The Rockhurst Seal, adopted in 1945, summarizes pictorially the inspiration and history of the University. In 1999, the seal was modified to reflect the institution’s new name: Rockhurst University (previously Rockhurst College). The shield in the center comprises four quarters separated by a cross with seven pillars, symbolizing the seven pillars of wisdom and the seven liberal arts. Reading clockwise, the moorcock is from the family shield of St. Thomas More, patron saint of Rockhurst. The stony, wooded hill represents the ground on which Rockhurst was built and for which it was named. The holly sprig is from the coat of arms of the Dowling family in honor of the University’s founder. The year 1910 is the founding year of Rockhurst. The quarter bars are from the family shield of St. Ignatius of Loyola, founder of the Society of Jesus. The Latin words below the shield translate,

“Wisdom has built herself a home.”

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Student Accounts
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Student Development
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The Rockhurst University Catalog
is on the Internet. The web site is:
www.rockhurst.edu/catalog
Accreditation and Affiliations

Rockhurst University is accredited by The Higher Learning Commission of the North Central Association, 230 South LaSalle Street, Suite 7-500, Chicago, IL, 60604, www.ncahlc.org, (800) 621-7440. Additionally, specific programs include accreditations by AACSB International—The Association to Advance Collegiate Schools of Business (undergraduate and master’s degree programs), 777 South Harbour Island Boulevard, Suite 750, Tampa, FL, 33602-5730; the Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association, 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD, 20824-1220; the Commission on Accreditation in Physical Therapy Education, 1111 N. Fairfax St., Alexandria, VA, 22314-1488; the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, D.C., 20036; the Council on Academic Accreditation of the American Speech-Language-Hearing Association, 2200 Research Blvd., #310, Rockville, MD, 20850-3289; the Teacher Education Accreditation Council, and the Missouri Department of Elementary and Secondary Education. The University holds memberships in the American Council on Education, the Association of American Colleges, the American Association of Colleges for Teacher Education, the American Association of Colleges of Nursing, the American Physical Therapy Association, the Council of Academic Programs in Communication Sciences and Disorders, the National Council for Undergraduate Research, the Nonprofit Academic Centers Council, the Institute for International Education, the Council for International Educational Exchange, the Association of Catholic Colleges and Universities, the Association of Jesuit Colleges and Universities, the Missouri Association of Colleges and Universities, the Missouri Colleges Fund, Inc., the Council of Independent Colleges, The College Board, and the Council of Graduate Schools. The University is an affiliate of Nonprofit Leadership Alliance and partners with the Association of Fundraising Professionals (AFP) Mid America Chapter.

General Information

This Rockhurst University 2012–2014 Catalog is for informational purposes and does not constitute a contract or part of a contract between Rockhurst University and any student. Information in this Catalog concerning academic programs, tuition, financial aid, academic rules and regulations, and faculty is current as of August 1, 2012. Programs and program requirements and University policies and procedures can and do change from time to time for the improvement and development of academic offerings of the University, to reflect advancement in higher education, and for compliance with applicable law.

The program and degree requirements specified in this publication apply to students who commence their studies at Rockhurst University during the academic years 2012-2013 and 2013-2014 and who remain in continuous enrollment at the institution until they are graduated. Individual schools and departments may have additional degree and other requirements. Students and prospective students should contact the administrative offices of both the school and the department of the program in which they are enrolled or to which they are applying for information on those requirements. Although requirements are subject to change without notice, as a general rule, and whenever possible, students may elect to comply with the new requirements or to remain under the requirements set forth in the catalog in effect when they began their studies (provided they have maintained continuous enrollment). Students who do not maintain continuous enrollment must satisfy the academic requirements of the catalog under which they re-enroll. Students who change their major may be bound by the regulations for the new major that are in effect the semester when they declare or change their major and officially begin studies in that program.
THE MISSION, VISION, VALUES AND HISTORY OF ROCKHURST UNIVERSITY

On the Bell Tower in the middle of campus are inscribed the words that inspire Rockhurst University’s mission, vision, and values:

“You are called by the Society of Jesus to be men and women who reflect upon the reality of the world around you with all its ambiguities, opportunities, and challenges, to discern what is really happening in your life and in the lives of others, to find God there and to discover where God is calling you, to employ criteria for significant choices that reflect Godly values rather than narrow, exclusive self-interest, to make decisions in the light of what is truly for the greater glory of God and the service of those in need, and then to act accordingly.”

Our Mission
Rockhurst University exists to transform lives by creating a learning community centered on excellence in undergraduate liberal education and graduate education. Rockhurst is Catholic and Jesuit, involved in the life and growth of the city and the region, and committed to the service of the contemporary world.

Our Vision
Rockhurst University will be nationally recognized for transforming lives and forming leaders in the Jesuit tradition. Inspired by the example of St. Ignatius of Loyola, this Catholic university community seeks to make God’s good world better through learning, leadership, service, and the pursuit of justice.

Our Values

Finding God in All Things

Our Jesuit Heritage: St. Ignatius Loyola taught that all created things owe their existence to a loving God who is revealed in the world and in human beings. The world is a place where God meets people, a place of grace and goodness, and a place to live as authentic humans before a loving God. As reflections of a loving God, all created things have inherent dignity and goodness and are worthy of respect and care.

Living Our Tradition Today: We believe that God is actively working in our lives and world; therefore, we strive: To search for and find God in every circumstance in life, not just in explicitly religious situations. To grow in love—the love of God, of our neighbor, and of the world. To deepen our relationships with God and our own religious traditions. To model that all aspects of learning and teaching are relevant ways of encountering and responding to God.
**Magis—“More”**

Our Jesuit Heritage: We respond gratefully to “finding God in all things” with a desire to seek what brings about the greater glory of God. We desire to respond in the fullest, most authentic way possible, always asking, “What more can I be and do?” Through ongoing reflection and discernment at both the personal and structural level, we desire to think and act creatively and to challenge the status quo when appropriate.

