Correspondence

Persons wishing further information about Avila University undergraduate programs and campus life should write, telephone or e-mail:

Office of Admission
Avila University
11901 Wornall Road
Kansas City, Missouri 64145
816-501-2400
admission@Avila.edu

Visitors are welcome at the University. While it is advisable to make appointments in advance, the Office of Admission will be happy to arrange a tour of the campus for visitors any time between 9:00 a.m. and 5:00 p.m., Monday through Friday.

This catalog is not to be construed as a contract. The University reserves the right to change fees, tuition, or other charges; add or delete courses; revise academic programs; or alter regulations and requirements as deemed necessary. Avila University offers both equal education and equal employment opportunities.

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Academic Calendar 2013-2014

Fall, 2013
First Year Seminar Classes Begin.................................................................August 19
Day/Evening Classes Begin.........................................................................August 21
Labor Day Weekend..................................................................................August 31 - September 2
Avila Day/Fall Break ..................................................................................October 16 - 20
Thanksgiving..............................................................................................November 27 - December 1
Finals Week................................................................................................December 9 - 12

Spring, 2014
Day/Evening Classes Begin.........................................................................January 15
Martin Luther King Jr. Day—University Closed...........................................January 20
Spring Break ..............................................................................................March 17 – 23
Easter Break ................................................................................................April 17 - 20
Finals Week ................................................................................................May 5 - 8
Commencement Weekend............................................................................May 9 - 10

Summer, 2014 .............................................................................................June 2 - July 25

Avila Advantage Calendar

Fall Term......................................................................................................August 19 - December 14
Thanksgiving Break (University closed): ..................................................November 27 - December 1

Spring Term ................................................................................................January 6 - April 26
Martin Luther King Jr. Day (University closed)..........................................January 20
Easter Break (University closed): ...............................................................April 18 - 20
Commencement: ........................................................................................May 9 - 10

Summer Term.............................................................................................April 28 - August 16
Fourth of July Holiday (University closed): ..............................................July 4

General Information

Introducing Avila University

Avila University is a Catholic, co-educational University with liberal arts and professional programs. It is situated on 50 rolling acres in south Kansas City, Missouri. Avila University was founded in 1916 and is sponsored by the Sisters of St. Joseph of Carondelet.

From its modest beginnings, Avila has become a flourishing, comprehensive University offering a variety of degree programs. Founded as the College of St. Teresa, the college grew and expanded to a larger campus in 1963. It was at this time that the college name was changed to Avila to honor St. Teresa of Avila. In 2002, Avila College became Avila University, a name reflecting its growth and development as an institution of higher education.

Avila University’s commitment to excellence, to service of students and the community, to quality education of spirit, mind, and body, and to the growth of the whole person is deeply rooted in its Catholic heritage and in the lives and beliefs of the founding Sisters of St. Joseph.

Students, faculty and staff at Avila University provide a supportive, caring yet challenging environment in which students receive close personalized attention.

A strong emphasis is placed on integrating the liberal arts into all programs in order to prepare students for a lifetime of personal fulfillment and career growth. Carefully-planned courses in the humanities, arts, natural and social sciences are designed to develop each student’s ability to think critically, analyze written material and write and speak effectively. At Avila University, students acquire those skills necessary for success in a chosen career as well as preparation for graduate or professional studies.

Mission Statement of Avila University

Avila University, a Catholic University sponsored by the Sisters of St. Joseph of Carondelet, is a values-based community of learning providing liberal arts, professional, undergraduate and graduate education to prepare students for responsible lifelong contributions to the global community. (adopted 1986; reviewed 1995; revised 2005)
Purposes of Avila University

• Pursue academic excellence by providing an educational experience rooted in the Catholic tradition and in the spirit of the Sisters of St. Joseph, both of which emphasize collaboration, examination of social justice issues, responsiveness to needs of others, and respect for the worth and dignity of each individual.

• Offer liberal arts and professional undergraduate and graduate programs grounded in scholarship with well-defined educational outcomes which emphasize communication and thinking skills, knowledge, and personal, social and spiritual development of each student.

• Strive for excellence through responsiveness to on-going assessment, evaluation, and self-reflection.

• Promote student learning by emphasizing teaching-learning strategies which actively engage the student in the learning process.

• Foster development of the whole person for life-long learning and service to the global community through curricular and co-curricular programs.

• Serve a community of learners with diverse backgrounds and needs by providing a variety of educational formats.

• Address the broader educational needs of the greater Kansas City area by exploring, initiating, and supporting partnerships within the community. (adopted 1996; revised 2005)

Value Statements of Avila University

The Avila Community Values . . .

• Excellence in teaching and learning
• The Catholic identity of the University
• The sponsorship and contributions of the Sisters of St. Joseph
• The worth, dignity and potential of each human being
• Diversity and its expression
• Commitment to the continual growth of the whole person
• Interaction with and service to others (adopted 1988; reviewed 1996, 2005)

History of Avila University

The Sisters of St. Joseph were founded in LePuy, France, in 1650 to serve their neighbors by responding to the needs of society. In 1836, six Sisters arrived in America and traveled up the Mississippi to St. Louis, Missouri, and settled in a small town south of the city known as Carondelet. These women established several schools and were soon known as the Sisters of St. Joseph of Carondelet.

In 1866, five Sisters came to Kansas City and opened the first private high school for young women, St. Teresa’s Academy. In 1916, the academy administration chartered the first private college for women in Kansas City, St. Teresa College, and offered a two-year program leading to an Associate of Arts Degree. Fifteen years later, St. Joseph’s Hospital School of Nursing became affiliated with the college and nursing students were enrolled in basic science and humanities courses.

In 1940, the college was expanded to a four-year liberal arts college with professional programs in nursing, education and business. It was fully accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools in 1946 and was called the College of St. Teresa.

The college established one of Kansas City’s first baccalaureate degree programs in nursing in 1948 and was accredited by the National League for Nursing in 1966. Additional programs in allied health, social work, and special education were developed to complement strong programs in the liberal arts.

The growth of the college resulted in a move to its present campus in 1963, which is located in suburban South Kansas City, three miles from Interstate 435. Seeking to serve a diverse population, the college became co-educational in 1969, established graduate programs in business, education and psychology in 1978, and began Kansas City’s first Weekend College in 1984.

Owing to its continued growth as a comprehensive institution of higher learning during the 1990s, offering undergraduate, graduate, and professional programs, Avila became, in 2002, Avila University.

Since its founding in 1916, Avila University has been committed to excellence in teaching and learning in an environment that respects the uniqueness of each person and stresses responsible service to others.

Avila University Campus

Avila University is just minutes off an interstate highway network and is convenient to Kansas City’s many attractions. Its eleven buildings are situated on 50 acres in suburban South Kansas City and include residence halls; a fieldhouse; a sports complex for baseball, softball, football and soccer; the library; theatre; chapel; and classroom facilities.
Campus Buildings/Centers

**Blasco Hall (1963)**
Administrative Offices, including the Offices of the President, Academic Affairs, Registration and Student Records Office, Undergraduate Admission, Financial Aid, the Business Office, and Advancement.

**O’Rielly Hall (1963)**
Primary academic building with science laboratories, computer classrooms, lecture hall, classrooms, School of Science and Health, and the Department Offices of Social Sciences.

**Carondelet Hall (1965; renovated 2012)**
Residence Hall on second and third floors. First floor houses Avila Advantage offices, Campus Ministry offices, the Center for Global Studies and Social Justice, Instructional Technology, Instructional Support and Information Management offices, conference rooms and classrooms.

**Marian Center (1965)**
Dining room, lounge, Eagle’s Nest, and bookstore.

**Foyle Hall (1967)**
The Orscheln Memorial Chapel, the School of Education, the Department of Psychology and the Mindfulness Program.

**Ridgway Hall (1970)**
Residence Hall.

**Hodes Center (1973)**
Dean of Students offices, Counseling and Career Services, Health Services, International Student Services, Learning & Disability Services, Retention and First Year Experience, and the Upward Bound Program. Computers and quiet study space.

**Goppert Theatre/Borserine Nurse Education Center (1974)**
Theatre with thrust proscenium stage and seating capacity of 500, the McKeon Performance Studio and Music rooms. Borserine Center houses the College of Liberal Arts and Social Sciences, the School of Nursing, classrooms, lounges, and nursing education resource center.

**Hooley-Bundschu Library (1978)**
The Library houses several computers dedicated to research databases, a collection of print periodicals, a reference and circulating collection of materials, as well as an information commons with computers.

**Whitfield Center (1978)**
The School of Business classrooms, the Whitfield Conference Center, the mailroom, Campus Safety and Sustainability Office and a Subway Restaurant.

**Mabee Fieldhouse (1980, expanded 2001)**
Competition and practice arena, fitness center, locker rooms, training room, weight room, walking track and athletic offices.

Multipurpose outdoor athletic complex for baseball, football, soccer, softball and recreational use.

**Dallavis Center (1992)**
The School of Visual and Communication Arts, classrooms, film and video production studios with audio and digital video editing facilities, graphic design, painting, and ceramics studios, photography laboratory, Macintosh classroom and lab and Thornhill Art Gallery.

**Schlumberger Facility (1999)**
Maintenance equipment and services.

**Jeanne Collins Thompson Hall (2007)**
Residence Hall with suite-style apartments.

**The Pavilion (Name to be determined) (2011)**
Student recreational facility with practice arena and batting and golf cage.

**Avila Hall (2012)**
Residence Hall with suite style rooms.

**Library**
The Hooley-Bundschu Library is the information resource center for the campus. It houses a collection of over 60,000 books, a current subscription list of 500 periodicals and newspapers, videotapes, CD-ROMs, DVDs and the entire ERIC document collection on microfiche. The Library is a member of MOBIUS, a statewide consortium of over 50 academic libraries with a shared on-line catalog. The Library subscribes to on-line search services DIALOG and WESTLAW as well as providing student access to the bibliographic databases FirstSearch, ERIC, and Modern Language Association databases. In addition, the Library provides access to full-text and bibliographic databases such as EBSCOhost, Academic Universe, Contemporary Women’s Issues, NewsBank: Missouri Newspapers, the ABC-CLIO databases, ProQuest Psychology and PsycArticles. The
Eschbacher Education Room houses the children’s literature and Curriculum Collections. There are study rooms available for faculty and student use. In addition the Library houses an information commons with over 20 PCs connected to the campus network and providing e-mail and Internet access, Microsoft Office and curriculum related software as well as digital camcorders, tripods and software for class projects. The Library is designed to provide an environment conducive to learning and research in an age that merges written and electronic media.

**Academic Technology Facilities**

Avila University maintains several computer labs and classrooms to support teaching and learning. Labs are home to both PC and Macintosh computers, color monitors, and laser printers. Each computer lab facility is upgraded on a regular basis and is network supported so students and faculty can access specialty software, internet resources, and Microsoft Office products.

MyAU is Avila’s web portal. MyAU is an online web tool allowing students, faculty and staff to communicate in a variety of ways. Students can also request transcripts, print enrollment verifications, make tuition payments and quickly find an assortment of resources and available services. Faculty can enter attendance and grades for current students, and review their advisees’ academic records. Administrators can post documents, announcements and events for the Avila Community. MyAU is available via the Avila University web site home page at www.avila.edu.

An Avila Email Account is where a student will receive all official email correspondence from the University. Students may also use it to communicate with instructors and fellow students. It is the student’s responsibility to check their Avila Email on a regular basis. The student email address is formatted as last name and Student ID Number@avila.edu.

Computer labs are located in the following locations:

**Hooley-Bundschu Library:** A dedicated open information commons for student use consisting of over 20 Dell computers and laser printers. Additional laptops for student research are located on the main library floor. An iMac computer is available to support the development of a large variety of presentational formats.

**O’Rielly Hall:** Three dedicated classroom labs are located in this hall. Two classrooms have 22 Dell computers each. Another classroom, with 12 Dell computers, is dedicated for teaching Mathematics and Computer Science courses. Each classroom has Microsoft Office software, SPSS, internet access, and other specialty teaching software available.

**Borserine Nursing Center:** Seven Dell computers are located in the Nursing Education and Resource Center. Software is available to support nursing education in addition to Microsoft Office and internet resources.

**Dallavis Center:** Two computer labs are housed in Dallavis. The Macintosh lab consists of 20 iMac computers with 20” monitors. Software includes Creative Suite, Macromedia Studio, Microsoft Office, and other software needed to support Graphics Design and Communication majors. The Communication lab houses 12 G5 dual-processor Macs with Final Cut Pro to support video editing and other Communication program endeavors.

**Hodes Center & Residence Halls:** Hodes Center and residence halls are equipped with Dell computers and laser printers for student use.

In addition to computer facilities, computers, projectors, and other audio-visual equipment are available to support teaching and student presentations.

**Faculty**

The Avila University faculty is made up of 123 full-time equivalent professors. Seventy-six percent of the full-time faculty hold Ph.D. degrees or terminal degrees in their field and teach introductory as well as advanced courses. Avila’s adjunct faculty practitioners are chosen for their ability to teach in specialized areas.

The faculty is committed to excellence in teaching. Research and publication are also valued especially when collaboration between students and faculty is involved. The Avila University faculty is dedicated to life-long learning, professional growth, and excellence in the classroom.

**Student Body**

Avila University’s 1,800 students come from the Kansas City Metropolitan area as well as 25 other states and 27 countries. They range in age from 17 to 75. Some reside on campus and others commute to classes. Over 95% of the full-time students receive some type of financial aid. Avila University students major in one of 35 undergraduate and 6 graduate programs doing clinical work or internships in numerous agencies and businesses throughout the metropolitan area.
Accreditation

Avila University is accredited by:
The Higher Learning Commission and a member of the North Central Association
230 South LaSalle St., Suite 7-500
Chicago, Illinois 60604-1411
(800) 621-7440 • Fax (312) 263-7462 • Internet: info@hlcommission.org

Avila University programs are accredited by*:
Joint Review Committee on Education in Radiologic Technology
Council on Social Work Education
Missouri Department of Elementary and Secondary Education
Commission on Collegiate Nursing Education

Avila University is accredited by the International Assembly for Collegiate Business Education to offer the Bachelor of Science in Accounting and Bachelor of Science in Business Administration degrees in the School of Business*

Avila University School of Nursing is approved by the Missouri State Board of Nursing
3605 Missouri Boulevard
Post Office Box 656
Jefferson City, Missouri 65102-0656
(573) 751-0681 • Fax (573) 751-0075

*Addresses for accreditation/approval agencies on pg 137.
For questions or to view informational materials on Avila University’s accreditation approval or licensing, please contact the Academic Affairs Office.

Membership

American Advertising Federation
American Association of Colleges of Nursing
American Association of Colleges for Teacher Education
American Association of Collegiate Registrars and Admissions Officers
American Association of Grant Professionals
American College Counseling Association (ACCA)
American College Health Association
American College Personnel Association
American College Theatre Festival
American Counseling Association (ACA)
American Counseling Association of Missouri-Kansas City
American Institute of Graphic Art
American Marketing Association
American Psychological Association
American Society for Training & Development
Assistive Technology Metropolitan Area Network
Associated Collegiate Press
Association for Psychological Science
Association for Student Affairs at Catholic Colleges and Universities
Association of American Colleges and Universities
Association of Colleges of Sisters of Saint Joseph
Association of Catholic Colleges and Universities
Association of College and University Housing Officers International
Association of College Unions-International
Association of Consumer Research
Association of Departments of English
Association of Fundraising Professionals
Association of Governing Boards of Universities and Colleges
Association of Higher Education and Disabilities
Association of Independent Liberal Arts Colleges for Teacher Education
Catholic Campus Ministry Association
Central Association of College and University Business Officers
Central College Health Association
College and University Professional Association for Human Resources
College Reading and Learning Association
Collegiate Nurse Educators of Greater Kansas City
Commission for Accelerated Programs
COSMC-HOA (Consortium of Small Metropolitan Colleges-Heart of America
Council of Independent Colleges
Council on Philanthropy
Council on Social Work Education
Council for Advancement and Support of Education
Diocesan Directors of Campus Ministry
Employment Practices Network
Foundations in Art: Theory and Education
Greater Kansas City Chamber of Commerce
Greater Kansas City Psychological Association
Heart of America Athletic Conference
Heartland Chapter of CRLA
International Assembly for Collegiate Business Education
International Association of Business Communicators
International Society of Performance Improvement
The Higher Learning Commission
National Association of Independent Colleges & Universities
Kansas Association of Colleges and Employers
Alumni Association

The purpose of the Avila University Alumni Association is to maintain, enhance and perpetuate a mutually beneficial and enduring relationship among alumni, the University, and their respective communities. Any former student who has completed twenty-four (24) semester hours of undergraduate coursework or twelve (12) semester hours of graduate coursework at Avila is considered an alumnus/a. The Alumni Association Board serves as an advisory board to the Alumni Office and seeks to cultivate close relationships and foster loyalty and service to the University.

University Policies

Avila University is an Equal Opportunity Employer and is committed to achieving and maintaining equal opportunity in employment and personnel actions and procedures including, but not limited to, recruitment, hiring, training, transfer, promotion, compensation and services.

Further, Avila University is committed to non-discrimination and equal opportunity to its students including but not limited to recruitment, admissions, financial aid, educational policies, placement services, housing, athletics, sponsorship, conduct of co-curricular activities, and other University administered programs and services.

These policies for students, faculty, and staff are to be administered without regard to gender, race, religion, age, color, sexual orientation, disability, national origin or ethnic origin, genetic information or any other characteristic protected by law. Any concerns regarding discrimination should be addressed to the director of human resources in the Business Office, Blasco Hall, (816) 501-3618. Good faith concerns can be raised without fear of reprisal.

Anti-harassment/Anti-discrimination Policy

Avila University’s policy is to maintain an environment for all of our employees and students that is free of unlawful harassment, illegal discrimination, and unprofessional conduct. It is never justifiable to harass one of our employees or students because of their race, color, gender, religion, national origin, age, disability or sexual orientation. Unlawful harassment is counterproductive and does not serve the principles on which Avila University operates. We respect the dignity and worth of each employee and student. We believe that each employee and student should be free to develop fully his or her potential, neither hindered by artificial barriers nor aided by factors that are not related to merit. Avila University also prohibits unprofessional conduct and comments that may not amount to unlawful harassment. All employees are expected to use good judgment and to avoid even the appearance of impropriety in all of their dealings with other employees and students. Supervisory employees especially must exhibit the highest degree of personal integrity at all times, refraining from any behavior that might be harmful to their subordinates, students, or the University.

Racial, Religious, Sexual Orientation, or National Origin Harassment

Racial, religious, sexual orientation, or national origin harassment is expressly prohibited. Racial, religious, sexual orientation, or national origin harassment includes any oral statement, written statement, or physical act in which race, religion, sexual orientation, or national origin is used or implied in a manner that makes another person uncomfortable in the work or educational environment or that would interfere with another person’s ability to perform his or her job. Examples of racial, religious, sexual orientation, or national
origin harassment include jokes that include reference to race, religion, sexual orientation, or national origin; the display or use of objects or pictures that adversely reflect on a person’s race, religion, sexual orientation, or national origin; or use of language that is offensive due to a person’s race, religion, sexual orientation, or national origin.

Sexual Harassment

Sexual harassment is a form of sex discrimination, which is illegal under Title VII of the Civil Rights Act of 1964 for employees and under Title IX of the Education Amendments of 1972 for students. Sexual harassment is also illegal under Missouri State Law and prohibited by Avila University. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, when:

- submission to the conduct is made either explicitly or implicitly a condition of employment; or
- submission to or rejection of the conduct is used as the basis for an employment decision affecting the harassed employee; or
- such conduct has the purpose or effect of substantially interfering with the employee’s work performance or creates an intimidating, hostile, or offensive work environment; or
- submission to the conduct is made either explicitly or implicitly a condition of a student’s participation in a school program or activity or the basis for an educational decision affecting a student; or
- such conduct is so severe, persistent or pervasive that it affects a student’s ability to participate in or benefit from an education program or activity or creates an intimidating, threatening, or abusive educational environment.

Prohibited acts of sexual harassment can take a variety of forms, ranging from off-color jokes to subtle pressure for sexual activity to physical assault. It is not possible to identify each and every act that may constitute sexual harassment. Examples of conduct that may constitute sexual harassment are:

- repeated or unwelcome sexual flirtations, advances, propositions, touching, remarks or requests for sexual favors;
- repeated verbal abuse of a sexual nature;
- graphic verbal comments about a person’s body;
- sexually degrading words used to describe a person;
- the display of sexually suggestive objects or pictures;
- unwelcome questions or comments about private sexual matters;
- slurs, “off color” jokes, or degrading comments related to gender;
- demeaning, discourteous conduct or negative stereotyping; or
- a sexual relationship with a subordinate or a student.

No Retaliation

It is strictly against University policy to retaliate against anyone who reports or assists in making a complaint of prohibited harassment. Retaliation is contrary to this policy statement and may result in discipline up to and including termination for employees and dismissal for students. Anyone who feels that retaliatory action has been taken because of his or her report or assistance in making a complaint of prohibited harassment should immediately bring the matter to the University’s attention as described below.

How to Report Instances of Harassment or Retaliation

The University cannot resolve matters that are not brought to its attention. Any student or employee, regardless of position, who has a complaint of or who witnesses harassment or retaliation at work by anyone, including instructors, students, supervisors, managers, employees, or even non-employees, has a responsibility to immediately bring the matter to the University’s attention. If the complaint or observation involves someone in the employee’s direct line of command or if the employee is uncomfortable discussing the matter with his or her direct supervisor, the employee is urged to go to another supervisor, to a University vice president, or to the director of human resources. If the complaint or observation involves a student, the report should go to the vice president for academic affairs or the dean of students. Student-to-student harassment complaints may be referred to the disciplinary system in the school’s Student Code of Conduct for the appropriate investigation and resolution of such complaints.

How the University Will Investigate Complaints

The University will thoroughly and promptly investigate all claims of harassment or retaliation. A complainant will be given the opportunity to provide a good faith list of persons who may have information regarding the subject matter of the complaint, and those persons will be contacted by a representative of the University.

If an investigation confirms that harassment or retaliation has occurred, the University will take prompt, corrective action, as is appropriate. Complaints of harassment and retaliation will be kept as confidential as possible.

Avila University’s Commitment to an Effective No Harassment Policy

If you feel that the University has not met its obligations under this policy, you should contact the Department of Human Resources.

Sexual Assault

All forms of sexual assault, including rape and other unwanted sexual contact, will not be tolerated by Avila University. The University is committed to fostering and maintaining a safe environment for all of its students and employees. Violation of the University’s policy on sexual assault will result in strict disciplinary action including possible dismissal or suspension from the University.
Missouri Revised Statutes
Chapter 566 of the Missouri Revised Statutes defines sexual offenses. It lists the sections and degrees of sex crimes. Sexual assault is a criminal act carrying a penalty of varying degrees.

For more detailed information on this Chapter 566 of the Missouri Revised Statutes, contact Campus Security at (816) 985-6079 or refer to http://www.moga.mo.gov/statutes/c566.htm

Sexual Misconduct offenses include, but are not limited to the following:

Sexual Misconduct—Sexual misconduct is defined as engaging in sexual intercourse by a man or woman upon a man or woman without consent or engaging in deviate sexual intercourse (sodomy) with another person without that person’s consent. Such actions may include any sexual intercourse however slight with any object.

Sexual Assault and Sodomy—Rape is defined as engaging in sexual intercourse or deviate sexual intercourse (sodomy) by forcible compulsion or by engaging in such action with a person who is incapable of consent.

Sexual Abuse and Aggravated Sexual Abuse—Sexual abuse and aggravated sexual abuse are defined as subjecting another person to sexual contact by forcible compulsion or subjecting another person who is incapable of consent to sexual contact.

Sexual Harassment—
• Unwelcome, gender based verbal and physical conduct that is,
• Sufficiently severe, persistent or pervasive that it,
• Unreasonably interferes with, denies or limits someone’s ability to participate in or benefit from the university’s educational program and/or activities, and is
• Based on power differentials (quid pro quo), the creation of a hostile environment, or retaliation

Sexual Exploitation—Occurs when a student takes non-consensual or abusive sexual advantage of another for his/her own advantage or benefit, or to benefit or advantage anyone other than the one being exploited, and that behavior does not otherwise constitute one of other sexual misconduct offenses.

Information and Workshops
The University offers a number of programs over the course of the academic year, addressing sexual assault and related topics. A specific program is presented to all new incoming students during fall orientation. Further programming is offered by various offices and student organizations including Residence Life, the Counseling and Career Services, and Campus Safety. Pursuant to federal law, students and employees will be educated and updated about security procedures, personal safety, crime prevention and sexual assaults in all ways that are necessary and appropriate to alert the University community. This may include: posting appropriate flyers, mass e-mail messages, classroom announcements and emergency meetings.

What is Sexual Assault?
Sexual assault isn’t about love or lust—sexual assault is a crime. It is sexual violence directed at an individual. It involves the use of force or coercion or involves the threat of force to the point an individual feels physically or emotionally powerless. Sexual assault is an expression of hostility, aggression and dominance. It is any sexual act that is committed against an individual without the person’s consent.

Date or Acquaintance Rape
The most common form of sexual assault on University campuses is date/acquaintance rape. Date rape occurs when your date forces you to have unwanted sexual activity. This may include touch, penetration, forcing you to touch him/her or being forced to pose for sexually explicit photos. While date rape involves sexual activity, it is used as a means to gain power and control. If you find yourself in a situation that is making you uncomfortable, listen to your instincts. Get to a safe place right away.

Verbal Assault
Verbal Assault, without accompanying physical contact, is not sexual assault, but may fit the criteria for sexual harassment. Sexual harassment is also prohibited by the University’s Code of Conduct.

Ways to Protect Yourself
There are some practical steps you can take that may decrease the risk of sexual assault.
• Express your expectations and limits clearly before you get into a sexual situation.
• Limit alcohol and drug use. They make it more difficult for you to be in control. Never ride with someone who has used alcohol or drugs.
• Avoid meeting in secluded places and walking alone. If you are concerned, ask Campus Security to escort you.
• Try to be aware of attitudes that your date expresses concerning women or men:
• Hostility, unrealistic views of women or men and/or viewing people as “sex objects.”
• Use assertive language such as, “I feel uncomfortable when you don’t listen to me or when you touch me like that.”
• Scream “fire” (rather than “rape” or “help”), if you need assistance.
• Be alert to what is happening around you.

What Do I Do If I Am Sexually Assaulted?
1. Go with your instincts. Whatever you decide to do is a decision you must feel comfortable with. Your goal is to survive and escape safely. You will react to the crime in the way that makes the most sense to you at the time.
2. Get to a safe place—a friend’s house or any place where people can give you emotional support.
3. Call Metropolitan Organization to Counter Sexual Assault (MOCSA): 24-hour Crisis Line: 816-531-0233 or 913-642-0233 or Rape, Abuse & Incest National Network (RAINN): 24-hour Phone Hotline: 1-800-656-HOPE (4673) or 24-hour Online Hotline: https://ohl.rainn.org/online.rainn.org/ for confidential counseling, assistance and referral.
4. Seek medical help immediately for the treatment of any injuries and for tests to check the possibility of pregnancy or sexually transmitted diseases. If you do plan to report the incident to authorities, there is an additional reason to seek medical attention. Medical evidence can be collected. Don’t douche, bathe, shower or change your clothes before seeking medical attention.
5. If you feel comfortable report the incident to Campus Safety and/or police. This is your decision.
6. If you feel comfortable report the incident to Campus Safety and/or police. This is your decision.
7. Tell your story soon to avoid forgetting details. Alternatively, write out the details for yourself or use a tape recorder.
8. Seek counseling, whether or not you decide to report the crime or participate in legal action. Professional counseling is available through the Counseling and Career Services Center at Avila, MOCSA or RAINN. Counseling can be beneficial as you work through your reaction to sexual assault.
9. Take whatever steps are necessary to work through the assault. This might include talking to your partner, friend or counselor about your feelings. Resume your normal routine as much as possible.

Procedures for Dealing with Sexual Offenses

On-Campus
A student in possible violation of an all-campus regulation is subject to a hearing and possible disciplinary action via the University’s Conduct Process. Refer to the Judicial Process Section of the Student Handbook for a complete explanation of this process. The Dean of Students will assign a designee to investigate and then a different designee will be the hearing officer for grievances brought by students against students.

Appeal Process
The student in possible violation of this policy or the student who filed the complaint may appeal the decision of such a hearing. Refer to Appeal Procedures in the Code of Conduct Section of the Student Handbook for complete appeal criteria and procedure. The Dean of Students will serve as the appeal officer.

Off-Campus
A student who is a victim of sexual assault has an independent right to file a complaint with the Kansas City Police Department. The University, by way of the Campus Safety or Student Development will support the student’s decision to pursue off-campus legal action.

Anonymous Reporting
If the victim does not want to pursue action within the University system or the criminal justice system at this time, she/he may still want to consider having an anonymous report made. A member of the Counseling and Career Services staff or Campus Ministry can report the details of the incident to the Campus Safety without revealing the identity of the victim. The victim will be asked to sign a Complaint Acknowledgement Form, which protects their right to pursue action at a later time, if they so choose. The purpose of an anonymous report is to comply with the victim’s wish to keep the matter private while taking steps to ensure future safety for the victim and others. With such information, the University can keep accurate records about the number of assaults involving students, determine whether there is a pattern of assaults with regard to particular location, method, or assailant, and alert the campus community to potential danger.

Non-Retaliation
Retaliation against individuals for filing a complaint, reporting an incident of sexual assault, or for participation in an investigation under this policy will be cause for independent disciplinary action.

Campus Resources
Unfortunately, sexual assault is a frightening reality for anyone to have to face alone. But, you are not alone. You can recover from this. Avila University is concerned about your physical and mental well-being, and will be ready to assist you in dealing with the aftermath of a sexual assault.

A victim may request a change to their academic or living arrangements through the Dean of Students. The University will honor such a request as long as such other arrangements are reasonably available. Also, the Counseling and Career Services Office is available if
a student desires to process what has occurred and seek professional assistance in coping with the effects of an assault.

**Reporting Agencies**

Campus Security: Cell Phone (816) 985-6079  Office Phone: (816) 501-2466  
Kansas City Police: 911 or (816) 234-5550

Confidential Counseling, Assistance and Referral

Counseling and Career Services: 816-501-3767  
Campus Ministry: 501-2423

Metropolitan Organization to Counter Sexual Assault (MOCSA): 24-hour Crisis Line: 816-531-0233 or 913-642-0233

Rape, Abuse & Incest National Network (RAINN): 24-hour Phone Hotline: 1-800-656-HOPE (4673) or 24-hour Online Hotline: https://ohl.rainn.org/online.rainn.org/

**Other Campus Resources**

Residence Life: 501-3628  
Health Service: 501-3668

**Tobacco Policy**

Smoking, and the use of smokeless tobacco products, is prohibited in all buildings on campus. Members of the Avila community and their guests must exercise courtesy at all times in the use of smoking and smokeless tobacco products in the parking lots. Disposal of smoking and smokeless tobacco materials should be made in the nearest outdoor receptacle provided for that purpose.

**Family Education Rights and Privacy Act (FERPA)**

Avila University is in compliance with the Family Educational Rights and Privacy Act (FERPA) of 1974. This Act, also known as the Buckley Amendment, helps protect the privacy of student records. The Act provides for the right to inspect and review educational records, to seek to amend those records, and to limit disclosure or information from the records.

Official student records are maintained in the Registration and Student Records Office. Students and parents of dependent students may request to review official educational records under the following procedure.

a. The student must provide a written request to review the education record. Written requests need to identify the record(s) requested for review. Parents of dependent students must supply evidence of the income-tax dependency of the student if the student does not sign a release. If the parent provides documentation, the academic advisor and/or instructor will be notified.

b. An appointment to review the record will be set with the Registrar/Director of the Registration and Student Records Office or with the Vice Provost within 45 days of the date the University received the request.

c. If the student believes that inaccurate or misleading information is contained in the educational record, or that the information is in violation of the student’s rights of privacy, the student may submit a written request to the administrator of the office responsible for that record. The written request submitted should include the part of the record that is believed to need changed and why it is believed the information is inaccurate, misleading, or in violation. The university will investigate the request and notify the student of the decision. If the record is not amended as requested, the student has the right to request a hearing.

d. Institutions may disclose information on a student without violating FERPA if they have designated the information as “directory information.” At Avila University, this includes:

1. Verification of enrollment status including full-time, part-time, graduate, undergraduate, and classification.
2. Student name, major and minor fields of study, academic honors, and degrees.
3. Student address and telephone numbers (only in connection with campus events and to persons with legitimate reason).
4. Student email address (only available to authorized users of the Avila University email system).
5. Dates of attendance.
6. Participation in campus activities and sports.
7. Weight and height of members of athletic teams.
8. Most recent education agency or institution attended and hometown.
9. Student photograph.

Students have the right to “opt out” of providing directory information. Requests to limit the release of directory information must be provided in writing to the Registration and Student Records Office by the end of the second week of each semester.

Institutions may disclose non-directory information without violating FERPA under the following conditions:

- with the student’s written request;
- to school officials with “legitimate educational interests;”
- to parents of dependent students;
- to a person in response to a lawfully issued subpoena or court order.

For questions regarding FERPA, please contact the Registrar or the Academic Affairs Office. Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:
Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-4605

As of January 3, 2012, the U.S. Department of Education’s FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records — including your Social Security Number, grades, or other private information — may be accessed without your consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities (“Federal and State Authorities”) may allow access to your records and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is “principally engaged in the provision of education,” such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

Student Right-to-Know Act  
Avila complies with the provisions of the Student Right-to-Know Act of 1990. This Act requires institutions of higher learning who receive Title IV student financial assistance to be responsible for calculating completion of persistence rates, and making them available to current or prospective students through “appropriate publications and mailings.” Requests for copies can be directed to the Registrar.

Financial Report  
The annual financial report is available upon request to the Office of the President

Education Pass Rates  
Information on the Praxis pass rates for students seeking initial teacher certification, is available on the Avila University web site at http://www.avila.edu/education/title.asp

Crime Awareness and Campus Security  
Avila complies with the provisions of the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (20 USC § 1092(f)). It is committed to assisting all members of the Avila community in providing for their own safety and security. The annual security compliance document is available on the Avila University website at http://www.avila.edu/campuslife/crimestats.asp. Anyone interested may obtain a hardcopy of the report by calling (816) 501-2425. The site contains information on campus security and personal safety, including crime prevention, University police law-enforcement authority, crime reporting policies, disciplinary procedures, and other important matters about security on campus. It also contains statistics for the three previous calendar years on reported crimes that occurred on campus, in certain off-campus buildings or property owned or controlled by Avila University and on public property within or immediately adjacent to and accessible from the campus.

Avila University has created a text message alert service as one method by which members of the Avila community may be contacted in the event of an emergency. Follow the registration link available at www.avila.edu/safe for more information and to sign up.

Additional information on campus security and current safety issues may also be found on www.avila.edu/safe.

Information Technology Policy  
The primary purpose of the information technology system on the Avila University campus is for educational related activities. Members of the Avila community must adhere to the following:

System Integrity  
1. Ultimate responsibility for proper use and misuse of the system (including all computers, software, related equipment, and the network) lies with each individual user.
2. Actions taken by users that deliberately deny authorized persons access to any aspect of the system are prohibited.
3. Actions taken by users that interfere with or alter the integrity of the University’s equipment or software are prohibited.
4. Intentional actions taken by users that place onto any Avila equipment any icons, or screen-savers or items of a nature that would be considered offensive are prohibited.

Privacy and No Harassment  
1. Students are required to respect others’ right to privacy in the electronic forum. Avila University prohibits users of University technology including computers and users of personally owned computers linked via University telecommunications equipment to other systems from violating such rights. This includes, but is not limited to, attempts
to read another person’s electronic mail, to access another’s files, to access electronic records containing information concerning another person, use of another person’s e-mail account, and use of another person’s password.

2. Accounts are not to be shared by multiple users.

3. Fraudulent, harassing, nuisance, threatening, offensive or obscene messages and/or materials are not to be displayed, sent with or stored onto any Avila equipment, or displayed with private equipment in any public forum.

4. This policy does not prohibit Avila University from monitoring users of University technology. Users should have no expectation of privacy in Avila owned equipment or technology.

Copyright Observance

1. Avila University purchases or licenses the use of copies of computer software from a variety of outside companies. The University does not own the copyright to this software or its related documentation. Users may not reproduce any portion for use on another computer without permission from Computer Services. Permission is granted only if it complies with the University’s licensing or receives permission from the software developer.

2. Copyright with regards to traditional written materials applies to works in electronic forms. Users must comply with all copyright rules and regulations according to the U.S. Copyright Law.

3. Software may not be loaded and/or saved onto any Avila University equipment without written permission from the Director of Computer Services.

4. Observances or other information regarding misuse of software or related documentation must be reported to the Dean of Students.

Courtesy

1. Users must observe basic technology courtesy with regards to other users. This includes, but is not limited to, refraining from excessive use of paper, refraining from making electronic mass mailings for non-University business use, and refraining from using University-owned computers or other technology for personal monetary gain.

2. The primary purpose of University-owned computers on the campus is for educational purposes. Users needing the computers for academic purposes will have priority over users playing games, in chat rooms, sending personal e-mails, or other personal uses.

Enforcement

Avila University may monitor and record usage of network resources. Information gained in this way may be used in disciplinary and/or criminal proceedings. Violations of this policy will be reported to the Dean of Students. The above listed items of prescribed conduct are not intended to be all inclusive. Any behavior that is contrary to the ethical use of Avila computer technology will be subject to disciplinary action.

Student Development

The mission of the Division of Development, affirming the University’s mission, is to promote student growth by serving, educating and developing students to become contributing members of the local and global community. By serving and partnering with students, the staff in this division of the University strives to represent and advocate for the needs of students, promote a community of respect to affirm the value of each individual and provide and promote services and co-curricular activities which enhance student learning and University identified learning outcomes. The individual departments that make up this large division are described briefly below.

Athletic and Recreation Department

The Athletic and Recreation Department is responsible for the development and administration of an intercollegiate and recreational sports program that provides quality and competitive opportunities for students in a variety of fields. Avila offers intercollegiate women’s competition in basketball, cross country, golf, soccer, softball, and volleyball. Intercollegiate opportunities for men’s competition include baseball, basketball, cross country, football, golf and soccer. In addition, Avila sponsors a spirit squad that includes performance and competitive dance and cheer teams.

The director of athletics and recreation, in conjunction with coaches and staff, coordinates recruitment of student athletes, promotion of athletic and recreation programs, and management of all competitive events, athletic facilities and equipment, including the Mabee Fieldhouse and the Zarda Sports Complex.

The Eagles compete within the National Association of Intercollegiate Athletics (NAIA) and have a conference affiliation with the Heart of America Athletic Conference.

Avila students, faculty and staff receive free admission to all home athletic contests with a valid Avila ID card.

For more information, please call the Athletic Department at (816) 501-3634.

Athletic and Recreational Facilities

Avila has outstanding athletic and recreational facilities available to students, faculty and staff. Outdoor facilities include the Thomas R. Zarda Family Athletic Complex for baseball, football, soccer, softball and recreational use, as well as practice football fields and the Santa Fe Trail. Indoor facilities within the Mabee Fieldhouse & Pavilion include a competition practice arena for basketball and volleyball, fitness center weight room, indoor batting and golf cage, and men’s and women’s locker rooms.
Bookstore
The campus bookstore operates to meet the needs for course textbooks. In addition, it sells school and office supplies, logo clothing, stamps, and miscellaneous gifts and merchandise. The bookstore is located in the lower level of Marian Center. For more information, please call the bookstore at (816)501-3630 or access the bookstore page on the Avila website.

The bookstore buys back books all year at blue book prices for wholesale companies. However, the last two weeks of each traditional semester are the best times to sell back books and get the most money from the sale. At this time the bookstore is buying for Avila and the wholesale companies.

Campus Life Office
The Campus Life Office includes residence life, student activities and organizations, and new student programs. Drop by the Campus Life Office to arrange for a student activity van, obtain a residence hall contract, learn more about commuter meal plans, join a club, or for information on the Student Code of Conduct, parking regulations or campus crime statistics. For more information, please call (816) 501-3660.

Campus Ministries
Campus Ministries views the development and exploration of “Spiritual Values” as an important part of ongoing and comprehensive formation at Avila. Students are invited to develop their spirituality through communal celebrations, liturgies, interfaith services, social justice awareness, community service, small communities for faith sharing, retreats, pastoral counseling, community nights, and spiritual direction. Student leadership and involvement is highly encouraged in the variety of ministries offered. Each year students from different religious traditions are chosen as the Campus Ministries Team who, with the director of campus ministries, comprises the leadership team. Whether on the leadership team or not, each of us is called to ministry by virtue of our faith. Although our University is sponsored by the Sisters of St. Joseph, a community within the Roman Catholic tradition, we welcome all to participate as we explore our spiritual lives together. For more information please call (816) 501-2423.

Counseling & Career Services
Counseling and Career Services is staffed by mental health and career development professional and graduate interns.

Personal counseling services include:
- Personal counseling dealing with a wide range of issues including: anxiety, depression, grief/loss and adjustment
- Support for those struggling with a personal crisis
- Referrals to outside agencies, as appropriate
- Workshops, information sessions and small group sessions

Career services include:
- Major and career decision making assistance
- Advice and resources for gaining practical experience and building skills
- Job-readiness (résumé and cover letter preparation, networking, interview skills, and other aspects of the job search process)
- On-line job posting for on and off-campus part-time and full-time jobs and internships
- Career/job fairs
- Career related programs and workshops

Appointments can be scheduled by contacting 816-501-2901 or stopping by Hodes Center. Walk-in appointments are available.

Counseling services are free, confidential and available to all Avila students. Career services are free, confidential and available to all Avila students and alumni.

Disability Services
Avila University welcomes students with disabilities who can be successful learners and contributors to the Avila community. To apply for accommodations in your learning environment (curricular and co-curricular), please contact Disability Services. The Disability Services staff welcomes questions, issues and concerns. For more information or to schedule an appointment, call Disability Services at (816) 501-3666, or see Web site at www.avila.edu/disability/.

Dining Services
The University, through Great Western, provides a variety of dining services for the campus. The primary dining facility on campus is the dining hall located in Marian Center.

All resident students select a meal plan option. Currently, resident students have the choice of three meal plan options. Complete plan details are available through the Campus Life Office at (816) 501-3660.
Dining room hours are subject to change and are posted outside of the dining hall main entrance. For menu details or operating hours, contact Great Western at (816) 501-3755 or access the dining hall page on the Avila website.

Commuter students, faculty and staff have the opportunity to purchase commuter meal plans. Contracts and information for commuter student and employee plans are available through the Food Service Office.

Health Services
The nurse-directed health center is staffed by registered nurses. Services include:

- minor illness/injury assessment
- treatment with non-prescriptive medications and medical supplies
- immunizations (some with a fee)
- blood pressure/weight monitoring
- emergency care
- referrals to campus resources or appropriate community health care resources
- individual health and wellness counseling
- student health insurance information
- group health and wellness programs or presentations

Appointments can be scheduled by contacting the Hodes Center office manager at 816-501-3666, the nurse at 816-501-3668. Walk-in appointments are available. Health services are free, confidential and available to all Avila students during the Fall and Spring semesters. Services are not available during breaks. For more information, see our website at http://www.avila.edu/wellness/.

International Student Services
International Student Services assists international students with their adjustment to both Avila and the U.S. In addition, students are helped with questions regarding student visa issues and requirements. For further details, contact the ISS Department at (816) 501-3666.

One component of the International Student Services office is the Intensive Language and Culture Program (ILCP). The ILCP is an ESL program. Students study twenty hours of English per week, which includes five hours in each language area: speaking and listening, reading, vocabulary, grammar (structure), and writing (composition). The program features several levels of instruction and small class sizes to ensure personalized attention. Additional English practice is available through one-on-one instruction by faculty and tutors. Students may register for ESL classes and courses in their major during the same semester. Upon successful completion of the ESL program, students may study for a degree full time. In addition, students learn about American customs and idioms, banking, shopping, telephone use, and have access to some local transportation. They also have the opportunity to experience American society through trips to cultural events, entertainment, and sight-seeing destinations. For further details, contact the ILCP office at (816) 501-3771.

Learning Services
To ensure academic success, Avila encourages students to meet with a member of the Learning Services staff for support and advice. Together students and staff will explore such areas as writing, time management, note and test taking, study strategies, and other academic skills.

Peer and Professional Tutors are available to work with students on writing skills and a variety of content areas and to prepare for standardized exams such as C-BASE. Tutoring sessions are available in a variety of formats including individual tutoring, study groups, and small group sessions for test preparation and review.

Tutoring is offered during regular office hours (8 a.m. to 5 p.m.) in the Hodes Center and is also available various evenings each week in the library during the fall and spring semesters. For more information or to schedule an appointment, visit the Learning Services Web site at http://www.avila.edu/ls/. Evening and weekend appointments available if scheduled in advance by calling Learning Services at (816) 501-3666.

Orientation for New Students
New student orientation affirms the mission of Avila University by partnering with students, faculty and staff to facilitate the transition of all new students into the Avila collegiate environment with an emphasis on educational, service and social opportunities. For more information please call (816) 501-3660.

Campus Safety
The campus is supported by professional campus safety officers 365 days a year, 24-hours a day. Campus safety officers can be reached immediately at (816) 985-6079.

If the situation calls for immediate emergency response from local authorities, call 911 (Campus phones – dial 9-911).

Officers are also available for escorts on campus, completing incident reports, crime statistics, and safety education. All campus crimes or incidents must be reported to the Campus Safety Office at (816) 985-6079.
Lost and Found items may be recovered from the Campus Safety Department located in Whitfield Center.

Residence Life

As an integral part of the Campus Life Office, the residence hall program strives to complement a student’s academic program through a community living experience. Along with the convenience of living on campus, living in the residence halls allows a student to interact with students of diverse backgrounds, cultural experiences, and lifestyles.

The residence halls consist of a fully air-conditioned environment, featuring student rooms to accommodate approximately 450 students, professional live-in staff and professionally trained student staff. The residence hall complex contains Wi-Fi, lounges, kitchen facilities, laundry facilities, and computers. Each student room comes complete with satellite television service, local telephone service if requested and high-speed Internet services.

Additional information about the residence halls, including the community living standards, staff contact information, and processes and procedures can be found in the Residence Life section of the Student Handbook. To find out how to become more involved in Residence Life, contact the Residence Life Office at (816) 501-2485.

Student Activities

Student Activities supports 48 student organizations that sponsor activities such as social events, speakers, entertainment, trips, service learning, recreation, films, leadership development, workshops, publications, and resource libraries. Our goal is to create leadership and involvement opportunities where students can enhance leadership skills and personal development. For more information please call (816) 501-3660.

For free tickets that may be available to Avila students, contact the Campus Life Office at (816) 501-3660.

Upward Bound

Upward Bound provides fundamental support to participants in their preparation for college entrance. The program provides opportunities for participants to succeed in their precollege performance and ultimately in their higher education pursuits. The Upward Bound program serves: high school students from low-income families; and high school students from families in which neither parent holds a bachelor’s degree. The goal of Upward Bound is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of post-secondary education. The Upward Bound program is a TRiO Program funded through a grant by the U.S. Department of Education. Upward Bound provides year round tutoring, academic workshops, campus visits, cultural and social events, community service, and assistance with the financial aid and admission process, and a 6 week residential component during the summer. Avila University’s Upward Bound program serves students at Ruskin High School and Grandview High School. For more information please call (816)501-2438.

Student Development Activities

Organizations

Getting involved in organizations and activities is an important part of the University’s total educational experience. As participants, students develop such skills as interpersonal communication, organization, budgeting, time management, delegation, motivation, and the art of compromise. Avila University supports 48 student organizations, which provide leadership and involvement opportunities for all students. Listed below are brief mission statements of these student organizations. For further information about any of the groups listed, please go to http://www.avila.edu/campuslife/organizations.asp or stop by the Campus Life Office in Marian Center.

- **AVILA AMBASSADORS** - Promotes Avila University and its values as official representatives of the Admission Office. Ambassadors provide tours to prospective students and participate in special University events.
- **AVILA EDUCATION ASSOCIATION (AEA)** - Provides opportunities for professional growth, professional networking, community service, and social networking to teachers and pre-service teachers at Avila University.
- **AVILA MICROCINEMA** – Provides opportunities to be involved in Film and Digital Media production and networking with industry professionals by sponsoring film screenings and guest lectures with film directors, actors and producers; it also sponsors an annual high school film festival.
- **AVILA SINGERS** is a non-auditioned choral ensemble intended for preparation and participation in public performances of sacred and secular choral music.
The ensemble performs one major choral work each semester on campus. Past performances include Handel’s *Messiah* and Andrew Lloyd Webber’s *Requiem*. The ensemble is open to all students, faculty, and alumni who wish to participate. Performance grants are available; for more information, contact the Music Department Chair at (816) 501-3651.

- **AVILA ATHLETIC BANDS** - The Athletic Bands play a vital role on campus infusing events with pride and energy through musical performance. Students in the Athletic Bands are chosen through the Performance Grant audition process and serve the Avila community at a variety of events providing both aesthetic and artistic vitality and enthusiasm.

- **AVILA STUDENT NURSES ORGANIZATION (ASNO)** – To cohesively contribute to nursing education, to represent professional interests and concerns and to aid in the development of the whole person, and his/her responsibility for the health care of others.

- **AVILA UNIVERSITY COLLEGE DEMOCRATS** - Advocate for candidates and issues that enhance the Democratic Party. Promote civic engagement through bipartisan, co-sponsored activities on campus and in the greater Kansas City area.

- **AVILA UNIVERSITY THEATRE COMPANY** - Exists to encourage and develop interest in the theatre arts by promoting ensemble—participating in and learning more about the craft of theatre in the spirit of togetherness and friendliness. Open to all regardless of major.

- **BETA BETA BETA HONOR SOCIETY** - Honor society for the biological sciences, affiliated with Bio/Med Club.

- **BIO/MED CLUB** - Members can meet with other students in majors within the natural sciences.

- **BLACK STUDENT UNIONS (BSU)** - Provides Avila University with programming that promotes cultural diversity to “Build Stronger Unity.”

- **CAMPUSS MINISTRY** - Promotes the communication of Avila University values to the campus community. Provides opportunities for fellowship and spiritual exploration and understanding.

- **CHORAL ENSEMBLES** - *University Singers* is an auditioned choral ensemble performing challenging, eclectic literature. *University Singers* performs both on and off campus for special events and scheduled concerts. Members of the ensemble serve as ambassadors for the university, touring each spring and performing in high schools and other venues across the Midwest. A portion of each tour is dedicated to the Sisters of St. Joseph in locations such as Minnesota, New York, California, and St. Louis. Future plans include competitions culminating in additional performances across the United States and Europe.

- **Any student is welcome to audition for University Singers. Students auditioning for the ensemble should be prepared to sight-read pitches and rhythms. Selection for the ensemble will be based on tone quality, intonation, sight-reading ability, and musicianship. Performance grants are available to reward talent and participation. For more information, contact the Music Department Chair at (816) 501-3651.

- **Cyrene Inspiration**, the women’s auditioned choral ensemble, performs both on and off campus; their counterpart, *Men’s Glee* is an auditioned group of male singers performing a wide variety of musical styles and genres.

- **COLLEGES AGAINST CANCER** – Colleges Against Cancer (CAC) is a nationwide collaboration of college students, faculty, and staff dedicated to eliminating cancer by working to implement the programs and mission of the American Cancer Society.

- **COMPUTER SCIENCE CLUB** – Promotes the sharing of knowledge and information about computer science courses offered in the Avila University Department of Computer Science and understanding through various activities under the Avila University umbrella.

- **DISABILITY ADVOCACY GROUP** - Committed to increasing awareness and visibility of people with disabilities on the Avila campus. Seeks to educate the Avila community about issues that impact people with disabilities.

- **ENFUSE** - Graphic Design student organization. Promotes programming, extracurricular education, membership and participation in professional organizations.

- **ENGLISH CLUB** – Promotes a mastery of written expression, encourages worthwhile reading, and fosters a spirit of good fellowship among students of the English language and literature.

- **GROUP ACTIVITIES PROGRAMMING (GAP)** - Plans and promotes a variety of social, cultural, recreational, and educational events and activities to meet the co-curricular needs of the entire student body.

- **INTERNATIONAL ASSOCIATION OF BUSINESS COMMUNICATORS (IABC)** – Enables a global network of communicators working in diverse industries and disciplines to identify, share and apply the world’s most effective communication practices. Exists to promote relationships and opportunities between students and communication professionals.

- **INTERNATIONAL STUDENT ORGANIZATION (ISO)** - Increases interaction among students from numerous cultural backgrounds.

- **KAPPA DELTA PI** - International Honor Society for education majors and minors. Affiliated with the Avila Education Association.

- **KINESIOLOGY CLUB** – The Kinesiology Club works to make a positive difference on campus and within the community. They work with other groups to facilitate recreational and fitness activities on campus (ie: i-Fit Club and AU “Biggest Losers” programs). Our activities are designed to promote development and networking opportunities related to Kinesiology.

- **MU SIGMA PI** - Avila Music Department’s student led organization fosters musicianship, artistry and unity through formal and informal performances and activities.
• THE NATIONAL SOCIETY OF LEADERSHIP AND SUCCESS - Helps students create the lives they desire by helping them discover what they truly want to do and giving them support, motivation, and tools to achieve their goals.

• PEERS EDUCATING AVILA ABOUT COUNSELING AND HEALTH (PEACH) - Promotes emotional and physical wellness through programming and activities intended to enhance the lives of members of the Avila community. PEACH members collaborate to present such topics as: stress relief, nutrition, healthy relationships and healthy lifestyles.

• PHI ALPHA HONOR SOCIETY, Xi Lambda chapter – National social work academic honor society for social work majors promoting social work scholarship and achievement.

• PSYCHOLOGY CLUB & PSI CHI HONOR SOCIETY - Promotes educational and social opportunities for students interested in psychology. Psi Chi Honor Society is the national honor society for psychology majors, affiliated with the Psychology Club.

• RADIOLOGIC SCIENCE CLUB - Meets the academic and social needs of students studying in the Radiologic Science Program.

• RESIDENCE HALL ASSOCIATION (RHA) - Integrates the ideals of the residence halls to promote leadership in the residence halls.

• SASA - To share the Saudi Arabian tradition, culture, and perception within the Avila and Kansas City communities and to promote cross-cultural communication and understanding through various activities under the Avila University umbrella.

• SOCIETY OF LATINOS (SOL) – The Society of Latinos serves the Kansas City community by providing support to elementary and secondary school students. In working with local students, SOL aims to instill the tools, leadership and motivation to help them achieve their academic and professional goals. SOL provides the Avila University community with educational and recreational events to share the culture and traditions of diverse Hispanic/Latino nationalities.

• SOUND AND FURY - The Avila University literary magazine, is published at the end of each spring semester. Students comprise the entire editorial staff under the guidance of the Sound and Fury's advisor. The magazine publishes the best prose, poetry, fiction, and non-fiction the university has to offer. Submissions are open to all Avila students, faculty, and staff, and awards are offered for the best work in each genre.

• SIGMA TAU DELTA – International Honor Society that promotes a mastery of written expression, encourages worthwhile reading, and fosters a spirit of good fellowship among students of the English language and literature. Affiliated with the English Club.

• SISTERHEART – SisterHeart is an organization dedicated to providing a safe place for all women, regardless of age, race, religion, sexual orientation, or culture, to come together to learn how to support and embrace each other; forming the bonds of lasting friendship and stimulating social, as well as personal growth.

• STUDENT SENATE - Avila Student Senate promotes a spirit of unity among all members of the Avila University community, acts as a means of communication between students, faculty, staff and administration with respect to campus issues, helps solves campus problems in cooperation with the administration, faculty, and staff; and initiates, promotes and helps supervise general campus activities.

• STUDENT SOCIAL WORK ASSOCIATION - Plans and promotes discussion of social issues, community involvement, and opportunities to learn about different practice areas of social work.

• STUDENTS TODAY ALUMNI TOMORROW (STAT) – STAT stands for Students Today, Alumni Tomorrow. The purpose of STAT is to promote life-long beneficial relationships between Avila’s students, alumni, staff and faculty.

• THE TALON STUDENT MEDIA NETWORK - Avila University’s student media network which includes the Talon News Magazine, The Talon Online, Talon TV, Talon Ureport, Talon podcasts, web streaming and other interactive publications, including Facebook and Twitter pages. www.thetalon-online.com and www.avila.edu/talon

• VETERANS’ SERVICE ORGANIZATION – The Veterans’ Service Organization (VSO) will support a military fellowship that all veterans on the Avila University campus can enjoy and enlighten their own campus experience. The VSO will also work in support of veterans and non-veterans to create an outlet for all students to benefit from a healthy and vibrant student life on campus an in the community!

• WELLNESS - Programming is designed to promote wellness, enhance health awareness, and encourage development of healthy choices that affect both physical and mental health.

Other Co-curricular Opportunities

Publications

The Sound and the Fury, Avila’s literary magazine, is published at the end of each spring semester. Students comprise the entire editorial staff under the guidance of the Sound and Fury’s advisor. The magazine publishes the best prose, poetry, fiction, and non-fiction the university has to offer. Submissions are open to all Avila students, faculty, and staff, and awards are offered for the best work in each genre.

Choral Ensembles

University Singers is an auditioned choral ensemble performing challenging, eclectic literature. University Singers performs both on and off campus for special events and scheduled concerts. Members of the ensemble serve as ambassadors for the university, touring each spring and performing in high schools and other venues across the Midwest. A portion of each tour is dedicated to the Sisters of St. Joseph in locations such as Minnesota, New York, California, and St. Louis. Future plans include competitions culminating in additional performances across the United States and Europe.

Any student is welcome to audition for University Singers. Students auditioning for the ensemble should be prepared to sight-read pitches and rhythms. Selection
for the ensemble will be based on tone quality, intonation, sight-reading ability, and musicianship. Performance grants are available to reward talent and participation. For more information, contact the Music Department chair at (816) 501-3651.

*Avila Singers* is a non-auditioned choral ensemble intended for preparation and participation in public performances of sacred and secular choral music. The ensemble performs one major choral work each semester on campus. Past performances include Handel’s *Messiah* and Andrew Lloyd Webber’s *Requiem*. The ensemble is open to all students, faculty, and alumni who wish to participate. Performance grants are available; for more information, contact the Music Department chair at (816) 501-3651.

**Theatre**

Theatre is both an academic and co-curricular activity at Avila. Students in both programs have the opportunity to work with theatre professors and some of the finest professional talent in the region. Students are encouraged to apply for theatre performance grants that reward talent and services to the four main-stage productions. Students may participate in backstage assignments, acting, or house management and publicity. Students who major or minor in theatre may concentrate in acting, directing/producing, technical theatre, or musical theatre. Contact the Director of Performance Studies at (816) 501-2405 for more information.

**Thornhill Gallery**

Since 1978, the Thornhill Gallery, located in the Dallavis Center, has presented art exhibits by contemporary regional and national artists to educate and enrich the students of Avila University as well as the greater Kansas City community. The gallery usually hosts six to seven shows a year, concluding with the annual Senior Exhibit for Art Majors in May.

**Student Senate**

All students admitted and enrolled for credit at Avila University are members of the Avila University Student body represented by the Student Senate. Student representatives, elected in the annual spring, make up the Student Senate. Senators or senate appointees serve on committees of the University and encourage student viewpoints and participation in the operation of the University. Contact the dean of students at (816) 501-3660 for information.

**Student Honors**

The *Avila Medal of Honor* is an honor conferred by the president. The award is presented on qualifications of character, service and loyalty.

The *Ariston Award* is presented to one outstanding member of the senior class. The award considers academic merit, leadership, service, and is awarded to the senior who best represents the mission, values and characteristics upon which Avila University is founded.

*Who’s Who Among Students in American Universities and Colleges* is a nationally recognized award conferred upon graduating seniors who have shown outstanding merit and accomplishment in academic and co-curricular areas.

The *St. Catherine's Medal* is presented annually through Delta Epsilon Sigma to the sophomore woman who has the best record of progressive achievement for her class at the University.

The *St. Thomas More Medal* is presented annually by the Avila University faculty to the sophomore man who has the best record of progressive achievement for his class at the University.

**Student Policies**

**Student Code of Conduct**

As a Catholic University, sponsored by the Sisters of St. Joseph of Carondelet, Avila maintains a position that its educational role is more than an exchange of knowledge and the pursuit of wisdom. Avila is committed to the educational development of the total person and seeks to develop an environment conducive to academic endeavor, social, spiritual, personal, and physical growth with an emphasis on individual self-discipline and responsibility. The Student Code of Conduct serves to create an environment in which students have the best chance to learn, to study, to grow as members of our campus community and the greater global community. This Student Code of Conduct allows members of our diverse community to live in harmony, to interact effectively, and to learn from each other.

The University operates from a value system in which caring, sharing and respect are paramount. While we value diversity and seek to serve all segments of society, we do not aspire to be only a reflection of society. We seek higher goals, with higher values, and higher standards. This is the community that you have chosen, one that expects more from itself, more from one another, and more from you.

It is the intent of this code to set forth in a clear, concise and uniform manner the expectations of students who join the University community and to set forth administrative and judicial procedures whereby those who are accused of violating the rules may be afforded due process.
A complete explanation of the Student Code of Conduct, student policies, and the discipline process is available in the Avila University Student Handbook. Handbooks are available online through the Avila University Web site at http://www.avila.edu/handbook/

Some key student policies are listed below with a complete listing available in the Avila University Student Handbook.

**Alcohol and Drug Policy**

The misuse of alcohol and other drugs pose major health problems and are potential safety and security problems, can adversely affect academic and job performance, and can generally inhibit the educational development of students. Avila University, therefore, prohibits the unlawful manufacture, distribution, dispensing, possession, or use of illicit drugs and alcohol.

**Identification Cards (ID)**

All students are required to have an official, validated Avila University ID card. Students shall present their ID card upon request of an authorized official for services, admittance to activities, events, and the use of some facilities. ID cards are required for students on a meal plan to access food service and for resident students to access the residence halls. Some local businesses grant discounts to students who present a valid ID. ID cards must be validated each semester that a student is enrolled at Avila. Replacement ID cards are available at a cost of $20. For more information or for a schedule of times for the ID service, please contact the Campus Safety at (816) 501-2466.

**Personal Property Losses**

The University is not responsible for the loss or damage to property owned by students or their guests, regardless of the cause.

**Residency Requirement**

Avila University believes in its responsibility to ensure that each new student is given maximum opportunity to succeed academically, developmentally, and socially. This can best be accomplished through a total integration of the University’s environment and residence on campus. Therefore, all full-time, single first-year and sophomore students under the age of 21 are required to live in University residence halls if they are not residing with parents or legal guardians within a commutable distance from campus. Housing is available to part-time students pending availability and approval of the dean of students. Contact the Campus Life Office at (816) 501-3660 for further information or exceptions to this policy.

**Admission**

The admission policies of Avila University are designed to assist in the selection of those students who are most likely to benefit from and contribute to the educational opportunities offered at the University. The following types of undergraduate students must be admitted through the Office of Admission prior to enrollment:

1. First-year Students (high school graduate or G.E.D. recipient),
2. Transfer Students,
3. International Students (students on an F-1 Visa),
4. Re-admit Students (those who have been away from Avila for more than four consecutive semesters, not including summer),
5. Non-Degree Students (enrolling for more than nine (9) credit hours without seeking a specific degree).

