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 2015-2016

**Fall, 2015**
- First Year Seminar Classes Begin: August 24
- Day/Evening Classes Begin: August 26
- Labor Day Weekend: September 5-7
- Avila Day/Fall Break: October 14 - 18
- Thanksgiving: November 25 - 29
- Finals Week: December 14 - 17

**Spring, 2016**
- Day/Evening Classes Begin: January 19
- Martin Luther King Jr. Day—University Closed: January 18
- Spring and Easter Break: March 17 – 27
- Finals Week: May 9 - 12
- Commencement Weekend: May 13 - 14

**Summer, 2016**
- June 6 - July 29

Avila Advantage Calendar

**Fall Term, 2015**
- August 24 - December 19
- Thanksgiving Break (University closed): November 25 - 29

**Spring Term, 2016**
- January 4 - April 23
- Martin Luther King Jr. Day (University closed): January 18
- Easter Break (University closed): March 25 - 27
- Commencement: May 13 - 14

**Summer Term, 2016**
- April 25 - August 13
- 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/Marie Joan Harris, CSJ, Ph.D.
Science and Health Complex (1963, renovated 2014)
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/Learning Commons (1978, renovated 2014)
The Hooley-Bundschu Learning Commons, renovated in the summer of 2014, is the information resource center for the campus. The Learning Commons offers a full-service learning, research and project space.

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.

Glenna Wylie Hall (2012)
Residence Hall with suite-style rooms.
Library/Learning Commons

The Hooley-Bundschu Learning Commons offers staff assistance to meet student information and academic needs and is designed to provide an environment conducive to learning and research in an age that merges written and electronic media. The Learning Commons is a member of MOBIUS, a statewide consortium of over 60 academic libraries with a shared on-line catalog, providing access to holdings statewide and delivered by courier 5 days a week. The Learning Commons also provides access to full-text and bibliographic databases such as EBSCO’s Academic Search Premier, Business Source Premier, Contemporary Women’s Issues, Access World News Research, CREDO Literati, eMO!: ebooks, ProQuest Psychology Journals, PsycArticles, BioOne, CINAHL, JSTOR, MANGO Languages, and many others.

The Learning Commons subscribes to on-line search service DIALOG as well as providing student access to the bibliographic databases WorldCat and the MLA International Bibliography. In addition, the Learning Commons also provides a designated QUIET STUDY AREA, a collection of over 30,000 print books and 125,000 ebooks, a current subscription list of 283 periodicals and newspapers, videotapes, and DVDs to support the curriculum. The Laura Sloan Children’s Literature Collection, Curriculum Collection, Play Scripts, Reference, and Current Periodicals are also housed in the Learning Commons, as is the Reference Collection for Saint Paul’s School of Theology.

The Learning Commons also features a Circulation Desk, IT Help Desk, Tutoring Space, Presentation Space and Learning Space. For more detailed information about the Hooley-Bundschu Learning Commons and its features, please visit www.avila.edu/hbl/AvilaLearningCommons/index.aspx.

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 16 desktop computers, 60 laptop computers, six Mac’s, three printers, six study rooms with monitors and wireless access for students to share work, the ability to video tape presentations and wireless printing.

**O’Rielly Hall/Marie Joan Harris, CSJ, Ph.D. Science and Health Complex:** 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 & Eagles Nest:** Hodes Center and Eagles’ Nest 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 134 full-time equivalent professors. Seventy-seven 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 2,000 students come from the Kansas City Metropolitan area as well as 24 other states and 24 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 38 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 program has conditional approval 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 146.
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 Arts
American Marketing Association
American Psychological 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
Kansas City Collegiate Admissions Professionals
Lee’s Summit Chamber of Commerce
Mid-America Association of Educational Opportunity Program Personnel
Missouri Association of Colleges for Teacher Education
Missouri Association of Colleges of Nursing
Missouri Association of Student Financial Aid Personnel
National Association of Independent Colleges & Universities
National Association of Colleges and Employers
National Association for Campus Activities
National Academic Advising Association
National Association for the Education of Young Children
National Association of College Admission Counseling
National Association of College and University Business Officers
National Association of College Personnel Administrators
National Association of Directors of Campus Ministry
National Association for Graduate Admissions Professionals
National Association of Intercollegiate Athletics
National Association of Student Financial Aid Administrators
National Association of Student Personnel Administrators
National Catholic College Admission Association
National Orientation Directors Association
Olathe Chamber of Commerce
Organization Development Network
Peace and Justice Studies Association
Project Management Institute
Society for Consumer Psychology
Society for Human Resource Management
Society for Industrial Organizational Psychology
South Kansas City Chamber of Commerce

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.

EIIA Campus Hotline- This is not a first responder system. Therefore, if this is an immediate emergency, please contact 911. Using this confidential reporting service is easy. If you have a question or concern about an unethical or illegal situation on your campus simply dial toll-free to 866-943-5787. Translation services are available should you need them. 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 term or 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.
Sexual assault is not isolated to women. Men can be raped. A man’s body will respond to stimuli. This does not mean that the experience was enjoyable, but only that the body responded to the touches. Rape or sexual misconduct is no less a crime when it happens to a man.

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.

Additional information is available in the Student Handbook on Sexual Harassment policy.

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 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. File a complaint following the judicial process if the perpetrator is part of the Avila community. An investigation for appropriate disciplinary action under the University’s conduct system will occur.
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 Office or with the Associate Vice-President for Academic Affairs 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 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.

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. Student name, address and telephone numbers (only in connection with campus events and to persons with legitimate reason).
2. Verification of enrollment status including full-time, part-time, graduate, undergraduate, and classification.
3. Student major and minor fields of study, academic honors, and degrees.
4. Student email address (only available to authorized users of the Avila University email system).
5. Dates of attendance.
6. Participation in officially recognized 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

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 web 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 Student 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 & track, golf, soccer, softball, and volleyball. Intercollegiate opportunities for men’s competition include baseball, basketball, cross country & track, 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, the Pavilion 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-Mailroom

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 the last two weeks of each traditional semester. At this time the bookstore is buying for Avila and the wholesale companies.
The bookstore also operates the mailroom which all UPS, FED X, and USPS letters and packages are received and shipped out. All mail will be picked up by the the R.A.’s of the various dorms and delivered to the respected student’s mailboxes. All packages are picked up by the student during open hours of the bookstore. A student ID is required for package pickup.

**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 & assistant 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/.

Mother’s Lounge

As part of our family-friendly environment, Avila University supports breastfeeding mothers by accommodating the mother who wishes to express breast milk during the day. The University provides a private lactation room on the lower level of Blasco Hall. The room is the Mother’s Lounge. The room is furnished with a table, two chairs, and electrical outlets. It also has a small refrigerator reserved for the specific storage of breastmilk and a microwave. Employees and students may use the Mother’s Lounge anytime during normal business hours. The room has signage for “Available” when it is not occupied, or “Occupied” when in use. The Human Resources office also maintains a key for this room. Visitors who wish to use this room to express breast milk should be directed to the Human Resources office.

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 and 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 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 culture and the university system. 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 400 students, professional live-in staff and professionally trained student staff. The residence hall complex contains Wi-Fi, TV & study lounges, kitchen facilities, & laundry facilities. Each student room comes complete with satellite television service, local telephone service if requested and high-speed wired & Wi-Fi 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) 501-2485.

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.

ALPHA EPSILON DELTA (AED) - is a national honor society for prehealth students that provides them with professional development, as well as service and social opportunities.

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 STUDENT SOCIETY FOR HUMAN RESOURCE MANAGEMENT (SHRM) - Student chapter of SHRM provides opportunities for students to network on the local level by scheduling programs designed to help members learn more about HR and the real world of business.

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 ALPHA EPSILON DELTA.

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

CAMPUS 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.

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.

SEXUAL ORIENTATION DIVERSITY ALLIANCE (SODA) - Established for students, faculty, and staff to encourage understanding of the complexities, dangers, and pervasiveness of homophobia heterosexism.

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

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) 501-2405.

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 and 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 Kappa Gamma Pi 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 less 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,
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.

<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>
</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. 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.
2. 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.

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. For applicants less than five years out of high school an ACT or SAT test score may also be requested. 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.

Home-schooled students who plan to participate in intercollegiate athletics at Avila University will need to visit with the Athletic Department 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 a 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-process.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.

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 also are directed to www.avila.edu/nursing/application-process.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 coursework. 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.
4. 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 61 for the Internet-based TOEFL (IBT) or 500 for the Paper-based TOEFL test. The TOEFL
University Code for Avila University is 6109. No TOEFL score is needed for the Intensive Language and Culture Program (ILCP).

5. 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 for a non-immigrant student visa. Upon arrival at Avila University, all accepted international students are billed for Avila University health insurance coverage, unless proof of equal to or better than the Avila University insurance is obtained.

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 three entry points per year. ILCP students can enroll in selected academic courses while they are studying ESL. Please contact the Coordinator of the 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 international@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 transcript is required for students with fewer than 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 940 or above

Transfer Students
1. A minimum cumulative grade point average of 2.0 or greater in college academic coursework 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 500 or better for Paper-based TOEFL or 61 for the Internet-based TOEFL test
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.
Offers 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. The University also sponsors several campus-wide group visit events called View AU.

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, have a minimum of three years of work experience or have an Associate’s Degree in Nursing. The program is taught in 8-week formats as well as weekend intensive and online 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 (2015-2016)
Tuition per semester ................................................................. $12,750.00
Technology Fee per semester ................................................ $350.00
Student Activity & Recreation Fee per semester ................. $125.00
Tuition per credit hour over 18 hours .................................. $665.00
Double Room per semester
   Carondelet/Ridgway Hall ................................................ $1,650.00
Single Room per semester (if available)
   Carondelet/Ridgway Hall ................................................ $2,550.00
Triple Room per semester (if available)
   Carondelet/Ridgway Hall ................................................ $1,425.00
Suite Room per semester
   Thompson Hall ................................................................. $2,550.00
Apartment per semester (if available)
   Thompson Hall ................................................................. $2,025.00
   Glenna Wiley Hall .......................................................... $2,100.00
Board per semester
   19 meals/week ................................................................ $1,800.00
   14 meals/week ............................................................... $1,650.00
   7 meals/week ................................................................. $1,100.00
   (Thompson Hall residents only)
Note: Other Meal Plans for Residents and Commuters are available. Contact the Campus Life Office for further information.

Residence Hall Activity Fee per semester ......................................................... $50.00
Nursing Student Fee per semester ................................................................. $550.00

Part-time Students (1-11 hours)
(Includes day, evening, Weekend Intensive and Saturday classes)

Tuition per credit hour .......................................................................................... $665.00
Student Center and Activity Fee per credit hour ................................................. $8.00
Technology Fee per credit hour .......................................................................... $30.00

Avila Advantage Students
Tuition per credit hour .......................................................................................... $414.00

Summer Students (2015)

Tuition per credit hour
- 100-299 Level Courses ...................................................................................... $125.00
- 300-499 Level Courses ...................................................................................... $665.00
- Technology Fee per credit hour .......................................................................... $30.00

Dual Enrollee Student
(high school junior or senior) 33% of current tuition per credit hour

Special Tuition
Audit per credit hour .............................................................................................. $665.00
Enrichment per credit hour ................................................................................... $665.00

Intensive Language and Culture Program (ILCP)
Tuition – full-time
- (EL courses only) ................................................................................................ $5,230.00
Tuition – non-EL courses
per credit hour ......................................................................................................... $665.00
(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
(Online 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 VISA, MasterCard, Discover and American Express 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. If a student account is placed with an outside collection agency additional restrictions will apply to future enrollment.

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 fee
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 within the designated time period by bringing the account to current status and 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, Direct Stafford Subsidized and/or Unsubsidized 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, adjustments 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 from 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 re-assessed 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 re-assessed 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

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 2015-2016 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 2015-2016 FAFSA as soon as possible after **January 1, 2015**. 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, 2015 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 Avila 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
Students must submit all documents requested with the financial aid award letter. 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 http://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.dhe.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 http://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
- International Education and Advocacy
- Music
- Psychology
- Religious Studies and Philosophy
- Sociology
- Theatre

Bachelor of Science (B.S.)
- Biochemistry and Molecular Biology
- 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.)
- Accounting
- Business Administration
- Finance
- Management
- International Business
- Marketing

Bachelor of Science in Accounting (B.S.A.)
- Public Accounting

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
- Social Studies
- Speech/Theatre
- Holocaust and Genocide Studies
- Mathematics
- Philosophy
- Pre-Law
- Religious Studies
- Spanish
- Studio Art
- Women’s 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 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 Canvas.

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.
Avila Advantage Policies

- 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, have a minimum of three years of work experience or have an Associate’s Degree in Nursing. The program is taught in 8-week formats as well as weekend intensive and online 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. 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.

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.

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 fee for courses added after registration or changes made as a result of classes cancelled by the university.

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.

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.

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 un-accredited coursework may apply through one of the alternative credit processes (e.g., Credit for Prior Learning, Credit by Departmental Examination, CLEP).

Transfer students coming to Avila with an Associate of Arts (AA) or equivalent academic degree will be considered to have met Core requirements. Please read the section under Core Curriculum for more information.

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 50% of the credits required for a degree from a four-year accredited institution.

Transfer Evaluation Fees
First evaluation: no charge. Additional evaluations may be charged a $25 fee per evaluation.

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 24 hours
Second-year class .............. 25 to 54 hours
Third-year class ............... 55 to 84 hours
Fourth-year class ............. 85 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;
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 who 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>
</tbody>
</table>

W = Withdrawal without academic assessment prior to the eleventh week of classes. 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. Coursework 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 Contract 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 Academic Affairs Office. The Contract for an Incomplete Grade Form can be obtained 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 and UNOFFICIAL transcripts can be forwarded directly by mail to other institutions as well as issued to the student for personal use. The fee for an official transcript is $8, payable in advance. Unofficial transcripts are also available on-line via a student’s MyAU account.

Students may also order official transcripts online with a credit card via the “Transcript” link on the university homepage. This service is provided by the National Student Clearinghouse, which charges a processing fee in addition to the $8.00 transcript fee.

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.

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

- ALPHA EPSILON DELTA is the National Health Preprofessional Honor Society for students enrolled in a health preprofessional curriculum.
- DELTA EPSILON SIGMA is a national scholastic honor society for students of Catholic colleges and universities.
- JEAN PIERRE MEDAILLE is an Avila University honor society for undergraduate students
- 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.
- 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 120 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 120 semester hours required for graduation, at least 50% of the 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 2015 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 no fewer than 27 semester hours in one major 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.
AVILA UNIVERSITY CORE 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. The Core curriculum is divided into three groups of requirements and is designed to be completed over the period of time needed to meet the requirements for the baccalaureate degree.

- **Foundations** requirements provide the basic skills essential for effective participation in other classes as well as the professional world.
- **Pillars and Levels** requirements address the breadth of knowledge expected of a liberal arts education and challenges students to integrate prior knowledge and create new ideas through higher levels of coursework.
- **Core Component Designations** requirements incorporate assignments and experiences focused on developing and deepening student understandings to prepare students for responsible lifelong contributions to the global community.

UNIVERSITY-WIDE INTENDED LEARNING OUTCOMES

Through the Avila University curriculum, which integrates the Sisters of St. Joseph of Carondelet (CSJ) values, global and interdisciplinary studies, and civic engagement, the Avila University graduate will demonstrate:

- Personal, spiritual, ethical, professional, and social responsibility aligned with the values of the Sisters of St. Joseph of Carondelet (CSJ) including support for diverse cultures, human rights, and right relationships with self, others, and the earth.
- Effective use and communication of qualitative and quantitative information.
- Critical thinking, problem-solving, creativity, and innovation by accessing, synthesizing, and applying information from and for various mediums and across technologies, incorporating global perspectives.

FOUNDATIONS: 10-12 credit hours

Objectives: Read and comprehend complex material independently and proficiently; communicate effectively through writing, speaking, and active listening; demonstrate a broad mathematical foundation to support different modes of quantitative literacy; access and interpret information from various media and across technologies.

- Communication (3 hrs): CO 110
- Composition (3 hrs): EN 111 or EN 112
- Mathematics (3-5 hrs): MA 115, MA 120, MA 125, MA 130, or MA 241
- First Year Seminar (1 hr): FS 101

Students must complete all Foundations requirements in the first 48 credit hours of their coursework. All courses must be passed with a grade of ‘C’ or higher.

PILLARS AND LEVELS: 30 credit hours

- No more than 60 hours in one area may be counted toward the 120-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 120 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 120 hours required for the first baccalaureate degree for a total of 150 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 9 semester hours in the minor at Avila must be in courses numbered 300 or above.) A minimum of 9 hours must be unique between a major and a minor. A grade of “C” or better must be earned for all graded courses required for the minor.
### CORE CURRICULUM OBJECTIVES

**C1** Examine the integration of rational and ethical decision-making

**C2** Critically examine the relationship between belief and reason and the integration and influence of each

**C3** Produce critical and creative projects to interpret and illustrate the meaning of culture and creativity in a global context

**B1** Identify influential frameworks for problem-solving and ethical decision-making

**B2** Critically analyze individual and collective human experiences and communicate sensitivity to self and others

**B3** Demonstrate and evaluate ethical and responsible choices and the impact of those choices in the context of the global community

**N1** Identify key theories of science, including contributions and limitations of scientific discovery

**N2** Apply scholarly data in a guided empirical study and present results in a discipline-specific format

**N3** Use scientific knowledge to communicate and contribute to a more sustainable global community

**ACQUIRE**

- **S1:** Acquire knowledge of different socio-cultural, political, economic, legal, spiritual/religious, and/or environmental systems including historical and contemporary issues of oppression and social justice and/or

- **C1:** Investigate and develop creative perspectives on the arts and the artist across the global community and/or

- **C1:** Examine the historical and contemporary significance of the arts as a cornerstone for peoples, nations, and cultures

- **B1:** Communicate an understanding of rational and belief formation processes and/or

- **B1:** Identify influential frameworks for problem-solving and ethical decision-making

- **N1:** Distinguish between scientific fact, hypothesis, theory and law

**TRANSFORM**

- **S2:** Critically analyze individual and collective human experiences and communicate sensitivity to self and others

- **C2:** Develop, critically examine, and articulate one's own creative process

- **B2:** Critically analyze individual and collective human experiences and communicate sensitivity to self and others

- **N2:** Apply scholarly data in a guided empirical study and present results in a discipline-specific format

**CONTRIBUTE**

- **S3:** Advocate for social justice and human dignity through working collaboratively and cross-culturally within and among diverse groups

- **C3:** Produce critical and creative projects to interpret and illustrate the meaning of culture and creativity in a global context

- **B3:** Demonstrate and evaluate ethical and responsible choices and the impact of those choices in the context of the global community

- **N3:** Use scientific knowledge to communicate and contribute to a more sustainable global community

### CORE CURRICULUM PILLARS AND LEVELS COURSES

**Social Justice and Civic Life (6 credit hours required)**

- IS 355 Cross Cultural Exploration
- IS 311 Peace Studies
- HI/WS 311 American Women

**Creativity and Culture (6 credit hours required)**

- IS 318 The Mask
- HI 370 Fairy Tales & Culture
- IS 344 Music & Politics

**Belief and Reason (6 credit hours required)**

- PL/RS 379 Ethics After Auschwitz
- CO/PY 321 Leadership
- IS 370 Psychology of Religion

**Explorations of Nature (6 credit hours required)**

- EN 231 Writing
- EN 210 Composition
- EN 213 Writing

**PL 300 Existentialism**

- ED/PY 235 Psychology of the Exceptional Child
- IS 366 Food & Culture
- IS 357 Urban Culture

**PY/SO 216 Social Psychology**

- EN 275 Gender & Literature
- HI 371 The Holocaust
- CO/PY Conflict Resolution

**PL 255 Ethics**

- HI 205 The Great War
- IS 340 Mediation
- PL 338 Social & Political Philosophy

**ED 322 Language & Literacy in the Global Context**

- PY 210 Abnormal Psychology
- IS 202 Restorative Justice

**AR 110 Exploration of the Visual Arts**

- WS/CO 383 Gendered Media
- BU 340 Business Communication
- IS 349 Language of the Body

**MU/WS 221 Divas, Ingénues and Vixens**

- EN 213 Advanced Composition
- EN 210 Business & Professional Writing

**ED 419 Behavior Management**

- PY 262 Psychology Statistics & Methods II
- PY 214 Psychology of Gender
- MU 269 Music Therapy

**ED 419 Behavior Management**

- RS 231 Christianity
- IS 369 Reasoning, History, and Social Implications of Science
- BI 115 People & the Environment

**PL/WS 326 Feminist Theory**

- RS 251 Islam
- RS 233 American Religious History
- PL/WS 326 Feminist Theory

**ED 419 Behavior Management**

- RS 252 Judaism
- PL/RS 221 Philosophy of Religion

**ED 419 Behavior Management**
CORE COMPONENT DESIGNATIONS

In the core and major curricula, certain courses are designated with core components of Interdisciplinary, Global Studies, and/or Civic Engagement.

Students entering Avila as First Year students must complete 9 credit hours of Interdisciplinary (I) designated courses, 9 credit hours of Global Studies (G) designated courses and 3 credit hours of Civic Engagement (E) designated courses. Some courses designated as multiple designations will count as completed courses in all identified core component areas.

Students entering Avila as Transfer students must complete credit hours in core component areas based on the number of transfer credits completed at the time of admission to Avila University.

- **Less than 30 credits:** Same requirements as first-year students
- **30-59 credits:** Must complete 6 credits of Global Studies, 6 credits of Interdisciplinary, and 3 credits of Civic Engagement
- **60 or more credits:** Must complete 3 credits of Global Studies, 3 credits of Interdisciplinary, and 3 credits of Civic Engagement and another 3 credits of Global Studies OR Interdisciplinary

Global Studies Core Curriculum Designation

The following three Global Studies Outcomes (I, II, III) provide a broad framework for the GS Core Component criteria (e.g. as the Core ILOs frame the Core objectives). The lists after each clarify intent and/or further illustrate possibilities for those outcomes, but are not intended as requirements or as limiting scope:

I. Globalize perspective * Gain knowledge of different perspectives in terms of religion, natural science, health science, social science, humanities, and the arts. * Understand how location and culture help determine our world view. * Understand the impact of geography, history, and economics on the current structures of power and privilege.

II. Communication using existing resources and evolving technologies to facilitate collaboration within and between our global communities. * Gain knowledge of an additional language. * Interact with people from diverse cultures and gain insight from their point of view. * Understand the meaning, implications, and consequences of social justice from a local to global scale.

III. Advocate for a socially just global society * Acknowledge and assume responsibility for the ethical consequences of individual and collective action. * Integrate learning into action and promotion for peaceful resolution to conflict. * Shape policies that promote global economic development. * Advocate against prejudice, poverty, systemic privilege and oppression.

Interdisciplinary Studies Core Curriculum Designation

The following two outcomes provide the framework for the Interdisciplinary (IS) criteria.

- The knowledge of the strengths and limits of disciplinary knowledge in understanding a topic, question, or problem.
- The ability to integrate, synthesize, and communicate knowledge from two or more disciplines.

Interdisciplinary courses are courses that cross disciplines from any two or more areas of the university. They reflect the unique talents and interests of the faculty; clearly specifies why a topic, question, or problem warrants interdisciplinary examination and how each discipline contributes to the examination; and is taught by two faculty from two or more disciplines.