Living Our Tradition Today: We are committed to excellence; therefore, we strive: To understand better ourselves and others as people loved by God. To seek greater knowledge of the academic, spiritual, and social disciplines. To give greater love, care, and compassion for our neighbor. To find more purposeful and effective ways to carry out our work.

**Reflection and Discernment**

Our Jesuit Heritage: God has created us with the ability—through reflection and discernment—to discover God’s guidance and will in every part of creation. We are called to apply this reflection and discernment to our lives and our human relationships, seeking always to discover how God wishes us to interact with others and the world around us. By attending to motivations, feelings, thoughts, and patterns of decision-making, we can improve the freedom, goodness, and authenticity of our actions.

Living Our Tradition Today: We are committed to the examined life; therefore, we strive: To seek for a greater knowledge of all creation. To reflect on our own lived experience of the world. To discern the movements of our heart and reason. To listen to the experience of other people.

**Cura Personalis—“Care for the Whole Person”**

Our Jesuit Heritage: God desires all persons to discover how to live more fully, more freely, and more authentically as the people God has made us to be. To help people do this, we honor, care for, and educate the whole person by encouraging all people to strive after intellectual, physical, artistic, social, psychological, moral, and spiritual health and well-being. In our human relationships, we respect and nurture the whole person, not just on our campus, but in the neighborhood, city, and beyond.

Living Our Tradition Today: We are committed to caring for others in and outside the classroom; therefore, we strive to help people: To understand their inherent human dignity. To reach their greatest human potential. To share their experience and knowledge with others. To act in a way that reflects this growth.

**Contemplation in Action**

Our Jesuit Heritage: Our reflection and discernment leads to action that builds up our community, serves others, promotes justice, and leads others to similar action. Because we all have the ability to discover God’s will and guidance and to act accordingly, we are called to respond purposefully by freely giving what we have been given by God. We believe that people can make a claim on our time, energy, and attention and that there is a necessary connection and interdependence between us.
Living Our Tradition Today: We are committed to just action through leadership and service; therefore, we strive: To take responsibility for our gifts and talents and to help build up the gifts and talents of others. To be agents of transformation especially in the areas of social justice and equality. To bring our best resources to bear on creative responses to problems and challenges.

Wisdom—*Sapientia Aedificavit Sibi Domum*—“Wisdom Has Built Herself a Home”

Our Jesuit Heritage: Wisdom is the product of the search for God in all things, the reflection and discernment on God’s good world, the striving for more, and the care of the whole person. The more that we know about ourselves, others, and the world, the more we know about God and the better we can make sound judgments. Our search for wisdom demands not only academic excellence but also the integration of faith with learning. If we are true to these foundational principles, the result will be the attainment of Wisdom.

Living Our Tradition Today: We are committed to learning; therefore, we strive: To learn about all aspects of this God-charged world. To create an environment that values and champions the search for and communication of knowledge. To examine the moral and ethical implications present in each discipline and program. To view religious experience and religious questions as integral to the understanding of human existence and culture. To foster love of the world that leads to the desire to create a better and more just existence.

Our History

The underlying spirit of Rockhurst University was born in 1521, when a Spanish soldier was struck in the leg by a cannonball at Pamplona. That soldier, later to be known as St. Ignatius of Loyola, used his recovery period to develop his spirituality and approach to life. That new spirituality led to the formation of the Society of Jesus (the Jesuits). The subsequent Jesuit tradition of service to others through a value-centered liberal education has been renowned worldwide for more than 450 years. Today there are 186 Jesuit Colleges and universities throughout the world; 28 of them are in the United States.

Rockhurst University was founded in Kansas City in 1910 with a charter from the state of Missouri empowering Rockhurst University to grant degrees. The construction of Sedgwick Hall in 1914 allowed the opening of high school classes in 1914; college classes began in 1917. Small in numbers but infused with the Jesuit spirit, the first Rockhurst University students were all taught by the Rev. Alphonse Schwitalla, S.J. Just as the Jesuit order grew from the calling of one man into a worldwide force, so Rockhurst has grown from the dream of a small, hardy crew of Jesuits into an institution with national reach.

Today the University serves approximately 3,000 students at its campus in Kansas City’s cultural district. Both undergraduate and graduate degree programs feature the life-long liberal arts learning approach that is a hallmark of Jesuit education.

A summary of historical highlights is offered in the “Rockhurst Traditions” section.
Through our mission of learning, leadership, and service in the Jesuit tradition, Rockhurst University cultivates a learning and living environment that encourages cura personalis, care and development of the whole person, through reflection and discernment. Within that environment, Rockhurst creates an integrative experience for students to develop skills, competencies, and values in these seven areas:

- **Leadership:** The commitment to develop the gifts and talents of self and others to make a positive difference in the world.
- **Communication:** The ability to communicate effectively in a variety of contexts and with awareness of purpose and audience.
- **International and Cultural Understanding:** The appreciation of cultural differences and commonalities, and the ability to interact with sensitivity and alertness as citizens of the world.
- **Critical and Creative Thinking:** The ability to search for knowledge, investigate questions, and apply information in a systematic, discerning, and innovative manner.
- **Ethics and Social Justice:** The commitment to create a more just world and to live with integrity, humility, tolerance, and empathy.
- **Academic Knowledge:** The capacity to assimilate and apply a broad range of skills, knowledge, and abilities to a chosen field of study.
- **Self Formation:** The discovery and cultivation of spiritual, physical, social, and emotional well-being.

### College/School Learning Goals Aligned with University Learning Themes

Although the College of Arts and Sciences, the Helzberg School of Management, and the School of Graduate and Professional Studies use different terms, they have, respectively, aligned their learning goals, learning outcomes, and core values with the University Learning Themes.