However, other types of students (listed below) may enroll simply by advising, registering and submitting the required materials outlined below through the Registration and Student Records Office prior to enrollment:

1. Re-admit Students (those who have been away from Avila for more than four consecutive semesters, not including summer) - Required Materials: official transcripts from any institution attended since Avila,
2. Enrichment Students (enrolling for up to nine (9) credit hours) - Required Materials: None,
3. Visiting Students (students seeking a degree elsewhere) - Required Materials: Written permission from home institution,
4. KCASE Exchange Students (students of eligible institutions may take one course per semester, excluding summer sessions, without additional tuition charges) - Required Materials: KCASE Registration Form signed by appropriate personnel of the home institution, and,
5. Dual High School-College Enrollment Students (Juniors or seniors in high school may enroll for first-year level classes) - Required Materials: Written permission from high school principal or counselor.

**Admission Requirements**

Graduation from an accredited secondary school or its equivalent (G.E.D.) is a prerequisite for admission.

For successful admission to the University, Avila strongly recommends that high school applicants complete a minimum of 16 units chosen from the disciplines outlined below. The suggested minimums and ranges are provided to assist students in choosing high school courses that will best prepare them for college. Graduates from non-accredited high schools will be considered on an individual basis.
Recommended High School Course work for Admission

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td>Math (Algebra or above)</td>
<td>3-4</td>
</tr>
<tr>
<td>Social Science</td>
<td>3-4</td>
</tr>
<tr>
<td>Natural Science</td>
<td>3-4</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>2-4</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>1-2</td>
</tr>
</tbody>
</table>

Minimum TOTAL ................................................................. 16

First-year Applicants

First-year student applicants (high school graduate or G.E.D. recipient) are encouraged to submit their application for admission by December 15 prior to the fall semester of intended enrollment. Avila University notifies students as admission decisions are made (“rolling admission”) and annually begins notifying first-year applicants on September 15. Admission decisions are based on at least six semesters of transcripted high school coursework.

The items listed below must be submitted to the Office of Admission before the student’s application for admission can be evaluated.

1. Application for Admission
2. Official Secondary School Transcripts (sent directly to the Office of Admission by college counselor). Final transcripts indicating high school graduation must be submitted to the Office of Admission as soon after graduation as possible.
3. ACT or SAT scores are required of all first-year student applicants who have attended secondary school in the U.S. If ACT or SAT scores are printed on the student’s official transcripts, a separate score report is not needed. Avila’s ACT College Code is 2278 and Avila’s SAT College Code is 6109. Students who have been out of high school for more than one year do not need to submit ACT or SAT scores.

Financial aid awards are typically made in the Spring for the following academic year. Therefore, prospective first-year students are encouraged to complete the FAFSA (Free Application for Federal Student Aid) between January 1 and March 1 to maximize their opportunities for receiving financial aid awards for the following fall term. Transfer students are encouraged to complete the FAFSA by April 1 for the following fall term or October 1 for the spring term. When applying, students should insert Avila’s institution code (002449) in the appropriate space on the FAFSA.

G.E.D. Applicants

Applicants who have not completed high school may be considered for admission on the basis of the General Educational Development. Passing scores must be achieved in each area of the G.E.D. For these applicants, an admission decision will be made based on the following required materials:
1. Application for Admission
2. G.E.D. test score.

Home-Schooled Applicants

Home-schooled applicants are reviewed on an individual basis. However, all applicants must provide evidence of successful completion of a high school level of study. Applicants may be requested to submit some or all of the following materials:

1. Application for Admission
2. Official Secondary School Transcript/Portfolio sent directly to Avila University.
3. Official transcript(s) of all college-level work completed.
4. G.E.D. Scores. Home-schooled students may be requested to complete the General Education Development test.
5. ACT or SAT scores are required of all first-year student applicants who have attended secondary school in the U.S. If ACT or SAT scores are printed on the student’s official transcripts, a separate score report is not needed. Avila’s ACT College Code is 2278 and Avila’s SAT College Code 6109. Students who have been out of high school for more than one year do not need to submit ACT or SAT scores.

Home-schooled students who plan to participate in intercollegiate athletics at Avila University will need to visit with the Director of Athletics to gain a full understanding of the NAIA (National Association of Intercollegiate Athletics) regulations regarding home-schooled student athletic eligibility. Admission to Avila University does not guarantee athletic eligibility.

Transfer Applicants

Transfer students are degree-seeking students who have previously enrolled in an accredited, post-secondary degree program after graduating from secondary school. Applicants may be requested to submit some or all of the following materials:

1. Application for Admission (Nursing applicants are directed to www.avila.edu/nursing/application.asp for program specific application procedures).
2. Official transcript(s) of all college-level work completed.
3. Official secondary school transcripts. Official secondary school transcripts are required for students who have completed fewer than 24 college credit hours since graduating from high school (dual credit received while in high school does not count against this total) or whose collegiate grade point average is below 2.0. Transfer hours are those hours obtained after graduating from secondary school.
4. Official transcripts of dual credit received while in high school are required before an official transcript evaluation can be made.
Transfer student who plan to participate in one of the agreements Avila holds with a community college will need to visit with the Director of Undergraduate Admission to gain a full understanding of the agreement. The partnership Avila University holds with community colleges does not guarantee admission to Avila.

Re-Admit Applicants

Former Avila students who have not attended Avila for up to three previous semesters, not including summer, may re-enroll through the Registration and Student Records Office after being advised and will be bound by the academic catalog and program requirements coincident with their first term of enrollment.

Former Avila students who have not attended Avila for at least the four previous consecutive semesters, not including summer, must re-apply for admission through the Office of Undergraduate Admission and, if re-admitted, will re-enter the University under the current academic catalog and program requirements. They must submit:

1. Application for Admission (Nursing applicants are directed to www.avila.edu/nursing/application.asp for program specific application procedures).
2. Official transcript(s) of all college-level work completed since their last Avila enrollment.

International Applicants

International students are applicants who are not United States citizens or permanent residents. They must submit the items listed below.

1. Application for Admission (Nursing applicants are directed to www.avila.edu/nursing/application.asp for program specific application procedures)
2. Official transcripts from secondary schools and universities attended. Secondary transcripts must be submitted if a student has not completed a full year of postsecondary equivalency. All transcripts not written in English must be accompanied by notarized English translations. All transcripts should include the following information:
   a. dates of attendance
   b. courses taken and grades received
   c. degree earned and date received
3. Test of English as a Foreign Language (TOEFL) score report. All international students must submit proof of proficiency in the English language by means of the TOEFL or previous college course work. If native language is English, no TOEFL is required. No TOEFL is required if student has successfully completed 12 hours in Level I and Level II core curriculum courses as defined in the Avila University Catalog with a cumulative grade point average of a 2.0 and no “F” grades. The TOEFL requirement may sometimes be waived for students who have completed high school or at least one year of study at a college where all instruction was conducted in English.

If the TOEFL is required, students must submit an official TOEFL score report. The minimum TOEFL score for admission to an undergraduate degree program is 79 for the Internet-based TOEFL (IBT) or 550 for the Paper-based TOEFL test (61 for the Internet-based TOEFL or 500 for the Paper-based TOEFL for provisional admission). The TOEFL University Code for Avila University is 6109. No TOEFL score is needed for the Intensive Language and Culture Program (ILCP).

4. All admitted international students must submit a Statement of Finance. Proof of support may be a bank statement or other documents guaranteeing the student’s ability to meet the costs of study in the United States. If the funds belong to a parent or sponsor, the sponsor must also submit a letter of intent to sponsor the student’s tuition and living expenses.

When an accepted international student has provided a Statement of Finance, the Office of Admission will issue an I-20 application for a non-immigrant student visa. Upon arrival at Avila University, prior to enrolling in classes, all accepted international students must provide proof of health insurance coverage before they can complete their enrollment.

Students who need further study of English before beginning a degree program can enroll in Avila’s Intensive Language and Culture Program (ILCP).

ILCP and English Language Study at Avila

International students wishing to improve their English can apply directly to Avila’s Intensive Language and Culture Program (ILCP) before applying for admission to a degree program. ILCP offers five entry points per year. ILCP students can enroll in selected academic courses while they are studying ESL. Please contact the Coordinator of Intensive Language and Culture Program for further information about the Program at: Tel. (816) 501-3771. FAX (816) 501-2461 or by e-mail at Melinda.Peterson@avila.edu.

Teacher Certification Applicants

The School of Education provides the opportunity for students who have previously earned a bachelor’s degree from an accredited college or university to become eligible for a Missouri and Kansas teaching certificate by successfully completing a certification program. The teaching certification applicant must demonstrate the same competency requirements as those required for all education students. Consult the Graduate Preservice Teacher Resource Manual for competency requirements.
Teacher Certification applicants must submit:
1. Application for Admission
2. Official transcript(s) of all college-level work completed. Final college transcript must indicate conferral of bachelor’s degree.

Non-Degree Applicants (beyond nine credits at Avila University)
Avila University provides the opportunity for students who do not wish to seek a degree at Avila to continue study at Avila beyond the nine credit hour limit for Enrichment Students. Such students must submit:
1. Application for Admission
2. Official transcript(s) of all college-level work completed.
3. Official secondary school transcripts are required for students with fewer than twenty-four (24) credit hours.

Admission Status
Upon receiving the required application materials, the Office of Admission will consider each student’s application. On a rolling basis and within two weeks of an application being complete, the University will notify the applicant of her or his admission status.

Regular Admission
The University considers several factors in admission decisions. No single factor eliminates consideration or guarantees admission. In general, applicants are considered for regular admission based on the following minimum standards:

First-year Students
1. High school grade point average of 2.5 or above (4.0 scale)
2. Recommended 16 units of college preparatory coursework as reflected in the high school transcript
3. ACT score of 20 or above or SAT score of 930 or above

Transfer Students
1. A minimum cumulative grade point average of 2.0 or greater in college work attempted
2. College coursework indicative of success in future Avila coursework
3. Students who have completed less than 24 hours college coursework must also submit an official high school transcript

Re-admit Students
1. In good standing with Avila
2. Cumulative grade point average of 2.0 or greater in all college work attempted since leaving Avila

International Students
1. TOEFL score of 550 or better for Paper-based TOEFL or 79 for the Internet-based TOEFL test (500 on the Paper-based TOEFL or 61 for the Internet-based TOEFL for provisional admission)
2. Academic achievement equal to that required of all applicants

Provisional Admission
Applicants who do not meet the regular admission criteria (due to previous grades, SAT or ACT scores, TOEFL scores), but who show promise for academic success may be reviewed for provisional admission.

Students who are provisionally admitted may be required to participate in a university skills training program designed to develop academic and college organizational skills. These students may also be restricted in the number of credit hours for which they may enroll within their first semester.

Admission Appeals
Should a student wish to appeal the admission decision he/she must submit a written request to the Director of Admission of the appropriate admitting office. Grounds for the appeal must be contained in the appeal request. Standard grounds for an appeal include:

a. The decision was based on inaccurate information
b. New information or facts have come to light that were not presented at the original review of application

Appeals on admission decisions will be considered for up to one semester after the term the student was denied. After one semester, the student must re-apply for admission and complete the required admission process.

Send the signed appeal letter and supporting material to:
Avila University
Attn: Director of Admission
11901 Wornall Road
Kansas City, MO 64145

The University official/committee reviewing the appeal will communicate the final decision to the student.
Campus Visits

We encourage students to visit Avila University. Visits may be scheduled Monday through Friday or by special appointment through the Office of Admission. When scheduling a campus visit, students may take a campus tour guided by an Avila student, meet with an admission representative, observe a class, talk with faculty, coaches and activity sponsors in your areas of interest, and even spend the night on campus. The University also sponsors several campus-wide group visit events called View AU Day.

Admission Information and Applications

For admission information and application materials, please contact the Office of Admission at Avila University, 11901 Wornall Road, Kansas City, MO 64145, or by e-mail at Admission@Avila.edu. Or call the Office of Admission at 1-800-GO-AVILA or (816) 501-2400 or FAX at (816) 501-2453. Also, visit our website at www.avila.edu.

Avila Advantage Program in the School of Professional Studies

The Avila Advantage Program in the School of Professional Studies is an adult degree program leading to Bachelor of Arts degrees in Business Administration, Corporate Communication, Human Resources and Psychology, a Bachelor of Science degree in Healthcare Management and a post-licensure Bachelor of Science in Nursing (RN to BSN) degree. Applicants must be at least 23 years of age or have a minimum of three years of work experience. The program is taught in 8-week formats as well as weekend intensive and on-line courses throughout a trimester. Students may enter the program whenever a course starts. The format provides students options of multiple start dates and a supportive adult learning environment. Classes are offered on-site and off-site. Avila Advantage classes meet from 6:00-10:00 p.m., Monday through Friday, and 8:30 a.m.-5:00 p.m. on Saturday. For information or application materials contact the Avila Advantage Office at (816) 501-3737, by Fax at (816) 941-4650 or e-mail at Advantage@Avila.edu.

Expenses, Payment and Refund Policies

The University year is divided into two semesters averaging 15 weeks each and a summer session. Full-time tuition does not include courses taken during the summer. Tuition and fees are the same for audited and credit courses. Accounts must be paid in full, or payment arrangements made, before the beginning of each semester in order to be considered in good standing.

Basic Expenses (2013-2014)

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition per semester</td>
<td>$12,000.00</td>
</tr>
<tr>
<td>Technology Fee per semester</td>
<td>$350.00</td>
</tr>
<tr>
<td>Student Activity &amp; Recreation Fee per semester</td>
<td>$125.00</td>
</tr>
<tr>
<td>Tuition per credit hour over 18 hours</td>
<td>$630.00</td>
</tr>
<tr>
<td>Double Room per semester</td>
<td></td>
</tr>
<tr>
<td>Carondelet/Ridgway Hall</td>
<td>$1,650.00</td>
</tr>
<tr>
<td>Single Room per semester (if available)</td>
<td>$2,550.00</td>
</tr>
<tr>
<td>Triple Room per semester (if available)</td>
<td>$1,425.00</td>
</tr>
<tr>
<td>Suite Room per semester</td>
<td></td>
</tr>
<tr>
<td>Thompson Hall</td>
<td>$2,550.00</td>
</tr>
<tr>
<td>Apartment per semester (if available)</td>
<td></td>
</tr>
<tr>
<td>Thompson Hall</td>
<td>$2,025.00</td>
</tr>
<tr>
<td>Avila Hall</td>
<td>$2,100.00</td>
</tr>
<tr>
<td>Board per semester</td>
<td></td>
</tr>
<tr>
<td>19 meals/week</td>
<td>$1,800.00</td>
</tr>
<tr>
<td>14 meals/week</td>
<td>$1,650.00</td>
</tr>
<tr>
<td>7 meals/week</td>
<td>$1,100.00</td>
</tr>
<tr>
<td>(Thompson Hall residents only)</td>
<td></td>
</tr>
<tr>
<td>Residence Hall Activity Fee per semester</td>
<td>$50.00</td>
</tr>
<tr>
<td>Nursing Student Fee per semester</td>
<td>$255.00</td>
</tr>
<tr>
<td>Part-time Students (1-11 hours)</td>
<td></td>
</tr>
<tr>
<td>(Includes day, evening, Weekend Intensive and Saturday classes)</td>
<td></td>
</tr>
<tr>
<td>Tuition per credit hour</td>
<td>$630.00</td>
</tr>
<tr>
<td>Student Center and Activity Fee per credit hour</td>
<td>$6.00</td>
</tr>
<tr>
<td>Technology Fee per credit hour</td>
<td>$30.00</td>
</tr>
<tr>
<td>Avila Advantage Students</td>
<td></td>
</tr>
<tr>
<td>Tuition per credit hour</td>
<td>$405.00</td>
</tr>
<tr>
<td>Summer Students (2011)</td>
<td></td>
</tr>
<tr>
<td>Tuition per credit hour</td>
<td></td>
</tr>
<tr>
<td>Undergraduate</td>
<td>$630.00</td>
</tr>
<tr>
<td>Technology Fee per credit hour</td>
<td>$30.00</td>
</tr>
<tr>
<td>Dual Enrollee Student</td>
<td></td>
</tr>
<tr>
<td>(high school junior or senior) 33% of current tuition per credit hour</td>
<td></td>
</tr>
</tbody>
</table>
Special Tuition

Audit per credit hour ......................................................................................................................... $630.00
Enrichment per credit hour ................................................................................................................... $630.00
Intensive Language and Culture Program (ILCP)
  Tuition – full-time
    (EL courses only) ......................................................................................................................... $5,150.00
  Tuition – non-EL courses
    per credit hour .............................................................................................................................. $630.00
  (in addition to ILCP full time tuition; up to a maximum of undergraduate full-time tuition rate)
Continuing Education Courses per credit hour (except as listed in the class schedule; Graduate credit excluded) ...................................................................................................................... $300.00
Student Activity Fee per credit hour (part-time) ....................................................................................... $6.00
Technology Fee per credit hour (part-time) .......................................................................................... $30.00
Lab Fees ............................................................................................................................................... All
Application Fee .................................................................................................................................... $25.00
(Online application application free)

For Lab Fees and Miscellaneous Fees see the Semester Class Schedule.

Payment

Advanced Payments
An Enrollment Deposit is required of all new students entering the University to reserve both a space in class and/or the residence halls. For students entering in the fall semester, a $200 enrollment deposit is due by the date established in the written notification of acceptance. This deposit is non-refundable after May 1. Students entering in the fall semester who apply, are accepted or register after August 5, will be required to make payment of one-fifth of the semester balance, less finalized financial aid, at the time of registration. For students entering in the spring semester, a $200 enrollment deposit is due and is non-refundable after January 1. Students entering in the spring semester, who apply are accepted or register after January 5, will be required to make payment of one-fifth of the semester balance, less finalized financial aid, at the time of registration. The Enrollment Deposit will be credited to the student’s account and deducted from the first semester’s expenses.

Payment of Accounts
All accounts must be paid in full (via personal payment or financial aid) by the payment due date announced in the class schedule or arrangements must be made to pay in installments through Avila’s Deferred Payment Plan. Early application for financial aid allows for the aid to be finalized by the payment due date. Students are responsible for the total tuition and other miscellaneous charges even though a third party may pay the university directly or reimburse the student. In addition to cash, check, or money order Avila University accepts Mastercard, Discover, American Express and Diners Club credit cards via on-line payment. A 2.75% convenience fee is assessed on credit card payments. Electronic check payments can be made with no convenience fee. Each student is required to have a signed student payment agreement and guarantee document on file in the Business Office.

Deferred Payment
Through Avila’s Deferred Payment Plan, the tuition and fee balance, after accepted financial aid is applied, may be paid in equal installments throughout the semester/trimester. Payment plan agreements should be selected on-line prior to the beginning of each semester/trimester. If a plan is not selected, the enrollee, by making the first payment of the deferred payment plan, accepts all conditions of the plan. A $75.00 annual plan fee or $50.00 semester plan fee is charged. If payments are not made on or before the due dates, a $25.00 late payment penalty is assessed. THE STUDENT’S RESPONSIBILITY FOR THE TOTAL CHARGES IS NOT CHANGED BY HAVING SOME PORTION OF THE PAYMENT DEFERRED.

Financial Aid and Loan Recipients
In order for financial aid awards to be applied, a signed copy of the Financial Aid Award Letter indicating aid that is being accepted must be returned to the Financial Aid Office. Additional documents may be required and must be received prior to disbursement of some funds. The student will be responsible for any payment due on the scheduled due dates. Loan proceeds must be finalized to be considered as payment on the student account. If finalized financial aid does not cover the semester balance, personal payment will be due on the scheduled dates. Perkins Loan recipients must sign the loan papers in the Business Office during the first week of classes. Loan proceeds must be applied to any balance due and any resulting credit balances will be refunded as noted under Credit Balance Refunds.

Please note: Loans of any type must be repaid.

Late Payment Penalties
Failure to make arrangements for any payment due on a campus account by the due date will result in one or more of the following actions:
1. late payment penalty
2. a hold on the student’s record and/or registration, and/or
3. cancellation of the student’s registration

A student may be reinstated by paying a reinstatement fee; however, the original classes cannot be guaranteed.
**Refunds**

**Credit Balance Refunds**
Refunds are available from the Business Office as outlined below. Students not receiving federal assistance may request a refund at any time after the second day of classes. Students receiving any federal assistance (Pell, SEOG, Subsidized and/or Unsubsidized Stafford Loans) will automatically receive a credit balance return on the schedule outlined below. Credit balances resulting from these federal monies must be issued to the student by the 14th day following the beginning of class or the receipt of funds by the University (whichever occurs last). Federal Perkins Loan papers must be signed in order to be included in any credit balance returns. Refunds for Perkins Loan proceeds will be available on the 14th day following the beginning of class or the completion of the Promissory Note by the student (whichever occurs last). In instances where credit balances are created by funds paid from outside sources (such as business, government and banks), the money must first be received by Avila University in order to issue a disbursement check to the student. An authorization to bill an outside source does not create a credit balance.

**Federal Stafford Loan, Federal Unsubsidized Stafford Loan and/or Perkins Loan recipients:**
- Note: Loans of any type must be repaid
- Avila University regulations will not permit credit balances generated by student loans to be refunded until classes have begun and attendance has been verified. When such a credit balance exists, the refund will be available on the 14th day following the beginning of classes.

**Residence Hall Refunds**
Students who have been granted a withdrawal from the University may check out of the residence halls and receive refunds as follows:
- If within the first eight calendar days of the semester, students will receive a partial refund of their total room fees and board fees.
- After the first eight calendar days of classes, refunds will be calculated by dividing the total room and contract amount by the number of weeks in the semester and then multiplying that by the number of weeks the student has resided in the residence hall. Board fees are not refunded.
- Students who are dismissed from the halls for disciplinary reasons will not receive a refund.

**Enrollment Changes and Tuition Adjustments**
In any instance of adding, dropping or withdrawing courses, the student must complete a Change of Schedule form available in the Registration and Student Records Office and return the form to that office. The date the form is returned and processed in the Registration and Student Records Office is the date used for adjustments to charges. The time periods for the adjustments commence with the first day of classes according to the academic calendar and not the beginning date of the individual courses, unless otherwise noted. Fees are only refundable with cancellation of registration.

**Full-Time Students**

**Cancellation of Registration**
Prior to the start of classes and during the first eight calendar days of the semester, a cancellation of registration will result in a cancellation of all tuition and fees. Cancellation of registration is a complete withdrawal from the university and no records will be kept. The Change of Schedule form must be returned to and processed by the Registration and Student Records Office during the first week of classes to officially cancel registration. The return of any Title IV federal student aid and non-federal student aid will follow the policies listed under Return of Title IV Federal Student Aid.

**Change of Status from Full-time to Part-time**
Prior to the start of classes and during the first eight calendar days of the semester, tuition charges will be re-assessed at the part-time rate. After eight calendar days there will be no tuition reduction and the original charges will be due and payable. The Change of Schedule form must be returned to and processed by the Registration and Student Records Office during the first eight calendar days of classes to officially re-assess tuition charges. The return of any Title IV federal student aid and non-federal student aid will follow the policies listed under Return of Title IV Federal Student Aid.

**Total Withdrawal of Registration**
After the first week of classes, full-time students withdrawing from all classes will be reassessed tuition based on the following schedule. The Change of Schedule form must be returned to and processed by the Registration and Student Records Office during the given period to officially re-assess tuition charges. Fees are not refundable.

- 1 through 8 calendar days
  - 100% tuition refund (see cancellation above)

- 9 through 15 calendar days
  - 75% tuition refund

- 16 through 22 calendar days
  - 50% tuition refund

- 23 through 29 calendar days
  - 25% tuition refund
The return of any Title IV federal student aid and non-federal student aid will follow the policies listed under **Return of Title IV Federal Student Aid.**

**PART-TIME STUDENTS**

**Cancellation of Registration** Prior to the start of classes and during the first eight calendar days of the semester, a cancellation of registration will result in a cancellation of all tuition and fees. Cancellation of registration is a complete withdrawal from the university and no records will be kept. The Change of Schedule form must be returned to and processed by the Registration and Student Records Office during the first week of classes to officially cancel registration. The return of any Title IV federal student aid and non-federal student aid will follow the policies listed under **Return of Title IV Federal Student Aid.**

**Withdrawal from Some or All Classes** After the first week of classes, part-time students withdrawing from classes will be reassessed tuition based on the following schedule. The Change of Schedule form must be returned to and processed by the Registration and Student Records Office during the given period to officially re-assess tuition charges. Fees are not refundable.

- **1 through 8 calendar days**
  - 100% tuition refund (see cancellation above)

- **9 through 15 calendar days**
  - 75% tuition refund

- **16 through 22 calendar days**
  - 50% tuition refund

- **23 through 29 calendar days**
  - 25% tuition refund

The return of any Title IV federal student aid and non-federal student aid will follow the policies listed under **Return of Title IV Federal Student Aid.**

**Weekend and Avila Advantage Classes**

See the Avila website at [www.avila.edu/registrar/withdraw.asp](http://www.avila.edu/registrar/withdraw.asp)

**NON-CREDIT STUDENTS**

Adjustments will be made according to the part-time student policy.

**REFUND and TUITION ADJUSTMENT APPEAL POLICY**

Students who feel their individual circumstances warrant an exception from the above stated refund policies may appeal in writing. The appeal should include a statement of the exception being requested, an explanation as to why an exception should be granted and appropriate materials to support the request for the exception. The appeal letter and supporting materials should be sent to the Academic Affairs Office. Once all appeal materials are complete in the Academic Affairs Office, the student will receive written notification of the decision. The appeal must be received by the Academic Affairs Office within one year after the semester in which the registration occurred.

**Return of Student Aid**

**Return of Title IV Federal Student Aid**

Students who withdraw from all courses before 61% of the semester has elapsed will be evaluated according to the Department of Education guidelines and formula as stipulated by the Higher Education Amendments of 1998. Federal aid is earned by the percentage of the payment period the student completes. The percentage of aid earned is derived by dividing calendar days attended in the period by total days in that period. Weekends are included, but scheduled breaks that are at least five (5) days long are excluded. If the student completes more than 60% of the term, 100% of the aid is earned for the period and no immediate repayment obligation results. If the student completes 60% or less of the term, the portion of the federal aid determined to be unearned must be repaid to the federal programs.

The Title IV federal programs that are affected include the Federal Pell Grant, Federal Supplemental Opportunity Grant (SEOG), Federal TEACH Grant, Federal Perkins Loans, Federal Plus Loans (parent and grad), Direct Stafford Subsidized and Unsubsidized loan programs. Federal aid programs are returned in the following order: Direct Stafford Unsubsidized Loan, Direct Stafford Subsidized Loan, Perkins Loan, PLUS, Pell Grant, SEOG, and other Title IV programs.

Avila will return Title IV aid from the student’s account according to the federal formula. A student may be required to return a Title IV aid overpayment. When a student receives notification from Avila of an overpayment, the student has 45 days to return the funds to the Business Office. Students not complying with the 45-day requirement will be submitted to the Department of Education for collection. The student will be ineligible for further Title IV aid until the overpayment has been paid in full to Avila University and/or satisfactory repayment arrangements have been made with the Department of Education.

The return of enrollment charges policy calculation and applicable institutional refunds will be processed within 30 days of the withdrawal date. A letter indicating the calculation results, any applicable refund or the adjusted statement of charges will be sent to the student’s home address.
Return of Non-Federal Student Aid
The return of federal funds is the first priority for students receiving federal aid. If the student received institutional aid, state aid, or made personal payment, the institutional and state aid are repaid proportionally according to the source of the payment. If repayment of aid programs results in a balance owed to Avila on the student’s account, it is the responsibility of the student to pay the amount owed and it is due upon notification that a balance owed exists.

Financial Aid
Avila University believes that qualified students should not be denied an educational opportunity due to lack of financial resources, and that financing a student’s education should be a cooperative effort between the student and the institution. While the student’s family has primary responsibility for the student’s education, the University, federal and state governments and other external agencies work as partners in making higher education affordable. The University commits its own scholarship, grant, and work resources to assist qualified students in assembling the resources necessary to pay for an Avila education. Students and families are strongly encouraged to call or visit the Financial Aid Office to engage in this planning process: the office may be reached by phone at 816-501-3600 or via email at finaid@avila.edu. Please note that counseling on debt management and loan repayment is also available to all students attending Avila University.

Detailed information about aid programs and the application process for federal, state, Avila and private assistance is available at www.avila.edu/financialaid.

Application Process for the 2013-2014 Academic Year
Avila University uses the Free Application for Federal Student Aid (FAFSA) as its primary application for all federal and state financial aid programs; no supplementary applications are required. Students are encouraged to apply online at www.fafsa.ed.gov. The FAFSA is completed using the student’s and parents’ federal income tax returns and should also include Avila University’s School Code (002449). When possible, students should utilize the IRS Data Retrieval Tool to import their tax information from the IRS’s database into the FAFSA.

Avila University does not have established deadlines for processing financial aid. However, students are encouraged to file the 2012-2013 FAFSA as soon as possible after January 1, 2013. Several types of funds are limited and thus awarded on a first-come, first-served basis. Note: Missouri residents must file the FAFSA by April 1, 2013 in order to qualify for the state Access Missouri Grant.

Financial Aid awards will be communicated to the student via the Financial Aid Award Letter; newly enrolling freshman and transfer students will receive a hard copy award letter by mail to the address submitted on their FAFSA, continuing students and all students enrolled in the Advantage program will receive their award letter via email to their University email address. The student is then expected to confirm acceptance of the offer of financial aid by returning to the Financial Aid Office a signed copy of the award letter.

Generally, the initial offer of financial assistance delineated in the award letter is non-negotiable. The financial aid package may, however, be altered as a result of one or more of the following conditions:

- Changes in the student’s housing status
- Changes in the student’s enrollment (i.e., credit hours) status
- Lack of satisfactory academic progress
- Receipt of financial aid from an outside source
- Discrepancies noted as a result of the verification process

(Note that the U.S. Department of Education randomly selects one in three FAFSA applications for verification. The verification process entails the comparison of actual financial aid data to that supplied on the FAFSA. Students selected for this process will be notified by the Financial Aid Office and additional documents may be requested.)

Students must submit all documents requested with the financial aid award letter (e.g., IRS tax transcript, copy of birth certificate, etc.). Financial aid packages cannot be finalized, nor aid applied to a student account, until the financial aid file is complete.

Types of Financial Assistance
Financial aid packages at Avila University may be comprised of a combination of grant, scholarship, loan and work-study funding. Grants and scholarships are forms of assistance that do not have to be repaid, while loans must be repaid with interest. Interest rates and repayment terms vary as a function of the type of loan a student has secured. The following paragraphs identify and describe the types of funding at Avila University.

Avila University Awards
Avila University awards are awarded to traditional undergraduate students only. The primary form of assistance offered to full-time incoming freshmen and transfer students is provided through the Avila Achievement Award or Avila Transfer Achievement Award.
These award offers are made by the Office of Undergraduate Admission to students who qualify on the basis of their prior academic performance. New freshmen are evaluated on their cumulative high school grade point average and their standardized test scores (ACT or SAT), and transfer awards are made based upon the student’s cumulative college grade point average. Awards are renewable for the entirety of the student’s undergraduate career, provided the student maintains full-time enrollment status and a satisfactory level of academic progress.

New full-time, first-year and transfer students may also qualify for one or more of the following other Avila awards based on financial need and/or merit:

- Avila Grant
- Mission Grant
- Institutional Work Study
- Phi Theta Kappa Transfer Award
- A+ Recognition Scholarship
- Athletic Performance Grants (baseball, basketball, cheer, cross country, dance, football, soccer, softball, or volleyball, as well as athletic managers)
- Academic Performance Grants (advertising, art, campus ministry, communication, kinesiology, music, newspaper, theatre, video production, or writing)

All Avila University awards may only be applied toward tuition assessed by Avila University and, therefore, cannot be applied toward housing costs. Further, these awards will not be awarded in conjunction with other institutional benefits, such as employee tuition remission or the tuition exchange program. Awards are available only during the regular academic year and are not offered during the summer terms.

Avila University awards are partially funded through endowed funds donated by generous friends of the University.

**Private Scholarships**

Various service clubs, organizations, churches, schools and industries offer scholarships to students. High school counselors, libraries, and hometown newspapers are often excellent sources for information concerning private scholarships. The Financial Aid Office website provides a listing of various scholarship websites that will enable you to conduct your searches on your own and to apply for these scholarships online. For a complete listing students can visit www.avila.edu/financialaid/outside-scholarships.asp.

**State and Federal Programs**

Grants. The Federal Pell Grant, Federal Supplemental Educational Opportunity Grant and Access Missouri Grant are need based and awarded based on the results of the FAFSA. The Missouri Department of Higher Education offers additional state grants including the Missouri Higher Education Academic Scholarship (“Bright Flight”), Missouri Teacher Education Scholarship, and the Marguerite Ross Barnett Scholarship (for part-time students). For applications and additional information please visit the Missouri Department of Higher Education website at www.mdhe.mo.gov.

Loans. Students attending Avila University can borrow funds from the Federal Direct Stafford loan program, the Federal Perkins loan or through private lenders. Students completing the FAFSA will automatically be awarded all federal loans they are eligible for. The Federal Direct Subsidized Stafford Loan and the Federal Perkins Loan are based on financial need while the Federal Direct Unsubsidized Stafford Loan is not. Students are encouraged to exhaust federal loan options prior to applying for additional aid through private lenders. Also available is the Federal Direct Parent PLUS loan which allows parents to borrow for their dependent student’s cost of attendance.

Employment. Work-Study (Federal and Institutional) is a program providing on campus employment in a variety of settings for eligible students. Students are compensated at a competitive wage and may work between five and twenty hours per week during the academic year. Eligibility and award amounts are based upon demonstrated financial need, in combination with the total amount of financial aid received by the student from all other sources. To be considered for work study the student must have filed the FAFSA. Funding is limited and priority is given to students who have filed their financial aid application earliest.

Federal TEACH Grant. Avila University does participate in the Federal TEACH Grant program. This program provides grants of up to $4,000 per year to students who intend to teach in high need fields in a public or private elementary or secondary school that serves students from low-income families. For additional information regarding this program please contact the Financial Aid Office at 816-501-3600.

For additional information regarding state and federal funds please visit the Financial Aid Office website at www.avila.edu/financialaid.

**Satisfactory Academic Progress**

Federal regulations require institutions to establish minimum standards of satisfactory academic progress for students receiving federal, state and/or institutional financial aid. All aid applicants are required to maintain a designated grade point average (GPA) and satisfactorily complete a percentage of the number of credit hours they attempt. The full Satisfactory Academic Progress Policy is available at www.avila.edu/financialaid/academic-progress-policy.asp.

All students are encouraged to thoroughly read all information sent from the financial aid office including the terms and conditions for all awards prior to accepting their aid. For more information about the financial aid process, visit www.avila.edu/financialaid or contact the Financial Aid Office at 816-501-3600.
Academic Information

Academic Programs

The academic programs at Avila University are designed to provide a balance of liberal arts and professional education. Completion of the core requirements, major course work and electives lead to a baccalaureate degree. Through the Avila Advantage Program, students may earn one of three degrees. Classes may be taken day, evening or weekend. Special programs are available to all students and include the opportunity to enroll in a class at some of the area colleges/universities without charge, study abroad, spend a semester at one of the ten colleges sponsored by the Sisters of St. Joseph, participate in an Avila Study/Enrichment Tour or study in Washington, D.C. through the Washington Center. Academic credit may also be earned by examination or submission of a portfolio. The academic programs at Avila University reflect our commitment to excellence in teaching and learning.

Undergraduate Degree Programs

Degrees and Majors

Bachelor of Arts (B.A.)
- Art
- Business Education
- Communication
- Criminology and Justice Studies
- English
- History
- Music
- Psychology
- Religious Studies and Philosophy
- Sociology
- Theatre

Bachelor of Science (B.S.)
- Accounting
- Biology
- Computer Science
- Educational Studies
- Elementary Education
- Kinesiology
- Middle School Education
- Prehealth Professions
- Radiologic Science
- Software Engineering
- Special Education

Bachelor of Science in Business Administration (B.S.B.A.)
- Business Administration
- Finance
- Management
- International Business
- Marketing

Bachelor of Science in Nursing (B.S.N.)
- Nursing

Bachelor of Social Work (B.S.W.)
- Social Work

Bachelor of Fine Arts (B.F.A.)
- Art
- Theatre

Non-Degree Programs

- Education Certification

Minors

Minors are offered in most major fields (see the appropriate catalog section for details) only a minor is offered in the following areas:
- Anthropology
- Chemistry
- Dance
- Economics
- Secondary Education
- Art
- Biology
- English
- Unified Music: Vocal/Choral
- Social Studies
- Speech/Theatre
- Mathematics
- Political Science
- Pre-Law
- Spanish
- Women and Gender Studies
Avila Advantage Degree Programs

Degrees and Majors

Bachelor of Arts (B.A.)
- Business Administration
- Corporate Communication
- Human Resources
- Psychology

Bachelor of Science (B.S.)
- Healthcare Management

Bachelor of Science in Nursing (B.S.N.)
- RN to B.S.N.

Alternative Programs

Avila's Weekend Classes
Avila’s weekend classes are designed for students who find the weekend a convenient and attractive time for learning and study. They are designed to service students who, because of job and family responsibilities, find weekend classes compatible with their lifestyles and goals.

Weekend Options
There are two options for weekend classes from which a student might choose:

1. Weekend Intensive Classes: classes meet one, two or three weekends on Fridays from 6:00 to 10:00 p.m. and on Saturdays from 8:30 a.m. to 5:00 p.m.
2. Saturday Classes: classes meet for two, four or six Saturdays. See the course schedule for meeting dates and times.

Weekend Policies
Weekend Intensive and Saturday Only Classes:
- The closing date for registration in weekend intensive courses or Saturday only courses is one week prior to the beginning of the course.
- Weekend Intensive and Saturday only Withdrawal and Refund Policy.
  » Students may withdraw from a weekend intensive course that meets one weekend any time prior to the beginning of the course.
  » Students may withdraw from a two or three credit hour weekend intensive course or a Saturday only course, any time prior to the second weekend of the course.
  » Part-time students who withdraw from a weekend intensive course before the beginning of the course receive full tuition reimbursement.
  » Part-time students who withdraw after the first weekend (for weekend classes of 2 or 3 credit hours) but before the second weekend of the course will receive 50% reimbursement for the course tuition.
  » There is no refund if the withdrawal takes place after the second meeting of the class.
  » Full-time students who withdraw from a weekend intensive course before the beginning of the course receive tuition reimbursement as stated in the university catalog.
  » Weekend intensive courses require readings prior to the beginning of the class, and STUDENTS MAY BE TESTED ON THAT MATERIAL DURING THE FIRST EVENING OF CLASS. Students may obtain a copy of the reading assignment on Angel.
- Courses may require the completion of assignments after the last weekend meeting.
- Students are required to attend all sessions of a weekend intensive or Saturday only course. Missing any part of the class may result in either reduction of the final grade or assignment of “F” as the final course grade. Students who cannot attend all sessions should not enroll in a weekend intensive course or should withdraw from the class.
- The Credit/No Credit grade option is available to students for special session courses. For a one-credit course, this grading option must be contracted prior to the beginning of the course. If more than one credit, this grading option must be contracted prior to the second meeting of the course.

Avila Advantage in the School for Professional Studies

The Avila Advantage Program in the School of Professional Studies is an adult degree program leading to Bachelor of Arts degrees in Business Administration, Corporate Communication, Human Resources and Psychology, a Bachelor of Science degree in Healthcare Management and a post-licensure Bachelor of Science in Nursing (RN to BSN) degree. Applicants must be at least 23 years of age or have a minimum of 3 years of work experience. The program is taught in 8-week formats as well as weekend intensive and on-line courses throughout a trimester. Students may enter the program whenever a course starts. The format provides students options of multiple start dates and a supportive adult learning environment. Classes are offered on-site and off-site regionally. Avila Advantage classes meet from 6:00-10:00 p.m., Monday through Thursday, 6:00-10:00 p.m. on Friday, and 8:30 a.m.-5:00 p.m. on Saturday.

Avila Advantage Policies
- A voucher or letter of authorization from a student’s company will allow the Business Office to directly bill a student’s employer for the tuition due. An authorization to bill an outside source does not create a credit balance. Students are
responsible for the total tuition and other miscellaneous charges even though a third party may pay the university directly or reimburse the student.

- Deferred payment plans and promissory notes are available to Avila Advantage students enrolled in a full trimester of Avila Advantage classes.
- Avila Advantage students who register for at least six (6) trimester hours may be eligible for financial aid consisting of deferred student loans. All aid applicants must be accepted for admission to the program before an award is made.
- Financial aid, including loans, must be fully processed and loan checks or disbursing dates must be on record at registration time to be considered as reducing the balance due. If this is not the case, the student will be responsible for payment at the time of registration.
- Students who withdraw from eight-week classes are eligible for refunds under the following schedule:
  - complete refund if the withdrawal takes place before 5 p.m. on the night the class begins.
  - 75% tuition refund if the withdrawal takes place after the first meeting of the class.
  - 50% tuition refund if the withdrawal takes place after the second meeting of the class and before the third meeting.
- There is no fee for courses added after registration or changes made as a result of classes cancelled by the university.
- Students may withdraw from an 8-week course with a grade of W before the sixth class meeting.
- Students are expected to attend all classes for which they are registered. One or two absences are at the discretion of the instructor. More than two absences may result in a grade of “F.”
- Other than a guest speaker(s), only facilitator(s) and students enrolled in the specific course are allowed in the classroom.

Special Programs

Student Exchange Programs
The Sisters of St. Joseph College Consortium Student Exchange Program offers students the opportunity to enrich their educational experience at one or more of the 8 consortium institutions. For more information regarding eligibility, approval and deadline dates, contact the Registration and Student Records Office.

KCASE (Kansas City Area Student Exchange)
The KCASE program allows students enrolled for at least 12 hours at Avila, with written permission of the advisor and the Registrar, to take one course per semester at most colleges which belong to the Kansas City Area Student Exchange (KCASE). There is no payment of additional tuition. Only lab or special course fees must be paid at the college where the course is taken. Some of the colleges have restrictions on courses and programs offered. This exchange program does not apply to summer sessions. Students must complete both a KCASE request form and a Request to Enroll Off-Campus form. For additional information, contact the Registration and Student Records Office.

The Washington Center
Students interested in the operations of the government and the private sector are encouraged to participate in a special program that is sponsored by Avila University in conjunction with the Washington Center, a nonprofit educational organization located in Washington, D.C. Students can do semester-long internships giving them practical, hands-on experience at a variety of institutions and agencies including the Congress, the Justice Department, the State Department and the National Endowment for the Humanities. Students can also participate in one, two or three week symposia/seminars on timely issues and topics facing the country.

Avila Study/Enrichment Tours
National and international tours are led by Avila faculty throughout the academic year providing learning and travel experiences for students, alumni and friends of Avila. Persons may participate in these tours for academic credit. Tour schedules are available in the Academic Affairs Office.

Study Abroad
Avila students interested in earning credit while studying abroad are encouraged to participate in the Study Abroad program. Avila University has affiliated with Webster University and Butler University to offer study abroad opportunities in Switzerland, the Netherlands, England, Austria, Thailand, China, and Japan. Students interested in information on study abroad should contact the Study Abroad Coordinator at 816.501.3713.

Dual High School-College Credit
College credits earned through a dual high school-college program will be accepted as transfer credit provided that the college/university granting the credit is an accredited, degree-granting institution. These credits will be evaluated to determine whether the courses meet general education, program major or elective requirements. The evaluation criteria and policies for dual credit will be the same as those used for transfer credit at Avila University. Students who earn credit through a dual high school-college program must have an official transcript sent to the Avila University Registration and Student Records Office from the college/university granting the credit.

Those high school students who have finished either their sophomore or junior year in high school qualify to take classes at Avila University as dual-enrollee students. No student who has graduated from high school qualifies as a dual enrollee student.
Non-Traditional Credit Options

Policy
Avila University recognizes that learning can take place in settings other than classrooms. Academic credit is granted for this type of knowledge provided that it meets Avila’s criteria. The maximum number of hours accepted for all types of non-traditional credit, such as CLEP, credit for prior learning, correspondence, departmental challenge tests, etc., will not exceed 25% of the minimum hours specified for each degree program. This limit will not apply to programs which grant credit for structured learning from accredited programs in health care with demonstration of competency by registration/certification from a national accrediting agency.

Credits earned through transfer, prior learning portfolio, correspondence, military service or University Level Examination Program (CLEP) do not count as part of the final 30 hours of consecutive resident credits required for a degree at Avila University. Persons wishing to earn non-traditional credit must be currently enrolled at Avila University.

Options
College Level Examination Program (CLEP)
Specific CLEP examinations are accepted by Avila University. A student should check with the Registrar before taking an examination to determine its acceptability. CLEP tests are not administered by Avila University. They must be taken at another site and the results sent to the University.

A student who has CLEP credit on another institution’s transcript and wants that credit transferred must request that an official copy of the test score(s) be sent to the Avila University Registrar. Credit will be granted for those courses with scores meeting the Avila criteria for CLEP examinations.

Dantes Subject Standardized Tests (DSST)
Specific DSST examinations are accepted by Avila University. A student should check with the Registrar before taking an examination to determine its acceptability. DSST tests are not administered by Avila University. They must be taken at another site and the results sent to the University.

A student who has DSST credit on another institution’s transcript and wants that credit transferred must request that an official copy of the test score(s) be sent to the Avila University Registrar. Credit will be granted for those courses with scores meeting the Avila criteria for DSST examinations.

Departmental Examinations
Departmental Examinations for credit are administered at the discretion of each department and may be challenged as often as permitted by departmental policy. The university presumes that persons seeking such credit are sufficiently knowledgeable in the area to be tested to preclude any pretest tutorial service. Students interested in registering for departmental examinations should contact the specific department for further information. Forms and procedures are available in the Registration and Student Records Office. The fee for departmental examination is 30% of the current part-time tuition per credit hour. At the time of application, a nonrefundable payment of one-half of the fee to be charged for the credit to be earned by examination is due. Persons desiring credit by examination must be currently enrolled at Avila University.

Advanced Placement Credit
This credit is awarded to students who have earned satisfactory scores on Advanced Placement Examination of the College Entrance Examination Board during high school. To receive credit, official scores must be sent to the Registrar. Eligible credit will be awarded after the student begins attending Avila University. Additional information can be obtained from the Registrar.

International Baccalaureate Program
This program is a comprehensive and rigorous two-year curriculum, leading to examinations, for students aged between sixteen and nineteen. Students successfully completing all or parts of the program will receive the Diploma and/or Certificate from the International Baccalaureate Program. Students who earn the Diploma and/or Certificate must have an official transcript forwarded to the Registrar at Avila University. For information on credit granted through Avila University, students need to contact the Registrar.

Correspondence Credit
Nine semester hours of correspondence credit from accredited, degree-granting institutions will be accepted toward a degree.

Credit for Military Personnel
Avila University is a participant in the Yellow Ribbon Program. Military personnel and veterans will be granted credit for military service and college-level work completed in Military Service Schools or Regionally Accredited Colleges and Universities. Six hours of P.E. credit will be granted at no cost to a student upon presentation of DD 214/295 showing the minimum of one (1) year of military service. Some credit may be awarded for military courses. Submit a transcript of military courses completed for evaluation. No credit will be awarded for Military Occupational Specialties (MOS) training or job experience. Avila accepts several kinds of non-traditional credit including Advanced Placement, International Baccalaureate, the College Level Examination Courses (CLEP)
and Dantes Subject Standardized Tests (DSST) in accordance with University policy. Military personnel and veterans should submit official transcripts and/or official scores on standardized tests to the Registration and Student Records Office to be evaluated for credit toward a degree.

Credit for Prior Learning
Avila provides academic credit for prior learning which parallels department curricula based upon documentation presented in a structured portfolio. Students interested in applying for prior learning credit should consult their advisors for detailed information. Procedures and forms can be obtained in the Academic Affairs Office. Upon approval, a grade of CR (Credit) and credit hours are assigned. The fee for prior learning credit is 30% of current part-time tuition per credit hour.

Continuing Education
Courses at Avila University may be taken for continuing education on a space-available basis. Since no academic credit is awarded, students are not required to meet the admission requirements of the university. A stipulation of the continuing education option is mandatory class attendance. The level of class participation for continuing education is determined by the individual instructor.

Enrollment for this option begins in the Registration and Student Records Office at Blasco Hall during published in-person registration days and times. Enrollment in a lower division course for continuing education requires the appropriate prerequisites but does not require departmental approval. Enrollment in an upper-division course (course numbered 310 or above) on the continuing education option must have the approval of the department offering the course. A signature from a departmental representative is required. If a student withdraws from a course taken for continuing education, a refund will be granted according to the time frame for part-time students minus a $10 administrative fee.

Academic Policies
Catalog Student Must Follow
The catalog in existence at the time a student first enrolls at Avila University is the one a student must follow in order to fulfill graduation requirements. With departmental approval, a student may choose to fulfill degree requirements under a subsequent catalog in existence during the student’s attendance at Avila University. Once a student changes catalogs, the student may not revert to the earlier catalog. Forms to change a catalog are available in the Registration and Student Records Office.

If a student does not attend Avila University for four consecutive semesters (not including summer sessions), the student must then fulfill the requirements of the catalog in existence at the date of re-enrollment.

The dates of the catalog a student follows to fulfill degree requirements must be stated on the degree application.

Placement Examinations
For students taking the SAT, SAT scores will be converted to ACT equivalents.

Mathematics Placement
In order to ensure that students are registered for the most appropriate class, all students planning to register for MA 091, 115, 120, 121 or 241 as their first mathematics course at Avila must qualify for placement in these courses. Placement will be approved by an academic advisor based on a student’s recent (taken since January 1995) ACT math score or a score on the Avila University Mathematics Placement Examination.

English Placement
Students who plan to enroll in a writing course may be placed in one of three courses (EN 95, EN 111, EN 112) according to their background. Placement will be approved by an academic advisor based on a student’s ACT score in English Usage or a score on the Avila University English Placement Examination.

Transfer of Credit
Avila University accepts transfer credits from other institutions as recommended in the transfer credit practices directory published by the American Association of Collegiate Registrars and Admissions Officers.

Transfer Policies
Only courses from institutions holding accreditation from one of the regional associations of the Higher Learning Commission will be directly transferred. (Regional Associations include Middle States, North Central, New England, Northwest, Southern and Western Associations of Colleges and Schools.) A student wanting credit for unaccredited coursework may apply through one of the alternative credit processes (e.g., Credit for Prior Learning, Credit by Departmental Examination, CLEP).

Course work from unaccredited institutions that has been granted credit at another accredited institution will not be accepted as transfer credit at Avila University.

For students completing their first baccalaureate degree, all non-developmental courses
are transcripted and included in the career hours and grade point average. Transfer courses which are considered remedial or developmental will be transcripted but will not be included in the term or career hours or grade point average and cannot be used to meet institutional requirements for degree. Developmental courses can be used in the consideration of prerequisites for enrollment in additional coursework as determined by the faculty.

Transfer credits earned at an institution awarding credit hours in a format other than semester hours will have that credit converted to semester hours on the Avila University transcript.

Credits earned more than 15 years ago will be accepted toward a degree but not toward major/minor requirements. In some programs, some courses may need to be less than 10 years old to be accepted. In some instances, exceptions are granted with written approval of the School/College Dean and the Office of Academic Affairs.

Credit may be granted for work completed at a post-secondary level of a foreign institution. For review, transcripts must be submitted translated into English.

A student who has CLEP credit on another institution’s transcript and wants that credit transferred must request an official copy of the test score(s) be sent to the Avila University Registrar. Credit will be granted for those courses with scores meeting the Avila University criteria for CLEP examinations. The student will not be charged any additional fees if CLEP is on a transcript from another accredited institution. **CLEP test dates must be in the last ten years to be accepted for credit.**

Credit on another accredited institution’s transcript earned through an alternative means of credit at that institution (e.g., examination, credit for prior learning or experiential credit) will not be transferred to Avila University. The student may apply for credit through one of Avila University’s alternative credit methods.

Credits earned through transfer, prior learning credit military personnel, International Baccalaureate (IB), Advanced Placement (AP), College Level Examinations Program (CLEP), or Dantes Subject Standardized Tests (DSST) do not count as residential credit.

Avila University does not have a limit in the number of transfer hours accepted. Students transferring credit from a two-year accredited institution must also complete at least 64 semester hours from a four-year accredited institution as part of the degree requirements.

**Student Load and Classification**

A full-time undergraduate student carries from twelve to eighteen credit hours each semester. More than eighteen credits may be carried only with the written approval of the vice president of academic affairs. A part-time undergraduate student carries from one to eleven credit hours.

First-year class ................ 1 to 31 hours
Second-year class ............ 32 to 63 hours
Third-year class ............. 64 to 95 hours
Fourth-year class .......... 96 hours or more

**Academic Advising**

Students must meet with their assigned academic advisor. Academic advising is required prior to each registration. Students are encouraged to contact their advisor at other times throughout the semester for information about university policies, services or professional opportunities.

**Student Responsibility for Degree Completion**

Students should discuss their specific degree requirements with their academic advisors throughout their academic career. While an academic advisor is to be of help to a student in planning and confirming the student’s progress toward graduation, **ultimately it is the student’s responsibility to be familiar with the requirements for graduation, and to be aware of the number of hours he or she has completed towards graduation.**

**Exceptions to Academic Policies**

A student may request an exception to an academic policy or the degree requirements. An “Exception to Academic Regulations/Policies” form may be obtained from the Registration and Student Records Office. The request must be completed by the student with recommendations from the academic advisor and the appropriate dean. The form is submitted to the Academic Affairs Office for the final decision.

**Registration**

Students should register prior to the beginning of classes. Late registration or class section changes may be permitted:

1. During the first week of a 15-week course, including arranged classes;
2. On the first day of class for 5-week, 6-week, 7-week, and summer classes;

**Transfer Evaluation Fees**

First evaluation: no charge. Additional evaluations may be charged a $25 fee per evaluation.
3. Up to one week prior to the beginning of a Weekend Intensive course or an Avila Advantage course.

A late registration fee will be charged.

A student may not enroll in classes that meet simultaneously.

Permission to Attend Another College

A student in a degree program must have the written approval of the academic advisor and the Registrar to take courses at another college. This request may not be granted if the student is within thirty hours of a degree, if the course is available on campus, or if the student does not have a “C” average. Students not obtaining written permission prior to studying off campus may risk not receiving credit at Avila University. Permission forms may be obtained in the Registration and Student Records Office.

Repeated Course Work

Once enrolled at Avila University, a student may repeat a course only twice regardless where the course is taken. If a student repeats or duplicates a course, the most recent grade earned is reflected in the cumulative grade point average. However, all course entries remain a part of the permanent record, and credit is forfeited for all previous attempts. The Registration and Student Records Office cannot be responsible for notifying students of loss of credit by repeat course work until the student files an application for a degree.

Class Attendance

Students are expected to attend all sessions of courses for which they are registered. Excessive absence may result in a grade of “F.”

Active Military Duty

Avila University supports students who are members of a branch of the United States armed services and makes efforts to accommodate them academically when possible if they are called to active duty. All requests under this policy must be sent to the Academic Affairs Office.

Avila University limits academic residency to no more than twenty-five percent of the degree requirements for all undergraduate degrees for active-duty service members are enrolled. Reservist and National Guardsmen on active-duty are covered in the same manner.

Academic Honesty

Avila University expects and requires academic honesty from all members of the university community. Cheating, plagiarism and falsification of documents will not be tolerated and appropriate sanctions will be imposed.

The University defines “cheating” to include the following practices: stealing an exam; collaborating on projects where not allowed by the instructor; copying during exams; exchanging information during exams; using unallowable information as designated by the instructor; and buying, selling, or stealing copies of exams or other projects.

The University defines “plagiarism” as taking ideas from another and passing them off as one’s own. Included would be the practice of incorporating portions from a printed or online book or article into a paper and not acknowledging the source; copying a whole paper or report directly from a book or article; securing a paper or report from another person or an online source and submitting it as one’s own work.

The instructor who discovers that a student has cheated or plagiarized has the right and duty to impose an appropriate sanction. The maximum sanction available to the instructor is to dismiss the student from class and administer an “F.” Lesser sanctions, appropriate for the offense, may be selected at the discretion of the instructor. An attempt must be made by each instructor to treat each offense in a consistent manner within the same course. Repeated offenses may result in dismissal from the university.

After informing the student of the sanction, the instructor may (if this is a first offense) notify Academic Affairs as to the nature of the offense and the sanction imposed. After the student’s second offense, the instructor must notify Academic Affairs.

For the third reported offense of cheating or plagiarizing, the student will be required to appear before the Academic Progress Committee. After hearing the case, this board has the right to impose a further sanction beyond that imposed by the instructor. For repeated offenses, the maximum sanction available to the Academic Progress Committee is to dismiss the student from the University.

Records of accumulated reported offenses of cheating and plagiarizing will be maintained in the Academic Affairs Office. When the student graduates from Avila University, these records will be destroyed.

Program Changes and Withdrawals

Program changes and withdrawals are official when forms that are available in the Registration and Student Records Office have been obtained, completed, and returned by the student to that office. Students who do not attend or stop attending and who do not
officially withdraw from a course by the date published in the class schedule will receive a final grade of “F.”

All schedule cancellations or complete withdrawals will result in charges of $100.00 or $25.00 according to student status; all other changes in schedule will be charged $15.00 for each change. There is no fee for changes made as a result of classes cancelled by the University.

Credit Hours and Grading System

<table>
<thead>
<tr>
<th>Grades</th>
<th>Points per credit hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>A = Superior</td>
<td>4</td>
</tr>
<tr>
<td>B = Above Average</td>
<td>3</td>
</tr>
<tr>
<td>C = Average</td>
<td>2</td>
</tr>
<tr>
<td>D = Below Average</td>
<td>1</td>
</tr>
<tr>
<td>F = Failing</td>
<td>0</td>
</tr>
<tr>
<td>W = Withdrawal without academic assessment prior to the eleventh week of classes.</td>
<td></td>
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</tbody>
</table>

Note: For policy on weekend classes, see section on weekend classes.

AU = Audit. Courses may be taken for audit with the approval of the instructor. Students may change a credit course to audit prior to the eleventh week of classes; students may also change an audit course to credit with the permission of the instructor prior to the SECOND week of classes. Students auditing a course are required to meet the attendance and participation requirements of the course. If these requirements are not met, students will be withdrawn from the course by the instructor. A final grade of “AU” is recorded on the transcript.

CR/NC = Credit/No Credit. A grade of CR, Credit, indicates that a student has successfully fulfilled all the requirements of a course. Courses outside the major/minor may be taken for the Credit/No Credit option with the written approval of the instructor and the major advisor. Forms for this grading option are available in the Registration and Student Records Office. For semester-long courses, this option must be contracted with the instructor during the first week of the course. For a course that meets once, this grading option must be contracted prior to the beginning of the course. For a non-semester-long course that meets more than once, this grading option must be contracted prior to the second meeting of the course. Departments and programs may specify certain courses which may not be taken for this grading option. A department may require designated courses in the major to be graded Credit/No Credit. A student may choose up to 12 credit hours for this grading option excluding those hours designated by the department as Credit/No Credit.

I = Incomplete. Incomplete grades are only issued at the instructor’s discretion due to extenuating circumstances. Course work required for a grade must be completed and a final grade received in the Registration and Student Records Office within six weeks after the last day of the course unless a different time is stipulated by the instructor; if not, the grade of Incomplete will be changed to an “F.” The date for completed coursework must be included on the Incomplete Grade form and a copy provided to the student. The form must also include the work required to be completed by the student. All assigned incomplete grades must have a Contract for an Incomplete Grade Form completed and submitted by the instructor to the Registration and Student Records Office within one week of grade entry through MyAU. If the student and instructor wish to extend the original due date for the work to be completed, that extension must be submitted in writing by the instructor to the Registration and Student Records Office. If the timeframe will extend beyond six weeks after the last day of the course (not counting summer term), the extension must be approved by the School/College Dean and the Academic Affairs Office. The Contract for an Incomplete Grade Form can be obtained in the Registration and Student Records Office. A $5 fee will be added to the student’s financial account when the Contract for an Incomplete Grade Form is received in the Registration and Student Records Office.

Grade Point Average (GPA)

The basis for determining the academic standing is the point-hour ratio. The Grade Point Average (GPA) is obtained by dividing the total number of grade points by the total number of semester hours, including transfer credits, but excluding grading assessments of W, AU, CR/NC and I. Transcript letter grades may be assigned with + or -, but grade points will reflect only a letter grade in the computation of the GPA. All grades for courses retaken will be displayed on the transcript, but only the most recent grade will be averaged into the GPA.

For undergraduate students completing their first baccalaureate degree, all coursework completed, including all transfer work and developmental courses, will be transcripted. All coursework except transferred developmental work and Avila ILCP courses are included in the career grade point average.

Grade Reports

Mid-term and final grades are available on-line via a student’s My AU account. Paper grade reports are only mailed by specific request for tuition reimbursement.
Transcripts

Students who have satisfied all financial obligations to the University are entitled to a transcript of their academic record.

Due to the confidential nature of a student’s record, transcripts are issued only on written authorization of the student concerned. Telephone requests will not be accepted. Written requests should be directed to the Registration and Student Records Office.

OFFICIAL transcripts are forwarded directly by mail to other institutions. UNOFFICIAL transcripts are issued to the student at no cost for personal use. The fee for an official transcript is $7, payable in advance. Unofficial transcripts are also available on-line via a student’s MyAU account.

Current students may also order official transcripts online with a credit card via their MyAU account. This service is provided by the National Student Clearinghouse, which charges a processing fee in addition to the $7 transcript fee.

Release of Student Information - FERPA

Avila University is in compliance with the Family Educational Rights and Privacy Act (FERPA) of 1974. This Act, also known as the Buckley Amendment, helps protect the privacy of student records. The Act provides for the right to inspect and review educational records, to seek to amend those records, and to limit disclosure or information from the records.

Official student records are maintained in the Registration and Student Records Office. Students and parents of dependent students may request to review official educational records under the following procedure.

- The student must provide a written request to review the education record. Written requests need to identify the record(s) requested for review. Parents of dependent students must supply evidence of the income-tax dependency of the student if the student does not sign a release. If the parent provides documentation, the academic advisor and/or instructor will be notified.
- An appointment to review the record will be set with the Registrar/Director of the Office or with the Associate Vice-President for Academic Affairs within 45 days of the date the University received the request.
- If the student believes that inaccurate or misleading information is contained in the educational record, or that the information is in violation of the student’s rights of privacy, the student may submit a written request to the administrator of the office responsible for that record. The written request submitted should include the part of the record that is believed to need change and why it is believed the information is inaccurate, misleading, or in violation. The university will investigate the request and notify the student of the decision. If the record is not amended as requested, the student has the right to request a hearing.

Institutions may disclose information on a student without violating FERPA if they have designated the information as “directory information.” At Avila University, this includes:

1. Verification of enrollment status including full-time, part-time, graduate, undergraduate, and classification.
2. Student name, major and minor fields of study, academic honors, and degrees.
3. Student address and telephone numbers (only in connection with campus events and to persons with legitimate reason).
4. Student email address (only available to authorized users of the Avila University email system).
5. Dates of attendance.
6. Participation in campus activities and sports.
7. Weight and height of members of athletic teams.
8. Most recent education agency or institution attended and hometown.
9. Student photograph.

Students have the right to “opt out” of providing directory information. Requests to limit the release of directory information must be provided in writing to the Registration and Student Records Office by the end of the second week of each semester.