Community Engagement (CE) Core Curriculum Designation

Community Engagement Defined: *A synthesis of academic learning and service to the dear neighbor without distinction that provides students the experience to enhance their education, foster community responsibility, and grow in self-understanding while contributing to the needs of our local, national, or global communities. *The intent of community engagement at Avila is double: to apply our mission and values to encourage student awareness of their ability to help solve social problems and to intend that students continue this form of engagement past the conclusion of the course.
<table>
<thead>
<tr>
<th>INTERDISCIPLINARY COURSES (I)</th>
<th>GLOBAL STUDIES (G)</th>
<th>CIVIC ENGAGEMENT (E)</th>
</tr>
</thead>
<tbody>
<tr>
<td>IS 350 Behavior and the Brain</td>
<td>SP 111 Spanish I</td>
<td>NU 481 Practicum 2</td>
</tr>
<tr>
<td>IS 366 Food &amp; Culture</td>
<td>SP 112 Spanish II</td>
<td>ED 315 General Methods</td>
</tr>
<tr>
<td>IS 349 Language of the Body</td>
<td>PL/RS 379 Ethics After Auschwitz</td>
<td>IS 355 Cross Cultural Exploration</td>
</tr>
<tr>
<td>IS 369 Reasoning, History, and Social Implications of Science</td>
<td>BI 115 People &amp; the Environment</td>
<td>PY 102 Orientation Seminar in Psychology</td>
</tr>
<tr>
<td>IS 357 Urban Culture</td>
<td>IS 366 Food &amp; Culture</td>
<td>HI 496 Internship in History</td>
</tr>
<tr>
<td>IS 120 Being Together</td>
<td>WS/CO 383 Gendered Media</td>
<td>IS 355 Cross Cultural Exploration</td>
</tr>
<tr>
<td>IS 355 Cross Cultural Exploration</td>
<td>RS 117 World Religions</td>
<td>IS 120 Being Together</td>
</tr>
<tr>
<td>IS 201 Intercultural Communication</td>
<td>IS 369 Reasoning, History, and Social Implications of Science</td>
<td>IS 201 Intercultural Communication</td>
</tr>
<tr>
<td>IS 318 The Mask</td>
<td>IS 355 Cross Cultural Exploration</td>
<td>IS 201 Intercultural Communication</td>
</tr>
<tr>
<td>IS 210 Images &amp; Realities of Gender</td>
<td>IS 369 Reasoning, History, and Social Implications of Science</td>
<td>IS 201 Intercultural Communication</td>
</tr>
<tr>
<td>IS 311 Peace Studies</td>
<td>IS 355 Cross Cultural Exploration</td>
<td>IS 201 Intercultural Communication</td>
</tr>
<tr>
<td>IS 332 The Avante-garde in Art &amp; Experimental Film</td>
<td>IS 355 Cross Cultural Exploration</td>
<td>IS 201 Intercultural Communication</td>
</tr>
<tr>
<td>IS 340 Mediation</td>
<td>IS 369 Reasoning, History, and Social Implications of Science</td>
<td>IS 201 Intercultural Communication</td>
</tr>
<tr>
<td>IS 362 The Art of War</td>
<td>IS 355 Cross Cultural Exploration</td>
<td>IS 201 Intercultural Communication</td>
</tr>
<tr>
<td>IS 370 Psychology of Religion</td>
<td>IS 369 Reasoning, History, and Social Implications of Science</td>
<td>IS 201 Intercultural Communication</td>
</tr>
<tr>
<td>IS 356 Global Health Concerns</td>
<td>IS 369 Reasoning, History, and Social Implications of Science</td>
<td>IS 201 Intercultural Communication</td>
</tr>
<tr>
<td>IS 344 Music &amp; Politics</td>
<td>IS 369 Reasoning, History, and Social Implications of Science</td>
<td>IS 201 Intercultural Communication</td>
</tr>
<tr>
<td>IS 202 Restorative Justice</td>
<td>IS 369 Reasoning, History, and Social Implications of Science</td>
<td>IS 201 Intercultural Communication</td>
</tr>
</tbody>
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**TRANSFER STUDENTS WITH ASSOCIATE OF ARTS DEGREES**

Transfer students coming to Avila with an Associate of Arts (AA) or equivalent academic degree will be considered to have completed all Foundation and Pillar Requirements (39 hours). They are still required to complete three (3) GS-designated credit hours, three (3) IS-designated credit hours and three (3) CE-designated credit hours plus three (3) additional credit hours of their choice from GS- or IS-designated credit hours.

Students with a completed Bachelor’s degree or higher from a regionally accredited institution will be considered to have the equivalent of an Associate of Arts degree for the purpose of the core curriculum.

**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, practicum, internships and senior projects.

As part of the completion of major requirements, each student will complete an identified technology requirement within the major.

**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.
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 a Bachelor of Science in Accounting with a major in Public Accounting or a Bachelor of Science in Business Administration with a major in Accounting. The Bachelor of Science in Accounting major in Public Accounting is for those who intend to sit for the CPA examination or work in public accounting. Working with an accounting faculty advisor, students can choose the major which best fits their interests and career plans. The major in Public Accounting for the Bachelor of Science in Accounting is accredited by the International Assembly for Collegiate Business Education.

Students majoring in Public 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)

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.

Public Accounting Major

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 111 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
BL 305 Legal Aspects of Business I
MK 310 Marketing
MG 321 Management
or
MG 322 Organizational Behavior & Development
FI 330 Finance Only one repeat of a required undergraduate Accounting, CS, or other School of Business course by an Accounting Major will be permitted.
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 Public Accounting major:

AC 355 Cost Accounting
AC 361 Intermediate Accounting I
AC 362 Intermediate Accounting II
AC 365 Accounting Information Systems
AC 370 Auditing
AC 451 Tax Accounting I
AC 452 Tax Accounting II
AC 455 Advanced Cost Accounting
AC 460 Advanced Accounting
AC 475 Accounting Theory (Capstone)

Plus 6 semester hours of upper division Business School electives that include BL 345 and either EC 241 or EC 340

Upon completion of the undergraduate requirements for the Major in Public Accounting the degree Bachelor of Science in Accounting will be awarded.

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
MG 622 Organization Behavior & Development
FL 635 Financial Management II
IM 661 Management Information Systems
EC 611 Aggregate Income Analysis
BU 699 Organizational Policy & Strategy
AC 652 Advanced Tax Accounting
AC 655 Advanced Cost Accounting
AC 670 Fraud Examination & Auditing
AC 675 Advanced Accounting Theory

Elective (3 semester hours)

Upon completion of the MBA coursework, the Master of Business Administration degree will be awarded.

ACCOUNTING COURSES (AC)

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.

AC 202. Principles of Accounting II. (3)
Accounting for corporations and manufacturing firms; also involves analyzing financial statements. Prerequisite: AC 201. SP.

AC 355. Cost Accounting. (3)
Accounting for product and period costs, with emphasis on cost relationships, cost 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 451. Tax Accounting I. (3)
Detailed discussion of the fundamental aspects of federal income taxation as applied to individuals. Meets the Communication Intensive course requirement in the major. Prerequisite: AC 202. FA.

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 455. Advanced Cost Accounting. (3)
A study of additional cost accounting techniques, emphasizing advanced applications. Topics include the use of process costing to determine product cost for manufactured goods, accounting for normal and abnormal spoilage in the manufacturing process, the allocation of joint costs to two or more products or services, and methods to account for by-products. In addition, alternative methods to evaluate long-term capital projects and to evaluate organizational performance are discussed. Prerequisite: AC 355. SP, odd years.

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.
No major or minor is offered.

**Anthropology Courses (AN)**

**AN/SO 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. PRE-2015 CORE: Level II.

**AN/SO 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/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. Even years.

**AN/SO 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/CR 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.

**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 184 or CS 110.

**Art Foundation Requirements for 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, 246, 271, 322, 345, 346, 379, 422, 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 wishing to become K-12 art teachers must 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 approved by the State of Missouri is offered. Kansas certification requirements may be completed concurrently. Students who wish to become art teachers must see both an art and an education advisor to ensure that all requirements are met. See the education section of the catalog for more information.

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, 365, 459; computer elective (3 hrs.); PY 101, 201, 208, 210, 320; SO 230.

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 (9 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. Exploration of the Visual Arts. (3) By observing and discussing masterworks as well as engaging in their own creative process to produce an object of self-expression, students gain knowledge and understanding of the visual arts as both a process and a product. Students will visit galleries, and through primary observation of artists’ work and by analysis of what they think they see and their personal responses, gain understanding through discussion as well as research into the artistic, historical, social and cultural context for the work. Through hands-on projects, and discussion and critique of these art projects and the students’ own creative process, students will gain insight and perspective about their personal reaction to, and interaction with, the visual arts. Students will gain insight into the role that the arts play in a variety of world cultures, as well as the role art plays in the life of the artist as markmaker and creator. PRE-2015 CORE: Level II. 2015 CORE: Creativity & Culture, Transform. FA, SP.

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 118. Three-Dimensional Design. (3) This course presents a survey of major artists, artwork, styles and techniques, from the Renaissance through the 20th Century with the primary focus on the major Western art movements (including architecture) and the relationship between the social function of art and its form, content, and context. PRE-2015 CORE: Level II. 2015 CORE: Creativity & Culture, Acquire. SP.

AR 211. 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 212. Intermediate Photography. (3) Understanding of color relationships, the physical properties of pigments and color perception through a variety of media for artistic application. 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) Basic mechanics of the black-and-white, silver based photographic process: use of the camera, processing and printing film. Exploration of the digital process: use of
the camera and output. Basics of design and composition. Digital camera required. 
FA, SP.

AR 231. Beginning Ceramics. (3)
Introduction to the process of making utilitarian and sculptural objects with clay. Exploration of forming methods, decorating and glazing techniques, and kiln-loading and firing. Emphasis on the creative process as well as on the development of technical skill and craft. FA.

AR 245. Typography I. (3)
Introduction to typography, including type as form, type design, expression and communication, sequence and hierarchy, and type with image. Introduces the fundamentals of typography, its theory, practice, technology, and history. Prerequisites or corequisites: AR 117 and 271. FA.

AR 246. Graphics I. (3)
Introduction to design and problem solving focused on the generation of visual elements. Exploration of fundamental mark-making principles and techniques within the context of various design formats. Prerequisite or corequisite: AR 117. 3 semester rotation – check with advisor.

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. FA, SP.

AR 280. Special Topics. (1-3)
Selected topics to be determined by the department.

AR 322. Intermediate Photography. (3)
Continued exploration and refinement of silver based and digital methods. Emphasis on in-depth study of selected topics and experimental processes. Prerequisite: AR 221 or permission of instructor. SP

AR 332. Intermediate Ceramics. (3)
Introduction to the potter’s wheel as the primary forming method. Continued work in glazing and the analysis of historical and contemporary potters and their work. Emphasis on the development and creative use of technical skills. Use of electric and gas kilns. Prerequisite: AR 231.

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. 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. SP.

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/CO 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. 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. Prerequisites: 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. Prerequisite: AR 345 and 346. FA.

**AR/PY 459. 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. 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. FA, SP, SU.

**AR 497. Portfolio Preparation. (3)**

**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 and Communication Intensive requirement for Graphic Design majors. Prerequisites: 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 how to apply them in professional situations (CO 212, CO 321, PL 255).
4. Demonstrate the ability to use technology in managing organizations (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 322, 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 through successful completion of HC/NU 456.
5. The major specifically requires that the following core courses be included within each candidate’s curriculum: EN 112 and PY 101.

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 (Accounting majors) or MA 115 (all others). FA.

BUSINESS COURSES (BU)

BU 305. Legal Aspects of Business I. (3)
The study of legal issues inherent to business operations such as contracts, torts and crimes; the web of legal, social, political and economic systems that business operates in locally, nationally and internationally, and the frameworks available to assist business in legal problem-solving and ethical decision-making. PRE-2015 CORE: Level II. 2015 CORE: Belief & Reason, Acquire. FA, SP.

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 or 203.

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 and PY 101.

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

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: MG 321 or MG 322. FA.

BU 325. Labor-Management Relations. (3)
Basic labor-management relations history, development, and applications. Prerequisite: BU 321 or BU 322.

BU 330. Finance. (3)
Study of financing organizations with an emphasis on corporations. Prerequisites: AC 202, EC 202, EC 240 and MA 115 or 120. 2015 CORE: Social Justice & Civic Life, Transform. FA, SP, SU.

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)
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: BU 305.

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

COMMUNICATION COURSES (CO)

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. Prerequisite: CO 110. PRE-

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. 2015 CORE: Belief & Reason, Contribute.

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. 2015 CORE: Social Justice & Civic Life, Acquire. 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. Prerequisites: MA 115 or higher level mathematics course and EC 202. 2015 CORE: Social Justice & Civic Life, Acquire. 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 BU/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 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.

Biochemistry and Molecular Biology

The Bachelor of Science program in Biochemistry and Molecular Biology is an interdisciplinary program offered jointly by the departments of Biology and Physical Sciences. The major will enable students for possible futures in the health professions, research in academics, the government, or private industry, education, or non-science related fields including law.

Biochemistry and Molecular Biology Program Outcomes
1. Biochemistry and Molecular Biology majors will be able to provide an explanation of the importance of the scientific method for understanding natural phenomena.
2. Biochemistry and Molecular Biology majors will be able to demonstrate understanding of biology at the level of molecules, cells, systems, organisms, and ecosystems.

Biochemistry and Molecular Biology

Assessment: The outcomes for the Biochemistry and Molecular 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 Biochemistry and Molecular Biology faculty reviews this report.

Degree Requirements
Completion of the following is required for the Biochemistry and Molecular Biology major:
1. BI 111 General Biology (4); BI 112 General Biology (4); BI 318 Genetics (3); BI 345 Molecular Cell Biology (4); BI 493 Biology Laboratory Research (1) or BI 495 Internship; and BI 499 Research Colloquium and Seminar (1), CH 131 General Chemistry I (4), CH 137 General Chemistry II (4), CH 216

BI 111. General Biology: Cells and Genes. (4)
A survey of cell theory (cellular structure and function) and molecular 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 microscopy, modeling, and experimental design and analysis. This course will identify key theories of science, including contributions and limitations of scientific discovery. 3 hours lecture, 3 hours laboratory per week. PRE-2015 CORE: Level II. 2015 CORE: Explorations of Nature, Acquire. FA, SP.

CH 131. General Chemistry I. (4)
The principal theories of modern chemistry will be covered. The topics studied will include categories of matter, measurement and units, scientific reasoning, problem solving, atomic theory and structure, the periodic table, chemical compounds, stoichiometry and chemical equations, solutions, energy, acids and bases, and chemical bonding. 3 hours lecture, 3 hours laboratory per week. Co-requisite: MA 120 or MA 125 or MA 241. PRE-2015 CORE: Level II. 2015 CORE: Explorations of Nature, Acquire. FA, SP.

CH 137. General Chemistry II. (4)
A continuation of the principal theories of modern chemistry taught in CH 131. The topics studied will 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. PRE-2015 CORE: Level II. 2015 CORE: Explorations of Nature, Acquire. FA, SP.

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 lectures, 5 hours lab per week. Prerequisite: CH 131.

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.

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 definite and infinite integrals, and applications of integration. This is a foundations course. Prerequisite: Appropriate ACT or placement score, or MA 121 or MA 125 with a grade of “C” or better. PRE-2015 CORE: Level I. SP.

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

CH 321. Analytical Chemistry. (4)
Principles of chemical measurements with a focus on instrumental analysis, including spectrophotometry, mass spectrometry, and separations. Laboratory develops quantitative skills and provides experience with chemical instrumentation. This is a Communication Intensive course. 3 hours lecture, 3 hours laboratory per week. Prerequisites: CH 137.

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 lecture per week. FA, SP.

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.

BI/CH 345. Molecular Cell Biology. (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 and CH 216. SP, odd years.

CH 350. Physical Chemistry for the Biological Sciences. (4)
Introduction for students of the biological sciences to the area of physical chemistry, a calculus based approach to the use of thermodynamics, equilibria, electrochemistry, kinetics, quantum mechanics and spectroscopy as applied to the field of biochemistry. 3 hours
lecture, 3 hours laboratory per week. Prerequisites: MA 241 and CH 137.

**BI 493. Biology Laboratory Research. (1-6)**
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 and Communication Intensive requirement in the major. Prerequisites: BI 495 or BI 492 or BI 493 or permission of the Research and Internship Coordinator.

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**Biology (BI)**

The Bachelor of Science degree in 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 major 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. Biochemistry and Molecular Biology 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, BI 492, and BI 499. Students engaged in an internship may substitute BI 495 for BI 492 and students who qualify for honors (see below) may substitute BI 493 for BI 492 - these substitutions require the permission of the Biology faculty. In addition, students must take CH 131, CH 137, CH 216, PH 231, and MA 120. Students are strongly 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 organisinal 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:
Students of all majors are welcome to complete an environmental science minor within the Biology Department. The environmental science minor encourages a global perspective on a wide range of contemporary challenges in resource management, and prepares students to contribute positively to a more sustainable future within the context of their major discipline or career. Students completing an environmental science minor must take BI 112 and BI 115. In addition, they must complete 10 credit hours from the following courses, of which 6 hours must be above the 300 level: BI 360, BI 361, BI 363, BI 313, BI 318, BI 351, GG 101, NS 221.

Prehealth Professions Major: See Prehealth Professions section.

Secondary Biology Teaching Certification:
Students wishing to become high school biology teachers must major in biology and minor in secondary education. A program approved by the State of Missouri is offered. Kansas Certification requirements may be completed concurrently. Students who wish to become high school biology teachers must see both a biology and an education advisor to ensure that all requirements are met. A middle school major with a concentration in science is also offered. See the education section of the catalog for more information.

BIOLOGY COURSES (BI)
BI 111. General Biology Cells and Genes. (4)
A survey of cell theory (cellular structure and function) and molecular 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 microscopy, modeling, and experimental design and analysis. This course will identify key theories of science, including contributions and limitations of scientific discovery. 3 hours lecture, 3 hours laboratory per week. PRE-2015 CORE: Level II. 2015 CORE: Explorations of Nature, Acquire. FA.

BI 112. General Biology: Ecology and Evolution. (4)
This course provides an overview of the nature of science and scientific inquiry as they pertain to biology. Although all fundamental theories that form the foundation of modern biology are discussed, those that pertain directly to ecology and evolution are emphasized. The laboratory component includes a survey of life (diversity of organisms) and a collaborative investigation that introduces students to the methods of experimental design, data analysis, and communication of scientific information. 3 hours lecture, 3 hours laboratory per week. PRE-2015 CORE: Level II. 2015 CORE: Explorations of Nature, Acquire. FA, SP.

BI 115. People and the Environment. (4)
A survey of the environmental sciences that addresses human impacts on the global environment. Students build a strong foundation in ecology. They then apply ecological concepts to contemporary challenges such as human population growth, biodiversity conservation, resource management, food security, climate change, energy efficiency, and renewable energy. The interface between science and other disciplines (e.g., economics, history, ethics) in making policy and management decisions is a central theme of the course. Students consider the importance of advocacy, community leadership, multi-disciplinary and cross-cultural communication for establishing a more sustainable society. The laboratory introduces students to methods of experimental design and quantitative analysis. 3 hours of lecture, 3 hours laboratory per week. PRE-2015 CORE: Level II. 2015 CORE: Belief & Reason, Transform, Global Studies.

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. 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). 4 hours lecture, 6 hours laboratory per week. Prerequisites: BI 111 or BI 112. 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.

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.

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. 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 permission of instructor. SP, odd 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 permission of instructor. SP, even years.
BI 321. Immunology. (3)
A survey that examines antigens, antibodies, coupling, 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 permission of instructor.

BI 325. Pathophysiology. (3)
A study of alterations of normal human physiology that are considered pathological. 3 hours lecture per week. Prerequisite: BI 220 or concurrently. SP.

BI 331. Vertebrate Anatomy. (4)
An investigation of the body structure of representative vertebrates. Topics include a survey of vertebrate evolution and systematics, histology, and the relationships between structure and function. 3 hours lecture, 3 hours laboratory per week. Prerequisites: BI 111 or BI 112.

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

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. This is a Communication Intensive course. 3 hours lecture per week. Prerequisite: CH 216. FA, SP.

BI/CH 345. Molecular Cell Biology. (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 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 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 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, BI 112, 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 permission of instructor.

BI 380. Special Topics. (1-4)
Selected topics courses determined at the discretion of the department. 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 392. Biology Literature Research. (1-6)
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 393. Biology Laboratory Research. (1-6)
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 395. Internship. (1-2)
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. Internment.

BI 492, BI 493, or BI 495 in written and oral form. This course fulfills the Capstone and Communication Intensive requirement in the major. Prerequisites: BI 495 or BI 492 or BI 493 or permission of the Research and Internship Coordinator. FA, SP.

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 and Communication Intensive requirement in the major. Prerequisites: BI 495 or BI 492 or BI 493 or permission of the Research and Internship Coordinator. FA, SP.
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 majors offered for the Bachelor of Science in Business are accredited by the International Assembly for Collegiate Business Education.

The School of Business expects double majors to complete six three credit hour courses in each major.

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.

### 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
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)

#### 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 120 semester hours of academic work with a minimum overall grade point average of 2.0 and no more than 77 hours School of Business courses. Business courses that are cross-listed are counted against the 77 hour limit regardless of 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 ETS Field Test in Business 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 120 College Algebra, 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 111 Understanding Computers, with a letter grade of “C” or better.

8. 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.

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

   - AC 201 Principles of Accounting I
   - AC 202 Principles of Accounting II
   - BL 305 Legal Aspects of Business I
   - MK 310 Marketing
   - MG 321 Management
   - OR
   - MG 322 Organizational Behavior and Development
   - FI 330 Finance
   - BU 340 Business Communications
   - MG 498 Strategic Management
   - BU 499 Business Policy
   - EC 202 Principles of Microeconomics
   - EC 203 Principles of Macroeconomics
   - EC 240 Statistical Analysis
   - EC 241 Quantitative Analysis
   - Only one repeat of a required CS or School of Business course will be permitted.

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

11. A student intending to major in a Business field must successfully complete (“C” or better) the following courses before taking any 300 or 400 level course. (BL 305: Legal Aspects of Business I is the only exception to this.)

   - EN 111: Composition I: Rhetorical Discourse
   - EN 112: Composition II: Rhetorical Argument
   - MA 120: College Algebra
   - AC 201: Principles of Accounting I
   - EC 202: Principles of Microeconomics
   - EC 240: Statistical Analysis
   - AC 202: Principles of Accounting II
   - EC 241: Quantitative Analysis

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

   - **Accounting Major**
     - The major is for those students who wish to work in the corporate or not-for-profit environment, banking, or any field requiring a knowledge of the accounting cycle and how to use accounting to measure performance and make critical financial decisions. Students wishing to work in Public Accounting please see that section of the catalog.

     The requirements are the following:

     - AC 355 Cost 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

13. The requirements are the following:

   - AC 355 Cost 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

   Plus two courses chosen from the following:

   - AC 370 Auditing
   - AC 452 Tax Accounting II
   - AC 455 Advanced Cost Accounting
   - AC 460 Advanced Accounting
   - AC 475 Accounting Theory

14. **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 355 Cost 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 332 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 355 Cost 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 355 Cost 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 355 Cost Accounting  
BL 347 International Business Law  
MK 411 International Marketing  
FI 437 International Finance  
EC 382 International Economics  
MG 411 International Management  

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 415 Marketing Policy  
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  
EC 340 Statistical Analysis II: Regression

**Double Majors**  
Students wishing to double major may do so from any combination of two of the following:  
Duplicate coursework between two majors beyond the business core is not permitted.

**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.  
Choose two of the following three courses:  
AC 202 Principles of Accounting II  
EC 202 Principles of Microeconomics  
EC 203 Principles of Macroeconomics

**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 412 Services Marketing  
EC 340 Statistical Analysis II: Regression

**Double Majors**  
Choose four of the following:  
MK 312 Consumer Behavior  
MK 313 Promotion Strategy  
MK 316 Personal Selling  
MK 411 International 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, torts and crimes; the web of legal, social, political and economic systems that business operates in locally, nationally and internationally, and the frameworks available to assist business in legal problem-solving and ethical decision-making.  
PRE-2015 CORE: Level II.  
2015 CORE: Belief & Reason, Acquire.  
FA, SP.