### College of Arts & Sciences Learning Goals

In keeping with the Jesuit Tradition and Mission of education of Rockhurst University, by graduation, College of Arts & Sciences students will demonstrate knowledge of key concepts and ways of knowing in the humanities (the term *humanities* includes both philosophy and theology & religious studies as is typical throughout higher education within the U.S.), social and behavioral sciences, natural and physical sciences, and mathematics that they can apply to the personal, communal, and global issues of our times. College of Arts & Sciences students will demonstrate the intellectual skills and capacities needed for creative and just engagement in an ever-changing global community. College of Arts & Sciences students will also demonstrate an informed concern for—and determination to create—a just and better world, and they will synthesize their core and major studies to connect them to new settings and problems.
Learning Goals:

- Demonstrate competence in a chosen field of study, integrate various disciplinary perspectives, and apply that academic knowledge. *(Academic Knowledge)*
- Exhibit collaborative leadership skills and teamwork. *(Leadership)*
- Demonstrate effective written and oral communication. *(Communication)*
- Demonstrate awareness of global interconnectedness that reflects an appreciation of humanity’s diversity and commonality, and an understanding of cultures other than one’s own. *(International and Cultural Understanding)*
- Engage ideas and issues thoughtfully, critically, creatively, and compassionately. *(Critical and Creative Thinking)*
- Exhibit ethical grounding in both word and action, and act as agents of positive social change. *(Ethics and Social Justice)*
- Demonstrate self-awareness of personal values, beliefs, gifts, challenges, and connectedness to others, along with the responsibilities these qualities bring. *(Self Formation)*

Helzberg School of Management Learning Outcomes

- **Leadership**—demonstrate the pursuit of personal excellence while helping others develop to their full potential;
- **Ethical Behavior and Corporate Social Responsibility**—analyze ethical and corporate social responsibility issues in context and implement appropriate action(s);
- **Business Skills and Knowledge**—explain, integrate and apply foundational business knowledge and skills to effectively lead and manage organizations;
- **International/Global**—demonstrate the achievement of a global perspective that views business activity within a complex and changing world context;
- **Information Analysis and Application**—identify, access, analyze and synthesize appropriate business information;
- **Communication**—communicate effectively, and create an environment where effective communication can occur.

School of Graduate and Professional Studies: Mission and Core Values

The Rockhurst University School of Graduate and Professional Studies offers a variety of baccalaureate and post-baccalaureate degrees. Participation in these degree programs prepares students to continue to develop knowledge and skills, foster inquiry and serve others in accordance with the Rockhurst University Mission and in their chosen profession.

Graduates from the School of Graduate and Professional Studies are well prepared to lead lives as vibrant men and women who are committed to lifelong education, professional leadership and community service in the Jesuit tradition.
Core Values

- Promoting **analytical skills and critical thinking**, 
- Facilitating **leadership skill development**, 
- Advocating for **social justice**, 
- Promoting **life-long learning**, 
- Forging **partnerships within the community**, 
- Developing **cultural competence**, 
- Developing **ethical perspectives**.

Each department and program has, in turn, aligned its learning goals with its respective college’s or school’s learning goals, as well as with the University Learning Themes. In this way, students can be assured that every course in the Core Curriculum, every major, every program aims to help them to develop skills, competencies, and values in keeping with the mission of Rockhurst University and its core values.

**Assessment**

To measure just how well Rockhurst is achieving its aims, we assess our courses, Core Curriculum, majors, and programs. In this way, we can continuously enhance our offerings, striving for *magis* in all that we do.
Through the College of Arts and Sciences, Rockhurst University confers the following degrees:

**Bachelor of Arts (B.A.)**
- Business Communication
- Communication
- English*
- French
- Global Studies
- History
- Philosophy
- Political Science
- Psychology
- Spanish
- Strategic Communication
- Theology

**Bachelor of Science in Nursing (B.S.N.)**
(with Research College of Nursing)

**Bachelor of Science (B.S.)**
- Biochemistry
- Biology
- Chemistry
- Clinical Laboratory Sciences
- Mathematics
- Physics
- Music
- Philosophy
- Physics of Medicine
- Political Science
- Psychology
- Spanish
- Theatre Arts
- Theology
- Women’s Studies

**Certificate Programs**
- Journalism
- Pre-Medical Post Baccalaureate Writing*

Through the Helzberg School of Management, Rockhurst University confers the following degrees:

**Master of Business Administration (M.B.A.)**

**Master of Business Administration Dual Degree Program (DO/MBA, DPT/MBA)**

**Master of Business Administration (M.B.A.), Executive Fellows Program**

**Bachelor of Arts (B.A.)**
- Economics
- International Business Management Marketing
- Business Administration*
- Economics
- Business Administration**
- Corporate Accounting & Finance

**Certificate Program**
- Business Administration**

Through the School of Graduate and Professional Studies, Rockhurst University confers the following degrees:

**Doctor of Physical Therapy (D.P.T.)**
**Master of Education (M.Ed.)**
**Master of Occupational Therapy (M.O.T.)**
**Master of Science in Communication Sciences and Disorders (M.S.)**

**Bachelor of Arts (B.A.)**
- Criminal Justice*
- Elementary Education
- Secondary Education
- Middle School Education
- Leadership Studies#
- Nonprofit Leadership Studies#
- also with Fundraising concentration#

**Bachelor of Science (B.S.)**
- Communication Sciences and Disorders
- Exercise and Sport Science

**Minors**
- Communication Sciences and Disorders
- Criminal Justice*
- Leadership Studies#
- Nonprofit Leadership Studies#
- Paralegal Studies**

**Certificate Programs**
- Fundraising Leadership Studies#
- Leadership Studies#
- Nonprofit Leadership Studies#
- Paralegal Studies**
**EVENING PROGRAMS**

*Through the School of Graduate and Professional Studies:*

Master of Education (M.Ed.)

*Bachelor of Arts (B.A.)*
   - Criminal Justice*
   - Leadership Studies #
   - Nonprofit Leadership Studies #
      also with Fundraising concentration #

**Minors**
   - Leadership Studies #
   - Nonprofit Leadership Studies #
   - Paralegal Studies**

**Certificate Program**
   - Fundraising Leadership Studies #
   - Leadership Studies #
   - Nonprofit Leadership Studies #
   - Paralegal Studies**

*Through the College of Arts and Sciences and the School of Graduate and Professional Studies:*

**Bachelor of Arts (B.A.)*
   - English (Writing track)

**Minors**
   - English (Writing track)

**Certificate Program**
   - Writing

*Through the Helzberg School of Management:*

Master of Business Administration (M.B.A.)