Institutions may disclose non-directory information without violating FERPA under the following conditions:

- with the student’s written request;
- to school officials with “legitimate educational interests;”
- to parents of dependent students;
- to a person in response to a lawfully issued subpoena or court order.

For questions regarding FERPA, please contact the Registrar or the Academic Affairs Office. Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-4605

Probation and Dismissal

All students who have been officially admitted to the University must maintain a cumulative grade point average of 2.0. The Admissions and Academic Progress Committee reviews the academic status of students at the end of the fall and spring semesters.
A student who receives two or more grades of “F” or whose cumulative grade point average falls below 2.0 in any semester is placed on academic probation. Probationary students may be required to participate in a university skills program, may be limited in the number of hours in which they may enroll while on probation, and/or given other conditions (e.g., grade requirements to be met, required to meet with an identified person).

The Committee on Academic Progress may remove a student from probationary status when the student has completed at least 12 credit hours while on probation, has shown progress toward a degree and has raised the cumulative grade point average to at least 2.0. Failure to meet the conditions may result in dismissal from the University. The probationary period may be extended beyond 12 credit hours with the approval of the committee. Dismissal from the University without a probationary period is possible if the student was admitted on a provisional status, has a cumulative grade point average below 1.6 or is classified as a senior. Students placed on academic dismissal may appeal the dismissal once in writing to the Academic Affairs Office.

Procedure for Grade Appeal
Students have recourse to an appeals procedure for the review of student course grades received at Avila University. Guidelines and Request Forms are available in the Academic Affairs Office. The deadline for appealing grades is Friday of the third week of the semester following the one in which the grade in question was received. The actual date is published online in the Academic Calendar.

Application for Degree
Students must file an application for degree with the Registration Office to be evaluated for graduation eligibility. There are four official dates each academic year used for graduation: December, May, June and August. The deadlines for applications are available in the Registration and Student Records Office and from academic advisors. Students who believe they are within 2-4 semesters of graduation should request a graduation audit to be completed.

After the request for graduation audit is received in the Registration Office, an audit of all academic work is completed by Registration Office staff to verify degree requirements not yet completed. Written notification is sent to the student and advisor for review and appropriate action. The application for graduation is completed with the anticipated date of graduation. Please check the Avila website for graduation application due dates: http://www.avila.edu/graduation

A graduation fee is added to the student’s financial account when the application is received.

If all requirements are not completed by the date specified in the graduation application, the student must file a change of graduation date form with the Registration and Student Records Office before a new graduation date will be granted.

Progress must be made in completing degree requirements within two years after last attending or you will need to reapply for re-admittance to the University and will fall under a new catalog for requirements, which could change what is needed for the completion of the degree.

Participation in Commencement
Traditional undergraduate students with nine (9) hours or less of coursework to complete during the summer session may participate in the May graduation ceremony. Advantage undergraduate students with (12) hours or less of coursework to complete in the summer term may participate in the May graduation ceremony. Requests for exceptions to this policy must be submitted in writing to the Academic Affairs Office. Students may only participate in one graduation ceremony for a given degree.

Academic Honors
Semester Honors
Dean’s List
Full-time admitted undergraduate students are eligible for the Dean’s List during fall and spring semesters. Students must have successfully completed at least 12 credit hours with at least a 3.500 semester grade point average. Students on the Dean’s List will receive notification from the Provost.

Graduation Honors
Graduation honors are awarded for baccalaureate degrees only. Honors for the first baccalaureate degree will be based on all work completed, including transfer work. Honors for the second baccalaureate degree will be based on Avila University work only. Students must have completed at least 64 hours of coursework at Avila after the completion of the first degree to be eligible for honors.

Graduation honors are based on the cumulative grade point average as follows.
Summa cum laude...............3.900 – 4.000
Magna cum laude..............3.700 – 3.899
Cum laude.......................3.500 – 3.699

Honors announced at the graduation ceremony will be based on the work completed the fall semester prior to May graduation. If a student did not attend the fall semester, the
announced honors will be based on the grade point average from the last semester of attendance prior to the fall semester.

Official honors will be recorded on the student’s diploma and transcript. Official honors are based on the final grade point average after the last semester of coursework is completed. Official honors may be different than those announced at graduation ceremony if a student’s grade point average changes the status during the last semester of coursework.

Honor Societies
• DELTA EPSILON SIGMA is a national scholastic honor society for students of Catholic colleges and universities.
• KAPPA DELTA PI is an international honor society for students majoring or minoring in education.
• KAPPA GAMMA PI is a national honor society for graduating seniors of Catholic colleges.
• PHI ALPHA, Xi Lambda chapter is a national honor society for social work students.
• SIGMA TAU DELTA is an international honor society for students completing a major or minor in English.
• SIGMA THETA TAU, International, Beta Lambda chapter, is a honor society for nursing students and nurses.
• PSI CHI is a national honor society for students completing a major or minor in psychology.

Degree Requirements

General Requirements for a Bachelor’s Degree
• Completion of at least 128 semester hours of academic work with a minimum grade point average of 2.0 (average grade of “C”).
• Completion of FS 101 First Year Seminar (Required of first-year students entering Avila directly out of high school).
• Of the minimum 128 semester hours required for graduation, at least 64 semester credits must be from accredited four-year colleges/universities. Only those courses designated by Avila University as college/university equivalent will be accepted for transfer credit.
• Completion of the Core Curriculum as stated on the following pages. All students must receive a grade of “C” or above in Core Composition, Communication, and mathematics courses.
• Completion of Communication Intensive Courses.
• Completion of a major of not fewer than 27 semester hours in one subject area including 21 semester hours in courses numbered 200 or above; a minimum grade of “C” in each upper-division course in the major.

• Completion of at least 12 upper-division hours in the major at Avila.
• No more than 60 hours in one area may be counted toward the 128-hour requirement for a bachelor’s degree. Exceptions to this limit may occur in specific degree programs. Any additional credit hours earned in a single subject beyond the designated limit will be counted as credits earned over and above the 128 required for the bachelor’s degree.
• Completion of any additional course requirements specified by the major degree program.
• Successful completion of recital, exhibit, project, research paper, oral examination and/or any other department evaluation requirement.
• Completion of the final 30 hours at the university.

Double Major and Degree Conferred
When two majors are completed in different degree areas (e.g., B.S., B.A.), the student must indicate which degree is desired.

When a double major is desired, the student must designate which major is the first major. In addition to meeting all requirements for the first major, the student must complete a minimum of fifteen credits (15) in the second major that are not already used to satisfy requirements for the first major or requirements for Core.

Second Degree
Requirements for earning two degrees to be awarded simultaneously:
• Completion of a minimum of thirty (30) semester hours at Avila University in addition to the minimum 128 hours required for the first baccalaureate degree for a total of 158 hours.
• Completion of both majors with at least 12 upper-division hours in each major taken at Avila University; a “C” grade is required in each upper-division course in the majors.

Requirements for earning a second degree after having been awarded a baccalaureate degree:
• Completion of a minimum of thirty (30) additional semester hours at Avila University after the awarding of the first baccalaureate degree.
• Completion of a major with at least 12 upper-division hours in the major taken at Avila University; a “C” grade is required in each upper-division course in the major.
• Completion of the core curriculum as stated earlier in this catalog.

Minor
At least 18 semester hours in a subject area are required for a minor. A minimum of 9 hours in the minor must be earned at Avila University with at least six (6) of these
semester hours at Avila in courses numbered 300 or above. (Note: If the minor is in Biology or Chemistry, only four (4) of the 10 semester hours in the minor at Avila must be in courses numbered 300 or above.) A grade of “C” or better must be earned for all graded courses required for the minor.

UNDERGRADUATE PROGRAMS AND COURSES

The Avila University Curriculum

An Avila University education prepares graduates for responsible life-long contributions to the contemporary world. The curriculum has well-defined outcomes and is designed to involve the student in the learning process. Through coursework and campus activities, the Avila student learns to communicate effectively, to employ higher level thinking skills, to acquire knowledge in the liberal arts and a field of specialization and to develop personally, spiritually, and socially. In order to participate in an education that has both breadth and depth, all students complete a Core curriculum and a major curriculum. Each course of study is designed so that clearly identified objectives are built upon and reinforced.

COMMUNICATION SKILLS

In the Core and major curricula, certain courses are designated as Communication Intensive courses. These courses incorporate assignments, activities and assessment focused on developing skills in listening, reading, writing, public speaking and group process. Avila students are expected to complete a specific number of these Communication Intensive courses in addition to English Composition and Fundamentals of Communication with a grade of “C” or better.

First-year students must complete English Composition and Fundamentals of Communication within the first thirty semester hours. To graduate, they must also complete five Communication Intensive (CI) courses. Of the five courses, one CI course must be a course in the Core curriculum, one must be a course in the major numbered 310 or above and one must be the capstone course in the major. At least two (2) CI courses must be completed by the end of sixty semester hours of credit.

Transfer students must complete the Writing and Communication requirements within the first thirty hours at Avila University. The number of Communication Intensive courses a transfer student must complete prior to graduation is determined by the number of transfer credits accepted by Avila University at the time of admission to the university.

• Less than 32 transfer credits: Same requirements as first-year students
• 32-63 transfer credits: Three CI courses including the capstone course in the major
• 64-95 transfer credits: Two CI courses including the capstone course in the major
• Greater than 95 transfer credits: The capstone course in the major

The course description in the catalog indicates if the course is a Communication Intensive course in the major and the capstone course in the major.

HIGHER LEVEL THINKING SKILLS

Throughout the curriculum, higher level thinking skills are addressed by focusing in each course on one or more of five modes of thinking. In this manner, students are provided multiple opportunities to practice and develop their critical thinking abilities within the context of various academic disciplines so that upon graduation they may be able to demonstrate higher-level thinking skills through creating and assessing various products and/or performances.

MATHEMATICAL COMPETENCY

Avila graduates are required to demonstrate university-level competency in mathematics. To meet this requirement all students must complete their mathematics Core requirement within their first forty-eight (48) credit hours at Avila. Students who need to take Foundations of College Mathematics I and/or II must complete these courses in their first thirty (30) credit hours at Avila University. All students must earn a grade of “C” or better to meet the Core requirement.

FUNCTIONAL COMPUTER LITERACY

Avila graduates are also required to demonstrate a functional level of computer literacy which includes operation of a computer using a library of software programs, knowledge of the various social and ethical issues relating to computer use, and utilization of computers to problem-solve and to access current information technologies. The faculty in each academic major determines how to meet this requirement.

UNIVERSITY-WIDE EDUCATIONAL OUTCOMES

Personal, Spiritual, and Social Development
Goal: Demonstrate personal, spiritual and social responsibility
The Avila graduate will be able to:
• Clarify and articulate a personal value system as a framework for ethical decision-making and behavior
• Cultivate and articulate one’s aesthetic response
• Demonstrate self-motivation, intellectual curiosity and openness to differing perspectives
• Demonstrate sensitivity to socio-cultural diversity
• Address issues of social justice Take responsibility for one’s own well-being
• Participate in group interaction to achieve an identified goal
• Demonstrate civic, social, and ecological responsibility

Communication
Goal: Demonstrate the ability to communicate in a clear, concise and coherent manner.

The Avila graduate will be able to:
• Employ active listening techniques, including summarizing, paraphrasing, questioning, and nonverbal response
• Read a document and demonstrate an understanding of its written and quantitative content
• Make a clear, well-organized verbal presentation
• Write a clear, well-organized paper, using documentation and quantitative tools, when appropriate
• Use group process skills

Higher Level Thinking
Goal: Demonstrate higher-level thinking skills through creating and assessing various products and/or performances.

The Avila graduate will be able to:
• Identify a problem and using the steps involved in problem-solving processes, develop viable solutions
• Employ skeptical, evaluative and logical approaches in processing information and drawing conclusions
• Make and evaluate decisions based on appropriate criteria and projected consequences
• Generate new images, concepts, possibilities and/or interpretations and connect apparently disparate ideas
• Analyze one’s own thinking processes, including how one’s experiences, feelings, ideas, and intuition affect thinking

Knowledge
Goals: The Avila graduate will
• History: Demonstrate an understanding of the human experience from an historical perspective.
• Literature: Demonstrate an understanding of literature representing diverse cultures and the literary terminology necessary to its interpretation.
• Religious Studies and Philosophy: Demonstrate knowledge of Philosophers, theologians and other great thinkers and their influence on the development of civilization.
• Art/Music/Theatre: Articulate an understanding of the arts through experiential and intellectual responses.
• Natural Science: Demonstrate fundamental understanding of the scientific process applying knowledge from a least one scientific discipline.
• Social Institutions: Demonstrate an understanding of the functioning of various social institutions, how they are related to each other and how they impact lives.
• Self and Society: Demonstrate an understanding of individual or group behavior and cultural diversity through application to key social problems.

AVILA UNIVERSITY CORE CURRICULUM

The Core curriculum is divided into three levels and is designed to be completed over the period of time needed to meet the requirements for the baccalaureate degree. Level I-Foundations provides the basic skills essential for effective participation in other classes as well as the professional world. Level II-Heritage, the Contemporary World and Self addresses the breadth of knowledge expected of a liberal arts education. Level III-Application and Integration challenges the student to integrate prior knowledge and create new ideas through interdisciplinary coursework. Level III classes are open only to students who have completed Level I and fifteen hours of coursework in Level II.

LEVEL I – FOUNDATIONS
Goal: Demonstrate basic skills as an essential foundation for effective learning in the University environment.

Intended Learning Outcomes
• Employ active listening techniques –
• Read a document and demonstrate an understanding of its written and quantitative content –
• Make a clear, well-organized verbal presentation –
• Write a clear, well-organized paper, using documentation and quantitative tools, when appropriate
• Use group process skills
• Know mathematics as an art, a science and a language
• Understand and use information systems
Coursework
CO 110 Fundamentals of Communication (3 hr)
EN 111 OR 112 Composition I or II (3 hr)
FS 101 or 102 First-Year Seminar (First-year students only) (1-3 hrs)
MA 115 Finite Mathematics OR
MA 120 College Algebra OR
MA 125 Precalculus OR
MA 241 Calculus and Analytic Geometry I (3-5 hrs)
Computer competency as determined by major

TOTAL for Level I: 10-14 hrs.

LEVEL II - HERITAGE, THE CONTEMPORARY WORLD, AND SELF

History Goal: Demonstrate an understanding of the human experience from an historical perspective.

Intended Learning Outcomes:
Knowledge of:
• Western and non-western experience from a historical perspective
• Physical, economic and social geography
• Cultural diversity in U.S. and world
• U.S. history

Coursework (3 hr)
HI 111 World History I
HI 112 World History II
HI 121 The American Experience I
HI 122 The American Experience II

Literature Goal: Demonstrate an understanding of literature representing diverse cultures and the literary terminology necessary to its interpretation.

Intended Learning Outcomes:
Knowledge of:
• Cultural diversity in U.S. and world
• Western and non-western experience from a historical perspective
• U.S. history and literature
• Literature and language through experiential and intellectual understanding of elements and principles
• Writers and their influence on the development of civilization

Coursework (3 hours of PL; 3 hours of RS; and an additional 3 hours from PL, RS or IS crossed with PL or RS—9 total hours in 2 areas)

1. Three hours of PL courses ONLY from the following:
   PL 111 Introduction to Philosophy
   PL 113 Critical Reasoning
   PL 221 Philosophy of Religion*
   PL/WS 226 Feminist Theory
   PL 238 Social and Political Philosophy
   PL 255 Ethics

2. Three hours of RS courses ONLY from the following:
   RS 111 Introduction to Religious Studies
   RS 117 World Religions
   RS 221 Philosophy of Religion*
   RS/WS 225 Catholicism
   RS 227 Images of Jesus
   RS 231 Christianity
   RS 233 American Religious History
   RS 251 Islam
   RS 252 Judaism

*Student must enroll in either PL 221 or RS 221 as preferred to count for section #1 or section #2 above. This course may not meet requirements for both sections #1 and #2 and may not be changed after completion of the course.

Religious Studies & Philosophy Goal: Demonstrate knowledge of philosophers, theologians, and other great thinkers and their influence on the development of civilization.

Intended Learning Outcomes:
Knowledge of:
• Major ethical theories
• The Judeo-Christian tradition
• Philosophers, theologians and other great thinkers and their influence on the development of world civilizations
• A personal value system as a framework for ethical decision making and behavior
3. Three hours of an additional PL or RS course from the following:
   a. Three hours from any of the courses listed above in #1 or #2, OR
   b. Level III IS course cross listed with PL or RS taken for this requirement will be double-counted as CORE III and ONLY this part of CORE II (not #1 or #2 above).

Art/Music/Theatre Goal: Articulate an understanding of the arts through experiential and intellectual responses.

Intended Learning Outcomes:
Knowledge of:
• The arts through experiential and intellectual understanding of their elements and principles
• Articulated responses to aesthetic experiences

Coursework (3 hr)
AR 110 Introduction to Art
AR 181 Survey of Art I
AR 183 Survey of Art II
MU 110 Music Appreciation
MU 221 Divas, Ingénues and Vixens
TR 110 Theatre Appreciation
TR 223 History and Literature of the Theatre I

Natural Science Goal: Demonstrate fundamental understanding of the scientific process applying knowledge from at least one scientific discipline.

Intended Learning Outcomes:
Knowledge of:
• The nature and limits of science
• Atomic and molecular basis of all matter
• Physical laws of nature or
• Concepts that characterize and govern living systems

Coursework (4 hr)
BI 111 General Biology: Cells and Genes
BI 112 General Biology: Ecology and Evolution
BI 115 Introduction to Environmental Science
CH 115 Molecules that Matter
CH 131 General Chemistry I
NS 221 Physical Geology
NS 231 Descriptive Meteorology
PH 117 Physics Concepts
PH 232 General Physics II

Social Institutions Goal: Demonstrate an understanding of the functioning of various social institutions, how they are related to each other and how they impact lives.

Intended Learning Outcomes:
Knowledge of:
• Diverse political, social and economic systems
• Function, structure and interrelationships of political, social and economic systems of the U.S.
• Ways to demonstrate civic responsibility

Coursework (3 hr)
BU 230 Personal Financial Management
BL/BU 305 Legal Aspects of Business I
EC 195 Survey of Economics
PS 120 American National Government
SO 101 Introduction to Sociology*
SW 205 Social Problems/Social Change
SW 225 Introduction to Social Welfare

Self and Society Goal: Demonstrate an understanding of individual or group behavior and cultural diversity through application to key social problems.

Intended Learning Outcomes: Self and Society
Knowledge of:
• Theories which describe or explain individual and group behavior
• Cultural diversity in U.S. and world
• Key social problems
• Ways to demonstrate social responsibility

Coursework (3 hr)
AN/SO 122 Introduction to Cultural Anthropology
CO/PY 212 Conflict Resolution
CO 225 Mass Media and Society
PY 101 General Psychology
PY 224 Human Relations in Organizations
PY/WS 314 Psychology of Gender
SO 101 Introduction to Sociology*

*If Introduction to Sociology is taken in one area, it may not be taken in the other area.
TOTAL for Level II: 25-28 hrs.

LEVEL III - APPLICATIONS AND INTEGRATION

Goal: Demonstrate the ability to effectively integrate, synthesize and communicate knowledge from at least two disciplines.

Level III Courses are Interdisciplinary courses that cross disciplines from any two or more areas of the university and are taught at the 310 level or above. They reflect the unique talents and interests of the faculty, use primary sources, address university outcomes and emphasize higher level thinking skills. Students may register for Level III courses only after completing Level I requirements and 15 credit hours of Level II. See Interdisciplinary Studies-IS.

TOTAL for Level III: 6 hrs.

MAJOR CURRICULUM

Each student chooses an academic area to study in-depth and must complete the requirements for that program in order to graduate. The curriculum for each of Avila’s major programs provides a well-developed set of courses to meet the identified outcomes of each program as well as opportunities for independent work, practica, internships and senior projects.

ASSESSMENT PROGRAM

Avila University is committed to evaluating the performance of the university as well as the academic achievement of the students. Assessment at Avila is a multidimensional, ongoing process of gathering, interpreting and sharing information about the learning and development of Avila’s students. This information is used to determine student achievement; to evaluate the effectiveness of the curriculum; to guide the revision of programs, courses and instruction; and to serve as a catalyst to aid students in self-evaluation and goal setting. Assessment at the undergraduate level addresses the learning outcomes for the Core Curriculum as well as the major. Graduate assessment focuses on the educational outcomes associated with each of the graduate programs. Students participate in assessment activities throughout their time at the university and after graduation as alumni. These activities include surveys, standardized examinations, in-class assessments, portfolios and final projects or theses.

Programs and Courses of Instruction

Course Numbering System

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>001-099</td>
<td>Developmental Courses (Credit Type DV*)</td>
</tr>
<tr>
<td>100-309</td>
<td>Lower division courses; may have prerequisites</td>
</tr>
<tr>
<td>310-499</td>
<td>Upper division courses</td>
</tr>
<tr>
<td>500-599</td>
<td>Foundational graduate courses and Education graduate certification courses</td>
</tr>
<tr>
<td>600-699</td>
<td>Graduate courses</td>
</tr>
</tbody>
</table>

*DV - Developmental courses completed at Avila count toward Term hours, Term GPA and Career GPA, but are not counted in Career hours. Developmental courses completed at another institution are counted in Term hours and Term GPA, but are not counted in Career hours or Career GPA.

ACCOUNTING (AC)

The Bachelor of Science in Accounting prepares students for careers in public, corporate, governmental, or non-profit accounting. Depending on their interests, students may pursue either the Public or the Corporate Accounting track. Working with an accounting faculty advisor, students can choose the track which fits their interests.

Students majoring in Accounting are versed in all aspects of accounting including practice, theory, and professional ethics. In addition, graduates who complete both the Bachelor of Science in Accounting and the MBA in Accounting will satisfy the 150 hours requirements of both Kansas and Missouri to sit for the CPA exam.

Accountants need critical business skills to advance in the ranks of management. The accounting program includes appropriate business coursework so that students develop those skills.

The School of Business has several outcomes expected of all Accounting Majors. These are:
1. Be able to identify, measure, summarize, and analyze financial and tax data. (AC 452, AC 362)
2. Demonstrate knowledge of ethical professional responsibilities. (AC 370)
3. Demonstrate knowledge of the meaning, application and methodology for attest services. (AC 370)

CATALOG COURSE INFORMATION

The number in parentheses after the course title indicates the credit in semester hours.

The letters following the course description indicate the semester in which the course is given. Fall semester course offerings are indicated by FA; spring semester, SP; summer session, SU. Where frequency of course offering is not indicated, the course is given as required.
For a complete listing of accounting courses that meet these outcomes and for a copy of the comprehensive assessment plan, please contact the School of Business.

The degree requirements for the Bachelor of Science in Accounting are listed below.

**Corporate Accounting Track**

1. Completion of at least 128 semester hours of academic work with a minimum overall grade point average of 2.0 and no more than 77 hours of School of Business courses. Business courses that are cross-listed are counted against the 77 hour limit.
2. Achievement of a minimum grade of “C” in all courses specifically required for the degree.
3. Completion of at least 12 hours of upper-division courses in accounting at Avila University.
4. Avila students who wish to take upper-division courses off campus to satisfy the Accounting major will have prior departmental approval and must take them at a four-year school. Courses transferred at the time of admission to Avila will be evaluated for accounting upper-division credit. At admission, business law may be transferred from a two-year school to satisfy BL 305 Legal Aspects of Business I.
5. Completion of the final 30 hours at the university.
6. The candidate must fulfill the University Core Curriculum requirements as stated earlier in this catalog. The School of Business specifically requires the following core classes be included within each candidate’s core curriculum: PY 101 General Psychology, CO 110 Fundamentals of Communication, EN 111 English Composition I and EN 112 English Composition II, and MA 120 College Algebra, or a higher level Mathematics course. All specifically required courses must be completed with a letter grade of “C” or better.
7. Computer competency will be demonstrated by completion of CS 110 Understanding Computers, with a letter grade of “C” or better.
8. Completion of the following Business Core requirements: 30 semester hours.
   - AC 201 Principles of Accounting I
   - AC 202 Principles of Accounting II
   - EC 202 Principles of Microeconomics
   - EC 203 Principles of Macroeconomics
   - EC 240 Statistical Analysis
   - CS 110 Understanding Computers
   - BL 305 Legal Aspects of Business I
   - MK 310 Marketing
   - MG 321 Management
   - MG 322 Organizational Behavior & Development
   - FI 330 Finance
9. Only one repeat of a required undergraduate Accounting, CS, or other School of Business course by an Accounting Major will be permitted.
10. In addition to the University Core Curriculum requirements and the Business Core requirements listed above, students must complete the following Accounting Major Courses for the Corporate Accounting track:
   - AC 202 Principles of Accounting II
   - EC 202 Principles of Microeconomics
   - EC 203 Principles of Macroeconomics
   - EC 240 Statistical Analysis
   - CS 110 Understanding Computers
   - BL 305 Legal Aspects of Business I
   - MK 310 Marketing
   - MG 321 Management
   - MG 322 Organizational Behavior & Development
   - FI 330 Finance

**Public Accounting Track**

In addition to satisfying all of the requirements for the Corporate Accounting track (1-10) above, the student must complete the additional undergraduate courses listed below.
- BL 345 Legal Aspects of Business I
- EC 241 Quantitative Analysis
- Upper Division Economics course
- Plus 6 semester hours of upper division Business School electives that may include BL 345 and any upper division Economics course.

**ACCOUNTING COURSES (AC)**

- AC 201. Principles of Accounting I. (3)
- AC 202. Principles of Accounting II. (3)
- EC 202. Principles of Microeconomics. (3)
- EC 203. Principles of Macroeconomics. (3)
- EC 240. Statistical Analysis. (3)
- CS 110. Understanding Computers. (3)
- BL 305. Legal Aspects of Business I. (3)
- MK 310. Marketing. (3)
- MG 321. Management. (3)
- MG 322. Organizational Behavior & Development. (3)
- FI 330. Finance. (3)
- AC 202. Principles of Accounting II. (3)
- AC 201. Principles of Accounting I. (3)
- EC 202. Principles of Microeconomics. (3)
- EC 203. Principles of Macroeconomics. (3)
- EC 240. Statistical Analysis. (3)
- CS 110. Understanding Computers. (3)
- BL 305. Legal Aspects of Business I. (3)
- MK 310. Marketing. (3)
- MG 321. Management. (3)
- MG 322. Organizational Behavior & Development. (3)
- FI 330. Finance. (3)

8. Completion of at least 12 hours of upper-division courses in accounting at Avila University.
9. Only one repeat of a required undergraduate Accounting, CS, or other School of Business course by an Accounting Major will be permitted.
10. In addition to the University Core Curriculum requirements and the Business Core requirements listed above, students must complete the following Accounting Major Courses for the Corporate Accounting track:

**MBA (Accounting Concentration)**

The following graduate courses, in addition to those for the undergraduate Public Accounting Track, will satisfy state requirements to sit for the CPA exam.
- EC 603. Business & Economic Forecasting. (3)
- MG 622. Organization Behavior & Development. (3)
- FI 635. Financial Management II. (3)
- IM 661. Management Information Systems. (3)

**or**
- EC 611. Aggregate Income Analysis. (3)
- BU 699. Organizational Policy & Strategy. (3)
- AC 655. Advanced Cost Accounting. (3)
- AC 670. Advanced Auditing. (3)
- AC 675. Advanced Accounting Theory. (3)
- Elective (3 semester hours)

Upon completion of the MBA coursework, the Master of Business Administration degree will be awarded.
determination, and the use of quantitative techniques. Required for Accounting Majors. Prerequisite: AC 202. SP.

AC 361. Intermediate Accounting I. (3) Review of the accounting process, extensive study of working capital accounts and operational assets. Prerequisite: AC 202. FA.

AC 362. Intermediate Accounting II. (3) Study of long-term assets and debts, stockholders’ equity, and financial statement analysis. Prerequisite: AC 202. SP.

AC 365. Accounting Information Systems. (3) Study of the design and use of the accounting information system within the organization. Prerequisites: AC 202, CS 110 (or equivalent). FA, as needed.

AC 370. Auditing. (3) Study of the verification of accounting records for financial audits, with emphasis on the ethical and legal aspects of the auditor’s work. Prerequisites: AC 362 or concurrent enrollment. SP.

AC 380. Accounting Special Topics. (1-3) Selected topics to be determined at the discretion of the department.


AC 452. Tax Accounting II. (3) Study of federal income taxation as applied to corporations and partnerships; introduction to tax planning. Meets the Communication Intensive course requirement in the major. Prerequisite: AC 451. SP.

AC 460. Advanced Accounting. (3) Advanced study of accounting procedures and theories applicable to consolidations and partnerships, bankruptcies, estates and trusts. Prerequisite: AC 362. FA.

AC 475. Accounting Theory. (3) Study of not-for-profit accounting, international accounting and the development of accounting theory. Meets the Capstone course requirement in the major. Prerequisite: AC 362. SP.

AC 490. Directed Studies in Accounting. (1-6) Study of an approved topic not parallel with the content of another course.

AC 495. Accounting Internship. (1-6) Structured learning/work experience performed in a position approved by the department. Maximum total credit for any one student is 6 hours. Credit/No Credit only.

**Anthropology (AN)**

No major is offered.

Minor: AN 121, 122, 451 and 9 hours selected from other anthropology courses.

**Anthropology Outcomes:**

In addition to the above listed course requirements, anthropology minors will be expected to meet the following program outcomes:

1. Identify the elements of the anthropological perspective and apply the perspective to current topics and her or his own life. (All AN)
2. Effectively employ quantitative and qualitative methodologies to gather and interpret data about anthropological topics (AN 121, 122, 451).
3. Recognize and appreciate diversity in individuals, cultures and social systems. (All AN)

**Assessment:** The outcomes of the anthropology minor are assessed through a wide variety of quizzes, written assignments and oral presentations in the required courses. AN 451, Field Experience in Anthropology, provides a capstone experience to the minor and provides an overall assessment of each of the outcomes.

**ANTHROPOLOGY COURSES (AN)**

AN 121. Human Evolution and Archaeology. (3)

An introduction to physical anthropology and archaeology. The course will include an examination of human prehistory, primates and primate behavior, the evolution of the human species, and early human cultures. The theoretical basis and methods used in physical anthropology and archaeology will also be covered throughout the course. Includes a field experience.

AN/AN 122. Introduction to Cultural Anthropology. (3)

A survey of world cultures, both past and present. Of particular importance will be an examination of cultural universals and cultural variations throughout the world. The theoretical basis and methods used in cultural anthropology will also be covered throughout the course. CORE-II.

AN/AN 221. Cultures of the World. (3)

A survey of the cultural and social processes that influence human behavior with comparative examples from different ethnic groups around the world. The course will focus on a comparative analysis of economic, political, religious, and family structures in Africa, the Americas, Oceania, and the Orient. May be repeated for credit, not to exceed course maximum credit of 12 credit hours.

AN 305. Aging in Other Cultures. (3)

A systematic examination of the variations in aging experienced throughout the world. Some topics which are examined include: the status of the aged, the aged and family life in various cultures, and the aged and work in different societies.

AN/WS 318. Women in Other Cultures. (3)

A cross-cultural study of women’s status and roles in selected ethnic or cultural groups in differing stages of development including forager, agrarian, industrial, and post-industrial societies.

AN/WS 337. Family in Other Cultures. (3)

This course is a comparative, cross-cultural study of the family in selected societies. Through a discussion of different family systems, a comparison will be made with the American system.
AN/SO 364. Forensic Science. (3)
This course focuses on the use of physical and biological evidence for both legal and humanitarian reasons. The course will explore methods by which forensic scientists, especially forensic anthropologists, search for, recover and identify evidence from a variety of crime scenes. Topics include the history of forensic science, the physical and biological parameters of evidence, the methods of life history reconstruction of a crime victim, and the ethics of forensic analysis. Recovery methodologies will be addressed through field trips to forensic laboratories and mock excavations. SP, alternate years.

AN 380. Topics in Anthropology. (3)
Seminar on topics of current interest within the field of anthropology. Possible topics are generated from the anthropology subfields of cultural anthropology, physical anthropology and archaeology. Consent of instructor.

AN 451. Field Experience in Anthropology. (3)
This course gives students with a minor in anthropology the opportunity to utilize the theoretical background and methods learned in other classes in an actual field experience. Prerequisites: AN 121 and 122.

Art + Design (AR)
The Art foundation courses provide broad experience in conceptual thinking as well as technique in order to provide students with an opportunity to determine and develop strengths and interests. A concentration need not be selected until the second year of full-time study.

Outcomes for Art Majors:
Each art major should be able to:
1. Understand the stylistic, cultural and social concepts and characteristics of the major artistic periods (AR 181, AR 183, AR 387);
2. Understand principles of color theory, space, and form within two-dimensional and three-dimensional space (AR 117, AR 218, AR 219);
3. Possess fundamental technical skill in various media including drawing, photography and others (AR 111, AR 221, AR 231, AR 261, AR 351, AR 365).

In addition to the art major outcomes, each graphic design major should also be able to:
1. Possess a repertoire of methods to organize textual and visual information (AR 442, AR 443, AR 447);
2. Understand technical aspects of graphic design production including computer software and printing technology (AR 271, AR 379, AR 471).

In addition to the art major outcomes, each art therapy major should also be able to:
1. Understand the relationship between an individual's self-expressive art-making and its role within the science of art therapy (AR 251, AR 459).

In addition to the art major outcomes, each art education major should also be able to:
1. Develop and implement an art program for elementary and secondary school (AR 111, AR 212, AR 221, AR 231, AR 261).
2. Introduce art as an integral part into an overall education program.

The outcomes for Art + Design majors are assessed through a combination of written and performance examinations, performance assignments, portfolio of completed projects, and for Graphic Design majors, a portfolio reflecting a selection of assignments completed throughout the program. This portfolio is formally constructed in AR 497 and is reviewed by two A + D faculty as well as professionals in the design community.

Students must have a minimum grade of ‘C’ for all Art courses.
Students may not repeat an art course more than one time.

DEGREES OFFERED:
Bachelor of Fine Arts, (B.F.A.) Major in Art with concentration in Graphic Design. A maximum of 75 hours in any single subject is allowed. Computer competency is met by AR 271, 379, or 471.

Bachelor of Art, (B.A.) Major in Art with choice of Art Education or Art Therapy. A maximum of 60 hours in any single subject is allowed. Computer competency is met by AR 271, ED 320 or CS 110.

Art Foundation, (B.A. or B.F.A.) AR 111, 117, 181, 183, 212, 218, AR 387 or upper-division art history, plus choice of concentration.

Concentrations:
Graphic Design (B.F.A.) Art Foundation courses plus AR 221, 245, 261, 271, 322, 345, 346, 379, 442, 444, 447, 471, 495, 497, 498; Art electives (6 hrs.).

Graphic Design
Students enrolled as Graphic Design majors and minors must submit a complete portfolio of work produced in AR 245 Typography I a portfolio must be submitted by the last course date, not including finals. The portfolio will be reviewed by two Art & Design faculty and one outside graphic design professional. Work produced in other AR courses may also be considered. The Review Committee must approve the student’s portfolio in order for the student to continue as a Graphic Design major/minor. The Review Committee will notify the student of the decision by Friday the week before finals.

Art Education (B.A.) Students major in Art and minor in Secondary Education. Art Foundation courses plus AR 219, 221, 231, 261, 351, 355, 365; plus required Education coursework. Computer elective (3 hrs.). A program in Art Education, K-12 certification, approved by the State of Missouri, is offered. Kansas certification requirements may be completed concurrently. See the Secondary Education minor information in the Education section of the catalog for Education coursework.

Art Therapy (B.A.) The B.A. prepares students to continue in a graduate-level program in Art Therapy or a related field. Art Foundation courses plus AR 219, 221, 231, 251, 261, 351, 355, 359, 365;
not count toward an Art major. CORE-II. No prerequisite. FA, SP, SU online.

AR 111. Beginning Drawing. (3)
Development of traditional drawing skills through observation to aid expressive and pictorial accuracy. Understanding the fundamental language including line, form, light, space, movement, surface, tone, texture, and the personal mark. Basic perspective, still life studies, landscapes, interiors, and the figure may be explored. FA.

AR 117. Two-Dimensional Design. (3)
Basic visual elements upon which all form, human-made and organic, is based. Function of compositional elements through organization upon a two-dimensional surface, including principles such as pattern, rhythm, repetition, and closure. FA.

AR 181. Survey of Art I. (3)
Major works of art and architecture in the western tradition from pre-history through the Gothic period. For Art majors and students with appropriate interest. Reading and writing intensive. CORE-II. FA.

AR 183. Survey of Art II. (3)
Major works of art and architecture in the western tradition from the Renaissance through the 20th Century. For Art majors and students with appropriate interest. Reading and writing intensive. CORE-II. SP.

AR 212. Intermediate Drawing. (3)
Emphasis on the figure as subject as well as on still life, landscape, etc. Drawing problems of gesture, movement, rhythm,

shape, and volume. Encouragement of experimentation and personal expressive interpretation. Variety of drawing media used. Professional model. Prerequisite: AR 111. SP.

AR 218. Principles of Color Theory. (3)
Understanding of color relationships, the physical properties of pigments and color perception through a variety of media for artistic application. SP.

AR 219. Three-Dimensional Design. (3)
Fundamental principles of three-dimensional form and their application. Exercises in mass, volume, weight, movement, and light, as well as additive and subtractive techniques, and materials investigation. Prerequisite: AR 117. FA, even years.

AR 221. Beginning Photography. (3)

AR 229. Introduction to Art Therapy. (3)
The historical foundations of the profession of art therapy, including the development of the field and what has influenced its past as well as future directions, and study of managed care, multicultural, ethical and other current influences. The benefit with various populations and settings in which art therapies work, reinforced with visits from local art therapists. Review of what is required to become a Registered Art Therapist. Prerequisites: PY 101 and 201. FA, even years.

AR 226. Beginning Painting. (3)
Introduction to oil painting media and techniques including the basic qualities of paint, grounds, color mixing, and using tools. Elements of composition, color, and form within the context of figure, landscape, and still-life painting. Prerequisite: AR 111. 3 semester rotation – check with advisor.

Major requirements for graduation:
1. Senior Exhibit. The graduating Graphic Design senior must exhibit advanced works. Application for the Senior Exhibit in Thornhill Gallery must be made one semester prior to graduation. An exhibit committee consisting of the Gallery curator, Art & Design Chair, and principal concentration instructor will review and approve works for inclusion in the exhibit. At the discretion of the Department, one work may be selected from the exhibit for inclusion in the University’s permanent collection.
2. Graduation requirements for the Art major in Art Education and Art Therapy include an optional Senior Exhibit.

Minors:

STUDIO ART MINOR: AR 111, 117; 181 or 183 (3 hrs.); 212, 221, 231, 261, 351, 355 or 365 (6 hrs.)

GRAPHIC DESIGN MINOR: AR 117, 245, 271, 345; 346 or 379 (3 hrs.); 442, 447 or 471 (3 hrs.).

ART COURSES (AR)

AR 110. Introduction to Art. (3)
Offers a body of information and experience for making knowledgeable judgments about works of art and understanding the artistic ideas behind their creation. May include gallery tours, studio work and meeting with artists.

AR 112. Intermediate Drawing. (3)
Emphasis on the figure as subject as well as on still life, landscape, etc. Drawing problems of gesture, movement, rhythm,
AR/CO 271. Digital Media: Design Software. (3)
Introduction to industry standard digital tools and techniques for image acquisition, creation and manipulation (i.e. Photoshop, Illustrator, etc) and page layout and document design (i.e. Indesign) for graphic design purposes. Industry best practices and other issues related to image and page design. Basic layout design concepts, such as eye flow and sequence, composition, and use of type and image. Prerequisite: AR 246. FA, SP.

AR 345. Typography II. (3)
The continuation of the study of typography and typographic design, including letterforms, layout and page systems, expression and communication, type as with image, legibility, and function. Type theory, practice, technology, and history. Emphasis on experimental approach to typographic design and page composition. Prerequisite: AR 245 and 246. SP.

AR 346. Graphics II. (3)
The development of creative problem-solving techniques, affecting both underlying concept and formal presentation. Encouragement of experimental approach. Generation and use of the image in conjunction with typography. Range of formats. Prerequisite: AR 245 and 246. SP.

AR 350. Printmaking. (3)
Investigation of techniques for the production of fine prints. Creative development in the areas of relief, intaglio, monoprints, and silkscreen. Emphasis on process. Prerequisite: AR 111. 3 semester rotation – check with advisor.

AR 351. Printmaking. (3)
Exploration of two and three-dimensional applications of fibers. Surface design and mixed media. Introduction to traditional as well as contemporary techniques. Overview of textile history and criticism with an emphasis on the conceptual development of an artistic work. Prerequisite: AR 117. FA, odd years.

AR 355. Fiber Design. (3)
Beginning watercolor techniques, working with color, composition, and formal considerations as well as development of familiarity and skill. Prerequisite: AR 111. 3 semester rotation – check with advisor.

AR/CO 379. Digital Media: Design for the Web I. (3)
Introduction to the principles of web design and development including site planning, design and construction. Projects and lectures will explore web design principles as related to aesthetics, function, user experience and accessibility. Foundational instruction in current industry technology (HTML, CSS, Dreamweaver). Prerequisite: AR 271. FA.

AR 380. Special Topics. (1-3)
Selected topics to be determined by the department.

AR 387. History of Contemporary Art. (3)
Study of the architecture, sculpture, painting, and photography from Impressionism through the present. Reading and writing intensive. Meets the Communication Intensive course requirement in the major. SP.

AR 390. Directed Studies. (1-3)
Intermediate studies in a concentration area. Topic of study initiated by the student and presented in writing to the primary concentration instructor and art coordinator for approval prior to registration.

AR 442. Design Studio I: Identity. (3)
The analysis, conceptualization and development of communication systems for businesses and institutions, including symbols, trademarks, logotypes, and branding. Projects appropriate for graduation portfolio. Prerequisite: AR 345 and 346. FA.

AR 444. Design Studio II: Format. (3)
This course examines the design process that connects form, structure, materials, color, imagery, and typography with product information to distinctively communicate a product’s personality or function. Through brainstorming, exploration, experimentation and strategic thinking, visual and verbal information is shaped into a conceptual design strategy. Creative skills from conceptualizing and rendering to three dimensional design, design analysis and technical problem solving are all employed to create inventive and innovative design solutions. Projects appropriate for graduation portfolio. Prerequisite: AR 345 and AR 346. SP.

AR 447. Design Studio III: Publication. (3)
Focus on the manipulation of text and image within both print and e- versions of periodical formats, specifically magazine, newspaper, book, and brochure design. Emphasis on balancing client-oriented practical problem solving with personal style development and self-expression. Oriented toward professional standards and practices. Use of student’s own photography and illustration encouraged. Projects appropriate for graduation portfolio. Meets the Communication Intensive course requirement in the major. SP.

AR/PY 459C. Art as Therapy. (3)
Exploration of techniques of art useful for facilitating self-expression and communication. Demonstration of how art promotes both personal and group understanding. Investigation of symbolic methods and media. Focus on selected and/or individual projects. Meets the Communication Intensive course requirement in the major. SP.
meaning in art and understanding of how art can lead to behavior change and self-understanding. Useful for artists and classroom teachers, as well as for therapists who work with groups of children or adults. Meets the Capstone course requirement for the Art Therapy concentration. This is a Communication Intensive course. Prerequisites: PY 101 and PY 310. FA, odd years.

AR 471. Digital Media: Design for the Web II. (3)
Continuation of contemporary web design techniques with a focus on responsive design for user centered digital environments. Projects and lectures will explore various web tools and conceptualization skills as related to progressive site design and development. Advanced instruction in current industry technology (HTML, CSS, Dreamweaver). Prerequisite: AR 379. SP.

AR 480. Special Topics. (1-3)
Selected topics to be determined by the department.

AR 490. Directed Studies. (1-6)
Advanced studies in a concentration area. Open to students only in their last two semesters. Topic of study initiated by the student and presented in writing to the primary concentration instructor and Art + Design chair for approval prior to registration.

AR 495. Internship. (1-6)
Student seeks art-related position and presents proposal in writing for approval by primary concentration instructor and Art + Design chair prior to registration.

Prerequisites: junior standing and departmental approval. FA, SP, SU.

AR 497. Portfolio Preparation. (3)
Preparation of a graphic design portfolio, resume, and business letterhead. Resume and cover letter writing and interviewing workshops. Culminates in professional portfolio review. With AR 498, meets Capstone course requirement for Graphic Design majors. Prerequisites: AR 447. SP.

AR 498. Senior Studio. (3)
Design projects for freelance clients and on-campus clients, working individually and as teams. Students meet directly with clients and vendors, preparing job parameters, job flow, budgets, estimates and time-lines. With AR 497, meets Capstone course requirement for Graphic Design majors. Prerequisite: AR 447. SP.

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**Avila Advantage – Business**

The candidate for the Bachelor of Arts degree in Business Administration offered through the Avila Advantage program must complete all the University general degree requirements.

**Outcomes for Avila Advantage-Business**
Graduates for the Bachelor of Arts degree in Business Administration will be able to:

**Professional Studies Outcomes:**
1. Develop and analyze innovative solutions for problems using critical and creative reasoning (BU 321, BU 322 or PY 360).
2. Demonstrate the ability to clearly communicate in professional settings using effective interpersonal, teamwork, cultural, presentational and writing skills (CO 212, CO 213, CO 312, CO 321, EN 112).
3. Demonstrate an understanding of ethical frameworks and theories and how to apply them in professional situations (CO 212, CO 321, PL 255).
4. Demonstrate the ability to use technology in managing organizations (BU 110, CO 213, EC 240).

**Business Administration outcomes**
1. Demonstrate knowledge of local and global business organizations through the study of major disciplines within the fields of business (AC 201, BU 310, BU 330, BU 331 or EC 361, BU 345 or BU 346, BU 499, EC 202 or EC 203, EC 241; BU 312, BU 320, BU 323 or BU 325).
2. Apply methods of quantitative data analysis to support organizational decision-making processes (AC 201, BU 330, BU 331 or EC 361, BU 499, EC 202 or EC 203, EC 241).

**Assessment**
Summative outcomes for the Business Administration degree in the Avila Advantage program are assessed through a written business plan and an oral presentation of that plan to outside professionals in the capstone course (BU 499C). The Summative assessment occurs yearly. **Formative** outcomes are assessed in individual courses as students move through the program.

**Admission to the Major**
The Advantage Business Administration major is open only to students who meet the requirements for admission to the Avila Advantage Program, an adult degree program for students who are at least 23 years of age or have had a minimum of 3 years of work experience.

**Degree Requirements**
1. Fulfill all the requirements for a degree as stated in this catalog.
2. Complete the Core Curriculum requirements as stated in this catalog.
3. Students must achieve a minimum grade of “C” in all courses required for the major.
4. Computer competency will be demonstrated by successful completion of BU/CS 110.
5. The major specifically requires that the following core courses be included within each candidate’s curriculum: BU 110, EN 112 and PY 101.
6. Completion of the following Professional Studies core courses: BU 305, BU 321, BU 322 or PY 360, CO/ PY 212, CO 213, CO 312, CO/PY 321, EC 202 or EC 203 and EC 240.
7. Completion of the following Business Administration major courses:
8. AC 201, BU 310, BU 330, BU 331 or EC 361, BU 345 or BU 346, BU 499, EC 202 or EC 203 (whichever one not taken above), EC 241, and one of the following: BU 312, BU 323, BU 325 or BU 411.

No minor is offered. For additional course titles and descriptions, please refer to the appropriate section in the catalog.
ACCOUNTING COURSES (AC)

AC 201. Principles of Accounting I. (3)
Introduction to the terminology, concepts, and procedures of accounting. Prerequisites: MA 120 or MA 115.

BUSINESS COURSES (BU)

BU/CS 110. Understanding Computers. (3)
Operation and use of a computer system, software applications such as word processing, spreadsheets, presentation software, databases, e-mail, and internet. Other topics include fundamental concepts of computer system design, social and ethical issues relating to computer use, and the utilization of computers to problem-solve and to access current information. This course meets all computer literacy competency requirements. This is a Communication Intensive course.

BU 305. Legal Aspects of Business I. (3)
The study of legal issues inherent to business operations such as contracts, intellectual property, torts, crimes, and administrative regulation. CORE-II.

BU 310. Marketing. (3)
Introduction to the principles and practices of marketing goods and services. Strategy and planning are emphasized as well as a thorough treatment of product, pricing, physical distribution, and promotional issues. The marketing concept is given extensive treatment. Prerequisite: EC 202.

BU 312. Consumer Behavior. (3)
Analysis of internal factors influencing consumer behavior and identification of variables basic to the segmentation of consumer markets. Prerequisites: BU 310 (or concurrently) and PY 101.

BU 321. Management. (3)
Principles of management applicable to any organization including functions, processes, and behavior concepts.

BU 322. Organizational Behavior and Development. (3)
The study of the structure, individual and group behavior, and development of organizations. This is a Communication Intensive course.

BU 323. Human Resources Management. (3)
Study of human resource management as an integral function of an organization. Areas emphasized are employee influence and human resource flow. Prerequisite: BU 321.

BU 325. Labor-Management Relations. (3)
Basic labor-management relations history, development, and applications. Prerequisite: BU 321.

BU 330. Finance. (3)
Study of financing organizations with an emphasis on corporations. Prerequisites: AC 202, EC 202, 240 and MA 115 or 120.

BU 331. Investments. (3)
Analysis and evaluation of the major types of financial investments. Prerequisite: BU 330.

BU 345. Legal Aspects of Business II. (3)

BU 346. Employment Law. (3)
The study of state and federal statutory and case law that govern the employee/employer relationship. Prerequisite: BU 305.

BU 411. International Marketing. (3)
A study of the special problems of businesses in analyzing the environment affecting selection, and development of international markets with respect to the firm’s resources and alternative foreign opportunities. Prerequisite: BU 310.

BU 499. Creating a Business Plan. (3)
Business Policy is a capstone course that is designed to synthesize the student’s learning through case study and computer simulation. This Course Meets the Capstone course requirement in the major. Senior standing is required. Prerequisites: BU 310, BU 321 and BU 330.

COMMUNICATION COURSES (CO)

CO 213. Strategic Presentation in a Digital Environment. (3)
This class is designed to teach students to fulfill a multifaceted communications role. Specifically, students learn how to prepare key messages and talking points, write and deliver short speeches, make unscripted remarks, deliver presentations, conduct a Q&A, and effectively manage a media interview. At the beginning of the semester, students choose an issue or an organization for whom to prepare messages, talking points, a short speech, and a final presentation. Prerequisite: CO 110.

CO 312. Writing Plans, Proposals, and Presentations. (3)
Writing business plans, advertising proposals and various types of presentations encountered in an advertising/public relations context. Prerequisite: EN 112.

CO/PY 321. Leadership. (3)
This course has a two-fold emphasis. It is first an overview of theories about leadership, including the traits, skills and behaviors associated with those theories. Secondly, it focuses on one’s personal leadership, whether at work, in the community, within groups, or in any other form of organization. Students learn about the evolution of theories on leadership and relate those theories to case studies and their own leadership. Throughout the course, they explore the meaning of leadership to their own goals and assess their interests, values, priorities, and qualities that support or test those goals. Students use the knowledge...
gained in this course to plan for their own development as a leader so that they are better equipped to meet the challenges of new opportunities and a changing world. Meets the Communication Intensive course requirement in the major.

ECONOMICS COURSES (EC)

EC 202. Principles of Microeconomics. (3)
An introduction to the theory of consumer and producer, or firm, behavior with an emphasis on the analysis of prices, markets, production, and resource allocation. Prerequisite: MA 115 or higher level mathematics course.

EC 203. Principles of Macroeconomics. (3)
An introduction to the fundamental economic concepts and principles, capitalism, legal forms of business enterprises, determination of national income, and monetary and fiscal policy. Prerequisite: MA 115 or higher level mathematics course.

EC 240. Statistical Analysis. (3)
Introduction to basic statistical techniques for students in business and economics. Prerequisites: MA 115 or MA 120 and CS 110.

EC 241. Quantitative Analysis. (3)
An introduction to quantitative analysis techniques needed to apply models to actual situations in business and economics. Prerequisites: EC 202 or 203, 240.

EC 361. Money and Banking. (3)
Investigation of the money, credit, and banking structure and money’s influence on the national economy and foreign exchange. Prerequisites: EC 202 or 203.

PSYCHOLOGY COURSES (PY)

PY 360. Applied Industrial/Organizational Psychology. (3)
A study of the challenges and solutions that involve psychology in the contemporary workplace, particularly systems issues related to organizational productivity, quality of work product, and quality of work life. FA, even years.

Biology (BI)

Biology, the science of life, is one of the most fascinating and rewarding disciplines. Students successfully completing the Avila University Biology major can pursue a variety of career options, including work in the health professions; forensic sciences; forestry; agriculture; fisheries; oceanography; conservation; environmental research and management; medical and scientific publishing; business careers in health administration, instrumentation, and pharmaceuticals; secondary education; or pursue special research interests as a postgraduate biologist.

The candidate for the Bachelor of Science degree in Biology must complete all general degree requirements as stated earlier in this catalog. Students must complete all Biology, Chemistry, Physics, and Mathematics courses applicable to degree requirements with a minimum grade of “C.”

Biology Program Outcomes
1. Biology majors will acquire a foundation of scientific knowledge that includes the historical development of biological thought, cell theory, biogenesis, homeostasis, gene theory, and ecology. Evolution is stressed throughout the curriculum. (All Courses)
2. Biology majors will learn biology by doing biology. Students will acquire a basic set of laboratory skills. Also, throughout the curriculum, students will be given opportunities to perform independent research projects. Majors will learn to access and critique the primary literature, identify problems, design and implement appropriate procedures using technological tools, work independently or collaboratively, evaluate alternative solutions, and present the results of their work while properly using the language of the discipline. (All Courses)
3. Biology majors will be able to explain the limitations of science and properly place biology among the sciences. Majors will ultimately be able to apply scientific thought processes to broader intellectual and social issues. (All Courses)

Assessment: The outcomes for the biology major are assessed throughout the curriculum through a combination of course written examinations, laboratory written and oral presentations, laboratory examinations, and completion of a final written report. The final report is based on a laboratory or library research project or an internship in the field. The entire biology faculty reviews this report.

Completion of the following is required for the Biology major: BI 111, BI 112, BI 311, BI 313, BI 318, 391, and BI 499. In addition, students must select one hour of BI 492 or BI 493 or BI 495. In addition, students must take CH 131, CH 137, CH 216, PH 231, and MA 120. Students are encouraged to take CH 217, PH 232, and math through calculus.

Students are additionally required to take 16 hours of biology electives, with at least 9 of those hours above the 300 level.

Students who have completed fourteen credits of Biology courses with a sufficiently high biology G.P.A. and overall G.P.A. and who have demonstrated promise in other ways may be invited to apply for the biology Honors program. If the student’s application warrants acceptance into the program, he or she may be eligible for graduation with Honors. Graduating with Honors in biology requires completing a three-semester laboratory or field research project (two semesters of BI 493 and one semester of BI 499) of sufficient quality and maintaining a sufficiently high biology and overall G.P.A.

Environmental Science Emphasis:
Biology majors with an Environmental Science Emphasis must complete all of the requirements listed above except for BI 318. In addition, these students must take GG 101, NS 221 and BI 115, and include in the 16 hours of biology electives the
following courses: BI 360, BI 361, BI 363, and one additional course in organismal or field biology. Students are strongly encouraged to pursue opportunities to engage in field biology in semester abroad or summer research programs.

Computer competency will be demonstrated by successful completion of CS 110 with a C or better.

**Biology Minor:** BI 111, 112, plus 10 hours of biology electives, of which 6 hours must be above the 300 level.

**Environmental Science Minor:** BI 112, BI 115, BI 360, BI 361, BI 363, and one course (3 credit hours) from the following list: GG 101, NS 221, BI 313, BI 318, or BI 351.

**Prehealth Professions Major:** See Prehealth Professions section.

**Secondary Biology Teaching Certification:**
Avila University prepares students to become biology teachers. If a student wishes to teach high school biology, the student must major in Biology and minor in Secondary Education. See Education Advisor for any additional science courses that must be taken. See the Secondary Education minor information in the Education section of the catalog for Education coursework.
A Middle School major with a concentration in Science is also available. See the Education section.

**BI 111. General Biology: Cells and Genes. (4)**
A survey of cell theory (cellular structure and function) and gene theory (molecular genetics and Mendelian genetics) that illustrates the nature and limits of science and two of the fundamental concepts of the life sciences. Elements of evolutionary theory will be discussed throughout the course and examples from all kingdoms of life will be used. Laboratory will introduce students to methods of experimental design, analysis, and communication of scientific information. 3 hours lecture, 3 hours laboratory per week. CORE-II. FA, SP.

**BI 112. General Biology: Ecology and Evolution. (4)**
A survey of the diversity of organisms is performed that includes their ecology, evolution, cell, and molecular biology. Examples from all kingdoms of life will be used, but emphasis will be placed on the animal kingdom. The laboratory will introduce students to method of experimental design, analysis, and communication of scientific information. 3 hours lecture, 3 hours laboratory per week. CORE-II. FA, SP.

**BI 220. Human Anatomy and Physiology. (6-8)**
A detailed study of the microscopic and gross human body structure and function taught from a systems perspective. 4 hours lecture, 6 hours laboratory per week. The eight-credit option, available only with permission from the student’s advisor and the course instructor, entails additional assignments and/or weekly class meetings. The eight-credit option may be required for some pre-health profession students (e.g., pre-dental, pre-physical therapy, pre-occupational therapy). Prerequisites: BI 111 or BI 112 or equivalent. FA, SP.

**BI 250. General Microbiology. (4)**
Morphology, physiology, and growth of microorganisms; beneficial and harmful relationships between microorganisms and people are examined; techniques of isolation, cultivation, and characterization are used in the laboratory. 3 hours lecture, 3 hours laboratory per week. Prerequisites: BI 111 or BI 112 or equivalent. FA, SP.

**BI 310. Evolution. (3)**
A descriptive overview examining theories regarding processes by which life forms evolve, chemical evolution and origins of life, organismal evolution, and population genetics and dynamics. 3 hours lecture per week. Prerequisites: BI 111 or BI 112 or equivalent.

**BI 311. Animal Form, Function, and Development. (3)**
An examination of the embryonic and lifespan processes of selected members of the animal kingdom. 3 hours lecture with integrated laboratory experiences. Prerequisites: BI 111 or BI 112 or equivalent. SP, even years.

**BI 312. Immunology. (3)**
A survey that examines antigens, antibodies, couplement, and humoral and cell-mediated immunities; immediate hypersensitivities; immune deficiencies; and autoimmune diseases. 3 hours lecture with integrated laboratory experiences. Prerequisites: BI 111 or BI 112 or equivalent, or permission of instructor. SP, even years.

**BI 313. Plant Form and Function. (3)**
An examination of the development and physiology of members of the plant kingdom. 3 hours lecture with integrated laboratory experiences. Prerequisites: BI 111 or BI 112 or equivalent, or permission of instructor. SP, even years.

**BI 315. Introduction to Environmental Science (4)**
A survey of the environmental sciences that addresses interactions between humans and their environment, environmental concepts, human population dynamics, global problems, biodiversity, resource management, and relationships between the environmental sciences and other disciplines (e.g., economics, politics, history, worldviews, ethics). 3 hours of lecture, 2 hours laboratory per week. CORE-II. Intermittently.

**BI 316. Evolutionary Biology. (3)**
A study of life forms and evolutionary processes throughout the animal kingdom. 3 hours lecture with integrated laboratory experiences. Prerequisites: BI 111 or BI 112 or equivalent. SP, even years.

**BI 318. Genetics. (3)**
Principles of hereditary nature, transmission, and function of genetic material; and genetics of populations are studied. 3 hours of lecture with integrated laboratory experiences. Prerequisites: BI 111 or BI 112 or equivalent, or permission of instructor. SP, odd years.

**BI 319. Animal Form, Function, and Development. (3)**
An examination of the embryonic and lifespan processes of selected members of the animal kingdom. 3 hours lecture with integrated laboratory experiences. Prerequisites: BI 111 or BI 112 or equivalent. SP, even years.
and systematic, histology, and the relationships between structure and function. 3 hours lecture, 3 hours laboratory per week. Prerequisites: BI 111 or BI 112 or equivalent.

BI 341. Animal Physiology. (3)
An investigation into the principles underlying animal function. 3 hours lecture per week. Prerequisites: BI 111 or BI 112 or equivalent.

BI/CH 342. Biochemistry I. (3)
Introduction to the chemistry of life processes. The chemistry of amino acids, proteins, and carbohydrates is examined and applied to biosynthesis and catabolism of carbohydrates through glycolysis, gluconeogenesis, the citric acid cycle and electron transport. Meets the communication-intensive requirement in the major. Prerequisite: CH 216. FA.

BI/CH 345. The Structure, Function, and Chemistry of Cells. (4)
Structure, function, and biochemistry at the cellular and subcellular level, including the biosynthesis and catabolism of fats. Also considered are the chemistry, replication, and transcription of nucleic acids and some topics dealing with recombinant DNA. 3 hours lecture, 3 hours laboratory per week. Prerequisites: BI 111 or equivalent and CH 216. SP, odd years.

BI 351. Introduction to Animal Behavior. (3)
A broad survey of animal behavior from an evolutionary and ecological perspective. A hypothesis-testing approach to understanding animal behavior will be emphasized. Specific topics will include predator-prey interactions, group living, fighting and assessment, sexual selection, parental care, cooperation and altruism. Examples will be drawn from a wide range of taxa, including insects, birds, mammals, reptiles and amphibians. 3 hours lecture per week with integrated laboratory experiences. Prerequisite: BI 112 or equivalent, or permission of instructor.

BI 360. Ecology. (3)
A study of relationships between organisms and their environments that involves some fieldwork. 3 hours of lecture per week. Prerequisites: BI 111 or BI 112 or equivalent, or permission of instructor.

BI 361. Ecology Laboratory. (2)
A series of field-and laboratory-based exercises designed to address ecological questions. Prerequisites: BI 360 or concurrently.

BI 363. Conservation Biology. (3)
An overview of the principles that govern population biology, economic and ethical values of biodiversity, threats to biodiversity, conservation of populations, species, and ecosystems, practical applications of conservation biology, and integration of a conservation ethic in human societies. 3 hours lecture per week. Prerequisites: BI 111 or equivalent, BI 112 or equivalent, and BI 115.

BI 378. Herpetology. (3)
A survey of the systematics and natural history of amphibians and reptiles. 3 hours lecture with integrated laboratory experiences. Prerequisites: BI 111 or BI 112 or equivalent, or permission of instructor.

BI 380. Special Topics. (1-4)
Selected topics courses determined at the discretion of the department. Topics may include: Embryology, Histology, Dinosaur Paleontology, Plant Taxonomy, or General Nutrition. Prerequisite: permission of the instructor. Intermittently.

BI 391. Real World Biology. (1)
A weekly discussion of specific topics and career opportunities for students about to receive a bachelor’s degree in biology. Meets the Communication Intensive course requirement in the major. Prerequisites: Junior or Senior status or permission of instructor. SP.

BI 492. Biology Literature Research. (1)
Students perform a directed study of a selected topic in biology and complete a library researched review article. Restricted to majors in biology and prehealth professions. Prerequisite: Junior or Senior status. FA, SP.

