guides the student in choosing appropriate courses each semester and encourages the student to develop as a whole

person by taking advantage of the opportunities of the total Fontbonne experience. It is the student's responsibility during advising week each semester to contact the academic advisor to plan the next semester course schedule.

In the event that an advisor/advisee arrangement does not work effectively, a student may petition the program director for a new advisor.

### **Student Responsibilities**

Students have full responsibility to:

- Inform themselves of and be responsible for all academic policies, procedures, and regulations pertinent to the student's program and degree requirements.
- Monitor their progress in their academic program by routinely and thoroughly reviewing their degree audit and by regularly communicating with their academic advisor to discuss their progress.
- Read and understand the syllabus from each course. The syllabus serves as a guide for all course policies and procedures and provides a permanent record of the learning outcomes and assessments for each course.

## 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:

1. A completed graduate application form accompanied by the \$25 non-refundable application fee.
2. Official transcripts from all previous coursework from accredited, degree-granting colleges or universities, including the institution that granted the applicant's undergraduate degree.
3. Three (3) letters of recommendation.
4. A portfolio as required for specific programs.
5. A personal statement of 300-500 words unless otherwise stated for a specific program.
6. Additional specific admission criteria, including grade point average, are listed under each individual graduate program.

### ADMISSION FEE

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

### ADMISSION OF GRADUATE INTERNATIONAL STUDENTS

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

1. A completed, signed international graduate student application form (available at [www.fontbonne.edu/admissions/international](http://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 internet based (IBT) or computer based (CBT) tests. A 71 IBT or a 197 CBT is required. Fontbonne will also accept IELTS scores or COMPASS scores. Students not meeting the required language proficiency may be accepted to a graduate program on a "conditional" basis provided the student enrolls in ESL courses prior to enrolling in graduate academic courses.
5. An official letter of sponsorship and an official financial statement from the bank of the guarantor. These are required to meet U.S. Citizenship and Immigration Services regulations. The bank statement and letter from the sponsor must be in English. The bank statement must be certified by the bank, dated within 120 days of the application, and have the name of the sponsor (or sponsor's organization) on the account. The account will indicate the amount of funds available. The sponsor must have sufficient funds to support the student for a minimum of one year while in academic studies.
6. Three (3) 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 the different departments.
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.

A student re-entering Fontbonne University must follow all requirements stated in the catalog in effect at the time of re-entry.

### **MIDWEST STUDENT EXCHANGE PROGRAM**

Fontbonne University participates in the Midwest Student Exchange Program. This program is an interstate initiative established by the Midwestern Higher Education Commission to increase educational opportunities for students in its member states. The program enables residents from Indiana, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, and Wisconsin to enroll in designated institutions and programs at reduced tuition levels outside their home state. For information see <http://www.mhec.org/MSEPAccessNavigator> or call 314.889.4536.

# University Expenses

## TUITION (2011–2012)

Graduate courses: \$605 per credit hour

## FEES

(Please refer to the current semester course schedule.)

Application fee: \$25

Application fee — International students: \$50

Graduation fee for master's degree: \$75

Lab fees (if applicable): See individual course in current semester course schedule.

Parking permit: \$80 – \$140

(Parking Permits fees are subject to change)

Registration, change in: \$5 per course

Registration, late: \$25

Resource fee:

full time (10 credit hours or more): \$180 per semester

part time (9 credit hours or less): \$18 per credit hour

Transcript, regular process: \$4

Transcript, on demand: \$15

## REFUNDS

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

## Tuition adjustments

Withdrawal before the first day of classes: ..... 100%

Withdrawal during the first drop/add period: ..... 100%

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

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

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

No refund after 51% of the semester: ..... 0%

## Fee Adjustments

Withdrawal before the first day of classes: ..... 100%

Withdrawal during the first drop/add period: ..... 100%

No refund after first drop/add period: ..... 0%

An administrative fee of \$25 will be charged on all withdrawals after the first day of classes.

## DISCOUNTS

### Alumni Tuition Discounts

Students who have earned a degree from Fontbonne University may apply for an alumni discount on tuition rates for courses, based on space available.

Alumni who received a master's degree from Fontbonne can enroll in graduate courses and be eligible for a 35 percent discount on the graduate-level courses.

Alumni who received a bachelor's degree from Fontbonne can enroll in undergraduate courses and be eligible for a 35 percent discount on undergraduate-level courses. This discount applies to fall and spring semesters only for traditional students.

Questions concerning alumni tuition discounts should be directed to the Fontbonne business office.

### Educator's Discounts

Students who are taking graduate courses at Fontbonne University and who are employed at least half-time in a preschool through twelfth grade school or school system may apply for a 15 percent discount. Students obtain the educator's discount form from the appropriate program director.

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

## AUDIT

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

Graduate courses: \$200 per course

Graduate business courses: \$485 per course

## OBLIGATION OF PAYMENT

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

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



Fontbonne University has contracted with Tuition Management Systems to provide a payment plan that will allow monthly payments without interest charges. You can enroll online at [www.fontbonne.edu](http://www.fontbonne.edu) or [www.afford.com](http://www.afford.com). Enrollment forms may also be obtained from the Fontbonne University business office.

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

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

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

## Financial Aid

Through the administration of various financial aid programs, Fontbonne University assists qualified students with demonstrated financial need. Most Fontbonne financial aid awards offered to graduate students will be from the Federal Stafford Loan Program.

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

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

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

Current regulations do not permit unclassified (*non-degree seeking*) students to receive any type of federal aid.

### APPLICATION PROCEDURES AND DEADLINES

Applicants must first be admitted to Fontbonne University in a graduate degree program; graduation from an accredited college or university with a baccalaureate degree is required. At the same time the Free Application for Federal Student Aid form should be completed along with a Fontbonne University Financial Aid Application. There is no cost associated with the submission of these forms. Please visit the website for more detailed information: [www.fontbonne.edu](http://www.fontbonne.edu).

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

Financial aid application must be made each year with a new determination of expected family contribution. Yearly awards will be made according to the availability of funds.

For detailed information on application procedures, contact the:

Financial Aid Office  
Fontbonne University  
6800 Wydown Blvd.  
St. Louis, MO 63105-3098  
314.889.1414  
<http://www.fontbonne.edu/admissions/graduate/payingforschool/>

OPTIONS students should call 314.889.4583 or visit [www.fontbonne.edu/options/](http://www.fontbonne.edu/options/).

### FINANCIAL AID POLICY FOR ACADEMIC PROGRESS

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

Please notify the financial aid office immediately upon your decision to stop attending class. Failure to properly withdraw from class or failure to attend a class could result in loss of financial aid.

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

### GRANTS AND DISCOUNTS

**TEACH Grant** is a new grant being offered by the Federal Department of Education. Please see your financial aid counselor for more detailed information.

**Educator's Discount** applies to students who are taking graduate courses at Fontbonne University and who are employed at least half-time in a preschool through twelfth grade school or school system. These students may apply for a 15 percent discount. Students obtain the educator's discount form from the appropriate program director.

Other tuition discounts are available to Fontbonne graduates. See Alumni Tuition Discounts in University Expenses in this graduate section of the catalog.

Some programs may also have grants, scholarships, fellowships, or assistantships available.

**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.

## LOANS

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

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

**Federal Grad Plus** is a non-need-based loan. Its availability is based upon a credit check and should only be applied for after eligibility for the Stafford Loan has been determined. The loan limit is the budgeted cost of education minus other financial aid. Origination fees apply. Repayment must begin immediately.

## 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 newly implemented book rental policy. For information call 314.889.1420 or go to the web site at [www.fontbonne.edu/studentlife/bookstore](http://www.fontbonne.edu/studentlife/bookstore).

### HEALTH SERVICES

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

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

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

Student accident and sickness insurance information is available in the student affairs office on the first floor of Medaille Hall. The plans are voluntary and optional. Each student deals directly with the insurance company and no plan is sponsored or specifically endorsed by the university.

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

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

### ID CARDS

The student affairs office, located on the first floor of Medaille Hall, issues picture ID cards during regular office hours. OPTIONS students may obtain their picture ID at the OPTIONS Brentwood location. There is no charge for the first ID; if the ID is lost or damaged, there is a \$10 replacement fee. The ID identifies the holder as a Fontbonne student and is issued for campus security, use of facilities in the Dunham Student Activity Center, library borrowing privileges, cashing checks, and using Griffin Bucks. A valid ID may be used throughout the city for discounts to selected movies, sporting events, plays, museums, and cultural events. To get an ID, students need to provide proper identification such as a driver's license.

### PARKING

#### Clayton Campus

To park on the Clayton campus or on the Fontbonne shuttle lot, 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](mailto:safety@fontbonne.edu).

#### Brentwood Location

Students parking at the Brentwood location (1300 Strassner Drive) are required to obtain a Fontbonne parking permit from the business office at that location. Details may be obtained by calling 314.919.0865.

#### 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, by calling 314.719.8024, or emailing [safety@fontbonne.edu](mailto: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 1600, 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 relaxing atmosphere in which to study or meet with friends.

## INTERNATIONAL AFFAIRS

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

## INTERNATIONAL AFFILIATIONS

Fontbonne University has affiliations with a number of institutions in Europe and Asia for both undergraduate and graduate programs. Approximately 100 international students representing over 25 countries are enrolled in ESL, undergraduate, and graduate programs at Fontbonne. Numerous faculty members have participated in a number of academic exchange programs.

All matters related to international students may be directed to the office of international affairs, located in the International Center, Ryan Hall, Room 107 or contact the director of international affairs at 314.889.4509 or [internationalaffairs@fontbonne.edu](mailto: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 learning environment which is inclusive of all students. Through out-of-the-classroom experiences, students can increase their understanding of self and others, strengthen human relations, communications, and critical thinking skills, and develop leadership abilities and social responsibility. The departments comprising student affairs are listed below. For additional information, go to [www.fontbonne.edu/studentlife/](http://www.fontbonne.edu/studentlife/).

### 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 Women's Lacrosse

Conference, and Midwest-III Conference. Fontbonne Athletics features both men's and women's intercollegiate varsity sports and club sports. 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 bowling, basketball, cross country, field hockey, golf, indoor and outdoor track and field, softball, soccer, lacrosse, tennis, and volleyball. Our club teams include men's bowling, cheerleading, and dance which are also an active part of the athletic program.

Graduate students can participate in any Fontbonne club program. However, in order to participate in any of Fontbonne's NCAA teams a graduate student would have to have earned their undergraduate degree at Fontbonne. Additionally, the student must not have used more than four years of eligibility in that sport and must not have been a full-time student for more than 10 semesters. Lastly, the student must be academically eligible according to standards set by Fontbonne University.

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

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, and simply comfortable spaces and conversations to help students search for answers to questions and discovering their purpose in life.

### Career Development

The department of career development teaches students and alumni how to take active responsibility for their professional planning, growth, and career management. A comprehensive range of programs and resources, including self-assessment, occupational information, and online job listings, helps students make informed career decisions, select realistic academic programs, and master job search skills for ongoing professional development. In addition, the department sponsors many career-related presentations and events throughout the year.

### Counseling & Wellness

The counseling and wellness office is staffed with licensed professional counselors who provide 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 office also provides referral to off-campus counseling resources. As student health and wellness is related to academic success, the office encourages student wellness by providing wellness resources and activities for students throughout the academic year. The counseling and wellness office is located in the student affairs department 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.) In cases of on-campus, after-hours emergencies, contact Fontbonne's Public Safety office at 314.889.4596; for off-campus emergencies, contact 9-1-1.

### Leadership Education and Student Activities

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

Graduate students are invited to join a campus student organization while at Fontbonne University. Campus organizations related to professional associations, community service needs, and social/recreational activities form a strong and integral part of students' total university experience. Student participation can increase leadership and teamwork skills, interpersonal communication, 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 student development at 314.719.8057, or may stop by the office on the second floor of the Dunham Student Activity Center.

### Residential Life

Campus housing is available on a limited basis to enrolled Fontbonne students. Generally, a student must be registered as a full-time student to reside on campus. For additional information call 314.889.1411 or go to the Fontbonne web site at <http://www.fontbonne.edu/studentlife/oncampus/residentialliving/>.

### 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 <http://www.fontbonne.edu/studentlife/servicediversitysocialjustice/>.

### STUDENT HONOR SOCIETIES

Honor Societies are available to graduate students.

**Phi Kappa Phi** ( $\Phi K \Phi$ ), the oldest, largest, and most selective national honor society for all academic disciplines invites the top 10 percent of graduate students to be members.

**Delta Mu Delta** ( $\Delta M \Delta$ ), international honor society for business graduate students, accepts nomination from graduate students who have completed 30 plus credit hours and are in the top 20 percent of their class.

**Pi Lambda Theta** ( $\Pi \Lambda \Theta$ ), international honor society for education graduate students, accepts nominations from graduate students who have completed six graduate credit hours and have earned a 3.5 cumulative GPA. Final determination for membership is decided by Fontbonne faculty.

**Kappa Gamma Pi** ( $K \Gamma \Pi$ ), the 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.

### HONORS CONVOCATION

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

## 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 nine or more credit hours per semester.

**Part-time graduate:** A student who carries fewer than nine 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 first C in a graduate course will immediately be sent a letter of concern by the graduate program director, or, in the case of an OPTIONS student, by the OPTIONS director of academic student services, with a copy sent to the advisor and a copy placed in the student's file.

A student who earns a second C in a graduate course must retake one of the courses in which a C was earned and replace that grade with the minimum of a B-. A student who earns a first F in a graduate course subsequent to earning a C in a graduate course will be dismissed from the program and the university. A third grade of C or lower, combined with the previous grades of C will result in dismissal from the program and the university.

A student who earns a first F in a graduate course may be dismissed from the program and university. However, the student may be allowed to continue in the graduate program upon the written approval and specification of conditions of both the graduate program director and the director of graduate studies or the OPTIONS director of academic student services. The continuing student must, at the first opportunity, retake the course in which the F was earned and earn a minimum grade of B-. A grade of C or lower will result in dismissal from the program and the university. A student who earns a first C in a graduate course subsequent to earning 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 two (2) graduate courses;
- repeat a graduate course only once.

Since many graduate courses are not offered each academic semester/term, the student who earned a first grade of C or F in a graduate course may, with the approval of the

graduate program director or the OPTIONS director of academic student services, 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 or F was earned. Additional conditions pertaining to continued enrollment may be set by the program director or by the OPTIONS director of academic student services. A letter stating the conditions will be sent by the program director or by the OPTIONS director of academic student services to the student, the director of graduate studies, 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 director of graduate studies or by the OPTIONS director of academic student services, if the student:

- earns a third C in a graduate course; or
- earns a second F in a graduate course; or
- earns a C in a graduate course after earning an F in another graduate course; or
- earns an F in a graduate course after earning a C in another graduate course; or
- earns an F in a repeated graduate course after earning either a C or F; or
- earns a C in a repeated graduate course after earning an F.

### AUTHORIZATION TO STUDY AT ANOTHER INSTITUTION

Once a graduate student has matriculated to Fontbonne, the student must receive written approval from his/her program director to study at another institution. A student given authorization to study at another institution must adhere to the total credit hours transferable (*see transfer of credit above*).

### 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 only after the student becomes dually enrolled. Dual enrollment means

that the student is enrolled as a degree-seeking undergraduate student and as an unclassified graduate student when enrolled in a graduate course.

In order to be eligible for dual enrollment, an undergraduate student must be classified as a senior (*a minimum of 90 credit hours earned*) and have a minimum cumulative grade point average of 3.0. Graduate credit hours may not be used toward the 128 hour requirement for an undergraduate degree.

Enrollment in graduate courses must be approved by the graduate program director; preference is given to students enrolled in the graduate program. A maximum of nine graduate credit hours taken during dual enrollment may be applied to the total required for the master's degree.

### 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. The beginning date for new students to complete the pre-registration/registration process is also listed in each course schedule.

### 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 director of graduate studies; 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 F 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
*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:

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

## GRADE POINT AVERAGE

The grade point average (GPA) is calculated by dividing the quality points earned by the credit hours attempted. The grade point average is 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 director of graduate studies, in consultation with the program director or the OPTIONS director of academic student services, 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.*)

- 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 WITH- IN 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 before the date specified in the semester course schedule receives a designation of W. A student who does not complete the authorized withdrawal process receives a grade of F.

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 an exception to this policy. (See *Withdrawal for an Extenuating Circumstance* below.)

For financial aid purposes, an 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 participate in class does not constitute a withdrawal and may affect the student's federal financial aid status. A student must notify the financial aid office, business office, and registrar's office immediately upon the student's decision to stop participating in a course.

#### **Withdrawal for an Extenuating Circumstance**

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

A graduate student must obtain information, procedures, and forms concerning a withdrawal for an extenuating circumstance from the director of graduate studies. At the latest, the withdrawal procedures must be completed and all documentation submitted to the director of graduate studies 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 relative to an academic matter other than for a final grade or for dismissal must consult with the director of graduate studies, either in person, by email, or by telephone. The director 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/college dean, 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 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 director of graduate studies 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 director of graduate studies, 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 director of graduate studies. 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 appropriate administrator (*dean of business, dean of education, director of graduate studies, or for an OPTIONS student, the OPTIONS director of academic student services*) within thirty calendar days of being dismissed as indicated by the date of the dismissal letter.

### APPLICATION FOR DEGREE

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

### COMMENCEMENT/CONFERRING OF DEGREES

Fontbonne University confers master's degrees at the annual commencement ceremonies in May and December.

A graduate student must complete all graduate requirements for the degree with a minimum cumulative grade point average of 3.0. A student may participate in the commencement ceremony (*May or December*) only if all degree requirements have been fulfilled by the date of commencement and all financial obligations to the university are satisfied.

### RECORD OF WORK AND TRANSCRIPTS

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

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

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

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

### ACADEMIC INTEGRITY/HONESTY

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

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

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

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

to information obtained electronically, such as from the Internet.

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

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

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.



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## Graduate Programs

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

These programs are designed to be completed evenings, weekends, or online with minimal work schedule interruption for the busy professional.

The Eckelkamp College of Global Business and Professional Studies offers the following graduate degrees in an accelerated format for the working adult:

- A master of science (MS) degree in accounting
- A master of business administration (MBA) degree
- A master of management (MM) degree
- A master of science (MS) degree in nonprofit management
- A master of science (MS) degree in supply chain management
- A master of science in taxation (MST) degree

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

- Business taxation
- Individual taxation
- Supply chain management

### ACADEMIC POLICIES AND REGULATIONS

For detailed information on academic policies and regulations, please refer to the graduate program information section in this catalog.

### DUAL UNDERGRADUATE/GRADUATE ENROLLMENT

For detailed information on dual undergraduate/graduate enrollment, please refer to the preceding academic policies and regulations section in this catalog.

### MASTER OF SCIENCE (MS) IN ACCOUNTING

The master of science degree in accounting is for individuals who have a non-accounting bachelor's degree but are interested in a career in accounting. The course requirements, together with the Preparatory Core, will give students the foundation needed to sit for the CPA Exam.

#### 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 GMAT score of 475 or higher.
2. A minimum GPA of 2.75 on a 4.0 scale.
3. A self statement: An autobiographical statement (200-300 words) including the purpose of why you want to obtain your graduate degree in accounting from Fontbonne University.
4. Applicants whose native language is not English must pass the TOEFL with a score of 197 CBT/71 IBT or a Fontbonne-authorized equivalent.

Applications are considered according to program availability. Complete applications must be on file 14 days prior to the beginning of the first term in which 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: 57
2. Candidates may transfer a maximum of six semester hours of approved graduate work toward their Fontbonne MS degree in accounting. Only graduate-level courses taken within the last six years, subject to limited exceptions, at an accredited, degree-granting institution, with a letter grade of B or higher, will be considered.



All transfer credit must be approved on a course-by-course basis by the college of global business and professional studies.

3. A letter grade of C- or better is required for all courses in the preparatory core. Students receiving less than a C- in a preparatory core course must retake the course and earn a grade of C- or better. However, students receiving a grade less than C- in two or more preparatory core courses may be dismissed from the program notwithstanding a cumulative grade point average of 3.0 or higher in the required core.
4. A minimum cumulative grade point average of 3.0 is required for the required core. Any students receiving a grade less than B- in two or more courses or an F in one course in the required core may be dismissed from the program notwithstanding a cumulative grade point average of 3.0 or higher.
5. The minimum time for the completion of the program is one year. The maximum completion time is six years beginning on the date of the first class of the first required core course.

#### **I. Preparatory Core:**

Based upon an evaluation of the student's undergraduate transcripts, students may place out of some or all of the following content areas with a minimum of one three-semester-hour course in each of the following content areas:

Financial Accounting  
Managerial Accounting  
Business Finance  
Business Law  
Introduction to Statistics  
Information Systems  
Macro Economics  
Micro Economics

All preparatory core requirements must be satisfied with a grade of C or higher before the student can enroll in a 500-level accounting course.

#### **II. Required Core: (33 credits)**

MAC 520 Financial Accounting and Reporting I (3 credits)  
MAC 521 Financial Accounting and Reporting II (3 credits)  
MAC 522 Financial Accounting and Reporting III (3 credits)  
MAC 530 Business Law for Accountants (3 credits)  
MAC 540 Federal Income Taxation for Individuals (3 credits)  
MAC 541 Federal Income Taxation for Business Enterprises (3 credits)  
MAC 550 Auditing (3 credits)  
MAC 560 Advanced Topics in Management Cost Accounting (3 credits)  
MAC 570 Accounting Information Systems (3 credits)  
MAC 580 Advanced Financial Management (3 credits)  
MAC 590 Advanced Accounting Theory (3 credits)

## **MASTER OF BUSINESS ADMINISTRATION (MBA) [FACE-TO-FACE AND ONLINE]**

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.

#### **Admission**

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. A minimum of three years of full-time work experience.
5. Two letters of recommendation that indicate the student's capacity to pursue graduate-level education.
6. Applicants whose native language is not English must pass the TOEFL with a score of 250 CBT/100 IBT or a Fontbonne authorized equivalent.

A maximum of six credit hours of graduate work may be transferred into the 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.