**Minor**
   - Business Administration

**Certificate Program**
   - Business Administration**
HEALTH SCIENCES AT ROCKHURST UNIVERSITY

Rockhurst University values service and, in that spirit, prepares students to be men and women for others. That value permeates the health sciences programs available to individuals interested in pursuing work in the health care professions. A broad selection of health care program options are available at Rockhurst University at the certificate, bachelor and graduate degree levels. For further information on a specific program, please refer to the section of the catalog related to that particular field of study.

Preparatory Programs
Undergraduate:
- Pre-Dental
- Pre-Medical
- Pre-Medical Scholars Program (with St. Louis University)
- Pre-Medical Scholars Partners Program (with Kansas City University of Medicine and Biosciences)
- Pre-Medical Scholars Program (with University of Missouri-Kansas City)
- Pre-Occupational Therapy
- Pre-Optometry
- Pre-Pharmacy
- Pre-Physical Therapy
- Pre-Physician Assistant
- Pre-Veterinary

Bachelor of Science in Clinical Laboratory Sciences
Bachelor of Science in Communication Sciences and Disorders
Bachelor of Science in Exercise and Sport Science

Post-baccalaureate:
- Prep-track in Communication Sciences and Disorders
- Pre-Medical Post-Baccalaureate Certificate

Graduate Programs

School of Graduate and Professional Studies
- Doctor of Physical Therapy (D.P.T.)
- Master of Occupational Therapy (M.O.T.)
- Master of Science in Communication Sciences and Disorders (M.S.)

Helzberg School of Management (HSOM)
- Master of Business Administration (M.B.A.)
  - Health Care Management concentration
- MBA Dual Degree Program
  (in collaboration with Kansas City University of Medicine and Biosciences
Doctor of Osteopathy program)
- MBA Dual Degree Program
  (in collaboration with Rockhurst University Doctor of Physical Therapy program)

Research College of Nursing
- Bachelor of Science in Nursing
- Accelerated Bachelor of Science in Nursing
  (Research College of Nursing grants a Master of Science in Nursing degree with five tracks. Two post-master’s degree certificate programs are also offered: Executive Nurse and Nurse Educator. For further information, contact Research College of Nursing.)
This section provides information on admission procedures for undergraduate programs. Students considering graduate programs should review specific admission and program requirements in the Graduate section of this Catalog.

**Undergraduate Admission**

The Admission Committee grants acceptance to students who have demonstrated their ability to benefit from the education offered at Rockhurst University, without regard to religion, race, gender, age, disability or national origin. In most cases, this judgment will be based upon records of prior academic work. It is the responsibility of the applicant to see that all transcripts, records of tests and recommendations that give evidence of scholastic ability, character, and other credentials predictive of success at Rockhurst are forwarded to the Office of Admission at Rockhurst University. Interviews are encouraged and pre-admission counseling is available.

Rockhurst University welcomes students from diverse religious, racial and ethnic backgrounds and strives to maintain an atmosphere of respect and sensitivity toward the ultimate dignity of every person.

**Admission from High School**

To be considered for admission to the freshman class, an applicant should have forwarded the following materials:

1. An application form with recommendation completed by student’s counselor;
2. An up-to-date, official transcript including three years of high school work and rank in class; if rank is reported;
3. Results of the American College Testing Program examination (ACT) or the Scholastic Aptitude Test (SAT) of the College Board; (Rockhurst University does not require the ACT or SAT writing portion.)
4. A $25 non-refundable application fee. The fee may be waived based on written request from the student’s secondary school counselor. The application fee may be waived for online applications or on special application mailings.

Enrolling freshmen will be required to present a final high school transcript to Rockhurst University. This transcript needs to show date and verification of graduation. Failure to provide proof of high school graduation can result in the loss of a student’s admitted status.

To be considered for admission, an applicant’s transcript must show not less than 16 academic units from an accredited four-year high school, or 12 academic units from an accredited three-year high school. Rockhurst recommends that students complete the following academic units: four English; three math; three history-social sciences; two units of science (including at least one lab science); four to five units of academic electives (at least two units of foreign language are recommended).

**Admission with Advanced Placement from High School**

Rockhurst University will grant advanced placement and/or credit to high school graduates who have proven their competence by their scores on the Advanced Placement Tests administered by the College Entrance Examination Board. Scores of 4 or 5 may result
in the granting of college credit and a score of 3 will allow consideration of advanced placement in the subject. A student wishing to have Advanced Placement test results evaluated for credit should submit official score reports to the Office of the Registrar if not previously submitted to Admissions. (See “Note.”) See also “Placement and Course Equivalencies for Advanced Placement Tests” on the Rockhurst University website.

Dual Credit
Students who were jointly enrolled in college courses (from regionally accredited institutions) while attending high school may receive college credit provided the work falls within the Rockhurst curriculum guidelines. There is no limit on the number of dual credit hours which may be counted toward the 128-hour graduation requirement for the undergraduate degree. There is no limit on the number of dual credit hours that may be earned through Rockhurst University Advanced College Credit Program (ACCP). However, a student may earn no more than 11 hours of ACCP credit in any given semester from Rockhurst University. Official college transcripts should be submitted for admission for evaluation of this credit.

Admission with International Baccalaureate Credit from High School
Rockhurst University recognizes the rigorous course of studies undertaken by high school students enrolled in approved International Baccalaureate programs. Therefore, high school students enrolled in higher-level International Baccalaureate courses are entitled to consideration for the granting of college credit for these courses. A score of 5 to 7 on the higher-level examinations will result in the granting of college credit equivalent to the lower division courses published in this catalog. A score of 4 will allow the student consideration for advanced placement in a given subject, but will not warrant the granting of college credit. A student wishing to have International Baccalaureate test results evaluated for credit should submit official score reports to the Office of the Registrar if not previously submitted to Admissions. (See “Note.”) See also “Placement and Course Equivalencies for International Baccalaureate Examinations” on the Rockhurst University website.