**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.

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. PRE-2015 CORE: Level II. FA.

BU 340. Business Communications. (3)
The exploration of how internal and external business communications can be more effective. Students develop and create written and performance communication projects that serve the needs of profit or not-for-profit business in a multi-cultural market and articulate and critically examine their creative process and the effectiveness of the communication. Prerequisites: EN 112 and CO 110. 2015 CORE: Creativity & Culture. Transform. FA, SP.

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

BU 490. 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 and Communication Intensive requirement in the major. Prerequisites: MK 310, MG 321, FI 330, and MG 498. Senior standing required.

FINANCE COURSES (FI)

FI 330. Finance. (3)
Study of financing organizations with an emphasis on corporations. Prerequisites: AC 202, EC 202, EC 240 and MA 115 or 120. 2015 CORE: Social Justice & Civic Life. Transform. 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.

MANAGEMENT COURSES (MG)

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

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 or MG 322. 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 or MG 322. FA.

MG 325. Labor-Management Relations. (3)
Basic labor-management relations history, development, and applications. Prerequisite: MG 321 or MG 322. 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 or MG 322. FA.

MG 411. International Management. (3)
This course examines various issues related to managing international business effectively. The purpose is to develop skills in identifying critical issues facing, analyzing key factors related to, and
developing solutions for business that either compete or will compete in global business environments. Prerequisite: MG 321 or MG 322. FA, even years.

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. Corequisite: BL 346. Prerequisite: MG 323. 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. Prerequisite: MG 323. FA.

MG 427. Supply Chain Management. (3)
Study of materials management and analysis of the purchasing function. Prerequisite: EC 241, MG 321 or MG 322. SP.

MG 498. Strategic Management. (3)
Students will examine the process by which executive management makes strategic decisions, within a competitive market. Examining strategy formulation and implementation in light of an organization’s distinctive competencies and market opportunities is central to this course. Students will employ knowledge from accounting, finance, marketing and management in this course. Prerequisites: MK310, FI 330, MG 321 or 322 and BU 340. FA.

MARKETING COURSES (MK)

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.

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 316. Personal Selling. (3)
Principles and methods of effective personal selling, customer analysis and methods of sales presentations, and planning and coordinating the sales function. 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. 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 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 417. 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.

The School of Education is accredited by the Missouri Department of Elementary and Secondary Education.

The Bachelor of Arts in Business Education is designed for students who wish to become business teachers in grades 9-12.

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

Business Requirements:

Education Requirements:

A. Criteria for Admission to the School of Education.

1. Admission to Avila University.
2. Attainment of Missouri’s basic education competency requirement.
which is achieved by earning a passing score on each subtest of the Missouri General Education Assessment (MoGEA). The MoGEA can be attempted a total of three times as per Avila School of Education policy. All sections of the MoGEA must be taken and passed within a two-year period or the MoGEA 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) hours of college/university work. Completion of at least six (6) hours of professional education courses at Avila University.

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 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.

7. A grade of “C” (2.0) or higher in the following courses or their equivalents: Rhetorical Discourse (fka Composition I), Rhetorical Argument (fka Composition II), Communication, College Algebra, or Calculus.

8. Favorable recommendations for performance of activities in 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 field-based mentors, the Practicum supervisor, an Avila faculty member in a school/college outside of education, and School of Education faculty member(s) as well as a security background check. Only candidates who pass the background check are allowed to enroll in classes with a field-based or clinical component. Candidates who do not pass the background check must meet with the Dean of the School of Education to determine an alternate course of action.

10. Evidence of positive evaluations of Professional Dispositions. Candidates are evaluated on the Professional Dispositions form during ED 185 Practicum, ED 315 General Methods & Differentiated Learning, ED 455 Special Methods and ED 495 Final Clinical Experience. In addition, the Professional Dispositions evaluation 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, a conference with the Dean of the School of Education is required. 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, or removal from the teacher education program. For more information on Professional Dispositions, consult the School of Education Teacher Candidate Handbook.

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

The School of Education reserves the right to refuse admission into the teacher education program to any person who has been convicted of a felony or has otherwise committed offenses inappropriate for a teacher.

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

The School of Education’s computer competency requirement will be met by ED 184 Introduction to Educational Technology and ED 314 Methods and Educational Technology.

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

2. Completion of at least 120 semester hours of academic work with a minimum cumulative grade point average of 2.75 (on a 4.0 scale).

3. Attainment of a minimum GPA of 3.0 for all courses in the major and a minimum grade of “C” (2.0) in all course work 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 an 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 & Differentiated Learning, ED 455 Special Methods and ED 495 Final Clinical Experience. In addition, the Professional Dispositions evaluation 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, a conference with the Dean of the School of Education is required. 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 denial 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 Missouri Pre-service Teacher Assessment (MoPTA). The MoPTA requires that the teacher candidate plan and teach appropriate lessons during the Final Clinical Experience. Before teaching, 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 teacher candidate will analyze student learning and then reflect upon and evaluate his/her teaching as related to student learning in order to improve teaching practice. The MoPTA is the capstone assessment in Final Clinical Experience. Successful completion and passage of the MoPTA is required for Missouri teacher certification.

7. Missouri’s Pearson Content Exam must be passed before beginning Final Clinical Experience, in order 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 Missouri’s Pearson Content Exam. Information on candidate pass rates for Missouri’s Pearson Content exam is available on the School of Education website.

8. All candidates must meet the CORE requirements (stated earlier in the catalog) along with several major related requirements in order to receive state certification. Candidates should see their education advisor for a complete listing of these courses.

The mission statement of the School of Education as well as information about the Conceptual Framework Goals/Outcomes and Missouri Teacher Standards and Quality Indicators can be found in the Education section of this catalog. Note: Most education courses can be taken at the 500 level (graduate credit) by post-baccalaureate certification students ONLY. See Graduate 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.

AC 202. Principles of Accounting II. (3) Accounting for corporations and manufacturing firms; also involves analyzing financial statements. Prerequisite: AC 201. SP.

BL 305. Legal Aspects of Business I. (3) The study of legal issues inherent to business operations such as contracts, torts and crimes; the web of legal, social, political and economic systems that business operates in locally, nationally and internationally, and the frameworks available to assist business in legal problem-solving and ethical decision-making. PRE-2015 CORE: Level II. 2015 CORE: Belief & Reason, Acquire. 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. PRE-2015 CORE: Level II. FA.

BU 340. Business Communications. (3) The exploration of how internal and external business communications can be more effective. Students develop and create written and performance communication projects that serve the needs of profit or not-for-profit business in a multi-cultural market and articulate and critically examine their creative process and the effectiveness of the communication. Prerequisites: EN 112 and CO 110. 2015 CORE: Creativity & Culture, Transform. 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.

ED 184. Introduction to Educational Technology. (1)
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. This course can only be taken at Avila University. Co-requisite: ED 185. FA, SP.

ED 185. Practicum. (3)
Pre-service experience with a TEXT mentor in a K-12 classroom. Serves as an early screening process for teacher candidates. Course requires observation/participation which must be met during regular K-12 school days. Candidates will meet on-campus, be introduced to MoPTA, program policy, and reflective writing. The Missouri Educator Profile (MEP) will be taken as part of this course. This course is an important part of admission to the School of Education. Developmental recommendations may be made as a result of this course. Practicum can only be taken at Avila University. 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 requirement. Field-based experience required. Corequisite: ED 184. FA, SP.

ED 229. Developmental and Educational Psychology. (3)
An exploration of learning and motivation theory, cognitive, moral, psychological, and physical development. Additional topics include an examination of social-emotional difficulties of children, and the influence of the 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, intellectually disabled, learning disabled, emotionally disturbed). Social, educational, and family characteristics of exceptional children are explored. Samples of the unique teaching methods, materials, and techniques of instruction are discussed. In addition, laws and regulations covering exceptional students are presented. Field-based assignment required. 2015 CORE: Social Justice & Civic Life, Transform. FA, SP.

ED 245. Tests and Measurements. (3)
A study of the role of evaluation in the instructional process, standards-based information and assessment, and basic statistical concepts and common terminology related to educational measurement. Practice in developing classroom tests, preparation of outcomes 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 and multicultural issues in education, critical questions, and other innovations. All levels of schooling are explored, including elementary, middle school, and secondary education. 2015 CORE: Global Studies. FA, SP.

ED 314. Methods and Educational Technology. (1)
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, 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. 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. Corequisite: ED 315. Prerequisite: ED 184, ED 185, successfully passing of all sections of the MoGEA (undergraduates), and official admission to the School of Education. FA, SP.

ED 315. General Methods and Differentiated Learning. (3)
This course addresses theories, and principles of pedagogy; developing and writing objectives; steps in lesson planning; selection and application of appropriate procedures, methods, and techniques; and assessments. Tasks of the MoPTA are addressed as well as exploration of learning styles, trends, and issues. Course serves as the mid-level field-based placement in the program. Course requires a forty-five hour placement in a K-12 classroom of a TEXT mentor. 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. Co-requisite: ED 314. Prerequisites: ED 184, ED 185, successfully passing of all sections of the MoGEA (undergraduates), and official
This course will offer a series of intensive classes on topics dealing with current issues, such as cooperative education. This class will utilize outside experts as instructors along with regular faculty. It will provide an opportunity for students to choose topics of particular interest and use for them. FA, SP, SU.

ED 382. Language and Literacy in the Content Areas. (3)
This course explores the development of language as the foundation for literacy. It further examines how language and literacy are interrelated, and presents multiple perspectives on the definition of “literacy,” in developing nations and the industrialized world. Cultural, social, and political factors impacting literacy acquisition will be addressed as well as the role of schools as social systems. Strategies for promoting literacy in multiple contexts will be presented. 2015 CORE: Social Justice & Civic Life, Transform. FA, SP.

ED 386. Consultation, Collaboration and Family Engagement: Middle/Secondary. (1)
Exploration of methods for communicating with parents of the middle and high school student. Involvement of the parents and family in the school community is stressed. FA.

ED 375. Reading Strategies and Interventions 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 supporting challenged readers. Field-based assignment required. Prerequisite or co-requisite: ED 314 and ED 315. FA.

ED 380. Special Topics. (1-3)
This course will offer a series of intensive classes on topics dealing with current issues, such as cooperative education. This class will utilize outside experts as instructors along with regular faculty. It will provide an opportunity for students to choose topics of particular interest and use for them. FA, SP, SU.

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 to increase knowledge and skills in dealing with emergency and first aid situations. Candidates will earn CPR and first aid certification as well as receive 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: This course 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. Implementing Vocational Business Programs. (3)
This course is designed to prepare business education and vocational teachers for administratively managing aspects of vocational, career and business training programs. It will address issues of history, funding, regulatory and legislative requirements, teaching strategies, experiential learning, program evaluation, community resources and other relevant topics. FA.

ED 383. Managing the Learning Environment. (3)
This course explores 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/her own discipline plan. Field-based assignment required. Should be taken no more than two semesters before Final Clinical Experience. 2015 CORE: Explorations of Nature, Transform. FA, SP.

ED 384. Special Methods of Teaching Content Subjects. (2)
Exploration of the specialized methods and procedures for content area teaching including unit preparation and lesson design for the MoPTA. This course meets at the K-12 school site. It includes a minimum of 20 hours of field-work in a TEXT mentor’s classroom. This course includes a video teaching assignment at the placement site. Transportation required. Prerequisite: ED 314 and ED 315. Field-based placement required. FA, SP.

ED 385. Final Clinical Experience Seminar. (2)
This seminar is devoted to providing instruction in professional writing and reflections (with Avila University supervisor and instructor) and job search documents (résumé cover letters, and thank you letters) to potential employers. Additionally, the course covers pertinent professional topics and requires the completion of the Missouri Pre-Service Teacher Assessment (MoPTA). Fee required. Corequisite: ED 495. FA, SP.

ED 386. Consultation, Collaboration and Family Engagement: Middle/Secondary. (1)
Exploration of methods for communicating with parents of the middle and high school student. Involvement of the parents and family in the school community is stressed. FA.

ED 387. Reading Strategies and Interventions 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 supporting challenged readers. Field-based assignment required. Prerequisite or co-requisite: ED 314 and ED 315. FA.

ED 388. Special Topics. (1-3)
This course will offer a series of intensive classes on topics dealing with current issues, such as cooperative education. This class will utilize outside experts as instructors along with regular faculty. It will provide an opportunity for students to choose topics of particular interest and use for them. FA, SP, SU.

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Presents an overview of health and safety issues specifically related to school settings. Candidates will experience learning activities to increase knowledge and skills in dealing with emergency and first aid situations. Candidates will earn CPR and first aid certification as well as receive 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: This course 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.

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This course is designed to prepare business education and vocational teachers for administratively managing aspects of vocational, career and business training programs. It will address issues of history, funding, regulatory and legislative requirements, teaching strategies, experiential learning, program evaluation, community resources and other relevant topics. FA.

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This course is designed to prepare business education and vocational teachers for administratively managing aspects of vocational, career and business training programs. It will address issues of history, funding, regulatory and legislative requirements, teaching strategies, experiential learning, program evaluation, community resources and other relevant topics. FA.

ED 383. Managing the Learning Environment. (3)
This course explores 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/her own discipline plan. Field-based assignment required. Should be taken no more than two semesters before Final Clinical Experience. 2015 CORE: Explorations of Nature, Transform. FA, SP.

ED 384. Special Methods of Teaching Content Subjects. (2)
Exploration of the specialized methods and procedures for content area teaching including unit preparation and lesson design for the MoPTA. This course meets at the K-12 school site. It includes a minimum of 20 hours of field-work in a TEXT mentor’s classroom. This course includes a video teaching assignment at the placement site. Transportation required. Prerequisite: ED 314 and ED 315. Field-based placement required. FA, SP.

ED 385. Final Clinical Experience Seminar. (2)
This seminar is devoted to providing instruction in professional writing and reflections (with Avila University supervisor and instructor) and job search documents (résumé cover letters, and thank you letters) to potential employers. Additionally, the course covers pertinent professional topics and requires the completion of the Missouri Pre-Service Teacher Assessment (MoPTA). Fee required. Corequisite: ED 495. FA, SP.

ED 395. Final Clinical Experience. (10)
Co-teaching in a classroom setting; supervision and guidance shared between the cooperating teacher and the university supervisor. Application must be made in advance of registration date. 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. Transportation required. Fee required. Prerequisites: admittance to the School of Education, admittance to Final Clinical Experience, and all major and minor requirements completed. Corequisite ED 494. FA, SP.

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)
Molecules That Matter is a beginning-level
course designed for students who have had little or no previous high school or college-level chemistry. It is designed for students who are not science majors, but who have an interest in learning about chemistry. It introduces students to the fundamental principles of chemistry and shows students how to apply these principles to their own lives. 3 hours lecture, 2 hours lab per week. PRE-2015 CORE: Level II. 2015 CORE: Explorations of Nature, Acquire. FA, SP.

CH 131. General Chemistry I. (4)
The principal theories of modern chemistry will be covered. The topics studied will include categories of matter, measurement and units, scientific reasoning, problem solving, atomic theory and structure, the periodic table, chemical compounds, stoichiometry and chemical equations, solutions, energy, acids and bases, and chemical bonding. 3 hours lecture, 3 hours lab per week. Corequisite: MA120 or MA 125 or MA 241. PRE-2015 CORE: Level II. 2015 CORE: Explorations of Nature, Acquire. FA, SP.

CH 137. General Chemistry II. (4)
A continuation of the principal theories of modern chemistry taught in CH 131. The topics studied will 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 321. Analytical Chemistry. (4)
Principles of chemical measurements with a focus on instrumental analysis, including spectrophotometry, mass spectrometry, and separations. Laboratory develops quantitative skills and provides experience with chemical instrumentation. This is a Communication Intensive course. 3 hours lecture, 3 hours lab per week. Prerequisite: CH 137.

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 lecture per week. Prerequisite: 216. FA, SP.

CH 343. Biochemistry Laboratory. (1)
A laboratory study of topics covered in CH 342. 3 hours laboratory per week. Prerequisite or corequisite: CH/BI 342. 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 342. SP.

CH/BI 345. Molecular Cell Biology. (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 and CH 216. SP, odd years.

CH 350. Physical Chemistry for the Biological Sciences. (4)
Introduction for students of the biological sciences to the area of physical chemistry, a calculus based approach to the use of thermodynamics, equilibria, electrochemistry, kinetics, quantum mechanics and spectroscopy as applied to the field of biochemistry. 3 hours lecture, 3 hours lab per week. Prerequisites: MA 241 and CH 137.

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: Sophomore, 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; Sophomore, Junior or Senior standing. FA, SP.

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 and Communication Intensive 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. Demonstrate the ability to communicate effectively from diverse perspectives using oral, written, visual, and technological skills. (CO 181, CO 182, CO 225, CO 391, CO 235, CO 331).

2. Demonstrate an understanding of the theory and history of media and communication research. (CO 425, CO 427, CO 436, CO 452, CO 415, CO 499)

3. Create innovative real-world communication projects that persuade, inform or entertain. (CO 427, CO 415, CO 452).

4. Demonstrate an ability to examine ethical decision-making from diverse perspectives. (CO 225, CO 360).

Assessment:
The outcomes for the Communication major are assessed through a combination of written and performance examinations, written and performance assignments, and a portfolio (Advertising/Public Relations, Sports Communication, Film & Digital Media) of completed projects. The portfolio reflects assignments completed throughout the course of the program. The portfolio is constructed in CO 499 (Senior Seminar) and reviewed by communication faculty members and professionals in the communication community. The portfolio 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 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.

Students Film and Digital Media Concentration: 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 Foundation Courses the following courses:

Six credits from CO 181, CO 182, or CO 380; all of the following courses: CO 223, CO 327, CO 425, CO 427, CO 216, CO 217; and 9 hours of Digital Media Electives from these courses: CO 337, CO 338, AR 221, AR/CO 379.

Advertising/Public Relations Concentration: Students interested in a career in public relations/advertising, in a corporate or non-profit organization, or in graduate study in communication studies or business, are required to complete in addition to the above Foundation courses the following courses: CO 213, CO 216, CO 235, CO 317, CO 319, and 3 hours of CO 385/485, CO 331, CO 435, CO 415, CO 452, and 3 additional hours of communication electives. AR 221 and AR 322 may be used as communication electives. No more than 3 hours of CO 380 may count toward the 3 hours.

Sports Communication Concentration: Students interested in a career in sports marketing, promotion, advertising, event planning or sports broadcasting are required to complete in addition to the above Foundation courses the following courses:

CO 125, CO 215, CO 223, CO 235, CO 327, CO 331, PY/KN 393, CO 436, CO 486; and 3 courses from the following: CO 216, CO 317, CO 319, CO 338, CO 415, CO 425, CO 427.


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, CO 380 DVD Authoring.

COMMUNICATION COURSES (CO)

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. This is a foundations course. PRE-2015 CORE: Level 1. FA, SP, SU.

CO 125. Convergence Journalism and Media. (3)
Students will study the techniques of modern journalism, including content creation, reporting and story development with practice in writing photography, videography, and producing for print, broadcast, mobile, interactive and social media. This is a Communication Intensive course. Prerequisite: EN 111 or 112. FA, SP.

CO 181. Survey of Film I. (3)
This introductory course in film history surveys national and international film industries from the silent era to the peak of the Hollywood studio system. We will examine film as an art form, an industry,
and a means of expression/reaction to the world around us. This course explores significant filmmakers, film movements, genres and cultures, as well as how films work technically and aesthetically. 2015 CORE: Creativity & Culture, Acquire.  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. Prerequisite: CO 110. PRE-2015 CORE: Level II. 2015 CORE: Social Justice & Civic Life, Transform. FA.

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. 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. This is a Communication Intensive course. Prerequisites: CO 327. FA.

CO 216. Corporate Script Writing. (3)
Techniques of writing promotional and commercial 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 223. Principles of Shooting and Lighting. (3)
An introduction to the theories of composition and lighting for film and digital video. Hands-on experience in shooting and lighting techniques. FA.

CO/ 225. Mass Media and Society. (3)
The printing press contributed to the spread of knowledge, and eventually—through books, newspapers, magazines, film, sound recordings, radio, television, and the internet—gave voice to cultural beliefs. The class examines the influence mass media has on the process of belief formation by identifying and quantifying the “gatekeepers,” and the role of mass media in shaping societal issues. The emphasis will be on the critical evaluation of media effects on society, which includes an overview of each medium of communication, and the economic and technological developments within. The course provides students with the tools that will enable them to learn about and communicate an understanding of rational and the belief formation processes involving mediated communication. PRE-2015 CORE: Level II. 2015 CORE: Belief & Reason, Acquire. 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 FA.

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. 2015 CORE: Belief & Reason, Contribute.

CO 317. Promotional Writing. (3)
Strategies in promotional writing, including news releases and advertising copy. Prerequisite: CO 331. FA, even years.

CO 319. Digital Advertising Campaigns. (3)
This course provides practice in crafting persuasive messaging for advertising, public service announcements, sports marketing, product launches, brand story pitches using the full array of digital and social media engagement tools. The course will also examine the relationship between journalism and advertising. Students will produce advertorials, branded content, web-based content, ambient ads, stealth advertising, social media campaigns, and product placements. Prerequisite: CO 125, CO/AR 271 FA.

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. 2015 CORE: Belief & Reason, Contribute.

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. FA.

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.

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: CO/AR 271. 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. Gendered Media. (3)
A critical/cultural approach will provide a framework for understanding how gender, class, race, age and ethnicity influence the production, construction, and consumption of the media. The emphasis is on understanding gendered media from a global perspective, and empowering media consumers through both critical analysis and active creative production. 2015 CORE: Creativity & Culture, Transform, Global Studies.

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 put their learning to work during the semester by developing a branding plan for a company or organization. Students learn to manage a budget, create a coherent mix of communications tactics, and work within a team environment. Prerequisite: CO 235. 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 Advanced Production Project. (3)
Synthesis of techniques in shooting, editing, scriptwriting, and digital media effects in advanced production projects. Requires a final project in film or digital media for resume reel. Prerequisite: CO 425. SP.

CO 435. Advertising/Public Relations Practicum. (3)
Students work on advertising, public relations, and special events to gain real world experience. Prerequisites: Instructor approval. FA, SP.

CO 436. Sports Promotion Practicum. (3)
Students work on advertising, public relations, promotional videos, and/or special events to gain real world experience within the sports media industry. Prerequisites: CO 311. FA, SP.

CO 452. 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 and 317. SP.

CO 485. Talon Media Practicum. (3)
Participatory experience in journalism through the campus newspaper. Publication required. Prerequisites: CO 125. 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
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hours of credit. May be repeated for credit, not to exceed course maximum credit of 6 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 and Communication Intensive 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, 349, 499; and both (165 and 313) or both (166 and 314), all with a grade of “C” or better.
5. Complete (MA 125 or (MA 120 and MA 121) or MA 241) and MA 230 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 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 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, CS 499).
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. Credit cannot be granted for both CS 110 and CS 111 for degree. FA, SP.

CS 111. Ethics in Technology. (3)
An in-depth look at the ethical issues pertaining to technology. These issues will involve how laws have been modified as technology advances, why these modifications are needed and what impact ethical issues in technology have on our everyday lives. Discussions will involve what is the meaning of ethics, what students believe is ethical, why they believe the way they do and how they came to those ethical conclusions. The course will also cover application software such as word processing, spreadsheets and presentation, e-mail and internet, utilization of computers to problem-solve and to access current information
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 or equivalent. 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)
Covers object-oriented program design concepts and fundamentals of the C# programming language. Students will do considerable program design, implementation, testing, and debugging, and will learn to use the Microsoft Visual Studio integrated development environment. Prerequisite: CS 120. SP.

CS 166. Object Oriented Programming in Java. (3)
Covers object-oriented program design concepts and fundamentals of the Java programming language. Students will do considerable program design, implementation, testing, and debugging, and will learn to use the integrated development environment typically used for Java programming (e.g. Eclipse). 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 eye-catching and functional. Information will also be provided on implementation of the page on the World Wide Web. SP, odd years.