BI 493. Biology Laboratory Research. (1)
Students perform and report on an individual student research project in the laboratory or field. Prerequisite: biology or prehealth professions major with 12 hours of 200 or 300 level biology courses or permission of Research and Internship Coordinator. Students may count up to 2 hours in research per semester toward major requirements. Required for graduation with honors in biology. FA, SP, SU.

BI 495. Internship. (1-2)
A carefully monitored work or service experience, occurring off-campus at an institution or agency specializing in an area relevant to the student’s ultimate career goals. The student will meet the intended learning outcomes for the experience. Students will be notified of their eligibility by the Research and Internship Coordinator.

BI 499. Colloquium and Seminar. (2-3)
Students share their experiences from BI 492, BI 493, or BI 495 in written and oral form. This course fulfills the capstone requirement in the major. Prerequisites: BI 495 or BI 492 or BI 493 or permission of the Research and Internship Coordinator. FA, SP.

Business Administration
The School of Business provides students with professional knowledge and basic skills necessary to assume positions of administrative responsibility in a wide variety of areas. This is undertaken with an orientation toward the moral aspects and the consequences of one’s actions. The School of Business seeks to provide mechanisms and reinforcement for students to engage actively in meaningful experiences beyond the classroom setting.

The School of Business has outcomes expected of students graduating with the Bachelor of Science in Business Administration in any business major. These are:
1. Be able to use deductive and inductive reasoning to solve business problems.
2. Be able to effectively research a subject and present the findings both orally and in writing.
3. Student has demonstrated interpersonal skills.

4. Be able to apply knowledge about the economic, legal, and interpersonal environment in the creation and management of the organization.

Outcomes for Accounting majors are to be found in the Accounting section.

MAJORS OFFERED:
Accounting
Business Administration
Finance
Management
International Business
Marketing

In addition to the outcomes listed above for all students graduating with a Bachelor of Science in Business Administration Degree, the following majors have these additional outcomes.

Accounting (see Accounting section)

Business Administration

1. Distinguish between ethical and unethical business behavior. (MG 323, BL 346, MG 321)

2. Demonstrate an understanding of the functional areas of business: management, marketing, finance, economics, and accounting. (BU 499, EC 202)

3. Use computer-based technologies to analyze data and related business information. (EC 202, EC 240)

Finance

1. Demonstrate knowledge of the fundamental concepts in finance, specifically: rates of return, risk as defined and measured in finance, and intertemporal valuation. (FI 330, FI 331, EC 361)

2. Be able to apply rates of return, risk, and intertemporal valuation to problems of capital budgeting, capital structure, and working capital management. (FI 330, FI 435)

Management

1. Know the principal functions of management and how they relate to modern business practices. (MG 321, MG 323)

2. Understand how organizational culture influences management decisions. (MG 322, MG 323)

3. Know the major schools of thought about leadership in modern enterprises. (MG 321, MG 322)

International Business

1. Understand the benefits of free trade to both exporting and importing countries. (EC 382, EC 411)

2. Be aware of differences in the business environment and how these differences influence U.S. business operating globally. (MK 411, BL 347, FI 437)

3. Appreciate the ethical and cultural difference between doing business in the U.S. and other countries. (MK 411, MG 322)

Marketing

1. Understand the importance of strategic marketing and complete a real-world marketing project. (MK 415, MK 313, MK 417)

2. Demonstrate knowledge of the marketing mix and marketing research/technology principles in domestic and international contexts. ((MK 417, MK 411, MK 415)

3. Be aware of ethical marketing practices. (MK 310, MK 417)

The candidate for the Bachelor of Science in Business Administration degree must fulfill the requirements listed below. Prior to formal admission to the School of Business, students should seek advice from their academic advisor.

1. Completion of at least 128 semester hours of academic work with a minimum overall grade point average of 2.0 and no more than 77 hours of Business courses. Business courses that are cross-listed are counted against the 77 hour limit regarding the division designation under which credit is granted.

2. Achievement of a minimum grade of “C” in all courses specifically required for the degree. Majors who have attained 95 semester hours and have not successfully completed all 100 and 200 level courses may not enroll in further business courses until those courses have been completed with a “C” or better. (Students required to take MA 90 or MA 95 may be delayed in completing 200-level Business Core classes. Please consult your advisor if you will be taking either or both classes.)

3. Completion of at least 12 hours of upper-division courses in the major at Avila University.

4. Avila students who wish to take upper-division courses off campus to satisfy the requirements of any of the majors in the School of Business will have prior approval and must take them at a four-year school. Courses transferred at the time of admission to Avila will be evaluated for upper-division credit. At admission, business law may be transferred from a two-year school to satisfy BL 305 Legal Aspects of Business I.

5. Completion of the final 30 hours at the university.

6. Successful completion of the School of Business Examination is required.

7. The candidate must fulfill all the University Core Curriculum requirements as stated earlier in this catalog. The School of Business specifically requires that the following core classes be included within each candidate’s core curriculum: PY 101 General Psychology, CO 110 Fundamentals of Communications, EN 111 English Composition I and EN 112 English Composition II. All majors may meet the core math requirement by completing MA 115 Finite Mathematics, or a higher level mathematics course. All specifically required courses must be completed with a letter grade of “C” or better. Computer competency will be demonstrated by completion of CS 110 Understanding Computers, with a letter grade of “C” or better.

8. Completion of the following Business Core requirements: 42 semester hours.

9. Upper division courses (300 and 400 level) taken off campus must have prior approval or the School of Business will not accept the credit. Upper division courses must be taken from approved four-year universities.
AC 201 Principles of Accounting I  
AC 202 Principles of Accounting II  
CS 110 Understanding Computers  
BL 305 Legal Aspects of Business I  
MK 310 Marketing  
MG 321 Management  
MG 322 Organizational Behavior and Development  
FI 330 Finance  
BU 340 Business Communications  
BU 499 Business Policy  
EC 202 Principles of Microeconomics  
EC 203 Principles of Macroeconomics  
EC 240 Statistical Analysis  
EC 241 Quantitative Analysis  

10. Only one repeat of a required CS or School of Business course will be permitted.

11. BU 499 Business Policy may only be taken from the School of Business at Avila.

12. In addition to the University Core Curriculum requirements and the Business Core requirements, students must satisfy requirements of one of the following majors:

**Business Administration Major**  
The major is for students who are undecided about majoring in one of the areas of business listed below. It is also for those who wish a broader education in Business.

The requirements are: Twenty-one (21) hours of electives chosen from three of the areas of Finance and Economics, Accounting, Marketing, Management. No fewer than six (6) nor more than nine (9) hours may be taken from the courses in any one area. The areas and courses are:

**Finance and Economics**  
- FI 331 Investments  
- FI 435 Financial Policy  
- FI 437 International Finance  
- EC 361 Money and Banking  
- EC 382 International Economics  

**Accounting**  
- AC 250 Accounting Issues  
- AC 350 Managerial Accounting  
- AC 361 Intermediate Accounting I  
- AC 362 Intermediate Accounting II  
- AC 365 Accounting Information Systems  
- AC 451 Tax Accounting I  
- AC 452 Tax Accounting II  

**Marketing**  
- MK 312 Consumer Behavior  
- MK 313 Promotion Strategy  
- MK 316 Personal Selling  
- MK 411 International Marketing  
- MK 412 Services Marketing  
- MK 415 Marketing Policy  
- MK 417 Marketing Research  

**Management**  
- MG 323 Human Resources Management  
- MG 326 Operations Management  
- BL 345 Legal Aspects of Business II OR  
- BL 346 Employment Law  
- MG 427 Supply Chain Management  

**Finance Major**  
A total of eighteen (18) hours from the following list. Plus the Business Core (42 hours).  
- AC 350 Managerial Accounting  
- FI 331 Investments  
- FI 432 Derivatives  
- FI 435 Financial Policy  
- FI 437 International Finance  
- EC 312 Intermediate Microeconomics  
- EC 361 Money and Banking  

**Management Major**  
A total of eighteen (18) hours from the following list. Plus the Business Core (42 hours).  
- AC 350 Managerial Accounting  
- MG 323 Human Resources Management  
- MG 325 Labor-Management Relations  
- MG 326 Operations Management  
- MK 415 Marketing Policy  
- MG 420 Recruitment and Selection  
- MG 421 Compensation and Benefits  
- MG 427 Supply Chain Management  
- FI 435 Financial Policy  

**International Business Major**  
A total of eighteen (18) semester hours from the following list. Plus the Business Core (42 hours).  
- AC 350 Managerial Accounting  
- BL 347 International Business Law  
- FI 437 International Finance  
- EC 382 International Economics  

Three (3) hours of upper-division courses in a business functional area with approval of advisor.

Students will also be required to demonstrate cross-cultural sensitivity/literacy as evidenced by one of the following:

a. Student takes 6 credits of coursework in a single foreign language at the college level. Coursework completed in high school can be used to meet this requirement.

b. Student is proficient in his/her native language. In this regard, English is not a native language.

c. Student completes a semester abroad at an appropriate institution, under Avila’s study abroad program.

d. Student does an internship for a business organization in an appropriate location.

**Marketing Major**  
A total of eighteen (18) hours from the following list. Plus the Business Core (42 hours).  
- MK 417 Marketing Research  

Five (5) of the following:
- MK 312 Consumer Behavior  
- MK 313 Promotion Strategy  
- MK 316 Personal Selling  
- MK 411 International Marketing  
- MK 412 Services Marketing  
- MK 415 Marketing Policy  

**Minor in Business Administration**  
21 credit hours from the following:
- AC 201 Principles of Accounting I  
- BL 305 Legal Aspects of Business I  
- MK 310 Marketing  
- MG 321 Management  

One upper division School of Business 3 credit course.  

**Minor in Management**  
21 credit hours from the following:
- MG 321 Management  
- EC 202 Principles of Microeconomics  
- BL 305 Legal Aspects of Business I
MG 322 Organizational Behavior
Choose three of the following:
BU 340 Business Communications
OR
MK 310 Marketing
MG 323 Human Resources Management
MG 325 Labor-Management Relations
BL 346 Employment Law
Or
BL 347 International Business Law
MG 420 Recruitment and Selection
MG 421 Compensation and Benefits

Minor in Marketing
21 Credit Hours from the following:
EC 202 Principles of Microeconomics
BL 305 Legal Aspects of Business I
MK 310 Marketing
Choose four of the following:
MK 312 Consumer Behavior
MK 313 Promotion Strategy
MK 316 Personal Selling
MK 411 International Marketing
MK 412 Services Marketing
MK 415 Marketing Policy
MK 417 Marketing Research

A minimum grade of “C” is required in courses required for minors in Business Administration, Management, and Marketing. Either MA 115 or MA 120 is a prerequisite to courses included in the minors.

At least 12 hours of courses numbered 300 or above in the minor must be completed at Avila University.

A minor in Business Administration, Management, or Marketing is not permitted for students majoring in the School of Business.

BUSINESS COURSES

BL 305. Legal Aspects of Business I. (3)
The study of legal issues inherent to business operations such as contracts, intellectual property, torts, crimes, and administrative regulation. CORE-II, FA, SP, SU.

BL 345. Legal Aspects of Business II. (3)
A continuation of Legal Aspects of Business I. Topics include Secured Transactions, Negotiable Instruments, Agency, Mortgages, Creditor Law & Liens, Anti-trust, Insurance, International Business Law, Administrative Law, and Constitutional Law. Prerequisite: BL 305. SP.

BL 346. Employment Law. (3)
The study of state and federal statutory and case law that govern the employee/employer relationship. Prerequisite: BL 305. FA, odd years.

BL 347. International Business Law. (3)
A study of the principles, laws, and organizations that impact the management of an international business transaction. The course will cover the law of international trade, licensing, and investment and explore the roles played by legal, financial, accounting, and management professionals in international business transactions. Prerequisite: BL 305 or equivalent.

BL 380. Special Topics. (1-3)
Selected topics to be determined at the discretion of the department.

BU 380. Special Topics. (1-3)
Selected topics to be determined at the discretion of the department.

BU 390. Directed Studies in Business. (1-6)
Study of an approved topic not parallel with the content of another course.

BU 495. Business Internship. (1-6)
Structured learning/work experience performed in a position approved by the department. Maximum total credit for any one student is 6 hours. Credit/No Credit only. Opportunities also exist for students to do their internship through the Washington Center in Washington, D.C.

BU 499. Business Policy. (3)
A capstone course that is designed to synthesize the student’s learning through case study and computer simulation. Meets the Capstone course requirement in the major. Prerequisites: MK 310, MG 321 and FI 330. Senior standing required.

CS 110. Understanding Computers. (3)
Operation and use of a computer system, software applications such as word processing, spreadsheets, presentation software, databases, e-mail, and internet. Other topics include fundamental concepts of Information Technology, computer system design, social and ethical issues relating to computer use, and informational technology issues, and the utilization of computers to problem-solve and to access current information. This course meets all information and computer literacy competency requirements. This is a Communication Intensive course. FA, SP, SU.

FI 330. Finance. (3)
Study of financing organizations with an emphasis on corporations. Prerequisites: AC 202, EC 202, 240 and MA 115 or 120. FA, SP, SU.

FI 331. Investments. (3)
Analysis and evaluation of the major types of financial investments. Prerequisite: FI 330. SP.

FI 432. Derivatives. (3)
A study of the major types of derivative instruments, their uses and valuation. Topics covered include the pricing of vanilla and exotic options, forwards, futures, swaps, and other products composed of combinations of derivatives. The uses of derivative products with respect to the creation of structured cash flows, risk management and hedging are examined. The student will have the
opportunity to create their own derivative product using fundamental valuation methods. Prerequisites: FI 330 and FI 331. FA, even years.

FI 435. Financial Policy. (3)
Case studies of the theory and practice of capital budgeting, financial planning, asset management, and capital structure. This is a Communication Intensive course. Prerequisite: FI 330. FA.

FI 437. International Finance. (3)
A survey of major issues in international financial management and investments. Topics covered will include: exchange rate determination, spot and forward markets for foreign exchange, the financial management of multinational corporations, and managing the risks inherent in international business. Prerequisite: FI 330.

MG 321. Management. (3)
Principles of management applicable to any organization including functions, processes, and behavior concepts. Prerequisite: Junior standing. FA, SP, SU.

MG 322. Organizational Behavior and Development. (3)
The study of the structure, individual and group behavior, and development of organizations. This is a Communication Intensive course Prerequisite: MG 321. FA, SP.

MG 323. Human Resources Management. (3)
Study of human resource management as an integral function of an organization. Areas emphasized are employee influence and human resource flow. Prerequisite: MG 321. FA.

MG 325. Labor-Management Relations. (3)
Basic labor-management relations history, development, and applications. Prerequisite: MG 321. FA.

MG 326. Operations Management. (3)
Analysis of the methods and techniques utilized in the operations areas of organizations including the production and manufacturing function. Prerequisites: MG 321 and EC 241. FA.

MG 420. Recruitment and Selection. (3)
This course covers topics dealing with effective recruitment and selection of employees by organizations. Topics include strategies to attract applicants, the use of specialist organizations, and the use of appropriate mechanisms to select the right candidate. Other related topics include testing techniques, such as personality tests, performance tests, assessment centers, simulations, and interviews. Prerequisites: MG 323 and BL 346. SP.

MG 421. Compensation and Benefits. (3)
This course focuses on various topics dealing with compensation and reward system. Topics include the role of compensation and benefits in effective recruitment, selection and retention of employees. Also treated are pay structures, pay-for-performance plans (group and individual), and executive pay. Government/Legal influences and the role of benefits are some of the other topics covered in this course. Prerequisites: MG 323, MG 325, and BL 346. FA.

MG 427. Supply Chain Management. (3)
Study of materials management and analysis of the purchasing function. Prerequisites: MG 321 and EC 241. SP.

MK 310. Marketing. (3)
Introduction to the principles and practices of marketing goods and services. Strategy and planning are emphasized as well as a thorough treatment of product, pricing, physical distribution, and promotional issues. The marketing concept is given extensive treatment. Prerequisite: EC 202. FA, SP, SU.

MK 312. Consumer Behavior. (3)
Analysis of internal factors influencing consumer behavior and identification of variables basic to the segmentation of consumer markets. Prerequisites: MK 310 (or concurrently) and PY 101. SP.

MK 313. Promotion Strategy. (3)
Examination of the variables of the promotional mix (advertising, publicity, personal selling and sales promotion) and their role in marketing processes. Focus is on managing both interpersonal and mass communications, including positioning issues, message strategies and creative appeals; media evaluation, selection, and placement; and the implementation of sales promotions. Prerequisite: MK 310. FA.

MK 315. Marketing Policy. (3)
Case studies on the analysis of the development, execution, evaluation, and redirection of marketing programs. This is a Communication Intensive course. Prerequisite: MK 310. SP.

MK 411. International Marketing. (3)
A study of the special problems of businesses in analyzing the environment affecting selection, and development of international markets with respect to the firm’s resources and alternative foreign opportunities. Prerequisite: MK 310 or equivalent. FA.

MK 412. Services Marketing. (3)
Analysis of the dynamic services sector in domestic and international markets. Focus is on strategy and application of marketing principles for managers of service firms. Prerequisite: MK 310. Every third semester.

MK 415. Marketing Research. (3)
The techniques and methods utilized in planning, executing, and reporting marketing research including research design, questionnaire construction, sampling, and data analysis topics. This is a Communication Intensive course. Prerequisites: MK 310 and EC 240. FA.

MK 418. Physical Distribution Management. (3)
Design effective operation and coordination of integrated physical distribution systems for organizations serving geographically extended markets. Prerequisites: MK 310 and EC 241.
Business Education (BE)

Note: The Missouri Department of Elementary and Secondary Education is completing a re-design of teacher education programs. As a result, requirements are subject to change. State assessment exams will be changing in the future.

The Bachelor of Arts in Business Education is designed for students who wish to become business teachers in grades 9-12. The major is aligned with both the state business content competencies for the beginning teacher and the state education and pedagogical requirements for a beginning teacher. Many opportunities for both theoretical and practical applications of business principles in the classroom setting are a part of this major. Candidates will have a broad knowledge of principles of accounting, economics, management, marketing, computer skills, business communication and moral and ethical decision making.

Candidates completing a degree in Business Education must complete the following courses:

Business Requirements:
AC 201, CS 110, BL 305, MK 310, MG 321, BU 340, BU 495 or validated Business Occupational Experience form, CS 120, CS 170, EC 202. If candidate completes the Business Occupational Experience form, in lieu of BU 495 Internship, three additional hours of elective Business credit must be selected from BU 230, CS 160, or EC 203.

Education Requirements:

A Middle School major with a concentration in Business is also available. See the Education section of the catalog.

A. Criteria for Admission to the School of Education for the Business Education Major.

1. Admission to the University.
2. Attainment of Missouri’s basic education competency requirement which is achieved by earning a passing score on each subtest of the College Basic Academic Subjects Examination (C-BASE). The C-BASE can be attempted a total of three times. All sections of the C-BASE must be taken and passed within a two-year period or the C-BASE scores expire. In addition, the candidate must submit scores on either the Scholastic Aptitude Test (SAT) or the American College Test (ACT) if applicable. (See the School of Education Teacher Candidate Handbook.)
3. Completion of at least forty-five to sixty (45-60) semester hours of college/university work.
4. Completion of at least six (6) semester hours of professional education courses at Avila University.
5. Attainment of a cumulative grade point average of at least 2.75 (on a 4.0 scale), for all college work.
6. Attainment of a cumulative grade point average of at least 3.0 (on a 4.0 scale), for all business and education courses with no grade below a “C” (2.0).
7. A grade of “C” (2.0) or higher in the following courses or their equivalents: Composition I, Composition II, Communication, Finite Math, College Algebra, or Calculus.
8. Favorable recommendations for performance in activities for ED 185 Practicum including mentor, site supervisor, and instructor evaluations.
9. Evidence of good character, positive attitude, and dedication to the ethics of the teaching profession, based on written evaluation of the clinical mentors and the Practicum supervisor, an Avila faculty member in a school/college outside of education, and education faculty member(s) as well as a security background check. Only candidates who pass the security background check are allowed to enroll in classes with a field-based or clinical component. Candidates who do not pass the security background check must meet immediately with the Dean of the School of Education to determine what course of action should be taken.
10. Evidence of positive evaluations of Professional Dispositions. Candidates are evaluated on the Professional Dispositions form during ED 185 Practicum, ED 315 General Methods, ED 455 Special Methods and ED 495 Final Clinical Experience. In addition, the Professional Dispositions form is available to all faculty and staff throughout the candidate’s time at Avila. If a candidate receives two or more Professional Dispositions forms which indicate concerns in an area, a conference with the Dean of the School of Education will be initiated. Concerns will be shared and the candidate will be placed on a plan for remediation which will be monitored in subsequent courses. Continued concerns in this area may be a cause for delay, denial to, or removal from the teacher education program. For more information on Professional Dispositions, consult the School of Education Teacher Candidate Handbook.
11. Candidates whose primary language is not English are required to submit official score reports of the TOEFL (Test of English as a Foreign Language) exam. The examination results should not be more than two years old. The minimum TOEFL score required is 580 on the written test, 237 on the computer-based test, or 92 on the internet-based test. The International English Language Testing System (IELTS) exam scores may be submitted in lieu of the TOEFL. The minimum IELTS exam score required for admission is an overall score of 7.5 with no individual band score below 6.0.
12. The School of Education reserves the right to refuse admission into the teacher education program to any person who has been convicted as a felon or has otherwise committed offenses inappropriate for a teacher.

B. Criteria for Completion of the Bachelor of Arts degree in Business Education.

The computer competency will be met
by ED 184 Introduction to Educational Technology, ED 314 Methods and Educational Technology and ED 493 Teacher Productivity and Technology.

1. Completion of all general degree requirements as stated earlier in this catalog.

2. Completion of at least 128 semester hours of academic work with a minimum cumulative grade point average of 2.75 (on a 4.0 scale).

3. Achievement of a minimum GPA of 3.0 for all courses in the business education major. A course may be repeated one time only to improve the grade earned. A candidate is limited to a maximum of three course repeats for the entire program.

4. Evidence of positive evaluations of Professional Dispositions. All candidates are evaluated on the Professional Dispositions form during ED 185 Practicum, ED 315 General Methods, ED 455 Special Methods for Business and ED 495 Final Clinical Experience. In addition, the Professional Dispositions form is available to all faculty and staff throughout the candidate’s time at Avila. If a candidate receives two or more Professional Dispositions Forms which indicate concerns in an area, a conference with the Dean of the School of Education will be initiated. Concerns will be shared and the candidate will be placed on a plan for remediation. Continued concerns in this area may be a cause for denial to or removal from the teacher education program. For more information on Professional Dispositions, consult the School of Education Teacher Candidate Handbook.

5. Successful completion of the Occupational Experience form. All candidates seeking business certification must validate competencies completed during one year or two thousand hours of occupational experience or internship.

6. Successful completion of the Final Clinical Experience. For candidates who are currently employed as full-time paraprofessionals in a Missouri school, certain exemptions to the Final Clinical Experience may apply. See the Policy on Teacher Assistants/Paraprofessionals in the School of Education Office.

7. Successful completion of the Teacher Work Sample. The TWS requires that the teacher candidate plan and teach a unit of study during the Final Clinical Experience. Before teaching the unit, candidates will describe contextual factors, identify learning goals based on state and district standards (GLE’s), create an assessment plan designed to measure student performance before (pre-assessment), during (formative assessment) and after (post-assessment) instruction, design instruction based on learning goals, and make instructional decisions. After teaching the unit, the teacher candidate will analyze student learning and then reflect upon and evaluate his or her teaching as related to student learning in order to improve teaching practice. The TWS is reviewed as the final product by education faculty following completion of the Final Clinical Experience.

8. The Praxis II Specialty Exam must be passed to graduate with a major in Business Education and to be eligible to obtain Missouri certification. If Kansas certification is desired, the Principles of Learning and Teaching Praxis II exam must be passed in addition to the Specialty Exam. Information on candidate pass rates for the Praxis II exam is available on the School of Education website.

To fulfill the university core as well as meet state certification requirements for the Business Education major, the following courses must be completed:

**Humanities:** Composition I and Composition II (if not taken to meet core) 3-6 hours; Communication - 3 hours; Computer Course-3 hours (if required); Art, Music or Theater course - 3 hours; Literature - 3 hours; Philosophy and Religious Studies - 9 hours (in two areas); Social and Behavioral Sciences: Level II Core History course - 3 hours; American government course - 3 hours; Self and Society course - 3 hours

**Natural Sciences and Mathematics:** College level math course - 3 hours; Biological Science with lab OR Physical Science course with lab-4 hours

In addition, all degree-seeking students must have two Level III Interdisciplinary courses (one of which may fulfill a philosophy or religious studies requirement).

The mission statement of the School of Education as well as information about the Conceptual Framework Goals and Missouri Teacher Standards and Quality Indicators can be found in the Education section of this catalog.

**BUSINESS EDUCATION COURSES**

**AC 201. Principles of Accounting I. (3)**
Introduction to the terminology, concepts, and procedures of accounting. Prerequisites: Sophomore standing; MA 120 (Accounting majors) or MA 115 (all others). FA.

**BL 305. Legal Aspects of Business I. (3)**
The study of legal issues inherent to business operations. Level-II. FA, SP, SU.

**BU 230. Personal Financial Management. (3)**
This course is to provide students with the tools and techniques to enhance the decision-making process regarding personal financial management. The course will cover such topics as cash management, credit and budgeting, investments, taxes, insurance, and financial planning. This is a Communication Intensive course. Prerequisite: Sophomore standing. Level II. FA.

**BU 340. Business Communications. (3)**
Communications applicable to business and to job-seekers. Emphasizes practical exercises in writing, speaking, and listening skills. Includes a focus on ethical and intercultural considerations. Meets the Communication Intensive course requirement in the major. This is a Communication Intensive course. Prerequisites: EN 112 and CO 110. FA, SP.
BU 495. Business Internship. (1-6)
Structured learning/work experience performed in a position approved by the department. Maximum total credit for any one student is 6 hours. Credit/No Credit only. Opportunities also exist for students to do their internship through the Washington Center in Washington, D.C.

CS 110. Understanding Computers. (3)
Operation and use of a computer system, software applications such as word processing, spreadsheets, presentation software, databases, e-mail, and internet. Other topics include fundamental concepts of Information Technology, computer system design, social and ethical issues relating to computer use, and informational technology issues, the utilization of computers to problem-solve and to access current information. This course meets all information and computer literacy competency requirements. This is a Communication Intensive course. FA, SP, SU.

CS 120. Introduction to CS I. (4)
Introduction to the fundamental principles of computer science, with emphasis on problem solving techniques, data and procedural abstraction, and use of algorithmic thinking to understand, decompose and translate problem descriptions into sound, machine-executable solutions. Includes formal lab work. Corequisite: CS 110. FA.

CS 160. Visual BASIC Programming. (3)
Considers fundamental programming skills and concepts: problem definition, design of solution, coding and the use of the Visual Basic Integrated Development Environment. Corequisite CS 110 or equivalent. SP, even years.

CS 170. Web Page Design. (3)
Covers designing and creating a web page. It includes how to create a web page using HTML as well as making the page both eye-catching and functional. Information will also be provided on implementation of the page on the World Wide Web. SP, odd years.

EC 202. Principles of Microeconomics. (3)
An introduction to the theory of consumer and producer, or firm, behavior with an emphasis on the analysis of prices, markets, production, and resource allocation. This is a Communication Intensive course. Prerequisite: MA 115 or higher level mathematics course. Sophomore standing recommended. FA, SP.

EC 203. Principles of Macroeconomics. (3)
An introduction to the fundamental economic concepts and principles, capitalism, legal forms of business enterprises, determination of national income, and monetary and fiscal policy. Prerequisite: MA 115 or higher level mathematics course and EC 202. Sophomore standing recommended.

Note: Most education courses can be taken at the 500 level (graduate credit) by post-baccalaureate certification students ONLY. See Graduate Catalog.

ED 184. Introduction to Educational Technology. (2)
The central focus of this course is the use of technology as a catalyst for changing teaching and learning in ways to better support the acquisition of higher-order thinking skills by all candidates. Thus, the course will include an introduction to the National Educational Technology Standards and the historical and current trends in educational technology addressing specifically national standards and how they impact learning/schools; profiles of NETS (National Education Teaching Standards) for teachers and students; integration of the standards into the classroom; analysis, evaluation, and creation of media and its effect on schools, learning, and society. This course can only be taken at Avila University. Credit for taking this course at another institution will not be accepted, unless the AAT degree was earned through a Metropolitan Community College. Must be taken concurrently with ED 185. Prerequisite: Successful completion of English Composition I. Field-based component required. FA, SP.

ED 229. Developmental and Educational Psychology. (3)
An in-depth exploration of learning and motivation theory, cognitive, moral, psychological, and physical development. Additional topics include a self-study, an examination of social-emotional difficulties of children, and the influence of classroom environment on learning. FA, SP.

ED 235. Psychology of the Exceptional Child. (3)
Designed to provide an introduction to the various areas of exceptionality (gifted, mentally handicapped, learning disabled, emotionally disturbed, etc.). Social, educational and family characteristics of exceptional children are explored. Samples of the unique teaching methods, materials and techniques of instruction are studied. In addition, laws and regulations covering exceptional students are presented. Field-based component required. FA, SP.
ED 245. Tests and Measurements. (3)
A study of the role of evaluation in the instructional process, preparation of outcomes objectives, and basic statistical concepts and common terminology related to educational measurement. Practice in developing classroom tests, assessment in the Teacher Work Sample, and the study of performance-based assessment are provided as well as information regarding commonly used formal tests in school districts. FA, SP.

ED 287. Multicultural Foundations of Education. (3)
This course will provide an examination of education including philosophical, historical, social, and multicultural foundations, teaching as a profession, diversity issues in education, critical questions, and other innovations. All levels of schooling are explored including elementary, middle school, and secondary. This is a Communication Intensive course. Prerequisites: Completion of one English course with a grade of “C” or better and sophomore status. FA, SP.

ED 314. Methods and Educational Technology. (2)
The focus of this course is teaching candidates to use technology for differentiating instruction to meet the needs of every K-12 student in every lesson. The course provides critical tools to meet the demands of teachers and learners. Candidates will explore how to differentiate instruction using technologies such as internet, wikis, blogs, podcasts, photo sharing, virtual offices, simulation and game-based learning and other emerging technologies. This course explores learning-theory research and its applications for technology-enriched, standards-based units of study. Candidates will study theories of constructivism, multiple intelligences, and other research related to how people learn. Participants will learn how technology applications can be used to create learning environments that strengthen problem-solving skills, and encourage communication, collaboration, and reflections. This course can only be taken at Avila University. Credit for taking this course at another institution will not be accepted. Must be taken concurrently with ED 315. Prerequisites: ED 184, ED 185 and successfully passing all sections of the CBASE. FA, SP.

ED 315. General Methods. (3)
Theories, principles, and methods of pedagogy; developing and writing objectives in three instructional domains; steps in lesson planning; selection and application of appropriate procedures, methods, and techniques; unit goals and assessment for a Teacher Work Sample, exploration of learning styles, trends, and issues. Course serves as the mid-level field-based placement in the program. Course requires a placement in a classroom of an area school. Course requires daytime flexibility to accomplish the field-based placement. Transportation is required. General methods can only be taken at Avila University. Credit for taking this course at another institution will not be accepted. Transportation required. Fee required. Must be taken concurrently with ED 314. Prerequisites: ED 184, ED 185 and successfully passing all sections of the CBASE. Field-based component required. FA, SP.

ED 366. Parent Conferencing for Middle/Secondary Teachers. (1)
Explorations of methods for communicating with parents of the middle and high school student. Involvement of the family in the school community is stressed. FA. Odd years.

ED 375. Reading in the Content Areas. (3)
Candidates will learn strategies for teaching reading, writing, speaking, and listening in the content areas. Methods of teaching effective comprehensive vocabulary and study skills will be presented. Candidates will practice techniques for adapting materials and dealing with challenged readers. Prerequisite: ED 314 and ED 315. Field-based component required. FA, SP.

ED 380. Special Topics: Implementing Vocational Business Programs. (3)
This course is designed to prepare business education and vocational teachers for all aspects of vocational programs. This includes administration, specific issues, funding, procedures, and the involvement of state and federal roles in vocational business. FA.

ED 381. Health and Safety Issues in a School Setting. (1)
Presents an overview of health and safety issues specifically related to school settings. Candidates will experience learning activities and skill practices to increase knowledge and skills in dealing with emergency and first aid situations. Candidates will earn CPR and first aid certification as well as blood borne pathogen training. Health issues, such as eating disorders, nutrition, substance abuse, and depression will be covered, and the teacher’s role in dealing with these situations will be discussed. Note: Should be taken the semester before Final Clinical Experience. CPR/First Aid certification must be current during Final Clinical Experience. Fee required. For Education majors/minors only. FA, SP.

ED 419. Behavior Management. (3)
Theories, techniques and current research concerning behavior management and discipline in classrooms and related settings. The emphasis is on a proactive, integrated method of discipline. By the end of the course, each candidate will have produced his or her own discipline plan. Should be taken no more than two semesters before Final Clinical Experience. FA, SP.

ED 455. Special Methods of Teaching Business Education. (2)
Exploration of methods and procedures special to the content areas of business secondary teaching including unit preparation and lesson design for the Teacher Work Sample. Field-based component required. Prerequisite or corequisite ED 314 and ED 315. FA, SP.

ED 493. Teacher Productivity and Technology. (1)
The focus of this course will be an experiential learning with technology. The course will identify ways teacher candidates and K-12 students use technology to gather, refine, and share information pertaining to classroom learning and learning community development. Must be taken concurrently.
with ED 494 and ED 495. Prerequisites: Admittance to the School of Education, major and minor requirements completed. FA. SP.

ED 494. Final Clinical Experience Seminar. (1)
Seminar is a companion course to Teacher Productivity and Technology and the Final Clinical Experience. Seminar is a communication-intensive course which requires professional writing in communications and reflections (with Avila University supervisor and instructor) and job search (resume, cover letters, and thank you letters) to potential employers and an extensive Teacher Work Sample containing analysis of context, collection, organization, interpretation and analysis of student assessment data, curriculum design, discussion of and rationale for instructional decisions and reflection on instructional practice, self-improvement and continued professional growth. Fee required. Must be taken concurrently with ED 493 and ED 494. Prerequisites: admittance to the School of Education; major and minor requirements completed. FA, SP.

MG 321. Management. (3)
Principles of management applicable to any organization including functions, processes, and behavior concepts. Prerequisite: Junior standing FA, SP, SU.

MK 310. Marketing. (3)
Introduction to the principles and practices of marketing goods and services. Strategy and planning are emphasized as well as a thorough treatment of product, pricing, physical distribution, and promotional issues. The marketing concept is given extensive treatment. Prerequisite: EC 202. FA, SP, SU.

Chemistry (CH)

No major is offered.

Minor:
CH 131, CH 137, CH 216, CH 217, CH 342, CH 343.
A Middle School major with a concentration in Science is also available. See the Education section.

CHEMISTRY COURSES (CH)

CH 115. Molecules that Matter. (4)
An introductory course primarily for non-science students. The fundamental principles of chemistry will be studied, along with their application to current topics in chemistry (such as, for example, consumer chemistry, the environment, food, drugs). The importance of chemistry in an individual's personal and professional life will be highlighted. The student will develop an appreciation for how chemists approach and solve problems. No previous background in chemistry is required. 3 hours lecture, 2 hours lab per week. FA, SP. CORE-II.

CH 131. General Chemistry I. (4)
The principal theories of modern chemistry. The topics studied will include atomic theory and structure, the periodic table, reaction types, chemical compounds, stoichiometry, solutions, acids and bases, and chemical bonding. 3 hours lecture, 3 hours lab per week. Co-requisite: MA 120 or MA 125 or MA 241. CORE-II. FA, SP.

CH 137. General Chemistry II. (4)
A continuation of the principal theories of modern chemistry taught in CH 131. The topics studied include thermodynamics, kinetics, chemical equilibrium, solubility, and selected descriptive chemistry. 3 hours lecture, 3 hours lab per week. Prerequisites: CH 131, MA 120 or MA 125 or MA 241. SP.

CH 180. Topics in Chemistry. (1)
Presentation and discussion of chemical topics. Each offering will be titled appropriately. A student may take any number of different topics. FA, SP, SU.

CH 216. Organic Chemistry I. (5)
Principles, laws and theories governing structures and reactions of hydrocarbons and alcohols are presented. Stereochemistry and mechanisms of alkene reactions are also introduced. 3 hours lecture, 5 hours lab per week. Prerequisite: CH 131. FA.

CH 217. Organic Chemistry II. (5)
A continuation of the study of organic compounds begun in CH 216. The principles and theories developed in CH 216 are applied to other common functional groups including alkyl halides and various classes of carbonyl compounds. Common spectroscopic methods are also presented. 3 hours lecture, 5 hours lab per week. Prerequisite: CH 216. SP.

CH 221. Quantitative Analysis. (4)
The theory and practice of the classical methods of chemical analysis including basic potentiometry and spectrophotometry. Laboratory emphasizes the performance of accurate quantitative measurement. 3 hours lecture, 3 hours lab per week. Prerequisites: CH 137, MA 120. FA, intermittently.

CH/BI 342. Biochemistry I. (3)
Introduction to the chemistry of life processes. The chemistry of amino acids, proteins and carbohydrates is examined and applied to biosynthesis and catabolism of carbohydrates through glycolysis, gluconeogenesis, the citric acid cycle and electron transport. This is a Communication Intensive course. 3 hours...
CH 343. Biochemistry Laboratory. (1)
A laboratory study of topics covered in
CH 342. 3 hours laboratory per week.
Prerequisites: CH/BI 342 previously or
concurrently. FA.

CH 344. Biochemistry II. (3)
The study of metabolic pathways
begun in CH 342 is continued through
biosynthesis and catabolism of fats and
proteins. Chemistry of nucleic acids and
its relationship to replication, transcription
and translation of genetic information and
recombinant DNA is considered. 3 hours
lecture per week. Prerequisite: CH/BI 342, SP, intermittently.

CH/BI 345. The Structure, Function,
and Chemistry of Cells. (4)
Structure, function, and biochemistry at the
cellular and subcellular level, including the
biosynthesis and catabolism of fats. Also
considered are the chemistry, replication,
and transcription of nucleic acids and some
topics dealing with recombinant DNA.
3 hours lecture, 3 hours lab per week.
Prerequisites: BI 111 or equivalent and CH
216. SP, odd years.

CH 480. Special Topics. (1-3)
Selected topics to be determined at the
discretion of the department.

CH 495. Internship. (1-4)
A carefully monitored work or service
experience, occurring off-campus at an
institution or agency specializing in an area
relevant to the student’s ultimate career
goals. Students will be notified of their
eligibility by their academic advisor.

CH 497. Research I. (1-2)
Individual student research on an advanced
topic in the student’s field, or on a
laboratory or field project. Course topics
include the use and analysis of primary
literature and the peer review process,
investigative design, and research methods.
This course is to be taken typically during
the spring semester of the student’s
junior year. The nature of the Research I
experience will be selected by the student
in consultation with, and with permission
granted by the chemistry faculty. This
is a Communication Intensive course.
Prerequisite: Junior or Senior standing. FA, SP.

CH 498. Research II. (1-2)
A continuation of a laboratory or field
project begun in CH 497. Emphasis
will be placed on data analysis and its
interpretation. This is a Communication
Intensive course. Prerequisites: CH 497;
Junior or Senior standing. FA.

CH 499. Research Colloquium and
Seminar. (1)
Instruction in the various forms of oral and
written scientific communication will be
stressed. All students from CH 497 and/
or 498 will prepare a written scientific
paper and an oral presentation on their
own topics of research or study. Meets
the Capstone course requirement in the
Prehealth Professions major. Prerequisite:
Successful completion of CH 497 or 498.
SP.

Communication (CO)
The Communication department provides
a broad base of theoretical and practical
coursework in the communications
industry. The candidate for the Bachelor
of Arts degree must fulfill all general
degree requirements as stated earlier in
this catalog. In addition to completing the
foundation courses and learning the use
of technology across the field, students
choose a concentration area to develop
skills suited to their particular career
interests. The program has audio and video
production studios and provides hands-on
learning with The Talon, news network.
Students must have a minimum grade of
“C” for all Communication courses.

Outcomes:
In addition to the general degree
requirements stated earlier in this
university catalog, Communication majors
will be expected to meet the following
outcomes.
1. Write in a variety of professional
styles (CO 125, CO 215, CO 216, CO
312, CO 317, CO 319, CO 385, CO
485, CO 499).
2. Understand the theoretical and
historical foundations of advertising,
public relations, mass media, and
human communication research and
the role of these disciplines in society
(CO 181, CO 182, CO 225, CO 235,
CO 331, CO 391).
3. Work effectively in group settings and
display an understanding of leadership
skills in groups (CO 427, CO 415, CO
452).
4. Identify common ethical situations in
real-life communication settings and
employ a decision-making process to
resolve ethical questions (CO 225; CO
415).
5. Deliver effective oral presentations
(CO 213, CO 391).
6. Produce real-world communication
projects in student’s area of
concentration, using appropriate
technology (CO 216, CO 223, CO
235, CO 317, CO 327, CO 331, CO
425, CO 427, CO 435, CO 495, CO
499).

Assessment:
The outcomes for the Communication
major are assessed through a combination
of written and performance examinations,
written and performance assignments,
and either a portfolio (Advertising/Public
Relations, Sports Communication) or
resume DVD (Film & Digital Media) of
completed projects. The portfolio or
resume DVD reflects assignments
completed throughout the course of
the program. The portfolio or resume
DVD is constructed in CO 499 (Senior
Seminar) and reviewed by communication
faculty members and professionals in the
communication community. The portfolio
or resume DVD is formally presented at
the end of the spring semester prior to
graduation.

Computer Literacy Requirement: Students
are required to demonstrate computer
literacy throughout the communication
curriculum which often requires the
use of technology. Computer literacy
requirements are met in AR/CO 271 and
CO 225.
Major in Communication: All majors are required to take the following Foundation Courses: CO 125, CO 225, AR/CO 271, CO 360, CO 391, CO 495, CO 499. Each student then selects from the following concentrations: Film & Digital Media, Advertising/Public Relations or Sports Communication.

Film and Digital Media: Students interested in a career in film or video production, editing and sound design, or graduate studies in mass communication or film are required to complete in addition to the above the following courses:

CO 215, CO 223, CO 235, CO 317, CO 319, CO 327, CO 331, PY/KN 393, CO 415, CO 436, CO 486

Speech Education: A program in Speech/Theatre Education, 9-12 certification, approved by the State of Missouri, is offered. Kansas certification requirements may be completed concurrently. A Middle School major with a concentration in Speech/Theater is also available. See Education section.


Digital Media Minor: Required courses: CO 223, CO 327, CO 425, CO 427 and six hours from the following: CO 181, CO 182, CO 216, CO 217, CO 337, CO 338, AR 471.

Communications Courses (CO)

CO 217. Strategic Presentation in a Digital Environment. (3) This class is designed to teach students to fulfill a multifaceted communications role. Specifically, students learn how to prepare key messages and talking points, a short speech, and a final presentation. Prerequisite: CO 110, SP.

CO 211. Survey of Film I. (3) History of American film as an art form and industry from the silent era through the studio age. Screenings coupled with theory to develop critical reviewing skills and knowledge of film production, distribution, regulation, and exhibition. FA, odd years.

CO 212. Survey of Film II. (3) History of American film as an art form and industry following the studio age to the present. Screenings coupled with theory to develop critical reviewing skills and knowledge of film production, distribution, regulation, and exhibition. FA, even years.

CO/Py 212. Conflict Resolution. (3) This course focuses on various strategies for dealing with conflict in a positive manner. It is designed to help students develop the skills necessary to resolve conflicts and have successful outcomes. The skills of listening, assertion, problem solving and conflict management are emphasized. This is a Communication Intensive course. Prerequisite: CO 110, CORE-II. FA, SP.

CO 110. Fundamentals of Communication. (3) Practical approach to developing effective communication skills. Interpersonal, small-group, and public communication skills addressed as well as principles of listening and critical thinking. CORE-I. FA, SP, SU.

CO 125. Introduction to Journalism. (3) Study of modern journalism with practice in effective writing style for the news media. Publication in campus newspaper is part of the course. This is a Communication Intensive course. Prerequisite: EN 111 or 112. FA, SP.

CO 181. Survey of Film I. (3) History of American film as an art form and industry from the silent era through the studio age. Screenings coupled with theory to develop critical reviewing skills and knowledge of film production, distribution, regulation, and exhibition. FA, odd years.

CO 182. Survey of Film II. (3) History of American film as an art form and industry following the studio age to the present. Screenings coupled with theory to develop critical reviewing skills and knowledge of film production, distribution, regulation, and exhibition. FA, even years.

CO/Py 212. Conflict Resolution. (3) This course focuses on various strategies for dealing with conflict in a positive manner. It is designed to help students develop the skills necessary to resolve conflicts and have successful outcomes. The skills of listening, assertion, problem solving and conflict management are emphasized. This is a Communication Intensive course. Prerequisite: CO 110, SP.

CO 215. Broadcast News and Sports Reporting and Writing. (3) Techniques of news and sports writing for broadcast journalism including interviewing, writing scripts, and producing. Students shoot and edit their scripts and produce a show for the campus television station. This is a Communication Intensive course. Prerequisites: CO 125 and CO 327. SP.

CO 216. Corporate Script Writing. (3) Techniques of writing promotional and corporate scripts with an emphasis on creative concepts. In addition to writing techniques, students plan, research, shoot and edit corporate video productions working with real clients. FA.

CO 217. Screenwriting. (3) Techniques of writing scripts for short film narratives, including writing actors’ dialogue and production instructions. SP.


CO/225. Mass Media and Society. (3) Examination of legal and ethical issues in mass media with emphasis on critical evaluation of the effects of media on society. Historical overview of communication media (newspaper, radio,
television, film, magazine) including economic and technological developments. This is a Communication Intensive course. CORE-II. FA, SP.

CO 235. Principles of Advertising. (3)
Study of advertising from the agency perspective. Examination of the industry and its evolution nationally and internationally, including legal and ethical issues, creative process, evaluation criteria and use of media. FA.

CO/AR 271. Digital Media: Design Software. (3)
Introduction to industry standard digital tools and techniques for image acquisition, creation and manipulation (i.e. Photoshop, Illustrator, etc.) and page layout and document design (i.e. InDesign) for graphic design purposes. Industry best practices and other issues related to image and page design. Basic layout design concepts, such as eye flow and sequence, composition, and use of type and image. FA, SP

CO 312. Writing Plans, Proposals, and Presentations. (3)
Writing business plans, advertising proposals and various types of presentations encountered in an advertising/public relations context. Prerequisite: CO 125 or EN 111. SP.

CO/PY 321. Leadership. (3)
This course has a two-fold emphasis. It is first an overview of theories about leadership, including the traits, skills and behaviors associated with those theories. Secondly, it focuses on one’s personal leadership, whether at work, in the community, within groups, or in any other form of organization. Students learn about the evolution of theories on leadership and relate those theories to case studies and their own leadership. Throughout the course, they explore the meaning of leadership to their own goals and assess their interests, values, priorities, and qualities that support or test those goals. Students use the knowledge gained in this course to plan for their own development as a leader so that they are better equipped to meet the challenges of new opportunities and a changing world. Meets the Communication Intensive course requirement in the major.

CO 327. Principles of Editing and Audio. (3)
An introduction to the theories of editing video and audio elements. Hands-on experience with digital non-linear video editing and digital audio manipulation. FA.

CO 331. Public Relations Concepts. (3)
Nature and role of public relations, activities of professionals in the field, influences which affect organizational behavior, ethics, and the development of public relations professionals. SP.

CO 337. Techniques in Digital Animation. (3)
Hands-on instruction to produce animation projects. Prerequisite: CO 327. SP, odd years.

CO 338. Techniques in Digital Effects. (3)
Hands-on instruction in using compositing software to produce digital effects for video projects. Prerequisite: CO 327. SP, even years.

CO 360. Issues in Media Law. (3)
This course examines legal issues and court cases involving the media in the United States. Some of the topics examined are the First Amendment, libel, privacy, protection of news sources, obscenity, advertising, access to public records and meetings, and copyright. This course places the media and law in a political context and examines current issues as well as established law. FA, odd years.

CO/AR 379. Digital Media: Design for the Web I. (3)
Introduction to the principles of web design and development including site planning, design and construction. Projects and lectures will explore web design principles as related to aesthetics, function, user experience and accessibility. Foundational instruction in current industry technology (HTML, CSS, Dreamweaver). Prerequisite: AR271. FA.

CO 380. Special Topics. (1-3)
Selected topics to be determined by the department. FA, SP.

CO 381. Special Topics in Writing. (1-3)
Selected topics in writing for communication industries, to be determined by the department.

CO/WS 383. Gender and the Media. (3)
A critical/cultural approach will provide a framework for understanding how gender, class, and race issues influence the production, construction, and consumption of the media. FA.

CO 385. Talon Media Practicum. (1)
Participatory experience in journalism through writing for the campus newspaper. Publication required. Prerequisite: CO 125. FA, SP.

CO 391. Communication Theory. (3)
Nature of theory development and change, history of the discipline, important influences upon contemporary communication theory, and individual exploration of specific theories. Meets the Communication Intensive course requirement in the major. Prerequisites:
CO 110 and CO 225, and junior standing.

FA.

CO/TR 411. Media Production and Performance. (3)
Investigation of the influence of media on the actor’s performance and study of production styles within an audio and video context. Examination of script, blocking for video and working with actors, directors and production crew. Participation in script adaptation, pre-production planning, actual production, and post-production editing and evaluation. Prerequisite: Departmental permission.

CO 415. Integrated Brand Communication. (3)
This course focuses on creating an integrated advertising, communications and branding plan in the real world, combining the right mix of communication tools to create solutions to reach and persuade a diversity of stakeholders. Attention is paid to new and emerging technologies, including satellite hook ups, video news releases, guerilla campaigns, and Internet communications. Students work on designing effective communication strategies for real world experiment. Prerequisites: Instructor approval. FA, SP.

CO 416. Corporate Communication Seminar. (3)
Capstone course synthesizing public relations, advertising, sales concepts and organizational communication. Participation in group project work with community businesses and substantial writing of proposals, contracts and relevant business correspondence. Prerequisites: CO 235, 331, and 317. SP.

CO 425. Intermediate Production. (3)
Application of shooting, editing, writing techniques to both individual and team production projects. Prerequisites: CO 223, CO 327. FA.

CO 427. Senior Production Project. (3)
Synthesis of techniques in shooting, editing, scriptwriting, and digital media effects in advanced production projects. Requires a final senior project in film or digital media for resume tape. Prerequisite: Senior standing and completion of CO 425 and 6 hours of digital media course electives. SP.

CO 435. Advertising/Public Relations Practicum. (3)
Students work on advertising, public relations, and special events to gain real world experience. Prerequisites: CO 235 and CO 331. FA, SP.

CO 436. Sports Promotion Practicum. (3)
Students work on advertising, public relations, and special events to gain real world experience. Prerequisites: Instructor approval. FA, SP.

CO 486. Sports Journalism Practicum. (3)
Participatory experience in sports journalism through hands-on practice in writing, editing, and producing student news magazine, websites, blogs, podcasts, etc. included in *The Talon Media Network*. Prerequisite: CO 125. FA, SP.

CO 490. Directed Studies. (3)
Under supervision of a member of the Communication faculty, the student proposes a topic, area, or project for investigation and study. Written agreement between student and faculty determines hours of credit. May be repeated up to six credit hours. Prerequisites: Senior standing and departmental approval. FA, SP, SU.

CO 495. Internship. (3)
Work experience in an outside organization in the student’s concentration under supervision of a media professional. See Communication Chair for specific requirements. Prerequisites: Junior standing and departmental approval. FA, SP, SU.

CO 499. Senior Seminar. (3)
Colloquium setting for graduating seniors with emphasis on discussion of contemporary issues in student’s area of concentration. Portfolio of work area required by end of seminar. Meets the Capstone course requirement in the major. Prerequisite: Senior standing. SP.

Computer Science (CS)
Avila Computer Science majors will participate in a learning experience designed to give students maximum choices as they plan for a successful future in their chosen career.

Opportunities include:
- Academic coursework emphasizing concepts and skills.
- Practical, real-life experience similar to experiences in the workplace.
- Industry recognized certifications
- After graduating with this major, students should be successful in a variety of information technology and computer-related jobs and could continue on to graduate studies to earn masters and doctorate degrees.

The candidate for the Bachelor of Science degree in Computer Science must:
1. Complete all general degree requirements as stated earlier in this catalog.
2. Complete with a grade of “C” or better all Computer Science and Mathematics courses taken.
3. Complete EN 112 with a grade of “C” or better.
4. Complete CS 110, 120, 121, 195, 222, 245, 346, 495, 499; and either (165 and 313) or (166 and 314), all with a grade of “C” or better.
5. Complete MA 125 and 130 with a grade of “C” or better.
6. Complete MG 321 with a grade of “C” or better.
7. Complete one of the following concentrations, each course with a grade of “C” or better:
   - Advanced Computer Science: Complete CS 140 or CS 321, CS 315 or CS 345, CS 365, and 18 CS elective hrs. (12 hours must be above 300).
Computer Science Integrated Discipline: Complete CS 140 or CS 321, CS 315 or CS 345, CS 365, and minor requirements in another discipline as approved by an advisor.

Computer Science Certification: Complete CS 140, CS 145, CS 321, and one of the following:

- Web Master – CS 160, CS 170, CS 312, CS 319, AR 270, AR 271, AR 379, AR 471
- Other Certification Program - 18 credit hours approved by the advisor.

Computer competency will be demonstrated by successful completion of CS 110.

Computer Science Outcomes

In addition to general degree requirements stated in this university catalog, Computer Science majors will be expected to meet the following program outcomes.

1. The student will acquire appropriate foundational programming skills (CS 120, CS 121, CS 160, CS 165, CS 166, CS 222).
2. The student will design and implement advanced computer programs to solve problems (CS 222, CS 245, CS 313, CS 314, CS 365, CS 499).
3. The student will read and communicate computer ideas orally and in writing (CS 110, CS 315, CS 345, CS 365).
4. The student will write papers requiring research into the computer discipline (CS 346).
5. The student will develop professional skills in order to succeed in professions related to the computer field (CS 195, CS 495).

The outcomes for the Computer Science major are assessed through a combination of course written and performance examinations, written and performance assignments, supervisor evaluations and a completed capstone project. The supervisor evaluations are based on performance in CS 480 and CS 495. CS 499 requires a senior capstone project to be designed, completed and then presented to Computer Science faculty.

Requirements for Computer Science Minor CS 110, CS 120, CS 121, CS 222, and 12 hours of Computer Science courses, 6 hours must be upper-division.

COMPUTER SCIENCE COURSES (CS)

CS 110. Understanding Computers. (3)
Operation and use of a computer system, software applications such as word processing, spreadsheets, presentation software, databases, e-mail, and internet. Other topics include fundamental concepts of Information Technology, computer system design, social and ethical issues relating to computer use, and information technology issues, and the utilization of computers to problem-solve and to access current information. This course meets all information and computer literacy competency requirements. This is a Communication Intensive course. FA, SP, SU.

CS 120. Introduction to CS I. (4)
Introduction to the fundamental principles of computer science, with emphasis on problem solving techniques, data and procedural abstraction, and use of algorithmic thinking to understand, decompose and translate problem descriptions into sound, machine-executable solutions. Includes formal lab work. Corequisite: CS 110. FA.

CS 121. Introduction to CS II. (4)
Continues study of principles of computer science, structured programming, object oriented programming, and algorithmic languages. Additional topics include elementary data structures, recursion, software engineering concepts, design, implementation, and maintenance of large programs. Includes formal lab work. Prerequisite: CS 120 or equivalent. SP.

CS 140. A+. (3)
Prepares students for the CompTIA A+ exams. Students will learn about PC hardware and system maintenance procedures. Topics include a detailed look at hardware components, power supply, upgrades, networking, maintenance, and troubleshooting. Students will also learn installation procedures for Windows, dealing with legacy systems, creating and using emergency boot diskettes, and managing printers and other devices. Prerequisite: CS 120 or equivalent. SP, even years.

CS 145. Network+. (3)
This course prepares students for the CompTIA Network+ exam. Students will learn the fundamentals of networking. Through hands-on training, students will learn the vendor-independent networking skills and concepts that affect all aspects of networking, such as installing and configuring the TCP/IP client. Prerequisite: CS 120. SP, odd years.

CS 160. Visual BASIC Programming. (3)
Considers fundamental programming skills and concepts: problem definition, design of solution, coding and the use of the Visual Basic Integrated Development Environment. Corequisite CS 110 or equivalent. SP, even years.

CS 165. Object Oriented Programming in C#. (3)
A programming class using object-oriented design and programming concepts and how they are applied in C#. The emphasis will be towards hands-on program development, testing and debugging of code. The role of the support libraries will be examined along with the Integrated Development Environment (IDE). Prerequisite: CS 120. FA, odd years.

CS 166. Object Oriented Programming in Java. (3)
A programming class using object-oriented design and programming concepts and how they are applied in Java. The emphasis will be towards hands-on program development, testing and debugging of code. The role of the support libraries will be examined along with various Integrated Development Environments (IDEs). Prerequisite: CS 120. FA, even years.

CS 170. Web Page Design. (3)
Covers designing and creating a web page. It includes how to create a web page using HTML as well as making the page both...
CS 180. Special Topics. (1-3)
A study of specialized topics in computer science. May not meet requirements for Computer Science or Software Engineering majors. FA, SP, SU.

CS 195. Introduction to Computer Careers. (1)
Interview and observe computer professionals in work settings. Report on and discuss what was learned regarding skills, attitudes, and knowledge areas that contribute to the success of a computer professional. Prerequisite: CS 120. SP.

CS 201. Introduction to Software Engineering. (3)
Study of the tools and techniques used in the lifecycle of large software systems. Topics include waterfall, iterative and incremental software development practices; phases of the software lifecycle (e.g., requirements analysis, specifications, design, coding, testing); Unified Modeling Language and other tools for modeling and designing various aspects of software systems; quality assurance and testing. Prerequisite: CS 121. FA, odd years.

CS 222. Data Structures. (3)
A study of the development and use of Abstract Data Types for storing and retrieving data. Data structures considered include lists, strings, tables, stacks, trees, and graphs. Pointers, templates, and classes are used for implementing data structures. Other topics include searching and sorting algorithms and recursion. Prerequisite: CS 121. FA.

CS 245. Assembly Language. (3)
An introduction of the Assembly Language. The student will work with binary and hexadecimal numbering systems, computer architecture and assembly language instruction sets. The student will write assembly language programs, implementing an assembler and linker using a high-level language. Prerequisite: CS 120. SP, even years.

CS 312. Advanced Visual Basic. (3)
Covers the advanced features of Visual Basic. Will utilize the Integrated Development Environment (IDE) while developing Windows API based programs. Emphasis will be placed on the use of Object Oriented principles and debugging techniques. The course may include using Visual Basic Scripting for Internet based applications and introduction to Visual Basic for Applications (VBA) for enhancing the functionality of Microsoft Office applications. Prerequisite: CS 160. FA, odd years.

CS 313. Advanced Object Oriented Programming in C#. (3)
Focuses on advanced object-oriented techniques using the C# programming language. A significant part of the course will be devoted to enhancing programming techniques and testing and debugging skills. Prerequisite: CS 165. SP, odd years.

CS 314. Advanced Object Oriented Programming in Java. (3)
Focuses on advanced object-oriented techniques using the Java programming language. A significant part of the course will be devoted to enhancing programming techniques and testing and debugging skills. Prerequisite: CS 166. SP, even years.

CS 315. Operating Systems. (3)
A study of operating system concepts and how those concepts are used in the design and implementation of modern operating systems. Topics include process management, processor scheduling, memory management, virtual memory, I/O, file systems, deadlocks, and concurrency. Prerequisite: CS 222. SP, even years.

CS 319. Web Page Programming. (3)
A continuation of Web Page Design. Topics covered include, but are not limited to, XHTML, Cascading Style Sheets, JavaScript, Dynamic HTML, graphic manipulation software, Web page design software, XML, and discussion covering several server-based programming languages. Prerequisites: CS 170. FA, even years.

CS 321. Networking. (3)
Considers a wide range of concepts used in the design and implementation of modern network systems. Course content will be organized according to the TCP/IP and the OSI model. Among topics that will be included are hardware components, protocol suites (especially TCP/IP), network topologies, IEEE 802.3 networks, bridging, and routing. Prerequisite: CS 120. FA, even years.

CS 340. Database Management. (3)
Studies of database management including: concepts and characteristics, planning organization, data structures, semantic data modeling, conceptual design, physical design, administration, and implementation. Students will design a database. Prerequisite: one computer language. FA, odd years.

CS 345. Computer Organization & Architecture. (3)
Studies the principles used in design and implementing digital computer systems. Topics include Boolean algebra and gates, basic digital logic circuits, memory circuits, buses, CPU organization, microarchitecture organization, data representation, instruction set design, addressing modes. As time allows, a variety of operating system and machine language concepts will be included. Prerequisites: CS 222, SP, odd years.

CS 346. Foundations of Computing. (3)
Considers the mathematical underpinning of computer science. The course includes topics such as finite automata, regular expressions, grammars, languages, push-down automata, Turing machines, solvability, complexity, and Church’s Thesis. Meets the Communication Intensive course requirements in the major. Prerequisites: MA 130, CS 222. FA, even years.

CS 350. Systems Analysis and Design. (3)
In-depth discussion of the methodologies for designing and implementing computer-based systems. In the context of the systems life cycle the course covers topics such as breaking complex processes into phases and activities with specific products or objectives, preliminary investigation, analysis, design, implementation, and
evaluation. Case studies are used to emphasize the points covered. Prerequisite: six hours of computer programming and CS 201 or consent of instructor. SP, odd years.

CS 365. Program Language Systems. (3) Description and analysis of key issues in the design, and implementation of programming languages, including syntax and semantic specification, lexical analysis and parsing, names and binding, data types, expressions and assignments, control structures, subprogram calling and parameter passing, data abstraction, and objects. As time allows, concurrency, functional programming, and logical programming will be included. Prerequisite: CS 222 and one of the following: CS 160, CS 165 or CS 245. FA, odd years.

CS 380. Advanced Special Topics. (1-3) A study of advanced specialized topics in computer science. May not meet requirements for Computer Science or Software Engineering Majors. Prerequisites will vary.

CS 480. Practicum. (3) Participatory computer experience working in a department or office on campus. The placement will be selected with the Computer Science faculty approval, based on campus need and availability. Prerequisite: CS 222 and Junior standing. FA, SP.

CS 490. Directed Study. (1-3) In-depth study of an approved topic not covered in other computer science courses. Prerequisite: Consent of instructor.

CS 495. Internship. (3) Participatory computer experience working for company or not for profit organization in the area. The choice of organization and type of work is to be determined by the student but must be approved in advance by a Computer Science faculty member who will coordinate the student’s placement. Prerequisite: CS 222 and Senior standing, FA, SP.

CS 499. Computer Science Capstone. (3) Provides opportunity for students to integrate learning from throughout Computer Science coursework. Students will do major practical or research projects requiring comprehension of complex and scholarly computer science literature. Meets the Capstone course requirement in the major. Prerequisites: CS 222 and Senior standing. FA, SP.

Corporate Communication (CC) The candidate for the Bachelor of Arts degree in Corporate Communication offered through the Avila Advantage program must complete all the University general degree requirements.