College Level Examinations
Rockhurst University enables students who have had advanced courses in high school and have done well in them to proceed at a faster pace in college and to take advanced work more quickly. For this purpose, those who wish, may take Subject Level Examinations in various areas of the College Level Examination Program (CLEP) administered at centers throughout the United States during the year. General CLEP Examinations are not accepted. A student wishing to have CLEP test results evaluated for credit should submit official score reports to the Office of the Registrar if not previously submitted to Admissions. (See “Note.”) See also “Placement and Course Equivalencies for College Level Examination Program” on the Rockhurst University website.

Note: Students who achieve acceptable scores may be granted exemption from requirements and/or credits up to a maximum of 32 semester hours from Advanced Placement, International Baccalaureate CLEP, or other non-traditional work. There is no limit on the number of hours accepted toward the degree for college credits earned during high school if taken from regionally accredited institutions.
Admission with a GED (General Education Development) Certificate

Students who have completed their GED can apply for undergraduate admission to Rockhurst University. An official GED certificate, all high school transcripts, as well as an ACT or SAT test score must be supplied to support the application.

Transfer Admission/Admission from Other Institutions

Applicants with a least 12 credit hours from an accredited college or university are eligible to apply as a “Transfer” student. To be considered for transfer admission, applicants should complete the following procedures:

1. File a completed application at the Admission Office or electronically through www.rockhurst.edu;
2. Request the following credentials be sent to the Office of Admission:
   a. Current official transcripts from each college or university attended;
   b. Applicants with less than 24 college credit hours must also submit high school transcripts and standardized test scores from ACT or SAT;
   c. Transfer students who will be participating in Rockhurst University athletic programs must also submit final official high school transcripts even if they have earned 24 or more credit hours.

The application and credentials will be reviewed prior to making an admission decision. Applicants with fewer than 24 college credit hours will be evaluated upon receipt of college transcripts, high school transcripts and standardized test scores from ACT or SAT.

Undergraduate Evening Program Admission/Admission from Other Institutions

Students who choose to submit an application to pursue either a degree or certificate in the evening program should complete the following to be considered for admission:

1. File a completed application at the Admission Office or electronically through www.rockhurst.edu;
2. Request the following credentials be sent to the Office of Admission:
   a. Current official transcripts from each college or university attended;
   b. Applicants with less than 24 college credit hours must also submit high school transcripts;
3. Evening student applicants may be required to provide additional credentials. For more information please consult the Director of Transfer Admission.

The application and credentials will be reviewed prior to making an admission decision.

Transfer Credit

Rockhurst University accepts transfer credit under the following guidelines:

1. Institutions must be accredited by a higher education regional accrediting association.
2. A maximum of 64 hours can be transferred from two-year junior or community colleges.
3. Coursework must have a minimum grade of “C-” achieved in order to be accepted. Coursework accepted with a minimum grade of “C-” may not be used to satisfy upper-division major or minor requirements.
4. If the student has fewer than 24 transfer credit hours, they must provide their official final high school transcript showing their graduation date or GED. If a student is
seeking a certificate at Rockhurst, and they have received a degree from another university, they are required to provide only a transcript from that university. If they have not received a degree elsewhere, they must provide transcripts from all other colleges. If the certificate-seeking student has no college credit, they must provide their official final high school transcript showing their graduation date or GED.

5. Coursework with a grade of Pass, Credit, or Satisfactory will be accepted only with documented evidence that such grades are at least equivalent to a minimum “C-” grade.

6. Credit hours, not grade points, are counted toward Rockhurst degree programs.

7. Practicum, cooperative education, field experience, internship, etc., are not accepted.

8. Correspondence work is accepted only under special circumstances, and with prior approval of the academic dean.

9. Transfer coursework attempted after enrolling at Rockhurst must be pre-approved in order to count toward the student’s Rockhurst degree program.

For institutional accreditation reasons, the University is required to have on file official transcripts from all institutions of higher education a degree-seeking student has attended, whether or not the credit is applied to their Rockhurst degree program.

Rockhurst University reserves the right to reject course work from institutions not accredited through North Central Association of Colleges and Schools or other accrediting associations as determined by the Registrar’s Office. Such course work is not accepted for transfer or satisfaction of degree requirements at Rockhurst University.

**Admission to Certificate Program**

Applicants seeking admission to a certificate program only must have earned a high school diploma or equivalent or meet current admission standards for transfer students. Additionally, applicants must be in good standing at the last school, college, or university attended. If at any time the “certificate only” student wishes to enter a degree program, the student must reapply to Rockhurst University and meet the regular admission standards for degree-seeking students.

**Campus Visit/Interviews**

As part of the application process, students are encouraged to visit the main campus and arrange personal interviews with an admission counselor and/or faculty advisor. The interview includes a full campus tour, explanation of the liberal arts core, unofficial evaluation of transcripts and a full discussion of individual degree requirements. Admission staff members are generally available and maintain flexible schedules for interview and tour requests. An appointment may be made by calling (816) 501-4100 or (800) 842-6776 or via the web at [www.rockhurst.edu/visit](http://www.rockhurst.edu/visit).

**International Student Admission**

An international student is any student who is not a citizen or resident legally permitted to remain in the United States for purposes of pursuing a full course of study in a specific educational program at a school in the United States that has been designated by the Department of Homeland Security as eligible to offer such programs. International students holding current F1 or other appropriate visas and currently attending an eligible U.S. institution are also considered to be international candidates for admission.