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)
Considers career opportunities available to computer scientists and software engineers. Students will research the various opportunities and will interview and observe computer professionals. Students will discuss and report on what they learn about the skills, attitudes, and knowledge areas that contribute to success of computer professionals. 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, incremental, and agile 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. Corequisite: MA 120 or MA 125 or MA 241. 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 and MA 091 or higher. 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 models. 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 222. 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: CS 222. FA, odd years.

CS 345. Computer Organization & Architecture. (3)
Studies the principles used in designing 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 230, 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. The course considers how to break the software system lifecycle into phases and the activities and products of each phase (especially those dealing with analysis and design). 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 165 or CS 166. 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 400. 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 and Communication Intensive 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).
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 (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 HC/NU 456.
5. The major specifically requires that the following core courses be included within each candidate’s curriculum: EN 112 and PY 101.
7. Completion of the following Corporate Communication major courses:
   - 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 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 put their learning to work during the semester by developing a branding plan for a company or organization. Students learn to manage a budget, create a coherent mix of communications tactics, and work within a team environment.

Criminology and Justice Studies (CR)

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 (CR)

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, 322, 350, 351, 397 and 495; CR/SO 260, 366; and CR 360. In addition, all students majoring in criminology and justice studies must take either CR 262 or CR 362 and 12 credit hours of upper division (301 or above) criminology courses. Additionally, students must complete a minimum of 6 credit-hours of the same college-level foreign language.

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, 322, 350, 351, 397, 495; CR 360).
• Demonstrate knowledge of the various institutions of social control, both within the United States and throughout the world. (SO 322; CR 360, 362; CR 262; CR/SO 260, 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 and justice studies major and minor are assessed through a wide variety of quizzes, written assignments, and oral presentations in the required courses. SO 495 provides a capstone experience to the major and provides an overall assessment of each of the outcomes.

*See SOCIOLOGY (SO) section for course descriptions.

MINOR: 18 hours, including SO 101, CR/SO 260, CR 262 and 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.

CR/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.

CR 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.

CR 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.

CR 362. Corrections. (3)
Study of correctional institutions as well as community-based corrections including probation, parole, and intermediate sanctions. SP, alternate years.

CR/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.

CR/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.

CR 369. Topics in Criminology and Justice Studies. (1-12)
Seminars on topics of current interest. CR/SO 260 or CR/SO 360. FA or SP.

CR 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: CR/SO 260 or CR/SO 360. FA or SP, alternate years.

CR 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: CR 262. FA or SP, alternate years.
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 360 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 311 Jazz Technique II (2)
DA 112 Modern Dance Technique I (2)
DA 312 Modern Dance Technique II (2)
DA 114 Ballet (2)
DA 314 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 311. Jazz Technique II. (2)
Advanced study of jazz dance with emphasis on technique, flexibility, balance, control, and retaining long combinations in a variety of jazz styles.

DA 312. Modern Dance Technique II. (2)
Continued study of modern dance at an advanced level. Emphasis on release techniques, rhythmic precision, and spatial principles through extended combinations and movement improvisations.

DA 314. 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 360. 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. PRE-2015 CORE: Level II.
EC 202. Principles of Microeconomics. (3)

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. 2015 CORE: Social Justice & Civic Life. Acquire. 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, and 240.

EC 311. Intermediate Macroeconomics. (3)
Expansion of principles of macroeconomic concepts, theories, and models. Prerequisite: EC 202 and 203.

EC 312. Intermediate Microeconomics. (3)
Expansion of principles of microeconomic concepts, theories, and models. Prerequisites: EC 202, 203, and 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 and 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 and 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)

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.

The School of Education is accredited by the Missouri Department of Elementary and Secondary Education.

Mission Statement for the School of Education
The School of Education at Avila University is committed to educating innovative, adaptable, and involved professionals who will provide service to a diverse and ever-changing population. Through value based learning and authentic experiences, our graduates will be qualified, ethical, and responsible contributors to the greater society.

Conceptual Framework for the School of Education
In addition to the general degree requirements stated earlier in this university catalog, education majors and minors must meet the following ten program goals/outcomes identified in the Conceptual Framework. These goals/outcomes are aligned with the Missouri Teacher Standards and Quality Indicators. These goals/outcomes are designed to produce excellent teachers who meet the university and School of Education missions. A full text copy of the School of Education Conceptual Framework, including goals/outcomes assessment information, is available in the School of Education office and on the School of Education web-site.

Conceptual Framework Goals/Outcomes
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.

Alignment matrices showing the relationship between Conceptual Framework Goals/Outcomes and Missouri Teacher Standards and Quality Indicators are available in the School of Education office. Alignment matrices showing the relationship between course key assessments and Conceptual Framework goals/outcomes and Missouri Standards and Quality Indicators are also available in the School of Education office. Individual course syllabi show the ways the courses address and evaluate University Wide Outcomes, Conceptual Framework goals/outcomes, Missouri Teacher Standards and Quality Indicators, and InTASC standards.

Assessment of Outcome Measures for Education Programs
Conceptual Framework goals/outcomes and Missouri Teacher Standards and Quality Indicators are assessed through:

1. Performance on the MoGEA examination
2. Admission to the School of Education process
3. Performance on course assignments and key assessments as indicated on course syllabi
4. Admission to Final Clinical Experience process
5. Final Clinical Experience course assessments
6. Performance on the MoPTE, and
7. Performance on Missouri’s Pearson Content examination

Initial Level Teacher Education Preparation Programs at Avila University and Approved by the State of Missouri are:
- Elementary Education 1-6
- K-12 Education
  - Special Education: Mild/Moderate Cross Categorical
  - Art Education
- Middle School Education 5-9
Concentrations:
  - Language Arts
  - Mathematics
  - Science
  - Social Studies
- Secondary Education 9-12
  - Biology Education
  - Business Education
  - English Education
  - Social Studies Education
  - Speech/Theatre Education

Most teacher education candidates apply for Kansas teacher certification along with Missouri teacher certification.

A. Criteria for Admission to the School for the Education

1. Admission to Avila University.
2. Attainment of Missouri’s basic education competency requirement which is achieved by earning a passing score on each subtest of the Missouri General Education Assessment (MoGEA) Examination. The MoGEA can be attempted a total of three times as per Avila’s School of Education policy. All sections of the MoGEA must be taken and passed within a two year period or the MoGEA 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) semester 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 an 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: Rhetorical Discourse (fka Composition I), Rhetorical Argument (fka Composition II), Communication, College Algebra or Calculus.
8. Favorable recommendations for performance of activities in 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 field-based mentors, the practicum supervisor, an Avila faculty member in a school/college outside of education, and School of 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 with the Dean of the School of Education to determine an alternate course of action.

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 & Differentiated Learning, in either ED 386 (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 evaluation 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, a conference with the Dean of the School of Education is required. 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, or removal from the teacher education program. For more information on Professional Dispositions, consult the School of Education Teacher Candidate Handbook.

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 of a felony or has otherwise committed offenses inappropriate for a teacher.

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 School of Education’s computer competency requirement will be met by ED 184 Introduction to Educational Technology and ED 314 Methods and Educational Technology.

1. Completion of all general degree requirements as stated earlier in this catalog.
2. Completion of at least 120 semester hours of academic work with a minimum cumulative grade point average of 2.75 (on a 4.0 scale).
3. Attainment of 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 be repeated one time only to improve the grade earned. A candidate is limited to a maximum of three course repeats for an 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 & Differentiated Learning, either ED 386 (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 evaluation 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, a conference with the Dean of the School of Education is required. 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, 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 Missouri Pre-Service Teacher Assessment (MoPTA). The MoPTA requires that the teacher candidate plan and teach appropriate lessons during the Final Clinical Experience. Before teaching, 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 teacher candidate will analyze student learning and then reflect upon and evaluate his/her teaching as related to student learning in order to improve teaching practice. The MoPTA is the capstone assessment in Final Clinical Experience. Successful completion
and passage of the MoPTA is required for Missouri teacher certification.

7. Missouri’s Pearson Content Exam must be passed before beginning Final Clinical Experience, in order 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 Missouri Pearson Content Exam. Information on candidate pass rates for Missouri’s Pearson Content Exams is available on the School of Education website.

8. All candidates must meet the CORE requirements (stated earlier in the catalog) along with several major related requirements in order to receive state certification. Candidates should see their education advisor for a complete listing of these courses.

Completion of the following education courses for the specific majors or minor is required in addition to the general degree requirements.

1. Elementary: ED 184, 185, 206, 229, 230, 235, 245, 287, 314, 315, 322, 337, 340, 341, 343, 365, 370, 381, 386, 419, 494, and 495. MA 305, MA 306. ED 380 Test Prep for Teacher Candidates is strongly recommended. 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.

Language Arts

Mathematics
MA 115, MA 120, MA 121, MA 155, MA 230, MA 241, MA 305, and MA 330.

Science
BI 111, BI 112, BI 115, one of: NS 221 or NS 231, one of: CH 115 or CH 131, and one of PH 117 or PH 231.

Social Studies
EC 195, GG 101, one of: HI 201 or HI 202, one of: HI 203 or HI 204, one upper-division (300-level or above) history course, HI 399, HI 451 and PS 120.

2. Special Education: Mild/Moderate Cross Categorical: ED 184, 185, 206, 229, 230, 235, 245, 287, 314, 315, 322, 337, 340, 341, 343, 365, 370, 381, 386, 419, 494, and 495 twice. MA 305, 306. ED 380 Test Prep for Teacher Candidates is strongly recommended. Teacher candidates in the special education major must complete both elementary education and special education coursework. Therefore, their programs exceed 60 hours in the major. (No Minor is offered).

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 area. Avila University offers four different content concentrations: Language Arts, Mathematics, Science, and Social Studies. The middle school major candidate must complete a minimum of one twenty-four hour concentration. (No Minor offered.)

For the middle school major, the following education courses are required: ED 184, 185, 229, 235, 245, 287, 314, 315, 322, 366, 375, 381, 419, 454, 455, 494, and 495. ED 380 Test Prep for Teacher Candidates is strongly recommended. 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.

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/WS 275, EN 451, or EN 453.

Mathematics
MA 115, MA 120, MA 121, MA 155, MA 230, MA 241, MA 305, and MA 330.

Science
BI 111, BI 112, BI 115, one of: NS 221 or NS 231, one of: CH 115 or CH 131, and one of PH 117 or PH 231.

Social Studies
EC 195, GG 101, one of: HI 201 or HI 202, one of: HI 203 or HI 204, one upper-division (300-level or above) history course, HI 399, HI 451 and PS 120.

4. Secondary Education:
Candidates planning to teach high school business, a major in Business Education is offered. (See Business Education.) For all other content areas 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, Social Studies, and Speech/Theater. For the Education Minor, the following courses are required: ED 184, 185, 229, 235, 245, 287, 314, 315, 322, 366, 375, 381, 419, 454, 494 and 495. ED 380 Test Prep for Teacher Candidates is strongly recommended.

C. Criteria for Completion of the Bachelor of Science degree in Educational Studies.

Candidates completing a major in Educational Studies must:
1. Completion of all general degree requirements as stated earlier in this catalog.
2. Completion of at least 120 semester hours of academic work with minimum cumulative grade point average of 2.75 (on a 4.0 scale).
3. Attainment of 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 be repeated one time only to improve the grade earned. A candidate is limited to a maximum of three course repeats for an entire program.
4. Completion of most coursework for the elementary education, special education, or middle school education program. Passing the appropriate Missouri’s Pearson Content exam may be achieved but is not required. The candidate will not be required to complete Final Clinical Experience Seminar or Final Clinical Experience.
5. Completion of approved elective hours if needed to attain a minimum of 120 credits for graduation.
6. Completion of the capstone course for the Educational Studies degree, Options in Modern Education (ED 498).
7. Candidates who complete the Educational Studies degree are not eligible for recommendation for state 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.
International Advocacy

The candidate for the Bachelor of Arts in International Advocacy offered through the School of Education must complete all the University general degree requirements.

International Advocacy is a practical, engaging program designed to prepare aspiring professionals for careers teaching and advocating holistically for children and youth in and beyond educational settings. The program will prepare learners to support the physical, emotional, social, and cognitive needs of children and youth across cultural contexts. Learners will develop deep understanding of the intersection between education, child development, world cultures, and social justice. Learners will become trained educators, advocates and leaders who positively impact the lives of children and youth in their local communities and around the world.

Student Learning Outcomes

In addition to the general degree requirements stated earlier in this catalog, International Advocacy majors must meet the Conceptual Framework Goals of the Avila University School of Education and the learning outcomes for the major. These goals/outcomes are aligned with the NAFSA Association of International Educators Knowledge, Skills, and Dispositions for Globally Competent Educators. The full text of the NAFSA knowledge, skills, and dispositions can be found on the School of Education website at http://www.avila.edu/education/.

The learning outcomes for the International Advocacy major are as follows:

1. Professional Communication
   Learners will demonstrate an ability to communicate and interact effectively across cultures, including strong competencies in oral, written, nonverbal, group processing and technological communication skills.

2. Critical Thinking & Decision Making
   Learners will exhibit higher level thinking skills, including critical and reflective thinking, evaluative reasoning and problem solving, in multiple venues.

3. Professionalism
   Learners will demonstrate professional knowledge of education policy and issues which impact educational access and child development. Learners will demonstrate ethical professional behaviors that foster positive human relationships and demonstrate respect for various forms of diversity across cultural contexts.

4. Child and Youth Development
   Learners will demonstrate knowledge of child development and human behavior to better advocate and support the physical, emotional, social, and cognitive needs of children in and beyond educational settings. Learners will understand differences in cultural, political, social and economic systems and their impact on educational and child development.

5. Leadership, Service, and Advocacy
   Learners will demonstrate a commitment to lead, serve, and advocate in an ethical and ardent manner. Learners will apply knowledge gained in various institutions, organizations, and agencies to generate approaches and avenues for educational development and advocacy on behalf of children and youth.

6. Implementing and Managing Instruction
   Learners will demonstrate appropriate uses of research-based strategies and technologies to deliver effective lessons in formal and non-formal education and advocacy settings. Learners will demonstrate appropriate use of assessments for measuring and promoting learning and development.

7. International Education and Child Development
   Learners will exhibit a deep understanding of the intersection between education, social systems, world cultures, and child development in order to become effective advocates for children and youth.

Assessment of Learning Outcomes

The Conceptual Framework goals, NAFSA Knowledge, Skills, and Dispositions, and the program outcomes are assessed through:

- Performance on class assignments and key assessments as indicated on course syllabi.
- International Education and Advocacy Field Experience I and II performance evaluations.
- Completion of the Cultural Intelligence Scale administrations at pre-test and post-test as incorporated in designated course syllabi.

International Advocacy Major Requirements

Students completing a degree in International Education and Advocacy must:

1. Complete all general university degree requirements as stated earlier in this catalog.
2. Complete at least 128 semester hours of academic work with a minimum grade point average of 2.00. This may include completion of approved elective hours.
3. Achieve a grade of “B” (3.0) in ED 333 and ED 433.
4. Achieve 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. Due to the nature of this degree field courses are required in Education and various other academic disciplines.
   • Required courses outside of Education include: GG 101, AN/SO 122, PL 255.
   • Required courses with the School of Education include: ED 229, 234, 235, 287, 301, 311, 322, 333, 380 (3 hour minimum), 430, and 433.
EDUCATION COURSES (ED).

Note: Many education courses can be taken at the 500 level (for 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. (1)
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. Corequisite: ED 185. FA, SP.

ED 185. Practicum. (3)
Pre-service experience with a TEXT mentor in a K-12 classroom. Serves as an early screening process for teacher candidates. Course requires observation/participation which must be met during regular K-12 school days. Candidates will meet on-campus, be introduced to MoPTA, program policy, and reflective writing. The Missouri Educator Profile (MEP) will be taken as part of this course. This course is an important part of admission to the School of Education. Developmental recommendations may be made as a result of this course. Practicum can only be taken at Avila University. 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 requirement. Field-based placement required. Corequisite: ED 184. FA, SP.

ED 206. Creative Activities & Physical Movement. (3)
The course gives the preparing 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 exploration of learning and motivation theory, cognitive, moral, psychological, and physical development. Additional topics include an examination of social-emotional difficulties of children, and the influence of the classroom environment on learning. FA, SP.

ED 230. Children’s Literature. (3)
Extensive reading of children’s literature; criteria for selection and evaluation of 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 reader-response strategies supporting student learning are also a focus. This is a Communication Intensive course. Field-based assignment required. SP.

ED 234. Social Marginalization in Education. (3)
This course will examine poverty and social marginalization in a global context with an emphasis on poverty and gender’s relationship to education and child development. An analysis of social marginalization dynamics will include a deeper look at issues impacting educational access. Strategies for expanding educational access to support cognitive and socio-emotional development for high risk populations will be addressed. SP.

ED/PY 235. Psychology of the Exceptional Child. (3)
This course is designed to provide an introduction to the various areas of exceptionality (gifted, intellectually disabled, learning disabled, emotionally disturbed). Social, educational, and family characteristics of exceptional children are explored. Samples of the unique teaching methods, materials, and techniques of instruction are discussed. In addition, laws and regulations covering exceptional students are presented. Field-based assignment required. 2015 CORE: Social Justice & Civic Life, Transform. FA, SP.

ED 245. Tests and Measurements. (3)
A study of the role of evaluation in the instructional process, standards-based information and assessment, and basic statistical concepts and common terminology related to educational measurement. Practice in developing classroom tests, preparation of outcomes 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 and multicultural issues in education, critical questions, and other innovations. All levels of schooling are explored including elementary, middle school, and secondary education. 2015 CORE: Global Studies. FA, SP.
ED 301. Comparative Structures & Functions of Education. (3)
This course will compare current educational practices, methodologies, systems, and functions across countries, nations, and cultures. It will examine the historical practices and traditions that have shaped education in a variety of cultures and settings. Commonalities in systems as well as features that make education unique around the world will be identified and examined. FA.

ED 311. International Teaching Skills, Methods, and Assessments. (3)
This course will explore developmentally appropriate teaching strategies, methods, and assessments that can be embedded into existing curricula or used to create new curricula to facilitate affective, social, and cognitive aspects of education. Factors such as perspectives, filters, cultural contexts, language, customs, and other forms of diversity will be studied. SP.

ED 314. Methods and Educational Technology. (1)
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, 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. 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. Corequisite: ED 315. Prerequisite: ED 184, ED 185, successfully passing of all sections of the MoGEA (undergraduates) and official admission to the School of Education. FA, SP.

ED 315. General Methods and Differentiated Learning. (3)
This course addresses theories, and principles of pedagogy; developing and writing objectives; steps in lesson planning; selection and application of appropriate procedures, methods, and techniques; and assessments. Tasks of the MoPTA are addressed as well as exploration of learning styles, trends, and issues. Course serves as the mid-level field-based placement in the program. Course requires a 45 hour placement in a K-12 classroom of a TEXT mentor. 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 not accepted. Transportation required. Fee required. Field-based placement required. Corequisite: ED 314. Prerequisites: ED 184, ED 185, successfully passing of all sections of the MoGEA (undergraduates) and official admission to the School of Education. 2015 CORE: Social Justice & Civic Life, Transform, Global Studies. FA, SP.

ED 322. Language and Literacy in the Global Context. (3)
This course explores the development of language as the foundation for literacy. It further examines how language and literacy are interrelated, and presents multiple perspectives on the definition of “literacy,” in developing nations and the industrialized world. Cultural, social, and political factors impacting literacy acquisition will be addressed as well as the role of schools as social systems. Strategies for promoting literacy in multiple contexts will be presented. 2015 CORE: Social Justice & Civic Life, Transform, Global Studies. FA, SP.

ED 333. International Education & Advocacy Field Experience I. (3)
This course serves as an initial field experience to introduce students to various educational and advocacy opportunities in the community. Students are mentored by experienced educators and advocates who model best practices. Students are supervised by university supervisors throughout the experience. Students participate in extended work in a school or community program which serves the needs of children, youth, and families. Students will gain awareness of existing opportunities for service and advocacy within the local community. FA, SP.

ED 337. Elementary Social Studies Methods. (3)
Exploration of instructional models based on concept formation, inquiry and diversity. Theories, methods and principles of pedagogy are discussed in general and applied specifically to the teaching of social studies in elementary classrooms. Candidates are required to teach economics lessons at an elementary site through the Junior Achievement program. Transportation is required. Field-based assignment required. Prerequisite or corequisite: ED 314 and 315. FA.

ED 340. Elementary Science Methods. (2)
Exploration of methods for planning and teaching units of study in science. Experiments, cooperative group work and alternative ways of presenting material in science. Prerequisite or corequisite: ED 314 and ED 315. SP.

ED 341. Foundations of Literacy and Language Development. (3)
This course will examine a balanced literacy program and how to facilitate it. Theories and objectives for teaching literacy in the elementary school will be studied. Strategies for teaching word recognition, vocabulary, comprehension, and critical thinking will be explored. Field-based assignment required. Prerequisite or corequisite: ED 314 and ED 315. 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. Field-based assignment required. Prerequisites or corequisites: ED 314 and ED 315. FA.
ED 353. Analysis and Characteristics: Cross Categorical. (4)
In-depth study 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 assignment 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. Response to intervention (RTI) and methods for adapting curricular materials will be addressed. Field-based placement required. Prerequisite: ED 235. Pre or Corequisite: ED 314, ED 315 and ED 353. 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. Field-based assignment required. Prerequisite: ED 235. Pre or corequisite: ED 343. 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 general education classrooms. Candidates will administer, score and interpret several of the currently used assessment instruments, in addition to data collection utilized in the RTI model. Fee required. Field-based assignment required. Prerequisite: ED 235. SP, odd years.

ED 364. Consultation, Collaboration and Family Engagement: Special Education. (1)
Exploration of methods to be used in a conferencing situation with an emphasis on working with parents in the development of an I.E.P. Interpreting progress, discussions of various assessments including state requirements. Emphasis on developing relationships with parents and families of exceptional children to increase student learning. SP, odd years.

ED 365. Consultation, Collaboration and Family Engagement: Elementary. (1)
Exploration of methods to be used in a conferencing situation; emphasis on developing a partnership with the parents and families of children to increase student learning. SP.

ED 366. Consultation, Collaboration and Family Engagement: Middle/Secondary. (1)
Exploration of methods for communicating with parents of the middle and high school student. Involvement of the parents and family in the school community is stressed. FA.

ED 367. Transition/Career Education. (2)
Exploration of methods for helping children with exceptionalities successfully make the transition from school to employment with emphasis on appropriate transition goals and objectives. Legal and ethical considerations are explored. Prerequisite: ED 235. FA, even years.

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. Co-requisite: ED 386. Prerequisite: ED 314, ED 315, and ED 341. FA, SP.

ED 375. Reading Strategies and Intervention 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 supporting challenged readers. Field-based assignment required. Prerequisite: ED 314 and ED 315. FA, odd years, SP.

ED/EN 377. Adolescent Literature. (3)
Study of adolescent literature, how to analyze and engage students, ways to incorporate literature and promote reader-response in middle school and secondary classrooms. Primarily for middle school and secondary English education candidates, but open to all education students. Prerequisite: one lower level literature course. FA, even years.

ED 380. Special Topics. (1-3)
This course will offer a series of intensive classes on topics dealing with current issues, such as cooperative education. This course will utilize outside experts as instructors along with regular faculty. It will provide an opportunity for students to choose topics of particular interest and use for them. FA, SP, SU.

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 to increase knowledge and skills in dealing with emergency and first aid situations. Candidates will earn CPR and first aid certification as well as receive 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: This course 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. Implementing Business Education Programs. (3)
This course is designed to prepare business education and vocational teachers for administratively managing aspects of vocational, career and business training programs. It will address issues of history, funding, regulatory and legislative requirements, teaching strategies, experiential learning, program evaluation, community resources and other relevant topics. FA.
ED 386. Reading Practicum. (2)
Reading practicum is delivered 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. Field-based placement required. Corequisite: ED 370. Prerequisite: ED 314, ED 315, and ED 341. FA, SP.