Outcomes for Corporate Communication Graduates for the Bachelor of Arts degree in Corporate Communication will be able to:

Professional Studies Outcomes:
1. Develop and analyze innovative solutions for problems using critical and creative reasoning (BU 321, BU 322 or PY 360).
2. Demonstrate the ability to clearly communicate in professional settings using effective interpersonal, teamwork, cultural, presentational and writing skills (CO 212, CO 213, CO 312, CO 321, EN 112).
3. Demonstrate an understanding of ethical frameworks and theories and how to apply them in professional situations (CO 212, CO 321, PL 255).
4. Demonstrate the ability to use technology in managing organizations (BU 110, CO 213, EC 240).

Corporate Communication outcomes:
1. Understand the theory of persuasion and rhetoric.
2. Communicate an organization’s message.
3. Use technology to communicate messages.

Admission to the Major The Advantage Corporate Communication major is open only to students who meet the requirements for admission to the Avila Advantage program, an adult degree program for students who are at least 23 years of age or have had a minimum of 3 years of work experience.

Degree Requirements
1. Fulfill all the requirements for a degree as stated in this catalog.
2. Complete the Core Curriculum requirements as stated in this catalog.
3. Students must achieve a minimum grade of “C” in all courses required for the major.
4. Computer competency will be demonstrated by successful completion of BU/CS 110.
5. The major specifically requires that the following core courses be included within each candidate’s curriculum: BU 110, EN 112 and PY 101.
6. Completion of the following Professional Studies core courses: BU 305, BU 321, BU 322 or PY 360, CO 212, CO 213, CO 312, CO 321, EC 202 or EC 203 and EC 240.
7. Completion of the following Corporate Communication major courses:
8. BU 310, BU 312, BU 411, CO 225, CO 235, CO 317, CO 331 and CO 415C.

No minor is offered.

CORPORATE COMMUNICATION COURSES (CO) : descriptions of other Corporate Communication courses are listed under Communication and Business Administration

CO 415C. Integrated Brand Communication (3) This seminar based course focuses on creating an integrated advertising, communications, and strategic branding plan in the real world combining the right mix of communication tools to create solutions to reach and persuade a diversity of stakeholders and customers. Great attention is paid to new and emerging strategies and emerging technologies including satellite, video, social media, search media, and Internet communications. Students synthesize learning from previous course work with elements of this course to develop branding solutions for a company or organization.
Students learn the implications of budget, and environmental constraints, to create a coherent mix of communications tactics and work within a team environment. Meets capstone requirement for the School of Professional Studies Corporate Communication program only.

Criminology and Justice Studies (CR)

The criminology and justice studies major at Avila University is viewed broadly as encompassing the scientific study of crime, criminals, the criminal justice system, crime prevention, and the treatment of offenders. The program is interdisciplinary and integrative in nature, drawing upon many several academic disciplines and paradigms for theoretical and methodological approaches.

Criminology and justice studies is a popular major for students planning careers in areas such as law enforcement, corrections, probation and parole at local, state and national levels. Students in the criminology and justice studies major will be prepared with the leadership, critical thinking, and communication skills necessary for a successful career and/or graduate school education in areas such as law, sociology, psychology, and public administration.

The candidate for the Bachelor of Arts degree in Criminology and Justice Studies must complete all the general degree requirements as stated earlier in this catalog.

MAJOR: 45 credit hours including SO 101, 230, 260, 320, 350, 351, 360, 366, 397 and 495. In addition, all students majoring in criminology and justice studies must take either SO 262 or SO 362 and 12 credit hours of upper division (301 or above) criminology courses.

Computer Literacy Requirement: Fulfilled by CS 110.

Criminology Student Learning Outcomes: In addition to the above listed course requirements, Criminology majors will be expected to meet the following program outcomes:

- Demonstrate proficiency in criminology and justice studies in various settings, including internships. (all courses in the major).
- Utilize effective ethical and decision-making skills in personal and professional situations. (all courses in the major).
- Effectively employ theoretical, methodological and critical communication knowledge and skills in various situations. (SO 230, 320, 350, 351, 360, 397, 495).
- Demonstrate knowledge of the various institutions of social control, both within the United States and throughout the world. (SO 260, 262, 320, 360, 362, 366).
- Demonstrate knowledge of the various settings, including internships. (all courses in the major).
- Effectively employ theoretical, methodological and critical communication knowledge and skills in various situations. (SO 230, 320, 350, 351, 360, 397, 495).
- Demonstrate knowledge of the institutional and/or organizational control, both within the United States and throughout the world. (SO 260, 262, 320, 360, 362, 366).
- Recognize and appreciate diversity in individuals, cultures and social systems, from local to national to global environments, with the resultant awareness of the social construction of reality. (all courses in the major).

Assessment: The outcomes of the criminology major are assessed through a required portfolio and a required exit interview. The portfolio reflects assignments completed throughout the program. The portfolio is formally constructed throughout the curriculum. Students in the criminology program will be submitting copies of assignments from all criminology courses. The exit interview also takes place during the capstone course, SO 495. During the exit interview, students will be given the opportunity to reflect upon their experiences as a student in the criminology program.

*See SOCIOLOGY (SO) section for course descriptions.

MINOR: 18 hours, including SO 101, 260 or 262, 360, and at least 9 hours of upper-division criminology courses (301 or above).

A minor in Sociology is not permitted for students majoring in Criminology and Justice Studies.

Criminology majors and minors must receive a grade of “C” or higher in all courses taken in the major or minor.

Dance (DA)

No major in Dance is offered. A Bachelor of Fine Arts (BFA) in Theatre is offered. See Theatre section for requirements.

Minor

An academic minor in Dance is available for students who have an interest in Dance and/or for students who want a concentration of study in dance to complement an affiliated performing arts program. The minor is designed to provide a broad foundation of creative and technical experience for the development of dance artists.

Dance Outcomes:

Upon graduation an Avila University Dance minor will have demonstrated ability to:

1. provide a broad foundation of creative and technical experience for the development of disciplined and sensitive artists (All DA).
2. learn a variety of dance styles, classic reconstructions, new choreographies, and ethnic forms (DA 214 and 260).
3. participate in dance as a theatrical performance (All DA).

Assessment:

The Dance minor outcomes are assessed in the following ways:


b. Individual and group improvisation.

c. Individual and group performance of long dance combination.

d. Class attendance and participation that demonstrates a mastery of technique, balance, control, flexibility, rhythm, coordination, strength and alignment, precision, and spatial principles.

e. Written and performance-based exercises that explore dance as a theatrical form in a variety of historical and cultural contexts.

Grade requirements:

A GPA of 2.0 or better in courses used
toward the minor.

Credit-hour requirements:
Two required areas for the dance minor are: “Creative Work” and “Technique.”

Minors must complete all the coursework under each section to complete the required 18 hours for a minor. Dance technique classes may be repeated for credit, but will not be applied towards the 18-hour credit.

Creative Work:
TR 115 Movement (2)
TR 271 Principles of Acting (3)
TR 227 Stage Makeup (2)
DA 260 Basic Dance Choreography (3)

Technique:
Minors will select 8 hours from four of the five different technique areas offered: Jazz, Tap, Modern Dance, Ballet, and Dance and Culture.
DA 110 Basic Tap (2)
DA 111 Jazz Technique I (2)
DA 112 Modern Dance Technique I (2)
DA 114 Ballet (2)
DA 214 Dance and Culture (2)

DANCE COURSES (DA)
DA 110. Basic Tap. (2)
Learn the basics of tap terminology and steps, and apply them to the art of performance.
DA 111. Jazz Technique I. (2)
Introduction to rhythmic awareness, movement coordination, and jazz styles through performance of dance combinations.
DA 112. Modern Dance Technique I. (2)
Introduces the expressive potential of dance through modern dance technique. Emphasis on flexibility, strength, and alignment practiced through standing and floor exercises. Movement improvisation explores qualities of motion.
DA 114. Ballet. (2)
Emphasizes discipline, coordination, and developing practical performing skills in classical ballet technique. Includes barre and floor combinations.
DA 211. Jazz Technique II. (2)
Intermediate study of jazz dance with emphasis on technique, flexibility, balance, control, and retaining long combinations in a variety of jazz styles.
DA 212. Modern Dance Technique II. (2)
Continued study of modern dance at an intermediate level. Emphasis on release techniques, rhythmic precision, and spatial principles through extended combinations and movement improvisations.
DA 214. Dance and Culture. (2)
This course examines theatrical forms of dance in historical and cultural contexts. Through readings, lecture, videotaped performance, and studio experiences, this course focuses on the conceptual components of dance while exploring various dance styles: folk and ethnic dances of Europe, Near and Far East, Africa, and the Americas as they relate to concert dance.

DA 260. Basic Dance Choreography. (3)
Exploration of the choreographic processes. Focus on seed phrases to create solo material, introduction of musically derived choreographic forms, and work with compositional elements of space, time and energy.

Economics (EC)
A major in Economics is not offered.

Minor:
EC 202 Principles of Microeconomics.
EC 203 Principles of Macroeconomics.
EC 311 Intermediate Macroeconomics.
EC 312 Intermediate Microeconomics.
Six (6) additional hours of upper-division economics.
A minor in economics is not allowed for AC/BU majors.

ECONOMICS COURSES (EC)
EC 195. Survey of Economics. (3)
A one semester course providing a general overview of the main concepts of both microeconomics and macroeconomics. For non-business majors only. CORE-II.
EC 202. Principles of Microeconomics. (3)
An introduction to the theory of consumer and producer, or firm, behavior with an emphasis on the analysis of prices, markets, production, and resource allocation. Prerequisite: MA 115 or higher level mathematics course. Sophomore standing recommended. FA, SP.
EC 203. Principles of Macroeconomics. (3)
An introduction to the fundamental economic concepts and principles, capitalism, legal forms of business enterprises, determination of national income, and monetary and fiscal policy. Prerequisite: MA 115 or higher level mathematics course and EC 202. Sophomore standing recommended. FA, SP.
EC 240. Statistical Analysis. (3)
Introduction to basic statistical techniques for students in business and economics. Prerequisites: MA 115 or MA 120 and CS 110. FA, SP, SU.
EC 241. Quantitative Analysis. (3)
An introduction to quantitative analysis techniques needed to apply models to actual situations in business and economics. Prerequisites: EC 202, 203, 240.
EC 311. Intermediate Macroeconomics. (3)
Expansion of principles of macroeconomic concepts, theories, and models. Prerequisite: EC 202, 203.
EC 312. Intermediate Microeconomics. (3)
Expansion of principles of microeconomic concepts, theories, and models. Prerequisites: EC 202, 203, 241 (or concurrent enrollment in 241). FA, odd years.
EC 340 Statistical Analysis II: Regression (3)
Regression analysis examines the use of both single and multiple variables in establishing causality. Answering a question of causality with regression permits the student to determine how well the regression model answers that question. Students will develop testable hypotheses that form the question to be asked. The course will also prepare the student to do basic forecasting. Prerequisite: EC 240 or equivalent (see advisor) SP, odd years.

EC 361. Money and Banking. (3)
Investigation of the money, credit, and banking structure and money’s influence on the national economy and foreign exchange. Prerequisites: EC 202, 203.

EC 380. Special Topics. (1-3)
Selected topics to be determined at the discretion of the department.

EC 382. International Economics. (3)
An introduction to the theory, structure and policies of international trade and international financial institutions. Prerequisites: EC 202, 203. Every 3rd semester.

EC 490. Directed Studies in Economics. (1-6)
Study of an approved topic not parallel with the content of another course.

EC 499. Economics Seminar. (1-3)
Study of contemporary economic issues. Prerequisite: Senior standing.

Education (ED)

Conceptual Framework Goals

Goal 1: Professional Communication
Candidates will demonstrate strong competencies in the communicative arts including exemplary use of oral, written, nonverbal, technological communication and group processing skills with professors, students, colleagues, administrators, parents and others in the educational arena.

Goal 2: Critical Reflection and Decision Making
Candidates will exhibit critical reflection on practice and display exemplary decision making skills including higher level thinking, evaluative thinking and problem solving in both university classrooms and in K-12 schools.

Goal 3: Professional Dispositions
Candidates will demonstrate appropriate professional dispositions toward self, students, colleagues, administrators, and parents. Candidates’ professional dispositions will foster positive human relationships and demonstrate respect for the profession and the responsibilities it entails.

Goal 4: Content Expertise and Standards Based Curricular Alignment
Candidates will demonstrate content expertise and ability to align content and curriculum to appropriate standards.

Goal 5: Instructional and Assessment Methods
Candidates will demonstrate appropriate use of varied research-based teaching strategies and technologies to deliver effective lessons. Candidates will design and demonstrate appropriate use of varied assessments for promoting and measuring the learning of all students.

Goal 6: Diversity Knowledge and Commitment
Candidates will understand and recognize differences in students who represent various categories of diversity. Candidates will demonstrate ability and commitment to promoting the intellectual and personal growth of all students.

Goal 7: Human Behavior, Motivation and Classroom Management
Candidates will use theoretical knowledge and research about learning and human behavior to create motivating learning experiences, manage the classroom and respond appropriately to classroom events.

Goal 8: Field Experiences and Clinical Practice
Candidates will fully grasp the realities of classrooms by applying principles, theories, and methods in diverse field-based and clinical experiences.

Goal 9: Leadership and Service
Candidates will demonstrate a commitment to lead and serve in an ethical manner through interactions at the university and in school-based communities.

Goal 10: Foundation for Continued Professional Development
Candidates will establish a foundation for continued professional growth and development.

Grids showing the relationship between Conceptual Framework Goals and
A. Criteria for Admission to the School for the Education

1. Admission to the University.
2. Attainment of Missouri’s basic education competency requirement which is achieved by earning a passing score on each subtest of the College Basic Academic Subjects Examination (C-BASE). The C-BASE can be attempted a total of three times. All sections of the C-BASE must be taken and passed within a two year period or the C-BASE scores expire. In addition, the candidate must submit scores on either the Scholastic Aptitude Test (SAT) or the American College Test (ACT) if applicable. (See School of Education Teacher Candidate Handbook.)
3. Completion of at least forty-five to sixty (45-60) semester hours of college/university work. Completion of at least twelve (12) semester hours of professional education courses at Avila University for elementary and special education students; completion of at least six (6) hours for middle school majors and secondary education minors.
4. Attainment of a cumulative grade point average of at least 2.75 (on a 4.0 scale), for all college work.
5. Attainment of a cumulative grade point average of at least 3.0 (on a 4.0 scale), for all education courses with no grade below a “C” (2.0). Education courses may be repeated one time only to improve the earned grade. A candidate is limited to a maximum of three (3) course repeats for the entire program.  
6. Attainment of a cumulative grade point average of at least 3.0 (on a 4.0 scale) in content area coursework. (Middle School majors and Secondary Education minors only).
7. A grade of “C” (2.0) or higher in the following courses or their equivalents: Composition I, Composition II, Communication, Finite Math, College Algebra or Calculus.
8. Favorable recommendations for performance in activities for ED 185 Practicum including mentor, site supervisor, and instructor evaluations.
9. Evidence of good character, positive attitude, and dedication to the ethics of the teaching profession, based on written evaluations of the clinical mentors, and the practicum supervisor, an Avila faculty member in a school/college outside of education, and education faculty member(s) as well as a security background check. Only candidates who pass the background check will be allowed to enroll in classes with a field-based or clinical component. Candidates who do not pass the background check must meet immediately with the Dean of the School of Education to determine what course of action should be taken.
10. Evidence of positive evaluations of Professional Dispositions. Candidates are evaluated on the Professional Dispositions form during ED 185 Practicum, in ED 315 General Methods, in either ED 370 (for elementary and special education majors) or in ED 455 Special Methods (for middle school majors, business education majors and secondary education minors) and in ED 495 Final Clinical Experience. In addition, the Professional Dispositions form is available to all faculty and staff throughout the candidate’s time at Avila. If a candidate receives two or more Professional Dispositions forms which indicate concerns in an area, a conference with the Dean of the School of Education will be initiated. Concerns will be shared and the candidate will be placed on a plan for remediation which will be monitored in subsequent courses. Continued concerns in this area may be a cause for delay, denial to, or removal from the teacher education program. For more information on Professional Dispositions, consult the School of Education Teacher Candidate Handbook.
11. Candidates whose primary language is not English are required to submit official score reports of the TOEFL (Test of English as a Foreign Language) exam. The examination results should not be more than two years old. The minimum TOEFL score required is 580 on the written test, 237 on the computer-based test or 92 on the internet-based test. The International English Language Testing System (IELTS) exam scores may be submitted in lieu of the TOEFL. The minimum IELTS exam score required for admission is an overall score of 7.5 with no individual band score below 6.0. The School of Education reserves the right to refuse admission into the teacher education program to any person who has been convicted as a felon or has otherwise committed offenses inappropriate for a teacher.

Missouri Teacher Standards and Quality Indicators are available in the School of Education office. In addition, grids showing the relationship between course key assessments and Conceptual Framework goals/outcomes and Missouri Standards and Quality Indicators are also available. Individual course syllabi show in detail the ways in which the courses address and evaluate the Conceptual Framework goals/outcomes and Missouri Teacher Standards and Quality Indicators.

Teacher Education Programs at Avila University Approved by the State of Missouri are:
Elementary Education 1-6
Special Education: Mild/Moderate Cross Categorical K-12
Middle School Education 5-9
Concentrations:
- Business
- Language Arts
- Mathematics
- Science
- Social Studies
- Speech/Theater
Art Education K-12
Biology Education 9-12
Business Education 9-12
English Education 9-12
Music Education (Vocal/Choral) K-12
Social Studies Education 9-12
Speech/Theatre Education 9-12

Many education candidates apply for Kansas teacher certification along with Missouri teacher certification.
B. Criteria for Completion of the Bachelor of Science degree in Elementary Education, Special Education, Middle School Education, the Bachelor of Arts degree in Business Education and the Secondary Education Minor.

The computer competency requirement will be met by ED 184 Introduction to Educational Technology, ED 314 Methods and Educational Technology and ED 493 Teacher Productivity and Technology. Students completing a secondary Education minor must also meet the computer competency requirement for the major, if different.

1. Completion of all general degree requirements as stated earlier in this catalog.
2. Completion of at least 128 semester hours of academic work with a minimum cumulative grade point average of 2.75 (on a 4.0 scale).
3. Achievement of a minimum GPA of 3.0 for all courses in the major required for state certification and also a minimum grade of “C” (2.0) in all courses required for the major. A course may be repeated one time only to improve the grade earned. A candidate is limited to a maximum of three course repeats for the entire program.
4. Evidence of positive evaluations of Professional Dispositions. All candidates are evaluated on the Professional Dispositions form during ED 185 Practicum, ED 315 General Methods, either ED 370 (for elementary and special education majors) or in ED 455 Special Methods (for middle school majors, business education majors, and secondary education minors) and in ED 495 Final Clinical Experience. In addition, the Professional Dispositions form is available to all faculty and staff throughout the candidate’s time at Avila. If a candidate receives two or more Professional Dispositions forms which indicate concerns in this area, a conference with the Dean of the School of Education will be initiated. Concerns will be shared and the candidate will be placed on a plan for remediation which will be monitored during subsequent courses. Continued concerns in this area may be a cause for delay, denial to, or removal from the teacher education program. For more information on Professional Dispositions, consult the School of Education Teacher Candidate Handbook.

5. Successful completion of the Final Clinical Experience. For candidates who are currently employed as full-time paraprofessionals in a Missouri school, certain exemptions to the Final Clinical Experience may apply. See the Policy on Teacher Assistants/Paraprofessionals in the School of Education Office.

6. Successful completion of the Teacher Work Sample (TWS). The TWS requires that the teacher candidate plan and teach a unit of study during the Final Clinical Experience. Before teaching the unit, the teacher candidates will describe contextual factors, identify learning goals based on state and district standards, create an assessment plan designed to measure student performance before (pre-assessment), during (formative assessment) and after (post-assessment) instruction, design instruction based on learning goals, and make instructional decisions. After teaching the unit, the teacher candidate will analyze student learning and then reflect upon and evaluate his or her teaching as related to student learning in order to improve teaching practice. The TWS is reviewed as a final product by education faculty following completion of the Final Clinical Experience.

7. The Praxis II Specialty Exam must be passed to graduate with a major or minor in Education and to be eligible to obtain Missouri certification. If Kansas certification is desired, the Principles of Learning and Teaching Praxis II exam must be passed in addition to the Specialty Exam. Information on candidate pass rates for the Praxis II exam is available on the School of Education website.

8. To fulfill the university core as well as to meet state certification requirements for Elementary and Special Education majors, the following courses must be completed:

   a. Humanities Composition I and Composition II (if not taken to meet core) 3-6 hours; Communication 3 hours; Art, Music or Theatre elective 3 hours; Literature 3 hours; Philosophy and Religious Studies 9 hours (in two areas). Total 21-24 hours in six areas.

   b. Social and Behavioral Sciences American History course 3 hours; American Government course 3 hours; Economics elective 3 hours; Self and Society 3 hours; World Geography 3 hours. Total 15 hours in five areas.

   c. Natural Sciences and Mathematics College Algebra, Finite Mathematics, or Calculus 3-5 hours; Biological Science with lab 4 hours; Physical Science with lab 4 hours. Total 11-13 hours in three areas.

   d. Concentration A 21-hour concentration of courses in a related content teaching field is required for Elementary and Special Education majors. A concentration in Humanities is automatically achieved by fulfilling the core requirements.

   e. Elementary Education and Special Education majors need the following courses in addition to the core: MA 305 Geometry for Elementary Teachers 3 hours; MA 306 Methods of Math for Elementary Teachers 3 hours.

   f. In addition, all degree seeking students must have two Level III Interdisciplinary Courses (one of which may fulfill a philosophy or religious studies requirement).

9. To fulfill the university core as well as to meet state certification requirements
for Middle School Education majors, the following courses should be completed:

a. **Humanities** Composition I and Composition II (if not taken to meet core) 3-6 hours; Communication 3 hours; Art, Music or Theatre elective 3 hours; Literature 3 hours; Philosophy and Religious Studies 9 hours (in two areas). Total 21-24 hours in six areas.

b. **Social and Behavioral Sciences** American History course 3 hours; American Government course 3 hours; Self and Society course 3 hours. Total 9 hours in three areas.

c. **Natural Sciences and Mathematics** College Algebra, Finite Mathematics, or Calculus 3-5 hours; Biological Science with lab 4 hours OR Physical Science with lab 4 hours. Total 7-9 hours in two areas.

d. In addition, all degree seeking students must have two Level III Interdisciplinary Courses (one of which may fulfill a philosophy or religious studies requirement).

To fulfill the university core as well as meet state certification requirements for the Business Education major, and the Secondary Education minor, the following courses should be completed:

a. **Humanities** Composition I and Composition II (if not taken to meet core) 3-6 hours; Communication 3 hours; Art, Music or Theatre elective 3 hours; Literature 3 hours; Philosophy and Religious Studies 9 hours (in two areas). Total 21-24 hours in six areas.

b. **Social and Behavioral Sciences** History course 3 hours; American Government course 3 hours; Self and Society course 3 hours. Total 9 hours in three areas.

c. **Natural Sciences and Mathematics** College Algebra, Finite Mathematics, or Calculus 3-5 hours; Core Computer Course 3 hours; Biological Science with lab 4 hours OR Physical Science with lab 4 hours. Total 7-9 hours in two areas.

d. In addition, all degree seeking students must have two Level III Interdisciplinary Courses (one of which may fulfill a philosophy or religious studies requirement).

Completion of the following education courses for the specific majors or minor is required in addition to the general degree requirements:


3. **Middle School Education**: Candidates preparing to teach at the middle school level (grades 5-9) complete both education courses and courses in the content areas. Avila University offers six different content concentrations: Business, Language Arts, Mathematics, Science, Social Studies, Speech/Theater. The middle school major candidate must complete a minimum of one twenty-one hour concentration.

For the middle school major, the following education courses are required: ED 184, 185, 229, 235, 245, 287, 314, 315, 341, 366, 375, 381, 419, 454, 455, 493, 494, and 495.

The courses required for each option in the content area are listed below:

**Middle School Concentration Areas:**

The courses required for each concentration area are listed below.

**Business**

AC 201, CS 110, EC 195, EC 203, BL 305, MK 310, MG 321 and BU 340, plus evidence of keyboarding proficiency.

**Language Arts**

ED 230, ED/EN 377, EN 112, EN 271, EN 350, one of: EN 213, EN 231, EN 233 or EN 235, two of: EN 435, EN 436 or EN/WS 275.

**Mathematics**

MA 115, MA 120, MA 121, MA 155 or EC 240, MA 241, MA 305, and one upper level math course.

**Science**

BI 111, BI 112, NS 380, One of: NS 221 or NS 231, One of: CH 115 or CH 131, one of: PH 117 or PH 231.

**Social Studies**

HI 111, HI 112, HI 121, HI 122, PS 120, two 300 level electives in U.S. History, and GG 101.

**Speech/Theater**

CO 110, CO 212, CO 225, CO 380 Special Topics/Debate, TR 223 or TR 324, TR 251, TR 271, TR 272 and TR 281.

4. **Secondary Education**: For candidates planning to teach high school business, a major in Business Education is offered. (See Business Education). For all other content areas, no major is offered. Candidates preparing to teach at the secondary level major in the content area and minor in secondary education. The minor includes requirements for a state teaching certificate. Certificates to teach at the secondary level are offered in Art, Biology, English, Music Vocal/Choral, Social Studies, and Speech/Theater. For the Education Minor, the following courses are required: ED 184, 185, 229, 235, 245, 287, 314, 315, 366, 375, 381, 419, 454, 493, 494 and 495.

Assessment of Outcome Measures for all Education Majors and Minors

At the candidate level, all education majors (including Business Education) and minors are evaluated continuously throughout their programs. At the program level, Conceptual Framework goals/outcomes and Missouri Teacher Standards and Quality Indicators are assessed through a variety of methods including but not limited to:

i. C-BASE examination
ii. Admission to the School of Education requirements
iii. Class assignments and key assessments from courses as indicated on education course syllabi
iv. Admission to Final Clinical Experience requirements
v. Final Clinical Experience course requirements
vi. Teacher Work Sample, and
vii. Praxis II specialty examination

C. Criteria for Completion of the Bachelor of Science degree in Education: Educational Studies.

Candidates completing a major in Educational Studies must:
1. Complete all the general degree requirements as stated earlier in this catalog.
2. Complete at least 128 semester hours of academic work with minimum cumulative grade point average of 2.75 (on a 4.0 scale).
3. Achieve a minimum GPA of 3.0 for all courses in the major and a minimum grade of “C” (2.0) in all courses required for the major. A course may only be repeated one time to improve the grade earned. A candidate is limited to a maximum of three course repeats for the entire program.
4. Complete most coursework for the elementary education, special education, or middle school education program. Passing the appropriate Praxis II exam may be achieved but is not required. The candidate may not be required to complete the Final Clinical Experience Seminar or the Final Clinical Experience.
5. The candidate must complete approved elective hours if needed to attain a minimum of 128 credits for graduation.
6. Complete the capstone course Options in Modern Education (ED 498).
7. Candidates who complete the Educational Studies degree are not eligible for recommendation for teaching certification from Avila University.
8. Candidates who completed the Educational Studies degree are not eligible for admittance into the graduate certification program at Avila University.
9. Candidates must be approved for this degree program by special permission from the School of Education Dean and will be advised in degree completion by the School of Education Dean.

EDUCATION COURSES (ED).

Note: Most education courses can be taken at the 500 level (graduate credit) by post-baccalaureate certification candidates ONLY. See Graduate Catalog.

ED 101. Strategies for Academic Success. (3)
Provides the basics necessary to help students achieve their academic potential in college-level courses in all fields. Topics include organizational and analytical skills, reading comprehension, communication skills, vocabulary enrichment, research practices, effective study techniques, goal setting, assertiveness training, and time and stress management. FA, SP.

ED 184. Introduction to Educational Technology. (2)
The central focus of this course is the use of technology as a catalyst for changing teaching and learning in ways that better support the acquisition of higher-order thinking skills by all students. Thus, the course will include an introduction to the National Educational Technology Standards and the historical and current trends in educational technology addressing specifically national standards and how they impact learning/schools; profiles of NETS (National Education Teaching Standards) for teachers and students; integration of the standards into the classroom; analysis, evaluation, and creation of media and its effect on schools, learning, and society. Credit for taking this course at another institution will not be accepted, unless the AAT degree was earned through a Metropolitan Community College. Co-requisite: ED 185. FA, SP.

ED 185. Practicum. (3)
Pre-service experience with a TEXT Mentor in the classroom. Serves as an early screening process for elementary, special education, middle, and secondary prospective teachers. Course requires spending one day a week in the classroom of an area school, attending weekly on-campus meetings, introduction to the Teacher Work Sample, introduction to program policy, and reflective writing. This course is an important part of entry to the School of Education. Developmental recommendations may be made as a result of this course. Practicum can only be taken at Avila University. Credit for taking this course at another institution will not be accepted, unless the AAT degree was earned through a Metropolitan Community College. Transportation is required. If necessary, candidates will be allowed to retake Practicum one time after waiting at least one subsequent semester in which the course is offered. Fee required. Part of the fee is non-refundable due to the security background check clearance requirement. Must be taken concurrently with ED 184. Prerequisite: Successful completion of English Composition I. Field-based component required. FA, SP.

ED 206. Creative Activities & Physical Movement. (3)
The course gives the beginning teacher knowledge to understand the importance of the arts and physical education as well as strategies and skills to help children express themselves in a variety of creative ways using art, music, drama and physical movement. Activities are presented and practiced to enrich and enhance teaching of academic subjects through these modalities. Course is open to education students only. FA, SP.

ED 229. Developmental and Educational Psychology. (3)
An in-depth exploration of learning and motivation theory, cognitive, moral, psychological, and physical development. Additional topics include a self-study, an examination of social-emotional difficulties of children, and the influence of classroom environment on learning. FA, SP.

ED 230. Children’s Literature. (3)
Extensive reading of children’s literature; criteria for selection and evaluation of these books; relation of literature to the
reading program and to children’s needs, abilities, and interests; and the integration of literature across the curriculum. Metacognitive strategies supporting deep student learning is also a focus. This is a Communication Intensive course. Field-based component required. FA, SP.

ED/PY 235. Psychology of the Exceptional Child. (3)
Designed to provide an introduction to various areas of exceptionality (gifted, intellectually disabled, learning disabled, emotionally disturbed, etc.). Social, educational, and family characteristics of exceptional children are explored. Samples of the unique teaching methods, materials, and techniques of instruction are studied. In addition, laws and regulations covering exceptional students are presented. Field-based component required. FA, SP.

ED 245. Tests and Measurements. (3)
A study of the role of evaluation in the instructional process, preparation of outcomes objectives, and basic statistical concepts and common terminology related to educational measurement. Practice in developing classroom tests, assessment in the Teacher Work Sample, and the study of performance-based assessment are provided as well as information regarding commonly used formal tests in school districts. FA, SP.

ED 287. Multicultural Foundations of Education. (3)
This course will provide an examination of education including philosophical, historical and social foundations, teaching as a profession, diversity issues in education, critical questions, and other innovations. All levels of schooling are explored including elementary, middle school, and secondary education. This is a Communication Intensive course. Field-based component required. FA, SP.

ED 314. Methods and Educational Technology. (2)
The focus of this course is teaching candidates to use technology for differentiating instruction to meet the needs of every student in every lesson. The course provides critical tools to meet the demands of teachers and learners. Candidates will explore how to differentiate instruction using technologies such as internet, wikis, blogs, podcasts, video sharing, virtual offices, simulation, and game-based learning and other emerging technologies. This course explores learning-theory research and its applications for technology-enriched, standards-based units of study. Students will study theories of constructivism, multiple intelligences, and other research related to how people learn. Participants will learn how technology applications can be used to create learning environments that strengthen problem-solving skills, and encourage communication, collaboration, and reflection. Prerequisite: Successfully passing of all sections of the CBASE (undergraduates). Corequisite: ED 315. FA, SP.

ED 315. General Methods. (3)
Theories, principles and methods of pedagogy; developing and writing objectives in three instructional domains; steps in lesson planning; selection and application of appropriate procedures, methods, and techniques; unit goals and assessment for a Teacher Work Sample, exploration of learning styles, trends, and issues. Course serves as the mid-level field-based placement in the program. Course requires a placement in a classroom of an area school. Course requires daytime flexibility to accomplish the field-based placement. General Methods can only be taken at Avila University. Credit for taking this course at another institution will not be accepted. Transportation is required. Fee required. Must be taken concurrently with ED 314. Prerequisites: ED 184, ED 185 and successfully passing of all sections of the CBASE. Field-based component required. FA, SP.

ED 337. General Methods II. (3)
Exploration of different instructional models based on concept formation, inquiry and diversity. Theories and practices of pedagogy are discussed in general and applied specifically to the teaching of social studies in the elementary and middle school classroom. Application of classroom management theory is also examined. In addition, candidates are required to teach economics lessons at a school site through Junior Achievement. Transportation is required. Prerequisite or corequisite: ED 314 and ED 315. Field-based component required. FA.

ED 340. Elementary School Science Methods. (2)
Exploration of methods for planning units of study in science. Experiments, cooperative group work and alternative ways of presenting material in the area of science. Prerequisite or corequisite: ED 314 and ED 315. SP.

ED 341. Foundations of Literacy. (3)
This course will examine a balanced literacy program and how to facilitate it. Theories and objectives for teaching literacy in the elementary and middle school will be studied. Strategies for teaching word recognition, vocabulary, comprehension, and critical thinking will be explored. This is a Communication Intensive course. Prerequisite or corequisite: ED 314 and ED 315. Field-based component required. FA, SP.

ED 343. Language Arts Methods. (2)
This course will examine oral and written language development and how this is facilitated and integrated into a balanced literacy program. Theories and objectives for teaching language arts in the elementary classroom will be studied. Strategies for teaching written language will be explored. Prerequisites or corequisites: ED 314 and ED 315. Field-based component required. FA.

ED 353. Analysis and Characteristics: Cross Categorical. (4)
Exploration of the theories and characteristics of behavior disorders, learning disabilities, intellectual disabilities, and physical orthopedic and health disorders. Theories and practices of cross-categorical placements will be studied. Legal implications, identification procedures, and diagnostic procedures will be discussed. Field-based component required. Prerequisite: ED 235. Prerequisites or Corequisites: ED 314, ED 315, and ED 341. FA, odd years.
ED 358. Methods and Curriculum: Cross Categorical. (4)
Selection of appropriate teaching methods and materials applicable for teaching children in cross-categorical settings will be the focus of study. Prerequisite: ED 353. Field-based component required. SP, even years.

ED 361. Language Acquisition and Development. (3)
Exploration of speech and language problems associated with children with exceptionalities and second language learners; normal speech and language development, indications for referral, and educational techniques. Prerequisite: ED 235. Prerequisite or corequisite: ED 343. Field-based component required. FA, even years.

ED 363. Educational Assessment. (3)
An analysis and study of selected topics pertinent to the assessment of educational functioning. Emphasis will be on diagnostic assessment, both formal and informal, to aid in the diagnosis and treatment of learning problems occurring in special education settings, or with children needing individualized programming in regular classrooms. Candidates will administer and interpret several of the currently used assessment instruments, in addition to data collection utilized in the RTI model. Fee required. Prerequisite: ED 235. Field-based component required. SP, odd years.

ED 364. Parent Conferencing for Special Education Teachers. (1)
Exploration of methods in the conferencing situation with an emphasis on working with parents in the development of the I.E.P. Interpreting progress, discussions of various assessments including state requirements. Emphasis on developing relationships with parents of exceptional children. SP, odd years.

ED 365. Parent Conferencing for Elementary Teachers. (1)
Exploration of methods in the conferencing situation; emphasis on developing a partnership with the parents of children to increase student learning. SP.

ED 366. Parent Conferencing for Middle/Secondary Teachers. (1)
Exploration of methods for communicating with parents of the middle and high school student. Involvement of the family in the school community is stressed. FA, odd years.

ED 367. Transition/Career Education. (2)
Exploration of methods for helping children with exceptionalities successfully make the transition from school to competitive employment with emphasis on appropriate transition goals and objectives. Legal and ethical considerations are explored. Prerequisite: ED 235. FA, even years.

ED 368. Reading Practicum. (2)
Reading practicum in a case study format, on-site at a partner elementary school. Candidates will design one-on-one lessons for and provide instruction to an elementary child who needs reading support across the semester. Transportation required. Must be taken concurrently with ED 370. Prerequisite: ED 341. FA, SP.

ED 369. Directed Study. (1-3)
Opportunity for the candidate to study a topic of interest in depth. Consent of instructor and advisor required. FA, SP.

ED 370. Assessment and Remediation of Reading Problems. (3)
This course explores the diagnostic and reflective teaching of reading. Emphasis is on assessment, instruction, and reflection that appropriately supports children at various stages of reading development. Must be taken concurrently with ED 386. Prerequisite: ED 341. FA, SP.

ED 375. Reading in the Content Areas. (3)
Candidates will learn strategies for teaching reading, writing, speaking, and listening in the content areas. Methods of teaching effective comprehensive vocabulary and study skills will be presented. Candidates will practice techniques for adapting materials and dealing with challenged readers. Prerequisite: ED 314 and ED 315. Field-based component required. FA, odd years.

ED/EN 377. Adolescent Literature. (2)
Study of adolescent literature, how to analyze and engage students, ways to incorporate literature in middle school and secondary classrooms. Primarily for middle school and secondary English education candidates, but open to all students. Prerequisite: one lower level literature course. FA, even years.

ED 380. Special Topics. (1-3)
Specific topics relevant to the field of education will be analyzed. Each offering concerns a single issue. Requires instructor and advisor consent. FA, SP.

ED 381. Health and Safety Issues in a School Setting. (1)
Presents an overview of health and safety issues specifically related to school settings. Candidates will experience learning activities and skill practices to increase knowledge and skills in dealing with emergency and first aid situations. Candidates will earn CPR and first aid certification as well as bloodborne pathogen training. Health issues, such as eating disorders, nutrition, substance abuse, and depression will be covered, and the teacher’s role in dealing with these situations will be discussed. Note: Should be taken the semester before Final Clinical Experience. CPR/First aid certification must be current during Final Clinical Experience. For Education majors/minors only. Fee required. FA, SP.

ED 382. Behavior Management. (3)
Theories, techniques and current research concerning behavior management and discipline in classrooms and related settings. The emphasis is on a proactive, integrated method of discipline. By the end of the course, each candidate will have produced his or her own discipline plan. Should be taken no more than two semesters before Final Clinical Experience. FA, SP.

ED 419. Behavior Management. (3)
Theories, techniques and current research concerning behavior management and discipline in classrooms and related settings. The emphasis is on a proactive, integrated method of discipline. By the end of the course, each candidate will have produced his or her own discipline plan. Should be taken no more than two semesters before Final Clinical Experience. FA, SP.

ED 454. Middle School Teacher Skills/Knowledge/Attitudes. (3)
The knowledge, skills, and attitudes necessary to understand the basic organizational structure of the middle school and the necessary competencies to teach in an organization that stresses
teamwork and collaboration. The course will provide simulated interdisciplinary team experiences, the opportunities to examine flexible grouping arrangements, block scheduling, effective school components and incorporating advising into the total school program. Prerequisite or corequisite: ED 314 and ED 315. Field-based component required. SP.

ED 455. Special Methods of Teaching Content Subjects. (2)
Exploration of methods and procedures special to the content areas of middle and secondary teaching including unit preparation and lesson design for the Teacher Work Sample. Art certification candidates (K-12) take the elementary and secondary Special Methods classes. Vocal music certification candidates (K-12) take the elementary and secondary Special Methods classes. This course typically meets off-campus. Transportation required. Prerequisite or corequisite: EN 314 SP.

ED 493. Teacher Productivity and Technology. (1)
The focus of this course will be on experiential learning within technology. The course will identify ways pre-service and K-12 students use technology to gather, refine, and share information pertaining to classroom learning and learning community development. Prerequisites: Admittance to the School of Education, major and minor requirements completed. Co-requisites: ED 494 Final Clinical Experience Capstone Seminar and ED 495 Final Clinical Experience. FA, SP.

ED 494. Final Clinical Experience Seminar. (1)
Seminar is a companion course to Teacher Productivity and Technology and the Final Clinical Experience. Seminar is a communication-intensive course which requires professional writing in communications and reflections (with Avila University supervisor and instructor) and job search (resume, cover letters, and thank you letters) to potential employers and an extensive Teacher Work Sample containing analysis of context, collection, organization, interpretation and analysis of student assessment data, curriculum design, discussion of and rationale for instructional decisions and reflection on instructional practice, self-improvement and continued professional growth. Fee required. Must be taken concurrently with ED 493 and ED 494. FA, SP.

ED 495. Final Clinical Experience. (7-10)
Pre-professional experience co-teaching in a classroom setting; supervision and guidance shared between the cooperating teacher and the university supervisory staff. Application must be made in advance of registration date. Meets the capstone course requirement in the major. A teacher candidate may be removed from the Final Clinical Experience school site based on the recommendations of the school district or any of its agents, Avila University supervisors, or the Director of Clinical and Field-based Experiences. If a teacher candidate is removed from the Final Clinical Experience, the teacher candidate will not be eligible for re-entry into the program nor eligible for a recommendation for certification from Avila University. Transportation required. Fee required. Must be taken concurrently with ED 493 and ED 494. Prerequisites: admittance to the School of Education, major and minor requirements completed. FA, SP.

ED 498. Options in Modern Education. (1-3)
Exploration of non-classroom opportunities in education. Theory and practice of working in areas such as child care, agency, not for profit, and business settings will be explored. This is the capstone course for the Bachelor of Science in the Educational Studies major. Approval of advisor and the School of Education Dean is required. Prerequisite: Admission to the School of Education. FA, SP.

Outcomes:
In addition to the general degree requirements previously stated in this catalog, English majors will meet the following program outcomes:

1. Write in a variety of critical and creative styles and genres. (EN 213, 443)
2. Recognize perspectives and values different from our own, especially through writers from diverse cultures, women, and people of color. (EN 441, 436)
3. Develop skills in professional writing and editing. (EN 213, 499)
4. Demonstrate an understanding of major creative and intellectual influences and trends of American and British literature. (EN 435, 440)
5. Demonstrate knowledge of various critical approaches, and design and apply a critical approach to specific texts. (EN 449, EN 499)

Assessment:
English faculty work closely with each English major and assess the outcomes on an ongoing basis through exams, writing assignments, and oral presentations. In the capstone course, Senior Seminar, students undertake an extended research project on a topic of their choice, sharing the results by writing a formal essay and presenting their work at the English Colloquium.

Major:
The candidate for the Bachelor of Arts degree in English must complete all the general degree requirements as stated earlier in this catalog and demonstrate competence through one year (6 credit hours) of college-level foreign language. In addition, the candidate must complete the following Major requirement of 36 hours after EN 112 Composition II (or its equivalent) and three hours of core literature have been successfully completed:

English Major (36 Credit Hours)

Major Requirements (12 Credit Hours)
EN 213 Advanced Composition
EN 350 Linguistics and Semiotics
EN 449 Introduction to Literary Criticism
EN 499 Senior Seminar

Literature Emphasis (24 Credit Hours)
SIX HOURS OF AMERICAN
LITERATURE
EN 435 Nineteenth-Century American Literature (3)
EN 436 Twentieth-Century American Literature (3)
EN 380 or 480 Special Topics - American Topics Only (3)

SIX HOURS OF BRITISH LITERATURE
EN 440 Nineteenth-Century British Literature (3)
EN 441 Twentieth-Century British Literature (3)
EN 380 or 480 Special Topics - British Topics Only (3)

THREE HOURS OF CREATIVE WRITING ELECTIVES (poetry, fiction, playwriting, or creative non-fiction).

NINE HOURS OF LITERATURE ELECTIVES 200 level or above

FIFTEEN HOURS OF WRITING ELECTIVES 200 level or above
Three hours of Literature Electives 300 level or above

 Majors must earn a grade of “C” or above in all major courses.

Computer competency will be demonstrated by successful completion of CS 110 or its equivalent.

Three hours of Literature Electives 300 level or above

Nine additional hours (9 hours) at the 200 level or above.

English Education: A program in English Education, 9-12 certification, approved by the State of Missouri, is offered. Kansas certification requirements may be completed concurrently. One additional writing course is required and EN 361 History of the English Language is also required. A Middle School major with a concentration in Language Arts is also available. See Education section for Education requirements.

ENGLISH COURSES (EN).

EN 095. Introduction to Writing. (3)
Intensive review of grammar, correct usage, sentence structure, paragraph structure, punctuation, and spelling, along with vocabulary development and essay structure. Written assignments discussed individually. Does not satisfy core requirement or count toward degree program. FA, SP.

EN 111. Composition I: Windows. (3)
Continued practice in expository writing with emphasis on longer, well-developed essays. Stresses analytical thinking and development of a mature writing style. Grammar, usage, punctuation, and spelling reviewed as needed. Research paper. Prerequisite: EN 111. CORE-I. FA, SP.

EN 213. Advanced Composition. (3)
This course is designed for students from all majors and areas of study. The class meets in the computer lab and the traditional classroom each week to allow students to develop and strengthen their revision and editing skills and workshop their writing. The course focuses on writing as a process and writing in the various disciplines. Prerequisite: EN 112.

EN 231. Poetry Writing. (3)
Techniques and practice in writing poetry. Topics include language, figures of speech, versification, and interpretation. In-class analysis of student work. Prerequisite: EN 111.

EN 233. Fiction Writing. (3)
Techniques of writing fiction. Topics include language, point of view, characterization, plotting, dialogue, and description. In-class analysis of student work. Prerequisite: EN 111.
EN/TR 235. Playwriting. (3)
Basic techniques of writing for the stage. Prerequisite: EN 111.

EN/WS 265. Literature and Culture. (3)
This course provides an introduction to literature as a significant form of culture. It investigates how literature both shapes and is shaped by the historical period and social conditions out of which it is produced and the role of women in literary movements and theories. Students read and interpret poetry, short stories, drama, and novels by a diverse range of writers from a variety of historical periods and gain knowledge of literary terminology and literary practices. This is a Communication Intensive Course. Prerequisite: EN 111. CORE-II. FA, SP.

EN 278. Global Migrations in Literature. (3)
Through the lens of literature, this course explores the flows of people and their culture and labor across borders. Each literary text is examined in terms of its artistic and political dimensions with a focus on identity, gender politics and historical revision. Rather than discreet nations and single cultures, the course concentrates on movement, hybridity and multiplicity. In addition to physical movement, the course examines other possessions that move across the borders including information, language, traditions and beliefs and how these might reconfigure themselves, evolve or even disappear. What happens to national identity and traditional structures of gender, class and family when people migrate? What nostalgia and myths immerge in the process? How do people remember, re-imagine and reshape their sense of self and community? This is a Communication Intensive course. Prerequisite: EN 111. CORE-II. FA, SP.

EN 271. African-American Literature. (3)
A survey of poetry, fiction, and nonfiction by nineteenth and twentieth-century African-American writers. Among the topics considered is the struggle of Black writers to articulate self and voice and pursue an aesthetic in an America that has often been hostile, preferring racial stereotypes over real characterization. Authors include Toni Morrison, Ann Petry, Frederick Douglass, W. E. B. DuBois, Zora Neale Hurston, Langston Hughes, Ralph Ellison, and Ntozake Shange. This is a Communication Intensive course. Prerequisite: EN 111. CORE-II. FA, SP.

EN/WS 275. Women and Literature. (3)
An introduction to a wide range of women’s experiences as represented in world literature. In discussing women as authors, literary characters, and social and political subjects, students examine reading practices and analyze how gender differences interact with differences of race, class, sexual orientation and nation. This is a Communication Intensive course. Prerequisite: EN 111. CORE-II. FA, SP.

EN 350. Linguistics and Semiotics. (3)
Survey of the practices and applications of structural linguistics and semiotics beginning with Saussure and ending with post structural theories of semiotics. Focuses on changes in the methods and assumptions guiding the study of English through specific works including the cross disciplinary writings of Edwards Sapir and Benjamin Whorf; Dell Hymes, Ferdinand de Saussure, Claude Levi-Strauss, Umberto Eco, Roland Barthes, C.S. Peirce, and Julia Kristeva. Prerequisite: EN 112. FA, or every third semester.

EN 361. History of the English Language. (3)
Historical development of the English language from its beginnings to the present. Basic grammatical principles to deepen understanding of contemporary grammar. Prerequisite: EN 112.

EN 371. Shakespeare. (3)
Both textual and performance analysis of Shakespeare’s major works. Students will examine the themes, images, rhythms, and language of the plays, their contemporary relevance, and how text and the performance are interdependent. This is a Communication Intensive course. Prerequisite: One lower-level literature course.

EN/ED 377. Adolescent Literature. (2)
Study of adolescent literature, how to analyze and teach it, ways to incorporate literature in middle school and secondary classrooms. Primarily for middle school and secondary education students, but open to all students. Prerequisite: one lower level literature course.

EN 380. Special Topics. (1-3)
Selected topics to be determined by the department. Prerequisite: One lower-level literature course.

EN 385. Nineteenth-Century American Literature. (3)
Survey of the principal literary movements of the nineteenth century including Romanticism, Realism, and Naturalism. The course focuses on a variety of works, many of which are classics, but some show the diversity of writers in this century when American literature came into its own. Includes such writers as Poe, Hawthorne, Thoreau, Emerson, Whitman, Dickinson, Melville, Twain, James, Chopin, among others. Prerequisite: One lower-level literature course.

EN 436. Twentieth-Century American Literature. (3)
Survey of a variety of writers of the twentieth century. While some have become classics, others demonstrate the diversity of a century characterized by voices struggling to be heard. It includes poetic as well as prose voices illustrating varying points of view. The course includes writers such as Faulkner, Hemingway, Cather, Silko, Morrison, Ransom, Frost, and Williams. Prerequisite: One lower-level literature course.

EN 440. Nineteenth-Century British Literature. (3)
Major works from the Romantic and Victorian Periods. Includes, Blake, Wordsworth, Coleridge, Byron, Percy Bysshe Shelley, Mary Shelley, Keats, Emily Bronte, Dickens, George Eliot and Hardy. Prerequisite: One lower-level literature course.

EN 441. Twentieth-Century British Literature. (3)
Poetry, drama, and novels representing the
Modern and Postmodern Periods. Begins with WWI poets such as Rupert Brooke, Wilfred Owen, and Siegfried Sassoon and includes Joyce, Woolf, Amis, Carey, Selvon, McEwan, Coetzee, and Gordimer. Prerequisite: One lower-level literature course.

EN 443. Advanced Creative Writing Workshop. (3)
The Advanced Creative Writing Workshop is an essential component of the English major. Students immerse themselves in the imaginative process of creating literature and completing a manuscript of poetry, a play, or a novella. The course provides critiques that are intense and technical. Students prepare portfolios of their creative writing and present their work before peers and faculty. Prerequisite: One 200 level writing course.

EN 449. Introduction to Literary Criticism. (3)
Survey of the history of literary criticism, beginning with classical Greek thought and ending with post-structuralism. Focuses on specific literary works in relation to a wide range of analytical methods such as formalism, reader response, feminism, Marxism, New Historicism, and poststructuralism. Meets the Communication Intensive course requirement in the major. Prerequisite: One lower-level literature course.

EN 480. Special Topics. (1-3)
Selected topics to be determined by the department. Prerequisite: Two literature courses.

EN 490. Directed Studies. (1-3)
Under faculty supervision, an advanced study project will be pursued in the area of choice. Prerequisite: Permission of instructor.

EN 499. Senior Seminar. (3)
Senior Seminar students undertake an extended research project on a topic of their choice, write a research paper, and present their paper at the senior colloquium. This course meets the capstone requirement in the English major. Prerequisite: Permission of instructor. FA.

ESL Studies (EL)
No Major or Minor is offered.

There is more than one level for each language skill in English as a Second Language (ESL). Class placement is determined by tests administered in the Hodes Center prior to each semester.

Intensive Language and Culture Program (ESL) Outcomes
The goal of the ILCP/ESL program is to equip international students with the English needed for daily and academic life in the U.S. Students in the ILCP will meet the following program objectives:

- Acquire an understanding of both American culture and the U.S. educational system. (All EL)
- Demonstrate an understanding of the grammatical structure of the English language. (EL 041, 081, 082, 091, 092, 093)
- Demonstrate the English speaking and listening skills necessary for both daily and academic life. (EL 051, 061, 062, 063)
- Demonstrate their English writing ability by learning the writing process and the various rhetorical modes. (EL 041, 091, 092, 093)
- Demonstrate the English reading and vocabulary skills needed to function at an academic level. (EL 051, 071, 072, 073)
- Acquire cultural awareness through interaction with students from different countries. (All EL)

ESL COURSES (EL)

EL 41, 42. ESL – Grammar & Writing. (3)
Focus on grammar essential in speaking and writing such as sentence structure, clauses, phrases, verb tenses, and articles. Proper techniques needed to write paragraphs and essays emphasizing organization and methods of development. Emphasis on writing needed in a university/college level setting. Prerequisite: Testing to determine appropriate placement level. (Class may be repeated.) FA, SP, SU.

EL 51, 52. ESL – Speaking, Listening & Reading. (3)
Practice and development of fluency and pronunciation skills through pair and group work as well as listening exercises. Reading development through vocabulary, speed reading, summarizing, skimming, finding the main idea, and reading comprehension. Emphasis on English needed to function in a university/college classroom. Prerequisite: Testing to determine appropriate placement level. (Class may be repeated.) FA, SP.

EL 61, 62, 63. ESL – Speaking and Listening. (3)
Practice and development of fluency, vocabulary, and pronunciation skills through pair and group work as well as listening exercises. Common idioms and slang used in United States society. Emphasis on English needed to function in a university/college classroom. Prerequisite: Testing to determine appropriate placement level. (Class may be repeated.) FA, SP.

EL 71, 72, 73. ESL – Reading and Vocabulary. (3)
Development of vocabulary, speed reading, summarizing, skimming, finding the main idea, and reading comprehension. Emphasis on material about United States culture as well as academic readings. Prerequisite: Testing to determine appropriate placement level. (Class may be repeated.) FA, SP.

EL 81, 82, 83. ESL – Grammar (Structure). (3)
Focus on grammar essential in speaking and writing such as sentence structure, clauses, phrases, tense, and articles. Emphasis on English needed for daily and academic life in the U.S. Students in the ILCP will meet the following program objectives:

- Acquire an understanding of both American culture and the U.S. educational system. (All EL)
- Demonstrate an understanding of the grammatical structure of the English language. (EL 041, 081, 082, 091, 092, 093)
- Demonstrate the English speaking and listening skills necessary for both daily and academic life. (EL 051, 061, 062, 063)
- Demonstrate their English writing ability by learning the writing process and the various rhetorical modes. (EL 041, 091, 092, 093)
- Demonstrate the English reading and vocabulary skills needed to function at an academic level. (EL 051, 071, 072, 073)
- Acquire cultural awareness through interaction with students from different countries. (All EL)

EL 91, 92, 93. ESL – Writing (Composition). (3)
Proper techniques needed to write paragraphs and essays emphasizing organization and methods of development.
Compositions of description, definition, narration, comparison/contrast, classification, analysis, and persuasion. Punctuation and grammar stressed as necessary. Major written assignments discussed individually. Prerequisite: testing to determine appropriate placement level. (Class may be repeated.) FA, SP.

Foreign Language (FL)

No Major or Minor is offered.

Heritage Speakers and Native Speakers:
A heritage speaker is defined as a person who was raised in a bilingual household and who has had exposure to the target language from a young age outside of the school environment. Proficiency in the target language will vary amongst heritage speakers and placement into appropriate courses will be determined by the Department of English & Foreign Languages only through an interview with the student.

A native speaker is defined as a person who has completed formal schooling in the target language through the high school level, in an environment in which he/she was completely immersed in the target language. The native speaker speaks and writes fluently in the target language. N

FL 111. Foreign Language I. (3)
Study of the grammar and vocabulary, aural comprehension, oral ability, and the reading and writing of simple Spanish. For beginning students. FA.

FL 112. Foreign Language II. (3)
Continued study of the grammar and vocabulary, and development of aural comprehension, oral ability, and the reading and writing of Spanish. Prerequisite: SP 111 or its equivalent. SP.

FL 380. Special Topics. (1-3)
Study of the grammar and vocabulary, aural comprehension, oral ability, and the reading and writing of a foreign language.

FL 490. Directed Studies. (1-3)
Advanced studies of a language.

Foundation Studies (FS)

No Major or Minor is offered.

FIRST-YEAR SEMINAR COURSES.

FS 101. First-Year Seminar. (1)
The goals of this course are to introduce students to the academic and social knowledge, skills, and resources within the Avila community and to encourage students’ personal development through an exploration of personal values, Avila’s mission and global issues. Course goals will be achieved through readings, written analysis and discussions. FA.

FS 102. First-Year Seminar. (3)
The goals of this course are to provide a shared intellectual endeavor between faculty and students that focuses upon liberal arts themes within a global context. Emphasizing critical inquiry, collective faculty-student engagement, creative problem-solving, and broad-based exploration of value-laden themes, these seminars will approach topics through a variety of media, disciplinary methodologies, and cultural standpoints. FA.

Geography (GG)

No Major or Minor is offered.

GEOGRAPHY COURSE (GG).

GG 101. World Geography. (3)
An introductory survey of the major geographical regions of the world. Emphasis on the interaction between humans and their environment and on the contrasts between developed and less developed regions. FA, SP.

Health (HE)

No Major or Minor offered.

HEALTH COURSES (HE)

HE 101. Introduction to Health Care Careers. (3)
This introductory course will provide the student interested in a health care career an opportunity to explore a variety of career options and understand how health care professionals work together to meet health outcomes. Information will be shared about the characteristics of various health careers and programs to develop and maintain a lifelong strength training program. The basic objectives of the course are in alignment with a lifelong fitness/wellness program. FA, SP.

HE/NU 111. Nutrition. (3)
Basic principles of nutrition and the application of these principles to nutritional requirements of the infant, preschool child, adolescent, and adult. This course is web-supported. FA, SP.

HE 103. Introductory Strength Training. (2)
This course is designed to introduce students to the principles of Fa qigong, a meditative form of physical exercise and mental discipline that, if practiced daily, enhances health and well-being. FA, SP.

HE 104. Introduction to T’ai Chi Ch’uan. (2)
This course is designed to introduce students to the principles of t’ai chi ch’uan, a meditative form of physical exercise and mental discipline that, if practiced daily, enhances health and well-being. FA, SP.

HE 105. Introduction to Nutrition. (2)
Basic principles of nutrition and the application of these principles to nutritional requirements of the infant, preschool child, adolescent, and adult. This course is web-supported. FA, SP.

HE 124. Medical Terminology. (2)
A study of the terminology of diseases, operative reports, pathology, surgical instruments, diagnostic tests, drug groups, and abbreviations, with emphasis on word analysis and definitions. 2 hours lecture per week. Recommended prerequisite: BI 220. SP.

Healthcare Management (HC)

The candidate for the Bachelor of Science degree in Healthcare Management offered through the Avila Advantage program must complete all the University general degree requirements.
Outcomes for Healthcare Management
Graduates for the Bachelor of Science degree in Healthcare Management will be able to:

Professional Studies Outcomes:

1. Develop and analyze innovative solutions for problems using critical and creative reasoning (BU 321, BU 322 or PY 360).
2. Demonstrate the ability to clearly communicate in professional settings using effective interpersonal, teamwork, cultural, presentational and writing skills (CO 212, CO 213, CO 312, CO 321, EN 112).
3. Demonstrate an understanding of ethical frameworks and theories and how to apply them in professional situations (CO 212, CO 321, PL 255).
4. Demonstrate the ability to use technology in managing organizations (BU 110, CO 213, EC 240).

Healthcare Management outcomes:

1. View healthcare services from both community and national perspectives to ensure significant trends are factored into planning (HC499C, HC340, HC320).
2. Understand the key laws affecting the healthcare Industry and know how to access relevant information (HC340, HC320, HC499C).
3. Interpret the results of studies performed in the managed care environment and use the statistical data to develop logical conclusions regarding the climate, state, and future of managed care, based on their analysis and synthesis of that data (HC340, HC499C).
4. Evaluate one’s organizational position in the marketplace and consider strategies for strengthening that position (HC499C, HC335).
5. Identify the basic character of the United States healthcare system (HC499C, HC320, HC305).
6. Explain the complexities of the current long-term care system, including fragmentation of services and financing, supply, and skill levels of caregivers, efforts to ensure dignity and safety of elders, and the pressures presented by a steadily aging society (HC499C, HC320, HC305, HC335C).
7. Develop skills required for informed participation in healthcare affairs and outcomes (HC305C, HC320, HC330, HC335C, HC499C).

Assessment
Summative outcomes in the Healthcare Management degree in the Avila Advantage program are assessed in a Planning Retreat project via a written strategic plan and an oral presentation of that plan in the capstone course (HC499C). Professionals in the Healthcare Management field evaluate the plan based on the above outcomes. The Summative assessment occurs yearly. Formative outcomes are assessed in individual courses as students move through the program.

Admission to the Major
The Advantage Healthcare Management major is open only to students who meet the requirements for admission to the Avila Advantage program, an adult degree program for students who are at least 23 years of age or have had a minimum of 3 years of work experience.

The major welcomes students seeking their first bachelor’s degree as well as students who may already have a bachelor’s or an associate’s degree. The major is particularly suitable for those candidates who may already have a background through education and/or work experience in health-related fields, such as (but not limited to): counseling, medical technology, medical transcription, nursing, nursing assistant, nutrition, occupational therapy, physical therapy, or radiologic science.

Degree Requirements
1. Fulfill all the requirements for a degree as stated in this catalog.
2. Complete the Core Curriculum requirements as stated in this catalog.
3. Students must achieve a minimum grade of “C” in all courses required for the major.
4. Computer competency will be demonstrated by successful completion of BU/CS 110.
5. The major specifically requires that the following core courses be included within each candidate’s curriculum: BU 110, EN 112 and PY 101.
6. Completion of the following Professional Studies core courses: BU 321, BU 322 or PY 360, CO 212, CO 213, CO 312, CO 321, EC 202 or EC 203 and EC 240.
7. Completion of the following Healthcare Management major courses: BU 323, HC 305, HC 310, HC 320, HC 330, HC 335, HC 340 & HC 499.

No minor is offered.

HEALTHCARE MANAGEMENT COURSES (HC)

HC/NU 305. Health Care Policy, U.S. & Global. (3)
This course provides an introduction to and discussion of contemporary issues regarding healthcare services in the U.S. compared to other developed countries. It examines and describes ethical, political, social, technological, economic, and cultural issues including various options or choices facing U.S. healthcare. This includes an examination of recent health reform legislation and the potential outcomes and consequences. Meets the Communication Intensive course requirement in the major. Nursing students must have advisor approval.

HC/NU 310. Healthcare for the Elderly. (3)
Examination of the health problems and issues exacerbated by the normal changes in the older adult and the increased risk of illness associated with aging. Content includes examination of services, clients and caregivers comprising the continuum of care for the elderly. It describes the evolution of the continuum and basic financing sources enabling its operation. It focuses on practical issues facing healthcare managers, and highlights the experience of informal caregivers who play an essential role in the continuum. Prerequisite: HC 305. Nursing students must have advisor approval.
HC 320. Managed Healthcare. (3)
Introduction to the concepts and principles involved in the Managed Healthcare industry. The course will provide practical knowledge about the structure and functions of Managed Healthcare, in addition to raising ethical, social, economic and political questions regarding the management and distribution of Managed Healthcare services. Prerequisite: HC 305.