All international candidates for admission must submit the following materials:

1. An official international application form with recommendation completed by the student’s counselor;
2. English translations of final official transcripts from all high schools and institutions of higher learning. These official transcripts must be evaluated by an agency acceptable to Rockhurst which specializes in the evaluation of academic institutions outside the United States. An official report from the agency must be submitted to the Admission Office;

3. Results from the Test of English as a Foreign Language (TOEFL). Proficiency in both written and spoken English is a requirement for students participating in Rockhurst University undergraduate programs. Students whose first language is not English are required to take the TOEFL before being considered for admission. The minimum score required for admission to an undergraduate program is as follows: 550 on the paper-based test; 213 on the computer-based test; 79 on the internet-based test.

4. Results from the Scholastic Aptitude Test (SAT) or the American College Testing Program (ACT) may be required;

5. Certification from a bank or a legally binding affidavit of financial support indicating the student’s ability to pay for educational expenses at Rockhurst;

6. A $50 application fee.

International students are encouraged to submit applications and documentation prior to regular application dates due to the additional time that may be required to review foreign credentials and to prepare visa documentation.

An I-20 Form will be issued to the international student by the Rockhurst University International Student Advisor when the student has met all admission requirements.

International students are required to participate in the student health insurance program during their tenure at Rockhurst.

**Health Insurance**

A health insurance plan designed for the students of Rockhurst University is currently available to all students. Benefits under this plan are described in detail on the Rockhurst website. The plan is mandatory for all international students. All full-time undergraduate and graduate students must participate unless they provide proof of current health insurance. The Rockhurst plan protects students 24 hours a day whether on or off campus during the coverage term. Catastrophic health insurance may be purchased from the insurance broker for an additional fee.

**Unclassified, Audit, Visiting or Exchange Student Admission**

**Unclassified:** Individuals are welcome to enroll for up to 18 hours as “unclassified,” non-degree seeking students. Applicants seeking admission as unclassified students must have completed the requirements for a high school degree or equivalency program. Additionally, applicants must be in good standing at the last school, college or university attended. Students entering Rockhurst as unclassified students are not eligible for institutional financial aid.

An Unclassified Application may be obtained through the Admission Office or filed electronically through [www.rockhurst.edu](http://www.rockhurst.edu). Acceptance is valid for one term and will need to be renewed each academic term. Rockhurst University reserves the right to limit the number of cumulative credits taken as an unclassified student to 18 hours.

**Auditors:** Those students taking courses for interest or the development of their own skills and not with the intention of seeking credit or a degree may enroll in courses for
audit. Auditing students are not required to do course work or to take examinations, but are expected to attend class regularly. Course fees for credit and audit are the same. Students may not change from audit status to credit status after registration. Students may change from credit to audit status. The procedures and deadlines for withdrawal from individual classes also pertain to changes to audit status. Students wishing only to audit classes should follow the same application procedures as unclassified applicants. Students entering Rockhurst as auditors only are not eligible for institutional financial aid.

Visiting Students: Students visiting Rockhurst University from other institutions of higher education must certify that they are in good academic standing at their home institution. Students entering Rockhurst as visiting students are not eligible for institutional financial aid.

Exchange Students: Rockhurst University participates in the Kansas City Area Student Exchange (KCASE) consortium program. Institutions participating in the consortium are Avila University, Kansas City Art Institute, Kansas City Metropolitan Community Colleges, University of Missouri-Kansas City, and Park University. Rockhurst has an independent agreement with William Jewell College as well.

Under the terms of the KCASE consortium agreement, full-time students (enrolled in at least 12 semester hours) from member institutions are eligible to take one course per fall or spring semesters only, with no tuition charges. Eligible students must provide appropriate documentation from their home institution indicating their qualification for KCASE. Additionally, KCASE students must complete an Unclassified Application and return it to the Admission Office prior to registration. All application fees are waived for KCASE students. Unclassified applications are available at the Admission Office or may be filed electronically at www.rockhurst.edu. For more information about the KCASE program, see Exchange Programs in the undergraduate Enrollment Policies section of this catalog.

Readmission to Rockhurst University
Rockhurst students who do not continue their studies in subsequent spring or fall terms must apply for readmission to Rockhurst. Previous unclassified, auditing, visiting or exchange students are not considered candidates for readmission, but must follow the guidelines for standard undergraduate admission or transfer admission or unclassified admission as appropriate.

To apply for readmission, complete a Readmission Application available at the Admission Office or electronically at www.rockhurst.edu. Applicants who have attended other colleges or universities since last attending Rockhurst must provide official transcripts from those institutions. Transfer course work from other institutions is considered under the same guidelines as other transfer course work and the individual must provide evidence of good standing at the other institutions.

Return the completed Readmission Application form to the Admission Office. The Admission Office will determine if the applicant is in good standing at Rockhurst University prior to readmission. To be in good standing at Rockhurst University, the applicant must resolve any financial encumbrance, academic probation or disciplinary matters with the appropriate campus office prior to admission. All transcripts from other institutions should be sent to the Admission Office. There is no application fee.
Undergraduate Tuition and Fees

For specific information about tuition and fees, and room and board, see the Rockhurst University website www.rockhurst.edu. For special program fees, consult the particular program announcement. The University reserves the right to change tuition and fees at any time.

Payment Policy
Payment of tuition and fees finalizes registration, which begins with enrollment in classes. Failure to make payment will result in cancellation of enrollment and will require re-enrollment through the appropriate Dean’s office and payment in the Student Accounts Office before attending class. Students who do not satisfy their financial obligations before the first day of class may not attend class. Students who do attend class and have not satisfied their financial obligations will be removed from class.

Tuition, fees, room and board (if applicable) are due by the tuition payment deadline, before classes begin, as shown on-line at the Rockhurst University website, www.rockhurst.edu. All late payments will be assessed a late fee.

Students whose accounts show unpaid balances from prior semesters will not be permitted to enroll in classes until all unpaid balances are cleared, including applicable penalty charges.

Payment Plans
The University currently offers students several tuition and fee payment plans. Students must pay the appropriate amount under their payment plan in order to be fully registered and attend class.

Regular Payment Plan
Under the Regular Payment Plan, tuition, fees, and room and board (if applicable) are due in full before classes begin.