ED 390. Directed Study. (1-3)
Opportunity for the candidate to study a topic of interest in depth. Consent of instructor, advisor and School of Education Dean required. FA, SP.

ED 419. Managing the Learning Environment. (3)
This course explores theories, techniques and current research concerning behavior management and discipline in classrooms and related settings. The emphasis is on a proactive, integrated methods of discipline. By the end of the course, each candidate will have produced his/her own discipline plan. Field-based assignment required. Should be taken no more than two semesters before Final Clinical Experience. 2015 Core: Explorations of Nature, Transform. FA, SP.

ED 430. School & Community Connections. (3)
This course introduces theory, strategy and practices for making school and community connections in local, national and international contexts. It addresses community and advocacy involvement in schools, school disaster preparedness, violence prevention, and rebuilding of schools, educational programs and related community services when disasters occur. The course introduces students to histories and authorities of emergency management. It introduces national and international case studies as a means of exploring connections. Past successes and principles of promoting connections are applied to current situations. FA.

ED 433. International Education & Advocacy Field Experience II. (3)
This course is a structured civic engagement experience which requires participation in a program that serves the educational and developmental needs of children, youth, and/or families. Students will apply knowledge gained from coursework and prior field experiences to contribute to a child, youth or family serving agency or community organization. Students are highly encouraged to explore and gain experience internationally; international, national, or local sites may be considered with pre-approval by the advisor and instructor. This field experience may be coupled with semester length study abroad opportunities. Prerequisite: ED 333, advisor and instructor permission. FA, SP.

ED 445. Special Methods of Teaching Content Subjects. (2)
Exploration of the specialized methods and procedures for content area teaching including unit preparation and lesson design for the MoPTA. This course meets at the K-12 school sites. It includes a minimum of 20 hours of field-work in a TEXT mentor’s classroom. This course includes a video teaching assignment at the placement site. Transportation required. Field-based placement required. Prerequisite: ED 314 and ED 315. FA, SP.

ED 494. Final Clinical Experience Seminar. (2)
Final Clinical Experience Seminar is a companion course to Final Clinical Experience. Seminar is a Communication Intensive course which requires professional writing and reflections (with Avila University supervisor and instructor) and job search documents (resume cover letters, and thank you letters) to potential employers. Additionally, the course covers pertinent professional topics and requires the completion of the Missouri Pre-Service Teacher Assessment (MoPTA). Fee required. Corequisite: ED 495. FA, SP.

ED 498. Options in Modern Education. (3)
This course is intended to provide opportunities for students to explore non-traditional career options in the field of education by engaging with professionals outside of traditional classrooms. Students will interview, shadow, research, read about, and investigate options. They will prepare employment seeking materials to help them move forward in advancing their career objectives. This is the Capstone and a Communication Intensive course for the Bachelor of Science in Educational Studies. Approval of 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. Compose in a variety of critical and creative styles and genres. (EN 213, EN 443)

2. Recognize diverse perspectives and values, including those shaped by race, class, and gender. (EN 361, EN 456)

3. Demonstrate knowledge of various critical approaches, and design and apply a critical approach to specific texts. (EN 449, EN 499)

4. Develop skills in academic research and scholarly composition. (EN 279, EN 499)

5. Demonstrate an understanding of major creative and intellectual influences and trends in literature. (EN 451, EN 452, EN 453, EN 454)

6. Develop awareness of rhetorical approaches and apply knowledge to real world contexts. (EN 350, EN 455)

Assessment:
Faculty assess students in individual courses through writing assignments, projects, presentations, and exams. Course work prepares students for Senior Seminar (EN 499). During this capstone course, students develop an extended research project, which culminates in a substantial scholarly essay and rhetorically adept presentation 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 EN 112 (or its equivalent) and three hours of core literature with a grade of ‘C’ or better before completing the following Major requirement of 36 hours:

**English Major (36 Credit Hours)**

**Major Requirements (15 Credit Hours)**
EN 213 Advanced Composition
EN 279 Research Methods and Technology
EN 350 Rhetorical Theory
EN 449 Introduction to Literary Criticism
EN 499 Senior Seminar

**Literature Emphasis (21 Credit Hours)**
Six Hours of American Literature
Six Hours of World Literature
Six Hours of Literature Electives

**Writing and Rhetoric Emphasis (21 Credit Hours)**
Twelve Hours of Writing or Rhetoric
Three Hours of Creative Writing Electives

**English Minor:**
The English Minor offers students in fields other than English the opportunity to pursue their interest in writing, critical thinking, and analysis. Students who take the minor will develop skills which will enhance and broaden their career possibilities. By providing course work in composition, creative writing, literary analysis, and rhetoric, the minor encourages students to shape a curriculum that develops their talents and helps them achieve their career goals.

Candidates for the English Minor must complete 18 hours after their Foundations writing requirement has been successfully completed. English minors must receive a grade of “C” or higher in all courses taken in the minor.

**Nine hours 200 level or above**
Nine hours 300 level or above

**English Education:**
Students wishing to become high school English teachers must major in English and minor in secondary education. A program approved by the State of Missouri is offered. Kansas certification requirements may be completed concurrently. English teachers who wish to become high school English teachers must see both an English advisor and an education advisor to ensure that all requirements are met. A middle school major with a concentration in language arts is also offered. See the education section of the catalog for more information.

**ENGLISH COURSES (EN).**

EN 095. Writing Strategies. (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: Rhetorical Discourse. (3)**
Extensive practice in expository writing with emphasis on organization and methods of paragraph and essay development. Introduction to research writing. Practice in correct grammar and usage, punctuation, and spelling stressed as necessary for clear, effective written communication. This is a foundations course. Prerequisite: EN 095 with a grade of “C” or better or placement. PRE-2015 CORE: Level I. FA, SP.

EN 213. Advanced Composition. (3)
This course is designed to expand student understanding and repertoire of stylistic moves and to enable them to write finely crafted, rhetorically sensitive prose. The course also introduces students to modern language theories, which posit that language is inherently ideological. Student will analyze the role of style in persuasion and try to strategically employ elements of style in their own arguments. Prerequisite:
EN 112. 2015 CORE: Creativity & Culture, Transform. FA, odd years.

EN 231. Poetry Writing. (3)
In this course, students will write their own poetry while being introduced to a number of respected and well-known poets. Students will write a group of poems that will have been critiqued and edited in class. At the conclusion of the course, students will have learned the many elements and terminology of Poetry. Prerequisite: EN 111. 2015 CORE: Creativity & Culture, Transform. SP, even years.

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. FA, even years.

EN/TR 235. Playwriting. (3)
Basic techniques of writing for the stage. Prerequisite: EN 111. SP, odd years.

EN 271. African-American Literature. (3)
This course will expose students to African American authors from the 19th Century to the 21st Century. The various notable authors range from Frederick Douglass to Toni Morrison. In this course, students will be introduced to many significant authors’ issues and their craft. By the end of the course, students will have an understanding of what it means and has meant to be an African American author writing in a society that has historically been hostile to them. Prerequisite: EN 111. PRE-2015 CORE: Level II. 2015 CORE: Social Justice & Civic Life, Acquire, Transform. FA, SP.

EN/WS 275. Gender and Literature. (3)
This course explores the expression of gender as it appears in selected literature from the 19th Century to the 21st Century. In this class, we will explore Western heteronormative masculinity and femininity as well as alternative gender expression. Among the secondary focuses evaluated in this course are issues of power, authority, social representation, and social change as they relate to gender issues. Prerequisite: EN 111. PRE-2015 CORE: Level II. 2015 CORE: Social Justice & Civic Life, Transform. FA, SP.

EN 278. Global Literary Perspectives. (3)
Through the lens of literature, this course explores the flows of people and their culture and labor across borders. Each text is examined in terms of its artistic and political dimensions with a focus on identity, gender politics, and historical revision. Rather than discrete 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, examining ways in which people remember, re-imagine and reshape their sense of self and community. Prerequisite: EN 111. PRE-2015 CORE: Level II. 2015 CORE: Social Justice & Civic Life, Acquire, Global Studies. FA, SP.

EN 279. Research Methods and Technology. (3)
An in-depth study of the English research methodologies which will prepare students for more advanced courses in the field of English literature or rhetoric. A focus will be on using computer programs and digital databases. Will fulfill the University Functional Computer Literacy requirement in the major. Prerequisite: EN 112. SP, even years.

EN 350. Rhetorical Theory. (3)
This course will examine the shape of rhetorical theory in general, as well as study contributions of specific modern rhetorical theorists. Students will apply theory to rhetorical texts, including nonfiction, speeches, fiction, and digital or otherwise multimodal productions. Prerequisite: EN 112. SP, odd years.

EN 361. Literacy Studies. (3)
An examination of the development of the English language and historical and current discussions around the uses of literacy in culture. Includes the study of digital literacy, grammatical principles, and an examination of the relationship between literacy and social, economic, and political development. This course approaches the idea of literacy as embedded within society, whose social institutions and conditions shape how literacies are practiced and assigned cultural value. Prerequisite: EN 112.

EN/ED 377. Adolescent Literature. (3)
Study of adolescent literature, how to analyze and engage students, ways to incorporate literature and promote reader-response in middle school and secondary classrooms. Primarily for middle school and secondary English education candidates, but open to all education students. Prerequisite: one lower level literature course. FA, even years.

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. FA, odd years.

EN 449. Introduction to Literary Criticism. (3)
Survey of the history of literary criticism, beginning with classical Greek thought and ending with poststructuralism. 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. FA, even years.

EN 451. Examining Genre. (3)
In this course, students will read diverse works that represent a literary genre, including poetry, prose, drama, novel, and short form works. By examining and interpreting these works, they will learn the significance of the literary genre, where it came from, who shaped it, and what role it plays in shaping culture. Prerequisite: One lower-level literature
EN 453. Interpreting Period. (3)
In this course, students will read diverse works that represent a literary period, learning the significance of the period, where it came from, who shaped it, and what legacy it left. They will learn the shape of literary aesthetics for this period, what arguments authors were having about literary composition and reception, and how these played out in critical and popular reception of literature. Prerequisite: One lower-level literature course. SP, even years.

EN 454. Rhetorical Epochs. (3)
This course concentrates on the rhetoric of a particular epoch. The emphasis will be on the theory, practice, and implications of rhetoric in the time period being studied, while also situating it within the continuum of rhetorical history. Students will act as both a rhetor and a rhetorician. Possible epochs of study include Ancient, Renaissance, Enlightenment, and Modern rhetoric. Prerequisite: EN 213, EN 279, or EN 350. FA, even years.

EN 466. Red Hot Rhetoric. (3)
This course engages the rhetoric around contemporary social issues. The emphasis will be on questions contested in the public sphere and will involve in-depth examinations of power and voice within competing American ideologies. Possible topics include the rhetoric of politics, the environment, war, and race. EN 213, EN 279, or EN 350. FA, odd years.

EN 480. Special Topics. (1-3)
Selected topics to be determined by the department. Prerequisite: Two EN courses 200 level or above.

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 and Communication Intensive requirement in the English major. Prerequisite: Permission of instructor. FA.

ESL Studies (EL)
No Major or Minor is offered.

There are multiple levels 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 the U.S. educational system. (All EL) Demonstrate an understanding of the grammatical structure of the English language. (EL 081, 082, 083, 084)
- Demonstrate the English speaking and listening skills necessary for both daily and academic life. (EL 061, 062, 063, 064)
- Demonstrate students’ English writing ability through the writing process and various rhetorical modes. (EL 091, 092, 093, 094)
- Demonstrate the English reading and vocabulary skills needed to function at an academic level. (EL 071, 072, 073, 074)

Assessment: The outcomes for the Intensive Language and Culture Program are assessed through a combination of course key assessments such as quizzes, examinations, oral presentations, and written assignments. Program outcomes are also assessed through multiple TOEFL test performances.

ESL COURSES (EL)

EL 031. Conversation & Pronunciation I. (2)
This two credit course provides students with a foundation in conversation and pronunciation. The course focuses on conversation and pronunciation through pair and group work. It also allows students to practice their conversation skills in a more informal manner in relation to everyday life situations. Furthermore, students will improve their pronunciation skills by examining rules and applying them in class. SU.

EL 032. Conversation & Pronunciation II. (2)
This two credit course provides students with advanced conversation and pronunciation practice. The course focuses on conversation and pronunciation through pair and group work. It also allows students to practice their conversation skills in a more informal manner in relation to everyday life situations. Furthermore, students will improve their pronunciation skills by examining rules and applying them in class. SU.

EL 055. Academic Skills I. (2)
This two credit course provides students with a basic foundation in academic skills necessary for success in an American university. Skills focused on include various methods and techniques regarding reading, writing, note-taking, critical thinking, and additional study skills. SU.

EL 056. Academic Skills II. (2)
This two credit course provides students with advanced academic skills necessary
EL 061. ESL: Speaking and Listening I. (3) This three credit course provides students with a foundation in speaking and listening. The course focuses on academic skills which include speaking and listening practice, vocabulary usage, and pair and group work. Prerequisite: Testing to determine appropriate placement level. (Class may be repeated.) FA, SP.

EL 062. ESL: Speaking and Listening II. (3) This three credit course provides students with intermediate English speaking and listening practice. The course focuses on academic skills which include vocabulary practice, note-taking skills, pair and group work, and oral presentations. Prerequisite: Successful completion of EL 061 or testing to determine appropriate placement level. (Class may be repeated.) FA, SP.

EL 063. ESL: Speaking and Listening III. (3) This three credit course provides students with advanced English speaking and listening practice. The course focuses on academic skills which include vocabulary practice, note-taking skills, pair and group work, and oral presentations. Prerequisite: Successful completion of EL 062 or testing to determine appropriate placement level. (Class may be repeated.) FA, SP.

EL 064. ESL: Speaking and Listening IV. (3) This three credit course provides the EL 064 student with advanced English speaking and listening practice. The course focuses on the skills needed in an academic setting and will include vocabulary practice, development of fluency, pronunciation practice, note-taking skills for various subjects, pair and group work, and extended oral presentations. Prerequisite: Successful completion of EL 063 or testing to determine appropriate placement level. (Class may be repeated.) FA, SP.

EL 071. ESL: Reading and Vocabulary I. (3) This three credit course provides students with a basic foundation in vocabulary development, comprehension skills, and basic reading study skills. Additional reading practice is facilitated through the use of a reader. Prerequisite: Testing to determine appropriate placement level. (Class may be repeated.) FA, SP.

EL 072. ESL: Reading and Vocabulary II. (3) This three credit course provides students with practice in vocabulary development, comprehension skills, and reading study skills at the intermediate level. Additional reading practice is facilitated through the use of readers. Prerequisite: Successful completion of EL 071 or testing to determine appropriate placement level. (Class may be repeated.) FA, SP.

EL 073. ESL: Reading and Vocabulary III. (3) This three credit course provides students with practice in vocabulary development, comprehension skills, and reading study skills at the high intermediate/advanced level. Additional reading practice is facilitated through the use of readers. Prerequisite: Successful completion of EL 072 or testing to determine appropriate placement level. (Class may be repeated.) FA, SP.

EL 074. ESL: Reading and Vocabulary IV. (3) This three credit course provides the EL 074 student with an advanced foundation in vocabulary development, comprehension skills, and reading studying skills. Additional reading practice is facilitated through the use of academic readers. Prerequisite: Successful completion of EL 073 or testing to determine appropriate placement level. (Class may be repeated.) FA, SP.

EL 074. ESL: Reading and Vocabulary IV. (3) This three credit course provides the EL 074 student with an advanced foundation in vocabulary development, comprehension skills, and reading studying skills. Additional reading practice is facilitated through the use of academic readers. Prerequisite: Successful completion of EL 073 or testing to determine appropriate placement level. (Class may be repeated.) FA, SP.

EL 081. ESL: Grammar I. (3) This three credit course provides students with a basic foundation in English grammar. Students focus on both the rules and the proper usage of specific grammar points. Grammar practice consists of both written and oral assignments. Prerequisite: Successful completion of EL 080 or testing to determine appropriate placement level. (Class may be repeated.) FA, SP.

EL 082. ESL: Grammar II. (3) This three credit course provides students with an intermediate level knowledge of English grammar. Students focus on both the rules and the proper usage of specific grammar points. Grammar practice consists of both written and oral assignments. Prerequisite: Successful completion of EL 081 or testing to determine appropriate placement level. (Class may be repeated.) FA, SP.

EL 083. ESL: Grammar III. (3) This three credit course provides students with a high intermediate/advanced level knowledge of English grammar. Students focus on both the rules and the proper usage of specific grammar points. Grammar practice consists of both written and oral assignments. Prerequisite: Successful completion of EL 082 or testing to determine appropriate placement level. (Class may be repeated.) FA, SP.

EL 084. ESL: Grammar IV. (3) This three credit course provides the EL 084 student with advanced level knowledge of English grammar. Students focus on both the rules and the proper usage of specific grammar points. Grammar practice will consist of both written and oral assignments. Prerequisite: Successful completion of EL 083 or testing to determine appropriate placement level. (Class may be repeated.) FA, SP.

EL 091. ESL: Writing I. (3) This three credit course provides students with a basic foundation in English writing. Students apply the writing process first in sentence form and then progress to paragraph writing. Appropriate content, organization, and grammatical structure are emphasized within various rhetorical modes. Prerequisite: testing to determine appropriate placement level. (Class may be repeated.) FA, SP.

EL 092. ESL: Writing II. (3) This three credit course provides students with intermediate level English writing practice. Students apply the writing process first in paragraph form and then progress to essay writing. Appropriate content, organization, and grammatical structure are emphasized within various rhetorical modes. Prerequisite: Successful completion of EL 091 or testing to determine appropriate placement level. (Class may be repeated.) FA, SP.
EL 093. ESL: Writing III. (3)
This three credit course provides students with advanced level English writing practice. Students apply the writing process in compositions and essays in addition to learning proper citation methods. Appropriate content, organization, and grammatical structure are emphasized within various rhetorical modes. Prerequisite: Successful completion of EL 092 or testing to determine appropriate placement level. (Class may be repeated.) FA, SP.

EL 094. ESL: Writing IV. (3)
This three credit course provides the EL 094 student with advanced level English writing practice. Students will apply the writing process in compositions and various categories of academic essays, learn proper citation methods, and focus on the researched essay and a bibliography. Appropriate content, organization, and grammatical structure will be emphasized. Prerequisite: Successful completion of EL 093 or 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.

FOREIGN LANGUAGE COURSES (FL)

**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. This is a foundations course. 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.

Health (HE)
No Major or Minor offered.

HEALTH COURSES (HE)

**HE 101. Introduction to Healthcare Careers. (3)**
This introductory course will provide the student interested in a healthcare career an opportunity to explore a variety of career options and understand how healthcare professionals work together to meet health outcomes. Information will be shared about the characteristics of various health careers including necessary academic preparation, job responsibilities, employment potential, and salary ranges. In addition, students will learn about current issues and trends in healthcare. FA.

**HE 103. Introductory Strength Training. (2)**
This course is designed to provide students with the basic skills, techniques 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 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
HE/NU 111. Nutrition. (3)
This course will address nutrients, their functions, and factors affecting their utilization, food sources, and dietary requirements. Nutrition recommendations in all phases of the life cycle and consumer/nutrition related topics will be addressed. This course is web-supported.

2015 CORE: Explorations of Nature, Acquire. 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. 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).
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 (NU/HC 456, 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 complicity 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 health care 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 HC/NU 456.
5. The major specifically requires that the following core courses be included within each candidate’s curriculum: EN 112 and PY 101.
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. Healthcare 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.

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. RN to BSN 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.

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. RN to BSN students must have advisor approval.

HC/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. Nursing students must have advisor approval.

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 and Communication Intensive 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 American 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 (36 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, history majors must create an electronic portfolio in HI 451 Historiography, which serves as a departmental comprehensive examination in the history major.

The following history courses (36 hours) must be completed for the history major:

Introductory History Courses: 12 hours (Minimum)
Any four (4) lower-division (100 or 200 level) history courses but at least one lower-division course must be American history and at least one lower-division course must be World history.

Intermediate History Courses: 15 hours (Minimum)
Any five (5) upper-division (i.e., 300-level or above—excluding HI 399, HI 451, and HI 499 below) history courses but at least two upper-division courses must be American history and at least two upper-division courses must be World history.

Advanced Courses in History: 9 hours
HI 399 Historical Research (Must be completed at Avila University.)
HI 451 Historiography (Must be completed at Avila University.)
HI 499 Senior Thesis (Capstone Course in the Major and must be completed at Avila University.)

In addition, the following coursework from other disciplines must be completed for the major in History:
Foreign Language: Completion of a minimum of two semesters (a minimum of 6-10 credit hours) of college-level foreign language.
PRE-2015 and 2015 CORE: University Functional Computer Literacy/Technology Requirement in the Major: Met by completion of both HI 399 Historical Research and HI 451 Historiography at Avila University.
CORE 2015 Requirement for Civic Engagement (3 hours): Met by completion of HI-WS 311 American Women, HI 399 Historical Research, or HI 496 Internship in History.

History Outcomes: In addition to the above listed course requirements, history majors must meet all of the following outcomes. History minors are expected to meet only outcomes 1) Knowledge and 2) Theory listed below, which are assessed in a course-by-course basis.

1. Knowledge: Identify and characterize the major questions of American 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. *Formal instruction and practice occurs in, HI 399 Historical Research and HI 451 Historiography, but preliminary instruction and practice are components of every upper-division history courses.

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 399 Historical Research, HI 451 Historiography, and HI 499 Senior Thesis, but preliminary instruction and practice are components of every upper-division history course.

History Outcomes: Assessment of the Major

The outcomes of the history major are formally assessed in two ways: 1) using an electronic portfolio produced in HI 451 Historiography, which serves as the departmental comprehensive examination in the history major, 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 outcome 3) Praxis. 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 in History)
Candidates for a minor in History must receive a grade of “C” or above in all history courses and complete the following history courses:

Introductory History Courses: 6 hours (Minimum)
Any two (2) lower-division (100 or 200 level) history courses (either American or World history.)

Intermediate History Courses: 6 hours (Minimum)
Any two (2) upper-division (i.e., 300 level or above—excluding HI 399, HI 451, and HI 499 below) history courses (either American or World history.)

Advanced Courses in History: 6 hours
HI 399 Historical Research (Must be completed at Avila University.)
HI 451 Historiography (Must be completed at Avila University.)

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. For more information, see the Education section of the catalog.

HISTORY COURSES (HI)

HI 201. Ancient History and Culture. (3)
Using culture (i.e., the arts) as the central category of historical analysis, this course is a global history of human experience from ca. 3500 BCE to 1450 CE. In each major unit of the course, students will analyze cultural artifacts to excavate the significance of culture (i.e., the arts) as a reflection of and reaction to the development of power relations (i.e., political, economic, social, or gender hierarchies) and the impact of transnational forces (i.e., global networks of trade, war, ideas, or human migration) in diverse cultures and societies over time in world history. Meets the lower-division requirement for World history in the major.

HI 202. Modern History and Culture. (3)
Using culture (i.e., the arts) as the central category of historical analysis, this course is a global history of human experience from ca. 1450 CE to the present. In each major unit of the course, students will analyze cultural artifacts to excavate the significance of culture (i.e., the arts) as a reflection of and reaction to the development of power relations (i.e., political, economic, social, or gender hierarchies) and the impact of transnational forces (i.e., global networks of trade, war, ideas, or human migration) in

HI 203. 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. Meets the lower-division requirement for American history in the history major. PRE-2015 CORE: Level II. 2015 CORE: Social Justice & Civic Life, Acquire.