HC/NU 330. Organization of Healthcare Services. (3)
This course will provide insightful examination into the complexities of both the organization and financing of healthcare through the context of systematic operations. It will also examine the effect, if any; political, social, technological, and economic issues have in the development and delivery of healthcare. Prerequisites: HC 305. Nursing students must have advisor approval.

HC 335. Healthcare Planning and Marketing. (3)
This course is designed to introduce the student to the vital roles strategic planning and marketing share in today’s healthcare field. These functions are presented as essential tools for organizational survival in an era where reform and change are sweeping the healthcare industry. Meets the Communication Intensive course requirement in the major. Prerequisite: HC 305. Nursing students must have advisor approval.

HC/NU 340. Legal Aspects of Healthcare. (3)
This course will focus on many of the key laws and the legal process that affect healthcare providers and organizations.

The course will provide the students with a fundamental understanding of many of the significant laws, regulations and policies to which healthcare entities are subjected, the purpose for their enactment, and the process for administering and enforcing these rules in the healthcare industry. Nursing students must have advisor approval.

Prerequisites: HC 335 and 4 other HC courses.

HC 499. Strategic Management for Healthcare Managers. (3)
This course is designed to synthesize previous studies in health services management while bringing the student to the foreground of his/her role as a healthcare manager. Meets the Capstone course requirement in the major.
Prerequisites: HC 335 and 4 other HC courses.

History (HI)
Avila’s history program emphasizes the acquisition of a breadth of historical knowledge and the research skills of historical scholarship that encompass the fields of United States and World history. The history curriculum incorporates multiple perspectives and methodological approaches to human history, thus capturing the experiences of the rich and poor, the powerful and oppressed.

A major in history prepares students for a variety of opportunities. Traditional professions for historians have been teaching in secondary schools, but other possibilities exist in historical preservation, archival work, and museum administration. The study of history has also been seen as an appropriate preparation for graduate study in law and information management/library studies.

Major in History (39 semester hours in History)
Candidates for the Bachelor of Arts degree in History must complete all the core degree requirements as stated in the University catalog. All history majors must receive a grade of “C” or above in all history courses. Lastly, senior history majors must pass a departmental comprehensive examination in history as part of enrollment in the senior capstone HI 499 Senior Thesis.

The following history courses (39 hours) must be completed for the major:

Core History Courses (12 hours)
• HI 111 and HI 112
• HI 121 and HI 122
• HI 499 Senior Thesis

United States History (12 hours)
• Any four (4) upper-division (i.e., 310 level or above) United States history courses.

World History (12 hours)
• Any four (4) upper-division (i.e., 310 level or above) World history courses.

Capstone Course in History (3 hours)
• HI 499 Senior Thesis

In addition, the following coursework from other disciplines must be completed for the major in History:

1. Knowledge: Identify and characterize the major questions of United States and World history in terms of continuity and change using relevant political, economic, social, religious, and cultural institutions, traditions, and beliefs. *All history courses provide instruction and practice relevant to this outcome.

2. Theory: Demonstrate an understanding of the effects of race, gender, class, ethnicity, or religion on the experiences of ordinary and extraordinary people of the past using current historical theory and methodology. *All history courses provide instruction and practice relevant to this outcome.

3. Praxis: Using the “knowledge” and “theory” of the outcomes above, examine and analyze primary documents, pose a historical question (i.e., offer an interpretation or thesis) that the weight of evidence seems to answer, then provide context...
for one’s historical question and evidence using the available secondary literature synthesized in a well-written work of historical scholarship.

* Formal instruction and practice occurs in HI 499 Senior Thesis, but preliminary instruction and practice are components of every upper-level history course.

### History Outcomes: Assessment of the Major

The outcomes of the history major are formally assessed in two ways: 1) using the departmental comprehensive examination in history, which encompasses both United States history and World history, and 2) the senior thesis produced in HI 499 Senior Thesis. The comprehensive examination generally consists of a reflective essay in which students are challenged to demonstrate knowledge and understanding of the outcomes 1) Knowledge and 2) Theory. The senior thesis is the primary means to assess each history major’s ability to produce a well-written work of historical scholarship as described in the catalog. The criterion for each outcome is: 100% of history majors will demonstrate knowledge and application of the outcome with at least 75% accuracy.

### Minor in History (18 Semester Hours)

Candidates for a minor in History must complete eighteen semester hours, of which twelve must be upper-division (i.e., 310-level or above) courses. All history minors must take at least one upper-division (i.e., 310 level or above) United States history and at least one upper-division (i.e., 310 level or above) World history course. All history minors must receive a grade of “C” or above in all history courses.

### Social Studies Education

A program in Social Studies Education, 9-12 certification, approved by the State of Missouri, is offered. Kansas certification requirements may be completed concurrently. A Middle School major with a concentration in Social Science is also available. See the Education section of the catalog.

### HISTORY COURSES (HI)

#### HI 111. World History I. (3)

This course is a global history of human experience from 3500 B.C.E. to 1450 C.E. Transnational in focus, the course explores the metahistorical forces and resulting interactions among societies during the early civilization (3500 to 1000 B.C.E.), classical (1000 B.C.E. to 450 C.E.) and postclassical (450 to 1450 C.E.) periods of world history. CORE-II.

#### HI 112. World History II. (3)

This course is a global history of human experience since 1450 C.E. Transnational in focus, the course explores the metahistorical forces and resulting interactions among societies during the early modern (1450-1750), modern (1750-1914) and “postmodern” (since 1914) periods of world history. CORE-II.

#### HI 121. The American Experience I. (3)

This course is a survey of American social, political, cultural, and economic developments from the first European settlements to 1865, with emphasis on the experiences of Native Americans, colonization, independence, nation-building, reform, and slavery. CORE-II.

#### HI 122. The American Experience II. (3)

This course is a survey of the major political, social, cultural, and economic changes in United States history from 1865 to the present, with emphasis on the development of industrial society, consumerism, the expanding role of the United States in world affairs, as well as civil rights and other social movements. CORE-II.

#### HI 280. Topics in History. (1-3)

This course involves directed study of a particular historical period, event, theme, or topic conducted on-site in the United States or World history using current methodologies, selected on the basis of student/faculty interest.

#### HI 304. History Study Tour. (1-3)

This course involves directed study of a particular historical period, event, theme, or topic conducted on-site in the United States or foreign country. Prerequisite: Instructor approval.

#### HI/WS 311. American Women. (3)

This course explores changing cultural images of women, examines the role of gender in structuring American society, and compares the experiences of American women from a variety of racial and ethnic groups as well as class positions. Additionally, this course includes a discussion of important theoretical and methodological concerns related to women’s and gender history.

#### HI 312. African-American History. (3)

A survey of the African-American experience in North America, the course examines the evolution of slavery and racism, the methods and movements of resistance, and the creation of African-American communities and cultures from the colonial period to the present. The course stresses African-American agency in shaping their own lives and the history of the United States.

#### HI 321. Revolutionary Era America. (3)

From the emergence of English colonial communities to riots, rebellions, and the War for Independence, the course examines the causes and consequences of revolution and the perils of nation-building.

#### HI 322. The Early American Republic. (3)

The course focuses on the experiences of ordinary Americans during an era of emerging nationhood, early industrialization, westward expansion, immigration, and religious and social reform, including the role of class, race, ethnicity, and gender in shaping those experiences.

#### HI 323. The Civil War Era. (3)

Beginning with the impact of slavery upon black and white and slavery’s role in bringing about disunion, the course examines the nature of the Civil War, the wartime experiences of the American people, and the war’s consequences during Reconstruction.

#### HI 324. The Machine Age, 1877-1914. (3)

Exploring industrialization and urbanization, immigration, imperialism, and reform in the U.S., the course emphasizes
how Americans adjusted to the opportunities and traumas of life in the modern age.

HI 325. The United States in War and Peace, 1914-1945. (3)
Covering the U.S. role in two world wars and its experience of prosperity and depression between the wars, the course emphasizes the dramatic social, economic, and political changes those crises helped to bring about.

HI 326. The United States Since 1945. (3)
With the emergence of the U.S. as a world power, the course examines the development of a Cold War at home and abroad, growth of the consumer society, conflicts over civil rights, feminism, and Vietnam, the rise of the New Right, and the challenges of a global economy.

HI/WS 365. Kaiser and Kultur: Nineteenth-Century Germany. (3)
Using gender as the central category of historical analysis, this course explores the transformation of Tsarist Russia (1800-1917) in its struggle to balance tradition and modernity with an emphasis on the late nineteenth and early twentieth centuries.

HI 368. Red Utopia: Soviet Russia. (3)
Using culture (especially popular culture) as the central category of historical analysis, this course explores the transformation of Russian society during the Soviet Union (1917-1991) in its effort to create a “New Soviet Human Being” and, thus, a revolutionary, communist utopia.

HI 369. Myth to Legend: The Ancient World. (3)
This course is an exploration of myth and legend as a global medium to analyze the creation, transmission, and implications of culture to power relations (particularly gender) in ancient world history from 3500 B.C.E. to 1450 C.E. Meets the communication intensive requirement in the major.

HI 370. Folklore to Fairy Tale: The Modern World. (3)
This course is an exploration of the folktale and fairy tale as a global medium to analyze the creation, transmission, and implications of culture to power relations (particularly gender) in modern world history since 1450 C.E. Meets the communication intensive requirement in the major.

HI 371. Tsar and Magic: Imperial Russia. (3)
Using culture (especially popular culture) as the central category of historical analysis, this course explores the transformation of Tsarist Russia (1800-1917) in its struggle to balance tradition and modernity with an emphasis on the late nineteenth and early twentieth centuries.

HI 380. Topics in History. (3)
This course involves study of specific historical problems, debates, or periods in United States or World history using current methodologies, selected on the basis of student/faculty interest.

HI 389. Internship in History. (1-3)
The course involves directed study of a particular historical period, event, theme, or topic. Prerequisite: Instructor approval.

HI 490. Directed Study in History. (1-3)
The course involves directed study of a particular historical period, event, theme, or topic. Prerequisite: Instructor approval.

HI 496. Internship in History. (1-3)
The course involves directed study of a particular historical period, event, theme, or topic. Prerequisite: Instructor approval.

HI 499. Senior Thesis. (3)
Prerequisite: Instructor approval.

HI/WS 366. The Spectre of Nazism: Twentieth-Century Germany. (3)
Using gender as the central category of historical analysis, this course explores the history of Germany from 1914 to the present, a troubled odyssey of defeat in World War I, revolution, Nazism and the Holocaust, Cold War division, and reunification.

HI/WS 367. The United States in War and Peace, 1914-1945. (3)
Covering the U.S. role in two world wars and its experience of prosperity and depression between the wars, the course emphasizes the dramatic social, economic, and political changes those crises helped to bring about.

HI/WS 368. Red Utopia: Soviet Russia. (3)
Using culture (especially popular culture) as the central category of historical analysis, this course explores the transformation of Russian society during the Soviet Union (1917-1991) in its effort to create a “New Soviet Human Being” and, thus, a revolutionary, communist utopia.

This course is an exploration of myth and legend as a global medium to analyze the creation, transmission, and implications of culture to power relations (particularly gender) in ancient world history from 3500 B.C.E. to 1450 C.E. Meets the communication intensive requirement in the major.

HI/WS 370. Folklore to Fairy Tale: The Modern World. (3)
This course is an exploration of the folktale and fairy tale as a global medium to analyze the creation, transmission, and implications of culture to power relations (particularly gender) in modern world history since 1450 C.E. Meets the communication intensive requirement in the major.

Human Resources (HR)
The candidate for the Bachelor of Arts degree in Human Resources offered through the Avila Advantage program must complete all the University general degree requirements.

Outcomes for Human Resources
Graduates for the Bachelor of Arts degree in Human Resources will be able to:

Professional Studies Outcomes:
1. Develop and analyze innovative solutions for problems using critical and creative reasoning (BU 321, BU 322 or PY 360).
2. Demonstrate the ability to clearly communicate in professional settings using effective interpersonal, teamwork, cultural, presentational and writing skills (CO 212, CO 213, CO 312, CO 321, EN 112).
3. Demonstrate an understanding of ethical frameworks and theories and how to apply them in professional situations (CO 212, CO 321, PL 255).
4. Demonstrate the ability to use technology in managing organizations (BU 110, CO 213, EC 240).

Human Resources outcomes:
1. Identify the various ways of structuring compensation for employees.
2. Understand the types of benefit packages, what they are designed to do and how they affect organizational processes.
3. Understand principles of staffing design and the role of training and development.
4. Recognize the impact of labor relations and employment law and how it is applied.
5. Explain international HR functions.
6. Conduct performance reviews.
7. Write an HR plan and understand the role of HR in organizational structure.

Admission to the Major
The Advantage Human Resources major is open only to students who meet the requirements for admission to the Avila Advantage program, an adult degree program for students who are at least 23 years of age or have had a minimum of 3 years of work experience.

Degree Requirements
1. Fulfill all the requirements for a degree as stated in this catalog.
2. Complete the Core Curriculum requirements as stated in this catalog.
3. Students must achieve a minimum grade of “C” in all courses required for the major.
4. Computer competency will be demonstrated by successful completion of BU/CS 110.
5. The major specifically requires that the following core courses be included in each candidate’s curriculum: BU 110, EN 112 and PY 101.
6. Completion of the following Professional Studies core courses: BU 305, BU 321, BU 322 or PY 360, CO 212, CO 213, CO 312, CO 321, EC 202 or EC 203, EC 240.
7. Completion of the following Human Resources major courses: HR 224, HR 323, HR 325, HR 335, HR 346, HR 421, HR 479 and HR 499.

No minor is offered.

HUMAN RESOURCES COURSES (HR)

HR/PY 224. Human Relations in Organizations. (3)
A hands-on examination of the principles and tools used to effectively confront and respond to interpersonal issues in the workplace. Students will explore individual differences in interaction, communication, motivation, attitude, learning styles, and productivity in the context of teamwork. CORE-II.

HR/BU 323. Human Resources Management. (3)
Study of human resource management as an integral function of an organization. Areas emphasized are employee influence and human resource flow. Prerequisite: BU 321.

HR/BU 325. Labor-Management Relations. (3)
Basic labor-management relations history, development, and applications. Prerequisite: BU 321.

HR 335. Staffing Design. (3)
Building on prior coursework, this course will provide students with advanced staffing skills. Students will learn to diagnose, analyze, and make recommendations regarding effective programs in staffing, developing, motivating, and managing its personnel. This course covers various aspects of employee staffing including job analysis for job description and selection procedure development, recruitment, screening, interviewing, and ability testing. This course will further the development of conducting performance reviews and determining the quality of personnel. This course will also provide students with skills necessary to lead an organization through the difficult scenarios of termination and downsizing. Prerequisite: HR 323.

HR/BU 346. Employment Law. (3)
The study of state and federal statutory and case law that govern the employee/employer relationship. Prerequisite: BU 305.

HR/BU 421. Compensation and Benefits. (3)
This course focuses on various topics dealing with compensation and reward system. Topics include the role of compensation and benefits in effective recruitment, selection and retention of employees. Also treated are pay structures, pay-for-performance plans (group and individual), and executive pay. Government/Legal influences and the role of benefits are some of the other topics covered in this course. Prerequisites: HR 323.

HR 479. Training & Development (3)
Rapid changes in technology and job design, along with the increasing importance of learning and knowledge-based organizations, make training and development an increasingly important topic in human resources development. In this course, the student will learn how to 1.) identify training and development needs through needs assessments, 2.) analyze jobs and tasks to determine training and development objectives, 3.) create appropriate training objectives, 4.) design effective training and development programs using different techniques or methods, 5.) implement a variety of different training and development activities, and 6.) evaluate training and development programs. Prerequisite: HR 323.

HR 499. Strategic Human Resources Planning (3)
Building on prior coursework, this course will provide students with skills to analyze organizational need and develop a comprehensive succession plan to ensure a viable pipeline of management and executive talent to continually move the organization forward. We will discuss the impact of the economy, terrorism, the political climate and a global marketplace on the future needs of the organization and develop forward-thinking skills sets to proactively address those needs while maintaining ethical standards of practice. The course will reinforce the critical thinking and writing skills developed in previous coursework. This is a Communication intensive course. Prerequisite: HR 323.

Interdisciplinary Studies (IS)

No Major or Minor is offered.

INTERDISCIPLINARY STUDIES COURSES (IS)

These courses are approved to meet the Level III-Applications and Integration requirements in the Core Curriculum. Completion of Level I and 15 hours of Level II coursework are prerequisites for each IS course.
IS/WS 310. Images and Realities of Gender. (3)
This course will examine the social construction and significance of gender in society from feminist, interdisciplinary and multicultural perspectives. Students will analyze the ways that gender (in combination with race, sexual identity, and social class) affects access to opportunity, power, and resources. CORE-III.

IS/RS 311. Peace Studies. (3)
This course provides an interdisciplinary (religious studies, communication, philosophy, sociology, history and economics) approach to achieving peace on a personal, local, national and international level. The focus is on developing practical strategies for creating peace and living peacefully in a global society. CORE-II and CORE-III.

IS/PL 312. Bioethics. (3)
Interdisciplinary course which examines complex moral issues involving biology and medicine. Multiple viewpoints and issues are studied, such as: patient-physician relationship, death and dying, ethics of care, technology an medicine as well as the ethics and biology of genetics and eugenics. Research and discussion are essential components of the course. Prerequisites: BI 111 or 112; or PL 111 or 255. CORE-II and CORE-III.

IS 313. American Popular Culture: 1960s. (3)
An interdisciplinarian course in American Popular Culture that draws from history, sociology, political science, and mass media to examine American life in the 1960s, and how significant events / movements / ideas / personalities were represented in popular culture of the time, particularly in American feature films, television, and popular music. CORE-III.

IS 314. Environmental Issues. (3)
This course examines issues involved with the relationships between plants, animals, and their environments, with a particular emphasis on the role of human societies. The underlying subtext of this course is the interplay of meeting environmental needs while addressing human desires. Among the specific issues are those associated with human population size and organization, biodiversity, resources and their management, cross-cultural perspectives on the environment, and the role of economy and politics in environmental issues. Prerequisites: One Level-II in Social/Behavioral Science and one Level-II in Natural Science. CORE-III.

IS 316. Sound and Light: Perspectives from Science and Art. (3)
This course provides the student with the requisite knowledge and skills to create sound and light designs. Students will learn the relevant physics of sound and light, how to use technology to produce and manipulate sound and light, the physiology and psychology of human perception, and principles of aesthetics and design. Students will participate in laboratory activities and individual or group design projects. CORE-III.

IS/RS 317. Catholicism in Latin America. (3)
Explores the religious and political history of Latin America. This course will highlight church teachings and structures responded to the needs and demands of various social groups within the population. Attention to ways in which art, architecture, and literature have expressed ideologies. Prerequisite: One course in Religious Studies. CORE-II and CORE-III.

IS 318. The Mask. (3)
An interdisciplinary course on the research, generation and development, design and creation of a personal mask. The result, the mask, is less important than the process itself; instead, it is the vehicle for the study of the creative process common to art and theatre. CORE-III.

IS/RS/WS 319. Women, Religion and Community in the United States. (3)
This course will examine women and religion and how the interaction of religious and gender ideology helped shape experiences and create women's communities within a variety of religious traditions in the United States. We will view religious experience through a multicultural lens which includes the perspectives of African-American, Native American, Jewish, Catholic, and Protestant women and some women founders of American and international religious groups. CORE-II and CORE-III.

IS 320. The Holocaust in History and on Stage. (3)
An examination of the Holocaust (1933-1945) as interpreted by the disciplines of history and theatre, focusing on the underlying subtext of this course is the interplay of meeting environmental needs while addressing human desires. Among the specific issues are those associated with human population size and organization, biodiversity, resources and their management, cross-cultural perspectives on the environment, and the role of economy and politics in environmental issues. Prerequisites: One Level-II in Social/Behavioral Science and one Level-II in Natural Science. CORE-III.

IS 321. Darwin and Literature. (3)
This course will introduce students to the ideas and implications of Darwin's work in the context of both nineteenth-century science and literature. Students will examine the circumstances which prevailed prior to Darwin’s publications and the reception of his ideas by his peers. Course readings will include sections of The Voyage of the Beagle, On the Origin of Species, and The Descent of Man, and poetry and two novels. Students will analyze the impact of literature on Darwin’s writings as well as the impact of Darwin’s theories on literature. CORE III.

IS/RS 326. Shaping the American Dream. (3)
Interdisciplinary course which uses literature and religious studies to understand fundamental values which combine to form the culture of the US; central themes are the Puritan Ideal, the Social Gospel Movement, the diverse face of US culture at the end of the second millennium. CORE-II and CORE-III.

IS 329. On Location in Mexico: The Experience and Art of Homebuilding. (3)
The course is divided into two distinct areas: Art and Communication. A labor intensive hands-on course, students construct a home for a pre-selected needy Mexican family. During the process, participants produce a short documentary film and design the exterior of the structure through artistic self-expression. CORE-III.

IS/WS 331. Women and Science. (3)
This course introduces students to the complex relationship between women and science, beginning with representations of female biology in Greek texts. Students examine both general nineteenth and twentieth-century patterns and trends and
the achievements of individual women scientists. Students analyze persistent barriers to women’s participation and advancement and the methods employed to overcome such barriers. The course includes an analysis of sexist content in the sciences and the impact of feminist critiques. CORE-III.

IS 332. The Avant-Garde in Art and Experimental Film. (3)
This course is divided into two distinct areas, Communication (including Film Theory and Production) and Art History. Students will examine the 20th Century avant-garde art movements to develop a better understanding of these art movements and discover why they were outside of the cultural mainstream. Welcome non-majors. CORE-III.

IS/WS 333. Gender Communication. (3)
A critical analysis of the interrelationship between gender, culture, and communication. Gender differences and sex-role stereotypes and their influence on communication and relationships will be explored so that strategies for bridging these differences can be developed. II. CORE-III.

IS 335. Plagues. (3)
This course is a survey of plagues in western Europe since the postclassical era of world history using the disciplines of biology and history as interpretative guides. The biological origins, modern preventative, contemporary efforts of disease control, and the social impact of plagues, such as the Black Death (bubonic plague) and AIDS, will be explored in detail. CORE-III.

IS 336. Health and Health Care Issues for the New Millennium. (3)
This course examines issues involving the health behaviors, health status, and health care of people in the United States from a variety of academic perspectives, with emphasis on the perspectives of nursing and the social/behavioral sciences. Some of the specific issues included in this course are: (1) the impact of health behaviors on health status and the health care system, (2) patterns of health status based on gender, age, race, and income, (3) the cost of health care, (4) inequalities in access to health care, and (5) alternative models of health care reform. CORE-III.

IS 337. Tropical Culture and Nature, A History of Invasions. (3)
Using a combination of a 10-day trip to a tropical location (such as Hawaii or the Bahamas) and classroom experiences at Avila both before and after the trip, this interdisciplinary course will examine the cultural and natural history of the selected tropical location. During the tropical location field experience, students will engage in both biological and social research experiences. Students will study the biology and geology of the tropic location and the surrounding Coral Sea environment. In addition, students will examine the tropical location’s past, present and future, with an emphasis on the cultural diversity of its residents. CORE-III.

IS 340. Mediation. (3)
An interdisciplinary course introducing students to the role of mediation in resolving disputes. Explores the social psychological basis for mediation, including conflict theory. Students develop practical mediation skills. Learning approach includes lectures, simulations, modeling, and practice mediations, in a variety of settings. Case studies and role plays will be used heavily. CORE-III.

IS 341. Environmental Modeling. (3)
Addressing environmental problems involves gathering data and determining specific mathematical equations which describe the data – a process known as environmental modeling. Environmental models help us to assess the impact of a problem and to predict its future consequences. In this course, students learn general principles of environmental science, and learn to construct environmental models using basic mathematical equations. Students integrate the disciplines of environmental science and mathematics as they develop specific mathematical models which describe the dispersion of pollutants in the environment, including ground water, air pollutants, and hazardous materials. Students work in teams with the aid of a computer. Field trips support an emphasis on local sites and applications. CORE-III.

IS/PL 344. Music and Politics. (3)
Musical works representative of folk, popular, and refined art idioms will provide subject matter for analysis and discussion of the following: Conceptualizing the distinct nature of music from other art forms and human activities, the role of emotion in music and politics, the political use of music and the musical representation of politics and political action as well as the possibility of music affecting social and political relations. Prerequisite: (3) credits of Level II Philosophy within the 15 credits required to enroll in CORE III. CORE II and CORE-III.

IS 345. Politics and Literature. (3)
This course examines the language of political and literary texts in order to define the terms “politics” and “literature” and understand the relationship between them. Students will compare/contrast political and literary texts in terms of intention, use of narrative and metaphor, and effect, analyzing the politics in literature and the literature in political texts. Several questions fuel the course, including: How does the same text incite diverse readings at one historical moment? How do texts evolve through time? What elements give a text power? Can texts change the course of history? What are the factors that can interfere with diverse readings? Is every text political? Students will formulate their answers through discussions and written work and will become stronger readers through close reading, interpretation, and analysis. CORE-III.

IS 346. Global Warming. (3)
This course takes an interdisciplinary look at the phenomenon of global warming. Specifically, we examine the scientific and political elements of global warming and explore their interaction in a simulated class exercise that places students in a number of role-play positions. Requirements include written responses to the readings, discussion, research-based essays, and tasks unique to each student’s position in the exercise. CORE-III. SU.

IS 349. The Language of the Body. (3)
This course examines the language
of the body from the perspectives of theatre, psychotherapy, and the science of psychology. It will incorporate exercises and class projects designed to increase awareness of and sensitivity to the body’s capacity for expressive and receptive language. This physically active course will provide the student with an avenue toward personal growth and the knowledge of others. CORE-III. SP.

IS 350. Behavior and the Brain. (3)
This course seeks to explain vertebrate (especially human) behavior, traditionally within the domain of psychology, in terms of the biological disciplines of physiology, development and evolution. Behavior will thus be examined from the viewpoint of both the psychologist and the biologist, with common themes emerging from the two somewhat different views. The course provides an introduction to the biological mechanisms most relevant to key issues in psychology. CORE-III. SP.

IS 351. Addiction: Psychology and Biological Perspective. (3)
This course treats the topic of addiction from the psychological and biochemical perspectives. Psychological and biochemical models for understanding effects of addictive behaviors and implications for treatment will be presented. CORE-III.

IS 352. Forging & Reality: Politics of Entertainment. (3)
This course examines the ways in which television, motion pictures, popular music, sports and other entertainment modes portray American society, particularly in regard to race, class, and gender. Students will use the methods and insights of political science and history to analyze those representations and identify their effects on society on our political culture, and on the individual. CORE-III

IS 353. Natural Disasters and the Health Care Response. (3)
This Level III course will study the interrelationship between catastrophic events and human beings. Students will explore the physical processes of catastrophic events and the impact of such events on individuals, community, and society. The human response to the catastrophic events when the events are predicted, while they occur, and the aftermath of the events will be considered at the individual, community, and societal level. The roles and responsibilities of health care at these three levels, as they relate to natural disasters, will be discussed. This course will be taught from the disciplines of Physical Science and Health. CORE-III.

IS 354. Restorative Justice: Principles and Practice. (3)
This course provides an interdisciplinary approach to social justice in our juvenile and adult penal systems from psychological and justice perspectives. Students will identify and examine current issues in the criminal justice system, with a specific focus on restorative justice. Specifically, this course will provide students an in-depth look into psychological and social factors involved in the criminal justice system and explore solutions leading to restorative practices. This course is intended for students interested in social justice. CORE-III.

IS 355. Cross-Cultural Exploration: Investigations in Social Justice and Education. (3)
In keeping with Avila’s mission to prepare students for responsible lifelong contributions to the global community, this travel course will examine interactions among people of diverse cultural, language, gender, class, and religious backgrounds in educational and community settings. Students will participate in cultural immersion experiences and service learning projects within another country in the world. They will investigate issues of poverty, educational access, health care access, discrimination and social justice from anthropological, educational, psychological, sociological, religious, and economic perspectives. The course is intended to prompt students to examined and responsible action as citizens of the global community. CORE-III. SP.

IS 356. Global Health Concerns. (3)
Global health is increasingly becoming a cross-cutting interdisciplinary field, integrating social, behavioral, and biological sciences. This course provides an opportunity to teach public health principles that illustrate global dependency as a contemporary and enduring real world issue. Core public health topics such as biostatistics, epidemiology, environmental and occupational health; behavioral health; health policy and administration, maternal and child health ethics will be considered in the context of both American public health as well as global health. CORE-III. SU

IS 357. Urban Culture. (3)
Travel to an identified city and encounter the cultural spaces through exploring local art museums, engaging with the architecture, studying the local film and music venues, and experiencing the ethnic enclaves as a way to learn about the culture of urban spaces and the interaction of art and environment. Students will be expected to integrate, synthesize, and communicate knowledge from the disciplines of communication and art + design. CORE-III.

IS/PL 358. Violence. (3)
A multidisciplinary investigation into acts and relations of social and political violence. This investigation may focus within the following arenas: The social phenomena of violence and power; the extent of its moral justifiability, political legitimacy, and practical efficacy; the reality and responsibilities of perpetrators, victims, and others; and, the place that violence occupies within individual and national identities. An on-site travel component is required. CORE-II & CORE-III.

IS 359. Literature Into Film. (3)
This English and Communication Interdisciplinary course explores the complex interplay between film and literature. The focus of this course is to analyze, interpret, and compare selected works of literature to their film counterpart. This course will review the scholarship of each genre, familiarize students with the elements, structure and cultural influence of each medium, and explore the process involved in transforming a textual art form into a conceptual one. CORE-III
IS/RS 360. Issues of Social Justice. (3)
Drawing from the perspectives of Catholic Social Teaching and Social Work practice, this course explores the concept of social justice and examines the intercultural skills needed to address issues of social justice with individuals and communities. Through a cultural immersion experience abroad, students will be engaged with local communities and participate in community-based learning opportunities in order to develop, practice and assess the intercultural skills needed in working towards social justice on a local-global scale. Prerequisite: Completion of all Level I and 15 hours of Level II course requirements. CORE-II & CORE-III.

IS 361. The Great War. (3)
Using an interdisciplinary methodology drawing upon the expertise from the disciplines of history and English, this course will challenge students to read against the grain of traditional Anglo- and Euro-centric approaches to the study of the First World War (1914-1918.) Through the study of primary sources (e.g., poems, novels, short stories, propaganda materials, films, soldiers’ letters, etc.), and actual historical artifacts during visits to the National World War I Museum at Liberty Memorial in Kansas City, students will not only gain a richer understanding of the circumstances and events associated with the war itself, but also be encouraged to view history as narrative constructions that reflect and refract the conditions out of which they are produced. Specifically, this course will focus on three areas: 1. Interdisciplinarity and counterdisciplinarity: Throughout the class students will be encouraged to interrogate the “blind spots” that traditional disciplinary distinctions fail to address in favor ways of thinking about history as narrative; 2. Modernism and modernity: Through literary theory and historiographical analysis of primary and secondary sources students will be introduced to narratives that displace the centrality of Western, Eurocentric linking the concepts of modernism and modernity to the emergence of the nation state in post World War One Europe and the United States; and 3. Legacies of the War: Students will be encouraged to analyze the role of the First World War in relation to contemporary issues including neocolonialism, gender, terrorism, communism, fascism and transnationalism. CORE-III.

IS 362. The “Art” of War. (3)
Using an interdisciplinary methodology drawing upon the expertise from the disciplines of English and visual design, this course develops students’ ability to see beyond the surface meaning of works of art in order to develop an understanding of the ways in which art is used to both clarify and confuse the issues behind war in modern America. Students will explore several rhetorical theories and apply them to a variety of genres including art, film, literature, and posters. Key components of this course are a reconsideration of what should be properly considered “propaganda” and a focus on the moral and ethical implications inherent in creating art in service to a political/national cause. Prerequisite: Level I requirements and 15 credit hours of Level II. Core-III

IS 363. Sports, Media, and Popular Culture. (3)
Students will explore the dynamic relationship between sports, media, and popular culture. Students will attend sporting events and assess media implications on societal issues including athletes as celebrities; Facebook, YouTube, Twitter, and new media impacts on sports coverage; the changing gender roles in sports; and the advertising sports business connection. CORE III. FA.

IS 364. Psychology of Film. (3)
The psychology of film course will provide the opportunity for students to learn how psychological and neurological process such as sensation, perception, attention, and memory relate to and interact with filmed media. Through film, demonstrations, original readings, and discussion, we will explore these relationships from a low level (such as optics and audition) to more mid-and high-level processes (such as inattentional blindness and perceptual load). CORE III. FA, odd years.

IS 365. Ecology through the Writer’s Lens. (3)
In this course students will integrate literary and scientific modes of inquiry while engaging in an in-depth study of the natural world. Each semester will focus on a particular ecosystem such as a tropical forest, temperate rainforest, temperate grasslands or montane ecosystem. The course will include a 6-8 day field trip, providing a first-hand experience of the ecosystem of interest. This ecosystem will serve as both a laboratory and a writer’s workshop where students will be encouraged to generate hypotheses and create new meanings. Before the trip, students will study the particular ecosystem and read representative works in nature writing, including science writing and creative writing. During the trip, students will write journals and narratives, do scene painting with words, and conduct detailed natural history observations geared toward generating hypotheses about species interactions and ecosystem dynamics. For their final writing project, students may focus on natural history, creative nonfiction, or fantasy. Final projects will be collated in a single volume and published online. Prerequisite: Completion of Level I and 15 hours of Level II coursework. CORE III.

IS 366. Food and Culture. (3)
An introduction to the study of the role of food in society as a system of intercultural communication that carries messages about status, gender, ethnicity, religion, and identity where students will experience food as a cultural marker of various countries. Student will learn about foodways: the way in which humans use food, from how it is selected, obtained, and distributed to who prepares it, serves it, and eats it. Student will be expected to integrate, synthesize and communicate knowledge from the disciplines of communication and art + design which emphasis on food in packaging design, advertising, film, art and intercultural communication. During the course students may travel to various food-related sites: restaurants, farmer’s markets, grocery stores, industrial food production sites, or farms. CORE III.
IS 367. Art, Advertising and Hip-Hop Culture. (3) This art and communication interdisciplinary course explores the complex interplay between hip-hop culture, advertising and artistic expression. Using an interdisciplinary approach incorporating the expertise from the disciplines of fine art, graphic design, advertising, branding, and visual design, this course develops students’ abilities to explore beyond the commercial meaning of messages and to cultivate an understanding of the underpinnings of hip-hop culture as it is used to both harbor underlying ills of society and as an effective platform to engage youth positively in America and the world. The elements of hip-hop culture including graffiti, poetry, spoken word, music, fashion, literature, and film/video will be explored as they influence art, advertising and branding; and as well the reverse effects will be isolated, which create a pop culture cybernetic relationship. Students’ assignments will be focused on hip-hop influenced artistic and advertising executions presented for both analysis and critique. CORE III. FA.

IS/RS 368. Christianity in Film. (3) Christianity in Film is a cross-disciplined investigation of the interaction between Christianity (both as a formal social institution and its cultural manifestations) and the global film industry. The course will focus on the widespread themes through which cinematographers have portrayed the world’s largest religion, along the way uncovering the flexibility of Christianity as a force interacting with and being impacted by culture. The course will grapple with the great diversity of Christian representations in film, including topics such as the following: the figure of Jesus; Catholic and Protestant theologies; Christian concepts of good, evil, and morality; and popular cultural forms of Christian discourse. CORE-II & CORE-III.

Kinesiology (KN) Kinesiology is the study of human movement and the body’s response to exercise. It is an examination of systems, factors, and principles involved in human development within the context of society. Relevant fields in the study of kinesiology include anatomy, physiology, biomechanics, motor learning and control, and sport psychology and sociology. Building on appropriate prerequisites from the traditional disciplines in the humanities and the physical, biological, and social sciences, our curriculum blends a conventional biophysical approach with an innovative contemporary mindset that embraces a “holistic” approach to optimizing health, fitness, and athletic performance. A Kinesiology degree prepares students for careers in college or university athletic programs, professional sports arenas, the private fitness industry, human service organizations, allied health careers in hospital and medical centers, corporate wellness venues, cardiopulmonary rehabilitation settings, and education. The major also prepares students to apply to professional programs including medicine, physical therapy, physician assistant, sport psychology, athletic training, exercise physiology, biomechanics, or public health.

Criteria for Completion of a Bachelor of Science in Kinesiology
- Fulfill all the requirements for a degree as stated in this catalog.
- Completion of the Core Curriculum requirements as stated in this catalog.
- Students are required to demonstrate computer literacy. The computer competency requirement in the major is met by CS 110, Understanding Computers.
- Students must have a minimum grade of “C” for all major courses. Credit/No Credit option is not available for required major courses.
- Courses may only be repeated once to obtain the minimum grade of “C”.
- Students must have a minimum GPA of 2.5 to enroll in KN 314, 319, 381, 393, 418, 420, 455, 482, 498, 499.
- Completion of the following Major Related Requirements:
  - Humanities (CO 110, EN 111, EN 112, PL 255)
  - Science and Math (BI 111, BI 220, CH 131, CS 110, HE 111, MA 120, MA 155 or SO 230, PH 117 or 231)
  - Social and Behavioral Science (PY 101 and 3 elective credits in PY/SO)
- Completion of the following Major Requirements: KN 101, KN 211, KN 271, KN 295, KN 314, KN 319, KN 381, KN 393, KN 418, KN 420, KN 455, KN 482 or 498 and KN 499.

Kinesiology Outcomes:
Upon graduation, a student majoring in Kinesiology should be able to:
- Demonstrate a broad-based knowledge of all sub-disciplines that contribute to the field of Kinesiology including: functional anatomy, sports medicine, exercise physiology, biomechanics, motor behavior, sport and exercise psychology, and sociology of physical activity. (KN 101, 211, 271, 295, 319, 381, 393, 418, 420, 455, 499)
- Successfully achieve graduate/professional school admission, employment within kinesiology related fields, and/or professional certifications. (KN 314, 455, 482, 498, 499)
- Critically analyze literature in kinesiology. (KN 319, 381, 418, 420, 455, 498, 499)
- Analyze, synthesize, and solve problems. (KN 101, 211, 271, 295, 314, 319, 381, 393, 418, 420, 455, 498, 499)
- Demonstrate effective verbal and non-verbal communication skills. (All KN Courses)

Assessment:
The Kinesiology outcomes will be measured in several ways including: in-class written and practical exams, discussions, writing assignments, group and individual projects/presentations, and course grades.

Kinesiology Minor:
KN 101, KN 211, KN 271, KN 314, plus an additional six (6) credits of KN courses, of which at least 3 credits must be 300
level or above. A grade of “C” or better in all courses is required.

Pre-health Professions Agreements
The following summarizes the special agreements which Avila University has with Health Professions Schools.
Additional information on these programs can be obtained from Avila’s Pre-health advisor.

PHYSICAL THERAPY
Rockhurst University
Avila University students who meet application criteria which are set by Rockhurst University are eligible to apply for early admissions status to Rockhurst’s Doctor of Physical Therapy Program at the end of their third year at Avila. Two seats in each class are reserved for qualified Avila students.

Southwest Baptist University
Avila University students who apply to Southwest Baptist’s Doctor of Physical Therapy Program. Students who apply in September of the year prior to enrollment receive early consideration.

OCCUPATIONAL THERAPY
Rockhurst University
Avila University students who meet application criteria which are set by Rockhurst University are eligible to apply for early admissions status to Rockhurst’s Master of Occupational Therapy Program at the end of their third year at Avila. Two seats in each class are reserved for qualified Avila students.

PHYSICAL THERAPY
Rockhurst University
Avila University students who meet application criteria which are set by Rockhurst University are eligible to apply for early admissions status to Rockhurst’s Doctor of Physical Therapy Program at the end of their third year at Avila. Two seats in each class are reserved for qualified Avila students.

Mount St. Mary’s College
Avila University students who maintain a 3.00 overall and science grade point average and who meet application criteria set by Mount St. Mary’s College will be granted an interview for the Doctor of Physical Therapy Program. Qualified Avila University students will be granted up to two seats per class.

Southwest Baptist University
Avila University students who meet application criteria set by Southwest Baptist University will receive preference points when they apply to Southwest Baptist’s Doctor of Physical Therapy Program. Students who apply in September of the year prior to enrollment receive early consideration.

HEALTH PROMOTIONS
Cleveland College of Graduate Studies
Avila University students who meet application criteria which are set by Cleveland College of Graduate Studies are eligible to apply up to twelve upper-division Kinesiology credits towards the “elective” requirements for the Masters of Science in Health Promotions. This agreement enables students to complete their Master’s degree in one year after graduating from Avila.

KINESIOLOGY COURSES (KN)

KN 101. Introduction to Kinesiology. (3)
This course provides a biophysical introduction to the study of human movement and the body’s responses to physical activity. Topics include an introduction to strength training anatomy, injury prevention, cardiovascular fitness, technology in sports, exercise program design, and nutrition for weight management. Additional emphasis is placed on the exploration of professional career opportunities in teaching, coaching, athletic training, sport management, fitness leadership, sport media, health/wellness, and physical therapy.

KN 180, 280, 380, 480. Topics in Kinesiology. (1-3)
Selected topics in sports science based on student/faculty interest and current issues in sports science.

KN 211. Applied Sports Medicine. (3)
The basic fundamental of injury/illness recognition are covered as well as various strategies for the care and prevention of movement related injuries in athletic and physically active populations. Students will also learn to communicate effectively with health professionals and better understand individual rehabilitation needs. Imbedded in this course is the American Heart Association theory and techniques for administering first aid and cardiopulmonary resuscitation. SP.

KN 271. Exercise and Nutrition. (3)
Principles of human nutrition are reviewed with an emphasis on human bioenergetics and energy metabolism for health and performance. Specific attention is given to energy transfer in the body at rest and during exercise, measurement of human energy expenditure, individual differences in metabolism, sport supplementation, and the metabolic challenges associated with obesity and diabetes. FA.

KN 295. Motor Behavior. (3)
The purpose of this course is to help participants learn the fundamental processes underlying the learning and performing of all kinds of movements. Participants discover how humans learn skilled actions and how the principles of motor performance and learning can be useful in teaching, coaching, rehabilitation, and the design of performer-friendly equipment and work environments. FA.

KN 314. Personal Fitness Training. (3)
Prepares and qualifies students to work as personal trainers. The course bridges the gap between exercise related course work and the practical skills of personal training. Learn how to: properly screen and evaluate clients for safe participation in an exercise program, design and implement exercise prescriptions for multiple populations and successful goal attainment, and successfully sell and manage personal trainer services. Prerequisite: KN 101 and 2.5 cumulative GPA or consent of instructor. SP.

KN 319. Biomechanics and Motor Control. (3)
This course provides a scientific foundation for the study of human movement by exploring how the nervous system controls the actions of muscles to produce human motion in relation to biomechanical principles. Emphasis is placed on force-motion relationships, the motor system, and adaptability of the motor system. Laboratory activities involve analyzing movement skills, identifying and correcting errors in movement skills, and developing strategies that optimize motor learning and performance. Prerequisite: BI 220 with a “C” or higher and 2.5 cumulative GPA. SP.

KN 381. Exercise Physiology. (3)
Studies the acute and chronic physiological adaptations in response to a wide-range of physical exercise conditions. Topics include exercising muscle, cardiovascular and respiratory function, exercise training, environmental influences on performance,
age and sex considerations in sport and exercise, and exercise epigenetics. Laboratory activities focus on exercise testing, exercise programming, and case studies. Prerequisite: BI 220 with a “C” or higher and 2.5 cumulative GPA. SP.

KN/PY 393. Sports Psychology. (3)
The primary academic objectives of the course include the introduction of the short but rich history of sport psychology; to provide an overview of the specializations within the field; to explore practical applications of psychological research and theory to exercise and athletic competition; and lastly, to familiarize the student with potential careers and interest areas within sport psychology. Prerequisite: PY 101. SP.

KN 418. Clinical Kinesiology. (3)
This course presents an evidence-based approach to understanding and working with human movement impairments. Topics include a review of human movement science, assessment for human movement dysfunction, and corrective exercise. Emphasis is placed on the integrated relationships between structure and function of the skeletal-articular, myofascial, and motor control systems. Laboratory activities include: functional evaluation, palpation of musculoskeletal structures, measuring joint range of motion, muscle length and muscle strength analysis, and corrective exercise strategies. This course meets the Communication Intensive (CI) requirement for the major. Students must earn a minimum grade of “C” to satisfy the CI requirements. Prerequisite: KN 295 and BI 220 with a “C” or higher and 2.5 cumulative GPA. FA.

KN 420. Stress Physiology. (3)
This course examines the effects of chronic stress on various body systems and physiological functions. Attention is given to what it is that makes psychological stress so stressful, and its relevance to depression, anxiety, and addiction. The role of personality differences and influence of socioeconomic status on stress and health are also explored. Prerequisites: Two 300+ level courses in related discipline and 2.5 cumulative GPA. FA.

KN 455. Principles of Strength and Conditioning (3)
This course is based on national standards for strength and conditioning coaches. It provides future strength and conditioning professionals, as well as, sports medicine specialists a comprehensive review of the structure and function of body systems, nutrition, sport psychology, training adaptations, testing and evaluation, exercise techniques, program design, and organization and administration of facilities. Prerequisites: KN 271 or concurrent enrollment and 2.5 cumulative GPA. FA.

KN 475. National Certification. (1)
This course prepares students to take a standardized national certification exam in the field of Kinesiology. Students may choose to focus on personal training, strength and conditioning for sports, lifestyle and weight management, health and fitness coaching, or clinical exercise. All approved certification exams are accredited by the National Commission for Certifying Agencies. Prerequisites: KN 314, senior status, and 2.5 cumulative GPA. FA, SP, SU.

KN 482. Internship in Kinesiology. (1-12)
A carefully monitored work or service experience. The internship takes place, off-campus at an institution or agency specializing in an area relevant to academic interests and/or career goals. Student interns are directed and evaluated by a faculty member with appropriate supervision by an on-site professional. Student interns must keep an accurate accounting of hours with a performance work diary. Grades and credit for the internship are determined by a faculty member with input from the on-site supervisor. May be repeated for credit. Prerequisite: Kinesiology major with Senior status and 2.5 cumulative GPA. FA, SP, SU.

Mathematics (MA)

Mathematics is an art, a science, and a language. Encompassing the beauty of pattern and structure, the challenge of uncertainty and abstraction, and the excitement of solving problems. Mathematics provides a foundation for much of modern human society.

Avila offers a minor in mathematics.

No major is offered.

A Middle School major with a concentration in math is offered. See the Education section of the catalog.

Requirements for the Mathematics Minor
MA 241, MA 242 and one of the following options:
1. MA 243 and two MA courses numbered 300 or above with exclusion of MA 305 and MA 306 or
2. Three MA courses numbered 300 or above with exclusion of MA 305 and MA 306.

Mathematics Outcomes:
Mathematics minors will be expected to meet the following program outcomes.
• The student will acquire appropriate foundational mathematical skills. (MA
MA 090. Foundations of College Mathematics I. (3)
Principles and applications of integers, fractions, decimals, proportions, percents, order of operations, elements of algebra, word problems, and other related topics. This course is the first course in a two-semester series designed to prepare students for college level mathematics. Does not satisfy core requirements or count toward degree program. Prerequisite: Appropriate ACT or placement score. FA, SP.

MA 091. Foundations of College Mathematics II. (3)
Sets, the real number system, solving problems posed in words, manipulation of algebraic expressions, absolute value of algebraic expressions, solving linear equations and inequalities, exponents and polynomials, rational expressions, radical expressions, an introduction to the Cartesian coordinate system, quadratic equations, function, and other related topics. This course is the second course in a two-semester series designed to prepare students for college level mathematics. Does not satisfy core requirements or count toward degree program. Prerequisites: Appropriate ACT or placement score or MA 090 with a grade of “C” or better. CORE-I. FA, SP.

MA 120. College Algebra. (3)
Further work in solving problems posed in words and in solving algebraic equations and inequalities, functions and their graphs, inverse functions, properties of polynomial functions and their graphs, rational functions, exponential and logarithmic functions and their graphs, and other related topics. (This course is intended for students who may study calculus.) Prerequisite: Appropriate ACT or placement score, or MA 091 with a grade of “C” or better. CORE-I. FA, SP.

MA 121. Trigonometry. (3)
Trigonometric functions and their graphs, trigonometric identities, inverse trigonometric functions, solving trigonometric equations, solving the general triangle, vectors, polar representation of complex numbers, powers and roots of complex numbers, some aspects of analytic geometry, and other related topics. (This course is intended for students who will study calculus.) Prerequisite: MA 120 with a grade of “C” or better. SP.

MA 125. Precalculus. (4)
Algebraic, exponential, logarithmic and trigonometric functions, properties, equations, inverse functions, graphs, and other related topics. (This course is intended for students preparing to study calculus.) Prerequisite: Appropriate ACT or placement score, or MA 091 with a grade of “C” or better. CORE-I. FA.

MA 130. Discrete Mathematics. (3)
Introduction to sets, relations, functions, logic, Boolean algebras, induction, combinatorics, sequences, recurrence relations, graph theory and bases. Prerequisite: Appropriate ACT or placement score, or MA 091 with a grade of “C” or better. FA.

MA 155. Elementary Probability and Statistics. (3)
Introduction to basic principles of statistics, probability involving sampling, estimation, hypothesis testing, linear regression, correlations, and applications. Prerequisite: MA 115 or MA 120 with a grade of “C” or better. SP.

MA 170. Business Calculus. (3)
Limits, derivatives, and integrals with an emphasis on business applications. (This course is intended for students whose major is not mathematics or any natural science. It cannot be used as a substitute for MA 241.) Prerequisite: MA 120 with a grade of “C” or better.

MA 180. Topics in Mathematics. (1-3)
Selected mathematical topics related to a theme chosen by mathematics faculty on the basis of current student interests. Prerequisite: MA 115 or 120 with a grade of “C” or better, or consent of the instructor.

MA 241. Calculus and Analytic Geometry I. (5)
Functions and their graphs, limits of functions, continuity, slope and rate of change, derivatives, formulas and rules of differentiation, applications of the derivative, theory of indefinite and definite integrals, and applications of integration. Prerequisite: Appropriate ACT
MA 242. Calculus and Analytic Geometry II. (5)
Inverse functions; logarithmic, exponential, trigonometric and hyperbolic and the differentiation and integration of these functions, techniques of integration, conic sections, parametric equations, polar coordinates, indeterminate forms, improper integrals, and infinite series. Prerequisite: MA 241 with a grade of “C” or better. SP.

MA 315. Introduction to Advanced Mathematics. (3)
Introduction to formulating and writing proofs, logic, sets, relations, functions, mathematical induction, counting, graph theory, elementary number theory, and other related topics. Prerequisite: MA 242 with a grade of “C” or better. Intermittently.

MA 320. Linear Algebra. (3)
Elementary theory and applications of matrices, vector spaces and linear transformations, determinants, eigenvalues, eigenvectors, and other related topics. Prerequisite: MA 243 with a grade of “C” or better. SP.

MA 330. Mathematics and Its History. (3)
Important mathematical ideas, the people who developed them, and the history surrounding their development. Meets the Communication Intensive course requirement in the major. Prerequisites: MA 241 with a grade of “C” or better and either junior or senior standing, or consent of the instructor. Intermittently.

MA 340. Modern Geometry. (3–4)
Finite geometries, transformations, Euclidean geometry of polygons and circles, constructions, inversion, projective geometry, non-Euclidean geometries, and other related topics. Prerequisite: MA 242 with a grade of “C” or better. Intermittently.

Medical Technology Program (MT)
Avila University offers a Medical Technology Program. Students who are in this program take courses which lead to a B.S. degree in Biology and which meet the prerequisites to enter a National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) approved hospital site. Students apply directly to the hospital for acceptance into the clinical courses. These courses may be taken in the last year that the student is enrolled at Avila or after the student has graduated from the university.

Music (MU)
Degrees offered:
Bachelor of Arts. (B.A.) Major: Music with choice of concentrations – Voice Performance, Piano Performance, or Music Education.

The candidate for the Bachelor of Arts in Music must complete all the general degree requirements as stated earlier in this catalog.

A program in Unified Music-Vocal/Choral K-12 certification, approved by the State of Missouri, is offered. Kansas certification may be completed concurrently with the Music Education concentration. See Education section.

Major: Choral Ensemble [MU 151 or MU 251] (8 hours), 271, 271L, 272, 272L, 284, 373, 374, 377, 384; 8 hours in applied music; 5 hours in upper-division music electives. Demonstrate competence through two semesters (min. 6 credit hours) of foreign language at the university level.

Concentrations:
- Piano: in addition to the Major requirements above (less 5 hrs. in upper-division Music electives) (MU 231, 395, 457, 459, 498).
- Voice: in addition to the Major requirements above (less 5 hrs. in upper-division Music electives) (MU 291, 395, 477, 479, 498).
- Music Education: in addition to the Major requirements above (less 5 hours in upper division Music electives) (291, 357, 477, 498), applied piano (4 hours), applied voice (8 hours) Music Ed students will take MU 395 twice, during two different semesters for a total of 4 hours.

For Bachelor of Fine Arts (B.F.A.) in Theatre with a concentration in Musical Theatre see THEATRE (TR).

Minor: Choral Ensemble [MU 151 or 251] or Instrumental Ensemble (4 hours), 271, 272, 284, 384, 4 hours in applied music.

Computer competency will be demonstrated by successful completion
Outcomes for the Music Major:

- Place music in proper historical and social context.
- Define and apply appropriate vocabulary and terminology to music.
- Demonstrate knowledge of harmony, melody, and rhythm through analysis.
- Describe the significant characteristics and movements of music.
- Illustrate the comprehensive knowledge of music through performance.

Assessment: The outcomes of the Music Major are assessed through the following courses:

- MU 384C: Students will demonstrate knowledge of the historical and social context of music through essays and exams.
- MU 498C: Student will complete program notes based upon the literature performed on the Senior Recital demonstrating a comprehensive knowledge of the vocabulary and terminology of music.
- MU 272: The knowledge of harmony, melody, and rhythm will be assessed through both composition and analysis.
- MU 377: Students will demonstrate an understanding of significant characteristics of music through analytical techniques.
- MU 498C: Students will perform a Senior Recital of memorized works from the Baroque, Classical, Romantic, and modern periods.

Singers will perform in no fewer than three languages.

MUSIC COURSES (MU)

MU 103. Music Fundamentals. (1-3)
Introduction to the basic elements of music – note-reading, rhythm, and theory. Recommended as preparation for students with little or no music background. FA.

MU 107, 108. Introduction to Voice I, II. (1, 1)
Primarily for beginners who desire a knowledge of the technique of singing for voice improvement. No prerequisite.

MU 110. Music Appreciation. (3)
Survey of materials, forms, styles, and contexts to develop a broad understanding of Western classical music. Overview of Western musical styles from the Middle Ages through the 20th Century. This is a Communication Intensive course. No prerequisite. CORE-II. FA, SP, SU.

MU 111, 112, 211, 212. Applied Voice. (1)
Technique of singing and its application to individual students. Repertoire as appropriate from standard and contemporary works in English, Italian, German, and French. Prerequisite: permission of instructor.

Bach, two and three-part inventions or equivalent; Haydn and Mozart sonatas; Romantic and Contemporary pieces. Prerequisite: permission of instructor.

MU 119. Beginning Guitar Class. (1)
Class in beginning guitar technique. Rhythm playing, single-string technique and introduction to classical literature. FA.

MU 151. Avila Singers. (1)
Avila Singers is a non-auditioned choral ensemble intended for preparation and participation in public performances of sacred and secular choral music. The ensemble is open to all students who wish to sing. May be repeated for credit. FA, SP.

MU 200. Intermediate Guitar Class. (1)
More advanced technique and study of more advanced classical literature. Prerequisite: MU 119.

MU/WS 221. Divas, Ingénues & Vixens. (3)
A study of folk, popular, and refined music from the Western tradition specifically analyzing the compositions, performances, and role of women in music and applying feminist perspectives. Comparative elements such as ethnomusicology and male musicians will be utilized to provide a framework for the music of women. No prerequisite. CORE-II. SP.

MU 231. Accompanying. (1)
Fundamentals of and practical experience in learning and performing accompaniments for singers and instrumentalists. May be repeated for credit.

MU 251. University Singers. (1)
University Singers is an auditioned choral ensemble performing challenging, eclectic literature both on and off campus. Students auditioning for the ensemble should be prepared to sight-read pitches and rhythms. Selection for the ensemble will be based on tone quality, intonation, sight-reading ability, and musicianship. May be repeated for credit. FA, SP.

MU 271/L. Music Theory I. (3)
Correlation of written and keyboard harmony, sight singing, and ear training. A one credit hour lab component is required for Music majors and minors. The lab will be offered concurrently with the lecture course. Prerequisite: Permission of instructor.

MU 272/L. Music Theory II. (3)
Correlation of written and keyboard harmony, sight singing, and ear training. A one credit hour lab component is required for Music majors and minors. The lab will be offered concurrently with the lecture course. Prerequisite: MU 271.

MU 283. History of 20th-Century Music. (3)
Survey of the beginnings, history, and importance of 20th-century Western classical music, with an overview of American styles and jazz.

MU 284. Music History I. (3)
Survey of the great movements in Western classical music through study of significant forms, correlation of historical events with corresponding periods of music, and understanding musical style, with application toward performance.

MU 291. Diction. (3)
Study of the sounds and intonation of Italian, German, and French as pertinent to lyric diction. Use of the International
Phonetic Alphabet in developing and reading phonetic transcriptions of song texts.

MU 311, 312, 411, 412. Applied Voice. (1-2)
Performance of songs and arias in English, Italian, German, and French. Emphasis on continuing development of vocal technique. Prerequisite: permission of instructor.

MU 315, 316, 415, 416. Applied Piano. (1-2)
Advanced technical studies; Bach, The Well-Tempered Clavier or equivalent from the Romantic school; concertos, Contemporary pieces, and sonatas. Prerequisite: permission of instructor.

MU 357. Instrumental Methods. (3)
Study of orchestral instruments – winds, strings, brass, percussion – through practical experience in basic performance skills.

MU 373. Music Theory III. (3)
Correlation of written and keyboard harmony, sight singing, and ear training. A one credit hour lab component is required for Music majors and minors. The lab will be offered concurrently with the lecture course. Prerequisite: MU 272.

MU 374. Music Theory IV. (3)
Correlation of written and keyboard harmony, sight singing, and ear training. A one credit hour lab component is required for Music majors and minors. The lab will be offered concurrently with the lecture course. Prerequisite: MU 373.

MU 375. Counterpoint. (3)
Analysis and writing for two, three, and four voices in the style of 18th-century counterpoint. Prerequisite: MU 374.

MU 377. Analytical Techniques. (3)
Study of structural materials used in composition, including melody, harmony, and form. Analysis of works from the 16th century through the contemporary period. Prerequisite: MU 272.

MU 380. Special Topics. (1-3)
Selected topics to be determined by the department.

MU 384. Music History II. (3)
Survey of the great movements in Western classical music through study of significant forms, correlation of historical events with corresponding periods of music, and understanding musical style, with application toward performance.

MU 390. Directed Studies. (3)
Under faculty supervision, an advanced study project will be pursued in the area of choice. Prerequisite: Departmental approval.

MU 395. Fundamentals of Conducting. (2-3)
Fundamentals of conducting for voices and for instruments, with and without baton. Introduction of rehearsal procedures and techniques, with appropriate performance materials, style and interpretation. Music Ed. Students may repeat for credit.

MU 398. Junior Recital. (2)
Public performance (30 minutes minimum) for the music major in the junior year and recommended for the music minor in the senior year. Prerequisite: departmental approval.

MU 457. Piano Pedagogy. (3)
Principles and techniques for teaching piano; materials used in teaching and experience in practical teaching.

MU 459. Piano Literature. (3)
Important works written for piano from the 18th Century to the present.

MU 477. Voice Pedagogy. (3)
Principles and techniques for teaching singing, through readings, class discussion, and practical experience.

MU 479. Voice Literature. (3)
Survey of song literature in English, Italian, German, and French, with emphasis on performance and stylistic characteristics.

MU 490. Directed Studies. (3)
Under faculty supervision, an advanced study project will be pursued in the area of choice. Prerequisite: Departmental approval.

MU 498. Senior Recital. (2)
Public performance (45 minutes minimum) for the applied music major in the senior year. Meets the Capstone and Communication Intensive requirement in the major. Prerequisite: departmental approval.

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Natural Science (NS)

No major or minor is offered.

A major in Middle School Education with a concentration in science is available. See the Education section.

NATURAL SCIENCE COURSES (NS)

NS 150. Fossils of Kansas City. (1)
This course provides an introduction to common fossils of the Kansas City area south of the Missouri River. A field trip to collect fossils will be included, and the fossils will be identified by phylum or class. SP, odd years.

NS 180, 280, 380. Topics in Natural Science. (1-3)
Presentation and discussion of topics in natural science. Each offering will be titled appropriately. Topics could include: History and Nature of Science and Technology, Space Science, and Astronomy. A student may take any number of different topics. FA, SP, SU.

NS 221. Physical Geology. (4)
A non-mathematical introduction to the study of the earth. Topics include minerals and rocks; dynamic internal processes including volcanism, earthquakes, plate tectonics, and mountain building; and surficial processes including erosion by streams, glaciers, and wind. Laboratory instruction in identification and classification of common minerals and rocks; introduction to and interpretation of topographic and geologic maps. 3 hours lecture and 2 hours laboratory per week. CORE-II. SP, even years.

NS 231. Descriptive Meteorology. (4)
This course provides a basic understanding of the atmospheric environment at the introductory level. Scientific principles are applied to our understanding of the atmosphere and its processes. Topics for study include atmospheric composition, winds, clouds, moisture, weather systems,
storms, weather prediction, and climate. The student receives an introduction to modern synoptic methods, including data collection, presentation, dissemination, interpretation, and application. Elementary forecasting techniques are discussed. The lab emphasizes the interpretation and use of real-time data, weather maps, charts and graphics; radar and satellite images; and computer forecasting and guidance. 5 hours integrated lecture and laboratory per week. Basic mathematical skills are required. CORE-II. SP or FA, intermittently.

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**Nursing (NU)**

Pre-licensure and post-licensure (RN to BSN) programs are offered.

The candidate for the Bachelor of Science in Nursing must complete all the general degree requirements. The computer competency will be met by completion of Healthcare Informatics (NU 456) with a minimum grade of ‘C’ or better. Students must have a current physical examination, a complete health history and meet immunization and other agency requirements (including criminal background checks) prior to the beginning of and continuing throughout nursing clinical courses. Drug screening may be included in these requirements. Students admitted to nursing courses must  

1. hold current certification in BCLS health care provider course;  
2. submit annual TB skin test results, and  
3. carry their own health insurance coverage while in the nursing major. A health insurance form must reflect company and coverage and be on file in the nursing office.

**Accreditation**

The Bachelor of Science in Nursing at Avila University is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington DC 20036, (202)887-6791. The program is fully approved by the Missouri State Board of Nursing.