Alternative Payment Plans
Under an Alternative Payment Plan, the University allows students to pay tuition, fees, and room and board costs over an installment period depending on the plan selected. In order to qualify for any Alternative Payment Plan the student must have no history of account delinquency. Students who qualify for an Alternative Payment Plan finalize registration by having met the terms of their plan. Budgets for the Alternative Payment Plans are computed using total costs less any financial aid, scholarships, or grants.

No Alternative Payment Plan is available for summer sessions. Tuition, fees, room and board (if applicable) are due in full before classes begin.

Tuition Management System (TMS)
Students who are unable to make payment in full before classes begin may choose the University’s Interest-Free Monthly Payment Plan offered in partnership with Tuition Management Systems, Inc. (TMS). This plan allows payment of full-year costs in 10 or 12 monthly payments beginning in June prior to the Fall term. There is an annual fee for the Interest-Free Monthly Payment Plan, which includes life insurance for the plan payor
for the unpaid portion of the tuition and fees. For more information or to enroll, visit the TMS website, www.afford.com, or call 1-800-722-4867, or contact the Rockhurst University Student Accounts Office or Financial Aid Office.

Deferred Payment Plan
The University also offers a Deferred Payment Plan for eligible students under which one-third of the semester costs and a plan fee are due before classes begin for each semester, with the remaining balance paid in two equal amounts due October 1 and November 1 for the Fall semester, and March 1 and April 1 for the Spring semester.

The total amount of tuition and fees due under the above Payment Plans is reduced by the amount of approved scholarships, grants and net loans (gross less processing fee) which the student has obtained through the Rockhurst Offices of Admission and Financial Aid except for student work awards. Students are responsible for finding a place of employment on campus and working the hours required to earn their work award.

Employer Tuition Assistance and Reimbursement
Students attending the University through University-approved employer-reimbursement must pay all costs before classes begin, or, if the student is eligible, make arrangements for payment under an Alternative Payment Plan. Students whose employers pay partial costs are liable for those costs over and above that paid by the employer. Those costs paid by the student must be paid in full before classes begin or, if the student qualifies, tuition and fees must be paid under an Alternative Payment Plan. The reimbursement of the student is the responsibility of the employer.

Students are encouraged to make payment or arrangement for payment before the due date by returning the invoice emailed to them by the Student Accounts Office. See the Rockhurst University website, www.rockhurst.edu for tuition payment deadlines.

Delinquent Accounts
Overdue accounts will be sent to a collection agency. Collection costs and fees for unpaid balances forwarded to outside agencies for collection will be borne by the student. Transcripts of academic records will not be issued by the Registrar’s Office for any student or former student whose student account is delinquent or for any student or former student whose Perkins Loan repayments are delinquent. Delinquent balances must be paid in full or repayment plans brought current prior to the issuance of academic transcripts.

Health Insurance
A health insurance plan designed for the students of Rockhurst University is currently available to all students. Benefits under this plan are described in detail on the Rockhurst website. The plan is mandatory for all international students. All full-time undergraduate and graduate students must participate unless they provide proof of current health insurance. The Rockhurst plan protects students 24 hours a day whether on or off campus during the coverage term. Catastrophic health insurance may be purchased from the insurance broker for an additional fee.
Alumni Discount Program

In an effort to provide increased opportunity for Rockhurst graduates to participate in and reassociate themselves with the academic offerings of the University, Rockhurst offers an Alumni Discount Program.

Participating students must have earned a degree from Rockhurst University. Alumni holding a Rockhurst baccalaureate degree are eligible to take only undergraduate courses through the Alumni Discount Program. Alumni holding a Rockhurst graduate degree are eligible to take graduate or undergraduate courses through the Alumni Discount Program.

Alumni participating in the Alumni Discount Program will be subject to the same academic requirements, including prerequisites and admission qualification as regular students. Alumni must complete an application for readmission through the Office of Admission and meet the regular readmission standards of the University.

Enrollment through the Alumni Discount Program will be on a space available basis only. Alumni are limited to one course per semester and a total of one course in the summer. The University reserves the right to exempt certain courses or programs from the Alumni Discount Program, such as nursing, independent studies, and other courses and programs the University may specify from time to time. Enrollment for students participating in the Alumni Discount Program will be held after regular students have completed registration. Although alumni are encouraged to seek information and readmission early, alumni may not enroll for classes under this program prior to the first day of classes. Enrollment in a class prior to this time will invalidate participation in the Alumni Discount Program for that semester.

Tuition under the Alumni Discount Program is one-half of the regular tuition for the course plus any special fees such as lab fees. Tuition must be paid in full at the time of enrollment in order for the discount to apply. Tuition for a course under the Alumni Discount Program will not be applied to any other payment plan.

Sixty-Plus Program

This program offers the opportunity for persons 60 years old or older to take undergraduate courses at a discounted tuition rate on a space available basis. The program offers credit options. Tuition and fees, and enrollment procedures can be found online at the Rockhurst University web site, www.rockhurst.edu. See also Non-Credit Enrollment Option below.

Sixty-Plus Credit Enrollment

Students must complete an application for admission. Regular Rockhurst admission policies are in effect and allow for:

1. Admission into an “unclassified” category in which the student can accumulate 18 semester hours before a full admissions evaluation is required.
2. Admission into a degree-seeking category that requires a full credentials review.

Refunds for course withdrawals will be calculated according to the schedule published on-line at the Rockhurst University web site, www.rockhurst.edu. For more information, please call the School of Graduate and Professional Studies at (816) 501-4767.

Non-Credit Enrollment Option

Rockhurst University offers a non-credit enrollment option that allows individuals over the age of 18 to participate in select undergraduate or graduate course offerings on a non-
credit basis. Students participating in this program should contact the School of Graduate and Professional Studies in Van Ackeren Hall, Room 300, or call (816) 501-4767 to register.