#### **I. Preparatory Core:**

Students must have a minimum of one course in each of the following content areas within the last four years, subject to limited exceptions:

Business Finance  
Financial Accounting  
Macro Economics

In addition to the courses/content areas listed above, students must be proficient in Word and Excel or an equivalent program. The decision as to what courses satisfy the preparatory core shall be made by the faculty and administration of the college.

## II. Required Core: (36 credits)

- BUS 562 Management of Information Technologies (3 credits)
- BUS 565 Business Statistics (3 credits)
- BUS 566 Operations Management (3 credits)
- BUS 570 Managerial Accounting (3 credits)
- BUS 571 Financial Management (3 credits)
- BUS 572 Managerial Economics (3 credits)
- BUS 575 Seminar in Marketing Management (3 credits)
- BUS 576 Organizational Behavior and Human Resource Management (3 credits)
- BUS 580 The Global Business Environment (3 credits)
- BUS 586 The Social and Legal Environment of Business (3 credits)
- BUS 587 Ethical Responsibility in Business (3 credits)
- BUS 589 Seminar in Administrative Policy and Strategic Planning (3 credits)
- BUS 604 Major Field Test for the Master of Business Administration (0 credits)

## CONCENTRATIONS - MBA

### Accounting (18 credits) [minimum GMAT of 475 required]

- MAC 520 Financial Accounting & Reporting I
- MAC 521 Financial Accounting & Reporting II
- MAC 522 Financial Accounting & Reporting III
- MAC 540 Federal Income Taxation for Individuals
- MAC 550 Auditing
- MAC 560 Advanced Topics in Management Cost Accounting

### Management (12 credits) [Face-to-face and Online]

- MGT 500 Fundamentals of Executive Management
- MGT 502 Organizational Culture and Communication
- MGT 515 Project Management
- MGT 517 Managing for Quality & Excellence

### Supply Chain Management (15 credits) [Face-to-Face and Online]

- SCM 540 Supply Chain Management
- SCM 550 Materials Management
- SCM 560 Logistics in the Supply Chain
- SCM 570 Lean Principles in the Supply Chain
- SCM 580 Finance & Negotiation in the Supply Chain

## MASTER OF BUSINESS ADMINISTRATION (MBA) + BUSINESS ENGLISH FOR INTERNATIONAL STUDENTS

The MBA degree program for international students may be completed in 11 months with a minimum of 36 credits if students satisfy the preparatory core requirements. (*For students not satisfying the preparatory core requirements, 45 credits are required.*) Classes are scheduled during the day Monday through Thursday and include some evening courses. The program consists of four eight-week academic terms plus eight weeks of concentrated English as a Second Language (ESL) at the beginning of the program.

See the MBA core requirements in the MBA section of this catalog.

### Admission

For detailed information on university admission policies, please refer to the graduate program information section in this catalog.

Fontbonne University considers for admission graduates possessing a bachelor's degree from an accredited, degree-granting institution of higher education, or individuals who have completed a minimum of 128 credit hours from an accredited institution of higher education that the department of business administration of Fontbonne University has approved as equivalent to a bachelor's degree. The student must possess a GPA of 2.5 on a 4.0 scale for admission to the master of business administration degree program. Admission to the program is based on the information described below. Applications are considered according to program availability. To complete their application, graduate candidates must submit:

1. An International Student Application for Admission form accompanied by a \$50 (U.S.) non-refundable application fee payable to Fontbonne University.
2. All official transcripts from the accredited, degree-granting college or university that the student attended.
3. Two letters of recommendation.
4. A self statement: An autobiographical statement (maximum 500 words) including the purpose of why the student wants to obtain a MBA from Fontbonne University.
5. A TOEFL score of 45IBT/133CBT/450PBT (or equivalent) is required for admission into the MBA plus Business English program for international students. English as a Second Language courses will be required throughout the program, until a student reaches an institutional TOEFL score of 500 PBT, 5.5 IELTS, and/or letters of recommendation from English language program faculty may be considered for admission purposes.
6. A letter of financial guarantee signed by the person who will guarantee the payment of all tuition, fees, and living expenses. This must be an original letter, copies are not satisfactory.

7. An official letter from the bank of the guarantor, in English, signed by a bank officer, certified by the bank, stating that the guarantor is capable of supporting the student for a minimum of one year.

**Forward all application documents to:**

Rebecca Bahan  
Director of International Student Affairs  
Fontbonne University  
6800 Wydown Blvd.  
St. Louis, MO 63105-3098  
Phone: 314.889.4509  
Fax: 314.889.1451  
Email: rbahan@fontbonne.edu

**Requirements and Policies**

1. Minimum credit hour requirement for the MBA + Business English program: 36  
Maximum credit hour requirement for the MBA + Business English program: 45
2. Candidates may transfer a maximum of six semester hours of approved graduate work toward their Fontbonne University MBA + Business English program. Only graduate-level courses taken within the last four years, subject to limited exceptions, at an accredited institution, with a letter grade of B or higher, will be considered. All transfer credit must be approved on a course-by-course basis by the Eckelkamp College of Global Business and Professional Studies. The following course must be taken at Fontbonne University: BUS 589 Seminar in Administrative Policy and Strategic Planning.
3. A letter grade of C- or better is required for all courses in the preparatory core. Students receiving less than a C- in a preparatory core course must retake the course and earn a grade of C- or better. However, students receiving a grade less than C- in two or more preparatory core courses may be dismissed from the program notwithstanding a cumulative grade point average of 3.0 or higher in the required core.
4. A minimum cumulative grade point average of 3.0 is required for the required core. Any students receiving a grade less than B- in two or more courses or an F in one course in the required core may be dismissed from the program notwithstanding a cumulative grade point average of 3.0 or higher.
5. Satisfactory completion of all components of AEN. A satisfactory grade is defined as a passing (P) grade if the course is taken on a P/NP basis or a grade of C- or better if the course is taken for a letter grade.
6. The minimum time for the completion of the program is 10 months. The maximum completion time is six years beginning on the date of the first class of the first required core course.

**MASTER OF MANAGEMENT (MM)  
[FACE-TO-FACE AND ONLINE]**

The master of management degree program is designed to develop the skills and tools of management science necessary for effective administrative leadership in private government, and nonprofit enterprises. Focusing on internal operations of an organization, including management of people and projects, the curriculum is appropriate for professionals who wish to remain in their specialty field, but who want to step into or enhance their skills in a managerial role.

*See MBA section for admission statement and requirements and policies.*

**Required Core: (36 credits)**

- BUS 575 Seminar in Marketing Management (3 credits)
- BUS 576 Organizational Behavior and Human Resource Management (3 credits)
- BUS 586 The Social and Legal Environment of Business (3 credits)
- MGT 500 Fundamentals of Executive Management (3 credits)
- MGT 502 Organizational Culture and Communication (3 credits)
- MGT 504 Accounting and Finance for Non-Financial Managers (3 credits)
- MGT 507 Budgeting (3 credits)
- MGT 512 Research Evaluation Techniques for Managers (3 credits)
- MGT 515 Project Management (3 credits)
- MGT 517 Managing for Quality and Excellence (3 credits)
- MGT 518 Business Policy and Strategic Planning (3 credits)
- MGT 519 Integrative Studies in the Management of Organizations (3 credits)

**MASTER OF SCIENCE (MS) IN NONPROFIT  
MANAGEMENT**

The master of science degree in nonprofit management fuses essential principles and practices from the fields of business and nonprofit into a specialized curriculum that prepares students for the major responsibilities and challenges facing professionals in this fast-growing sector. Wide-ranging social, legal, financial, organizational, and governance issues are presented to develop a solid understanding of the unique dynamics and complexities of nonprofits. Effective and relevant managerial skills are emphasized, as is the importance of advanced interpersonal skills to communicate and build relationships with a variety of constituents. Students will be prepared to think critically, act ethically and assume responsibility as nonprofit leaders, bringing about positive change. With a significant leadership deficit predicted for nonprofits over the next decade, this comprehensive program is designed for individuals seeking to advance their career in this specialty field and for others aspiring to transition into it.

*See MBA section for admission statement and requirements and policies.*

**I. Preparatory Core:**

Students must have a minimum of one course in each of the following content areas within the last four years, subject to limited exceptions:

- Business Finance
- Financial Accounting
- Macro Economics

In addition to the courses/content areas listed above, students must be proficient in Word and Excel or an equivalent program. The decision as to what courses satisfy the preparatory core shall be made by the faculty and administration of the college.

**II. Required Core: (36 credits)**

- BUS 562 Management of Information Technologies (3 credits)
- BUS 576 Organizational Behavior and Human Resource Management (3 credits)
- BUS 587 Ethical Responsibility in Business (3 credits)
- MGT 507 Budgeting (3 credits)
- NPM 510 Marketing and Communications for Nonprofits (3 credits)
- NPM 520 Resource Development for Nonprofits (3 credits)
- NPM 530 Revenue Streams for Nonprofits (3 credits)
- NPM 540 Fiscal and Legal Management for Nonprofits (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)
- NPM 580 Applied Nonprofit Management Project (3 credits)

**MASTER OF SCIENCE (MS) IN SUPPLY CHAIN MANAGEMENT [FACE-TO-FACE AND ONLINE]**

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.

*See MBA section for admission statement and requirements and policies.*

**I. Preparatory Core:**

Students must have a minimum of one course in each of the following content areas within the last four years, subject to limited exceptions:

- Business Finance
- Financial Accounting
- Macro Economics

In addition to the courses/content areas listed above, students must be proficient in Word and Excel, or an equivalent program. The decision as to what courses satisfy the preparatory core shall be made by the faculty and administration of the college.

**II. Required Core: (30 credits)**

- BUS 565 Business Statistics (3 credits)
- BUS 566 Operations Management (3 credits)
- BUS 570 Managerial Accounting (3 credits)
- BUS 572 Managerial Economics (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)

**MASTER OF SCIENCE IN TAXATION (MST) PROGRAM**

This graduate program leads to a master of science in taxation (MST) degree. This unique program may be completed with a minimum of 30 credit hours. The program may be completed in less than two years, but in no more than six years. The MST degree is designed to meet the needs of those with a bachelor's degree who wish to pursue a career in the field of taxation and for professionals who wish to concentrate in the study of taxation as either a tax specialist or to augment a general business, accounting, or legal career. Of paramount importance in the MST program is the development of professional skills so that graduates can become more employable and promotable.

**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. GMAT Score of at least 475 or two years full time experience working in the field of tax.
2. A minimum GPA of 2.75 on a 4.0 scale.
3. A self statement: An autobiographical statement (200-300 words) including the purpose of why you want to obtain your graduate degree in taxation from Fontbonne University.
4. Applicants whose native language is not English must pass the TOEFL with a score of 197 CBT/71 IBT or a Fontbonne-authorized equivalent.

Applications are considered according to program availability. Complete applications must be on file 14 days prior to the beginning of the first term in which the student hopes to register.

## Requirements and Policies

1. Minimum credit hour requirement for the MST degree: 30  
Maximum credit hour requirement for the MST degree: 42
2. Candidates may transfer a maximum of six semester hours of approved graduate work toward their Fontbonne MST degree. Only graduate-level courses taken within the last six years, subject to limited exceptions, at an accredited, degree-granting institution, with a letter grade of B or higher, will be considered. All transfer credit must be approved on a course-by-course basis by the college of global business and professional studies.
3. A letter grade of C- or better is required for all courses in the preparatory core. Students receiving less than a C- in a preparatory core course must retake the course and earn a grade of C- or better. However, students receiving a grade less than C- in two or more preparatory core courses may be dismissed from the program notwithstanding a cumulative grade point average of 3.0 or higher in 600-level MST courses.
4. A minimum cumulative grade point average of 3.0 is required for 600-level MST courses. Any students receiving a grade less than B- in two or more courses or an F in one course may be dismissed from the program notwithstanding a cumulative grade point average of 3.0 or higher.
5. The MST program normally can be completed in less than two years. The maximum completion time is six years beginning on the date of the first class of the first 600-level MST course.

### I. Preparatory Core:

Based upon an evaluation of the student's undergraduate transcripts, students may place out of some or all of the requirements of the preparatory core. Students must have a total of 12 credit hours in the following content areas with a minimum of a three-credit hour course in each content area:

Accounting  
Business Law  
Economics  
Finance

### II. Required Core: (18 credits)

BUS 620 Federal Income Taxation (3 credits)  
BUS 621 Tax Practice and Procedure (3 credits)  
BUS 622 Tax Research Methods (3 credits)  
BUS 623 Tax Accounting (3 credits)  
BUS 651 Taxation of Corporations and Shareholders (3 credits)  
BUS 652 Taxation of Partners, Partnerships, and S Corporations (3 credits)  
\*Plus 4 courses from the elective core

### \*III. Elective Core (any four): (12 credits)

BUS 650 Estate and Gift Taxation and Planning (3 credits)  
BUS 680 Taxation of Real Estate (3 credits)

BUS 681 Pensions, Profit Sharing, and Deferred Compensation (3 credits)  
BUS 682 International Taxation (3 credits)  
BUS 683 Multi-state Taxation (3 credits)  
BUS 684 Advanced Corporate Taxation (3 credits)

**NOTE:** Students may substitute one elective core course for one required core course without prior approval. Students wishing to substitute a second elective core course for a required core course must forward a petition to the director of the MST program, stating a compelling personal or professional reason for a second substitution.

## GRADUATE CERTIFICATES

The Eckelkamp College of Global Business and Professional Studies offers three graduate certificates: business taxation, individual taxation, and supply chain management. The certificate allows students to obtain specialized knowledge in a specific area.

### Business Taxation

#### Required Core: 3 courses (9 credit hours)

BUS 651 Taxation of Corporations and Shareholders (3 credits)  
BUS 652 Taxation of Partners and S Corporations (3 credits)  
BUS 681 Pensions, Profit Sharing, and Deferred Compensation (3 credits)

#### Elective Core: any 2 courses (6 credit hours)

BUS 682 International Taxation (3 credits)  
BUS 683 Multi-state Taxation (3 credits)  
BUS 684 Advanced Corporate Taxation (3 credits)

### Individual Taxation

#### Required Core: 3 courses (9 credit hours)

BUS 620 Federal Income Taxation (3 credits)  
BUS 621 Tax Practice and Procedure (3 credits)  
BUS 650 Estate and Gift Taxation and Planning (3 credits)

#### Elective Core: any 2 courses (6 credit hours)

BUS 623 Tax Accounting (3 credits)  
BUS 680 Taxation of Real Estate (3 credits)  
BUS 681 Pensions, Profit Sharing and Deferred Compensation (3 credits)

### Supply Chain Management

#### Preparatory Core:

Macroeconomics (3 credits)  
Business Finance (3 credits)  
Financial Accounting (3 credits)  
BUS 565 Business Statistics (3 credits)  
BUS 566 Operations Management (3 credits)

#### Required Core: 6 courses (18 credit hours)

SCM 540 Supply Chain Management (3 credits)  
SCM 550 Materials Management (3 credits)  
SCM 560 Logistics in the Supply Chain (3 credits)

SCM 570 Lean Principles in the Supply Chain (3 credits)  
 SCM 580 Finance & Negotiation in the Supply Chain  
 (3 credits)  
 SCM 590 Applied Project in Supply Chain Management  
 (3 credits)

## COURSES

### Accounting

#### **MAC 520 Financial Accounting and Reporting I (3 credits)**

A study of generally accepted accounting principles and recent interpretations of FASB statements and their applications to financial accounting and reporting. Complex issues associated with the development and interpretation of the income statement, balance sheet, and statement of cash flows will be studied. Topics related to revenue recognition and valuation of tangible as well as intangible assets will be covered.

#### **MAC 521 Financial Accounting and Reporting II (3 credits)**

A continuation of financial accounting and reporting from MAC 520 Financial Accounting & Reporting I. Critical issues involving current liabilities, long term liabilities, leases, stockholders equity, and earnings per share will be examined. Prerequisite: MAC 520.

#### **MAC 522 Financial Accounting and Reporting III (3 credits)**

Further study of financial accounting and reporting from MAC 521 Financial Accounting & Reporting II. Contemporary issues involving stock options, pensions, investments, deferred taxes, and international accounting will be addressed. Prerequisite: MAC 521.

#### **MAC 530 Business Law for Accountants (3 credits)**

Legal issues involving financial accounting, reporting, and auditing will be studied. Topics will include securities laws, commercial paper, uniform commercial code, bankruptcy, debtor/creditor relationship, business organizations, and selected government regulations.

#### **MAC 540 Federal Income Taxation for Individuals (3 credits)**

Concepts of federal income tax laws and their applications to individuals will be covered. Topics include gross income, exclusions, deductions, retirement accounts, depreciation, capital gains and losses, various tax credits, and bad debts.

#### **MAC 541 Federal Income Taxation for Business Enterprises (3 credits)**

Concepts of federal income tax laws and their applications to business entities. Coverage includes tax strategies and tax reporting of corporations, corporate distributions, partnerships, S corporations, and limited liabilities companies.

#### **MAC 550 Auditing (3 credits)**

Professional, technical, legal, and ethical aspects of internal and external auditing will be examined. Students will learn

evidence gathering procedures, sampling, and the preparation of the auditor's report. Special emphasis will be given to evaluating and implementing internal control procedures. Prerequisite: MAC 522.

#### **MAC 560 Advanced Topics in Management Cost Accounting (3 credits)**

The need for accounting information by managers in planning, controlling, and making decisions will be studied. Special emphasis will be given to determining cost, analyzing cost, and controlling cost.

#### **MAC 570 Accounting Information Systems (3 credits)**

A study of the flow of accounting information systems with other information systems. The course integrates student knowledge of financial accounting, cost accounting, with computerized information systems. Special emphasis will be given to the analysis, design, and auditing of computerized accounting information systems.

#### **MAC 580 Advanced Financial Management (3 credits)**

Advanced concepts and issues related to corporate financing will be examined. Topics will include the cost of capital, capital budgeting, working capital, cash flow, capital structure, and dividend policy.

#### **MAC 590 Advanced Accounting Theory (3 credits)**

Accounting topics related to complex business combinations and non-profit organizations will be studied. Consolidated financial statements, international financial standards, and financially distressed entities will be discussed. Financial reporting for government and non-profit organizations will be examined. Prerequisite: MAC 522.

### Business Administration

#### **BUS 562 Management of Information Technologies (3 credits)**

This course explores business implications of new developments in information technology. The focus of the course is to assist managers in applying new technologies to the decision-making process. Organized around an audit of information services, the course details the questions a firm needs to ask to effectively use information technology. Prerequisite: MBA student or senior with permission of instructor.

#### **BUS 563 Quantitative Methods for Management Decision Making (3 credits)**

The focus of this course is the application of quantitative methods to solving business issues. Emphasis is on statistical techniques such as probabilistic decision making, hypothesis testing, forecasting, linear programming, and inventory control methods.

#### **BUS 565 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.

**BUS 566 Operations Management (3 credits)**

This course focuses on manufacturing and service operations, logistics, and quality management. This course will cover topics including logistics systems, lean production, and quality management. An applied approach will be taken in this course using analytical techniques to study these issues. Prerequisite: BUS 565.

**BUS 570 Managerial Accounting (3 credits)**

Readings and case studies will be used to develop a student's understanding, from a managerial perspective, of the issues, theories, and practices involved in the development and analysis of the value chain, strategic accounting, cost behaviors, costing systems, relevant costs, the development of pricing, budgeting, volume-profit analysis, variance analysis, and segment margins. Prerequisite: Financial Accounting.

**BUS 571 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. Prerequisite: Business Finance.

**BUS 572 Managerial Economics (3 credits)**

This course examines the principles of economics and their applications to managerial decision making. Topics include inflation of capital markets, international trade, interest rates, inflation, and the business cycle. Case analysis will include risk analysis, pricing policies, and the relationship between market structure and the strategic choices. Prerequisite: Macro Economics.

**BUS 575 Seminar in Marketing Management (3 credits)**

A managerial approach to advanced problems in marketing with heavy emphasis on case study. An analysis of executive decision making and problem solving through team efforts in the formulation of a strategic marketing plan for the firm.

**BUS 576 Organizational Behavior and Human Resource Management (3 credits)**

The focus of this course is the management of human resources to obtain a competitive advantage. Specific attention will be directed toward developing and implementing a strategic human resources management program. Topic coverage includes internal and external human resources environments, assessing work and work outcomes, acquiring and developing human resources, compensation and labor relations.

**BUS 580 The Global Business Environment (3 credits)**

This course focuses on the problems of the senior executive in the management of internationally active firms. Emphasized are the economic, political, and cultural environments,

as well as theories of international trade and investment.

**BUS 586 The Social and Legal Environment of Business (3 credits)**

This course examines the application of state and federal commercial law to complex disputes involving businesses, their customers, their employees and their communities. The course examines making socially responsible and legally permissible management decisions that balance the concerns and sensitivities of all stakeholders. Emphasis is placed on understanding the legal and ethical implications of decisions and utilizing tools and multiple frameworks for decision making.

**BUS 587 Ethical Responsibility in Business (3 credits)**

This course utilizes case studies that require the student to analyze the relationship among morals, values, and ethical concepts and their application to business situations. This course will aid the student in developing an ethical framework that can be used in making business decisions.

**BUS 589 Seminar in Administrative Policy and Strategic Planning (3 credits)**

This is the capstone course for the master of business administration program. This course utilizes case studies to support a computer based business simulation model that requires both team and individual performance. Students must demonstrate the management skills necessary to analyze information and data to develop creative policies and strategies to run an organization in a competitive environment. This will include student performance to develop and implement human resource, production, financial, and marketing plans for a targeted customer segment. Students are expected to interact effectively on a professional and personal level in a team environment. Graduate level presentation and written skills will be required in all work performed. Prerequisite: Students are required to have completed the Quantitative Track plus 9 credits. This course is not transferable from other institutions.

**BUS 592 Introduction to Project Management (3 credits)**

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

**BUS 594 Special Topics (1-3 credits)**

Course offered to supplement regular course offerings and to provide students the opportunity to explore subject areas of unique interest. Offered on a one-time or irregular basis.