HI 204. American Experience II. (3)
This course is a survey of 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. Meets the lower division requirement for American history in the history major. PRE-2015 CORE: Level II. 2015 CORE: Social Justice & Civic Life, Acquire.

HI 280. Topics in History. (1-3)
This course is a survey of specific historical problems, debates, or periods in American or World history using current methodologies.

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 abroad in a foreign country. Restricted to history majors and minors. 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. Meets the upper-division requirement for American history in the history major. 2015 CORE: Social Justice & Civic Life, Acquire.

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. Meets the upper-division requirement for American history in the history major.

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. Meets the upper-division requirement for American history in the history major.

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. Meets the upper-division requirement for American history in the history major.

HI 324. The Civil War Era. (3)
This course will examine American history from a variety of perspectives and in shaping their own lives and the history of the United States. Meets the upper-division requirement for American history in the history major.

HI 325. The Civil War Era. (3)
This course will examine American history from a variety of perspectives and in shaping their own lives and the history of the United States. Meets the upper-division requirement for American history in the history major.

HI 326. The Civil War Era. (3)
This course will examine American history from a variety of perspectives and in shaping their own lives and the history of the United States. Meets the upper-division requirement for American history in the history major.

HI 327. American Frontiers. (3)
This course will examine American history from a variety of perspectives and in shaping their own lives and the history of the United States. Meets the upper-division requirement for American history in the history major.

HI 328. Conquest to Revolution: Latin America. (3)
This course explores the history of Latin America focusing the era European discovery and conquest, the colonial era and wars of independence. Special attention is given to the role of indigenous and European cultures in shaping Latin American development. Meets the upper-division requirement for American history in the history major.

HI 329. American Slavery & the Slave Trade. (3)
This course begins with the historical roots of U.S. slavery in the ancient world and West Africa. It covers the Indian slave trade, the Atlantic slave trade, as well as the domestic slave trade. This course will address the diverse policies and practices of slavery and anti-slavery in the U.S. during the colonial, revolutionary, early Republic, antebellum, and Civil War eras. Comparisons with other regions in the western hemisphere will also be offered.
Finally, this course will investigate the legacy of slavery in the modern day United States. Meets the upper-division requirement for American history in the history major.

**HI 365. The German Fatherland. (3)**
This course explores the transformation of the German-speaking lands from an ambiguous cultural patchwork of feudal lands to a unified, industrial, and culturally-advanced empire in the period from 1780 to 1914. Special attention is given to the dynamic relationship between German national identity (“the German Fatherland”) and supposed “outsiders” in German society, such as workers, women, and Jews. Meets the upper-division requirement for World history in the history major.

**HI/WS 370. Fairy Tales and Culture. (3)**
This course is an exploration of the creation, transmission, and implications of culture to power relations (particularly gender) of fairy tales in modern world history since 1450 C.E. in a global context. Meets the upper-division World history requirement in the history major. 2015 CORE: Creativity & Culture, Contribute.

**HI 371. The Holocaust. (3)**
This course is a detailed analysis of the Holocaust (1933-1945). In particular, this course is an examination of two major issues in history: 1) the major historiographical issues in understanding the Holocaust as a historical event and 2) the issue of historical memory and representation of the Holocaust, such as that found in survivor testimony, literature, documentary films, and memorials. Meets the upper-division requirement for World history in the history major. 2015 CORE: Social Justice & Civic Life, Transform.

**HI 380. Topics in History. (3)**
This course involves study of specific historical problems, debates, or periods in American or World history using current methodologies.

**HI 399. Historical Research. (3)**
This seminar is a research methodologies course that will help prepare students for more advanced work and careers in the field of history. The course will provide students with an overview of the means and methods for doing historical research as well as introduce them to the important questions and issues facing the discipline. Meets the Communication Intensive requirement in the major. Students must complete both this course and HI 451 at Avila University in order to fulfill the University Functional Computer Literacy/Technology requirement in the major.

**HI 451. Historiography. (3)**
This seminar is designed to be a methodologies course that will help prepare students for more advanced work in the field of history. This course is intended to enhance students’ understanding of the discipline of history and its practices, both in and out of the academy. The course will focus on what historians do and how they do it. To that end, the course will help students to develop critical thinking and research skills, plan for careers after graduation, and have a better understanding of the discipline as a whole. Furthermore, students will also learn about integrating technology into the practice of history and the place of technology in the future of historical work. Lastly, students enrolled in this course will create an electronic portfolio that serves as the departmental comprehensive examination in the major of history. Meets the Communication Intensive requirement in the major. Students must complete both this course and HI 399 at Avila University in order to fulfill the University Functional Computer Literacy/Technology requirement in the major.

**HI 490. Directed Study in History. (1-3)**
This course involves directed study of a particular historical period, event, theme, or topic. Restricted to history majors and minors. Prerequisite: Instructor approval.

**HI 496. Internship in History. (1-3)**
The course involves participation in the activities of a historical agency or in a public history research project, under supervision of a faculty member or supervisor designated by the faculty. Restricted to history majors and minors. Prerequisite: Instructor approval. 2015 CORE: Civic Engagement.

**HI 499. Senior Thesis. (3)**
Building on the foundation of “knowledge” and “theory” gained from upper-level history courses, this capstone seminar in the history major challenges advanced students to pose a historical question based on primary sources, provide a historical context for this research using current secondary literature, and then produce a well-written work and verbal presentation of historical scholarship. Meets the Capstone and Communication Intensive requirement in the major. Must be completed at Avila University. Prerequisite: HI 399 and HI 451.

**HOLOCAUST AND GENOCIDE STUDIES (HG)**

No major in Holocaust and Genocide Studies is offered.

**Minor:**
A minor in Holocaust and Genocide Studies is available for students who
have an interest in understanding one of the most significant historical, political, ethical, social, and cultural events of the last century and beyond: genocide, and especially the Nazi genocide. Students who take the Holocaust and Genocide Studies minor will develop skills in historical, cultural, and philosophical analysis, oral and written communication skills, and gain an appreciation of the present world and its formation, all skills which will broaden, enhance, and contribute to any major or career they choose. The minor is especially designed to provide a deep knowledge of the Nazi genocide and the role of genocide in human history by providing coursework that focuses on understanding genocide as a historical development and occurrence, as a moral, political, social, and cultural problem, and as a currently occurring phenomenon. Although not required, opportunities may be available to pursue the study of genocide in an applied context through possible service work or internship. Finally, the minor can profitably be paired with a variety of majors and opportunities will be available for interdisciplinary engagement.

**Holocaust and Genocide Studies Outcomes and Assessment:**

1. Knowledge: Knowledge of the major questions of Holocaust and Genocide Studies. Specifically these questions are: Concepts: What is genocide? Causes: Why and how does genocide occur? Consequences: What are and what ought to be the material, legal, political, cultural, and economic consequences of genocide?

2. Interdisciplinarity: The ability to think and express (using written and verbal means) the major questions of Holocaust and Genocide using the disciplines of English, History, Philosophy, or Theatre.

**Assessment: Minor in Holocaust and Genocide Studies**

Course assessment of the minor employs the following direct and indirect assessment methods to assess course outcomes: pre-course evaluations (i.e. gauging student knowledge and skills relevant to course outcomes at the start of the course), performance assessment (e.g., but not limited to class participation, group presentations, critical essays, in-class discussions in which students receive feedback to gauge their learning at various points during the semester), observation (e.g., instructor and peer group work among individual students during group discussions and review sessions, which also provides feedback to students concerning their mastery of course outcomes based on instructor-designed rubrics for each individual assignment), course-embedded assessment based on instructor-designed rubrics for each individual assignment (e.g., performance on examinations, critical essays, research papers, which in this and other courses is actually a cumulative pulling together of student learning from earlier assignments, such as class participation exercises, and again feedback is provided to students), and student self-reflective mechanisms (e.g., student perceptions of learning and course outcomes at the end of the course.) Assessment of both outcomes will occur in at least one approved course in the minor annually.

**Credit-hour requirements:**

Holocaust and Genocide Studies minors must complete a total of 18 credits hours in the minor area, a minimum of 12 credit hours of which must be earned at Avila University. Transfer courses from other institutions (not exceeding 6 credit hours), Special Topics courses from Avila, and Directed Studies courses from Avila may be applied to the Holocaust and Genocide Studies minor as electives, but only if approved by the chairpersons of the departments of History and Religious Studies and Philosophy. The chairperson of the department of History will advise all minors in Holocaust and Genocide Studies.

**MINOR IN HOLOCAUST AND GENOCIDE STUDIES: 18 Semester Hours.**

Candidates for a minor must receive a grade of “C” or above in all Holocaust and Genocide Studies courses and complete the following:

**Holocaust and Genocide Studies Upper-Division Courses (12 hours--Must be completed at Avila University.)**

Choose at least one of the following courses offered by the Department of History:

HI 371. The Holocaust
HI 365. The German Fatherland
HI 366. The Spectre of Nazism

Choose at least one of the following courses offered by the Department of Religious Studies and Philosophy:

PL 300. Existentialism
PL 339. Social/Political Philosophy
PL/IS 358. Violence
PL/RS 379. Ethics after Auschwitz

**Holocaust and Genocide Studies: Electives (6 hours--Minimum)**

A minimum of 6 credit hours of must be fulfilled by approved HG upper-division courses.

**Holocaust and Genocide Studies: Approved Courses**

EN 466. Red Hot Rhetoric
HI 371. The Holocaust
HI 365. The German Fatherland
HI 366. The Spectre of Nazism
IS 320. The Holocaust in History and on Stage
PL 300. Existentialism
PL 339. Social/Political Philosophy
PL/IS 358. Violence
PL/RS 379. Ethics after Auschwitz

**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).
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 (HC/NU 456, 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 NU/HC 456.
5. The major specifically requires that the following core courses be included within each candidate’s curriculum: EN 112 and PY 101.
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. Psychology of Communication. (3)**
A hands-on examination of individual differences in receptive and expressive communication, with a focus upon increasing awareness of self in the context of group interactions. PRE-2015 CORE: Level II. FA.

**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. Prerequisites: HR 323, HR 335 and HR 479.
Interdisciplinary Studies (IS)

No Major or Minor is offered.

INTERDISCIPLINARY STUDIES COURSES (IS)

Interdisciplinary courses are courses that cross disciplines from any two or more areas of the university. They reflect the unique talents and interests of the faculty; clearly specifies why a topic, question, or problem warrants interdisciplinary examination and how each discipline contributes to the examination; and is taught by two faculty from two or more disciplines.

IS 120. Being Together: Gender, Race, and Class in a Global Context. (3)
This interdisciplinary course will introduce the student to thinking about what it means to exist together with other human beings in the midst of a ‘global’ world, especially as that concept is navigated by means of gender, racial, class, and other differences. We will consider both the genesis of these categories and also how best to understand them, and we will do so largely by recognizing that they are influenced or determined by other categories, like, for example, power and desire. In this way, the course will consider both the most basic philosophical issues involved in existing with others (recognition, acknowledgment, and inter-subjectivity, as well as their failures) as well as the more specific ways in which we come to relate to and identify ourselves, and each other (gender, race, class, and others). We will conclude the course by exploring issues of justice in light of a global context and of our explorations throughout the semester. 2015 CORE: Social Justice & Civic Life, Acquire, Interdisciplinary Studies, Global Studies.

IS 201. Intercultural Communication and Education. (3)
This course is an interdisciplinary investigation into culture and education, specifically of the intersection of intercultural communication and the rights and privileges of education, embedded within a cultural immersion experience. Students will examine interpersonal communication, beginning with self and expanding to an intercultural stance, with a particular emphasis on new media and technology. Students will examine the values, beliefs and attitudes of diverse identifiable groups and also study the role that the members of the cultural power structure, specifically majorities, minorities, subcultures and co-cultures, contribute within the larger culture, and the role of and rights to education in those groups. The course will also explore how a culture is influenced by its space, including architecture, landscape, and issues of privacy, time and climate. Within the course students will also learn how non-verbal communication, social relationships, cultural differences and conflict resolution vary considerably from one culture and context to another. Students will be required to reflect, self-report and assess their own intercultural capabilities, through a critical comparative lens focusing on diverse cultures and systems of education. 2015 CORE: Social Justice & Civic Life, Acquire, Interdisciplinary Studies, Global Studies.

IS/WS 210. Images and Realities of Gender. (3)
This course will introduce students to the social construction and significance of gender 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. PRE-2015 CORE: Level III. 2015 CORE: Belief & Reason, Acquire, Interdisciplinary Studies.

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. PRE-2015 CORE: Level II & III. 2015 CORE: Social Justice & Civic Life, Contribute, Interdisciplinary Studies, Global Studies.

IS 314. Environmental Issues. (3)
This course examines issues involved with the relationships between human societies and their environments. 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. Prerequisite: One natural and one behavioral/social science course. PRE-2015 CORE: Social Justice & Civic Life, Transform, Interdisciplinary Studies, Global Studies.

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. PRE-2015 CORE: Level 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. PRE-2015 CORE: Level II & III.

IS 318. The Mask. (3)
An interdisciplinary course on the research, generation and development, design and creation of a personal mask and the theatrical realization (performance) of that mask personae. 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. The course will be team-taught and assisted by guest speakers. PRE-2015
CORE: Level III. 2015 CORE: Creativity & Culture, Contribute, Interdisciplinary Studies.

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. PRE-2015 CORE: Level II & 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 challenges and limits of representation in dealing such an enormous and seemingly incomprehensible event in human history. PRE-2015 CORE: Level 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 writing as well as the impact of Darwin theories on literature. PRE-2015 CORE: Level 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. PRE-2015 CORE: Level II & 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. PRE-2015 CORE: Level 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. PRE-2015 CORE: Level III.

IS 332. The Avant-Garde in Art and Experimental Film. (3)
The course traces the history of the avant-garde movements in art and film/video from the early 19th century to the present day. Students will learn how the avant-garde challenges the social, political, economic, and aesthetic norms of contemporary culture, pushing the boundaries of what is “art,” the use of new technologies, and provoking social norms. PRE-2015 CORE: Level III. 2015 CORE: Creativity & Culture, Acquire, Interdisciplinary Studies.

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. PRE-2015 CORE: Level II & 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. PRE-2015 CORE: Level III.

IS 336. Health and Healthcare Issue. (3)
This course identifies and examines current issues involving the health behaviors, health status and healthcare of people in the United States. Among the specific issues included in this course are: (1) the impact of health behaviors on health status and the healthcare system, (2) the ethics of healthcare treatment and decision-making, (3) the patterns of health status based on gender, age, race and income, (4) the cost of healthcare, (5) inequalities in access to healthcare, and (6) alternative models of healthcare reform. Prerequisite: One natural and one behavioral/social science course. PRE-2015 CORE: Level III. 2015 CORE: Social Justice & Civic Life, Transform, Interdisciplinary Studies.

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. PRE-2015 CORE: Level III.

IS 340. Mediation. (3)
An interdisciplinary course introducing students to the role of mediation in resolving disputes. It explores the social psychological basis for mediation,
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. PRE-2015 CORE: Level III. 2015 CORE: Creativity & Culture, Transform, Interdisciplinary Studies.

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 toward personal growth and the knowledge of others. PRE-2015 CORE: Level III. 2015 CORE: Creativity & Culture, Transform, Interdisciplinary Studies.

IS 346. Restorative Justice: Principles and Practice. (3)
This course provides an interdisciplinary look at restorative practices, particularly in our juvenile and adult penal systems. Students will use restorative philosophy to examine a variety of situations as well as consider the psychological and sociological factors involved. This course is intended for students interested in social justice issues. PRE-2015 CORE: Level III.

IS 347. 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. PRE-2015 CORE: Level III. 2015 CORE: Creativity & Culture, Transform, Interdisciplinary Studies.

IS 348. 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 communication and psychology are represented. PRE-2015 CORE: Level III. 2015 CORE: Social Justice & Civic Life, Transform, Interdisciplinary Studies.

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. PRE-2015 CORE: Level III. 2015 CORE: Creativity & Culture, Transform, Interdisciplinary Studies.
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. PRE-2015 CORE: Level III. 2015 CORE: Explorations of Nature, Contribute, Interdisciplinary Studies, Global Studies. 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. PRE-2015 CORE: Level III. 2015 CORE: Social Justice & Civic Life, Transform, Interdisciplinary Studies.

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. PRE-2015 CORE: Level II & 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. PRE-2015 CORE: Level 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. PRE-2015 CORE: Level II & 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: EN 111. PRE-2015 CORE: Level III. 2015 CORE: Creativity & Culture, Transform, Interdisciplinary Studies.

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. PRE-2015 CORE: Level 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). PRE-2015 CORE: Level 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. PRE-2015 CORE: Level III.

IS 366. Food and Culture. (3)
An introduction to the role of food in
society as a system of intercultural communication with an emphasis on advertising, packaging design, cultural identity, and food symbolism in film and art. Students critically analyze how humans use food, from how it is selected, obtained and distributed to who prepares it, serves it and eats it. As a universal human experience, food serves as a lens to better understand the diversity of the human experience. The course may sometimes be offered as a travel course, which would focus primarily on one individual country and culture. In its non-travel variation, students may visit various local food-related sites, i.e., restaurants, farmer’s markets, grocery stores, industrial food producers, or farms. PRE-2015 CORE: Level III. 2015 CORE: Social Justice & Civic Life, Transform, Interdisciplinary Studies, Global Studies.

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. PRE-2015 CORE: Level III. FA.

IS/RS 368. Christianity in Film. (3)
This course 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. PRE-2015 CORE: Level II & Level III. 2015 CORE: Belief & Reason, Transform, Interdisciplinary Studies.

IS 369 Reasoning, History, and Social Implications of Science
To date, science is the process that has allowed us to reveal the best, most accurate information about the universe. This course provides education and training in scientific thought and reasoning and in the implications for social justice of the methods and discoveries of science. These outcomes will be approached through a connection to the history, culture, and contributions of science, partially gained by visiting locations where important advances in scientific thinking have occurred. The course includes a required travel component (either regional or international). Daily itineraries during travel will include science/history/art museums, church visits, university/city tours, unique city/area visits, lecture/discussion, travel, and international meals. 2015 CORE: Belief & Reason, Transform, Interdisciplinary Studies, Global Studies.

IS 370. Psychology of Religion. (3)
This course will examine religion as a psychological phenomenon and the way that it impacts the beliefs, behaviors, thoughts, and larger patterns of human culture. More specifically, this course will examine major issues such as (but not limited to): psychological models of religion (including what it is and how it functions); spiritual and religious identity development; the biological and cognitive elements of religion; the nature of religious experience; and the relationship between religion and mental health. 2015 CORE: Belief & Reason, Contribute, Interdisciplinary Studies.

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

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, cardipulmonary 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 health education.
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, 482, 498, 499.
• Completion of the following Major Related Requirements:
  **Humanities** (CO 110, EN 111, EN 112 or advanced writing course, PL 255)
  **Science and Math** (BI 111 or BI 112, BI 220, CH 131, CS 110, 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 236, KN 271, KN 295, KN 314, KN 319, KN 381, KN 393, KN 418, KN 420, KN 482 or 498, and KN 499.

**Pre-Physical Therapy** students should also take (BI 250, CH 137, and PH 232).

**Pre-Occupational and Pre-Physical Therapy** students should take (PY 208 and PY 310 or SO 101) as electives.

**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, 236, 271, 295, 314, 319, 381, 393, 418, 420, 455, 499)
• Successfully achieve graduate/professional school admission, employment within kinesiology related fields, and/or professional certifications. (KN 236, 271, 295, 314, 319, 381, 393, 455, 482, 498, 499)
• Critically analyze literature in kinesiology. (KN 236, 271, 295, 319, 381, 393, 418, 420, 455, 498, 499)
• Analyze, synthesize, and solve problems. (KN 101, 211, 236, 271, 295, 314, 319, 381, 393, 418, 420, 482, 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.

**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.

**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. FA.

**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. SP.

**KN 236. Measurement and Evaluation in Kinesiology. (3)**
This course systematically guides students through the process of identifying and solving human performance problems in the areas of sports medicine, coaching, health promotion, and fitness training. Focusing on the concepts of reliability, objectivity, and validity, course instruction introduces participants to test and measurement and helps them through statistical decision making and accurate interpretation of data. FA.

**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. SP.

**KN 314. Personal Fitness Training. (3)**
This personal fitness training course introduces students to a systematic approach to program design with exercise program guidelines and variables; protocols for building stabilization, strength, and power; and guidance on how to incorporate general fitness into a lifestyle approach that supports lifelong health and well-being. 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. FA.

**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 with a “C” or higher and 2.5 cumulative GPA. 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 requirement for the major. 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 KN 314 and 2.5 cumulative GPA. SP, odd years.

**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 or KN 455 and 2.5 cumulative GPA. SP.

**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, not to exceed the course maximum of 12 credit hours. Prerequisite: Senior status and 2.5 cumulative GPA. FA, SP.

**Mathematics (MA)**

Mathematics is an art, a science, and a language. It encompasses 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.

**MA 051. Math Fundamentals. (MA)**

The purpose of this course is to review and reinforce elementary algebra skills that are necessary for the successful completion of Mathematical Perspectives. The topics covered may include operations and properties of real numbers, solving linear equations and inequalities, basics of graphing, solving systems of equations, operations involving polynomial expressions, factoring, simplifying exponential and radical expressions, solving quadratic equations and other related topics. Does not satisfy core requirements, serve as a prerequisite for other math courses or count toward degree programs. Offered on a credit/no credit basis.

**Assessment:**

The outcomes for the Mathematics minor are assessed through a combination of course examinations and quizzes, written and performance assignments, individual and group projects, and board presentations.

**MATHEMATICS COURSES (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. 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. FA, SP.

**MA 115. Applications of College Mathematics. (3)**

Elementary probabilistic and statistical concepts, systems of equations, elementary linear algebra and other related topics. (This course is intended for students who will not study calculus.) Prerequisite: Appropriate ACT or placement score or
MA 091 with a grade of “C” or better. This is a foundations course. PRE-2015 CORE: Level 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.) This is a foundations course. Prerequisite: Appropriate ACT or placement score or MA 091 with a grade of “C” or better. PRE-2015 CORE: Level I. 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 or MA 125 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.) This is a foundations course. 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 or MA 125 with a grade of “C” or better.

MA 230. Discrete Mathematics. (3)
Introduction to sets, relations, functions, logic, Boolean algebras, induction, combinatorics, sequences, recurrence relations, graph theory and bases. Prerequisite: MA 121 or MA 125 with a grade of “C” or better. FA.

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. This is a foundations course. Prerequisite: Appropriate ACT or placement score or MA 121 or MA 125 with a grade of “C” or better. PRE-2015 CORE: Level I. SP.

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. FA.

MA 243. Calculus and Analytic Geometry III. (4)
Vectors in two and three dimensions, vector-valued functions and their derivatives, line and surface integrals, analytical geometry in three dimensions, differential calculus of functions of two or more variables and applications, and multiple integration. Prerequisite: MA 242 with a grade of “C” or better. SP.

MA 306. Methods in Mathematics for Elementary School Teachers. (3)
Basic concepts and number processes with emphasis on mathematics and teaching methods appropriate to the needs of the elementary school child. Prerequisite: Core level mathematics with a grade of “C” or better. Prerequisite or corequisite: ED 315. 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 242 with a grade of “C” or better.

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.

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.

**MA 370. Abstract Algebra. (3)**
Elementary theory of rings, integral domains, fields, and groups; applications to other branches of mathematics; and other related topics. Prerequisite: MA 242 with a grade of “C” or better.

### 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 Conducting.

The candidate for the Bachelor of Arts in Music must complete all the general degree requirements as stated earlier in this catalog.

A concentration in Conducting includes the preparatory coursework that may count toward K-12 certification in Music. Although Avila University is not approved to offer certification in music, students may seek graduate work and K-12 certification in Music at universities approved by the State of Missouri or by other States.