**Nursing Major Outcomes and Assessment**

Assessment activities occur throughout, at the end of the nursing curriculum and post-graduation. Assessment early in the nursing curriculum can provide the faculty a baseline from which to evaluate curricular impact on outcomes. Formative assessments (conducted throughout the program) identify areas of strength and weakness and provide opportunities for focused student attention. Summative assessment activities completed by students may include such things as course assignments or surveys. Post-graduation outcome assessments help to evaluate such things as graduate satisfaction and success on the nursing licensure examination. In addition to general degree requirements stated earlier in this university catalog, nursing majors are expected to meet the following program outcomes:

1. Select and use effective and facilitative communication techniques to deliver evidence-based patient-centered care with emphasis on patient safety and positive professional working relationships (all nursing courses).
2. Perform professional role competencies with an emphasis on the roles of provider of care, designer/manager/coordinator of care and member of the interprofessional team (all nursing courses).
3. Integrate clinical reasoning and evidence-based decision making to deliver patient-centered care in a changing practice environment (all nursing courses).
4. Demonstrate personal knowing, spirituality and cultural humility in socially and globally responsible health care (all nursing courses).

**PRE-LICENSE PROGRAM**

**Admission Information**

1. The Avila University School of Nursing is committed to non-discrimination and equal opportunity in its admission process.
2. Upon attainment of the sophomore status (or the academic year prior to entering the nursing major) written application by the student to the School of Nursing is to be submitted by the date published on the nursing website the year prior to the anticipated clinical semester. Applications submitted after this date will be considered on a space available basis.
3. Completion of prerequisites to the major. Transfer prerequisite courses must be approved by the university and the School of Nursing. Courses in science and ethics taken more than ten years ago must be repeated.
4. Written notification of acceptance of admission to the nursing major from the School of Nursing is required.

**Criteria for Admission Consideration**

- Minimum cumulative grade point average of 2.7.
- Obtain a “C” or above in all prerequisite courses. These courses may be repeated only once.
- Completion of prerequisite courses prior to beginning nursing courses.
- Completion of the Avila University and School of Nursing admission processes. Refer to [www.avila.edu](http://www.avila.edu).

**Additional consideration given to the following:**

- Overall GPA.
- Number of credit hours taken at Avila University.
- On campus interview and/or essay.
- Academic history with patterns and trends indicating potential for academic success (e.g., successful completion of a full-time semester).
- Eligibility for licensure. Refer to the Nurse Practice Act in the state in which you anticipate licensure. In Missouri, refer to Sections 335.066 and 335.046. ([http://pr.mo.gov/nursing-rules-statutes.asp](http://pr.mo.gov/nursing-rules-statutes.asp)). Graduation does not ensure licensure eligibility.

**Direct-Entry Admission**

High school seniors admitted to Avila may secure a place in the nursing program by meeting, at a minimum, the following criteria:

- Minimum ACT Composite
  - 24 ACT Composite
  - 24 ACT Science sub-score
  - 3.0 cumulative high school GPA (on a 4.0 scale) or its equivalent

To maintain Direct-Entry status, you must have a cumulative GPA of 3.0 or higher when beginning the Nursing program. All other criteria for admission.
Guaranteed Admission

Students who complete their first and second year coursework at Avila with a cumulative GPA of 3.0 or above at the time of application to the nursing major will have admission granted provided that all other criteria for admission are met and all other additional considerations are satisfactory.

Post Baccalaureate

Cumulative GPAs of applicants who have already earned an undergraduate degree will be calculated on completed coursework that is required for the nursing major.

Previous Nursing Enrollment

A student seeking admission who has prior enrollment in another nursing program will only be considered for admission if the student has a minimum cumulative GPA of 2.5 in nursing courses and has been enrolled in a nursing program within one year of anticipated enrollment in nursing at Avila University. Students will not be considered for admission if they have received two or more grades of D, F, or W/F (withdraw/failing) in any previous nursing program. Upper division coursework must be taken at accredited (regional and professional) four-year universities.

A student seeking an exception to nursing admission criteria must submit a letter of petition to the coordinator of the School of Nursing Admissions Committee.

Policies for Pre-licensure Students

Leave of Absence
1. A student who is maintaining a grade of “C” in theory, and is earning a passing grade in the clinical component of courses within the nursing major at the time of the leave, may be granted a leave of absence (LOA) for personal health or family health-related reasons. Students who have been admitted to the nursing program but have not yet begun the nursing courses may also be granted a LOA for the same reasons. This leave is not to exceed one academic year.
2. If changes in the curriculum have occurred, the student must complete the curriculum effective at the time of readmission.
3. A student who petitions for a LOA after the official university withdrawal date, must also petition the Academic Affairs Office for permission to withdraw from the course.

Withdrawal from Course/Program
A student who withdraws from a course cannot continue in the nursing program in the next semester due to course sequencing. Readmission to the nursing program is required to resume nursing courses (see policy on readmission).

Dismissal from Program
A student will be dismissed from the nursing program if a grade of D or F is earned in any nursing course, a grade of “no pass” is earned in any clinical course, and/or for breaches in professional conduct. Dismissal from a clinical course necessitates withdrawal from all nursing courses.

Re-admission to the Nursing Major
A student who is dismissed or withdraws from the nursing program may apply for readmission to the nursing program by the specified due date. The student seeking readmission must meet the criteria for admission and graduation that are in effect at the time of readmission to the nursing major. A student who has been denied readmission may not apply to the program again for five years at which time, if accepted to the program, all nursing coursework must be repeated. Science and ethics courses need to be current within 10 years. Subsequent failure to progress in any nursing course will result in dismissal from the nursing program without consideration for readmission.

Criteria for Completion of the Bachelor of Science in Nursing Degree – Pre-licensure Program
1. Completion of at least 128 semester hours of academic work with a minimum cumulative grade point average of 2.0.
2. Completion of required assessments.
3. Completion of the following prerequisites: HUMANITIES English Composition (EN 111 or above) (3); Fundamentals of Communication CO 110 (3); Ethics PL 255 (3); SOCIAL & BEHAVIORAL SCIENCES Intro to Sociology SO 101 (3); or Social Problems/Social Change SW 205 (3); or Anthropology AN 122 (3); General Psychology PY 101 (3); Life Span Development PY 208 (3); NATURAL SCIENCES AND MATH General Chemistry I with lab CH 111 or BI 112 (4); Human Anatomy and Physiology with lab BI 220 (6); Pathophysiology BI 325 (3); College Algebra MA 120 (3); Microbiology with lab BI 250 (4); Statistics MA 155 or Social Statistics PY/SO 230; or Statistical Analysis EC 240 (3);
4. Completion of the following nursing courses (56 hours) in addition to the university core requirements: NU 450 (3); NU 452 (2); NU 453 (3); NU 455 (3); NU 456 (2); NU 457 (3); NU 458 (4); NU 459 (3); NU 466 (2); NU 470 (3); NU 471 (4); NU 473 (2); NU 476 (2); NU 481 (4); NU 482 (3); NU 483 (3); NU 484 (3); NU 485 (3); NU 489 (4).
5. Upon completion of graduation requirements, the graduate of the pre-licensure program may apply to take the National Council Licensure Examination for professional nurses (NCLEX-RN™). Licensure applicants must have completed the basic professional curriculum in an accredited school of nursing. Graduation does not ensure licensure eligibility. Certain criminal activity and other applicant information may render a graduate ineligible for licensure. The State Board of Nursing in the state in which licensure is sought will make the decision whether or not to allow an individual to take the licensure examination. For additional information, refer to Sections 335.066 and 335.046 of the State of Missouri Nursing Practice Act (http://pr.mo.gov/nursing-rules-statutes.asp) or the Nursing Practice Act of the state in which the graduate anticipates licensure.
1. Process of Admission
   Students seeking admission to the RN to BSN program must:
   - Be 23 years of age or have 3 years of work experience
   - Have a cumulative GPA of 2.7
   - Possess an unencumbered RN License
   - Be eligible for Missouri and/or Kansas licensure
   - Complete nursing pre-requisites with a minimum grade of C. Post-licensure students are waived from Pathophysiology.
   - Transfer prerequisite courses must be approved by the university and the School of Nursing.
   - Be a diploma nurse or have an Associate’s Degree in Nursing from a regionally accredited institution.

2. Admission Information
   The Avila University School of Nursing is committed to non-discrimination and equal opportunity in its admission process. Students seeking admission to the RN to BSN program must:
   - Be 23 years of age or have 3 years of work experience
   - Have a cumulative GPA of 2.7
   - Possess an unencumbered RN License
   - Be eligible for Missouri and/or Kansas licensure
   - Complete nursing pre-requisites with a minimum grade of C. Post-licensure students are waived from Pathophysiology.
   - Transfer prerequisite courses must be approved by the university and the School of Nursing.
   - Be a diploma nurse or have an Associate’s Degree in Nursing from a regionally accredited institution.

3. Process of Admission
   1. Student must complete the Avila Advantage admission process, including submission of official transcripts from all higher learning institutions attended.
   2. After admission to the University, students are evaluated for admission to the RN to BSN program by the Director of the RN to BSN Program.
   3. Students seeking an exception to the admission criteria must submit a letter of petition to the Director of the RN to BSN Program. The RN to BSN Admissions and Progression Committee will consider the individual circumstances and send a letter to the applicant documenting the final decision.
   4. Students admitted to the RN to BSN program will be assigned to a nursing advisor and will meet with this advisor on a regular basis beginning the semester prior to enrolling in their first nursing course.
   5. Students may choose to complete a proficiency assessment NU 452 Pharmacology and NU 453 Health Assessment. (Students should be aware that some graduate level schools may not accept these courses that are transcripted only as “Pass”)
   6. After completion of 7 nursing credits with a minimum grade of C, students will apply for and be granted 27 credit hours reflecting completion of the following courses: NU 450, NU 455, NU 457, NU 458, NU 473, NU 475, and NU 482.

4. Dismissal from Program
   A student will be dismissed from the nursing program if a grade of D or F is earned in any nursing course, a grade of “no pass” is earned in any clinical course, and/or for breaches in professional conduct. Dismissal from a clinical course necessitates withdrawal from all nursing courses.

5. Re-admission to the Nursing Major
   A student who is dismissed or withdraws from the nursing program may apply for re-admission to the nursing program. The student seeking re-admission must meet the criteria for admission and graduation that are in effect at the time of re-admission to the nursing major.

6. Criteria for Completion of the Bachelor of Science in Nursing Degree (RN to BSN)
   1. Completion of at least 128 semester hours of academic work with a minimum cumulative grade point average of 2.0.
   2. Completion of required assessments.
   3. Completion of prerequisites: HUMANITIES English Composition (EN 111 or above) (3) Fundamentals of Communication CO 110 (3) Ethics PL 255 (3) SOCIAL & BEHAVIORAL SCIENCES Intro to Sociology SO 101 (3) or Social Problems/Social Change SW 205 (3) or Anthropology AN 122 (3) General Psychology PY 101 (3) Life Span Development PY 208 (3) NATURAL SCIENCES AND MATH General Chemistry I with lab CH 131 (4) Human Anatomy and Physiology with lab BI 220 (6) College Algebra MA 120 (3) Microbiology with lab BI 250 (4) Statistics MA 155 or Social Statistics PY/SO 230 or Statistical Analysis EC 240 (3) OTHER Nutrition HE/NU 111 (3)
   4. Completion of the following nursing courses in addition to the university core requirements and prerequisite courses:
      - Nursing hours granted in Process of Admission (27hours): NU 450 (3); NU 455 (3); NU 457 (3); NU 458 (4); NU 459 (3); NU 471 (4), NU 481 (4); and NU 482 (3).
      - Nursing Core Courses (21hours): NU 452 (2); NU 453 (3); NU 456 (2); NU 476 (2); NU/HC 305 (3); NU 470 (3); NU 484 (3); NU 489 (3). (Student has the option to test-out of NU 452 and NU 453.)
      - Student selected concentration (6-8): Management Concentration (6); NU/HC 330 (3) and NU/HC 340 (3) or Patient Centered Care (8): NU 485 (3), NU 473 (2), and NU/HC 310 (3).
   5. As required for CCNE accreditation, practice experience is included in NU 489 for all students to bridge to baccalaureate-level professional nursing practice. This practice may include direct and/or indirect care experiences.
   6. See university catalog for additional graduation requirements.

Additional information on policies may be found in the Student Nursing Handbook. Students may submit a written petition with rationale to the School of Nursing for special exception to the above policies. The nursing faculty will have the right to accept or reject this petition.
NURSING COURSES (NU)

Students must provide their own transportation to clinical experiences when enrolled in nursing courses. A program fee will be charged for each semester of the nursing major.

NU/HE 111. Nutrition. (3)
Basic principles of nutrition and the application of these principles to nutritional requirements of the infant, preschool child, adolescent, and adult. This course is web-supported. FA, SP.

NU/HC 305. Health Care Policy, U.S. & Global. (3)
This course provides an introduction to and discussion of contemporary issues regarding healthcare services in the U.S. compared to other developed countries. It examines and describes ethical, political, social, technological, economic, and cultural issues including various options or choices facing U.S. healthcare. This includes an examination of recent health reform legislation and the potential outcomes and consequences. Meets the Communication Intensive course requirement in the major. RN to BSN students must have advisor approval.

NU/HC 310. Healthcare for the Elderly. (3)
Examination of the health problems and issues exacerbated by the normal changes in the older adult and the increased risk of illness associated with aging. Content includes examination of services, clients and caregivers comprising the continuum of care for the elderly. It describes the evolution of the continuum and basic financing sources enabling its operation. It focuses on practical issues facing healthcare managers, and highlights the experience of informal caregivers who play an essential role in the continuum. RN to BSN students must have advisor approval.

NU/HC 330. Organization of Healthcare Services. (3)
This course will provide insightful examination into the complexities of both the organization and financing of healthcare through the context of systematic operations. It will also examine the effect, if any; political, social, technological, and economic issues have in the development and delivery of healthcare. RN to BSN students must have advisor approval.

NU/HC 340. Legal Aspects of Healthcare. (3)
This course will focus on many of the key laws and the legal process that affect healthcare providers and organizations. The course will provide the students with a fundamental understanding of many of the significant laws, regulations and policies to which healthcare entities are subject, the purpose for their enactment, and the process for administering and enforcing these rules in the healthcare industry. RN to BSN students must have advisor approval.

NU 450. Development of the Professional Nurse I. (3)
This nursing theory course for beginning nursing students is designed to develop and enhance the knowledge, skills, and abilities that will lead to success in the nursing program, on the NCLEX-RN, and ultimately in the role of the registered professional nurse. Meets the Communication Intensive course requirement in the major. Prerequisite: Admission to the nursing major. FA.

NU 452. Nursing Pharmacology. (2)
This nursing theory course emphasizes the principles of pharmacology and the professional nurse’s role in pharmacotherapy. Concepts explored in this course include pharmacokinetics, pharmacodynamics, indications for use, adverse effects, interactions, use in special populations, client safety, monitoring client responses, and client education. The course will also address the nursing implications related to medication administration. Prerequisite: Admission to the nursing major. FA.

NU 453. Health Assessment. (3)
(Theory, 2 credit hours/Laboratory, 1 credit hour)
This nursing theory/laboratory course will teach students the basic skills in health assessment. Concepts will include the principles of data gathering for the development of a comprehensive health history, physical assessment skills, and the recognition of normal versus abnormal findings throughout the lifespan. Prerequisite: Admission to the nursing major. FA.

NU 454. Health and Illness Concepts I. (3)
(Theory, 1 credit hour; Laboratory, 2 credit hours)This nursing theory/laboratory course will teach students the basic skills in care of patients. Caregiving skills concepts will include patient and staff safety (healthcare quality and safety), body mechanics, hygiene practices, medication administration, intravenous therapy, wound care and comfort measures (sensory/perceptual), management of airway (oxygenation), nutritional support, management of elimination, and postmortem care. Prerequisite: Admission to the nursing major. FA.

NU 456. Healthcare Informatics. (2)
This nursing theory course will provide students the opportunity to demonstrate or acquire basic proficiency in the use of a variety of Microsoft Office software programs, including Word, Excel, and PowerPoint. Students will explore past, current, and future trends in electronic information sharing in healthcare, discuss ethical and legal issues that occur with information sharing, and develop skills related information seeking on the internet. This web-enhanced course meets the computer proficiency requirement for nursing majors. Pre-licensure prerequisite: Admission to the nursing major. RN to BSN students must have advisor approval. FA.

NU 457. Patient Care Skills. (3)
(Theory, 1 credit hour; Laboratory, 2 credit hours)This nursing theory/laboratory course will teach students the basic skills in care of patients. Caregiving skills concepts will include patient and staff safety (healthcare quality and safety), body mechanics, hygiene practices, medication administration, intravenous therapy, wound care and comfort measures (sensory/perceptual), management of airway (oxygenation), nutritional support, management of elimination, and postmortem care. Prerequisite: Admission to the nursing major. FA.
NU 458. Practicum 1. (4)
This nursing clinical course introduces students to nursing care of clients with less complex healthcare issues within a variety of settings. Students will be introduced to the principles of interdisciplinary care, prioritization and delegation of client care. All parts of the nursing process will be employed regarding the care of the client and significant others. Prerequisites: NU 450, NU 452, NU 453, NU 455, NU 456, NU 457. SP. CR/NC.

NU 457. SP. CR/NC.

NU 459. Health and Illness Concepts II. (3)
This nursing theory course introduces students to the nursing care of adult medical/surgical clients with less complex healthcare issues within a variety of settings. Students will be introduced to the principles of interdisciplinary care, prioritization and delegation of client care. All parts of the nursing process will be discussed regarding the care of the client and significant others. Prerequisites: NU 450, NU 452, NU 453, NU 455, NU 456, NU 457. SP.

NU 466. Gerontological Nursing. (2)
Emphasis in this specialty nursing theory course is placed on health problems and issues exacerbated by the normal changes in the older adult and the increased risk of illness associated with aging. Concepts from growth and development, nutrition, and pathophysiology courses are reinforced and expanded. Prerequisites: NU 458, NU 459, NU 471, NU 473.

NU 470. Development of the Professional Nurse II. (3)
This nursing theory course continues the development of the knowledge, skills, and abilities required by the Registered Professional Nurse moving into the roles of baccalaureate prepared practitioner and emerging leader in the work setting. Meets the Communication Intensive requirement for the major. Pre-licensure prerequisites: NU 458, NU 459, NU 471, and NU 473. RN to BSN students must have advisor approval. FA.

NU 471. Women and Children Health and Illness Concepts. (4)
This nursing theory course is designed to provide the student with knowledge, understanding, and nursing skills related to the needs of women, children, and their families. Prerequisites: NU 450, NU 452, NU 453, NU 455, NU 457. SP.

NU 473. Psychosocial Nursing Concepts. (2)
This specialty nursing theory course examines concepts related to nursing care that promotes and supports the emotional, mental and social well-being of the client and family/significant others experiencing stressful events as well as clients with acute or chronic mental illness. Pre-licensure prerequisites: NU 450, NU 452, NU 453, NU 455, NU 457. RN to BSN students must have advisor approval. SP.

NU 476. Foundations of Evidence Based Nursing Care. (2)
This nursing theory course is designed to develop and enhance the knowledge, skills, and abilities needed to evaluate and use information from research and other sources of evidence to guide the delivery of evidence based nursing practice. Pre-licensure prerequisites: NU 450, NU 452, NU 453, NU 455, NU 457. RN to BSN students must have advisor approval. SP.

NU 481. Practicum 2. (4)
This nursing clinical course will provide students the opportunity to apply principles of prioritization, delegation, and care coordination as an interdisciplinary team member while caring for clients with complex, multi-system healthcare issues. All parts of the nursing process will be utilized in the care of the client and significant others. Prerequisites: NU 458, NU 459, NU 471, NU 473, NU 476. FA. CR/NC.

NU 482. Health and Illness Concepts III. (3)
This nursing theory course introduces students to the nursing care of adult medical/surgical clients with complex multisystem healthcare issues in a variety of settings. Students will discuss principles of prioritization, delegation, and care coordination as an interdisciplinary team member. All parts of the nursing process will be utilized in the care of the client and significant others. Prerequisites: NU 458, NU 459, NU 471, NU 473, NU 476. FA.

NU 483. Analysis and Evaluation of Health Care Systems. (3)
This nursing theory course analyzes and evaluates the influence of power, politics, and health care policy on health care systems. There will be an emphasis on the importance of the role of nurses in improving health care systems through advocacy. Prerequisites: NU 466, NU 470, NU 481, NU 482. SP.

NU 484. Population Based Health Concepts. (3) (Theory, 2 credit hours/Clinical, 1 credit hour).
This specialty nursing theory/clinical course will introduce students to the theoretical basis, skills and knowledge needed to provide healthcare to populations and aggregates. Areas of study may include epidemiology, community assessment, disaster management, global health, core public health functions, health promotion, risk reduction, and health protection. The role of the nurse in public health as well as other community settings will be explored. Pre-licensure prerequisites: NU 466, NU 470, NU 481, NU 482. RN to BSN students must have advisor approval. SP.

NU 485. High Acuity Nursing Concepts. (3) (Theory, 2 credit hours/Clinical, 1 credit hour).
This specialty nursing theory/clinical course examines the concepts related to nursing care of clients with highly complex healthcare needs. Pre-licensure prerequisites: NU 466, NU 470, NU 481, NU 482. RN to BSN students must have advisor approval. SP.

NU 489. Capstone Practicum (3-4)
(Theory, 1 credit hour/Clinical 3 credit hours).
This theory/clinical, or clinical only for post-licensure (RN to BSN) students, nursing course will allow students to synthesize the knowledge, skills and experiences they have had in their nursing education in preparation for practice. Through a clinical immersion experience students will provide safe and high quality care in the management of multiple clients while applying the skills of delegation, prioritization, patient advocacy and care management. Pre-licensure students will prepare for the NCLEX-RN™. Meets the Capstone and Communication Intensive course requirement in the major. Prerequisites: Approval of nursing faculty.
is truly real versus what is truly illusion? CORE-II.

**PL 113. Critical Reasoning. (3)**
This course will focus on the study of arguments and will help you develop techniques useful in recognizing, analyzing, and evaluating arguments. The application of both the inductive and deductive criteria for evaluating arguments will be explored as well as other criteria of evaluation. Topics the course will cover include rational argumentation, fallacies, definition, meaning, truth, and evidence. CORE-II. SP.

**Minor in Philosophy:**
Eighteen hours in Philosophy including PL 111, PL 255 and at least 6 hours of upper-division Philosophy or other approved courses (300 or above). RS 117 (World Religions) is a non-Philosophy course that can count as credit towards the Philosophy minor. Minors must receive a grade of “C” or higher in all courses taken in the minor.

**PHILOSOPHY COURSES (PL)**

**PL 111. Introduction to Philosophy. (3)**
Critical examination of philosophical approaches to the nature of reality, religious belief, moral responsibility, and human freedom by addressing perennial questions, such as: How should I live? How do we know what we know? Is free will an illusion? Is the existence (or non-existence) of God or gods something that can be proved rationally? What is the proper balance between the public good and our own private freedom? Is there an independent standard for judging what freedom, anxiety, subjectivity, power, and justice in the writings, films and other works of 20th century and contemporary theorists and philosophers. Communication Intensive course. Prerequisite: One lower-division course in Philosophy.

**PL 113. Critical Reasoning. (3)**
This course will focus on the study of arguments and will help you develop techniques useful in recognizing, analyzing, and evaluating arguments. The application of both the inductive and deductive criteria for evaluating arguments will be explored as well as other criteria of evaluation. Topics the course will cover include rational argumentation, fallacies, definition, meaning, truth, and evidence. CORE-II. SP.

**PL 211. Philosophy of Religion. (3)**
Classical and contemporary arguments for understanding the existence, nature, and reality of God. We will analyze and evaluate contemporary conceptions of divinity, humanity, and spirit as well as related issues in the philosophy of religion: evil, immortality, relationships between faith and reason, the nature of religious experience and conceptions of the religious subject. CORE-II. SP.

**PL 238. Social and Political Philosophy. (3)**
Philosophical examinations of major political and social themes such as economic and social justice, freedom, war and genocide, equality, authority, democracy, property, and power. This course challenges students to critically reflect upon our shared political freedoms and obligations, justifications of political authority, the social nature of identities, and our roles as political subjects. CORE-II. SP.

**PL 255. Ethics. (3)**
In this course students systematically reason through and discuss important ethical questions: How do we as members of communities live? How should we live? What are the differences between good and bad choices? Why should I act other than what is in my self-interest? Do I have duties to myself and others? If so, what are those duties? What kinds of action are morally significant or irrelevant to moral thinking? Student may think about these questions within the following contexts: war, genocide, and terrorism; social justice and economic distribution; animal rights; gender and racial equality; and, human sexuality and the family. CORE-II.

**PL/WS 226. Feminist Philosophy. (3)**
This course will provide an overview of the major philosophical issues that have defined feminism as a subject of inquiry, including identities, bodies, subjectivity, rights, politics, ethics, and historical movements. Although feminism has historically been concerned about women as its subject, a fundamental concern for feminist theory is how power and oppression are created from and wielded upon various identities and bodies. In this light, this course will explore the construction of numerous identities (including “woman,” “man,” and many other ways of understanding the self), how power is negotiated from those identities and how all of these aspects are key components in social contestation and culture-building. CORE-II. FA.

**PL 311. Contemporary Continental Philosophy. (3)**
This course explores ideas of existence, religious belief, moral responsibility, and human freedom by addressing perennial questions, such as: How should I live? How do we know what we know? Is free will an illusion? Is the existence (or non-existence) of God or gods something that can be proved rationally? What is the proper balance between the public good and our own private freedom? Is there an independent standard for judging what freedom, anxiety, subjectivity, power, and justice in the writings, films and other works of 20th century and contemporary theorists and philosophers. Communication Intensive course. Prerequisite: One lower-division course in Philosophy.

**PL/IS 312. Bioethics. (3)**
Interdisciplinary course which examines complex moral issues involving biology and medicine. Multiple viewpoints and issues are studied, such as: patient-physician relationship, death and dying, ethics of care, technology and medicine as well as the ethics and biology of genetics and eugenics. Research and discussion are essential components of the course. Prerequisites: BI 111 or 112; or PL 111 or 255. CORE-II & CORE-III.

**PL/IS 344. Music and Politics. (3)**
Musical works representative of folk, popular and refined art idioms will provide subject matter for analysis and discussion of the following: conceptualizing the distinct nature of music from other art forms and human activities, the role of emotion in music and politics, the political use of music and the musical representation of politics and political action as well as the possibility of music effecting social and political relations. Prerequisite: 3 credit hours of Level II Philosophy. CORE-II & CORE-III. FA.

**PL 355. Metaphysics. (3)**
The study of the nature of reality – of what is and what it is that exists. Metaphysical concepts we may consider are existence, being, minds, bodies, freedom, human nature, and the nature of experience. We will consider these concepts, and
arguments associated with those ideas, in both classical and contemporary discussions. Communication Intensive course. Prerequisite: One lower-division course in Philosophy.

PL/IS 358. Violence. (3)
A multidisciplinary investigation into acts and relations of social and political violence. This investigation may focus within the following arenas: The social phenomena of violence and power; the extent of its moral justifiability, political legitimacy, and practical efficacy; the reality and responsibilities of perpetrators, victims, and others; and, the place that violence occupies within individual and national identities. An on-site travel component is required. CORE-II & CORE-III.

PL/RS 380. Special Topics. (1-3)
Selected topics to be determined by the department.

PL/RS 480. Special Topics. (1-3)
Selected topics to be determined by the department.

PL/RS 485. Practicum. (3)
Experience in one of the specialized areas of Philosophy, with departmental guidance and supervision.

PL/RS 490. Directed Studies. (3)
Approved and directed in-depth study of a specific area of Philosophy, according to student need and interest. Prerequisite: Permission of department.

PL/RS 499. Senior Seminar. (3)
Students from both Philosophy and Religious Studies work through a global theme, analyzing and evaluating issues and problems within the theme from the perspectives and methodologies of both disciplines. Meets the Capstone course and Communication Intensive requirement in the major. Prerequisite: Permission of department.

Physics (PH)
No Major or Minor is offered.

PHYSICS COURSES (PH)

PH 117. Physics Concepts. (4)
Development of basic conceptual models of physical phenomena including light and color, waves and sound, electricity, and atomic phenomena in an activity-based, collaborative environment with integrated laboratory. Designed for radiologic science majors. Corequisite: MA 115 or 120 or higher placement. CORE-II. FA, SP.

PH 180. Topics in Physics. (1-3)
Presentation and discussion of physics topics. Each offering will be titled appropriately. A student may take any number of different topics. Prerequisites vary with the topic being presented.

PH 231. General Physics I. (5)
An activity-based, collaborative approach to the development of conceptual and mathematical models of physical phenomena as well as scientific reasoning skills. Modern computer tools are used throughout. Topics include motion, force, energy and momentum, and thermodynamics. Laboratory. Prerequisites: MA 120 and familiarity with basic trigonometry. FA.

PH 232. General Physics II. (5)
Continuation of PH 231. Topics include waves and sound, light, electricity and magnetism, and nuclear phenomena. Laboratory. Prerequisites: PH 231 or consent of instructor. CORE-II. SP.

Political Science (PS)
The study of Political Science is the study of government and its impact on the human community. The range of analysis includes international, national, state, and local levels of organization as well as the interaction between them.

PH 334, 340 and 391)
The minor in Political Science also provides an excellent background for students interested in pursuing professional careers within the legal system. According to the American Bar Association there is no set curriculum for students interested in attending law school. Students are admitted to law school with diverse backgrounds, life experiences, and college degrees. Consequently, the minor in Political Science/Pre-Law is not intended to serve as a comprehensive preparation for the rigors of law school. However, there are recommended core skills and values as well as basic areas of knowledge that are helpful to a legal education and to the development of a competent lawyer.

Political Science Learning Outcomes:
Political Science minors will be expected to meet the following program outcomes:

- Demonstrate an understanding and appreciation for political behavior and political institutions in the United States and throughout the world (All PS)
- Utilize effective ethical and decision-making skills in personal and professional situations. (all PS)
- Demonstrate a deep understanding of the Law, the courts and the judicial system and apply that understanding to various situations. (PS 231, 232, 334, 340 and 391)
- Recognize and appreciate diversity in individuals, cultures and social systems, from local to national to global environments, with the resultant awareness of the social construction of reality. (all PS)

Assessment: The outcomes of the political science minor are assessed through a required portfolio and a required exit interview. The portfolio reflects assignments completed throughout the program. The portfolio is formally constructed throughout the curriculum. Students in the political science program will be submitting copies of assignments from all PS courses. During the exit interview, students will be given the opportunity to reflect upon their experiences as a student in the political science program.

MINOR: 18 hours including PS 120 and 12 credit hours of upper division (301 or above) political science courses.

Political Science minors must receive a grade of “C” or higher in all courses taken in the minor.
POLITICAL SCIENCE COURSES (PS)

PS 120. American National Government. (3)
The structure, function, problems and accomplishments of American government at the federal level including discussions of the Federal Constitution and Missouri Constitution. CORE-II. FA, SP

PS 220. State and Local Politics. (3)
The relationship that exists in and between state and local governments. Powers of governors and mayors, forms of governments, and timely issues explored. Regional politics and future scenarios analyzed.

PS 231. American Justice System. (3)
Introduction to the American court system at the federal and state levels including judicial process and legal decision-making. Examination of judicial selection processes and the impact of the American judiciary on public policy. FA. Alternative years.

PS 232. Introduction to Legal Research and Writing. (3)
A hands-on experience with legal research sources, procedures, strategies, and legal writing style. Alternative years.

PS 334. Constitutional Law: Civil Liberties. (3)
Constitutional protections both from and of government with emphasis on Supreme Court decisions defining fundamental liberties, property rights and the requirements of substantive due process. Alternative years.

PS 337. Topics in Law. (1-3)
Selected topics dealing with specific, contemporary, legal issues.

PS 340. Comparative Politics. (3)
A comparative analysis of the dynamics of various political systems and cross national political behavior with emphasis on the basic concepts of comparative political study. Selected political systems from various regions of the world-Western Europe, Latin America, Middle East, Africa, Russia-will illustrate the concepts.

PS/SO 344. Criminal Law. (3)
Distinction between criminal and civil law, the role of different participants in the criminal justice system, classification of crimes by state and federal standards, stages of criminal prosecution, constitutional rights and limitations. Alternative years.

PS 380. Topics in Political Science. (1-3)
Selected topics dealing with current problems in the area of political science.

PS 495. Internship. (1-6)
An opportunity to gain first-hand experience by working in a governmental agency or law office. Opportunities also exist for the student to do their internship through the Washington Center in Washington D.C. Meets the communication-intensive capstone requirement in the major. FA, SP.

Pre-Law

No specific major is required or recommended to prepare you for law school or the Law School Admission Test.

It is recommended that you choose a Major that interests and challenges you. The Law School Admission Council recommends that you take advantage of educational, extra-curricular and life experience opportunities to develop the following skills, values and knowledge.

- analytic and problem solving skills
- critical reading abilities
- writing skills
- oral communication and listening abilities
- general research skills
- task organization and management skills
- the value of serving the interests of others while promoting justice.
- understanding of history, political thought, math and financial matters, human behavior and diverse cultures.

The outcomes for the Pre-Law Minor are:

- Demonstrate analytical and problem solving skills and structure arguments for and against propositions.
- Read, understand and critically analyze complex written materials of substantial lengths.
- Prepare analytical written material of substantial length and revise material in response to constructive criticism
- Demonstrate critical listening skills and communicate orally effectively in presentations before groups.
- Demonstration of general research skills.
- Demonstrate an understanding of social justice and the legal system, political thought, human behavior and diverse cultures.

Assessment:
The interdisciplinary nature of the pre-law minor stipulates that assessment of the outcomes be accomplished through the assessments used in the various courses taken for the minor including written assignments, presentations and exams consistent with course objectives, readings, and classroom discussion.

MINOR: 18 hours, including PL 113, PS 120, EN 213 or 3 hrs upper division English plus nine elective hours from the following of which six hours must be above the 300 level: BL 305, BL 345, CO/PY 212, CO 360, PL 238, PL 255, PS 334, PS/SO 344, TR 271. Recommend courses that do not fulfill minor requirements include: IS 340, IS 354, IS/RS 360

Prehealth Professions

The Prehealth Professions major is designed for a student who plans to become a physician, dentist, physical therapist, occupational therapist, chiropractor, pharmacist, veterinarian, physician assistant, optometrist, podiatrist or other comparable health care professional. The program helps to prepare the student for an appropriate doctoral or masters level health professions program leading to their career choice.

The special entrance requirements of the health profession schools to which the student plans to apply are considered when electives are chosen.

Prehealth Professions Outcomes:

Upon graduation, a student majoring in Prehealth Professions should be able to:
The following courses in the Prehealth Professions major must be completed:

BI 111 and 112, three of the following biology courses: BI 220, 250, 311, 318, 331, 341, 345; CH 131, 137, 216, 217, and 342; CS 110; HE 101; BI 492 or 493, and BI 499 OR CH 497 and CH 499; PH 231, 232; MA 120 or MA 125; MA 155; EN 111 and 112; PL 255.

NO MINOR IS OFFERED.

Post-Baccalaureate Program

Avila University has a Post-Baccalaureate Program to help prepare students with a baccalaureate degree in a non-science field to obtain the science courses and academic advising to gain admission to a Health Professions School. The Prehealth Professions advisor works with each Post-Baccalaureate student to plan the student’s individual program of study.

Prehealth Professions Agreements

The following summarizes the special agreements that Avila University has with Health Professions Schools. Additional information on these programs can be obtained from Avila’s Prehealth Professions advisors.

ALLOPATHIC MEDICINE

Avila University students are eligible to apply to the University of Missouri-Kansas City, UMKC, Medical Scholars Program. Eligible students may apply for early admission status to the UMKC School of Medicine between their sophomore and junior years at Avila.

OSTEOPATHIC MEDICINE

Kansas City University of Medicine and Bioscience

First year Avila University students who have an ACT composite score of 28 or higher are eligible to apply for openings each year in the medical school class at the Kansas City University of Medicine and Bioscience, KCUMB. The students for this special program will be interviewed and selected in their second year of study at Avila. If the students who are accepted maintain a minimum overall GPA of 3.25 and a science GPA of 3.5, they will be able to start medical school at KCUMB during their senior year at Avila. After successful completion of their first year of course work at KCUMB and meeting Avila’s degree requirements, the students will graduate with a BS degree in Biology from Avila.

A.T. Still University, Kirksville College of Osteopathic Medicine, KCOM

Second year Avila University students who have and maintain a minimum of a 3.4 overall and science GPA and who have completed at least 75 percent of the Kirksville College of Osteopathic Medicine’s prerequisite courses with a grade of B or higher are able to apply for early admissions openings in KCOM’s DO program. The students for this special program will apply by April 1st of their second year at Avila and will be interviewed and selected the following summer. Accepted students need to maintain the minimum of a 3.4 overall and science GPA as well as participate in KCOM Still Scholars events and other activities to maintain their preadmission status.

CHIROPRACTIC

Cleveland Chiropractic College

Avila University students who have an overall GPA of 3.25 or higher and who complete courses prerequisite to admission to Cleveland Chiropractic College by the end of their third year at Avila are eligible for the Avila-Cleveland Chiropractic Three plus Three Program. Accepted students will complete their senior year at Cleveland Chiropractic. After successful completion of their course work at Cleveland during this year and meeting Avila’s degree requirements, the students will graduate with a BS degree in Biology from Avila.

Logan College of Chiropractic

Avila University students who have an overall GPA of 3.25 or higher and who complete courses prerequisite to admission to Logan College of Chiropractic by the end of their third year at Avila are eligible for the Avila – Logan Three Plus Three Program. Accepted students will complete their senior year at Logan. After successful completion of their course work at Logan during this year and meeting Avila’s degree requirements, the students will graduate with a BS degree in Biology from Avila.

Northwestern Health Sciences University

Avila University students who have an overall GPA of 3.25 or higher and who complete courses prerequisite to admission to Northwestern Health Sciences University Doctor of Chiropractic Program
by the end of their third year at Avila are eligible for the Avila-Northwestern Three plus Three Program. Accepted students will complete their senior year at Northwestern Health Sciences. After successful completion of their course work at Northwestern during this year and meeting Avila’s degree requirements, the students will graduate with a BS degree in Biology from Avila.

University of Western States
Avila University students who have an overall GPA of 3.25 or higher and who complete courses prerequisite to admission to the University of Western States Doctor of Chiropractic Program by the end of their third year at Avila are eligible for the Avila-University of Western States Three plus Three Program. Accepted students will complete their senior year at the University of Western States. After successful completion of their course work at the University of Western States during this year and meeting Avila’s degree requirements, the students will graduate with a BS degree in Biology from Avila.

Physical Therapy

Rockhurst University
Avila University students who meet application criteria which are set by Rockhurst University are eligible to apply for early admissions status to Rockhurst’s Doctor of Physical Therapy Program at the end of their third year at Avila. Two seats in each class are reserved for qualified Avila students.

A. T. Still University, Arizona School of Health Sciences
Avila University students who maintain a 3.00 overall and science grade point average and who meet application criteria set by A.T. Still University is given priority consideration for admissions to the Doctor of Physical Therapy Program.

Mount St. Mary’s College
Avila University students who maintain a 3.00 overall and science grade point average and who meet application criteria set by Mount St. Mary’s College will be granted an interview for the Doctor of Physical Therapy Program. Qualified Avila University students will be granted up to two seats per class.

Southwest Baptist University
Avila University students who meet application criteria set by Southwest Baptist University will receive preference points when they apply to Southwest Baptist’s Doctor of Physical Therapy Program. Students who apply in September of the year prior to enrollment receive early consideration.

Occupational Therapy

Rockhurst University
Avila University students who meet application criteria which are set by Rockhurst University are eligible to apply for early admissions status to Rockhurst’s Master of Occupational Therapy Program at the end of their third year at Avila. Two seats in each class are reserved for qualified Avila students.

A. T. Still University, Arizona School of Health Sciences
Avila University students who maintain an overall GPA of 3.25 or higher and who complete courses prerequisite to admission to the University of Western States Doctor of Chiropractic Program by the end of their third year at Avila are eligible for the Avila-University of Western States Three plus Three Program. Accepted students will complete their senior year at the University of Western States. After successful completion of their course work at the University of Western States during this year and meeting Avila’s degree requirements, the students will graduate with a BS degree in Biology from Avila.

Psychology (PY)
Psychology is the scientific study of thoughts, feelings, and behaviors. Avila psychology majors learn to approach behavior at individual and systems levels as “scientist-practitioners,” through coursework, research and field experiences.

By developing a combination of interpersonal, analytic, research, and writing skills, psychology majors are in demand for a wide variety of occupations. We offer three areas of concentration, each designed to prepare students for their future goals:

1. Human Behavior Concentration – Designed for students interested in a liberal arts bachelor’s degree. Students in this concentration typically find employment that utilizes their psychology skills, enter master’s level psychology or counseling programs, or enter other graduate programs in areas such as law, medicine, or business.

2. Research Concentration – Designed for students interested in pursuing a doctorate in psychology and/or a career in research. Students must apply for acceptance into the research concentration after completing PY 230 and 260. Minimal requirements for acceptance into the research concentration include: (a) completion of six hours of coursework at Avila, (b) a 3.25 cumulative grade point average, (c) a B grade or better in PY 230 and 260, and (d) recommendation of their advisor.

3. Organizational Leadership – Designed for students interested in a career in the workplace, particularly in human resources and/or customer service areas.

The Psychology Club and Psi Chi (Psychology Honor Society) support extracurricular activities, collaborative learning projects, and volunteer opportunities.

Outcomes:
In addition to the general degree requirements, psychology majors and minors must meet the following twelve departmental outcomes. The courses in which they are assessed are mentioned in parentheses.

- Knowledge (PY 101, 485)
- Communication Skills (PY 101, 260, 485)
- Personal Development (PY 101, PY 485)
- Group Work (PY 201, 216, 485)
- Information Gathering (PY 260, 370, 485)
- Thinking Skills (PY 201, 310)
- Research Methods and Statistical Skills (PY 230, 260)
- Ethics/Values (PY 208 or 220)
- Technological Literacy (PY 230, 370, 485)
- Application of Psychology (PY 201, 310)
- Sociocultural and International Awareness (PY 201, 216, 314)
- Career Development (PY 485)

Assessment:
The outcomes for the psychology major are assessed through a combination of: (1) written and performance examinations and assignments as specified in the course syllabi (2) self, instructor, practicum supervisor, and psychology faculty evaluations, and (3) a collection of
completed projects assigned throughout the program.

Requirements for the Psychology Major:
The candidate for the Bachelor of Arts degree in Psychology must complete all of the General Degree requirements stated in this catalog. In addition, students must complete the following psychology major core course requirements as well as requirements in a selected area of concentration.

The computer competency requirement is met by the completion of CS 110 with a grade of “C” or higher.

Note: ALL required majors courses – both core and concentration – must be completed with a grade of “C” or better.

Psychology Major Core Course Requirements:
The psychology major “core” consists of thirty-six credit hours in the following courses: PY 101, 201, 208 or 220, 216, 230, 260, 310, 370, 485, six credits of any upper-level PY electives, and (PY 332, 350 or 375).

Human Behavior Concentration: In addition to the 36 hours of core course requirements, students must complete the following: PY 224 and 320.

Research Concentration: In addition to the 36 hours of core course requirements in the major, students must complete the following: PY 320, at least two credits from (PY 297 or 497), and four credits of PY 498. Please note that PY 230 and 260 must be completed before a student enrolls in PY 498.

Organizational Leadership
Concentration: In addition to the 36 hours of core course requirements, students must complete nine additional credits from any of the following set of courses: PY 212, 224, 321, 360, and/or any advisor-approved upper level PY elective.

Minor:
PY 101, 201, 310 plus 9 elective hours selected with consent of the minor advisor, three from 201-299 (or higher), six from 301-499.

PSYCHOLOGY COURSES (PY)

PY 101. General Psychology. (3)
An introduction to the theories, methods, and perspectives that psychologists use to describe and explain behavior and mental processes. This is a Communication Intensive course. CORE-II. FA, SP.

PY 201. Personality Psychology. (3)
The scientific study of individual differences, integrating theory and research. Prerequisite: PY 101. SP.

PY 208. Lifespan Development. (3)
A survey of the main patterns of growth and development of the person over the life span; emphasis on the social, intellectual, emotional, and physical development of the person. FA, SP.

PY/CO 212. Conflict Resolution. (3)
This course focuses on various strategies for dealing with a conflict in a positive manner. It is designed to help students develop the skills necessary to resolve conflicts and have successful outcomes. The skills of listening, assertion, problem solving, and conflict management are emphasized. This is a Communication Intensive course. Prerequisite: CO 110. CORE-II. FA, SU.

PY/SO 230. Social Statistics. (3)
Study of the nature and causes of individuals’ thoughts, feelings, and behaviors in social situations. Topics include social cognition, perception of others’ intentions, attitudes, interpersonal relationships, and the power of a group to influence individual behavior. Prerequisite: SO 101 or PY 101. FA, SP.

PY 220. Child and Adolescent Psychology. (3)
A study of the biological, cognitive, social, and emotional development of children and adolescents.

PY 224. Human Relations in Organizations. (3)
A hands-on examination of the principles and tools used to effectively confront and respond to interpersonal issues in the workplace. Students will explore individual differences in interaction, communication, motivation, attitude, learning styles, and productivity in the context of teamwork. This is a Communication Intensive course. CORE-II. FA.

PY/ED 235. Psychology of the Exceptional Child. (3)
Designed to provide an introduction to the various areas of exceptionality (gifted, mentally retarded, learning disabled, behavior disordered, etc.). Social, educational, and family characteristics of exceptional children are explored. Samples of the unique teaching methods, materials, and techniques of instruction are studied. In addition, laws and regulations covering exceptional students are presented. Observation hours are required. FA Online. SP.

PY/AR 251. Introduction to Art Therapy. (3)
The historical foundations of the profession of art therapy, including the development of the field and what has influenced its past as well as future directions, and study of managed care, multicultural, ethical, and other current influences. The benefit with various populations and settings in which art therapies work, reinforced with visits from local art therapists. Review of what is required to become a Registered Art Therapist. Prerequisites: PY 101 and 201. FA.

PY 260. Research Methods. (3)
Introduction to methodology and techniques: formulation of research problems; study design; hypotheses;
sampling; measurement; questionnaire construction; interviewing and data collection; processing and tabulation; analysis and interpretation; presentation of findings. This is a Communication Intensive course. SP.

PY 297. Applied Experimental Methods L (1)
This course is an early apprenticeship in psychological research. Students will learn how to conduct psychological research through discussion, reading, and hands-on experiences. May be repeated for credit. Prerequisite: Instructor approval. FA, SP.

PY 310. Abnormal Psychology. (3)
A general overview of the etiology, characteristics, and determinants of functional and organic deviations of normal behavior; general information about therapeutic approaches; the study of the role of behavioral sciences in community mental health action. Prerequisite: PY 101. FA.

PY/WS 314. Psychology of Gender. (3)
An exploration of various perspectives on the role of gender in the formation of individual identity, as well as the interrelationship between gender identity and society.

PY 320. Current Trends in Psychotherapy. (3)
A survey of the techniques and major systems of psychotherapy. Prerequisites: PY 101, 201, 310. SP.

PY/CO 321. Leadership. (3)
This course has a two-fold emphasis. It is first an overview of theories about leadership, including the traits, skills and behaviors associated with those theories. Secondly, it focuses on one’s personal leadership, whether at work, in the community, within groups, or in any other form of organization. Students learn about the evolution of theories on leadership and relate those theories to case studies and their own leadership. Throughout the course, they explore the meaning of leadership to their own goals and assess their interests, values, priorities, and qualities that support or test those goals. Students use the knowledge gained in this course to plan for their own development as a leader so that they are better equipped to meet the challenges of new opportunities and a changing world. This is a Communication Intensive course.

PY 332. Health Psychology (3)
This course focuses upon the description, treatment, and prevention of major health problems, particularly the evidence that strongly implicates individual behavior (psychology of the person) and the lifestyles as relevant issues in illness/wellness.

PY 350. Behavior and the Brain. (3)
Biological psychology seeks to explain behavior in terms of physiology, development, evolution, and function. An introduction to the biological mechanisms most relevant to key issues in psychology. SP.

PY 360. Applied Industrial/Organizational Psychology. (3)
A study of the challenges and solutions that involve psychology in the contemporary workplace, particularly systems issues related to organizational productivity, quality of work product, and quality of work life. FA, even years.

PY 370. Cognitive Psychology. (3)
A general overview of classic and current research in cognitive processing. Topics to be covered include: attention, memory, problem solving, reasoning, conceptual thinking, and mental strategies involved in language expression and comprehension. FA.

PY 375. Motivation and Emotion. (3)
In this course, students will learn about the psychology of motivation and emotion, including the relationship between motivation, emotion and cognition; emotional expression and experience; communication of emotion; emotional intelligence; and biological underpinnings of emotion. Students will learn how to apply knowledge about motivational/emotional processes to their own lives, including personal relationships and the workplace. Prerequisite: PY 101 or PY 216 or SO 101.

PY 380. Special Topics in Psychology. (1-3)
Opportunity for the student to explore a topic of interest in depth. Prerequisites: 30 hours in Psychology and consent of instructor. FA, SP, SU.

PY/KN 393. Sports Psychology. (3)
The primary academic objectives of the course include the introduction of the short but rich history of sport psychology; to provide an overview of the specializations within the field; to explore practical applications of psychological research and theory to exercise and athletic competition; and lastly, to familiarize the student with potential careers and interest areas within sport psychology. Prerequisite: PY 101, SP.

PY/AR 459C. Art as Therapy. (3)
Exploration of techniques of art useful for facilitating self-expression and communication. Demonstration of how art promotes both personal and group understanding. Investigation of symbolic meaning in art and understanding of how art can lead to behavior change and self-understanding. Useful for artists and classroom teachers, as well as for therapists who work with groups of children or adults. This is a Communication Intensive course. Meets the Capstone course requirement for the Art Therapy concentration. Prerequisites: PY 101 and PY 310.

PY 485. Practicum. (3)
This course combines a field placement
experience with a seminar focused on the development of professional behavior. Prerequisite: 30 hours in Psychology; prerequisite or corequisite: PY 320. This is a Communication Intensive course and meets the Capstone course requirement in the major. SP.

PY 497. Applied Experimental II. (1)
This course is an advanced apprenticeship in psychological research. Students will learn how to conduct research through discussion, reading, and hands-on experiences, from initial planning stages to data collection and analysis, writing up results, and submitting to conferences and academic journals. This is a Communication Intensive course. May be repeated for credit. Pre-requisites: PY 230, 260, and instructor approval. FA, SP.

PY 498. Senior Thesis. (2)
This course provides students with an opportunity to produce a primary research project as an undergraduate thesis. Students will complete all facets of the project, including: Preparing literature reviews, IRB application and approval, data analysis, paper or poster presentation, public review, and submission to an undergraduate research journal for publication. This is a Communication Intensive course. May be repeated for credit. Pre-requisites: PY 230, 260, 2 credits of (297 or 497), and instructor approval. FA, SP, SU.

Radiologic Science Program Mission Statement
The mission of the Avila University Radiologic Science Program is to graduate students who possess competent skills for entry-level employment as registered technologists in a radiology department.

Radiologic Science Goals:
The goals of the Avila University Radiologic Science Program are:

1. The program will effectively meet the needs of the students and community.
2. Graduates will master clinical competency.
3. Students will apply appropriate critical-thinking and problem-solving skills.
4. Students will demonstrate professional growth and development.

Radiologic Science Outcomes
1. Goal: The program will effectively meet the needs of the students and community.
   Outcomes:
   a. Students who enroll in the program will successfully complete it.
   b. Graduates will be satisfied with their education.
   c. Employers will be satisfied with the educational and clinical experience of Avila graduates.
   d. Graduates will pass the registry on the first attempt.
   e. Graduates who desire to will find employment in the radiology field.
2. Goal: Graduates will master clinical competency.
   Outcomes:
   a. Students will demonstrate effective communication skills.
   b. Students will appropriately address patient’s needs during procedures.
   c. Students will use proper technique factors for optimal images during exams.
3. Goal: Students will apply appropriate critical-thinking and problem-solving skills.
   Outcomes:
   a. Students will modify all necessary elements to adapt to non-routine procedures.
   b. Students will assess poorly positioned images and recommend appropriate steps for improvement.
4. Goal: Students will demonstrate professional growth and development.
   Outcomes:
   a. Students will demonstrate professional and ethical behaviors.
   b. Students will incorporate participation in professional organizations into their 3 year career plan.

Assessment:
The outcomes for the Radiologic Science major are assessed through a variety of methods. These include oral, written and performance examinations. Students are also assessed through attitudinal evaluations and procedures competency evaluations at the assigned clinical sites. The development of a life-long learning plan is required in the Capstone course for the major in addition to the creation of a final project or research paper and resume.

Radiologic Science Major
Avila University and numerous Greater Kansas City area hospitals cooperatively offer a four-year integrated radiologic science program. Those who have been accepted into the major and have met requirements for the clinical portion of the program will begin the major during the spring semester of their sophomore year.

Admission of Students to the Professional Portion of the Radiologic Science Major
1. The student will first apply and receive acceptance to the university for general admission.
2. A student who begins Avila University as a first-time, first-year student is given priority over transfer students for admission to the clinical portion of the major. If there are more first year students than there are spaces in the major, acceptance will be determined by GPA ranking.
3. A transfer student will not be considered for admission into the Radiography major until they have received acceptance to the major through the interview process. The
major courses begin each January.
4. Complete at least 36 hours of college credit including the following (must earn at least a “C” in all prerequisite and corequisite courses): BI 111 or 112, BI 220, PH 117, HE 124, MA 120, CH 131. The lab portion of any science course must be taken on a college campus.
5. Students are accepted into the Radiologic Science major by decision of the department faculty based on the criteria for admission and the number of positions available after admission to the university.
6. Complete health history, mandatory drug screening, criminal background check, and a physical examination with required immunizations. Students must also complete any requirements that the clinical sites have established for students. All students must provide evidence of health insurance.
7. If a student does not successfully complete any semester of the program they are not guaranteed re-entry into the program. In order to ensure competency, if the student is allowed to re-enter the program, they will be required to repeat all RT courses in that semester, regardless of the grade received the first time.

Admission criteria are as follows:
A. Full-time, first-time first year students*
1. Cumulative minimum GPA of 2.5 or above
2. Grade of “C” or better in all of the required prerequisite courses for the major
3. Minimum of 45 anticipated credit hours prior to the start of the major
4. Required prerequisite courses may be only repeated once for a “C”

*First year students who meet the criteria will be admitted to the major. A separate application is not required. First year, first time students who declare Radiologic Science as their major by May 1 of the current year, and who meet the criteria, will be admitted to the major according to the four-year plan. If there are more first year students than there are spaces in the major, acceptance will be determined by GPA ranking. Students who began at Avila as first year, first time students but who change their major to Radiologic Science after May 1 of the current year will not be guaranteed a position in the program according to the four-year plan. These students may have to wait one year until the next class begins.

B. Transfer Students **
1. Completed Radiologic Science major application by deadline
2. Cumulative minimum GPA of 2.5 or above
3. Grade “C” or better in all required prerequisite courses for the major
4. Minimum of 45 anticipated credit hours prior to the start of the major
5. Required prerequisite courses may be repeated only once for a “C” or better
6. Required observation in Radiology Department documented by a one page typed essay about experience with information about the hospital and the contact person.

Additional considerations for transfer students:
- Number of credit hours taken at Avila University
- Number of prerequisite courses repeated for a “C” or better
- On campus interview
- GPA

** Transfer students are not guaranteed automatic acceptance after meeting the criteria. The number of positions available is calculated after the first-time, full-time freshmen have been admitted to the major.

Admission of Registered Radiographers to the Upward Mobility Program

Persons who have completed or are currently enrolled in Radiologic Science Programs elsewhere are eligible for admission to the upward mobility program leading to a Bachelor of Science degree in Radiologic Science. Formal acceptance into the degree completion program will not be given until the student has successfully passed the Registry exam given by the American Registry of Radiologic Technologists.

1. Receive acceptance into Avila University by the Admissions Office.
2. Evidence of Certification by the American Registry of Radiologic Technologists.
3. A student in the degree completion program is limited to taking only 9 credit hours before evidence of certification by the A.R.R.T. is required. The student may not continue in the program unless they are registered technologists.

The candidate for the Bachelor of Science Degree in Radiologic Science (radiography track) must meet all requirements listed below:
- Completion of academic work with a minimum cumulative grade point average of 2.0.
- Completion of the general degree requirements as stated under the academic policies and procedures.
- Maintain a “C” or above in all Natural Sciences, Mathematics, Health and Radiologic Science courses. These courses may be repeated only once to obtain the minimum grade of “C”.
- Students who do not earn a “C” or better in two or more courses in the Radiologic Science major during the same semester will not be allowed to continue in the program.
- The following courses for the Radiologic Science major are prerequisites: BI 111 or 112, 220 (13) Chemistry: CH 131 (4) Mathematics: MA 120 (3) Physics: PH 117 (4). Computer Science: CS 110 (3) may be taken as a corequisite in the first semester in the major. *Radiologic Science (Radiography) RT 451*, 452*, 453*, 454**, 455**, 456, 457**, 458**, 459, 460*, 461*, 462*, 463*, 464*, 465*, 466*, 467*, 469, 480*, 488* and 499. Registered Radiographers in the degree completion program receive credit for all of the starred (*) courses totaling 46 hours. Courses that are (**) may be challenged through examinations. Upon satisfactory completion of the American Registry of Radiologic...
Technologists examination in Nuclear Medicine or Radiation Therapy, 13 credit hours will be awarded in lieu of** courses required for the BSRT degree. Upon satisfactory completion of the Diagnostic Medical Sonography Registry in Physics and one other section (i.e. Abdomen, OB/GYN, Vascular, Neurosonography or Echocardiography) 13 credit hours will be awarded in lieu of** courses. Upon satisfactory completion of the ARRT exam in MRI, CT, or CVT the student may take in place of RT 456 Radiologic Science III and RT 469 Cross-Sectional Anatomy, five credit hours or more in upper division course work (>310) as approved by the advisor.

- Computer competency will be demonstrated by successful completion of CS 110 or equivalent.
- Radiologic Science majors may also earn minors in several different areas. The student should consult the catalog for additional information.

RADIOLOGIC SCIENCE COURSES (RT)

RT 451. Introduction to Radiologic Science. (3)
An overview of the radiologic technology profession, its history, and the criteria for success in the profession. Basic introduction to the effects of radiation, radiation monitoring and protection for personnel and patients, and radiographic imaging. Study of patient assessment and basic patient care skills necessary to provide for patients' physical and emotional needs, including safety procedures used during radiographic examinations. Three hours lecture per week. Prerequisite: Admission into major. SP.

RT 452. Radiographic Procedures I. (4)
Introduction to radiographic procedures, basic terminology, topographical landmarks, and examinations of the chest, abdomen, and extremities are studied. Correlation of theory and practical application in the laboratory. Three hours lecture, ninety minute laboratory per week. Prerequisite: Admission into the major. SP.

RT 453. Radiographic Procedures II. (4)
Review of anatomy and terminology pertinent to the digestive, urinary and biliary systems, and the study of procedures, positioning and contrast media used in radiographic examinations of these systems. Introduction to tomography is included. Correlation of theory and practical application in the laboratory. Three hours of lecture and ninety minutes of off-campus laboratory per week. Prerequisite: Admission into the major. SP.

RT 454. Radiologic Science I. (3)
Fundamentals of x-ray production, properties of x-ray tubes and circuits, mechanics of interaction with matter and an introduction to radiographic quality. Three hours of lecture per week. Prerequisite: Admission into the major. SP.

RT 455. Radiologic Science II. (3)
Advanced study of factors and conditions influencing radiographic quality and concepts and analysis of imaging systems. Three hours of lecture per week. Prerequisite: RT 454 with a minimum grade of “C.” FA.

RT 456. Radiologic Science III. (2)
Advanced study of the various image modalities including CT and MRI. Two hours of lecture per week. Prerequisite: RT 455 with a minimum grade of “C.” SP.

RT 457. Radiographic Procedures III. (4)
Review of anatomy and terminology pertinent to the skeletal system. Radiographic positioning of the spine and skull. Correlation of theory and practical application in the laboratory. Three lecture hours and ninety minute laboratory per week. Prerequisites: RT 452 and 453 with a minimum grade of “C.” FA.

RT 458. Radiographic Procedures IV . (3)
Review of anatomy pertinent to the systems of the body and the bony thorax to include radiographic procedures and positioning. A thorough review of film evaluation will be used to supplement lecture. Three hours lecture per week. Prerequisites: RT 457 with a minimum grade of “C.” FA.

RT 459. Radiation Biology and Protection. (3)
Study of the interactions of radiation with matter, biological effects of ionizing radiation, quantities and units, radiation protection of patient and health care personnel; exposure guidelines and monitoring. Three hours of lecture per week. Prerequisite: Admission into the major; BI 220 or consent of Radiologic Science Program Director. SP.

RT 460. Clinical Education I. (3)
A clinical course focusing on policies, procedures and functions of the radiology clinical setting. With direct supervision, the student will develop clinical skills through observation and assistance in routine general radiographic studies. Eight weeks up to 32 hours per week at the clinical site. Prerequisite: Admission into the major and successful completion of RT 451, 452, 453, and 454. SU.

RT 461. Clinical Education II. (5)
A clinical course with emphasis on supervised application and evaluation of procedures in routine general radiographic studies and fluoroscopic and genitourinary procedures. Students will assist in these areas as directed by the supervising technologists. 16 weeks up to 32 hours per week at the clinical site. Prerequisite: RT 460 with a minimum grade of “C” FA.

RT 462. Clinical Education III. (5)
A clinical course with emphasis on supervised application and evaluation of procedures using contrast media, basic mobile radiography, tomography and continued supervised practice in application and evaluation of procedures in general radiographic studies. 16 weeks up to 32 hours per week. Prerequisite: RT 461 with a minimum grade of “C.” SP.

RT 463. Clinical Education IV. (3)
Students will be assigned to early evening shifts with limited supervision for continued emphasis in application and evaluation of procedures involving all aspects of diagnostic radiography. Emphasis is on emergency radiography. 8 weeks up to 32 hours per week.
Prerequisite: RT 462 with a minimum grade of “C.” SU.

RT 464. Clinical Education V. (5)
A clinical course with emphasis on supervised application and evaluation of procedures involving the skeletal system, advanced mobile radiography, trauma radiography and continued practice with limited supervisions in application and evaluation of procedures in general radiography, basic mobile radiography and routine procedures using contrast media. 16 weeks up to 32 hours per week at the clinical site. Prerequisite: RT 463 with a minimum grade of “C.” FA.

RT 465. Clinical Education VI. (5)
A clinical course emphasizing the development of expertise in all radiographic procedures with indirect supervision in proven competency areas and direct supervision in other areas. Observation and limited participation with direct supervision in supplementary imaging modalities. 16 weeks up to 32 hours per week. Prerequisite: RT 464 with a minimum grade of “C”. SP

RT 466. Radiologic Pathology. (2)
An examination of pathological conditions related to various radiologic procedures. Classification of trauma and systemic processes will be studied as they appear radiographically. One hour lecture per week. Prerequisite: RT 458 with a minimum grade of “C.” Meets the Communication Intensive requirement in the major. FA.

RT 467. Image Evaluation. (2)
Seminar course to evaluate all aspects of the body. Prerequisites: RT 452 and 453 with a minimum grade of “C.” SP.

RT 469. Cross-Sectional Anatomy with Correlation of Image Modalities. (3)
Detailed study of cross-sectional anatomy of the head, chest and abdomen with correlation of computed tomography (CT), and magnetic resonance imaging (MRI). Prerequisite: BI 220 and RT 458 or consent of Program Director. FA.