**BUS 595 Applied Business Research Project (3 credits)**

This course is an individual project that integrates the knowledge and skills acquired throughout the MBA program. The project focuses on a practical business problem or opportunity, analyzes it, and formulates a number of potential solutions. Students select one solution, defend it, and discuss its implementation. The project ends with a discussion of the impact of the solution on the organization. Students utilize

concepts, tools, and techniques used in evaluating and designing business research and studies.

### **BUS 604 Major Field Test for the Master of Business Administration (0 credits)**

The Major Field Test (MFT) is designed to assess mastery of concepts, principles, and knowledge expected of students at the conclusion of an academic major in specific subject areas. In addition to factual knowledge, the tests evaluate students' abilities to analyze and solve problems, understand relationships, and interpret material. The fee for the MFT is \$40 for graduate students. Graduation requirement for the MBA.

## **Management**

### **MGT 500 Fundamentals of Executive Management (3 credits)**

Focuses on the role of the manager and managerial responsibility for planning, decision-making, organizing, and controlling. Topics include the nature and purpose of organizations; challenges facing modern institutions; development of management systems; the functions, strategies, and structures of management; the management of individual and professional priorities; leadership style analysis; and communication processes within groups.

### **MGT 502 Organizational Culture and Communication (3 credits)**

Examines methods used to guide individuals and groups toward attaining both personal and institutional objectives. By focusing on relationships and communication in the organizational context, students evaluate social/psychological dynamics within the organization and learn communication techniques that contribute to organizational effectiveness. Topics include conflict management and recognizing and valuing diversity.

### **MGT 504 Accounting and Finance for Non-Financial Managers (3 credits)**

An overview of the basic principles and language of accounting and finance, focusing on the use and application of data for planning, control, and decision making, rather than the generation of finance and accounting data. Various analytical approaches and financial decision techniques are also covered.

### **MGT 507 Budgeting (3 credits)**

An overview of the budgeting process and various analytical techniques used to prepare and evaluate budgets. This course examines the relationship of the budgeting process to the organization's strategic plan and goals.

### **MGT 512 Research Evaluation Techniques for Managers (3 credits)**

Explores statistical procedures and research techniques used in business settings, focusing on the skills needed to effectively analyze and use business research and statistical data in planning and decision making. Emphasis is on using, rather than generating research data.

### **MGT 515 Project Management (3 credits)**

Examines managerial techniques necessary to successfully develop and complete projects. Skills needed to plan, estimate, organize, budget, schedule, track, and control a project are developed. Identification of common problems and mistakes are addressed.

### **MGT 517 Managing for Quality and Excellence (3 credits)**

Presents the philosophies, methods, and tools of Total Quality Management (TQM) and investigates a new paradigm for management that goes beyond TQM as it is commonly viewed today. Emphasis is on a customer-value orientation. Topics include customer value measurement, continuous improvement, and statistical process control.

### **MGT 518 Business Policy and Strategic Planning (3 credits)**

Integrates management program coursework and examines the strategic management process. Topics include environmental analysis, industry analysis, competitive dynamics, selection of strategic alternatives, and strategy implementation.

### **MGT 519 Integrative Studies in the Management of Organizations (3 credits)**

This capstone course requires students to complete a major project integrating the knowledge and skills they have acquired throughout the program. The project may focus on a practical business problem or opportunity. Students will analyze the problem or opportunity, formulate a number of potential solutions to the problem, defend the selected solution, and discuss the implementation and impact of the solution.

## **Nonprofit Management**

### **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.

### **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. Students will acquire the skills necessary to assess agency fundraising readiness and develop and implement a plan to support the organization's mission.

### **NPM 530 Revenue Streams for Nonprofits (3 credits)**

This course will introduce students to diverse nonprofit revenue options that can supplement an organization's traditional resource/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.



**NPM 540 Fiscal and Legal Management for Nonprofits (3 credits)**

Examines the legislative and administrative regulations that create, impact, and control nonprofit organizations. Students will also learn about various compliance issues of contributed funds necessary to maintain a high level of trust with the stakeholders.

**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.

**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.

**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.

**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.

**Supply Chain Management****SCM 540 Supply Chain Management (3 credits)**

This course will examine the basics of Supply Chain Management from new development to working with existing supply chain networks. Topics will include supply chain strategies and design, evaluation and measurement, supplier interaction and support, global supply chain and location decision making processes, and best practices.

**SCM 550 Materials Management (3 credits)**

This course builds upon information from Supply Chain Management with emphasis on material management, manufacturing planning, control systems, purchasing, distribution, logistics transportation and warehouse distribution center (DC) management. The course will focus on materials management, production planning systems, material requirements planning (MRP)/capacity manage-

ment, and inventory fundamentals, including physical inventory and warehouse management, just-in-time (JIT), Lean, total quality management (TQM), Kanban, and supply chain metrics.

**SCM 560 Logistics in the Supply Chain (3 credits)**

This course will examine logistics in the supply chain. Logistics in the supply chain supports customer satisfaction by providing deliverables including transportation, order fulfillment, availability, order lead time and customer service goals. Emphasis is placed on planning the logistics network, measurement issues and practices in the supply chain, transportation cost drivers, order fulfillment process, third party logistics (3PL) and outsourcing, and logistics decision support systems.

**SCM 570 Lean Principles in the Supply Chain (3 credits)**

This course will focus on achieving world-class levels of customer satisfaction, productivity and long-term growth through systematic prevention and elimination of waste and sustained continuous improvement. Topics include elimination of waste quality improvement, value stream mapping (VSM) value stream improvement process (VSIP), accelerated improvement workshops (AIW), total productive maintenance (TPM), and Six Sigma applications.

**SCM 580 Finance and Negotiation in the Supply Chain (3 credits)**

This course examines cost management in the supply chain with cost analysis for decision making. The course will focus on total cost of ownership, financing the supply chain, supplier price analysis, supplier cost analysis, contract negotiation, contract performance/penalty drivers, make/buy analysis, and risk analysis/management.

**SCM 590 Applied Project in Supply Chain Management (3 credits)**

In this course students will manage a project from design, product development, integrated logistics support, material management and optimizing value. Emphasis is placed on contract management, procurement systems, introduction of new systems to the supply chain, managing configurations and data for effective project management, managing change, including new technology, life cycle, and quality improvement.

**Taxation****BUS 620 Federal Income Taxation (3 credits)**

This is the basic course that deals with the fundamental principles, concepts, and rules of federal income taxation, with primary emphasis on taxation of individuals. Students will deal with the concepts of gross income and the tax based thereon.

**BUS 621 Tax Practice and Procedure (3 credits)**

Deals with organization and functions of the Internal Revenue Service, the role and regulation of the tax practitioner and the weight and reliance that should be placed upon each of the sources of tax law. Topics include ethical responsibilities, requests for ruling, deficiencies and assessments of tax, offers

in compromise, liens, closing agreements, transferee liability, claims for refund, jeopardy assessments, statutes of limitations, and the Freedom of Information and Privacy Acts and tax cases.

#### **BUS 622 Tax Research Methods (3 credits)**

Deals with methods of intensive tax law research. Students use materials in the library, including statutes, congressional committee reports, treaties, textbooks, Department of Treasury publications, and loose-leaf services. Time is devoted to the development of writing skills as well as the careful systematic analysis of specific tax problems.

#### **BUS 623 Tax Accounting (3 credits)**

Deals with the major differences between financial and tax accounting. Students face problems that include prepaid income, permissible accounting methods, long-term contracts, tax benefit rules, inventory identification and valuation, allowable depreciation methods, bad debt write-offs, and indirect methods of computing income. Other matters like the mitigation of the effect of the statute of limitations are also considered.

#### **BUS 650 Estate and Gift Taxation and Planning (3 credits)**

Deals with federal estate and gift tax statutes, regulations, rulings and leading cases, and responsibilities of executors, administrators, and trustees. Students will have the opportunity to develop estate plans utilizing living and testamentary trusts, wills, jointly owned property, life insurance, inter vivos gifts, and the marital deduction. Problem areas discussed include the valuation and disposition of closely-held businesses, separation and divorce, and other family arrangements.

#### **BUS 651 Taxation of Corporation and Shareholders (3 credits)**

Deals with the tax treatment of the events in the life of a corporation, with emphasis upon problems at both the corporate and shareholder level. Topics include such matters as the tax considerations in the formation of the corporation, dividend distribution, stock redemptions, complete and partial liquidation, and the taxation of corporate income.

#### **BUS 652 Taxation of Partners, Partnerships, and S Corporations (3 credits)**

Deals with Subchapters S and K of the Internal Revenue Code and the complex aspects of partnership formation, operation, reorganization, and liquidation. Topics include the sale of a partnership interest by a partner, current distributions, distributions in liquidation of a partner's interest, retirement of partners, death of partners, limited partnerships, and S corporations.

#### **BUS 680 Taxation of Real Estate Transactions (3 credits)**

Deals with the federal income tax provisions affecting real estate, including like kind exchanges, sale of investment property, dealer status, real estate foreclosures, etc. State and local aspects are also considered.

#### **BUS 681 Pension, Profit Sharing, and Deferred Compensation (3 credits)**

Deals with the types of deferred compensation plans offered by employers and the qualification and operating requirements of pension, profit sharing, and other deferred compensation plans.

#### **BUS 682 International Taxation (3 credits)**

Deals with the United States jurisdiction to tax on the basis of nationality, source of income, and other recognized contacts. Topics covered include taxation of foreign source income, treatment of U.S. citizens, and resident and non-resident alien individuals and corporations, the concept of income which is effectively connected with U.S. business, taxation of domestic entities doing business abroad, controlled foreign corporations and Subpart F foreign tax credits, inter-company pricing, and allocation and apportionment of domestic expense. Special purpose corporations such as Foreign Sales Corporations are also included. Topics are covered with reference to international tax treaties and court decisions, as well as the code and regulations.

#### **BUS 683 Multi-state Taxation (3 credits)**

Covers state taxation of multi-state and multi-national business enterprises engaged in interstate commerce. Also reviews the constitutionality of state taxation under the Due Process and Commerce Clauses including significant landmark decisions of the Supreme Court of the United States. Subjects include state income, franchise, capital stock, sales and use taxes. Discusses issues regarding the allocation and apportionment of income among the states and the nexus rules permitting the states to tax interstate commerce. Time is devoted to the development of knowledge necessary to administer the state tax affairs of a multi-state or multi-national company.

#### **BUS 684 Advanced Corporate Taxation (3 credits)**

Deals with tax problems affecting businesses, including tax-free reorganizations and consolidated tax returns. Actual and hypothetical fact patterns are used by students to solve problems and to plan the best method to structure transactions. Prerequisite: BUS 651.

#### **BUS 694 Special Topics (1-3 credits)**

Course offered to supplement regular course offerings and to provide students the opportunity to explore subject areas of unique interest. Offered on a one-time or irregular basis.



The department of communication disorders and deaf education offers a master of science degree in speech-language pathology and a master of arts degree in early intervention in deaf education. The programs provide academic and clinical educational experiences to prepare entry-level speech-language pathologists and to provide specialized training in early intervention in deaf education. A speech-language pathology program with an emphasis in deafness is also offered. Clinical practicum experiences occur in diversified settings such as the Fontbonne University'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.

Financial assistance in the form of traineeships is available for qualified students who have completed an appropriate number of clinical practicum hours. Teaching assistantships and traineeships are available, along with several scholarships, including funding for those wishing to specialize in working with children who are deaf.

### ACADEMIC REGULATIONS

For detailed information on academic policies and regulations, please refer to the graduate program information section in this catalog.

### DUAL ENROLLMENT/GRADUATE ENROLLMENT

For detailed information on dual enrollment, please refer to the graduate program information section in this catalog. In order to be eligible for dual enrollment a student in the department of communication disorders and deaf education must be classified as a senior (a minimum of 90 credit hours earned) and have a minimum cumulative grade point average of 3.5. 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.

### SPEECH-LANGUAGE PATHOLOGY

Speech-language pathology graduates of this program will be prepared to diagnose and treat people with disorders

of language, phonology, articulation, voice, fluency, and disorders which are neurologically based. Completion of the program prepares graduates for employment in settings such as hospitals and schools, and community, state, and federal agencies. Graduates find excellent employment opportunities nationally as well as locally. Employers regard Fontbonne graduates highly.

The program in speech-language pathology is accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA), 2200 Research Boulevard, Rockville, Maryland 20850-3289.

### Graduate Degree and Residency Requirements

- A minimum of 42 graduate credit hours, including a minimum 36 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.
- Successful defense of academic and clinical portfolios or completion of a research 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 include coursework in the areas of physical science, biological science, mathematics, 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 and residency requirements, please refer to the program information section in this graduate section.

### Application/Admission

For detailed information on university admission policies and regulations, please refer to the program information section in this graduate section.

The applicant must submit the following items by February 1 of the year of planned enrollment:

- A completed application form for graduate study in desired program at Fontbonne University.

- Three letters of recommendation, at least one of which must be from a faculty member in the department in which the student majored as an undergraduate. (*Applicants with a BS in speech-language pathology from Fontbonne University are exempt.*)
- Official transcripts from all previously attended accredited, degree-granting colleges or universities; for applicants currently enrolled in an undergraduate program, transcripts must include the fall semester grades.
- A letter of self-statement.
- Application fee. (*Applicants from Fontbonne University are exempt.*)

### Submit all documents to the:

Speech-Language Pathology Graduate Program Director  
Department of Communication Disorders  
and Deaf Education  
Fontbonne University  
6800 Wydown Blvd.  
St. Louis, MO 63105-3098

## Criteria for Acceptance

### Full Acceptance

- A bachelor's degree from an accredited, degree-granting institution of higher education. (*Students who have not yet earned a bachelor's degree may apply after they have completed 108 undergraduate hours.*)
- An undergraduate cumulative GPA of not less than 3.0 on a 4.0 scale.
- Successful completion of or enrollment in an undergraduate core curriculum (*maintaining a minimum cumulative GPA of 3.0*) consisting of the courses listed below or courses judged by the graduate program director or by the department chairperson as equivalent:
  - Anatomy and Physiology of the Speech and Hearing Mechanism
  - Phonetics
  - 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, drug testing, and health screenings. Some facilities may have additional requirements, such as, finger print checks, CPR training, and proof of immunizations.

### Provisional Acceptance

Provisional acceptance may be granted in the following categories:

#### Category 1: Provisional Acceptance with Academic Provisions

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 at Fontbonne. Catalog descriptions of courses from other institutions may be required. Individual instructors may permit a category 2 provisional acceptance student to enroll in specific graduate courses if the undergraduate prerequisites for those specific courses (as 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.

### ACADEMIC PROBATION DURING GRADUATE STUDY

In communication disorders, 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.

### FOR STUDENTS WITH A BS IN SPEECH-LANGUAGE PATHOLOGY

#### Required Courses

#### a) Students take each of the following: (8 credits)

- CDS 500 Introduction to Research (3 credits)
- CDS 535 Assessment Issues in Communication Disorders (3 credits)
- CDS 570 Comprehensive Seminar in Communication Disorders (1 credit each of last two semesters in program)

#### b) Students must choose a minimum of 6 credit hours from each of the following three areas (18 credit hours):

1. Neurogenic Disorders
  - CDS 515 Motor Speech Disorders (3 credits)
  - CDS 527 Adult Neurogenic Language and Cognitive Disorders (3 credits)
  - CDS 577 Clinical Aspects of Dysphagia (3 credits)

2. Language Disorders
  - CDS 524 The Language of the School-Aged Child (3 credits)
  - CDS 532 Seminar in Early Childhood Language (3 credits)
  - CDS 534 Seminar in Sound System Disorders (3 credits)
  - CDS 566 Language and Literacy in Learners "At Risk" (3 credits)
3. Speech Disorders
  - CDS 522 Seminar in Craniofacial Anomalies (3 credits)
  - CDS 525 Advanced Studies in Voice Pathology (3 credits)
  - CDS 526 Seminar in Fluency Disorders (3 credits)

#### c) Clinical Practicum

1. Practicum assignments are to be arranged through the clinical director.
2. All practicum must be taken for academic credit, with a minimum of 4 credit hours; maximum of 5 credit hours count toward degree.
3. ASHA certification requires 400 clock hours, 275 of which must be earned at the graduate level.
4. Register consecutively for:
  - CDS 540-546 Graduate Clinical Practicum (generally 1 credit per semester)
  - CDS 547 Public School Practicum (generally 1 credit per semester)

#### d) Electives: students may choose any of the courses listed below, in addition to any of the above courses not selected to meet requirements in the (b) category (11-12 credit hours)

- CDS 523 Intervention with Children who are Deaf or Hard of Hearing (3 credits)
- CDS 531 Communication Development for Children who are Deaf or Hard of Hearing (3 credits)
- CDS 552 Counseling Issues in Communication Disorders (3 credits)
- CDS 555 Pediatric Audiology & Habilitation (3 credits)
- CDS 556 Auditory Technology and Cochlear Implants (3 credits)
- CDS 560 Clinical Research in Communication Disorders (3 credits)
- CDS 565 Directed Readings in Communication Disorders (1-3 credits)
- CDS 567 Communication & Behavior: An International Perspective (3 credits)
- CDS 580 Practical Application of Augmentative Communication Systems and Assistive Technology (3 credits)

## FOR STUDENTS WITHOUT A BS IN SPEECH-LANGUAGE PATHOLOGY

### Prerequisite Courses: (taken during the first year of graduate enrollment)

- CDS 105 Speech & Language Development of the Normal and Exceptional Child (credits)
- CDS 201 Anatomy & Physiology of Speech and Hearing Mechanism (3 credits)
- CDS 211 Nature of Language (3 credits)
- CDS 220 Phonetics (3 credits)
- CDS 231 Speech Science (3 credits)
- CDS 302 Phonological and Articulation Disorders (3 credits)
- CDS 311 Introduction to Language Disorders (3 credits)
- CDS 410 Audiology (3 credits)
- CDS 414 Auditory Rehabilitation (3 credits)
- CDS 548 Clinical Methods (1 credit)

### Required Courses:

#### a) Students take each of the following: (17 credit hours)

- CDS 500 Introduction to Research Methods (3 credits)
- CDS 525 Advanced Studies in Voice Pathology (3 credits)
- CDS 526 Seminar in Fluency Disorders (3 credits)
- CDS 535 Assessment Issues in Communication Disorders (3 credits)
- CDS 570 Comprehensive Seminar in Communication Disorders (1 credit each of last two semesters in program)

#### b) Students must choose a minimum of 6 credit hours from each of the following three areas (12 credit hours):

1. Neurogenic Disorders
  - CDS 527 Adult Neurogenic Language and Cognitive Disorders (3 credits)
  - CDS 515 Motor Speech Disorders (3 credits)
  - CDS 577 Clinical Aspects of Dysphagia (3 credits)
2. Language Disorders
  - CDS 524 The Language of the School-Aged Child (3 credits)
  - CDS 532 Seminar in Early Childhood Language (3 credits)
  - CDS 534 Seminar in Sound System Disorders (3 credits)
  - CDS 566 Language and Literacy in Children "At Risk" (3 credits)

#### c) Clinical Practicum

1. Practicum assignments are to be arranged through the clinical director.
2. All practicum must be taken for academic credit, with a minimum of 4 credit hours; maximum of 5 credit hours count toward degree.
3. ASHA certification requires 400 clock hours at the graduate level.
4. Register consecutively for:
  - CDS 540-546 Graduate Clinical Practicum (generally 1 credit per semester)
  - CDS 547 Public School Practicum (generally 1 credit per semester)

#### d) Electives: students may choose any of the courses listed below, in addition to any of the above courses not selected to meet minimums in the (b) category (8-9 credits):

- CDS 522 Seminar in Craniofacial Anomalies (3 credits)
- CDS 523 Intervention with Children who are Deaf or Hard of Hearing (3 credits)
- CDS 531 Communication Development for Children who are Deaf or Hard of Hearing (3 credits)
- CDS 552 Counseling Issues in Communication Disorders (3 credits)
- CDS 555 Pediatric Audiology & Habilitation (3 credits)
- CDS 556 Auditory Technology & Cochlear Implants (3 credits)
- CDS 560 Clinical Research in Communication Disorders (1-3 credits)
- CDS 565 Directed Readings in Communication Disorders (1-3 credits)
- CDS 567 Communication & Behavior: An International Perspective (3 credits)
- CDS 580 Practical Applications of Communication Systems and Assistive Technology (3 credits)

## COURSES

### CDS 500 Introduction to Research Methods (3 credits)

An intensive theoretical and didactic study of the components of research design in the field of communication disorders including the types of research, preparation, and presentation of the research manuscript and critical analysis of journal articles. Prerequisite: MTH 115. FA, SP

### CDS 515 Motor Speech Disorders (3 credits)

This course provides an in-depth review of the anatomy, physiology, and neurology of normal and disordered motor speech processes in adults and children. Topics will include motor speech disorders as a result of stroke, brain injury, disease, movement disorders, and developmental problems. Assessment and therapy techniques will be discussed as well as cultural and ethical issues that arise in working with a diverse patient population. FA

### CDS 522 Seminar in Craniofacial Anomalies (3 credits)

An in-depth study of the nature, etiology, assessment, and treatment of speech, hearing, and swallowing disorders associated with both syndromic and nonsyndromic orofacial anomalies. Prerequisites: CDS 201; CDS 302. SP

### CDS 523 Intervention with Children who are Deaf or Hard of Hearing (3 credits)

This course provides an overview of deafness and the needs of children who are deaf or hard of hearing. Topics include audiologic trends, the development of speech and language, educational programming, mainstreaming and inclusion issues, instructional planning, early intervention, and the needs of the hard-of-hearing child. SU

**CDS 524 The Language of the School-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.

Prerequisites: CDS 211; CDS 311. FA

**CDS 525 Advanced Studies in Voice Pathology (3 credits)**

An advanced seminar which discusses in-depth evaluation of the voice, interpretation of evaluation results, and planning and implementation of appropriate treatment programs, patterns of deviation, etiology, and techniques of therapy. Specialty areas including videostroboscopy, laryngectomy, and tracheostomy/ventilator management will be highlighted.