**Major:** Ensemble [MU 151, MU 155, MU 251 or MU 255] (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).

For Bachelor of Fine Arts (B.F.A.) in Theatre with a concentration in Musical Theatre see THEATRE (TR).

**Minor:** Ensemble [MU 151, MU 155, MU 251 or MU 255] (4 hours), 271, 272, 284, 384, 4 hours in applied music.

Computer competency will be demonstrated by successful completion of MU 271, MU 271L, MU 272 and MU 272L.

**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.

**MU 110. Music: Fingerprints of Culture. (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. PRE-2015 CORE: Level 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.

**MU 113, 114, 213, 214. Applied Instrumental. (1)**
Individual instruction and training in woodwind, brass, percussion or strings; repertoire and performance standards assigned according to individual student benchmarks. Prerequisite: permission of the Music Department Chairperson.
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 155. Athletic Band. (1)  
Ensembles intended for preparation and participation in public performances both  
on and off campus, primarily Drum Line during Football season and Jazz Ensemble  
during Basketball Season. The ensemble is open to all students. May be repeated for credit. FA, SP.

MU 205. Pit Orchestra. (1)  
Instrumental ensemble to perform the orchestra for Musical Theatre  
productions. Advanced training and preparation through group rehearsals. May  
be repeated for credit.

MU 220. 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 gender within the greater  
context of the music of women. PRE-2015 CORE: Level II. 2015 CORE: Creativity &  
Culture, Transform. 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 255. 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 256. Music Therapy. (3)  
An introduction to the field of music therapy in both historical and theoretical  
context with practical application. This course will explore the definition of  
music therapy and the basic terminology, assessments and interventions utilized in the  

MU 271. Music Theory I. (3)  
Correlation of written and keyboard harmony, sight singing, and ear training.

MU 272. 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: permission of instructor.

MU 274. 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 273.
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. This is a Communication Intensive course.

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 Education 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.

MU 499. Master Class. (3)
Class groups or individuals for advanced students; admission by faculty recommendation.

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. Topics could include: history and nature of science and technology, space science, and astronomy. SP, intermittently.

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. PRE-2015: CORE: Level II. SP or FA, intermittently.

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 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 a) hold current certification in BCLS healthcare provider course; b) submit annual TB skin test results, and c) 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 baccalaureate degree in nursing at Avila University is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington DC 20036, (http://www.aacn.nche.edu/ccne-accreditation). The program has conditional approval 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 course assignments completed by students may include such things as course assignments or surveys. Post-graduation outcome assessments help to evaluate such things as student performance.

PRE-LICENSURE 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. Applications submitted after this date will be considered on a space available basis.
3. Students must complete all 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 2.75.
• 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 http://www.avila.edu/nursing/application-process.asp.

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).

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: 24 ACT Composite 24 ACT Science sub-score 3.0 cumulative high school GPA (on a 4.0 scale) or its equivalent If no ACT score is available, a minimum SAT score (CR +M) of 1090 and review of high school science courses will be required. 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 2.7 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, is earning a passing grade in the clinical component of
courses, and who is in good standing 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. The student will be granted automatic readmission provided space is available. If changes in the curriculum have occurred, the student must complete the curriculum effective at the time of readmission.

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 120 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 Introduction to Social Welfare SW 225 (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) or Molecules that Matter with lab CH 115 General Biology with lab BI 111 or BI 112 (4) Human Anatomy and Physiology with lab BI 220 (6) Pathophysiology BI 325 (3) College Algebra MA 120 (3) or Mathematical Perspective (MA 115) Microbiology with lab BI 250 (4) Statistics MA 155 or Social Statistics SO 230 or Statistical Analysis EC 240 (3) OTHER Nutrition HE/NU 111 (3).
4. Completion of the following nursing courses (54 hours) in addition to the university core requirements: NU 425 (5); NU 450 (2); NU 452 (3); NU 453 (3); NU 456 (2); NU 458 (4); NU 459 (3); NU 466 (2); NU 470 (2); NU 471 (3); NU 473 (3); NU 476 (2); NU 481 (4); NU 482 (3); NU 483 (2); NU 484 (3); NU 485 (2); NU 488 (2); 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.
6. See university catalog for additional graduation requirements.

Additional information on policies may be found in the Student Nursing Handbook available upon admission to the program. 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.

POST-LICENSURE (RN to BSN) PROGRAM

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 nursing program must:
• Be 23 years of age, have 3 years of work experience or have an Associate’s Degree in Nursing
• 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 Biology w/lab, Chemistry w/lab and 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.

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 courses that are transcripted only as “Credit”).

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 425, NU 450, NU 458, NU 473, NU 475, and NU 482.

Post Baccalaureate Applicants:
Cumulative GPAs of applicants who have already earned an undergraduate degree will be calculated on completed coursework that is required for the nursing major.

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 credit” 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. 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.

Criteria for Completion of the Bachelor of Science in Nursing Degree (RN to BSN)
1. Completion of at least 120 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 Intro to Social Welfare SW 225 or Anthropology AN 122 (3) General Psychology PY 101 (3) Life Span Development PY 208 (3) NATURAL SCIENCES AND MATH 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

4. Completion of the following nursing courses in addition to the university core requirements and prerequisite courses:
   • Nursing hours granted in Process of Admission (27 hours): NU 425 (5); NU 450 (3); NU 458 (4); NU 459 (3); NU 471 (3), NU 481 (4); and NU 482 (3)
   • Nursing Core Courses (21 hours): 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 (2), NU 473 (3), 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.

NU/HE 111. Nutrition. (3)
This course will address nutrients, their functions, and factors affecting their utilization, food sources, and dietary requirements. Nutrition recommendations in all phases of the life cycle and consumer/nutrition related topics will be addressed. This course is web-supported. 2015 CORE: Explorations of Nature, Acquire. FA, SP.

NU/HC 305. Healthcare 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 subjected, 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.

This nursing theory and laboratory course examines and applies foundational concepts related to health and function across the health/illness continuum. These concepts are fundamental to the role of the nurse. 4 credits theory; 1 credit laboratory. Prerequisite: Admission to the nursing major. FA.

NU 450. Development of the Professional Nurse I. (2)
This nursing theory course examines concepts related to the profession of nursing as well as professional behaviors of the nursing student in a baccalaureate program. Meets the Communication Intensive course requirement in the major. Prerequisite: Admission to the nursing major. FA.

NU 452. Nursing Pharmacology. (3)
This nursing theory course emphasizes concepts related to the principles of pharmacology and the professional nurse’s role in pharmacotherapy. Prerequisite: Admission to the nursing major. FA.

NU 453. Health Assessment. (3)
This nursing theory/laboratory course examines and applies concepts related to the professional nurse’s role in health assessment. 2 hours lecture, 1 hour lab. Prerequisite: Admission to the nursing major. FA.

NU/HC 456. Healthcare Informatics. (2-3)
This nursing theory course examines and applies concepts related to the professional nurse’s role in healthcare informatics. 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 455. Health and Illness Concepts II. (3)
This nursing theory course examines concepts related to nursing care of clients with less complex healthcare issues within a variety of settings. Prerequisites: NU 450, NU 452, NU 453, NU 455, NU 456 and NU 457. SP. CR/NC.

NU 459. Health and Illness Concepts III. (3)
This nursing theory course examines the concepts related to nursing care of gerontological client. Prerequisites: NU 458, NU 459, NU 471 and NU 473.

NU 466. Gerontological Nursing. (2)
This specialty nursing theory course examines the concepts related to nursing care of gerontological client. Prerequisites: NU 458, NU 459, NU 471 and NU 473.

NU 470. Development of the Professional Nurse II. (2-3)
This nursing theory course examines concepts related to the profession of nursing as well as professional behaviors of the student nurse transitioning to practice. 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 & Children Health & Illness Concepts. (3)
This specialty nursing theory course examines the concepts related to nursing care of women and children. Prerequisites: NU 450, NU 452, NU 453, NU 455 and NU 457. SP.

NU 473. Psychosocial Nursing Concepts. (3)
This specialty nursing theory course examines the concepts related to nursing care in the area of behavioral and mental health. Pre-licensure prerequisites: NU 450, NU 452, NU 453, NU 455 and NU 457. RN to BSN students must have advisor approval. SP.

NU 476. Foundations of Evidence Based Nursing Care. (2-3)
This nursing theory course examines and applies concepts related to the professional nurse’s role in evidenced based practice. Pre-licensure prerequisites: NU 450, NU 452, NU 453, NU 455 and NU 457. RN to BSN students must have advisor approval. SP.

NU 481. Practicum II. (4)
This clinical nursing course is an application of patient care concepts that provides students the opportunity to care for clients with complex or specialized healthcare issues within a variety of settings. Prerequisites: NU 458, NU 459, NU 471, NU 473 and NU 476. CR/NC. 2015 CORE: Community Engagement. FA.

NU 482. Health & Illness Concepts III. (3)
This nursing theory course examines concepts related to nursing care of adult medical/surgical clients with complex and/or multisystem healthcare needs. Prerequisites: NU 458, NU 459, NU 471, NU 473 and NU 476. FA.

NU 483. Analysis & Evaluation of Healthcare Systems. (2)
This nursing theory course examines concepts related to the profession of
nursing as well as professional behaviors that promote quality and safety in healthcare delivery and healthcare systems. Prerequisites: NU 466, NU 470, NU 481 and NU 482. SP.

NU 484. Population Based Health Concepts. (3)
This specialty nursing theory course examines the concepts related to nursing care of aggregates, communities and populations. Pre-licensure prerequisites: NU 466, NU 470, NU 481 and NU 482. RN to BSN students must have advisor approval. SP.

NU 485. High Acuity Nursing Concepts. (2)
This specialty nursing theory course examines the concepts related to nursing care of clients with highly complex and multisystem healthcare needs. Pre-licensure prerequisites: NU 466, NU 470, NU 481 and NU 482. RN to BSN students must have advisor approval. SP.

NU 486. Advancing Professional Practice in Nursing. (3)
This nursing theory course continues the development of the knowledge, skills, and abilities required by the Registered Nurse transitioning into the role of baccalaureate prepared practitioner and emerging leader in the work setting. Prerequisite: RN to BSN students must have advisor approval. SP.

NU 488. Practicum III. (2)
This clinical nursing course is an application of patient care concepts that provides students the opportunity to care for clients in focused clinical areas (e.g., high acuity, population based, hospice, home health). Prerequisites: NU 466, NU 470, NU 481 and NU 482. SP. CR/NC.

NU 489. Capstone Practicum (3-4)
This theory/immersion clinical nursing course (clinical only for post-licensure RN to BSN students), will allow students to synthesize the knowledge, skills and experiences they have acquired in their nursing education in preparation for practice as a baccalaureate prepared nurse. Pre-licensure students will prepare for the NCLEX-RN™. Meets the Capstone and Communication Intensive course requirement in the major. 1 hour lecture, 3 hours clinical. Prerequisites: approval of nursing faculty.

NU 490. Directed Study. (1-3)
The student independently pursues an approved and directed in-depth study of a specific area of nursing. Admitted nursing majors only. FA, SP, SU.

Philosophy (PL)

Degrees offered:
Bachelor of Arts (B.A.) Major: Religious Studies & Philosophy with choice of concentration – Philosophy or Religious Studies. See RELIGIOUS STUDIES & PHILOSOPHY (RS/PL) section of the catalog for degree and minor requirements.

Minor in Philosophy:
Eighteen hours in Philosophy including PL 111, 112, 113, 120, 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 is truly real versus what is truly illusion? PRE-2015 CORE: Level II. 2015 CORE: Belief & Reason, Acquire.

PL 112. Philosophy of Humor. (3)
We all find things amusing—humor, in fact, is constant across all human culture. Sometimes we agree on what’s humorous, sometimes we don’t. Sometimes humor unites us, sometimes divide us. The aim of this class is to examine humor philosophically, in the process introducing the student to philosophy more generally. The sorts of questions we will ask will be: what makes something humorous? Can we develop a theory of humor? What role does humor play in human lives, and especially in our own lives? What is the relationship between humor and ethics and humor and politics? 2015 CORE: Creativity & Culture, Acquire.

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. PRE-2015 CORE: Level II. 2015 CORE: Explorations of Nature, Acquire.

PL/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. PRE-2015 CORE: Level II. 2015 CORE: Belief & Reason, Transform, Global Studies.

PL 255. Ethics. (3)
This course is a critical examination of a range of major ethical theories, where students will systematically reason through and discuss major ethical notions and notions of ethical agency. Some of the questions that might be covered include but are not limited to: How do we as members of communities live? How ought 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

PL 300. Existentialism. (3)
An overview and examination of various theories and expressions of 19th and 20th century existential thought. The basic question interrogated in this class is: how—in fact, do—we find meaning in a world that seems to lack meaning or to be absurd? Topics that might be covered include but are not limited to questions of existence, freedom, anxiety, power, justice, religion, and ethics. 2015 CORE: Social Justice & Civic Life, Transform.

PL 311. Continental Philosophy. (3)
This course explores ideas of existence, freedom, anxiety, subjectivity, power, and justice in the writings, films and other works of 20th century and contemporary theorists and philosophers. This is a 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. PRE-2015 CORE: Level II & III.

PL/WS 326. Feminist Theory. (3)
This course provides an overview of the major philosophical issues that have defined feminism as a subject of intellectual inquiry. Although feminism’s historical focus has been on women, an even more fundamental issue for the movement has been how power and oppression are created from and wielded upon various categories of humans. 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 these translate into issues of subjectivity, rights, politics, aesthetics, sexuality, ethics, and a host of other issues. PRE-2015 CORE: Level II. 2015 CORE: Belief & Reason, Transform.

PL 339. Social and Political Philosophy. (3)
This course is a critical examination of some major political and social questions, such as (but not limited to): What is the nature and scope of political authority? What (if any) legitimate forms does it take? Can the state be justified? What does it mean to be a political agent? What is the relationship between politics and religion, economics, race, and/or gender? 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. PRE-2015 CORE: Level II. 2015 CORE: Social Justice & Civic Life, Transform, Global Studies.

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. PRE-2015 CORE: Level II & III. 2015 CORE: Creativity & Culture, Contribute, Interdisciplinary Studies, Global Studies.

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 include 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. This is a 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. PRE-2015 CORE: Level II & III.

PL/RS 379. Ethics after Auschwitz. (3)
This course will center around what it means to ‘go on,’ to live, and to exist and act as an ethical agent in a world ‘after Auschwitz,’ i.e., after a century of genocides and mass death. Throughout the course, we will focus on the ways in which 20th century thinkers assessed and responded to a century of mass murder, what they thought it revealed about humanity and society, and especially what it suggests or proposes about our future, as humans. 2015 CORE: Belief & Reason, Contribute, Global Studies.

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 or Religious Studies, 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 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. PRE-2015 CORE: Level II. 2015 CORE: Explorations of Nature, Acquire. 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. PRE-2015 CORE: Level II. SP.

Political Science (PS)

No major or minor is offered.

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. PRE-2015 CORE: Level 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 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 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.

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 339, PL 255, SO 366, BL 346, TR 271. Recommended 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, anesthesiologist assistant or other comparable healthcare 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:

- Demonstrate a working knowledge of the basic principles of biology, chemistry, and physics (BI 111 and 112, CH 137, and PH 232)
- Apply scientific knowledge to solving problems (BI 492 and 499 or CH 497 and 499)
- Demonstrate the clear communication of the basic principles of science through speaking and writing (CH 342).
- Demonstrate an understanding of current issues in the health professions (HE 101)

Assessment:
The outcomes for the Prehealth Professions major are assessed through a combination of examination results, term papers, oral reports, and mentor evaluations.

Computer competency will be demonstrated by successful completion of three hours of CS 110. The candidate for the Bachelor of Science Degree in Prehealth Professions must meet the following requirements:

- Completion of at least 120 semester hours of academic work with a minimum grade point of 3.0.
- Completion of the final 30 hours at the university.
- Completion of at least 12 hours in the major at the university at the 300 and 400 level.
- Completion of the general degree requirements as stated earlier in this catalog.

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, 321, 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 in their sophomore or junior year 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 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 eligible to apply to the Still Scholars Early Acceptance Program. The students for this special program will apply by June 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 pre-admission 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 the 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.

Southwest Baptist University
Southwest Baptist University will receive preference points when they apply to Southwest Baptist’s Doctor of Physical Therapy Program. Students must complete their application through PTCAS by the deadline of their intended enrollment date. Additional requirements are available from Avila’s Prehealth Advisors.

OCCUPATIONAL THERAPY

Rockhurst University
The Rockhurst University Occupational Therapy program reserves two seats in each cohort for qualified Avila students who have met the Rockhurst Physical Therapy program’s application criteria.
Avila students who meet these application criteria must apply through www.otcas.org prior to September 1st of the year proceeding the desired summer of admission to be eligible for consideration for these two seats.

A. T. Still University, Arizona School of Health Sciences
Avila University students who maintain a 3.0 overall and science grade point average and who meet application criteria set by A.T. Still University are given priority consideration for admissions to the Doctor of Physical Therapy Program.

Mount St. Mary’s College
Avila University students who maintain a 3.0 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 have a minimum 3.0 overall grade point average and 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 must complete their application through PTCAS by the deadline of their intended enrollment date. Additional requirements are available from Avila’s Prehealth Advisors.

PHYSICIAN ASSISTANT PROGRAM

Avila University students are eligible to apply to the University of Missouri-Kansas City, UMKC, Allied Health Scholars Program. Eligible students may apply for early admission status to the Master of Science in Anesthesia Program in their junior year at Avila.

PhySIcAL THERAPY

Rockhurst University
The Rockhurst University Physical Therapy program reserves two seats in each cohort for qualified Avila students who have met the Rockhurst Physical Therapy program’s application criteria.
Avila students who meet these application criteria must apply through www.ptcas.org prior to October 1 of the year proceeding the desired summer of admission to be eligible for consideration for these two seats.

A. T. Still University, Arizona School of Health Sciences
Avila University students who maintain a 3.0 overall and science grade point average and who meet application criteria set by A.T. Still University are given priority consideration for admissions to the Doctor of Physical Therapy Program.

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
The Rockhurst University Physical Therapy program reserves two seats in each cohort for qualified Avila students who have met the Rockhurst Physical Therapy program’s application criteria.
Avila students who meet these application criteria must apply through www.ptcas.org prior to October 1 of the year proceeding the desired summer of admission to be eligible for consideration for these two seats.

A. T. Still University, Arizona School of Health Sciences
Avila University students who maintain a 3.0 overall and science grade point average and who meet application criteria set by A.T. Still University are given priority consideration for admissions to the Doctor of Physical Therapy Program.

Mount St. Mary’s College
Avila University students who maintain a 3.0 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 have a minimum 3.0 overall grade point average and 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 must complete their application through PTCAS by the deadline of their intended enrollment date. Additional requirements are available from Avila’s Prehealth Advisors.

OCCUPATIONAL THERAPY

Rockhurst University
The Rockhurst University Occupational Therapy program reserves two seats in each cohort for qualified Avila students who have met the Rockhurst Occupational Therapy program’s application criteria.
Avila students who meet these application criteria must submit a letter of intent to the Rockhurst Department of Occupational Therapy office by May 1st of their junior year with a copy of their official transcripts and must apply through www.otcas.org prior to September 1st of the year proceeding the desired summer of admission to be eligible for consideration for these two seats.

A. T. Still University, Arizona School of Health Sciences
Avila University students who maintain a 3.0 overall and science grade point average and who meet application criteria set by A.T. Still University are given priority consideration for admissions to the Doctor of Physical Therapy Program.

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.

PHYSICIAN ASSISTANT PROGRAM

Avila University students are eligible to apply to the University of Missouri-Kansas City, UMKC, Allied Health Scholars Program. Eligible students may apply for early admission status to the Master of Science in Anesthesia Program in their junior year at 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. Mental Health Concentration – Designed for students interested in a liberal arts bachelor’s degree, who would like to better understand normal and abnormal human behavior. 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
American Psychological Association: consistent with recommendations from the consortium (www.TuningUSA.org), and as members of the Tuning Psychology guidelines developed by Avila faculty within the following six areas, based on meet departmental learning outcomes requirements, psychology majors must
In addition to the general degree outcomes.

3. General – Designed for students interested in a flexible degree program.

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 must meet departmental learning outcomes within the following six areas, based on guidelines developed by Avila faculty as members of the Tuning Psychology consortium (www.TuningUSA.org), and consistent with recommendations from the American Psychological Association:

- Psychological Knowledge and Application
- Scientific Reasoning and Research Skills
- Professional and Personal Values
- Consistent with Psychology as a Discipline
- Communication and Interpersonal Skills
- Professional and Career Development
- Community Commitment

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;
3. 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. Students must complete the following related requirements: EN 112 Composition II, and Foreign Language (3 credit hours; ILCP students exempted). The computer competency requirement is met by the completion of CS 110.

In addition, students must complete the following psychology major core course requirements as well as requirements in a selected area of concentration, for a total of 42 credit hours. Note: ALL required major courses – core, concentration and related requirements – must be completed with a grade of “C” or better.

Psychology Major Core Course Requirements:
The psychology major “core” consists of 27 credit hours in the following courses:
PY 101, 102, 208 or 326, 216, 224, 261, 262, 425, and 3 PY elective hours from 301-499.

Mental Health Concentration: In addition to the 27 hours of core psychology requirements, students must complete the following: PY 201, 210, 332 or 383, PY 350 or IS 350 or PY 371, and PY 485 (3 credits).

Research Concentration: In addition to the 27 hours of core psychology requirements, students must complete the following: PY 350 or IS 350, 371, at least two credits from (PY 297 or 497), at least three credits of PY 333, and four credits of PY 498.

General Concentration: In addition to the 27 hours of core psychology requirements, students must complete the following courses: PY 485 (3 credits) and 12 additional hours of PY electives, of which at least six must be from 301-499.

Minor:
PY 101, plus 15 PY elective hours selected with consent of the minor advisor, of which six must be 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. PRE-2015 CORE: Level II. 2015 CORE: Explorations of Nature, Acquire. FA. SP.

PY 102. Orientation Seminar in Psychology. (3)
An introduction to the discipline of psychology, including specialties and careers in the field. Students will examine professional interests, explore career options, establish educational goals, learn degree requirements and expectations, develop skills for academic success, and become familiar with psychology department faculty and resources. Course includes a group community engagement project applying psychological principles. 2015 CORE: Civic Engagement. FA.

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 lifespan; emphasis on the social, intellectual, emotional, cognitive, and physical development of the person. 2015 CORE: Explorations of Nature, Acquire. FA. SP.

PY 210. Abnormal Psychology. (3)
A general overview of the etiology, characteristics, and determinants of deviations from normal behavior; general information about therapeutic approaches; the study of the role of behavioral sciences in community mental health action. Prerequisite: PY 101. 2015 CORE: Social Justice & Civic Life. Transform. 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. Prerequisite: CO 110. PRE-2015 CORE: Level II. 2015 CORE: Social Justice & Civic Life. Transform. FA, SU.
PY/WS 214. Psychology of Gender. (3)
This course provides 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. Students will examine the construct and development of gender identity through a scientific lens. The interaction between gender stereotypes and relationships, work, and health are explored. 2015 CORE: Explorations of Nature, Transform.

PY/SO 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. Prerequisite: PY 101 or SO 101. 2015 CORE: Social Justice & Civic Life, Transform. FA, SP.

PY 224. Psychology of Communication. (3)
A hands-on examination of individual differences in receptive and expressive communication, with a focus upon increasing awareness of self in the context of group interactions. PRE-2015 CORE: Level II. FA.

PY/ED 235. Psychology of the Exceptional Child. (3)
This course is designed to provide an introduction to the 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. 2015 CORE: Social Justice & Civic Life, Transform. FA, 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 261. Psychological Statistics & Methods I. (3)
Students will learn the foundations of scientific research in psychology, emphasizing the following: the role of psychology as a science, the role of scientific reasoning in everyday life, ethical issues in behavioral research, formulating a research question and planning a study, descriptive statistics, experimental research basics, and the foundations of inferential statistics. Students will learn and apply APA-style guidelines for writing and communication. Prerequisite: MA 115 or MA 120 or MA 121 or MA 241 or MA 125. 2015 CORE: Explorations of Nature, Acquire. FA.