RT 485. Teaching Practicum in Radiologic Technology. (3)
The student will have actual experience in the radiologic science classroom setting. Assisted by the R.T. Program Director, the student will develop a course module, instruct in the classroom and evaluate results of instruction. Prerequisites: Senior standing and consent of the Radiologic Science Program Director. FA, SP.

RT 486. Clinical Practicum. (3)
Advanced Clinical Procedures course with emphasis on development of expertise and skills in interventional radiography and supplementary imaging modalities to include CT and MRI with limited supervision. 15 weeks of 20 hours per week. Prerequisites: RT 465 and one year experience as a Registered Technologist or permission of Program Director. Concurrently with RT 480. FA, SP.

RT 488. Radiography Curriculum Review. (3)
A comprehensive overview of all aspects of diagnostic radiology with emphasis on imagine, procedures, equipment, operation and quality control, image acquisition and evaluation, radiation protection, and patient care and education. Open only to second semester seniors in Radiologic Science. SP.

RT 490. Directed Studies in Radiology Management. (3)
To provide insight into the various aspects of departmental administration. The student will have assignments which will require interviewing various managers and physicians to get a better understanding of radiologic administration. Prerequisites: MG 321, 323 or consent of the Radiologic Science Program Director. FA, SP.

RT 492. Educational Administration in Radiologic Science. (3)
Seminar and independent study of the organization, accreditation, curriculum design and funding of educational programs for radiologic technologists. Students are required to read health education articles and summarize each, devise a radiography curriculum for a college program and write a narrative explaining the accreditation requirements for a radiography program. Senior standing and consent of the Radiologic Science Program Director. FA, SP.

RT 498. Research Seminar and Colloquium. (2)
In this course the student will research, discuss, evaluate, and write papers on topics and current issues concerning the healthcare field. Topics of various imaging modalities may also be included. Prerequisite: Senior standing in the Radiologic Science major. FA.

RT 499. Senior Capstone Experience in Radiologic Science. (1)
The Senior Capstone Experience will include an exploration of the current climate in health care. This course will allow the student to focus on a specific issue or topic in health care that is of interest through a project. Meets the Capstone and the Communication Intensive requirement in the major. Prerequisite: Senior standing. FA, SP.

Religious Studies (RS)

Degrees offered:
Bachelor of Arts (B.A.) Major: Religious Studies & Philosophy with choice of concentration – Religious Studies or Philosophy. See RELIGIOUS STUDIES & PHILOSOPHY (RS/PL) section of the catalog for degree and minor requirements.

Minor in Religious Studies:
Eighteen hours in Religious Studies including RS 111, RS 117 and at least 6 hours of upper-division Religious Studies or other approved courses (300 or above). Minors must receive a grade of “C” or higher in all courses taken in the minor.

RELIGIOUS STUDIES COURSES (RS)

RS/WS 111. Introduction to Religious Studies. (3)
A critical examination of religion as a human endeavor through examinations of different religious perspectives from historical, anthropological and/ or sociological standpoints. Through the academic study of religion, students will become conversant with major themes, issues, figures and phenomena. Issues regarding the religious significances of gender, sexuality, and social power will be emphasized in this course. CORE-II.
RS 117. World Religions. (3)
Both a historical and a critical look at human religious experience through a study of the world’s many religious traditions. Topics include the varieties of religious belief including those beliefs regarding ideas of the holy and sacred, scriptures, myths, symbols, rituals and morality. CORE-II.

RS 221. Philosophy of Religion. (3)
Classical and contemporary arguments for understanding the existence, nature and reality of God. We will analyze and evaluate contemporary conceptions of divinity, humanity and spirit as well as related issues in the philosophy of religion: evil, immortality, relationships between faith and reason, the nature of religious experience and conceptions of the religious subject. CORE-II. FA.

RS/WS 225. Catholicism. (3)
This course explores the history and fundamental beliefs of Catholics on God, Christ, the Spirit, scripture, liturgy, the Sacraments, and the Church. We will also examine contemporary trends and issues such as peace and justice, women, and ecumenism within the Catholic tradition. CORE-II.

RS 227. Images of Jesus. (3)
A critical study of the religious, cultural and historical images representing ancient and contemporary understandings of Jesus. CORE II.

RS 231. Christianity. (3)
This course will address origins and major events in the history of Christianity and its different cultural expressions throughout the world, spanning from the time before Jesus’ birth through the present period. The study of Christianity will be approached as an incredibly widespread, diverse, multi-purposed, multi-vocal, and global phenomenon. Topics to be addressed include the historical figure of Jesus; the rise of Christianity as a local and global phenomenon; the political, social, and cultural role of Christianity throughout a variety of locales; and how Christianity has been an instrument of both defeat and power for underrepresented groups. CORE II.

RS 233. American Religious History. (3)
Religion’s role in forming U.S. culture and ideals. Survey of mainstream traditions, the particular experiences and contributions of African-Americans and Latinos as well as the unique influences of selected individuals and groups. CORE-II.

RS 251. Islam. (3)
Through formative, classical, and contemporary interpretations of Islamic history and religion, this course will analyze diverse Islamic understandings of fundamental doctrines of Islamic faith, the nature of religious experience, the nature of God, and the life and significance of Muhammad. CORE-II.

RS 252. Judaism. (3)
Situating ancient and contemporary interpretations of Jewish history, politics and religion together, this course will analyze and explore many of the following aspects of Judaism: diverse understandings of the relationship between the Hebrew Bible and Jewish communities, beliefs and rituals within religious practice, the role of women within Judaism, conceptions of Jewish identity as well as the nature of God, religious experience, divine revelation and religious authority. CORE-II.

RS/IS 311. Peace Studies. (3)
This course provides an interdisciplinary (religious studies, communication, philosophy, sociology, history, and economics) approach to achieving peace on a personal, local, national, and international level. The focus is on developing practical strategies for creating peace and living peacefully in a global society. CORE-II & CORE-III.

RS/IS 317. Catholicism in Latin America. (3)
Explores the religious and political history of Latin America. This course will highlight church teachings and structures responding to the needs and demands of various social groups within the population. Attention to ways in which art, architecture, and literature have expressed ideologies. Prerequisite: One course in Religious Studies. CORE-II & CORE-III.

RS/WS/IS 319. Women, Religion and Community in the U.S. (3)
This course will examine women and religion and how the interaction of religious and gender ideology helped shape experiences and create women’s communities within a variety of religious traditions in the U.S. We will view religious experience through a multicultural lens which includes the perspectives of African-American, Native American, Jewish, Catholic, and Protestant women and some women founders of American and international religious groups. CORE- II & CORE-III.

RS/IS 326. Shaping the American Dream. (3)
Interdisciplinary course which uses literature and religious studies to understand fundamental values which combine to form the culture of the US; central themes are the Puritan Ideal, the Social Gospel Movement, the diverse face of US culture at the end of the second millennium. CORE-II and CORE-III.

RS 327. Liberation Theology. (3)
Twentieth-century theologies of liberation with emphasis on the contributions of some of the following: Native American, Latin American, Asian, African-American, and African. Communication Intensive course.

RS/IS 343. The 3R’s: Race, Religion and Reform in American Education. (3)
This interdisciplinary course will encompass the disciplines of American religious history and education. The course will focus on ethnic and racial relations as they have interfaced with religious diversity and evolved in American education. Educational reform movements that have attempted to address these topics, as well as gender and class issues, will also be explored. CORE-II & CORE-III.

RS/IS 360. Issues of Social Justice. (3)
Drawing from the perspectives of Catholic Social Teaching and Social Work practice, this course explores the concept of social justice and examines the intercultural skills needed to address issues of social justice with individuals and communities. Through a cultural immersion experience abroad, students will
be engaged with local communities and participate in community-based learning opportunities in order to develop, practice and assess the intercultural skills needed in working towards social justice on a local-global scale. Prerequisite: Completion of all Level I and 15 hours of Level II course requirements. CORE-II & CORE-III.

**RS/PL 368 Christianity in Film. (3)**
Christianity in Film is a cross-disciplined investigation of the interaction between Christianity (both as a formal social institution and its cultural manifestations) and the global film industry. The course will focus on the widespread themes through which cinematographers have portrayed the world’s largest religion, along the way uncovering the flexibility of Christianity as a force interacting with and being impacted by culture. The course will grapple with the great diversity of Christian representations in film, including topics such as the following: the figure of Jesus; Catholic and Protestant theologies; Christian concepts of good, evil, and morality; and popular cultural forms of Christian discourse. CORE-II & CORE-III.

**RS/PL 380. Special Topics. (1-3)**
Selected topics to be determined by the department.

**RS/PL 480. Special Topics. (1-3)**
Selected topics to be determined by the department.

**RS/PL 485. Practicum. (3)**
Experience in one of the specialized areas of Religious Studies, with departmental guidance and supervision.

**RS/PL 490. Directed Studies. (3)**
Approved and directed in-depth study of a specific area of Religious Studies, according to student need and interest. Prerequisite: Permission of department.

**RS/PL 499. Senior Seminar. (3)**
Students from both Religious Studies and Philosophy work through a global theme, analyzing, and evaluating issues and problems within that theme from the perspectives and methodologies of both disciplines. This is a Communication Intensive course and meets Capstone course requirement in the major. Prerequisite: Permission of department.

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**Religious Studies & Philosophy (RS/PL)**

The historic tradition of the liberal arts is to enrich learners with a heightened sense of responsibility and autonomy. The integrative Religious Studies & Philosophy major trains students to be critical and independent in their thinking as well as centered on larger human purposes for which we work and interact with others. In an age overwhelmingly centered on technological progress, efficient and convenient outcomes, and material satisfaction of desires, focusing on the individual’s spiritual and intellectual life provides a foundation and meaningful context for your life in our global community.

While the predominant orientation of this program is towards enriching your sense of purpose and commitment to values of social justice, care for others, and dignity for all, we also realize your need to enter the workplace with skills and practices which facilitate successful career choices. In today’s job market, employers find a host of qualified candidates with training suited to complete tasks and activities. However, employers increasingly seek candidates with the following skills: critical thinking, analytic writing, cultural understanding and sensitivity, communicative empathy and intellectual initiative. Our program focuses upon these marketable skills.

Finally, our integrated major is just that – a mutually-enriching and critical dialogue between two disciplines that are central to the liberal arts at a Catholic institution. In keeping with the tradition of such institutions, faith and reason are taken as valued standpoints from which to approach academic work and community life. Thus, the ordering signifies neither hierarchy nor dependency of one discipline upon the other. Rather, students will grapple with problems, themes and questions from shared and distinctive standpoints.

**Outcomes:**
In addition to the general degree requirements stated earlier in this catalog, majors will be expected to meet the following program outcomes:

1. Develop a global understanding of relationships among reasoned inquiry, religious faiths and human values. (PL 111, RS 111, PL/W 226, PL 238, PL 255, RS/IS 311, PL 355)
2. Analyze and evaluate significant philosophies, religious ideas or discourses in order to systematically and critically articulate one’s own spiritual, intellectual and/or ethical commitments. (PL 111, RS 111, PL/W 226, PL 238, PL 255, RS/IS 311, PL 355)
3. Explore the distinctiveness of rational inquiry as a unique form of human understanding, motivation and justification. (PL 111, RS 111, PL 113, PL 221, PL 255, PL 311, PL 355)
4. Investigate historical, socio-cultural and political dimensions of diverse religious traditions and practices (RS 111, RS 117, PL 221, RS 233, RS/WS 319, RS/IS 343)
5. Refine your understanding, interpretations and critical perspectives through writing, speaking and collaborative work. (all PL/RS courses)

**Assessment:**
The outcomes are assessed through oral presentations, examinations, experiential learning and extensive writing. In the final year of study, students will synthesize and utilize their learned skills of cultural understanding, critical thinking and intellectual initiative through critical, independent research, writing and presentation within the Senior Seminar as well as either within the thesis or experiential option.

**Major:**
Candidates for the Bachelor of Arts (B.A.) degree in Religious Studies & Philosophy must complete all the Core Curriculum degree requirements as stated in the University catalog. Majors and minors must receive a grade of “C” or higher in all
All majors take a selection of core courses as well as self-selected courses within one’s chosen area of concentration of either Philosophy or Religious Studies. All majors also complete an interdisciplinary and integrated senior capstone course, then chose one of two options: Option I is an international/intercultural experience followed by a public presentation; Option II is writing a senior thesis and providing a public, oral defense of that thesis.

Core courses* (21 hours):
- PL 111 or PL 255 (3)
- RS 111 or RS 117 (3)
- PL/RS 221 (3)
- One of the following: RS/WS 225, RS 231, RS 233, RS 251, RS 252 (3)
- One of the following: PL 133, PL 238 or PL/WS 226 (3)
- Minimum of six hours of Foreign Language (6)

Senior Capstone is met by RS/PL 499
Senior Seminar (3) with a grade of ‘C’ or better.

The computer competency will be demonstrated by successful completion of CS 110 or its equivalent with a grade of ‘C’ or better.

*See PHILOSOPHY (PL) or RELIGIOUS STUDIES (RS) sections for course descriptions

Concentration (15 hours):
For the major concentration, students must take the major core requirements outlined above along with 15 additional credit hours in the chosen area of concentration. Nine credit hours of the area of concentration must be at the 300 or 400 level in that area or in other approved courses.

Senior Capstone course (3 hours):
Students from both areas of concentration work through a global theme, analyzing and evaluating issues and problems within that theme from the perspectives and methodologies of both disciplines.

Senior International/Intercultural Experience or Thesis and Oral Defense (3 hours):
Option I: Working with one’s major advisor, students who choose the international/intercultural experience may choose one of the following options: an experience which has an international and/ or intercultural travel component, a service or service-learning opportunity within the Kansas City region or within the broader U.S., or an intercultural practicum or experience designed in conjunction with your major advisor. Within this experiential option, students work with their major advisor to design a public presentation component that draws together their academic studies with this experience.

Option II: Students who choose the thesis/defense option must complete this work in their Senior year. Working in conjunction with a faculty member in the discipline of concentration, students will write a twenty-five to thirty page thesis, utilizing extensive research, critical analysis and argumentation. Weeks before graduation, students will give a public talk, based upon the paper, and answer critical questions from both the thesis committee and the general audience.

Total: 42 hours

Social Work (SW)

A major in Social Work provides preparation for beginning level generalist social work practice in many human service fields. Students graduating with this major are immediately eligible to become licensed Social Work professionals who effect change in the feelings, attitudes and behaviors of a client, whether an individual, family, group, organization or community. Social Work is a popular major for students who want hands-on learning experiences in fields like hospitals, mental health centers, elderly care facilities, schools, child welfare or family services, shelters, courts, and many other types of social service agencies. Students completing a Bachelor of Social Work (BSW) degree are also well prepared to enter a graduate program in Social Work, often completing a Master of Social Work (MSW) degree with only an additional year of study.

The Avila University Bachelor of Social Work Department has been continually accredited by the Council on Social Work Education for over 35 years.

Experiential learning credits are not granted in Social Work.

Mission Statement for the Department of Social Work
The Department of Social Work at Avila University “seeks to provide a values-based education, grounded in the liberal arts, which prepares generalist BSW practitioners for effective social work practice, lifelong professional and personal learning that integrates knowledge, skills, and values, and/or to enter graduate studies. Informed in the Catholic tradition and in the spirit of the Sisters of St. Joseph of Carondelet, the program is dedicated to the formation of culturally competent social workers as social change agents who, through ethical practice, are committed to the well-being of self and others, engaging in the pursuit of social and economic justice, empowerment of vulnerable populations, human rights, and the advancement of social work knowledge through research and practice.”

Program Goals and Student Competencies:

Goal 1: To prepare students for graduate studies and as entry level generalist social work practitioners (EP 2.1.1), applying ethical (EP 2.1.2) decision-making (EP 2.1.3) based on social work values, standards, knowledge, skills, and Avila’s Catholic tradition.

Competency 2.1.1: Identify as a professional social worker and conduct oneself accordingly.

Competency 2.1.2: Apply social work ethical principles to guide professional practice.

Competency 2.1.3: Apply critical thinking to inform and communicate professional judgments.

Goal 2: To prepare practitioners who...
are grounded in evidence-informed (EP 2.1.3, EP 2.1.6) practice, to work with diverse (EP 2.1.4) individuals, families, groups, organizations, and communities (EP 2.1.10) viewing personal and social issues through global, strengths, and empowerment perspectives (EP 2.1.4, EP 2.1.9), identifying and affecting the bio-psycho-social, spiritual, and cultural functioning (EP 2.1.7) of people and their environments (EP 2.1.9).

Competency 2.1.3: Apply critical thinking to inform and communicate professional judgments.

Competency 2.1.4: Engage diversity and difference in practice.

Competency 2.1.6: Engage in research-informed practice and practice-informed research.

Competency 2.1.7: Apply knowledge of human behavior and the social environment.

Competency 2.1.9: Respond to contexts that shape practice.

Competency 2.1.10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Goal 3: To prepare students who are committed to influence social policies (EP 2.1.8), deliver effective social services, advance social and economic justice, advocate for human rights (EP 2.1.5), and engage in professional growth and lifelong learning (EP 2.1.1).

Competency 2.1.1: Identify as a professional social worker and conduct oneself accordingly.

Competency 2.1.5: Advance human rights and social and economic justice.

Competency 2.1.8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Assessment Strategies:
The Avila University Social Work Department is committed to excellence in social work education and considers ongoing assessment as essential in maintaining this standard. The Social Work Department assesses outcomes by utilizing a multi-modal assessment plan, which includes embedded course assignments and objective measurement activities. The resulting data from these assessment tools generate changes that improve, solidify, and enhance the overall Social Work Department.

Admission
Students may immediately declare a Social Work major and begin taking Social Work classes. There is also a formal application process for final admission to the major. The process is described in the Social Work Department Student Handbook and on the Avila Social Work Department website. Additionally, prior to field experiences in SW 303, SW 280, SW 495 or SW 496, field agencies may require a criminal and/or child abuse background check.

Criteria for completion of the BSW degree:
1. Completion of all the general degree requirements as stated earlier in this catalog.
2. Completion of at least 128 semester hours of academic work with a minimum cumulative grade point average of 2.5 (on a 4.0 scale).
3. Achievement of a minimum grade of “C” in all Social Work Courses. Credit/No Credit option is not available in the major.
4. Computer Literacy Requirement: Social Work majors will fulfill this requirement by completion of CS 110 with a grade of “C” or higher OR the successful completion of the Computer Science Department’s “test out” exam. (Fee required).
5. Completion of at least 45 semester hours of Social Work courses, including the following: SW 205 or SW 225, SW 303, SW 350, SW 351, SW 352, SW 397, SW 462, SW 463, SW 465, SW 495, SW 496, SW 497, SW 498. Six credit hours from the following special interest areas: SW 280, SW 290, SW 317, SW 331, SW 332, SW 333, SW 334, SW 335, SW/ SO 365.
6. Completion of the following related requirements:
   • Grade of “C” or above required for the following courses: EN 112, SO 101, PY 101, PS 120, SO/PY 216, SO/PY 230.
   • Passing Grade required for the following courses: BI 111(4), EC 195 or EC 203.

SOCIAL WORK COURSES (SW).

SW/WS 205. Social Problems/Social Change. (3)
Students will study social problems such as sexism, racism and classism in the United States and around the world. Individual and institutional responses to social problems will be examined with a focus on human rights and the pursuit of social justice for populations-at-risk. Students will be encouraged to explore the concept of “civic responsibility” and discover what they can do to promote social change on local, national, and international levels.
Core II. SP.

SW 225. Introduction to Social Welfare. (3)
Students examine the history, principles, and nature of social welfare, including the relationship of social welfare institutions to society and the delivery systems for social services. Students explore concepts such as human diversity, social and economic justice, the needs of vulnerable populations, and policy in the context of social welfare. Topical areas examined include housing, criminal justice, poverty, mental and physical health, and the welfare of families. Students explore both where their own values are grounded and the consequent social implications. Individual and institutional responses to social problems will be examined with a focus on human rights and the pursuit of social justice for populations-at-risk. Core II. FA.

SW 280. Mini Agency Experience. (1-3)
This experiential course is designed to introduce the student to a specific field in the social work profession. The student
will spend 45 hours in an approved agency over the course of the semester shadowing a professional BSW or MSW Social Worker. The student will receive an orientation to the agency, which will include: the range of services offered, social problems addressed, client services, and funding sources. The student will be able to observe social worker-client interactions. May be repeated for credit, not to exceed course maximum credit of 3 credit hours. FA, SP, SU.

SW 290. Topics in Social Work. (1-3)  
Seminars on current issues and topics in social work practice. May be repeated for credit. FA, SP.

SW 303. Generalist Social Work. (3)  
This course is designed to introduce students to generalist social work practice and professional conduct. Students will learn the meaning of generalist practice and social work roles at the BSW level. The following frameworks and models will be introduced: empowerment; strengths; ecosystems; and economic and social justice. The course covers the values and ethics of the social work profession, and encourages the students to examine their own values and ethics. As values are examined, issues of diversity, oppression and populations-at-risk are interwoven with the current issues in social work. Integrated into the course is a 20 hour service learning experience in a local social work agency. Meets the Communication Intensive course requirement in the major. Recommended for Social Work majors only. FA.

SW 317. Grief and Loss. (1-3)  
This course explores the concepts and theories of grief and loss and the needs of individuals experiencing special types of bereavement. The course also reviews modalities for working with people from diverse backgrounds as they deal with grief and loss in their lives.

SW 320. Multiculturalism. (1-3)  
This course explores diversity on current issues and topics related to Global Social Work practice. May be repeated for credit. FA, SP.

SW 331. Child Abuse/Neglect. (1-3)  
This course provides an overview of the subject of child maltreatment including abuse (physical, emotional, or sexual) and neglect. The impact of child abuse and neglect on children and families will be addressed. The course, students will explore personal perspectives and professional responses to child abuse and neglect.

SW 332. Child Protection. (1-3)  
This course provides an overview of the child protection system including child abuse laws, reporting procedures, and intervention services. The course also examines local and national prevention models and resources for addressing child maltreatment with families and communities. In this course, students will explore personal perspectives and professional responses to child protection and the prevention of child maltreatment.

SW 333. Resiliency/Trauma Recovery. (1-3)  
This course provides an overview of the subject of resiliency and recovery in regards to trauma. The course focuses on the resiliencies of children exposed to abuse or neglect and explores treatment modalities for working with individuals and families recovering from the trauma of child maltreatment.

SW 334. Crisis Intervention: The Individual. (1-3)  
This course is a survey of crisis intervention concepts, theories and techniques. The course will focus on the origins or causes of crisis, how a crisis develops, management, resources and techniques for crisis intervention. The course explores various personal responses when faced with an abnormal situation. Coping strategies that assist individuals in lessening post-traumatic stress will be discussed.

SW 335. Crisis Intervention: The Community. (1-3)  
This course will explore the effects of a crisis on a community. Local and global communities who have faced destruction from natural disasters, war, plagues, etc. will be studied in regards to recovery after a large scale crisis. This course will include information on critical incident stress debriefing (CISD) and management.

SW 350. Human Behavior in the Social Environment I. (3)  
The Human Behavior and the Social Environment I (HBSE I) course will cover normal growth and development of the individual from infancy through death. HBSE I examines Traditional/Dominant and Alternative theories with specific focus on people of color, men, women, poverty, sexual orientation, elders and persons with disabilities. Traditional paradigms of stage-based theories of individual development will be examined and specifically analyzed and critiqued regarding their inclusion/exclusion of women and minorities. Theories on human development will be assessed in relation to how they either contribute to or obstruct understanding human development in terms of individual and cultural dignity and diversity, people’s strengths and resilience, and capacities to grow and change. This is a Communication Intensive course. FA.

SW 351. Human Behavior in the Social Environment II. (3)  
This course is the second in a two-semester sequence in which students examine the dynamic interaction between individuals and their environments, focusing on small groups, organizations, and communities. The course utilizes a critical perspective to assess the application of social systems theory, theories of social interaction, and other theories used in macro social work practice. Infused throughout the course is an appreciation of human diversity. The course will expand the professional self-awareness of the student in engaging with diverse client groups and populations at risk. This is a Communication Intensive course. Pre-requisite: SW 303 and SW 350. SP.

SW 352. Practice with Individuals. (3)  
This course explores strengths-based and empowerment approaches to practice with individuals. Social work ethics and values will be explored through the use of case examples. In addition to classroom instruction, this class includes hands-on
learning experiences, which incorporate self-evaluation tools, interpersonal skills, interviewing skills, recording and reporting skills. Upon completion of the course, students will understand how to use the planned change process to intervene at the micro or individual level. Prerequisites: SW 303 and SW 350. SP.

SW/So 365. Violence in the Family. (3)
This course provides an overview concerning the dynamics of child, spouse, and elder abuse. The etiology and effects of violence between family members will be discussed. Issues of treatment and prevention of abuse are highlighted.

SW 397C. Research Methods. (3)
Introduction to methodology and techniques; formulation of research problems; study design; hypothesis; sampling; measurement; questionnaire construction; interviewing and data collection; processing and tabulation; analysis and interpretation; presentation of findings. This is a Communication Intensive course. FA.

SW 462. Practice with Groups/Families. (3)
This course explores structural, solution-focused and empowerment approaches to practice with groups and families. Emphasis is placed on the specific intervention models and skills necessary to assess and intervene in group and family dynamics. An introduction to an analysis framework for decision making on ethical dilemmas in practice is also included. This is a Communication Intensive course. Prerequisite: SW 351, 352. FA.

SW 463. Practice with Communities/Organizations. (3)
This course builds upon SW 352 and SW 462 and expands the student’s knowledge and skills through the development of a planned process that could be used in organizations or communities to promote change. The course also explores global interventions to promote social and economic justice and social action movements. Prerequisites: SW 462. SP.

SW 465. Social Policy and Program Analysis. (3)
A review and critical analysis of the factors that shape and form social legislation and social policy in the broad fields of social welfare. Emphasis will be placed on an understanding of the processes and importance of social policy formation and the impact on client systems. Prerequisites: EC 195 or EC 203, PS 120, SW 351. SP.

SW 490. Directed Study. (1-3)
The student independently pursues an approved and directed in-depth study of a specific topic in the field of Social Work. May be repeated for credit, not to exceed course maximum credit of 3 credit hours. FA, SP.

SW 495. Field Experience I. (4)
All Social Work majors are required to fulfill a 500-clock-hour field placement over the course of two semesters in a social service agency under the supervision of a professional social worker. 250-clock-hours of the 500-clock-hour placement must be completed in the spring semester. Prerequisites: SW 397, SW 495. SP.

SW 496. Field Experience II. (4)
All Social Work majors are required to fulfill a 500-clock hour field placement over the course of two semesters in a social service agency under the supervision of a professional social worker. 250-clock-hours of the 500-clock-hour placement must be completed in the spring semester. Prerequisites: SW 397, SW 495 and 497. SP.

Sociology (SO)
Sociology is the study of human society and social behavior. Its subject matter is diverse and varied, ranging from the study of groups as small as a family to those as large as a corporation or mob. More specifically, sociology studies various aspects of society, including social institutions, organizations, social ecology, networks, crime and deviance, inequality, and the life-course.

Sociology is a popular major for students planning careers in areas such as government, education, social services, criminal justice, research, aging services, and many more. Many sociology majors go to graduate school in areas such as law, psychology, public administration, social work, and business, in addition to advanced study in sociology.

The sociology major at Avila prepares the student to analyze social groups and to understand how the roles people play and how interpersonal relationships affect our society. The candidate for the Bachelor of Arts degree in Sociology must complete all the general degree requirements as stated earlier in this catalog.

MAJOR: 45 credit hours including SO 101, 216, 230, 260, 320, 340, 350, 351, 397 and 495. In addition, all students majoring in sociology must take either SO
122 or SO 221 and 12 credit hours of upper division (301 or above) sociology courses.

Computer Literacy Requirement: Fulfilled by CS 110.

Sociology Student Learning Outcomes: In addition to the above listed course requirements, Sociology majors will be expected to meet the following program outcomes:

- Identify the elements of the sociological perspective and apply the perspective to social reality and her or his own life. (all courses in the major).
- Utilize effective ethical and decision-making skills in personal and professional situations. (all courses in the major).
- Effectively employ theoretical, methodological and critical communication knowledge and skills in various situations. (SO 230, 320, 350, 351, 397, 495).
- Demonstrate a working understanding of the way in which social structures affect each other and the life choices/chances of individuals. (all courses in the major).
- Recognize and appreciate diversity in individuals, cultures and social systems, from local to national to global environments, with the resultant awareness of the social construction of reality. (all courses in the major).

Assessment: The outcomes of the sociology major are assessed through a required portfolio and a required exit interview. The portfolio reflects assignments completed throughout the program. The portfolio is formally constructed throughout the curriculum. Students in the sociology program will be submitting copies of assignments from all sociology courses. The exit interview also takes place during the capstone course, SO 495. During the exit interview, students will be given the opportunity to reflect upon their experiences as a student in the sociology program.

MINOR: 18 hours in sociology including SO 101 and at least 9 hours of upper-division sociology courses (301 or above).

Sociology majors and minors must receive a grade of “C” or higher in all courses taken in the major or minor.

SOCIOLGY COURSES (SO).

SO 101. Introduction to Sociology. (3)
An overview of the sociological perspective. The course emphasizes an understanding of everyday social reality and develops the student’s ability to use sociological concepts to interpret social situations and social change. This is a Communication Intensive course. CORE-II. FA, SP.

SO/AN 122. Introduction to Cultural Anthropology. (3)
A survey of world cultures, both past and present. Of particular importance will be an examination of cultural universals and cultural variations throughout the world. The theoretical basis and methods used in cultural anthropology will also be covered throughout the course. CORE-II.

SO/PY 216. Social Psychology. (3)
Study of the nature and causes of individuals’ thoughts, feelings, and behaviors in social situations. Topics include social cognition, perception of others’ intentions, attitudes, interpersonal relationships, and the power of a group to influence individual behavior. Prerequisites: SO 101 or PY 101. FA, SP.

SO/AN 221. Cultures of the World. (3-12)
A survey of the cultural and social processes that influence human behavior with comparative examples from different ethnic groups around the world. The course will focus on a comparative analysis of economic, political, religious, and family structures in Africa, the Americas, Oceania, and the Orient. May be repeated for credit, not to exceed course maximum credit of 12 credit hours. FA or SP.

SO/ PY 230. Social Statistics. (3)
An introductory course in applied statistical techniques used in the social and behavioral sciences. Topics include descriptive statistics such as measures of central tendency and measures of dispersion. Special attention will be given to a systematic discussion of some widely-used inferential statistics such as Chi-square, analysis of variance, and regression. Statistical analysis, using SPSS, will be used throughout the course. Prerequisite: Level I math. FA, SP.

SO 240. Race and Ethnic Relations. (1-3)
Seminar on topics of current interest in minority life. Some selected topics include: Race and Racism, Minority Families in American Society, The Civil Rights Era, Asian-Americans, The Jewish Experience in America, The RSA and Northern Ireland. May be repeated for credit, not to exceed course maximum credit of 3 credit hours. Alternate years.

SO 260. Sociology of Deviance. (3)
This course provides an overview of the phenomenon of deviance. It examines the social processes leading to the defining of acts as deviant, how individuals and groups respond to deviance, and the various theories explaining deviant behavior. FA or SP, alternate years.

SO 262. Criminal Justice. (3)
This course provides an overview of criminal justice systems. Particular attention is paid to law creation, adjudication, law enforcement, correctional activities, and how various actors contribute to the social production of justice. This course also examines current controversies within criminal justice systems. FA or SP, alternate years.

SO 311. Marriage & The Family. (3)
Examination of the major aspects of the family as a social institution; the current trends, changing nature, and possible developments of the family in the future.

SO 321. Topics in Sociology of Gender. (1-3)
Selected topics in the sociology of gender, such as women and the family, women and health, and women and crime. May be repeated for credit, not to exceed course maximum credit of 3 credit hours.
SO/AN 337. Family in Other Cultures. (3)
This course is a comparative, cross-cultural study of the family in selected societies. Through a discussion of different family systems, a comparison will be made with the American system.

SO/PS 344. Criminal Law. (3)
Distinction between criminal and civil law, the role of different participants in the criminal justice system, classification of crimes by state and federal standards, stages of criminal prosecution, constitutional rights and limitations. Alternate years.

SO 350. Sociology of Organizations. (3)
This course examines organizations from a sociological perspective. The behavior of economic, governmental, and other organizational forms is examined, with a particular emphasis on theories that explain the behavior of individuals and organizations within a broader institutional context. Prerequisite: SO 101. FA or SP, alternate years.

SO 360. Criminology. (3)
An introduction to the study of criminal behavior. Uses theory and research to analyze the etiology, treatment, and prevention of criminal behavior. FA, alternate years.

SO 362. Corrections. (3)
Study of correctional institutions as well as community-based corrections including probation, parole, and intermediate sanctions. FA, alternate years.

SO/AN 364. Forensic Science. (3)
This course focuses on the use of physical and biological evidence for both legal and humanitarian reasons. The course will explore methods by which forensic scientists, especially forensic anthropologists, search for, recover and identify evidence from a variety of crime scenes. Topics include the history of forensic science, the physical and biological parameters of evidence, the methods of life history reconstruction of a crime victim, and the ethics of forensic analysis. Recovery methodologies will be addressed through field trips to forensic laboratories and mock excavations. SP, alternate years.

SO/SW 365. Violence in the Family. (3)
This course provides an overview concerning the dynamics of child, spouse and elder abuse. The etiology and effects of violence between family members will be discussed. Issues of treatment and prevention of abuse are highlighted.

SO 366. Law and Society. (3)
This course examines law as a fundamental social institution. Attention is given to how legal systems emerge, operate, and change within the context of a larger society. Particular emphasis is placed on understanding the theoretical perspectives that explain law as a social phenomenon. FA or SP, alternate years.

SO 369. Topics in Criminology and Justice Studies. (1-12)
Seminar on topics of current interest in deviance. Some selected topics include: victimization, violence, gangs, corrections and social control, alcohol and drug abuse, and crime and aging. May be repeated for credit, not to exceed course maximum credit of 15 credit hours. FA or SP.

SO 380. Topics in Sociology. (3)
Seminar on topics of current interest. Selected topics are listed below.
- Sociology of Religion
- Work and Professional Life
- Sociology of Health and Illness
- Urban Sociology

SO 390. Directed Studies in Sociology. (3-6)
Opportunity for the sociology major to explore a topic in depth under the supervision of a faculty member. May be repeated for credit, not to exceed course maximum credit of 6 credit hours. Prerequisites: SO 101 and 9 additional hours of sociology.

SO 397. Research Methods. (3)
Introduction to methodology and techniques; formulation of research problems; study design; hypotheses; sampling; measurement; questionnaire construction; interviewing and data collection; processing and tabulation; analysis and interpretation; presentation of findings. This is a Communication Intensive course. FA, SP.

SO 460. Juvenile Delinquency. (3)
The course examines the phenomenon of juvenile delinquency. It critically examines the categorization of juveniles as common class of individuals and the causes and controls of juvenile delinquency. Relevant theories and empirical findings are brought to bear to provide a deep understanding of juvenile delinquency as an empirical phenomenon. Prerequisite: SO 260 or SO 360. FA or SP, alternate years.

SO 462. The Police. (3)
This course examines the actors and organizations formally charged with the enforcement of laws. The course explores the evolution and organization of formal agencies of social control, the nature of actors responsible for enforcing laws, and the relationship between the police as an institution and society at large. Prerequisite: SO 262. FA or SP, alternate years.

SO 495. Practicum. (3-6)
Practicum in a community setting where students apply their research and theoretical training. All students taking SO 495 will be required to meet with the sociology faculty and other enrolled students approximately 3-4 times during the semester. May be repeated for credit, not to exceed course maximum credit of 6 credit hours. Meets the communication-intensive capstone requirement in the major. FA, SP.

SO 499 Independent Research. (3)
Students will use their knowledge of sociological theory, methods, and statistical analysis to implement a research project. Students will engage in all steps of the research process, including the writing of a research paper that is appropriate for publication in a professional sociology journal. Prerequisites: SO 230 and 397.
Software Engineering (CS)

Software engineering is the application of engineering principles to the creation of software systems. All engineering disciplines use systematic problem-solving methodologies and follow well-defined, best practices. Students majoring in software engineering will learn to employ systematic ways of thinking to analyze problems to be solved and to design the resulting software solutions, and they will learn the recognized practices for design, implementation, testing, and cutover of new software systems.

The candidate for the Bachelor of Science degree in Software Engineering must:
1. Complete all general degree requirements as stated earlier in this catalog.
2. Complete with a grade of “C” or better all Computer Science and Mathematics courses taken.
3. Complete EN 112 with a grade of “C” or better.
4. Complete MA 125 and MA 130 with a grade of “C” or better.

It is recommended that students also take AC 201, BL 305, and MG 321.

Computer competency will be demonstrated by successful completion of CS 110.

Software Engineering Outcomes
In addition to general degree requirements stated in this university catalog, Software Engineering majors will be expected to meet the following program outcomes.

1. Demonstrate a high level of programming skills (CS 120, CS 121, CS 222, CS 165, CS 313, CS 166, CS 314, CS 365)
2. Understand computer architecture, operating systems, networks, and other key components that support creation and execution of software systems (CS 245, CS 315, CS 321, CS 340)
3. Be proficient in the use of software engineering processes (CS 201, CS 346, CS 350, CS 499)
4. Understand the professional requirements associated with being a practicing software engineer (CS 195, CS 201, CS 495)

SOFTWARE ENGINEERING COURSES (CS)
Course descriptions for the Software Engineering major are listed under Computer Science.

Spanish (SP)

No major in Spanish is offered.

A minor in Spanish is available for students who have an interest in learning one of the most widely-spoken languages in the world and who are interested in adding a global element to their major area of study. Students who take the Spanish minor will develop communication skills that will enhance and broaden their career possibilities. The minor is designed to provide a strong knowledge of Hispanic cultures and linguistic competence in Spanish by providing coursework that focuses on written and oral communication and provides opportunity to further explore how Spanish relates to an array of majors.

Spanish Outcomes
Upon finishing the Spanish minor, students will have met the following outcomes:

1. Recognize and demonstrate an appreciation of the cultural similarities and differences that exist amongst different Hispanic cultures throughout the world and how they compare to our own. (ALL SP)
2. Speak and write fluidly in Spanish using grammatical structures and vocabulary representative of an intermediate-advanced level of coursework. (SP 211, SP 212, SP 312)
3. Express ideas appropriately in academic Spanish through linguistic study by demonstrating the ability to think critically about language and culture. (SP 312)
4. Demonstrate an understanding of major works and trends of Latin American and Peninsular literatures. (SP 313)

Assessment:
The Spanish minor will be assessed through an combination of written and oral components: exams, quizzes, daily participation, writing assignments, discussions, and individual and group presentations.

Grade requirements:
Spanish minors must receive a grade of “C” or higher in all courses taken in the minor.

Credit-hour requirement:
Spanish minors must complete a total of 18 credits in the minor area, 9 of which must be earned at Avila University. 6 credit hours must be fulfilled by upper-division courses in the minor area. Special Topics and Directed Studies courses may be applied to the Spanish minor as electives but only if approved by the advisor and Department of English & Foreign Languages.

Heritage Speakers and Native Speakers:
A heritage speaker is defined as a person who was raised in a bilingual household and who has had exposure to the target language from a young age outside of the school environment. Proficiency in the target language will vary amongst heritage speakers and placement into appropriate courses of the Spanish minor will be determined by the Department of English & Foreign Languages only through an interview with the student.

A native speaker is defined as a person who has completed formal schooling in the target language through the high school level, in an environment in which he/she was completely immersed in the target language. The native speaker speaks and writes fluently in the target language. Native speakers minoring in Spanish will complete the minor with upper division courses above SP 312.
SPANISH COURSES (SP)

SP 111. Fundamentals of Spanish I. (3)
Study of the grammar and vocabulary, aural comprehension, oral ability, and the reading and writing of simple Spanish. For beginning students only. Not for heritage or native speakers of Spanish.

SP 112. Fundamentals of Spanish II. (3)
Continued study of the grammar and vocabulary, and the development of aural comprehension, oral ability, and the reading and writing of Spanish. Prerequisite: SP 111. For beginning students only. Not for heritage or native speakers of Spanish.

SP 211. Grammar through Culture I. (3)
Grammar through the study of various Hispanic cultures and exposure to more advanced dialogue, grammar, vocabulary, aural comprehension and the reading of short intermediate-level texts. Prerequisite: SP 112. Not for native speakers of Spanish; placement of heritage speakers to be determined by the department. FA.

SP 212. Grammar through Culture II. (3)
A continued study of grammar through the study of various Hispanic cultures and exposure to more advanced dialogue, grammar, vocabulary, aural comprehension and the reading of short intermediate-level texts. Prerequisite: SP 211. Not for native speakers of Spanish; placement of heritage speakers to be determined by the department. SP.

SP 312. Intermediate Grammar and Conversation. (3)
Study of communicative oral technique through conversation of diverse topics of the Spanish-speaking world, and the continued study of grammatical aspects that are most relevant to oral communication in varying geographical locations. Prerequisite: SP 212. Not for native speakers of Spanish; placement of heritage speakers to be determined by the department.

SP 313. Introduction to Hispanic Literature. (3)
Introduction survey of major works from a variety of authors and genres (poetry, narrative, drama and essay) present in the canon of Peninsular and Latin American Literature. Prerequisite: SP 312.

SP 180. Special Topics. (1-3)
Selected topics to be determined by the department. Prerequisite: Permission of Advisor and Instructor. Spanish for Medical Professions.

SP 280. Special Topics. (1-3)
Selected topics to be determined by the department. Prerequisite: Permission of Advisor and Instructor. Comparative Phonetics/Phonology.

SP 380. Special Topics. (1-3)
Selected topics to be determined by the department. Prerequisite: Permission of Advisor and Instructor. Intermediate Grammar and Composition.

SP 490. Directed Study. (1-6)
The student independently pursues an approved and directed, in-depth study of a specific area of Spanish.

STUDY TOUR COURSES (ST)

No Major or Minor is offered.

ST 304. Study Tour. (1-3)
Short off-campus courses offered in a variety of locations for students who wish to expand their understanding of the peoples and cultures of the world. Includes preliminary lectures and readings, and an individual project after returning from the off-campus site. Prerequisite: consent of instructor.

ST 308. Study Abroad. (12-18)
Avila University has affiliated with universities to offer study abroad opportunities in countries such as Switzerland, the Netherlands, England, Austria, Thailand, China, Japan, and Spain. Courses chosen are determined with the assistance of the academic advisor. Credits for study abroad will transcripted from courses completed at the university abroad. Students interested in information should contact the Academic Affairs Office in Blasco Hall. Study abroad is open only to current Avila students. Prerequisite: Completion of application and all paperwork required by deadlines set by the sponsoring university; good standing at Avila University. FA, SP, SU.

Theatre (TR)

Bachelor of Arts Degree
The candidate for the Bachelor of Arts in Theatre must complete all the general degree requirements as stated earlier in this catalog. Grades of CR/NC are not permitted with the Theatre major requirements.
• Demonstrate competence through six hours of foreign language at the university level.
• Computer literacy requirements are met in TR 223 and TR 253.

Bachelor of Fine Arts Degree
The candidate for the Bachelor of Fine Arts in Theatre must complete all the general degree requirements as stated earlier in this catalog. In addition, the B.F.A. candidate must complete the following:
1. Completion of at least 24 upper-division hours in the major at Avila.
2. Six hours of foreign language.
3. Computer literacy requirements are met in TR 223 and TR 253.
4. A maximum of 75 hours in any single subject is allowed.
5. Grades of CR/NC are not permissible in the B.F.A. major courses.
6. Theatre majors and minors must receive a grade of “C” or higher in all courses taken in the major or minor.

**BFA MAJOR Requirements (required of all Theatre BFAs):**

- TR 225, 251, 271, 272, 281, 425, 499

**BFA CONCENTRATION Requirements:**

**Acting:**

**Directing/Producing:**
- TR 115, TR 223, TR 253, TR 255, TR 289, TR 232, CO 331, TR 361, TR 390 or 391, 415, 451, 462, 463, TR 471 or 473, TR 495; and 1 selected from TR 288 Stage Management Practicum or TR 284 Theatre Management Practicum.

**Theatre Design and Technology**

**Musical Theatre:**
- DA 110 or DA 111, TR 115, TR 211 or MU 291, TR 227, TR 223, TR 253, MU 271, 272, TR 377, TR 391 or TR 477, MU 395 or TR 463, TR 471 or TR 473.

**Choose one of the following:** MU 383, MU 384, TR 324

MU 151/251 Choral Ensemble (8 hours), Applied Piano (2 hours), Applied Voice (8 hours)

**Dance Minor:** Students may minor in Dance. Course offerings are listed under Dance (DA).

**Theatre Minor:**
- TR 223, 251, 253, 271, 272 and 3 hours of electives from TR 324, 377, 415, 425, 451, 452, 455, or 477.

**Theatre Outcomes:**
In addition to the degree requirements stated earlier in this catalog, upon graduation an Avila University Theatre major will have demonstrated ability to:

- Read and analyze a theatrical text. Assessed in all acting courses (TR 271, 361, 471, 473, 477); all design courses (TR 377, 451, 452, 453, 454, 456); all directing courses (TR 281, 463); all dramatic literature and theatre history, and dramatic theory and criticism courses (TR 223, 324, 415, 425); and in the capstone for the major (TR 499).
- Place text and production in an historical context. Assessed in all dramatic literature, theatre history, and theory and criticism courses (TR 223, 324, 415, 425, 455); design course (TR 452); and in the capstone for the major (TR 499).
- Identify significant dramatic theorists/critics and playwrights and their pertinent major works. Assessed in all dramatic literature, theatre history, and theory and criticism (TR 223, 324, 415, 425, 455); and in the capstone for the major (TR 499).
- Display a basic knowledge of elemental techniques in lighting, scenery, and costume. Assessed in stagecraft (TR 251) stage lighting (TR 253) and costume (TR 255) classes; and in the capstone for the major (TR 499).
- Display a basic knowledge of acting technique and character development. Assessed in all acting courses (TR 271, 361, 471, 477); all directing courses (TR 281, 463); movement classes (TR 115, 225) and in the capstone for the major (TR 499).

In addition, the BFA graduate will have demonstrated ability to:

**BFA Acting**
- Audition for the professional theatre. Assessed in TR 377.
- Recognize, distinguish, and implement a range of acting styles. Assessed in TR 471 and 473.

**BFA Directing**
- Comprehend and organize an arts management system. Assessed in TR 462, 463, 465, 495.
- Direct (analyze and realize) a significant dramatic work. Assessed in TR 463, 490.

**BFA Theatre Design and Technology**

- Participate in a minimum of two designs in two or more of the above areas.

**BFA Musical Theatre**
- Audition for the professional musical theatre. Assessed in TR 377, MU 311.
- Realize a musical theatre character from the printed word to performance. Assessed in TR 271, 272, MU 311.
- Recognize, distinguish, and implement a range of music and acting styles. Assessed in TR 471, 473, MU 383, 384.

**Assessment:**
The outcomes for the Theatre major are assessed through a combination of written and performance projects. Each concentration has a specific subset of outcomes. The assessment process culminates in the senior capstone. Each major must complete TR 499C Senior Project, the capstone in the major, which is 1) performance-based with a written component, 2) is supervised and evaluated by a faculty mentor, and 3) requires a 75% or better.

**THEATRE COURSES (TR)**

**TR 110. Theatre Appreciation. (3)**
Understanding and appreciation of theatre as an art form; study of what is drama, its various genres, and impact. Designed for non-theatre majors. This is a Communication Intensive course. CORE II. FA, SP.

**TR 115. Movement for the Stage. (2)**
Designed to increase physical awareness and facility for the performer. Presentation of materials on body center, posture/stances, and period/contemporary
movement. SP.

TR 211. Voice/Diction and Dialects. (3)
Physiology of the vocal mechanism and sound formation. Lecture and lab sessions to insure proper training of voice, to achieve voice mastery and power, and in the study of regional dialects. FA, odd years.

TR 223. History and Literature of the Theatre I. (3)
Development of theatre and drama from the Greek to Elizabethan periods. This is a Communication Intensive course. CORE-II. FA, even years.

TR 225. Stage Combat. (2)
Techniques of hand-to-hand and armed choreographed combat and falls. SP.

TR 227. Stage Make-up. (2)
Application of theatrical make-up for various character types and styles. Structure of the face and its relationship to theatrical make-up. FA, odd years.

TR 229. Scenic Art for the Stage. (3)
Introduction to the principles and techniques of scenic painting. SP.

TR/EN 235. Playwriting. (3)
Basic technique of writing for the stage. Prerequisite: EN 111.

TR 251. Stagecraft. (3)
Introduction to scenery construction and the elements of theatrical design. Laboratory required. FA.

TR 253. Stage Lighting. (3)
Introduction to the principles and theories of lighting stage productions. Laboratory required. SP.

TR 255. Costume Techniques/Design. (3)
Costume construction including the study of fabrics, color, fundamentals of pattern making, elements of design, and construction of costumes for stage productions. Laboratory required. SP, odd years.

TR 257. Sound Engineering and Design. (3)
Introduction to the function, principles and practices of theatrical sound design. Prerequisite: Departmental permission. SP, even years.

TR 271. Principles of Acting. (3)
Training in basic elements of the performer’s craft. Exercises and class projects to facilitate the understanding of and sensitivity to a given theatrical situation. FA.

TR 272. Principles of Scene Work. (3)
Exploration of texts, language, and scenes. In-depth analysis of an action, and experience in class presentations. SP.

TR 281. Script Analysis/Directing Principles. (3)
Analysis of scripts with application to directing fundamentals in a laboratory experiential situation. Prerequisite: Departmental permission. FA, even years.

TR 284. Theatre Management Practicum. (1-2)
Participatory experience in Goppert Theatre management for advanced students. Selected individual projects prepare students for future management situations. May be repeated for credit. Prerequisite: TR 462.

TR 286. Technical Theatre Practicum. (1-2)
Participatory stagecraft, design and production experience. May be repeated for credit. Prerequisite: Departmental permission.

TR 287. Costume Practicum. (1-2)
Participatory experience assisting the design and execution of costumes for department production. May be repeated for credit. Prerequisite: Departmental permission.

TR 288. Stage Management Practicum. (1-2)
Participatory experience by assuming duties as stage manager or assistant stage manager for department production. May be repeated for credit. Prerequisite: Departmental permission.

TR 289. Directing Practicum. (1-2)
Participatory experience by assuming duties as assistant director for department production. May be repeated for credit. Prerequisite: Departmental permission.

TR 324. History and Literature of the Theatre II. (3)
Development of theatre and drama from the Elizabethan period to the present. Meets the Communication Intensive course requirement in the major. SP, odd years.

TR 361. Stage Management. (3)
Techniques for stage managers in educational, community and professional productions. FA, even years.

TR 377. Auditioning Techniques. (3)
Preparatory steps for interviews, auditions, selection of material, and proper dress; resume and vitae writing; practical class projects. Prerequisite: Departmental permission. FA, even years.

TR 380. Special Topics. (1-3)
Selected topics to be determined by the department.

TR 390. Directed Studies. (3)
Under faculty supervision, an advanced study project is pursued in the area of choice. Prerequisite: Permission of department. May be repeated for credit with departmental permission.

TR 391. Repertory Theatre. (3)
Under faculty supervision, advanced acting and directing projects will be pursued in a repertory theatre format. This course is intended to prepare students specifically for the senior capstone experience. May be repeated for credit. Prerequisite: Departmental permission. SP, even years.

TR 415. Playwright Seminar. (3)
Analysis of significant plays and their respective playwrights, including major periods of world theatrical history. SP, even years.

TR 425. Dramatic Theory and Criticism. (3)
Study of the major documents in dramatic theory and criticism, including commentaries from 500 B.C.E. through the 21st Century. FA, odd years.

TR 451. Scene Design I. (3)
Principles and theories of scenic...
TR 452. Scene Design II. (3)
Survey of theatre architecture and scenic styles. Study of the designer in a production organization. Practice in drafting, model making, and rendering. Focus on full scenic designs. Prerequisite: TR 251 or departmental permission. FA, even years.

TR 453. Advanced Scenery and Prop Construction. (3)
Advanced techniques in woodworking, painting, metal, fabric and plastics. Prerequisite: TR 251 or departmental permission. SP, odd years.

TR 454. Advanced Lighting and Sound Design. (3)
Practice in different approaches to stage lighting and sound design through light plots, sound engineering, and realized demonstrations. Prerequisite: TR 253 and TR 257 or departmental permission. FA, even years.

TR 455. History of Costume. (3)
Survey of historical dress from the Egyptians to the present. Practice in research and costume design. SP, even years.

TR 456. Professional Technical Production. (3)
Survey of practices used in implementing a production design from a design/tech perspective. Practice in technical drafting, structural design, budgeting, and time management. Prerequisite: Departmental Permission. FA.

TR 462. Theatre Management. (3)
Survey of business management in educational, community and professional theatre.

TR 463. Advanced Directing. (3)
Practical application of principles and directorial concepts in class and studio projects. Prerequisite: TR 281 or departmental permission. SP, odd years.

TR 471. Acting Styles I. (3)
Examination of classical acting technique through discussion of period style, acting exercises, and scene work. Styles covered include Classical Greek, Roman comedy, Elizabethan comedy and tragedy, and Restoration/French Neo-Classical. Prerequisite: TR 271, 272, or departmental permission. FA, even years.

TR 473. Acting Styles II. (3)
Examination of contemporary acting technique through discussion of experimental style, acting exercises, and scene work. Styles covered include 1960s experimental theatre, theatre of images, theatre of commitment, and post-modernism. Prerequisites: TR 271, 272, or departmental permission. FA, odd years.

TR 477. Advanced Acting. (3)
Addresses advanced acting technique and form through class discussion, improvisation, and scene work. Individual and group projects at the advanced level. May be repeated for credit. Prerequisites: TR 271, 272 or departmental permission. SP, odd years.

TR 480. Special Topics. (1-3)
Selected topics to be determined by the department.

TR 490. Directed Studies. (3)
Under faculty supervision, an advanced study project is pursued in the area of choice. Prerequisite: departmental permission. May be repeated for credit.

TR 495. Internship. (3)
Student pursues, under faculty supervision, an internship project in the area of choice. Prerequisite: departmental permission.

TR 499. Senior Project. (3)
Senior capstone experience in individual student’s discipline incorporating all areas of concentration. Meets the Capstone course requirement in the major and the Communication Intensive course requirement in the major. Prerequisites: departmental permission and senior standing.

Washington Center
No major or minor offered.

WASHINGTON CENTER COURSE
Dept. 303 Washington Center
Washington Center is a non-profit organization in Washington, D.C. that provides placement, supervision and evaluation for 1) internships and 2) seminars in a wide variety of academic areas. Consult the Washington Center Coordinator for details. The department in which the internship and/or seminar takes place will be reflected on the student’s transcript.

Women’s and Gender Studies (WS)

Women’s and Gender Studies is an interdisciplinary program that aims to build an awareness of the multitude of ways in which bodies and identities are culturally constructed. While many of the individual courses deal directly with women and gender, they are more largely concerned with considering and questioning the ways in which sex, gender, race, class, sexualities (and a host of other identity categories) have been used as mechanisms of both oppression and empowerment within and against certain populations. Taught from a feminist theoretical perspective and taken by both women and men, Women’s and Gender Studies courses are designed to give students the tools to engage their critical thinking skills, to enable them to dissect the mechanisms of power that are central to culture, and to understand and challenge the worlds in which they live.

No major is offered.

Minor:
Eighteen hours in Women’s and Gender Studies courses including WS/IS 310 and WS/PL 226. Students choose the remaining 12 hours of WS courses with the advisor’s approval. No more than six hours may be earned from the same discipline.

Women’s and Gender Studies Minor Outcomes:
- Describe the experience of women from multiple perspectives of time, place, and the understanding of varied disciplines.
• Demonstrate the ability to think, write and speak critically about issues of gender in the contemporary world from the different perspectives of age, class, ethnicity, sexual orientation, gender identity, and race.
• Articulate an understanding of the role that social power plays in the construction of privilege and identity.
• Apply feminist theory from a multi-disciplined framework of understanding.

Assessment:
The interdisciplinary nature of the Women’s and Gender Studies minor stipulates that the assessment be performed through a variety of methods. The requirement of WS/IS 310, Images and Realities of Gender, provides an opportunity to assess all three outcomes through essays, exams, and formal presentation that require critical, evaluative, and logical approaches to process information and draw conclusions. However, each outcome will be assessed in various other courses through written assignments, presentations, and exams consistent with course objectives, readings, and classroom discussion.

WOMEN’S AND GENDER STUDIES COURSES (WS)

WS/RS 111. Introduction to Religious Studies. (3)
A critical examination of religion as a human endeavor through examinations of different religious perspectives from historical, anthropological and/or sociological standpoints. Through the academic study of religion, students will become conversant with major themes, issues, figures, and phenomena. CORE-II.

WS/SW 205. Social Problems/Social Change. (3)
Students will study social problems such as sexism, racism and classism in the United States and around the world. Individual and institutional responses to social problems will be examined with a focus on human rights and the pursuit of social justice for populations-at-risk. Students will be encouraged to explore the concept of “civic responsibility” and discover what they can do to promote social change on local, national, and international levels. Core II. FA, SP.

WS/MU 221. Divas, Ingenues and Vixens. (3)
A study of folk, popular, and refined music from the Western tradition specifically analyzing the compositions, performances, and role of women in music and applying feminist perspectives. Comparative elements such as ethnomusicology and male musicians will be utilized to provide a framework for the music of women. No prerequisite. CORE-II. SP.

WS/RS 225. Catholicism. (3)
This course explores the history and fundamental beliefs of Catholics on God, Christ, the Spirit, scripture, liturgy, the Sacraments, and the Church. We will also examine contemporary trends and issues such as peace and justice, women, and ecumenism within the Catholic tradition. CORE-II.

WS/PL 226. Feminist Theory. (3)
This course provides an introduction to feminist theoretical methods through an examination of some of the basic categories of feminist analysis, including identities, bodies, rights, politics, sexuality, and reproduction, among others. We will consider what role these categories and their construction play in creating gendered experiences within culture. CORE-II

WS/EN 265. Literature and Culture. (3)
This course provides an introduction to literature as a significant form of culture. It investigates how literature both shapes and is shaped by the historical period and social conditions out of which it is produced and the role of women in literary movements and theories. Students read and interpret poetry, short stories, drama, and novels by a diverse range of writers from a variety of historical periods and gain knowledge of literary terminology and literary practices. This is a Communication Intensive Course. Prerequisite: EN 111. Core-II. FA, SP.

WS/EN 275. Women and Literature. (3)
An introduction to a wide range of women’s experiences as represented in World Literature. In discussing women as authors, literary characters, and social and political subjects, students examine reading practices and analyze how gender differences interact with differences of race, class, sexual orientation, and nation. This is a Communication Intensive course. CORE II. FA.

WS/IS 310. Images and Realities of Gender. (3)
This course will examine the social construction and significance of gender in society from feminist, interdisciplinary and multicultural perspectives. Students will analyze the ways that gender, (in combination with race, sexual identity and social class) affects access to opportunity, power, and resources. CORE-III.

WS/IS 319. Women in Other Cultures. (3)
This course explores changing cultural images of women, examines the role of gender in structuring American society, and compares the experiences of American women from a variety of racial and ethnic groups as well as class positions. Additionally, this course includes a discussion of important theoretical and methodological concerns related to women’s and gender history.

WS/PY 314. Psychology of Gender. (3)
An exploration of various perspectives on the role of gender in the formation of individual identity, as well as the interrelationship between gender identity and society. FA, odd years.

WS/AN 318. Women in Other Cultures. (3)
A cross-cultural study of women’s status and roles in selected ethnic or cultural groups in differing stages of development, including forager, agrarian, industrial, and post-industrial societies. FA, even years.

WS/IS 319. Women, Religion and Community in the U.S. (3)
This course will examine women and religion and how the interaction of religious and gender ideology helped shape experiences and create women’s communities within a variety of religious traditions in the U.S. We will view religious experience through a
multicultural lens which includes the perspectives of African-American, Native American, Jewish, Catholic, and Protestant women and some women founders of American and international religious groups. CORE-III.

WS/IS 331. Women and Science. (3)
This course introduces students to the complex relationship between women and science, beginning with representations of female biology in Greek texts. Students examine both general nineteenth and twentieth-century patterns and trends and the achievements of individual women scientists. Students analyze persistent barriers to women’s participation and advancement and the methods employed to overcome such barriers. The course includes an analysis of sexist content in the sciences and the impact of feminist critiques. CORE-III.

WS/IS 333. Gender Communications. (3)
A critical analysis of the interrelationship between gender, culture, and communication. Gender differences and sex-role stereotypes and their influence on communication and relationships will be explored so that strategies for bridging these differences can be developed. Core-III. SP.

WS 335. Legal Rights of Women. (3)
This course is designed to introduce students to feminist jurisprudence and the role of women in the law through an examination of feminist legal and political theory. We explore the ways in which traditional gender roles and expectations have come to shape women’s rights in both criminal and civil law. Students will come to understand and appreciate the history of women’s unequal treatment in law, as well as contemporary issues regarding women and the law. Topics include reproductive rights, statutory rape, domestic violence, pornography and issues involving work outside the home. Attention is paid to the ways in which traditional norms involving race, class, and gender are reinforced in popular culture, which often serves as a barrier to meaningful change. SP, even years.

WS/HI 365. Kaiser and Kultur: Nineteenth Century Germany. (3)
Using gender as the central category of historical analysis, this course explores the transformation of the German-speaking lands from an ambiguous cultural patchwork of feudal lands to a unified, industrial, cultural, and culturally-advanced empire in the period from 1780 to 1914.

WS/HI 366. The Spectre of Nazism: Twentieth Century Germany. (3)
Using gender as the central category of historical analysis, this course explores the history of Germany from 1914 to the present, a troubled odyssey of defeat in World War I, revolution, Nazism and the Holocaust, Cold War division, and reunification.

WS 380. Topics in Women’s Studies. (1-3)
Special topics in women’s studies are explored from a variety of academic disciplines. Course topics are determined based on faculty/student interest and program needs. Prerequisite: Permission of Instructor

WS/CO 383. Gender and the Media. (3)
A critical/cultural approach will provide a framework for understanding how gender, class, and race influence the production, construction, and consumption of the media.
EXECUTIVE OFFICERS

Ronald A. Slepitza, Ph.D., CSJA (2006)
President. B.A., St. Vincent’s College; M.A., Ph.D., University of Maryland.

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**PROFESSOR EMERITAE/EMERITI**

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2. O’Reilly Hall
3. Hooley-Bundschu Library
   Whitfield Center
4. Mabee Fieldhouse
5. Schlumpberger Facility
6. Goppert Theatre
   Borserine Center
7. Marian Center
8. Carondelet Hall
   Hodes Center
9. Ridgway Hall
   Dallavis Center
   Thornhill Gallery
10. Foyle Hall
    Orscheln Memorial Chapel
11. Jeanne Collins Thompson Hall
12. Avile Hall
13. Athletic Pavilion

Key Locations
1. West Tunnel
2. East Tunnel
3. Wornall Road Entrance
4. Santa Fe Trail Entrance
5. Oak Street Entrance
6. 118th Street Entrance
7. McCullough Family Courtyard
8. Thomas R. Zarda
    Family Athletic Complex
9. Auxiliary Field
10. Three-Trails Corridor
11. Jeanne Hamilton Olofson Plaza
12. Subway Restaurant

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