Prerequisite: CDS 420. SU

**CDS 526 Seminar in Fluency Disorders (3 credits)**

A review of terminology and theories related to the onset and development of fluency disorders followed by in depth coverage of assessment and treatment methods for children and adults. SP

**CDS 527 Adult Neurogenic Language and Cognitive Disorders (3 credits)**

An in-depth study of the neurological and anatomical bases for acquired cognitive and language disorders in adults such as various forms of aphasia and dementia as well as higher-order pragmatic deficits due to right-hemisphere brain damage and traumatic brain injury. Emphasis will be placed on current diagnostic and treatment techniques used by speech-language pathologists in the clinical setting. SP

**CDS 531 Communication Development for Children who are Deaf or Hard of Hearing (3 credits)**

A study of the development of listening and spoken language for children who are deaf/hard of hearing including assessment, planning, intervention strategies and implementation of techniques and activities. The course also addresses communicative interactions, play and cognitive development as it relates to communication development, the impact of additional disabilities and collaborative practices used by professionals. Prerequisite: CDS 523. SP

**CDS 532 Seminar in Early Child Language (3 credits)**

The focus of this course is on early intervention. Topics include a review of normal infant development, risk factors for speech & language problems, legislative issues affecting early intervention, and assessment and intervention with children from birth to five years of age. SU

**CDS 534 Seminar in Sound System Disorders (3 credits)**

An in-depth study of the articulatory and phonological systems. Information included will address the development of normal and disordered or delayed articulation and phonology, as well as evaluation and treatment of sound system disorders. The impact of related disorders (e.g., hear-

ing 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 Eardley Family Clinic for Speech-Language and Hearing, hospital, clinic, and/or other off-campus practicum site. Prerequisites: CDS 300; CDS 302/502; CDS 311 for SLP and permission, for EIDE. May be repeated. FA, SP, SU

**CDS 547 School-Based Practicum (1 credit)**

Supervised clinical practicum (student teaching) in a school setting. The student will be responsible for providing assessment, treatment, and case management of school age clients with speech, language, and hearing disorders under the supervision of a certified practicum site supervisor. Prerequisites: CDS 300; CDS 302; CDS 311 and permission. May be repeated. FA, SP, SU

**CDS 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 credits. SU

**CDS 556 Auditory Technology and Cochlear Implants (3 credits)**

This course will present concentrated consideration of the latest advances in hearing aid technology, assistive listening/alerting, electrophysiological testing, cochlear implant technology, and central auditory processing. Prerequisite: CDS 231; CDS 410; CDS 414. FA



**CDS 560 Clinical Research in Communication Disorders (3 credits)**

A student-designed and faculty-supervised research study of a particular aspect of communication disorders. Requires submission of a satisfactory research paper. May be repeated. FA, SP

**CDS 565 Directed Readings in Communication Disorders (1-3 credits)**

An independent study opportunity for students who wish to pursue a special area of study within the department. Independent studies will be granted by the department pending instructor availability. Students will be limited to one directed readings course during their graduate curriculum.

**CDS 566 Language and Literacy in Learners “At Risk” (3 credits)**

This course is intended for graduate students in speech-language pathology, reading education, and special education. It will explore practical methods of assessment, supportive strategy development, and curricular adaptations for children who are “at risk” for learning difficulties in receptive and expressive language, reading, and written expression. SP, SU

**CDS 567 Communication and Behavior: An International Perspective (3 credits)**

This course utilizes the important internationally validated models of current research and promising practice that demonstrate the impact of communication and antecedent conditions on reducing negative behavior and teaching productive behavior in schools. Students enrolled in the course will visit English schools and interact with international educators. SP

**CDS 570 Comprehensive Graduate Seminar in Communication Disorders (2 credits)**

Taken in the final two semesters of graduate study, this course helps the student develop a set of organization skills that will facilitate the transition from graduate school to the profession of communication disorders. Provides a systematic review for the Master’s Comprehensive Examinations and for the NESPA Examination for SLP. Prerequisite: 18 hours of graduate study and permission. FA, SP

**CDS 577 Clinical Aspects of Dysphagia (3 credits)**

This course provides an in-depth review of the anatomy, physiology, and neurology of the normal swallow and the disordered swallow (dysphagia) in adults and children secondary to neurological pathology, laryngeal trauma, oral/laryngeal cancer, and developmental problems. Current diagnostic and therapeutic techniques will be discussed as well as cultural and ethical decision making involved in managing diverse client needs. FA, SP

**CDS 580 Practical Applications of Augmentative Communication Systems and Assistive Technology (3 credits)**

This course will familiarize the student with the principles of augmentative communication and assistive technology. The student will have the opportunity to acquire hands-on experience in the development and programming of augmentative communication systems and implementing assistive technology. SU, FA

**EARLY INTERVENTION IN DEAF EDUCATION**

Fontbonne University offers a master of arts (MA) degree in early intervention in deaf education. Universal, mandatory newborn screening for hearing loss, has increased the need for professionals to work with young children and their families. The graduate program in early intervention in deaf education develops the knowledge and skills needed to provide the most current and highest-quality services to infants, toddlers, and young children up to age eight. The program stresses an interdisciplinary, family-centered approach, incorporating the principles of best practice from deaf education, early childhood, speech-language pathology, and special education. The program emphasizes the development of spoken language and effective audiologic management. Students gain the tools needed for early childhood education, assessment of young children, counseling, and family-centered intervention.

The program is designed for full-time graduate students to complete in fourteen months (*two summer sessions and two semesters*). All students must have certain prerequisite courses as outlined in the curriculum guide although some of these courses may be taken during the program. Each student will complete core courses and electives that strengthen their knowledge and skills.

**Post BA Certification**

Students who do not possess a teaching certificate in deaf education may complete additional course work to be eligible for Missouri certificate Deaf/Hearing Impaired Birth-12. The requirements are described in the Post Baccalaureate Teacher section of the catalog. Specific requirements for the certification for Deaf/Hearing Impaired are listed on the Professional Certification form. (*See Teacher Certification at Fontbonne University following this graduate section.*)

**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 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 1 of the year of planned enrollment:**

- A completed application for graduate study at Fontbonne University.
- Three letters of recommendation, at least one of which is from a faculty member in the department in which the student majored as an undergraduate.
- Official transcripts from all previously attended accredited, degree-granting colleges or universities; for applicants currently enrolled in an undergraduate program, transcripts must include the fall semester grades.
- A self-statement.
- Application fee (*applicants from Fontbonne University are exempt*).

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

**Prerequisites**

CDS 105 Speech and Language Development  
CDS 201 Anatomy and Physiology of the Speech and Hearing Mechanism  
CDS 211 Nature of Language (or additional credit hour in CDS 531)  
CDS 220 Phonetics  
CDS 410 Audiology (or additional credit hour in CDS 555)

**Applicants must also meet the following essential functions which are required of individuals in the field:**

**Physical Abilities**

- Participate in classroom or clinical activities for two to four hour blocks of time with one or two breaks
- Ambulate to, within and from academic/clinical facilities
- Provide for or direct one's own personal hygiene
- Manipulate screening/diagnostic/therapeutic/educational materials
- Respond to emergency situations including fire, choking, and in the application of universal precautions
- Visually monitor client responses and use of materials
- Auditorily monitor and orally model correct speech and language production

**Affective Abilities**

- Work effectively with people
- Make appropriate decisions, including the ability to evaluate and generalize appropriately without immediate supervision
- Maintain proper work place behavior, including punctuality and regular attendance
- Maintain composure and emotional stability in demanding situations
- Maintain emotional and mental health required for use of intellectual abilities, prompt completion of responsibilities, and appropriate relationships with clients/students and colleagues

**Cognitive Abilities**

- Comprehend and read professional literature/ reports
- Write university level papers and clinical/educational reports in Standard American English
- Speak Standard American English intelligibly
- Independently analyze, synthesize, interpret ideas and concepts in academic and clinical settings
- Maintain attention and concentration for sufficient time to complete academic/clinical activities: typically two to four hours with one or two breaks
- Comply with administrative, legal, and regulatory policies

**COURSES**

**CDS 500 Introduction to Research Methods (3 credits)**

An intensive theoretical and didactic study of the components of research design in the field of communication disorders including the types of research, preparation, and presentation of the research manuscript, and critical analysis of journal articles. FA, 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

**CDS 523 Intervention with Children who are Deaf or Hard of Hearing (3 credits)**

This course provides an overview of deafness and the needs of children who are deaf or hard of hearing. Topics include audiologic trends, the development of speech and language, educational programming, mainstreaming and inclusion issues, instructional planning, early intervention, career education, transition and the needs of the hard-of-hearing child. SU

**CDS 531 Communication Development for Children who are Deaf or Hard of Hearing (3-4 credits)**

A study of the development of listening and spoken language for children who are deaf/hard of hearing including assessment, planning, intervention strategies and implementation of techniques and activities. The course also addresses communicative interactions, play and cognitive development as it relates to communication development, the impact of additional disabilities and collaborative practices used by professionals. Prerequisite: CDS 523. SP

**CDS 540-546 Advanced Clinical Practicum (1-3 credits)**

Supervised practicum in the Eardley Family Clinic for Speech-Language and Hearing, school, hospital, clinic, and/or other off-campus practicum site. Practicum experiences are in early intervention/early childhood deaf education and/or cross-categorical early intervention settings. FA, SP, SU

**CDS 552 Counseling Issues in Communication Disorders (3 credits)**

Topics include an introduction to counseling theories, training in interviewing and interpersonal communication skills, and application of counseling theories to communication disorders. FA

**CDS 555 Pediatric Audiology and Habilitation (3-4 credits)**

Study of the development of the auditory system; etiology of hearing loss in children; techniques for assessment of neonates through school-age children and the difficult-to-test child; interpretation of results. Use of assistive listening devices for young children and strategies for developing auditory skills in hearing aid and cochlear implant users. Prerequisite: CDS 410 or additional 1 credit hour prior to course regarding basic audiology competencies. SU

**CDS 556 Auditory Technology and Cochlear Implants (3 credits)**

This course will present concentrated consideration of the latest advances in hearing aid technology, assistive listening/alerting, electrophysiological testing, cochlear implant technology, and central auditory processing. Prerequisite: CDS 231; CDS 410; CDS 414. FA

**CDS 566 Language and Literacy for Children "At Risk" (3 credits)**

Exploration of practical methods of assessment, supportive strategy, development, and curricular adaptation for children who are at risk for language and literacy difficulties. SP, SU

**CDS 571 Comprehensive Graduate Seminar in Early Intervention in Deaf Education (1 credit)**

This seminar helps the student develop a set of organization skills that will facilitate the transition from graduate school to the professions in deaf education. This course includes work on the portfolio required for the degree. Taken in final spring semester of program. SP

**CDS 583 Curriculum Development in Early Childhood Deaf Education (2 credits)**

Exploration, discussion, and implementation of strategies that will ensure a child's individual objectives are met within an early childhood program. Emphasis will be on the use of tools that will assist in the development of speech, language, and cognition within the preschool curriculum. Prerequisite: CDS 523 or undergraduate degree in deaf education. SU

**CDS 584 Seminar and Practicum in Teaching Speech in Deaf Education (2 credits)**

This course includes a minimum of 30 clock hours of supervised practicum teaching speech in deaf education programs and a seminar on assessment, curriculum, and strategies for teaching speech.

**EDU 525 Individual Assessment and Approaches in Early Childhood Special Education (3 credits)**

Emphasis on a variety of assessment and intervention approaches enabling teachers to enhance their skills in identifying and responding to developmental and learning needs of the preschool child. FA

**HES 551 Administering Programs for Children and Families (2-3 credits)**

Study of the management, planning, financing, staffing and overall administrative duties related to programs of serving the diverse needs of children and families. The requirements of formal and non-formal education settings, not-for-profit, public and private institutions will be examined. SP

**HES 555 Family-Centered Intervention (3 credits)**

Focus on the key elements of family-centered intervention. Discussion will center on the partnership of family members with professionals in all aspects of early intervention, conducting assessments, prioritized intervention goals, designing intervention plans, and implementation. SP

*Additional electives may be taken with the approval of the department chairperson and director of the program.*

Through the master of arts degree in education and the master of arts in teaching degree, Fontbonne University extends its tradition of excellence in teacher education by offering programs committed to enhance the professional growth of individuals and school communities.

### ADMISSION

The minimum requirement for admission is a bachelor's degree from an accredited, degree-granting institution of higher education. A minimum blended, undergraduate/graduate GPA of 3.0 is required for unrestricted admission. Candidates who fall below the 3.0 GPA level, may be admitted on a 'conditional' or 'probationary' status, depending upon the academic record.

Conditional or probationary admission requires candidates to demonstrate immediate success in the master's program.

For additional information, please refer to the admission requirements listed in the preceding graduate program section in this catalog.

### MASTER OF ARTS (MA) DEGREE IN EDUCATION

The master of arts degree in education has been developed to provide practicing teachers with enhanced knowledge and skills for professional growth. A variety of program choices are available within the MA degree, and numerous opportunities for electives are available to allow candidates to individualize their programs. Five distinct concentrations are available; curriculum and instruction, diverse learners, reading, special education, and the teaching of writing across the curriculum.

#### Curriculum and Instruction

The curriculum and instruction concentration is structured to provide the classroom teacher with the knowledge and skills necessary to make good decisions in the current educational environment. This includes not only the elements of effective curriculum design and instructional processes, but also the contemporary context in which such decisions take place.

#### Diverse Learners

Education of diverse learners tackles critical challenges of teaching in schools of the 21st century. This program of graduate study prepares teachers to identify and address the opportunities and challenges of a diverse population of students. The course of study supports teachers in their

development of knowledge, dispositions, and practices to best serve the varied needs and talents of all students in inclusive classrooms. Diverse learners encompasses the study of all under-performing groups of diverse learners with a focus on ethnicity, culture, religion, economic disadvantage, learning challenges or disability, and second language readers.

#### Reading

The master of arts degree in education: reading is structured to assist participants in obtaining the reading specialist endorsement from the Missouri Department of Elementary and Secondary Education. Fontbonne has a tradition of superior instruction in the area of reading, a process that is at the core of every instructional program. Instruction is provided to assist in teaching readers of all ages and levels, emergent literacy to secondary. The interaction between reading and writing is stressed, as well as key assessment strategies. This concentration is available in a fully online format as well as face-to-face.

#### Special Education

Fontbonne University's tradition of excellence in special education is represented in its master of arts degree in education: special education program. Career professionals who are committed to enhancing opportunities for students with special needs will find opportunities to grow in knowledge, skills, and dispositions through the courses, applied practices, and research to be found on topics of particular interest 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 communication disorders, computers in education, diverse learners, or reading. Candidates may structure their programs to assist in meeting requirements for an endorsement in special education (cross-categorical, K-12).

#### The Teaching of Writing across the Curriculum

This concentration addresses a need to provide teachers an avenue for improving their skills in the teaching of writing. The program is designed to assist teachers at all levels and in all curriculum areas. Writing is clearly linked to the development of higher order thinking skills and the overall growth of the student in a manner consistent with constructivist practice. The program builds upon the work begun in nationally recognized writing institutes, continuing to the completion of a full master's degree through online coursework.

## MASTER OF ARTS IN TEACHING (MAT) DEGREE

The master of arts in teaching degree allows individuals to work toward a graduate degree while completing coursework leading to teacher certification. Candidates may work toward middle school or high school certification in social studies, English, science, and mathematics. Elementary education (1-6) and special education (K-12) are also available. Candidates for certification are required to complete certain coursework at the undergraduate level as well as at the graduate level. Those interested may contact the graduate office for information related to the specific area of certification desired. See also the section on post-baccalaureate certification below as well as the section on *Teacher Certification at Fontbonne University* immediately following this graduate section of the 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 and the National Council for the Accreditation of Teacher Education (NCATE).

## ACADEMIC REGULATIONS

Please refer to the preceding graduate program information section in this catalog for detailed information on academic regulations.

## APPLICATION

Information and application materials may be obtained by contacting:

Graduate Office  
Department of Education/Special Education  
Fontbonne University  
6800 Wydown Blvd.  
St. Louis, MO 63105-3098  
314-889-4536  
egeeser@fontbonne.edu

## MASTER OF ARTS DEGREE IN EDUCATION

### Degree Requirements

Participants must successfully complete 32 semester hours of graduate credit. Four core courses totaling 11 hours are required of all candidates:

EDU 542 The Teacher as Leader (3 credits)  
EDU 543 Contemporary Issues in Education (3 credits)  
EDU 585 Research Methods in Education (3 credits)  
EDU 544 Action Research (2 credits)

In addition to the 11 credit hours of core courses required, a minimum of 21 additional credit 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 Program Requirements

### Curriculum and Instruction

#### Required Courses:

EDU 530 Understanding the Diverse Learner (3 credits)  
EDU 547 Curriculum Design, Assessment, and Improvement (3 credits)  
EDU 528 Differentiated Instruction (3 credits)  
EDU 529 Enhancing Student Achievement through Positive Behavioral Supports (3 credits)

**Specialty Courses Required:** 12 credits

**Required Core:** 11 credits

**Electives:** 9 credits

**Program Total:** 32 credits

### Diverse Learners

#### Required Courses:

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 596 Counseling and Collaborating with Diverse Populations (3 credits)

**Specialty Courses Required:** 12 credits

**Required Core:** 11 credits

**Electives:** 9 credits

**Program Total:** 32 credits

### Reading\*

#### Required Courses:

EDU 549 Foundations of Reading Instruction (3 credits)  
EDU 553 Assessment and Teaching of Students with Reading Difficulties (3 credits)  
EDU 583 Practicum in the Diagnosis of Reading Difficulties I (3 credits)  
EDU 584 Practicum in the Remediation of Reading Difficulties II (3 credits)

**Specialty Courses Required:** 12 credits

**Required Core:** 11 credits

**Electives:** 9 credits

**Program Total:** 32 credits

*\*Those seeking a Reading Specialist Certificate may need to complete additional coursework.*

### Special Education (Cross-Categorical)

**Required:** Minimum of 12 credit hours selected from the list below.

#### Required Courses:

EDU 503/504 (Block) Introduction to Cross-Categorical Disabilities (2 credits)  
Methods of Teaching Students with Cross-Categorical Disabilities (2 credits) OR  
EDU 528 Differentiated Instruction (3 credits)

**Specialty Courses:**

- EDU 500 Behavior Management Techniques (3 credits)
- EDU 520 Transition/Career Education for Students with Disabilities (2 credits)
- EDU 529 Enhancing Student Achievement through Positive Behavioral Supports (3 credits)
- EDU 530 Understanding the Diverse Learner (3 credits)
- EDU 535 Technology Integration for Students with Special Needs (3 credits)
- EDU 566 Language and Literacy for Students at Risk (3 credits)
- EDU 586 Seminar in Disability Studies (3 credits)
- EDU 587 Directed Readings in Education and Disability (1-3 credits)
- EDU 592 Assessment of Ability and Achievement (3 credits)
- EDU 595 Counseling Techniques (3 credits)
- EDU 596 Counseling and Collaboration with Diverse Populations (3 credits)

**Specialty Courses Required:** 12 credits**Required Core:** 11 credits**Electives:** 9 credits**Program Total:** 32 credits**The Teaching of Writing across the Curriculum****Required Courses:**

- EDU 554 The Teaching of Writing I: Application (3 credits)
- EDU 555 The Teaching of Writing II: Theory (3 credits)
- EDU 556 Writing Assessment and Instruction (3 credits)
- EDU 557 Teaching Grammar within the Writing Process (3 credits)
- EDU 550 Reading and Writing across the Curriculum (3 credits)
- EDU 551 Literature-Based Reading for Diverse Learners (3 credits)

**Specialty Courses Required:** 18 credits**Required Core:** 11 credits**Electives:** 3 credits**Program Total:** 32 credits**MASTER OF ARTS IN TEACHING DEGREE****Degree Requirements:**

Participants must successfully complete 32 semester hours of graduate credit. Two Core Courses totaling 6 credit hours are required of all candidates:

- EDU 541 Frameworks for Learning (3 credits)
- EDU 542 The Teacher as Leader (3 credits)

In addition to the 6 credit hours of core courses required, a minimum of 21 additional credit hours of graduate courses in education must be completed. 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 at the undergraduate level to meet the requirements of the Missouri Department of Elementary and Special Education.

**Specific Program Requirements****Elementary****Required Courses:**

- EDU 500 Classroom/Behavior Management (3 credits)
- 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)
- EDU 547 Curriculum Design, Assessment and Improvement (3 credits)
- EDU 551 Literature-Based Reading for Diverse Learners (3 credits)
- EDU 553 Assessment and Teaching of Students with Reading Difficulties (3 credits)
- EDU 586 Studies in Disability and Exceptionality (3 credits)
- EDU 597 The Instructional Process (3 credits)

**Core Courses:** 6 credits**Required Courses:** 27 credits**Program Total:** 33 credits**Middle School****Required Courses:**

- EDU 500 Classroom/Behavior Management (3 credits)
- 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)
- EDU 547 Curriculum Design, Assessment and Improvement (3 credits)
- EDU 551 Literature-Based Reading for Diverse Learners (3 credits)
- EDU 553 Assessment and Teaching of Students with Reading Difficulties (3 credits)
- EDU 586 Studies in Disability and Exceptionality (3 credits)
- EDU 597 The Instructional Process (3 credits)

**Core Courses:** 6 credits**Required Courses:** 27 credits**Program Total:** 33 credits**Secondary****Required Courses:**

- EDU 500 Classroom/Behavior Management (3 credits)
- 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)

EDU 547 Curriculum Design, Assessment and Improvement (3 credits)  
 EDU 550 Reading in the Content Areas (3 credits)  
 EDU 553 Assessment and Teaching of Students with Reading Difficulties (3 credits)  
 EDU 586 Studies in Disability and Exceptionality (3 credits)  
 EDU 597 The Instructional Process (3 credits)

**Core Courses:** 6 credits  
**Required Courses:** 27 credits  
**Program Total:** 33 credits

**Special Education**

**Required Courses:**  
 EDU 500 Classroom/Behavior Management (3 credits)  
**OR**  
 EDU 529 Positive Behavior Supports (3 credits)  
 EDU 503 Introduction to Cross-Categorical Disabilities (2 credits)  
 EDU 504 Methods of Teaching Students with Cross-Categorical Disabilities (2 credits)  
 EDU 520 Transition/Career Education (2 credits)  
 EDU 531 The Contemporary Classroom (3 credits)  
 EDU 551 Literature-Based Reading for Diverse Learners (3 credits)  
 EDU 553 Assessment and Teaching of Students with Reading Difficulties (3 credits)  
 EDU 586 Studies in Disability and Exceptionality (3 credits)  
 EDU 592 Assessment of Ability and Achievement (3 credits)  
 EDU 595 Counseling Techniques (3 credits)  
**OR**  
 EDU 596 Counseling and Collaborating with Diverse Populations (3 credits)  
 EDU 597 The Instructional Process (3 credits)

**Core Courses:** 6 credits  
**Required Courses:** 30 credits  
**Program total:** 36 credits

**MASTER OF ARTS IN TEACHING DEGREE—  
 PARAPROFESSIONAL PATHWAYS TO  
 TEACHING<sup>SM</sup>**

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 allows for program modifications which recognize the experience of these individuals.