PY 262. Psychological Statistics & Methods II. (3)
Students will learn about different types of experimental, correlational, quasi-experimental, and single-case/longitudinal designs. Students will complete a research project from conception to presentation of results, demonstrate proficiency using SPSS and calculating statistics by hand, and demonstrate mastery of APA-style writing guidelines. Prerequisite: PY 261. 2015 CORE: Explorations of Nature, Transform. SP.

PY 263. Psychological Statistics & Methods III. (3)
Students will learn about different types of experimental, correlational, quasi-experimental, and single-case/longitudinal designs. Students will complete a research project from conception to presentation of results, demonstrate proficiency using SPSS and calculating statistics by hand, and demonstrate mastery of APA-style writing guidelines. Prerequisite: PY 261. 2015 CORE: Explorations of Nature, Transform. SP.

PY 297. Research Experience I. (1)
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 320. Psychotherapy Approaches. (3)
A survey of the techniques and major systems of psychotherapy. Prerequisites: PY 101, 201, 210. SP.

PY 332. Health Psychology (3)
This course focuses upon the systemic influence of psychological factors on physical and mental health and illness. Specific emphasis will be placed on the causes and treatments of stress-related health issues, as well as the evidence that implicates individual behavior and lifestyles as relevant issues in wellness/illness. Prerequisite: PY 101.

PY 333. Topics in Applied Research Methods. (1-4)
Students will learn about methods used in psychological research, including the theoretical and practical background of the methods, with hands-on experience in the collection and interpretation of data. May be repeated for credit. Prerequisites: PY 101 and instructor approval.

PY/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. Prerequisite:
PY 101. PRE-2015 CORE: Level III.
2015 CORE: Explorations of Nature,
Contribute, Interdisciplinary Studies.

**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.

**PY 371. 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. Prerequisite: PY 101.
2015 CORE: Belief & Reason,
Transform. FA.

**PY 375. Motivation and Emotion. (3)**
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)**
Psychological principles applied to
current issues. Specific topics change each
semester. Prerequisite: PY 101. FA, SP.

**PY 383. Drug Addiction and Use. (3)**
The focus of this course is to investigate
and understand the addictive process;
that is, the origin, course, maintenance
and consequences of uncontrolled
thought, feeling or behavior. Addictions
to be studied will include food, cigarette,
alcohol, legal/illegal drugs, and
gambling. The students will be exposed
to the impact of addictive behavior
upon individuals, families and larger
social groups. Prerequisite: PY 101.
2015 CORE: Explorations of Nature,
Contribute. SP, odd years.

**PY 390. Directed Study. (1-3)**
Opportunity for the student to explore a
topic of interest in depth. Prerequisites:
30 hours in Psychology and instructor
approval. FA, SP.

**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 425. Senior Seminar in Psychology. (3)**
This course is the capstone for
psychology majors and will review
current trends and cutting edge research
as well as historical antecedents to
understanding the role of psychology
in the 21st century. Students will leave
with knowledge and skills on how to
use their degree in the world of work.
Prerequisites: PY 261 and PY 262. FA.

**PY/AR 459. 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.
Meets the Capstone course requirement
for the Art Therapy concentration. This
is a Communication Intensive course.
Prerequisites: PY 101 and PY 210. FA,
odd years.

**PY 485. Field Experience in Psychology.
(1-3)**
This course combines a field placement
experience with a seminar focused on the
development of professional behavior.
Prerequisite: PY 425 and instructor
approval. 2015 CORE: Explorations of
Nature, Contribute, Civic Engagement. SP.

**PY 497. Research Experience 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. Prerequisites: PY 261, 262, 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 a
literature review, IRB application, data
analysis, paper or poster presentation,
public review, and submission for
publication. May be repeated for credit.
Prerequisites: PY 261, 262, 2 credits of
(297 or 497), and instructor approval.
2015 CORE: Explorations of Nature,
Contribute. FA, SP.

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**Radiologic Science (RT)**
The candidate for the Bachelor of Science
degree in Radiologic Science will complete
requirements that lead to certification
in Radiography through the American
Registry of Radiologic Technologists.
The radiography program is accredited by
the Joint Review Committee on Education
in Radiologic Technology.

**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**
Goal: The program will effectively meet the needs of the students and community.
Outcomes:
- Students who enroll in the program will successfully complete it.
- Graduates will be satisfied with their education.
- Employers will be satisfied with the educational and clinical experience of Avila graduates.
- Graduates will pass the registry on the first attempt.
- Graduates who desire to will find employment in the radiology field.
- Goal: Graduates will master clinical competency.
Outcomes:
- Students will demonstrate effective communication skills.
- Students will appropriately address patient’s needs during procedures.
- Students will use proper technique factors for optimal images during exams.
- Goal: Students will apply appropriate critical-thinking and problem-solving skills.
Outcomes:
- Students will modify all necessary elements to adapt to non-routine procedures.
- Students will assess poorly positioned images and recommend appropriate steps for improvement.
- Goal: Students will demonstrate professional growth and development.
Outcomes:
- Students will demonstrate professional and ethical behaviors.
- 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. A maximum of 68 credit hours may be earned in Radiologic Science courses.

**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 115 or 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 or they delay their continuance in the program at anytime, they are not guaranteed re-entry into the program.
8. The computer literacy requirement for the major may be met with CS 110C (3).

**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”
Additional considerations for transfer students:

- 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 115 or CH 131 (4) Mathematics: MA 120 (3) Physics: PH 117 (4). Medical Terminology HE 124 (2) 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 coursework (>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 380. Special Topics. (1-4) Selected topics courses determined at the discretion of the department. Topics may include computed tomography (CT) board preparation, magnetic resonance imaging (MRI) board preparation, and interventional radiography (IR) board preparation. Prerequisite: permission of the instructor. Intermittently.
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 the 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 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 lecture hours and ninety minutes laboratory 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 452 and RT 453 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 healthcare 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 involving the skeletal system, advanced mobile radiography, trauma radiography and continued practice with limited supervision 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 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 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 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 supervision 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 480. 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 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 student performance. Prerequisites: senior standing and consent of the Radiologic Science Program Director. FA, SP.

RT 486. Advanced 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 20-24 hours per week. Prerequisites: RT 465 and one year experience as a Registered Technologist or permission of Program Director. Corequisite: RT 480. FA, SP.

RT 488. Radiography Curriculum Review. (3)
A comprehensive overview of all aspects of diagnostic radiology with emphasis on imaging, 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. Prerequisites: senior standing and consent of the Radiologic Science Program Director. FA, SP.

RT 499. Senior Capstone Experience in Radiologic Science. (1)
The Senior Capstone Experience will include an exploration of the current climate in healthcare. This course will allow the student to focus on a specific issue or topic in healthcare 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)
This course will provide a critical analysis of religion as a human endeavor through historical, anthropological, and sociological standpoints. Through the academic study of religion, students will become conversant with major themes, issues, figures, and phenomena that have been instrumental in religion’s social description and analysis. PRE-2015 CORE: Level II. 2015 CORE: Belief & Reason, Acquire.

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. PRE-2015 CORE: Level II. 2015 CORE: Belief & Reason, Acquire, Global Studies.

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. PRE-2015 CORE: Level II. 2015 CORE: Belief & Reason, Transform, Global Studies.

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.
PRE-2015 CORE: Level II.

RS 227. Images of Jesus. (3)
A critical study of the religious, cultural,
and historical images representing ancient
and contemporary understandings of Jesus.
PRE-2015 CORE: Level 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’s 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.
PRE-2015 CORE: Level II. 2015 CORE:
Belief & Reason, Transform.

RS 233. American Religious History. (3)
This course examines religious experience
within the context of the United States.
Rather than attempt to cover all religious
groups in a chronological approach, we
will focus on a variety of religious groups
that helped shape, influence and build
the nation over the last four centuries.
We will examine the contributions and
belief systems of white Protestants and
Catholics, Native Americans, African-
Americans, Hispanics as well as other
lesser-known groups such as Shakers,
Mormons, and Christian Scientists among
others. We will also briefly explore late
20th and early 21st Century faith groups
that grew out of the American mainstream
and serve as alternative to traditional
religious organizations. Finally, we will
survey the more recent influx of Eastern
religious traditions into the U.S. This
course is particularly concerned with
the interaction of religion and American
culture attempting to answer such
questions as: What role has religion played
in the shaping of our diverse culture? What
forces, secular and religious, led to the
development of a religiously pluralistic
society? How have the American peoples
expressed their religious beliefs through
communal patterns, behavior, institutions
and rituals? What does it mean to be
religious and how is faith related to
components of individual, communal, and
nationalistic experience? Finally, how have
transnational faith communities influenced
and been influenced by U.S. culture in the
2015 CORE: Belief & Reason, Transform.

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. PRE-2015 CORE: Level II.
2015 CORE: Belief & Reason, Transform,
Global Studies.

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. PRE-
2015 CORE: Level II. 2015 CORE: Belief
& Reason, Transform.

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. PRE-2015 CORE: Level II &
III. 2015 CORE: Social Justice & Civic
Life, Contribute, Interdisciplinary Studies,
Global Studies.

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. PRE-2015 CORE: Level II &
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 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. PRE-2015 CORE: Level II & III.

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 U.S.; central themes
are the Puritan Ideal, the Social Gospel
Movement, the diverse face of U.S. culture
at the end of the second millennium. PRE-
2015 CORE: Level II & 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. Meets Communication
Intensive course requirements in the major.

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. PRE-2015 CORE: Level II & III.

RS/IS 368 Christianity in Film. (3) This course 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. PRE-2015 CORE: Level II & Level III. 2015 CORE: Belief & Reason, Contribute, Global Studies.

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 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 and Communication Intensive requirement in the major. Prerequisite: permission of department.

RS/PL 379. Ethics after Auschwitz. (3) This course will center around what it means to ‘go on,’ to live, and to exist and act as an ethical agent in a world ‘after Auschwitz,’ i.e., after a century of genocides and mass death. Throughout the course, we will focus on the ways in which 20th Century thinkers assessed and responded to a century of mass murder, what they thought it revealed about humanity and society, and especially what it suggests or proposes about our future, as humans. 2015 CORE: Belief & Reason, Contribute, Global Studies.

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

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, PL 112, PL 113, PL 120, RS 111, RS 117, PL 221, RS/WS 225, RS 231, RS 251, RS 252, PL 255)
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, PL 112, PL 113, PL 120, RS 111, PL/WS 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, PL 112, PL 113, PL 120, RS 111, 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 courses taken in the major or minor.

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* (24 hours):
- One of the following: PL 339 or PL/WS 326 (3)
- Minimum of six hours of Foreign Language (6)
- RS or PL 499 Senior Seminar (3)**

The computer competency will be demonstrated by successful completion of CS 110 or its equivalent with a grade of ‘C’ or better.

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 Seminar:
Option I - International/Intercultural Experience: 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 - Thesis and Oral Defense: 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. 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: 39 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 40 years.

The Avila BSW program will accept social work courses transferred from another BSW program accredited by CSWE, only if they are deemed equivalent to the Avila Social Work major required courses and are below 352 level. In accordance with CSWE Standards, no credit is given for life or work experience. In addition, field placement practice courses are not transferable from non-accredited social work programs.

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, preparing generalist BSW practitioners for effective social work practice and graduate studies, as well as lifelong professional and personal learning integrating knowledge, skills, and values. 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 in a global community who, through ethical practice, are committed to the well-being of self and others, engaged 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 2.1.2: Apply social work ethical principles to guide professional practice.

Competency 2.1.3: Apply critical thinking to inform and communicate professional judgments.

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. The current Assessment Plan and Results can be found on the Avila Social Work Department website.

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 280, SW 303, 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 120 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.

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 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. PRE-2015 CORE: Level II. 2015 CORE: Social Justice & Civic Life. Acquire. FA, 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. PRE-2015 CORE: Level II.

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.

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. SP.

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. In this course, students also explore personal perspectives and professional responses to child abuse and neglect. FA.

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 also explore personal perspectives and professional responses to child protection and the prevention of child maltreatment. FA.

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. FA.

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. SP.

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. SP.

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. Corequisite: SW 303. 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. Prerequisites: 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 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 390. Topics in Social Work. (1-3)
Seminars on current issues and topics in social work practice. May be repeated for credit. FA, SP.

SW 397. 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. Prerequisites: SW 351 and SW 352. 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 and 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. The course also provides an assessment of the impact on client systems. Prerequisites: PS 120, SW 351. Corequisites: EC 195 or EC 203. 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 fall semester. Prerequisites: SW 351 and SW 352. FA.

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 and SW 495. SP.

SW 497. Integrative Seminar. (2)
In conjunction with SW 495, students participate in a weekly seminar class formatted to assist them in ongoing integration of field and classroom curricular components. The class emphasizes integrative journaling, self-evaluation, development of a supportive and challenging learning community, and exercises in ethical practice. The class also provides time for guided and reflective discussions which include topics like worker safety, self-advocacy in a professional setting, and effective use of supervision. This course meets a Communication Intensive requirement in the major. Prerequisite: SW 351 and SW 352. Corequisite: SW 495. FA.

SW 498. Social Work Capstone. (2)
This course serves as the Capstone experience for the social work major. As the Capstone, the course provides the culminating experience in the major. In this course, students complete a comprehensive case study project, including single subject research. Completion of this project provides an assessment of the student’s understanding and application of competencies in key areas. These include knowledge, skills, and social work values and ethics applied to actual social work practice. This course meets a Communication Intensive requirement in the major. Prerequisite: SW 397, SW 462, SW 495. Corequisite: SW 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 service, 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, 322, 340, 351, 397, 495, and SO/CR 260. 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. Additionally, students must complete a minimum of 6 credit-hours of the same college-level foreign language.

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).
- Effectively employ theoretical, methodological and critical communication knowledge and skills in various situations. (SO 230, 322, 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 and minor are assessed through a wide variety of quizzes, written assignments, and oral presentations in the required courses. SO 495 provides a capstone experience to the major and provides an overall assessment of each of the outcomes.

**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. PRE-2015 CORE: Level II. 2015 CORE: Social Justice & Civic Life, Acquire. 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. PRE-2015 CORE: Level 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. 2015 CORE: Social Justice & Civic Life, Transform. 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 3 credit hours. Alternate years.

**SO/CR 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, 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 322. Classical Sociological Theory.** (3)
This course examines the major early contributors to sociological theory. Particular attention is given to functionalism, conflict theory, symbolic interactionism, and ecological theory. Prerequisite: SO 101. FA or SP, alternate years.

**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 340. Social Stratification.** (3)
This course studies the numerous sources of social stratification, as well as its impact on the behavior and the life-course of individuals. A particular emphasis is placed on examining the distribution of wealth, prestige, power in society and the social processes influencing these distributions. Prerequisite: SO 101. FA or SP, alternate years.

**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 351. Human Institutions.** (3)
This course provides a comparative analysis of basic human institutions, their origins, and their evolution. Institutions covered include the family, the economy, the polity, kinship, religion, law, and education, among others. Particular attention is given to the interconnection and differentiation among institutions, as well as how institutions influence individual behavior. Prerequisite: SO 101. FA or SP, alternate years.

**SO/CR 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. 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/CR 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 380. Topics in Sociology.** (3)
Sociology principles applied to current issues. Specific topics change each semester.

**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 399 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. This is a Communication Intensive course. 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 or (MA 120 and MA 121) or MA 241) and MA 230 with a grade of “C” or better.
5. Complete the following Computer
Computer Science.

Course descriptions for the Software Engineering major are listed under the following outcomes:

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.

- Demonstrate a high level of programming skills (CS 120, CS 121, CS 222, CS 165, CS 313, CS 166, CS 314)
- 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, CS 365)
- Be proficient in the use of software engineering processes (CS 201, CS 346, CS 350, CS 499)
- 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.

Spanish Outcomes:
A heritage 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)
Designed to introduce the student to the study of grammar and vocabulary, aural comprehension, oral ability, and the reading and writing of simple Spanish with the end goal of being able to communicate effectively with Spanish speakers and to understand/develop cultural empathy. This course will focus on language, as well as the many facets of several Hispanic cultures. It will help the student to develop all of his/her language skills: speaking, listening, reading and writing. Because of the strong connection of language to culture and identity, some cultural nuances that he/she has never before considered will become apparent through language learning and practice with interaction and communication in a multicultural environment. This class will emphasize the learning of Spanish for real-world purposes through introductory grammar and basic vocabulary, writings, texts and skits. 2015 CORE: Social Justice & Civic Life, Acquire, Global Studies.

SP 112. Fundamentals of Spanish II. (3)
Continued study of the grammar and vocabulary and development of aural
comprehension, oral ability, and the reading and writing of simple Spanish learned in SP 111. It is designed to introduce the student to the Spanish language and the many facets of several Hispanic cultures, and to develop all his/her language skills: speaking, listening, reading and writing, and has an end goal of effective communication and understanding and development of cultural empathy. Because of the strong connection of language to culture and identity, some cultural nuances that the student has never before considered will become apparent through language learning and practice by interaction and communication in a multicultural environment. This course will emphasize the learning of Spanish for real-world purposes through introductory grammar and basic vocabulary, writings, texts, presentations, and written communication with Spanish-speaking pen pals who are at the same or at a similar level of proficiency in English. Prerequisite: SP 111 or at least one year high school Spanish. 2015 CORE: Social Justice & Civic Life, Acquire, Global Studies.

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 490. Directed Study. (1-6)
The student independently pursues an approved and directed, in-depth study of a specific area of Spanish.
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 for all concentrations except Design/Technology. Three hours of foreign language for the Design Technology concentration.
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:
TR 115, 211, 222, 223, 227, 253, 255, 324, 361, 377, 390 or 391, 415, 463, 471, 473, 477.

Directing/Producing:
TR 115, TR 223, TR 253, TR 255, TR 289, TR 324, 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 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 283, MU 284, TR 223, or 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, 415, 425, 427); 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:
• Communicate concepts and ideas visually and orally. Assessed in TR 255, 451, 452, 453.
• Design lighting, scenery, costumes, and sound. Assessed in TR 255, 451, 452, 453.
• 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.
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.

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. PRE-2015 CORE: Level 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, odd years.

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)
Intro 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. Department permission.

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. This is a Communication Intensive course. SP, odd years.

TR 361. Stage Management. (3)
Techniques for stage managers in educational, community and professional productions. FA, odd years.

TR 377. Auditioning Techniques. (3)
Preparatory steps for interviews, auditions, selection of material, and proper dress; resume and vita writing; practical class projects. Prerequisite: Departmental permission. FA, odd 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 composition. Practice in hand drafting, CAD, and model making. Focus on preliminary scenic designs. Prerequisite: TR 251 or equivalent. FA, odd years.

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 451 or equivalent. SP, 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. Departmental Permission. FA.

TR 462. Theatre Management. (3)
Survey of business management in educational, community and professional theatre. SP, even years.

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. Primarily focuses on Shakespearean comedy and tragedy. Other styles may include Classical Greek, Roman comedy, 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 and Communication Intensive requirement in the major. Prerequisites: departmental permission and senior standing.

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 taught 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, challenge, and contribute to the worlds in which they live.

No major is offered.

Minor:
Eighteen hours in Women’s and Gender Studies courses including WS/IS 210 and WS/PL 326. 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 experiences 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 multidisciplinary perspective.

Assessment:
Assessment of the Women’s and Gender Studies minor outcomes takes place through the assessment modalities used in the two courses that all Women’s and Gender Studies minors take, WS/IS 210 and WS/PL 326. These modalities include exercises such as essays, exams, class discussion, and formal presentations that require critical, evaluative, and logical approaches to processing information and drawing conclusions. In addition, assessment of individual outcomes is periodically conducted in the other Women’s and Gender studies courses through the assessment modalities specific to that course.

WOMEN’S AND GENDER STUDIES COURSES (WS)

WS/RS 111. Introduction to Religious Studies. (3)
This course will provide a critical analysis of religion as a human endeavor through historical, anthropological, and sociological standpoints. Through the academic study of religion, students will become conversant with major themes, issues, figures, and phenomena that have been instrumental in religion’s social description and analysis. PRE-2015 CORE: Level II. 2015 CORE: Belief & Reason, Acquire.

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. PRE-2015 CORE: Level II. 2015 CORE: Social Justice & Civic Life, Acquire. FA, SP.

WS/IS 210. Images and Realities of Gender. (3)
This course will introduce students to the social construction and significance of gender 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. PRE-2015 CORE: Level III. 2015 CORE: Belief & Reason, Acquire, Interdisciplinary Studies.

WS/PY 214. Psychology of Gender. (3)
This course provides 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. Students will examine the construct and development of gender identity through a scientific lens. The interaction between gender stereotypes and relationships, work, and health are explored. 2015 CORE: Explorations of Nature, Transform. FA.

WS/MU 221. Divas, Ingénues 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 gender within the greater context of the music of women. PRE-2015 CORE: Level II. 2015 CORE: Social Justice & Civic Life, Transform. SP.

WS/EN 275. Gender and Literature. (3)
This course explores the expression of gender as it appears in selected literature from the nineteenth, twentieth, and twenty-first centuries. In this class, we will explore Western heteronormative masculinity and femininity as well as alternative gender expression. Among the secondary focuses evaluated in this course are issues of power, authority, social representation, and social change as they relate to gender issues. Prerequisite: EN 111. PRE-2015 CORE: Level II. 2015 CORE: Social Justice & Civic Life, Transform. FA, SP.

WS/IS 319. 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.

WS/PL 326. Feminist Theory. (3)
This course provides an overview of the major philosophical issues that have defined feminism as a subject of intellectual inquiry. Although feminism’s historical focus has been on women, an even more fundamental issue for the movement has been now power and oppression are created from and wielded upon various categories of humans. 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 these translate into issues of subjectivity, rights, politics, aesthetics, sexuality, ethics, and a host of other issues. PRE-2015 CORE: Level II. 2015 CORE: Belief & Reason, Transform.

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. PRE-2015 CORE: Level 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. PRE-2015 CORE: Level III.

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.

WS/HI 367. Mother Russia. (3)
Using gender as the central category of historical analysis, this course explores the history of women in Russia from the creation of Tsarist Russia to the collapse of the Soviet Union (ca. 900-present.) Meets the upper-division requirement for World history in the history major.

WS/HI 370. Fairy Tales and Culture. (3)
This course is an exploration of the creation, transmission, and implications of culture to power relations (particularly gender) of fairy tales in modern world history since 1450 C.E. in a global context. Meets the upper-division requirement for World history in the history major. 2015 CORE: Creativity & Culture, Transform, Global Studies.

WS/EN 462. Rhetoric of Women. (3)
Using gender as a category of rhetorical study, this course locates and listens to rhetoric by and about women. Students will study diverse rhetoric produced by women as well as general feminist rhetorics. Prerequisite: EN 213, EN 279, or EN 350. SP, even years.

WS/CO 383. Gender and the Media. (3)
A critical/cultural approach will provide a framework for understanding how gender, class, race, age and ethnicity influence the production, construction, and consumption of the media. The emphasis is on understanding gendered media from a global perspective, and empowering media consumers through both critical analysis and active creative production. 2015 CORE: Creativity & Culture, Transform, Global Studies.

ADMINISTRATION & UNDERGRADUATE FACULTY
BOARD OF TRUSTEES
Nancy Blattner (2012)
Stephen D. Dunn (2007)
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<table>
<thead>
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</tr>
</thead>
<tbody>
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<td>Grant Beck (2008)</td>
<td>Associate Professor of Accounting. B.S.B.A., Rockhurst University; M.A.S., University of Illinois; Ph.D., University of Missouri-Columbia.</td>
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<tr>
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<td>Lonna Boen (1994)</td>
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<tr>
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</tr>
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