EDU 500 Classroom/Behavior Management (3 credits)  
**OR**  
 EDU 529 Positive Behavior Supports (3 credits)  
 EDU 520 Transition/Career Education (2 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 582 Cross-Categorical Practicum (3 credits)  
 EDU 592 Assessment of Ability and Achievement (3 credits)  
 EDU 595 Counseling Techniques  
**OR**  
 EDU 596 Counseling and Collaborating with Diverse Populations (3 credits)

**Core Courses:** 6 credits  
**Required Courses:** 29 credits  
**Program Total:** 32 credits

**POST-BACCALAUREATE CERTIFICATION**

Post-Baccalaureate students should refer to the section on the Master of Arts in Teaching Degree above and the catalog section titled *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 early childhood (*birth-grade 3*), early childhood special education (*birth-grade 3*), elementary education (*grades 1-6*), special education (*K-12 cross categorical*), middle school (*mathematics, science, social studies and language arts*), and secondary (*art K-12, biology, family and consumer sciences, mathematics, social studies, language arts, and speech/ theatre*). Those wishing to work toward certification in family and consumer sciences and speech/theatre should contact the departments of human environmental sciences and fine arts respectively.

**Residency Requirements 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 credit hours of discipline-specific coursework (*excluding methods courses*) appropriate to the area of certification sought.

**ONLINE COURSES**

Fontbonne University offers graduate coursework in an online format. Courses available include:  
 EDU 529 Positive Behavioral Supports (3 credits)  
 EDU 524 Language of the School-Aged Child (3 credits)  
 EDU 541 Frameworks for Learning (3 credits)  
 EDU 542 Teachers as Leaders (3 credits)  
 EDU 544 Action Research (2 credits)  
 EDU 549 Foundations of Reading Instruction (3 credits)  
 EDU 550 Reading in the Content Areas (3 credits)  
 EDU 551 Literature-Based Reading for Diverse Learners (3 credits)

EDU 553 Assessment and Teaching of Students with Reading Difficulties (3 credits)  
 EDU 556 Writing Assessment and Instruction (3 credits)  
 EDU 557 Teaching Grammar within the Writing Process (3 credits)  
 EDU 583 Practicum in the Diagnosis of Reading Difficulties I (3 credits)  
 EDU 584 Practicum in the Remediation of Reading Difficulties II (3 credits)  
 EDU 585 Research Methods in Education (3 credits)  
 EDU 591 Educational and Psychological Assessment (3 credits)  
 EDU 592 Assessment of Ability and Achievement (3 credits)  
 EDU 595 Counseling Techniques (3 credits)

### FONTBONNE INSTITUTES

Fontbonne University offers professional development institutes designed to enhance the teaching practice of practicing teachers in the metropolitan area, as well as Fontbonne pre-service teachers. Topics vary from year to year based upon the expressed needs of local educators. A four-day institute is held each summer with nationally recognized presenters.

Weekend institutes are held in the fall and spring. Graduate credit is granted on the basis of institute attendance, attendance at additional sessions and completion of required assignments.

### TRANSFER OF CREDIT

Students may transfer six hours of graduate-level credit 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.

### 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 credit hours earned under the unclassified status may be applied to the master of arts degree. (*See also: Dual Undergraduate/ Graduate Enrollment below.*)

### 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 128 hours required for the undergraduate degree. Students dually

enrolled will retain classified status as undergraduates and will be enrolled as unclassified graduate students.

### 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 a 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.

### EDUCATORS' DISCOUNT

Educators who are employed at least half-time in a school setting, preschool through higher education, are eligible for a fifteen percent (15%) discount on graduate tuition.

### 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 32 credit hour program with his/her graduate advisor. See other departments in the catalog for additional degrees offered at Fontbonne.

Graduates of Fontbonne masters' programs are eligible for a 35% discount on additional graduate courses.



**COURSES (CLASSES ARE ONSITE UNLESS OTHERWISE INDICATED)****EDU 500 Behavior Management Techniques (3 credits)**

This course addresses theories and principles of behavior management for classrooms. Models of discipline and motivation and their applications to classrooms are a central focus with an emphasis on establishing positive learning environments through use of appropriate behavior management techniques. The student chooses one approach to classroom/behavior management to explore in depth. Topics and activities apply to all levels, regular and special education, from preschool through secondary. SP, SU

**EDU 503 Introduction to Mild and Moderate Disabilities in Education (2 credits)**

This course provides for understanding the nature of mild/moderate disabilities that are served under IDEA in the public schools. Characteristics of these educational disabilities, processes of identification, and eligibility for special education services are addressed. Similarities and differences of disability conditions are a focus of the course along with the implications for education students with various mild/moderate disabilities in regular classrooms or in special education classrooms. This course must be taken concurrently with EDU 504.

**EDU 504 Methods of Teaching Students with Mild and Moderate Disabilities (2 credits)**

This course provides evidence-based, instructional strategies and procedures for teaching students with mild/moderate disabilities in inclusive, regular education classrooms and in special education settings. A focus is on methods that support student progress in the general education curriculum. This course must be taken concurrently with EDU 503.

**EDU 520 Transition/Career Education for Students with Disabilities (2 credits)**

This course assists teachers in understanding the tasks necessary to allow for a smooth transition of students with disabilities from the K-12 educational environment to the world of work or post-secondary vocational or academic education. Emphasis will be placed upon the collaboration of educators with other agencies that can assist in this effort. SP

**EDU 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 or EDU 586. SP, FA

**EDU 524 Language of the School-Age Child (3 credits)**

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 only: 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 200 or DEA 200/210. Online only: FA

**EDU 528 Differentiated Instruction (3 credits)**

This course examines components of differentiated and brain-compatible instruction. Using best practice models, participants review, evaluate, and apply methodologies which lead to curriculum development, lesson/unit planning, effective integration of technology, and other elements which support brain-compatible and differentiated instruction. Ways of aligning appropriate assessment methods and making data-driven decisions are addressed. Students reflect upon ways in which time, resources, and energy can be focused to strengthen differentiated instruction, ensuring that all students have access to the curriculum and to meaningful learning. FA, SP

**EDU 529 Enhancing Student Achievement through Positive Behavioral Supports (3 credits)**

This course focuses upon positive school climate and productive behavior of diverse students in inclusive, educational settings. A major component of this course is the study of research-validated practices that support classroom management and school-wide management procedures. A framework of effective behavior supports is applied that maximizes achievement and socialization for school-wide, classroom, and individualized programs. Emphasis is placed upon the teacher's role in developing and sustaining student motivation, self-regulation, and resiliency. Importance of collaboration with colleagues, administration, family, and community will also be addressed. FA; Online: 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. SP

### **EDU 531 The Contemporary Classroom (3 credits)**

This course offers an intensive overview of the contemporary classroom. The student will observe classrooms at the level of certification sought and reflect on those observations through the lens of selected readings in the field of education. Students will gain an understanding of the overall context of the classroom and its relationship to the role of education in society. The course is calculated to assist post-BA students, aspiring to enter the teaching profession, to arrive at an informed decision regarding this career choice. Thirty (30) hours of observation are required in addition to class attendance. Background check required. 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, SP, SU; Online: FA, 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. FA, SP, SU; Online: FA, SP, 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 multicultural considerations, inclusion of students with disabilities, technology, state and national initiatives, etc. The impact of these issues on current and future educational planning and practice will be emphasized. SP

### **EDU 544 Action Research (2 credits)**

This course builds upon the skills learned and practiced in EDU585 Research Methods in Education. This course will assist the student in applying the elements of action research based upon classroom experiences with their students. The student will structure an original action research project for the purpose of implementation during the student's final semester. It is the culminating activity of the MA program and should exemplify the best work of the student as a reflective practitioner of classroom-based research. Prerequisite: EDU585. FA, SP; Online: FA, SP

### **EDU 547 Curriculum Design, Assessment, and Improvement (3 credits)**

This course will assist the teacher in the design of classroom curriculum. The emphasis will be on application to the contemporary classroom with special attention to new demands for interdisciplinary instruction, authentic learning, and performance standards. Methods for assessing curriculum effectiveness will be addressed, along with strategies for establishing a continuous cycle of program improvement. FA

### **EDU 549 Foundations of Reading Instruction (3 credits)**

Study of the foundations of reading pedagogy, practice, theory, and research. This graduate course addresses concepts of emerging literacy, comprehension of narrative and expository texts, use of literature and text media, interactions between reading and writing, development of vocabulary and decoding, classroom organization, and various forms of formal and informal assessment. FA, SP; Online: FA, SP, SU

### **EDU 550 Reading and Writing across the Curriculum (3 credits)**

This course provides strategies for teaching vocabulary, concepts, comprehension, reasoning, and organization in specialty subject areas. Included are theoretical bases and methodologies for incorporating reading and writing skills within content areas of instruction. FA, SU; 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. SP, SU; Online: FA, SP, SU

### **EDU 553 Assessment and Teaching of Students with Reading Difficulties (3 credits)**

Both formal and informal assessments that can be used to assess students with reading difficulties are reviewed. 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 263, EDU 266 or EDU 549. Online: FA, SP

**EDU 554 The Teaching of Writing I: Application (3 credits)**

Participants must attend a series of sessions offered by a nationally recognized writing project (e.g., Abydos or National Writing Project). Participants will review learning theory as related to the teaching of writing and develop strategies for the application of theory in the classroom. Offered by arrangement.

**EDU 555 The Teaching of Writing II: Theory (3 credits)**

Participants must attend a nationally recognized writing project (e.g., Abydos or National Writing Project). Participants will be involved in intensive writing activities targeted to publication and will engage in self-reflection and peer review. Participants will also make connections between writing theory, their own writing processes, and the teaching of writing in the classroom. Offered by arrangement.

**EDU 556 Writing Assessment and Instruction (3 credits)**

This course is structured to assist teachers in the development of an extended repertoire of assessment techniques in the area of writing. Online only: SP

**EDU 557 Teaching Grammar within the Writing Process (3 credits)**

This course examines strategies for incorporating the essentials of correct grammar (rules governing parts of speech, usage, mechanics, syntax and structure) within the teaching of writing. Participants will be provided techniques for helping students understand language within the concrete structure of their own written work. Online only: SP

**EDU 558 The Teaching of Writing: Practicum I (2 credits)**

This course offers a case study approach to the identification of instructional goals, teaching strategies, selection of instructional materials and assessment of learning in relation to the teaching of writing. The course includes a supervised practicum in the teaching of writing at the elementary or secondary level. Practicum students will develop teaching prescriptions based upon data collected and needs assessed during the practicum. (Application of these prescriptions are applied in EDU 554 The Teaching of Writing: Practicum II). Leadership strategies for providing staff development in the area of writing will be incorporated. Prerequisites: EDU 554; EDU 555; EDU 556; EDU 557. Offered by arrangement.

**EDU 559 The Teaching of Writing: Practicum II (2 credits)**

This course offers a case study approach to the application teaching strategies and the assessment of student learning in the area of writing. The course includes a supervised practicum in the teaching of writing at the elementary or secondary level. Practicum students will apply strategies based upon the prescriptions developed in Practicum I, collect formative and summative data and write comprehensive reflections which indicate those strategies which were successful and those strategies which need improvement. Leadership strategies for providing staff development in the area of

writing will be incorporated. Prerequisites: EDU 554; EDU 555; EDU 556; EDU 557; EDU 558. Online by arrangement. Offered by arrangement.

**EDU 566 Language and Literacy for Students at Risk (3 credits)**

This course is intended for graduate students in speech-language pathology, deaf education, regular education, and special education. It will explore practical methods of assessment, supportive strategy development, and curricular adaptations for children who are "at risk" for language and learning difficulties. Prerequisites: EDU 549; EDU 550 or comparable course. SP, SU

**EDU 567 Communication and Behavior: An International Perspective (3 credits)**

This course utilizes important internationally validated models of current research and promising practice that demonstrate the impact of communication and antecedent conditions on reducing negative behavior and teaching productive behavior in schools. Students enrolled in the course will visit schools in England and interact with international educators. SP

**EDU 582 Practicum in Teaching Students with Cross Categorical Disabilities (3 credits)**

This clinical experience affords the opportunity to work with students with cross-categorical disabilities in the areas of instruction, behavior management, the interpretation of individualized tests, as well as formal and informal diagnostic procedures. Background check required. 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 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. FA, SP, SU; Online: FA, SP, SU

**EDU 584 Practicum in the Remediation of Reading Difficulties II (3 credits)**

This course offers a case study approach to identification of instructional goals, remedial teaching strategies, selection of instructional materials, and assessment of learning progress. A supervised practicum working with elementary and secondary students is required. Practicum students will develop a PowerPoint presentation to teach educational colleagues strategies for improving reading. Prerequisite: EDU 583. Background check required. FA, SP, SU; Online: FA, SP, SU

**EDU 585 Research Methods in Education (3 credits)**

This course provides an introduction to educational research for students from both the qualitative and quantitative research paradigms. Topics will include the nature and

purposes of research, planning, and conducting research; critiquing and evaluating research; sampling; survey and experimental design; evaluation research; naturalistic observation and inquiry; measurement and methods of data collection; ethics; and the use of computers in data analysis. Methods are considered for collecting both quantitative and qualitative data. A major focus will be to prepare students to conduct an action research project. FA, SP; Online: FA, SP

#### **EDU 586 Studies in Disability and Exceptionality (3 credits)**

This course is based on extensive study in areas of disability and society, disability and the media, and the civil rights quest of people with disabilities. Students will attend speaker forums of experts in disabilities, will be involved in meetings of a conference or organized advocacy group, and prepare their own presentations on appropriate topics to gain multiple perspectives of ability/disability and an understanding of exceptionality and disability culture. FA, SP

#### **EDU 587 Directed Readings in Education and Disability (1-3 credits)**

This independent study is for students who wish to pursue a special area of study within the area of education and disability. The course will be offered pending availability of an instructor. Students are limited to one directed readings course during their graduate program of study. FA, SP

#### **EDU 591 Educational and Psychological Assessment (3 credits)**

This course examines the major principles of educational assessment. It includes an overview of the field and basic descriptive statistics. An emphasis will be placed on norms 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; EDU550 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 200. FA, SP

#### **EDU 594 Special Topics in the Profession (1-3 credits)**

The special topics area offers the student the opportunity to explore a variety of topics through independent study, through special courses offered through the master's program, or through pre-approved workshops offered through other entities. Offered as needed.

#### **EDU 595 Counseling Techniques (3 credits)**

This course is designed to assist practitioners in working with exceptional students along with their parents and families. The effects of exceptionality upon individual and family dynamics are emphasized. Students are introduced to counseling techniques and a variety of professional communication skills. 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. FA

#### **EDU 597 The Instructional Process (3 credits)**

This course, taken the last semester prior to student teaching/field experience, will build upon the previous work in the MAT program related to curriculum/ instructional planning; understanding diverse learners and differentiating instruction; the use of technology, behavior management; reading strategies, etc. into a coherent method for planning, delivering and assessing instruction. Candidates will be provided instruction in the instructional processes and products needed to complete the culminating project for teacher certification. Candidates will be required to present a model unit plan which incorporates all factors of the instructional process and work with a classroom teacher at the appropriate level of certification to validate that model. FA, SP

#### **EDU 599 Fontbonne Institute**

Fontbonne Institutes are offered in the summer (four days), in the fall (weekend) and spring (weekend). A combination of nationally-known and local facilitators are selected for these events. Topics vary with each institute, but each topic is selected to be of interest and value to practicing and pre-service educators. Offered FA, SP, SU.



Art (MA)

Fine Arts (MFA)

Speech/Theatre (MAT)

Theatre (MA)

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.

- 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
- A minimum of a B average in required studio course work

### 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
- Slide sheet or digital portfolio of past art work

#### Degree Requirements

A minimum of 30 credit hours of graduate-level work including:

- 24 credit hours of graduate-level studio work:
  - Six credit hours of graduate-level drawing

### 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
- Slide sheet or digital portfolio of past art work
- Three letters of recommendation

#### Degree Requirements

A minimum of 60 credit hours of graduate-level work including:

- 45 credit hours of graduate-level studio work:
  - 12 credit hours of graduate-level drawing
  - 24 credit hours of graduate-level studio courses in an area of concentration which must include 12 credit hours in the graduate seminar/critique
  - Three credit hours of advanced graduate-level Art History
- Graduate electives to complete a minimum of 60 credit hours
- Presentation of a thesis exhibit
- A minimum of a B average in required studio coursework

### MASTER OF ARTS (MA) DEGREE IN THEATRE 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

## **MASTER OF ARTS (MA) DEGREE IN THEATRE**

### **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:**

- ART 563 Aesthetics (3 credits)
- 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**

### **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**

### **Art**

#### **ART 500 Drawing (3 credits)**

Advanced concepts of draftsmanship; involvement with the abstract idea as related to drawing; exploration of various media; perspective and space problems. Extensive work from human figure and nature. FA, SP

#### **ART 502 Designing for the Web (3 credits)**

An in-depth look at web design, including image preparation, information architecture, site structure, and organization. Topics will include HTML, 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 17<sup>th</sup> 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.

**Performing Arts****PER 513 Playwriting (3 credits)**

Through writing exercises and analysis of modern plays, students explore the most effective way to tell stories through dramatic form. Students will produce short scenes and one original play.

**PER 515 Contemporary Theories of Theatre (3 credits)**

Students will study the intersections of Theatre and Anthro-

pology, Theatre and Ritual, Post-Modern theory and Performance, and Theatre for Social Change. Theories and performances of the following artists will be covered: Boal, Bogart, Brecht, Schechner, Suzuki, Wilson. Cross-listed with current course PER 415 Contemporary Theories of Theatre.

**PER 518 Advanced Directing (3 credits)**

Students will produce directing plans in which they explore style, concept, composition, and language in a variety of plays. A complete director's promptbook and the production of a full-length or one-act play will be the final project.

**PER 530 Theatre Synthesis (3 credits)**

Students will attend and critique productions in the St. Louis area and meet for seminars with local professional actors, directors, stage managers, and artistic directors.

**PER 545, 546 Graduate Studies in Acting (3 credits)**

Advanced scene study work will include character analysis and development and focus on honest interaction with scene partners. Updating or developing a professional resume and headshot will be covered. Students will be expected to participate in auditions for local theatre companies. Offered alternate spring semesters.

**PER 549 Special Topics in Theatre (3 credits)**

Topics will vary, allowing students to explore areas of theatre not covered in other courses.

**PER 555 Sexual Politics in Drama (3 credits)**

This course will look at the theme of sexual politics as it appears in dramatic literature from Ancient Greece through modern times. We will examine the myths, games, and realities of sexual politics, and how they interact with the performance of gender and sexuality. We will discuss and write about drama as a unique genre, exploring through dramatic texts the evolution of sexual politics. After completing this course a student should have an understanding of 1) the development of theatrical styles of Greek and Renaissance theatre and the rise of Realism; 2) how sexual roles are performed by real people (on and off-stage); 3) how to analyze a dramatic text and its historical/social context; 4) what the term "sexual politics" means and how it is visible in dramatic texts and performances of the past and present.

**PER 561 Internship in Theatre (2-6 credits)**

An opportunity for the student to apply theory and skills in a work experience. Projects are jointly supervised by a faculty member and an employer/supervisor.

**PER 590 Independent Study (1-6 credits)**

To be arranged in terms of student need, interest, and background.

**PER 595 Master's Project (3 credits)**

An independent project which integrates various aspects of theatre studies with an area of particular interest to the student. Prerequisite: Completion of at least 18 credit hours.

The department of human environmental sciences at Fontbonne University offers two distinct graduate programs, the master of arts degree in human environmental sciences and the master of arts in teaching degree in family and consumer sciences, to meet the needs of professionals and institutions responding to the needs of individuals, families, and communities throughout the St. Louis metropolitan region, the state of Missouri, and beyond.

**For information and for application materials contact:**

Director, Graduate Programs in HES  
Fontbonne University  
6800 Wydown Blvd.  
St. Louis, MO 63105-3098  
314.719.3639  
Fax: 314.889.1415

### ADMISSION

For both the MA degree in human environmental sciences and the MAT degree in family and consumer sciences, 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.

For detailed information on university admission policies and regulations, please refer to the graduate program information section in this catalog.

### ACADEMIC POLICIES AND REGULATIONS

For detailed information on academic policies and regulations, please refer to the graduate program information section in this catalog.

### DUAL UNDERGRADUATE/GRADUATE ENROLLMENT

For detailed information on dual enrollment, please refer to the graduate program information section in this catalog.

### MASTER OF ARTS (MA) DEGREE IN HUMAN ENVIRONMENTAL SCIENCES

Students must successfully complete 36 semester hours of graduate credit to earn a master of arts degree in human environmental sciences at Fontbonne University, including:

**12 credits in Core Courses:**

- HES 532 Framing Critical Issues in HES (3 credits)
- HES 533 Advocacy and Public Policy: Addressing a World in Need (3 credits)
- HES 534 Globalization and the Human Condition (3 credits)
- HES 535 Leadership Development for Professional Practice (3 credits)

**12 credits in a Concentration:**

**Concentration: Apparel Studies**

- HES 521 The Human Element of Dress (3 credits)
- HES 522 Softgoods Diaspora (3 credits)
- HES 523 Strategies in Dissemination of Fashion (3 credits)
- HES Elective—see below (3 credits)

**Concentration: Child and Family Studies**

- HES 551 Administering Programs for Children and Families (3 credits)
- HES 555 Family-Centered Intervention (3 credits)
- HES 556 Child and Family Theory (3 credits)
- HES Elective—see below (3 credits)

**Concentration: Multidisciplinary Health Communication Studies**

- HES 541 Applied Health Behavior to Enhance Health Outcomes (3 credits)
- HES 542 Interpreting and Translating Science for Consumers (3 credits)
- HES 543 Contemporary Applications for Health Communication (3 credits)
- HES Elective—see below (3 credits)

**Electives:**

- HES 524 Social Responsibility: From Producer to Consumer (3 credits)
- HES 525 Historic and Cultural Textiles and Apparel (3 credits)
- HES 544 Ethical Implications for Health Communication (3 credits)
- HES 545 Cultural Competence in Health Communication (3 credits)
- HES 552 Curriculum Development and Assessment for Children and Families (3 credits)

HES 554 Critical Readings in HES (3 credits)  
HES 589 Practicum in HES (1-3 credits)  
HES 590 Independent Study (1-3 credits)

**Management:**

RMD 500 Statistical Methods for Research (3 credits)  
MGT 503 Legal and Ethical Environment of Business (3 credits)  
MGT 507 Budgeting (3 credits)  
MGT 515 Project Management (3 credits)

**Research:**

RMD 500 Statistical Methods for Research (3 credits)  
EDU 585 Research Methods in Education (3 credits)  
HES 568 Research in HES I (2/0 credits)  
HES 578 Research in HES II (1/0 credits)  
HES 588 Research in HES III (3 credits)

**MASTER OF ARTS IN TEACHING (MAT) DEGREE  
IN FAMILY AND CONSUMER SCIENCES  
Post-Baccalaureate Teacher Certification**

Full information on post-baccalaureate teacher certification may be found in the section titled *Teacher Certification at Fontbonne University* immediately following this section of the catalog.

Students must successfully complete 33 hours of graduate credit and meet all HES undergraduate content course requirements for family and consumer sciences (*birth-12*) certification to earn a master of arts in teaching degree in family and consumer sciences at Fontbonne University, including:

**12 Credits in Core Courses:**

HES 532 Framing Critical Issues in HES (3 credits)  
HES 533 Advocacy and Public Policy: Addressing a World in Need (3 credits)  
EDU 541 Frameworks for Teaching (3 credits)  
EDU 542 Teacher as Leader (3 credits)

**21 Credits in Specialty Courses:**

EDU 500/529 Behavior Management (3 credits)  
RMD 500 Statistical Methods for Research (3 credits)  
EDU 531 The Contemporary Classroom (3 credits)  
EDU 550 Reading in the Content Area (3 credits)  
EDU 586 Studies in Disability and Exceptionality (3 credits)  
EDU 597 The Instructional Process (3 credits)  
CED 510 Multidimensional view of Computer Education (3 credits)

**Required Undergraduate Content Courses in HES:**

HES 119 Essential Concepts for Health and Fitness (3 credits)  
HES 214 Nutrition and Wellness (2 credits)  
HES 221 Food Science Theory and Application (4 credits)  
HES 230 Infant and Toddler Development (3 credits) or  
HES 232 The Young Child (3 credits)  
HES 336 Parent Education (3 credits)

HES 337 Family Relations (3 credits)  
HES 245 Housing (3 credits)  
HES 266 Management of Family Resources (3 credits)  
BUS 208 Personal Finance (3 credits)  
HES 270 Textiles and Apparel for the Classroom Teacher (3 credits)  
HES 470 Methods of Teaching FCS (3 credits)  
HES 472 Curriculum in FCS (3 credits)

**Additional Undergraduate Requirements in other Disciplines:**

BUS 208 Personal Finance (3 credits)  
PSY 200 Developmental Psychology (3 credits)  
EDU 451/EDU 452 Student Teaching/Field Experience (10 credits)

**COURSES****HES 521 The 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. SU

**HES 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. FA

**HES 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. SP

**HES 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. SP

**HES 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. SP

**HES 532 Framing Critical Issues in HES (3 credits)**

Critical issues relevant to HES will be examined through various frameworks including historical, philosophical, theoretical, political, social, and religious perspectives. Relationships will be drawn from the establishment of the field of home economics at the beginning of the twentieth century to the present status of family and consumer sciences 100 years later. Consideration of the underpinnings of the current FCS body of knowledge will be applied to work/life responsibilities of HES professionals and their work with, and on behalf of individuals, families, and communities. SU

**HES 533 Advocacy and Public Policy: Addressing a World in Need (3 credits)**

This course investigates the relationship of HES professionals among individuals, families, and communities in regards to advocacy and public policy, through study, practice, and critical reflection of action, advocacy, and leadership for social justice. The HES professional responsibility of capacity building—advancing individuals, families, and communities as agents for socially just public policy—will be examined. Systemic action plans will be developed, promoting the student's individual advocacy and leadership skills within the community that seek to empower others to advocate for the improvement of their own living conditions. SP Online

**HES 534 Globalization and the Human Condition (3 credits)**

The scope of globalization will be examined from multiple perspectives to understand how it impacts individuals, families, and communities. Locus of production and consumption, prevalence and dependence upon global trade, geographic and cultural identities, and sociological aspects will be analyzed through theoretical lenses and applied to real life situations. Students will be asked to reflect on the inter-relatedness of systems and quality of life issues. SU Online, FA Online

**HES 535 Leadership Development for Professional Practice (3 credits)**

Beginning with the historical exploration of leadership theory and the related leadership literature from multiple contexts, this course addresses perspectives on the relationship between leadership and change, the transformative dimension of leadership, and the application of leadership models to impact change. There is a strong emphasis on the use of case studies and self assessment exercises so students can develop a vision of their role as leaders. FA, SU

**HES 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. SU

**HES 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

**HES 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

**HES 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. SP 2013

**HES 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. SP Online 2012

**HES 551 Administering Programs for Children and Families (3 credits\*)**

Study of the management, planning, financing, staffing, and overall administrative duties related to programs serving the diverse needs of children and families. The requirements of formal and non-formal education settings, not-for-profit, public, and private institutions will be examined. \*Students in the MA in Early Intervention in Deaf Education program may elect to take this course for 2 credits. SP

**HES 552 Curriculum Development and Assessment for Children and Families (3 credits)**

Program planning/curriculum development and assessment will be examined based on principles of development and a variety of theoretical constructs related to the needs of children and families; development, planning, and assessment expectations and practices specific to formal and non-formal education settings, not-for-profit, public, and private institutions will be explored. SU

**HES 554 Critical Readings in HES (3 credits)**

Developed around student need and interest, a selection of readings will be identified that further examine the current status of the particular concentration. Students will participate in discussions, provide written summaries of readings, and develop an analysis of the current scene, synthesizing the given body of readings in an effort to evaluate the current issues related to each concentration. SU

**HES 555 Family-Centered Intervention (3 credits)**

Focus on the key elements of family-centered intervention. Discussion will center on the partnership of family members with professionals in all aspects of early intervention, conducting assessments, prioritized intervention goals, designing intervention plans, and implementation. SP

**HES 556 Child and Family Theory (3 credits)**

A comparative study of the major theories utilized in child and family studies. Attention is given to structure, content, and major research findings. FA

**HES 568 Research in HES I (2 credits)**

Research in HES I is the first of three research courses in HES leading to the completion of the graduate research project. Students will complete a literature review, develop the methodology for their project, and submit a proposal to the Institutional Review Board (IRB) for the project approval relating to human subjects. Dependent on the scope of the project and adequate progress, as determined by the graduate advisor, students may repeat this course for one additional semester (0 credits). P/NP grade. FA, SP, SU

**HES 578 Research in HES II (1 credit)**

Research in HES II is the second of three research courses in HES leading to the completion of the graduate research project. Students will complete the active phase of their research, collect data, and begin data analysis. Dependent on the scope of the project and adequate progress, as determined by the graduate advisor, students may repeat this course for one additional semester (0 credits). P/NP grade. FA, SP, SU

**HES 588 Research in HES III (3 credits)**

Research in HES III is the final of three research courses in HES leading to the completion of the graduate research project. Students will complete data analysis and prepare their written paper for professional presentation and/or submission for publication. FA, SP, SU

**HES 589 Practicum in HES (1-3 credits)**

An individually arranged practicum in a community-based setting, providing graduate students with the opportunity to apply principles related to their specific HES concentration. FA, SP, SU

**HES 590 Independent Study (1-3 credits)**

Individualized study in an area not covered by courses offered. FA, SP, SU

**HES 594 Special Topics (1-3 credits)**

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

**HMT 503 Legal and Ethical Environment of Business (3 credits)**

Examines the current legal and ethical environments and their effect on business decisions and operations. Topics include agency law, tort law, contract law, consumer protection law, personnel law, the ethical issues facing managers, and the development of guidelines for producing a moral organizational culture. FA

**HMT 507 Budgeting (3 credits)**

An overview of the budgeting process and various analytical techniques used to prepare and evaluate budget; this course examines the relationship of the budgeting process to the organization's strategic plan and goals. SU, FA

**HMT 515 Project Management (3 credits)**

Examines managerial techniques necessary to successfully develop and complete projects. Skills needed to plan, estimate, organize, budget, schedule, track, and control a project are developed. Identification of common problems and mistakes are also addressed. FA, SU

Fontbonne University's master of science (MS) degree in computer education is for educators who want to integrate technology into their teaching and curriculum in order to help prepare their students for the 21st century. Educators include everyone interested in enhancing teaching and learning by the use of technology; K-12 teachers, community and four-year college instructors, as well as those in business and industry who are charged with the professional development of their colleagues.

Our program helps educators develop the professional skills, knowledge, and perspective necessary to stay current and relevant in today's electronic age. Our students learn to work with computers and computer-supported technologies as educators – not as technology experts. Our faculty members prepare educators to handle differentiated learning styles and the numerous challenges that they face daily in an educational environment.

At Fontbonne, we believe in teaching by example. Classes are small. Our faculty members are educational leaders who combine strong academic credentials with relevant experience. They are experts with years of experience using technology in the classroom of local school districts and colleges. Professors are knowledgeable and committed to the success of their students. They share effective contemporary techniques that prepare all educators to excel and inspire their own students.

### ONLINE PROGRAMS

Fontbonne University's computer education graduate degree and certificate programs are both available completely online, and, like our traditional programs, our online programs are accredited by the Higher Learning Commission, North Central Association of Colleges and Schools. Students receive the same high-quality education online as students who attend classes on campus. They learn from the same outstanding faculty and share the same curriculum. The difference is optimum flexibility, an important factor that makes it possible for our students to reach their higher education goals.

### Opportunities to Advance and Excel

The master of science degree in computer education can be earned in 33 credit hours. The department offers three graduate certificates, one of which can be earned in 18 hours and the other two in 15 credit hours each. Experienced educators with masters' degrees can advance their professional development and salaries. Our computer education graduate degree challenges our students to remain professionally current.

Our graduates are in demand in the evolving landscape of modern education. For K-12 teachers, earning this degree is an excellent way to complete their continuing education requirement and learn new technology that will enhance their classroom teaching.

#### For information and for application materials contact:

Mary Abkemeier, Ph.D.  
Director, Master of Science in Computer Education  
Fontbonne University  
6800 Wydown Blvd.  
St. Louis, MO 63105-3098  
314.889.1497  
mary.abkemeier@fontbonne.edu

### FACULTY

Most faculty members in the master of science degree program in computer education are full-time educators who are experts in specific areas of using technology in learning environments. These teachers bring years of experience in using technology to enhance student learning.

### ADMISSION

For detailed information on university admission policies and regulations, please refer to the graduate program information section in this catalog. In addition:

- A minimum undergraduate GPA of 3.0 on a 4.0 scale is required for full acceptance. Others may be admitted on probationary status pending demonstration of ability to perform quality work at the graduate level.
- Three letters of recommendation, one of which is from a supervisor or recent academic advisor, are required. If this is not possible, please contact the director of the master of science degree program in computer education.
- A self-statement, indicating the reasons for desiring to earn a master's degree in computer education is required.

All credentials submitted for admission must be on file no later than one week prior to final registration for the term in which the applicant wishes to begin.

### ACADEMIC POLICIES AND REGULATIONS

For detailed information on academic policies and regulations, including information relative to grade definitions, satisfactory progress, transfer of credit, etc., please refer to the graduate program information section in this catalog.

## TRANSFER OF CREDIT AND COMPETENCY TESTING

For the master of science degree, a student may transfer a maximum of two graduate-level courses into the program from an accredited, degree-granting institution of higher education. The course content must be comparable to the content of a course within Fontbonne's master's program. The grade received must be B or higher. The course must have been taken within three years prior to admittance into the master of science degree program in computer education. For the graduate certificates, a student may transfer, at most, one graduate-level course with the same stipulations as above.

For the master of science degree in computer education, a maximum of two competency tests may be taken as substitutes for some courses before the student has completed nine hours of coursework in the program. For the graduate certificates, a maximum of one competency test may be taken as a substitute for a course before the student has completed three hours of coursework in the program. A fee of \$50 per credit hour is currently charged for taking a competency test. The total number of courses transferred and competency tests taken may not exceed two for the master degree and one for the graduate certificate.

## DUAL UNDERGRADUATE/GRADUATE ENROLLMENT

For detailed information on dual undergraduate/graduate enrollment, please refer to the graduate program information section in this catalog.

## EDUCATOR'S DISCOUNT

Please refer to the graduate program information section in this catalog for detailed information on discounts.

## DEGREE REQUIREMENTS

The student must successfully complete 33 semester hours of graduate credit to earn a master of science degree in computer education at Fontbonne University.

### Four required courses:

- CED 505 Teaching Technology and Learning Theory
- CED 515 Computer Applications for Educators  
(CED 515 and 565 are prerequisites for all other courses)
- CED 565 The Internet and Education
- CED 595 Curriculum Design and Capstone Portfolio  
(*must be taken during final semester*)

### Seven remaining elective courses from the following online courses:

- CED 507 Enhancing Instruction with Technology
- CED 525 Legal and Ethical Technology Issues
- 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

- CED 560 Current Programming Languages
- CED 563 Visual Basic
- CED 566 Web Project Design Principles
- CED 568 Differentiated Instruction Using Technology
- CED 570 Emerging Technologies in Education
- CED 575 Multimedia Productions
- CED 577 Research in Computer Education
- CED 580 Web Technology (Classroom 2.0)
- CED 587 Instructional Design and Technology
- CED 592 Online Course Design and Teaching

### The student may choose electives from the following courses that are not yet online:

- CED 510 A Multidimensional View of Computer Education
- CED 540 Structured Programming for the Educator
- CED 544 Advanced Placement Programming
- CED 571 Computer Networks

**NOTE:** At times CED 594 Special Topics in Computer Education may be offered.

## GRADUATE CERTIFICATE REQUIREMENTS

The student must complete 15-18 semester hours of graduate credit with a cumulative GPA of 3.0 or higher.

### Required courses:

- CED 505 Teaching Technology and Learning Theory
- CED 515 Computer Applications for Educators
- CED 565 The Internet and Education
- Two elective courses chosen from among the other courses offered within the program.

### 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

### Required courses for the graduate certificate in Instructional Technology:

- CED 515 Computer Applications for Educators
- CED 565 The Internet and Education
- CED 566 Web Project Design Principles
- CED 575 Multimedia Productions
- CED 587 Instructional Design and Technology
- CED 592 Online Course Design and Teaching

**COURSES****CED 505 Teaching Technology and Learning Theory (3 credits)**

Provides practical, effective ways to integrate technology resources and technology-based methods into everyday classroom practices. Topics will be considered in the context of current theories of learning, effective school practices and reflective teaching. Objectives of the course are to develop web-based instructional lessons and/or units to support a cognitive-active approach to learning, learn to modify questioning strategies in order to create essential questions that develop critical thinking and problem-solving skills, connect theories of teaching and learning to the use of technology in classrooms, recognize web-based resources as an instructional tool, integrate the Internet in content-area instruction, and develop professional alignments with national standards in technology. FA

**CED 507 Enhancing Instruction with Technology (3 credits)**

Provides educators with knowledge and guided practice to effectively use software, the Internet and other technology resources available in education. Activities completed in this class act as a springboard for a future of a technology rich curriculum with the aim of transforming students into lifelong learners. SP

**CED 510 A Multidimensional View of Computer Education (3 credits)**

Provides overview of how computers can be used as educational tools. Reviews hardware, software, and other materials for classroom use and potential use. SU

**CED 515 Computer Applications for Educators (3 credits)**

Introduces the student to computer applications using the Windows operating system, Microsoft Office and various other personal software packages for the Windows platform. The applications include Word, PowerPoint, Publisher, Excel and Access. The emphasis will be on the use of these applications in the educational environment. FA, SP, SU

**CED 525 Legal and Ethical Technology Issues (3 credits)**

Introduces the ethical issues relating to the use of technology in education. Examines the present and future controversies surrounding the integration of technology into the instructional process and educational institutions. SP

**CED 540 Structured Programming for the Educator (3 credits)**

Teaches structured programming design concepts using various programming languages. Emphasis on programming to direct computer's actions in a structured manner. Prerequisite: Knowledge of operating system. As needed.

**CED 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. SP

**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. SU

**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. FA

**CED 565 The Internet and Education (3 credits)**

Provides basic knowledge and guided practice to effectively use the Internet and telecommunications resources. Course-work will act as a springboard for valuable communication in the classroom and for personal use. FA, SP, SU

**CED 566 Web Project Design Principles (3 credits)**

Covers how to design web pages for a web site utilizing HTML programming and a current web page design tool. Students will learn professional web design rules and guide-



lines in addition to the creation and manipulation of original graphics and audio files. They will also learn how to evaluate web sites and address accessibility issues. SU

**CED 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. As needed.

**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. FA

**CED 571 Computer Networks (3 credits)**

Provides terminology, purpose, design, specifications, and implementation of computer networks for instructional and/or administrative goals. Focuses on local area network architecture and applicability to design of larger network systems. Alternatives to networking are studied and placed in context. Prerequisite: CED 570. As needed.

**CED 575 Multimedia Productions (3 credits)**

Provides students with a foundation in design, development and strategies to produce effective multimedia presentations. Students choose from available multimedia tools to produce digital creations for use in multimedia presentations or lessons. This course is project-based. SP

**CED 577 Research in Computer Education (3 credits)**

Introduces students to research in computer education. Students will investigate at least 5 areas in which research in computer education takes place. Students will select topic(s) based on this original investigation and their own interests and perform a research study. As a result of the course, students will advance both their Internet and database research skills and their skills as an educator integrating technology into the educational environment. Interpretation, analysis, and synthesis of current research in computer will be focal points of this course.

**CED 580 Web Technology (Classroom 2.0) (3 credits)**

Provides students with the opportunity to explore the newest web tools and discuss and evaluate their impact in terms of student learning, professional development and pedagogy. Students will learn to think critically about the use of web tools in their classrooms. Students will generate creative learning formats and harness the potential of the read/write web to provide an environment of engaged and interactive learning in their classrooms. SU

**CED 592 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 Computer Education (3 credits)**

Addresses current, relevant topics in computer education not covered in previous coursework. Topics may include creating digitally, teaching online, programming, assistive technologies, and research in computer education. May be taken more than once. Prerequisite: Completion of at least 12 semester hours.

**CED 595 Curriculum Design and Capstone Portfolio (3 credits)**

This course consists of two main parts:

1. Extends students' knowledge of the instructional applications of computers and technology. Research into current curriculum theory and development will be the basis for modeling educational activities that enhance classroom instruction. Recognition and design of specific technological applications and resources will be emphasized in order to produce effective and practical classroom and professional applications.
2. Provides a framework for students to compile a Capstone Portfolio that will consist of three major components. The portfolio will demonstrate the student's over-all knowledge, abilities, and progress throughout the master's degree process as well as a personal reflection essay and an assessment of the masters program in computer education. FA, SP, SU

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## **Teacher Certification at Fontbonne University**

FONTBONNE UNIVERSITY  
FONTBONNE UNIVERSITY



*(Applicable to all departments offering teacher certification)*

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

**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 (Birth-12)	
Early Childhood	Human Environmental Sciences	Early Childhood (Birth-3)	Early Childhood Special Education (Birth-3)
Elementary	Education/Special Education	Elementary (1-6) (Also included within the Special Education major)	Early Childhood (Birth-3) Early Childhood Special Education (Birth-3)
English	English	English (9-12)	Middle School (5-9)
Family and Consumer Sciences	Human Environmental Sciences	Family and Consumer Sciences (Birth-12)	
Fine Arts	Fine Arts	Art (K-12)	
History	History, Philosophy, and Religion	Social Studies (9-12)	Middle School (5-9)
Mathematics	Mathematics and Computer Sciences	Mathematics (9-12)	Middle School (5-9)
Middle School	Education/Special Education	Language Arts (5-9) Mathematics (5-9) Science (5-9) Social Studies (5-9)	
Performing Arts	Fine Arts	Speech/Theatre (9-12)	Middle School (5-9)
Special Education	Education/Special Education	Special Education (K-12) (Dual Certification/ Elementary)	

POST-BACCALAUREATE		
CERTIFICATION	ASSOCIATED GRADUATE DEGREE	DEPARTMENT
Art (K-12)	Master of Arts in Teaching Degree	Education/Special Education
Biology (9-12)	Master of Arts in Teaching Degree	Education/Special Education
Deaf Education (B-12)	Master of Arts in Teaching Degree Early Intervention in Deaf Education	Communication Disorders and Deaf Education
Elementary (1-6)	Master of Arts in Teaching Degree	Education/Special Education
English (9-12)	Master of Arts in Teaching Degree	Education/Special Education
Family and Consumer Sciences (birth-12)	Master of Arts in Teaching Degree	Human Environmental Sciences
Social Science (9-12)	Master of Arts in Teaching Degree	Education/Special Education
Mathematics (9-12)	Master of Arts in Teaching Degree	Education/Special Education
Middle School Language Arts (5-9) Mathematics (5-9) Science (5-9) Social Studies (5-9)	Master of Arts in Teaching Degree	Education/Special Education
Speech/Theatre (9-12)	Master of Arts in Teaching Degree	Fine Arts
Special Education (K-12)	Master of Arts in Teaching Degree	Education/Special Education

## TEACHER EDUCATION PROGRAMS: POST-BACCALAUREATE

The table above provides an overview of programs leading to 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.

## CONCEPTUAL FRAMEWORK

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

As indicated in the Conceptual Framework, Fontbonne University is in touch with the social, political, and economic realities which place demands on education. The university therefore offers teacher certification programs that prepare

individuals who will be able to teach students with a variety of learning styles from diverse backgrounds and prepare 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; and
- Faculty members who strive for effective student-teacher relationships.

## POLICIES AND PROCEDURES FOR STUDENTS IN TEACHER CERTIFICATION PROGRAMS

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

Each student must maintain a minimum cumulative blended grade point average of 2.75 on a 4.0 scale for coursework designated as “professional,” and an overall cumulative blended grade point average of 2.5 on a 4.0 scale. These standards take into consideration all coursework taken at all colleges and universities, both undergraduate and graduate. Students earning certification in middle school and secondary programs must achieve a GPA of 2.5 in the relevant content areas. (See appropriate departmental sections in this catalog.)

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

Candidates for teacher certification must fulfill all Missouri Department of Elementary and Secondary Education requirements, to include appropriate grade point average, approved culminating project and passing scores on the appropriate specialty/subject area PRAXIS II examination. These requirements are subject to change. The most current requirements must be met.

## 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 background 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 teacher education unit 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 Family Care Safety Registry.

As students are placed in field experiences, schools and/or school districts will be informed that these reports have been received and, if necessary, information will be forwarded to appropriate authorities. Confidentiality will be maintained at all times.

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, practicums, and 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.

## APPROVAL FOR THE TEACHER CERTIFICATION PROGRAM

Qualified students must apply for acceptance to the teacher certification program. Said application should be made at least one semester prior to the planned semester for student teaching/field experience. Acceptance into the teacher certification program is based upon final validation of professional (2.75) and cumulative (2.5) GPAs; final validation of a 2.5 GPA in relevant content areas for middle/secondary candidates; and approval by the teacher education unit. Without approval by the teacher education unit, students cannot enroll for student teaching/field experience.

## STUDENT TEACHING/FIELD EXPERIENCE REQUIREMENTS

Student teacher/field experience candidates must demonstrate competence in all areas of professional preparation identified by the Missouri Department of Education for the certification area. Prior to student teaching, students are required to have completed, or be in the process of completing, all required coursework; to be in compliance with GPA requirements for certification; to be in compliance with all screening requirements dictated by school districts, and to have received written approval by the University teacher education unit. While some coursework for teacher certification may be taken elsewhere, Student Teaching/Field Experience must be completed through Fontbonne University. Student teacher applications may be obtained from the director of student teaching, and are due January 30 for the following fall semester and May 1 for the following spring semester.

## CULMINATING PROJECT REQUIREMENT

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

## **COMPLETION OF THE TEACHER CERTIFICATION PROGRAM**

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

- Completion of all certification requirements to include student teaching/field experience.
- Submission of an acceptable culminating project.
- Submission of a qualifying PRAXIS score.

The 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 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 the student's program is held. Within these minimum credit hours, a candidate must complete at least six credit 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 found at the following URL: <http://www.fontbonne.edu/academics/academicresources/teachercertification/downloads/>.

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## Other Information

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## Campus Policies

### **ANTI-HARASSMENT POLICY— Prohibition of Retaliation, and Reporting and Investigation Procedures for Complaints of Unlawful Discrimination and Harassment**

Harassment based on an individual's race, color, religion, age, gender, gender orientation, national or ethnic origin, disability, or other characteristics provided by law is not tolerated at Fontbonne University. Harassment is defined broadly to include verbal, physical, or visual conduct that denigrates or shows hostility or aversion towards an individual because of race, color, religion, age, gender, gender orientation, national or ethnic origin, or disability. Examples of harassing conduct include epithets, slurs, jokes, teasing, kidding, negative stereotyping, threatening or hostile acts that relate to an individual's race, color, religion, age, gender, gender orientation, national or ethnic origin, or disability.

Any written or graphic material, including any electronically transmitted or displayed material, which likewise denigrates or shows hostility toward members of these protected groups, is considered harassment. Fontbonne University will not tolerate harassing conduct that affects tangible employment benefits, interferes unreasonably with an individual's working or academic environment or performance, or creates an intimidating, hostile, or offensive working or academic environment.

### **Sexual Harassment**

Sexual harassment deserves special mention. It involves any one or more of unwelcome sexual advances, requests for sexual favors, and other visual, verbal, or physical conduct of a sexual nature when:

1. Submission to such conduct is an explicit or implicit term or condition of an individual's employment or academic activities;
2. Submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting that individual; or
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or learning environment.

Sexual harassment may include: explicit sexual propositions; displaying sexually suggestive objects, pictures, or materials; sexual innuendo; sexually-oriented verbal abuse; sexually suggestive comments; unwanted contact such as touching, patting, stroking, pinching, or brushing against another's body; sexually-oriented kidding, teasing, or practical jokes; jokes about gender specific traits; foul or obscene gestures or language. Sexual harassment also involves inappropriate conduct toward an individual which, although not motivated by sexual desire, would not have occurred except for that person's gender.

### **Retaliation Prohibited**

Fontbonne University prohibits retaliation against any person who makes a complaint of discrimination or harassment, opposes discrimination or harassment, or testifies, assists, or participates in an investigation, proceeding, or hearing relating to such discrimination or harassment. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or treatment based upon retaliatory motive that is reasonably likely to deter protected activity.

### **Reporting Procedures**

All employees and students have the responsibility to assure that Fontbonne University's non-discrimination and anti-harassment policies are effective. Any university employee or student who experiences, observes, hears, or otherwise witnesses unlawful harassment or discrimination, or who receives a report of unlawful harassment or discrimination, must immediately notify:

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

If the vice president for finance and administration is the person alleged to be engaged in the harassment, notification shall be made to the executive vice president. No employee or student is required to confront the alleged harasser or report his or her concern to the alleged harasser. The university will thoroughly and promptly investigate all complaints and take corrective or disciplinary action when appropriate.

Fontbonne University will investigate every harassment and discrimination complaint thoroughly and promptly. All investigations shall be conducted in a sensitive manner and, to the extent feasible, confidentiality will be honored. The investigation and all actions taken will be shared only with those who have a need to know. The investigation findings will be documented, and the complaining individual and the alleged harasser will be kept advised of the progress of the investigation and of the university's final determination. If, after investigation, Fontbonne University determines that an employee or student has engaged in illegal harassment or discrimination, appropriate disciplinary action, up to and including discharge or dismissal, will be taken against the offending individual.

### **Procedures**

#### **Level I – Informal Procedure**

Informal procedures are designed to work out a mutually agreeable solution to a problem. At the option of the complainant only, it may be possible to resolve a harassment or discrimination complaint through a voluntary conversation

between the complainant and the alleged harasser or discriminator, which conversation is facilitated by a university designee appointed by the vice president for finance and administration. If the complainant, the alleged harasser or discriminator, and the university designee feel that a resolution has been achieved through this informal procedure, then the conversation may remain confidential and no further action need be taken. The results of any informal resolution shall be reported by the university designee in writing signed by the complainant and the alleged harasser, and submitted to the vice president for finance and administration.

If the complainant, the alleged harasser or discriminator, or the university designee, chooses not to use the informal procedure, or feels that the informal procedure is inadequate or has been unsuccessful, s/he may utilize the formal procedure.

### **Level II – Formal Procedure**

The complainant shall submit a written and signed complaint with the vice president for finance and administration which clearly states the particulars concerning incident(s) of harassment or discrimination, including the name and position of the accused, the nature of harassment or discrimination, date when the alleged harassment or discrimination occurred, details of the alleged conduct including any information that would support the complaint, and the redress that is sought. The vice president for finance and administration shall inform the vice president(s) in whose area the accused and accuser are employed of the complaint, or, in the case of students, shall inform the vice president for student affairs, or, in the case of OPTIONS students, will inform the dean of the Eckelkamp College of Global Business and Professional Studies.

The vice president for finance and administration or designee will promptly investigate the complaint or will appoint a university designee to promptly investigate the complaint. The complainant and the accused will each be interviewed. The accused will then be furnished with a copy of the written complaint and will have an opportunity to respond in writing within ten (10) working days.

Within twenty (20) working days after the time that the accused has to respond in writing to the written complaint, the vice president for finance and administration (or university designee, if applicable), will prepare investigation findings and, if appropriate, determine any corrective or disciplinary action to be taken. The vice president for finance and administration will inform the appropriate vice president or dean of the findings of the investigation. Both the accused and the complainant will be informed of the findings of the investigation.

### **Appeal Procedures**

Individuals requesting an appeal of the findings of an investigation of a harassment or discrimination complaint must appeal in writing to the vice president for academic affairs (or designee) within ten (10) days of being informed of the

findings of the investigation. If an individual requests an appeal, the appeal must be in writing, and, if applicable, it must cite any alleged procedural error that occurred during the investigation, if applicable, and provide an account of any new information that has become available since the investigation was conducted. Within ten (10) days after receipt of the written appeal the vice president 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 executive staff.

### **Right to Alternative Complaint Procedures**

Complaints of discrimination on the basis of race, color, religion, age, gender, gender orientation, national or ethnic origin, or disability, including complaints of racial, sexual, or other unlawful harassment, may be filed with the

U.S. Department of Education, Office for Civil Rights  
8930 Ward Parkway, Suite 2037

Kansas City, Missouri 64114

Phone: 816.268.0550

FAX: 816.823.1404

TDD: 800.437.0833

**Email:** [ocr.KansasCity@ed.gov](mailto:ocr.KansasCity@ed.gov)<<mailto:ocr.KansasCity@ed.gov>>

### **SUBSTANCE ABUSE POLICY**

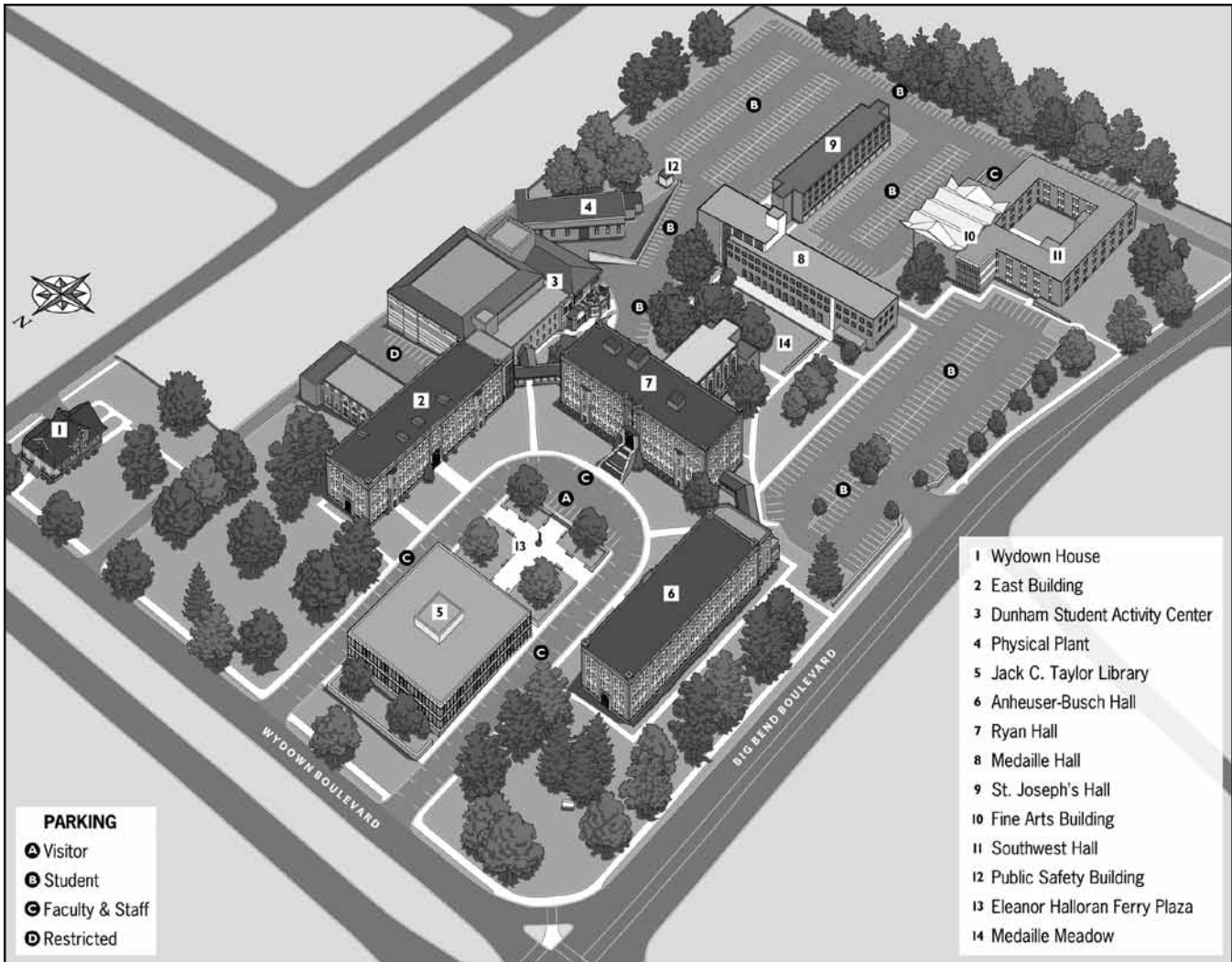
It is the goal of Fontbonne University to protect the public health and environment of the campus community by promoting a substance-free environment.

### **SMOKE-FREE CAMPUS POLICY**

Fontbonne University is a smoke-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.

# Campus Map



- A. Visitor Parking
- B. Student Parking
- C. Faculty/Staff Parking (after 6 p.m. students are allowed)
- D. Restricted Parking

All area codes are (314).

**1. Wydown House (president's home)**

**2. East Building (formerly Fine Arts)**

Behavioral Sciences .....	719-3616.....	327
Communication Disorders & Deaf Ed. ....	889-1407.....	218
Eardley Family Clinic for Speech-Language and Hearing.....	889-1407.....	2nd floor
English and Communication .....	889-4551.....	312

Education/Special Education .....	889-1430.....	235
Fontbanner Newspaper .....	889-4550.....	301
History, Philosophy, and Religion.....	889-4549.....	308
President's Reception Room .....		115
Social Work.....	719-3642.....	312B

**3. Dunham Student Activity Center**

Alumni Caf' .....	889-1454.....	2nd floor
Athletic Dept.....	889-1444.....	2nd floor
Control Desk .....	889-1455.....	lobby
Fitness Room .....		1st floor
Mabee Gymnasium .....		1st floor
Student Activities.....	719-8057.....	DSAC
Student Development Director.....	719-3604.....	2nd Floor

<b>4. Physical Plant</b> .....	889-1404	<b>8. Medaille Hall</b> .....	889-4600.....	door
<b>5. Jack C. Taylor Library</b>		Arnold Memorial Center.....		1st floor
Board Conference Room.....	719-8005.....	Campus Ministry.....	719-3663.....	1st floor
Circulation Desk.....	889-1417.....	Career Development.....	889-4516.....	1st floor
Curriculum Resource Center.....		Housekeeping.....	889-1424.....	basement
Information Commons.....	719-8039.....	Personal Counseling.....	889-4516.....	1st floor
Kinkel Academic Resource Center.....	889-4571.....	Residential Areas.....		2nd-3rd floor
Lewis Room.....		Residential Life.....	889-1416.....	1st floor
Ruth Stroble Conference Room.....	889-1435.....	Service, Diversity & Social Justice.....	889-4503.....	1st floor
		Student Affairs; VP.....	889-1411.....	1st floor
		Student Government Association.....	889-4526.....	4th floor
<b>6. Anheuser-Busch Hall</b>		<b>9. St. Joseph's Hall (residence)</b> .....	889-4700.....	door
Biological and Physical Sciences.....	889-4574.....			
Bonnie and L. B. Eckelkamp College of Global		<b>10. Fine Arts Center</b>		
Business and Professional Studies.....	889-4518.....	Art Gallery.....	719-3580.....	1st floor
Human Environmental Sciences.....	889-1415.....	Fine Arts.....	889-1431.....	243
		Performing Arts Theater.....		2nd floor
<b>7. Ryan Hall</b>		Residential Areas.....		3rd floor
Academic Affairs; VP.....	889-1401.....			
Admission.....	889-1400.....	<b>11. Southwest Hall (residence)</b>		
Advancement; VP.....	889-1469.....			
Advising Office.....	719-3654.....	<b>12. Public Safety Office</b> .....	719-HELP (4357)	
Alumni Relations.....	889-1403.....	Pager.....	318-HELP (4357)	
Bookstore.....	889-1420.....			
Business Office.....	889-1405.....			
Communications and Marketing.....	889-1467.....			
Dean of Undergraduate Studies.....	889-4760.....			
Development.....	889-1469.....			
Dining Room.....				
Doerr Chapel.....				
Facilities; Associate VP.....	889-4748.....			
Finance and Administration; VP.....	719-8007.....			
Financial Aid.....	889-1414.....			
Food Service.....	889-1449.....			
General Services.....	719-8037.....			
Grants.....	889-4510.....			
Human Resources/Personnel.....	889-1493.....			
Information office/main number.....	889-1498.....			
Information Technology; VP.....	719-8095.....			
Institutional Research/Assessment.....	719-3661.....			
Interdisciplinary Studies.....	719-3640.....			
International Affairs.....	889-4509.....			
Mailroom.....	889-1463.....			
Mathematics and Computer Science.....	889-4508.....			
President.....	889-1419.....			
Registrar.....	889-1421.....			
Study Abroad.....	719-8058.....			

## Administration and Faculty

### BOARD OF TRUSTEES (As of April, 2011)

Susan E. Buford  
 John P. Capellupo  
 Jean K. deBlois, CSJ  
 Vernon J. Eardley  
 Bonnie J. Eckelkamp  
 Patrick J. Finneran, Jr.  
 Helen Flemington, CSJ  
 Peggy A. Forrest  
 Leo G. Haas  
 Katherine Hanley, CSJ  
 Darryl T. Jones  
 Kathy C. Jones  
 Joan A. Kelly  
 Karen M. Kennelly, CSJ  
 Gary E. Krosch  
 John Lamping  
 Mary Margaret Lazio, CSJ  
 Elizabeth A. Leiwe, CSJ  
 Joseph G. Lipic, Sr.  
 Tracey C. Marshall  
 Joseph B. McGlynn, Jr.  
 Rose D. McLarney, CSJ  
 Gabrielle C. Noonan  
 Stephanie E. Pope  
 Mary P. Quinn, CSJ  
 Linda M. Straub, CSJ  
 Ruth M. Stroble  
 Marvin R. Talley  
 Daniel V. Twardowski  
 Suzanne Wesley, CSJ  
 Jennifer Q. Williams

### General Counsel

Richard Greenberg

### COUNCIL OF REGENTS (2011)

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 Anthony J. Caleca  
 Dino L. Cannella  
 Leslie Christian-Wilson  
 JoAnn C. Donovan  
 Nick C. Espiritu  
 Robert Evans  
 Mildred Galvin  
 Nancy M. Garvey  
 Karen Gedera  
 Nancy Georgen  
 Paulette Gladis, CSJ  
 Thomas M. Gunn  
 Kerri Gwinn Harris  
 Edward D. Higgins  
 Emily Martin  
 Daniel M. McFadden  
 Douglas H. Miller  
 Doug Moss  
 S. Jerome Pratter  
 Jennah Purk  
 Anthony F. Sansone, Jr.  
 Michele W. Shoresman  
 Carol Spehr  
 James G. Steinkoetter  
 Nila Tuckson  
 Ibrahim Vajzovic

### EXECUTIVE OFFICERS (2011)

**Dennis C. Golden (1995)**  
 President  
 Professor of Education  
 B.A., College of the Holy Cross  
 M.A., Assumption College  
 Ed.D., Boston College

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 Vice President for Academic Affairs  
 B.A., University of South Florida, Tampa  
 M.Ed., University of Illinois,  
 Urbana-Champaign  
 Ph.D., University of Illinois,  
 Urbana-Champaign

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 Vice President for Information Technology  
 B.S., Viterbo University  
 M.B.A., University of Wisconsin, La Crosse

**Gregory Taylor (2001)**  
 Executive Vice President for Strategy  
 and Operations  
 B.A., Beloit College  
 M.A., Loyola University of Chicago  
 Ph.D., Saint Louis University

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 Vice President for Student Affairs  
 B.A., Saint Louis University  
 M.A., Lindenwood University  
 LPC, State of Missouri

**Gary Zack (1984)**  
 Vice President for Finance and  
 Administration  
 Lecturer in Business Administration  
 B.A., Wabash College  
 M.A., University of Missouri, St. Louis  
 Ph.D., Saint Louis University

*Vice President for Enrollment Management*  
 TBA

*Vice President for Institutional Advancement*  
 TBA

**ADMINISTRATIVE STAFF**

**Kathleen (Kay) Barnes (2006)**  
Assistant Vice President for Institutional  
Advancement  
B.S., Saint Louis University

**Rebecca A. Bahan (2005)**  
Director of International Affairs  
Lecturer in Department of History,  
Philosophy, and Religion  
B.A., University of Wisconsin, Eau Claire  
M.S., Southern Illinois University,  
Carbondale

**Cindy Bluestone Bushue (1991)**  
Director of Communications and Marketing  
B.S.B.A., University of Missouri  
M.M., Fontbonne University

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Director of Transfer Recruitment

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Lecturer in Interdisciplinary Studies  
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M.Ed., Louisiana State University

**Carol Watson Dillon (1993)**  
Director of Career Development  
Personal Counselor  
Senior Lecturer in Interdisciplinary Studies  
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B.S., Lindenwood University  
M.A., Lindenwood University  
LPC, State of Missouri  
NCC

**Leslie Doyle (2005)**  
Director of Service, Diversity and  
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B.S., Northwest Missouri State University  
M.S. Ed., The University of Kansas

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Director of Athletics/Senior Woman's  
Administrator  
B.S., Fontbonne University  
M.A., Southeast Missouri State University

**William Foster (1982)**  
Assistant to the Dean for Faculty  
Administration in the Eckelkamp College  
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Studies  
B.S., Central Missouri State University  
M.S., Central Missouri State University  
M.B.A., Fontbonne University

**William Freeman (1997)**  
Dean of Education  
Associate Professor of Education  
B.S., Southeast Missouri State University  
M.A., The Ohio State University  
Ed.D., University of Missouri

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Integration  
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M.A., Washington University in St. Louis  
Ph.D., Washington University in St. Louis

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Lecturer in Interdisciplinary Studies  
B.S., University of Evansville  
M.A., Bowling Green State University

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B.S., Murray State University  
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**Arthur Hunborg (1997)**  
Director of Off-Campus Sites–OPTIONS  
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**Dennis Johnson (2002)**  
Associate Vice President of Finance/  
Controller  
B.A., University of Northern Iowa

**Mark Johnson (2002)**  
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B.A., Southern Illinois University

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M.S., Central Missouri State University  
CPP

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M.M., M.B.A., Fontbonne University

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M.S., Capella University

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M.A., Washington University in St. Louis

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B.S., Fontbonne University  
M.B.A., Fontbonne University

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Special Projects  
B.A., Saint Louis University

**Linda Pipitone (2008)**  
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B.A., Webster University  
M.A., Webster University

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B.S., Fontbonne University  
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*The first page cited ordinarily refers to undergraduate studies, the second page to graduate studies.*

- Academic advising, 38, 180
- Academic appeals process, 54, 194
- Academic calendars, 6, 7
- Academic convocation, 11
- Academic dismissal, 53, 193
- Academic information, 36, 179
- Academic integrity/honesty, 55, 194
- Academic policies and regulations, 46, 190
- Academic progress policy–financial, 27, 185
- Academic resources, 12
- Academic terminology, 48, 190
- Academic tours, 41
- Academic vision, 36, 179
- Accounting
  - concentration, 60, 201
  - courses, 205
  - graduate degree program, 199
- Accreditations, 4
- ACSSJ exchange program, 44
- Acting/directing concentration, 123
- Administrative staff, 253
- Admission, 17, 181
  - American Dietetic Association verification, 19, 48
  - early admission, 18
  - fee, 17, 181
  - first-year students, 17
  - GED applicants, 18
  - graduate students, 181
  - international students, 19, 181
  - new start, 20
  - OPTIONS program, 21
  - placement testing, 18, 22
  - post-baccalaureate certification, 19, 244
  - readmission, 20, 182
  - second undergraduate degree, 19
  - summer session, 21
  - transfer students, 18, 182
  - unclassified students, 20, 182
- Advanced placement, 42
  - art/fine arts, 124
  - behavioral sciences, 78
  - English, 111
  - mathematics, 161
  - social sciences, 133
- Advertising
  - concentrations, 150
  - courses, 154
  - major, 149
  - minor, 153
- Advising, academic, 38, 180
- Affiliations
  - Goldfarb School of Nursing at Barnes-Jewish College, 45
  - international, 31, 44, 188
- American culture studies
  - courses, 155
  - minor, 153
- American Dietetic Association verification, 19, 48
- American English program, 110
  - courses, 117
- Americans with Disabilities Act (ADA), 12
- Anti-harassment policy, 248
- Appeal process, 54, 194
- Application for degree, 55, 194
- Applied mathematics
  - courses, 164
  - major, 158
- Art
  - advanced placement, 124
  - certification, 121
  - courses, 124
  - department of fine arts, 119
  - major, 119
  - graduate degree program, 229
- Art history minor, 123
- Arts management concentration, 123
- Assessment, 56, 195
- Athletics, 31, 188
- Attendance policy, 52, 191
- Auditing a course, 26, 52, 183
- Authorization for study at another institution, 48, 191
- Baccalaureate degree requirements, 46
- Baccalaureate degrees/programs, 13, 36
- Bachelor of business administration (BBA)–OPTIONS, 63
- Behavioral sciences department, 75
- Biological and physical sciences
  - department, 83
  - dual degree in engineering, 83
  - 3/2 program in occupational therapy, 83
- Biology
  - biological science courses, 86
  - major with biotechnology concentration, 84
  - major with physiology concentration, 84
  - minors, 85
  - with secondary certification, 85
- Biotechnology concentration, 84
- Board of trustees, 252
- Bonnie and L.B. Eckelkamp college of global business and professional studies, 59, 199
- Bookstore, 30, 187
- Bosnian courses, 116
- Broadcasting
  - concentration, 109
  - courses, 111
- Business programs, 59, 199
- Business administration–undergraduate concentrations, 60
  - courses, 65
  - major, 59
  - minor, 61
  - OPTIONS program/courses, 63, 70
  - traditional programs, 59
- Business administration program–graduate, 200
  - concentrations, 201
  - courses, 205
  - international students, 201
- Business taxation certificate, 204
- Calendars, academic 6, 7
- Campus map and directory, 250
- Campus ministry, 31, 188
- Campus policies, 248
- Campus/off-campus sites, 11
- Career development, 31, 188
- Catholic identity statement, 10
- Center for excellence in teaching and learning, 12

- Certificate programs—graduate, 14, 47, 179  
 business taxation, 204  
 computer education, 238  
 individual taxation, 204  
 instructional technology, 238  
 supply chain management, 204  
 virtual worlds in education, 238
- Certificate program—undergraduate, 13, 37  
 website development, 124, 161
- Certifications/teaching, 37, 243
- Change of degree program—graduate, 193
- Change in registration, 49, 191
- Change of major, minor, concentration, certification, 49
- Change of status, 20, 182
- Cheating/integrity, 55, 194
- Chemistry  
 courses, 87  
 minor, 86
- Class attendance, 52, 191  
 eight-week courses, 52  
 faculty absence/lateness, 52
- Class status, 48
- CLEP (College level examination program), 42
- College  
 Bonnie and L.B. Eckelkamp college of global business and professional studies, 59, 199  
 OPTIONS programs, 62  
 traditional programs, 59
- Commencement, 55, 194
- Commitment statement, 10
- Communication disorders and deaf education department, 89, 211  
 courses, 92, 214
- Communication studies  
 courses, 112  
 major, 107  
 minor, 110
- Computer education—graduate  
 certificate, 238  
 courses, 239  
 graduate online degree program, 237
- Computer science  
 courses, 161, 239  
 major, 159, 237  
 minor, 161
- Concentrations—undergraduate, 13, 37  
 accounting, 60  
 acting/directing, 123  
 arts management, 123  
 biotechnology, 84  
 broadcasting, 109  
 design, 150  
 finance, 60  
 journalism, 109  
 management, 60  
 marketing, 61  
 marketing and research, 150  
 mathematics for middle school, 159  
 physiology, 84  
 professional writing, 109  
 public relations, 109  
 writing, 150
- Conferring of degrees, 55, 194
- Contemporary studies—OPTIONS  
 courses, 71  
 major, 63
- Continuous attendance requirement, 46
- Convocation, academic, 11
- Cooperative education, 41, 59
- Core documents, 10
- Corporate communication—OPTIONS  
 courses, 72  
 major, 64
- Council of regents, 252
- Counseling and wellness, 31, 188
- Course numbering guidelines, 49
- Credit by exam, 42
- Cross registration—inter-institutional, 43
- Curriculum and instruction—graduate concentrations, 219, 220
- Deaf education  
 courses, 93  
 major, 89
- Dean's award for academic excellence, 55
- Dean's list, 54
- Dedicated semester, 12
- Deferred grade, 51, 192
- Degree application, 55, 194
- Degree requirements, 46, 190
- Degrees offered, 13, 36, 179
- Departmental/major requirements, 47
- Departments  
 behavioral sciences, 75  
 biological and physical sciences, 83  
 communication disorders and deaf education, 89, 211  
 education/special education, 95, 219  
 English and communication, 107  
 fine arts, 119, 229  
 history, philosophy, and religion, 129  
 human environmental sciences, 137, 233  
 interdisciplinary studies, 149  
 mathematics and computer sciences, 157, 237  
 social work, 167
- Developmental courses, 22
- Dietetics  
 courses, 142  
 major, 138
- Discounts, 25, 183
- Dismissal, academic/non-academic, 53, 54, 191, 193
- Diverse learners—graduate concentration, 219, 220
- Diversity statement, 10
- Double majors, 47
- Dual baccalaureate degree requirements, 46
- Dual degree in engineering, 43, 83, 161
- Dual enrollment requirements, 47, 191
- Dunham Student Activity Center, 30, 187
- Early admission, 18
- Early childhood  
 certification, 139  
 courses, 142  
 major, 139  
 minor, 142
- Early childhood special education certification, 140
- Early intervention in deaf education courses, 217  
 graduate degree program, 216
- Early progress report, 49
- Education/special education  
 background checks, 99, 223  
 concentrations, 219, 220  
 conceptual framework, 244  
 courses, 100, 224  
 culminating project, 245  
 degree without certification, 99  
 department 95, 219  
 Fontbonne institutes, 223  
 master of arts degree, 219, 220  
 master of arts in teaching degree, 220, 221  
 online courses, 222  
 paraprofessional pathways to teaching<sup>sm</sup>, 98, 222
- Elementary education major, 96
- Employment/work study, 29

- Engineering (dual degree program), 83, 161
- English  
 advanced placement, 111  
 American English program, 110  
 certification, 108  
 CLEP, 111  
 concentrations, 109  
 courses, 114  
 department of English and communication, 107  
 ESL courses, 117  
 intensive English program, 110  
 major, 108  
 minor, 110
- Examinations, 50
- Exchange programs  
 ACSSJ, 44  
 Midwest student exchange program, 21, 182
- Executive officers, 252
- Expenses, 25, 183
- Faculty  
 emeriti, 257  
 full year, 254
- Faculty absence/late for class policy, 52
- Family and consumer sciences  
 courses, 142, 234  
 major, 140  
 graduate degree program, 234
- Family education rights and privacy act (FERPA), 2
- Fashion merchandising  
 courses, 142  
 major, 141
- Fees, 25, 183
- Finance concentration, 60
- Financial aid, 27, 185
- Fine arts  
 certification, 121  
 courses, 124, 230  
 department, 119, 229  
 major, 120  
 graduate degree programs, 229  
 website development certificate, 124
- First-year student admission, 17
- Food management minor, 142
- Fontbonne institutes–graduate education, 223
- Fontbonne seal, 1
- Foreign language study, 43, 110, 116  
 courses (Bosnian), 116  
 courses (Spanish), 116
- GED applicants, 18
- General education requirements, 38
- General notice, 2
- Geography courses, 134
- Gerontology courses, 78
- Global studies  
 courses, 134  
 major, 129  
 minor, 133
- Government courses, 134
- Grade appeal, 54, 194
- Grade change, 51, 192
- Grade definitions, 50, 192
- Grade point average, 51, 192
- Grade quality points, 51, 192
- Grading and evaluation, 50
- Graduate information, 177  
 academic information, 179  
 academic policies/regulations, 190  
 admission, 181  
 certificate programs, 14, 179  
 business taxation, 204  
 computer education, 238  
 individual taxation, 204  
 instructional technology, 238  
 supply chain management, 204  
 virtual worlds In education, 238
- courses across departments, 193
- degrees, 14, 179
- expenses, 183
- financial aid, 185
- institutes, 223
- online programs, 179
- Graduate programs, 14, 179, 197  
 accounting, 199  
 art, 229  
 business administration–traditional, 200  
 business administration–international, 201  
 computer education, 237  
 early intervention in deaf education, 216  
 education, 219  
 education/teaching, 220  
 family and consumer sciences, 234  
 fine arts, 229  
 human environmental sciences, 233  
 management, 202  
 nonprofit management, 202  
 speech-language pathology, 211  
 speech/theatre, 230  
 supply chain management, 203  
 taxation, 203  
 theatre, 230
- Graduate student life, 187
- Grants, 28, 185
- Graphic design minor, 123
- Health services, 30, 187
- History  
 advanced placement, 133  
 certification, 131  
 courses, 134  
 major, 130  
 minors, 133
- History (past/present) of university, 11
- History, philosophy, and religion department, 129
- Honesty/integrity, 55, 194
- Honor societies, 35, 189
- Honors association, 34
- Honors convocation, 55, 189
- Honors courses, 33
- Honors program, 33
- Honors scholar, 33
- Human environmental sciences  
 courses, 142, 234  
 department, 137, 233  
 majors, 138  
 minors, 142  
 graduate degree programs, 233
- Human services  
 accelerated bridge program, 168  
 courses, 172  
 major, 167  
 minor, 171  
 3/2 program, 168
- ID cards, 30, 187
- Inclusion specialty certificate–education, 96
- Incomplete grade, 51, 192
- Independent study, 41, 191
- Individual taxation certificate, 204
- Integrity/honesty, 55, 194
- Intensive English program, 110  
 ESL courses, 117

- Interdisciplinary studies  
 courses, 155  
 department, 149  
 major, 150
- Inter-institutional cross registration, 43
- International affairs, 31, 188
- International affiliations, 31, 44, 188
- International student admission, 19, 181
- Involuntary withdrawal for non-attendance, 53, 193
- Journalism  
 concentration, 109  
 minor, 110
- Kinkel Center for academic resources, 12
- Latin honors, 54
- Leadership education/student activities, 32, 189
- Learning environment, 11
- Leave of absence, 20, 52, 193
- Library (Jack C. Taylor), 12
- Loans, 28, 186
- Major approval, 49
- Major requirements–undergraduate, 47
- Majors–undergraduate, 13, 36  
 advertising, 149  
 applied mathematics, 158  
 art, 119  
 biology, 84  
 biology with secondary certification, 85  
 business administration–OPTIONS, 63  
 business administration–traditional, 59  
 communication studies, 107  
 computer science, 159  
 contemporary studies–OPTIONS, 63  
 corporate communication–OPTIONS, 64  
 deaf education, 89  
 dietetics, 138  
 early childhood, 139  
 elementary education, 96  
 English, 108  
 family and consumer sciences, 140  
 fashion merchandising, 141  
 fine arts, 120  
 global studies, 129  
 history, 130  
 human services, 167  
 interdisciplinary studies, 150  
 management information systems, 160  
 mathematics for secondary education, 158  
 middle school education, 97  
 organizational studies–OPTIONS, 64  
 paraprofessional pathways to teaching<sup>sm</sup>, 98  
 performing arts, 122  
 psychology, 75  
 religious studies, 132  
 social science/pre-law, 132  
 social work, 168  
 sociology–applied, 77  
 special education, 97  
 speech-language pathology, 91  
 sports and entertainment management–OPTIONS, 65  
 sports management, 61  
 university major, 153
- Management concentration, 60
- Management information systems  
 courses, 161  
 major, 160  
 minor, 161
- Management program  
 courses, 207  
 graduate degree program, 202
- Marketing concentration, 61
- Master degrees/programs offered, 14, 179
- Master of arts degrees  
 art, 229  
 early intervention in deaf education, 216  
 education, 219  
 human environmental sciences, 233  
 theatre, 230
- Master of arts in teaching degrees  
 education/teaching, 220  
 family and consumer sciences, 234  
 paraprofessional pathways in teaching<sup>sm</sup>, 222  
 speech/theatre, 230
- Master of business administration degrees  
 international, 201  
 traditional, 200
- Master of fine arts degree, 229
- Master of management degree, 202
- Master of science degrees  
 accounting, 199  
 computer education, 237  
 nonprofit management, 202  
 speech-language pathology, 211  
 supply chain management, 203
- Master of science in taxation degree, 203
- Mathematics  
 advanced placement, 161  
 applied mathematics, 158  
 certificate in website development, 161  
 courses, 164  
 for secondary education, 158  
 middle school concentration, 159  
 major, 158  
 minor, 160
- Mathematics and computer sciences  
 department, 157, 237
- Middle school education major, 97
- Midwest student exchange program, 21, 182
- Military experience, 42
- Minors–undergraduate, 13, 36  
 advertising, 153  
 American culture studies, 153  
 art history, 123  
 biology, 85  
 business administration, 61  
 chemistry, 86  
 communication, 110  
 computer science, 161  
 early childhood, 142  
 English, 110  
 food management, 142  
 global studies, 133  
 graphic design, 123  
 history, 133  
 human services, 171  
 journalism, 110  
 management information systems, 161  
 mathematics, 160  
 mathematics for educators, 160  
 performing arts, 123  
 professional writing, 110  
 psychology, 78  
 religious studies, 133  
 social work, 171  
 sociology, 78  
 sports management, 61  
 women’s and gender studies, 154
- Mission statement, 10
- Modification/ waiver of degree  
 requirements, 47, 191
- Music, 124  
 courses, 127

- New start program, 20, 54
- Non-academic dismissal, 54, 194
- Non-discrimination notice, 2
- Nonprofit management
  - courses, 207
  - graduate degree program, 202
- Nutrition courses (see human environmental sciences courses), 142
  
- Obligation of payment, 26, 183
- Occupational therapy 3/2 program, 76, 83
- Off-campus sites, 11
- Online courses/programs 37, 179
- OPTIONS program, 37, 62
- Organizational studies–OPTIONS
  - courses, 73
  - major, 64
  
- Paraprofessional pathways in teaching<sup>sm</sup>, 98, 222
- Parking, 30, 187
- Pass/no pass (P/NP) grading, 51
- Past and present (university history), 11
- Payment obligations, 26, 183
- Performing arts
  - certification, 123
  - courses, 127, 232
  - major, 122
  - graduate degree program, 229, 230
  - minor, 123
- Philosophy courses, 135
- Physical sciences courses, 88
- Physiology concentration, 84
- Placement program/testing, 18, 22
- Plagiarism, 55, 194
- Portfolio evaluation, 43
- Post-baccalaureate certification, 48, 222, 244
- Pre-registration/registration, 49, 191
- President's letter, 3
- Prior learning assessment (PLA), 42
- Probationary status, 53
- Professional training, 42
- Professional writing
  - concentration, 109
  - minor, 110
- Professors emeriti, 257
- Proficiency exams, 42
- Program criteria, 48
  
- Psychology
  - courses, 78
  - major, 75
  - minor, 78
  - 3/2 program in occupational therapy, 76, 83
- Public relations concentration, 109
  
- Quality points, 51
  
- Readmission, 20, 182
  - leave of absence, 20, 193
  - new start, 20, 54
- Record of work/transcripts, 55, 194
- Refunds, 25, 183
- Registration procedures, 49, 191
- Regulations, academic, 46, 190
- Religious studies
  - courses, 136
  - major, 132
  - minor, 133
- Repeated courses, 51, 190
- Residency requirements, 46, 47, 190
- Residential life, 32, 189
- Room and board, 25
  
- Satisfactory academic progress–graduate, 190
- Scholarship program, 23
- Second baccalaureate degree requirements, 46
- Second degree student admission, 19
- Secondary education certification, 99
- Service, diversity, and social justice, 32, 189
- Smoke-free campus policy, 249
- Social science
  - advanced placement, 133
  - courses, 136
- Social sciences/pre-law
  - courses, 136
  - major, 132
- Social studies certification, 131
- Social work
  - bridge program, 44, 168
  - courses, 172
  - department, 167
  - major, 168
  - minor, 171
  - 3/2 agreement, 168
  
- Sociology–applied
  - courses, 80
  - major, 77
  - minor, 78
- Spanish courses, 116
- Special education
  - graduate concentrations, 219, 220
  - major, 97, 222
- Speech-language pathology
  - courses, 92, 214
  - major, 91
  - graduate degree program, 211
- Speech/theatre
  - courses, 232
  - graduate degree program, 230
- Sports and entertainment management–OPTIONS
  - courses, 73
  - major, 65
- Sports management
  - concentrations, 61
  - courses, 69
  - major, 61
  - minor, 61
- Standardized tests (CLEP), 42
- Statute of limitation–graduate program, 190
- Student activity center (Dunham), 30, 187
- Student affairs, 31, 188
- Student classifications, 48, 190
- Student life, 30, 187
- Student responsibilities, 38, 180
- Study abroad, 42
- Study at another institution, 48, 191
- Substance abuse policy, 249
- Summer school admission, 21
- Supply chain management
  - certificate, 204
  - courses, 208
  - graduate degree program, 203
  
- Taxation
  - certificate, 204
  - courses, 208
  - graduate degree program, 203
- Teacher certification, 243
- Teaching writing across the curriculum
  - graduate concentration, 219, 221
- Terminology, academic, 48
- Testing center (Charles Jeffers Glik), 12
- Theatre (see performing arts), 122, 230

- Three-two (3/2) programs
  - occupational therapy, 44, 76, 83
  - social work, 44, 168
- Tours, academic, 41
- Transcripts, 55, 194
- Transfer admission, 18
- Transfer of graduate credit, 190
- Trustees, board of, 252
- Tuition and discounts, 25, 183
- Tutors (see Kinkel Center), 12
  
- Unclassified student admission, 20, 182
- Undergraduate certificate program,
  - 13, 37, 47
- Undergraduate degrees, 13, 36
- Undergraduate information, 15
- Undergraduate majors/programs, 13, 36, 57
- Undergraduate minors, 13, 36
- Undergraduate program criteria, 48
- University expenses, 25, 183
- University major, 153
- University scholar program, 33
- University seal, 1
  
- Values, 10
- Vision statement, 10
  
- Waiver/modification of degree
  - requirements, 47, 191
- Website development certificate, 124, 161
- Withdrawals
  - from a course, 52, 193
  - for extenuating circumstances, 53, 193
  - from the university, 53
  - involuntary, 53, 193
- Women's and gender studies
  - courses, 156
  - minor, 154
- Work-study programs, 29







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