Individuals selecting the non-credit enrollment option will be required to file a form in the School of Graduate and Professional Studies indicating their understanding that the course is not for credit, that no academic record will be maintained in regards to their participation, and that they will be allowed to participate on a space-available basis. Final confirmation of one’s ability to participate may not occur until the start of classes. Please note that it is not possible to change from a non-credit to a credit status after registration. Since the University will not maintain an academic record for students enrolled in the non-credit option, formal processing of withdrawals is not required. Out of courtesy, however, students should notify the instructor and the School of Graduate and Professional Studies of his or her intent to withdraw. Students enrolled in the non-credit option will receive a full refund if they contact the School of Graduate and Professional Studies indicating their desire to withdraw from a course by the full refund date as published online at the Rockhurst University website, www.rockhurst.edu, but will receive no refund thereafter.

The School of Graduate and Professional Studies will complete the registration process. Students participating in the non-credit enrollment option for undergraduate courses are not subject to any University admission criteria, including completing an Application for Admission. Individuals participating in the non-credit enrollment option for graduate courses may be required to present documentation that they have completed appropriate prerequisite work. The appropriate Dean’s Office will be responsible for assessing materials related to graduate courses.

The University reserves the right to restrict courses offered as a non-credit option. Requirements for class participation are the prerogative of the individual faculty member.

**Refund Policy**

**Refunds and Reduction in Charges**

If a student withdraws or is dismissed from the University during the first week of a semester, the student will be eligible for refund of total tuition and fees paid. Resident students will receive a pro rata refund of the total amount of room and board paid if they withdraw or are dismissed during the first week of scheduled instruction. Students who withdraw or are dismissed after the end of the first week of scheduled instruction are eligible for refunds and/or reduction in charges in accordance with the Tuition Refund Schedule published for that semester on-line at the Rockhurst University website www.rockhurst.edu. Students should note that, depending on the amount of money paid to the University before classes begin, withdrawal or dismissal may or may not result in an actual refund of money to the student. Circumstances may occur in which the student still owes money to the University even after appropriate reduction in tuition, fees and/or room charges.

Beginning with the second scheduled week of instruction, resident students who withdraw or are dismissed will receive a pro rata reduction in room charges for each full week not in residence as a result of withdrawal or dismissal. Students who withdraw or are dismissed after the twelfth scheduled week of instruction are not eligible for a reduction.

No refunds, either for withdrawal from single classes or for complete withdrawal from the University, are made unless the student has officially withdrawn from the University. See “Changing Enrollment” in the Enrollment Policies section of the catalog or on the Rockhurst University website www.rockhurst.edu.
Return of Federal Funds
The return of federal funds formula provides for a return of Title IV aid if the student received federal financial assistance and withdrew on or before completing 60% of the semester/term. Funds are returned as follows:

1. Unsubsidized Federal Stafford Loan
2. Subsidized Federal Stafford Loan
3. Federal Perkins Loan
4. Federal PLUS Loan
5. Federal Pell Grant
6. Federal Supplemental Educational Opportunity Grant (FSEOG)
7. Other Title IV Funds
8. Other federal, state, private, or institutional sources of aid
9. The student

If funds were released to a student because of a credit balance on the student’s account, then the student may be required to repay some of the federal grants or loans released to the student.

Students receiving federal financial aid who withdraw from anything less than 100 percent of their courses will have tuition refunded using the schedule below. All other students not receiving federal financial aid who withdraw from one or all of their courses (both officially and administratively), will also have tuition refunded according to the schedule below.

Refunds for First-time Rockhurst Students
First-time students to Rockhurst University, either freshmen or transfers, processing a complete withdrawal from the University will follow Federal pro-rata refund procedures which provide for adjustments up through the first 60 percent of the term as calculated by weeks. After the 60 percent period there will be no reduction of the original charges and they are due and payable in full. The calculation is made using weeks remaining divided by the total number of weeks in the term and rounding the result downward to the nearest whole 10 percent. A comparison will be done with the refund a student would receive from the policy for continuing students. The policy that is most advantageous to the student will be used.
Refunds for All Other Students
Students will receive the following refund if proper written withdrawal is made before the following weeks:

<table>
<thead>
<tr>
<th>% Refund of total charges (tuition, charges, room)</th>
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</thead>
<tbody>
<tr>
<td>The end of the first week of classes</td>
</tr>
<tr>
<td>2nd week</td>
</tr>
<tr>
<td>3rd week</td>
</tr>
<tr>
<td>4th week</td>
</tr>
<tr>
<td>5th week and thereafter balance due is payable in full.</td>
</tr>
</tbody>
</table>

Students enrolled in accelerated sessions who properly withdraw in writing are eligible for refunds within the first two weeks of each session.

For more information and specific refund deadlines, see Tuition and Fees on the Rockhurst University website [www.rockhurst.edu](http://www.rockhurst.edu).

Students with financial assistance awards who withdraw will have financial assistance refunded in compliance with federal regulations as stated in the Federal Register. Rockhurst University distributes funds back to federal programs in the following order:

1. Unsubsidized Federal Stafford Loan
2. Subsidized Federal Stafford Loan
3. Federal Perkins Loan
4. Federal PLUS Loan
5. Federal Pell Grants
6. Federal Supplemental Educational Opportunity Grants (FSEOG)
7. Other Title IV Funds

Institutional awards are redistributed after the federal programs.

The University will not refund credit balances created by a Missouri Grant award until the actual funds are received from the State.

The University’s refund policies may change from time to time to comply with applicable law. Changes in the University’s refund policies will be posted on the Rockhurst University Web site, [www.rockhurst.edu](http://www.rockhurst.edu). Questions of payment or refund policy involving unusual circumstances should be addressed to the chairperson of the Withdrawal/Appeals Committee.

Meal Plan Refunds
Refunds are based on the unused portion of the a-la-carte meal plan less a 15% calculation charge.
While the primary responsibility for financing a college education rests with the student and his or her family, Rockhurst University has designed a financial assistance program for students who would be unable to attend without such aid. Awards are also made in recognition of academic achievements and the particular talents or ability of the student applicant. The Director of Financial Aid is responsible for coordination of the total financial aid programs.

Financial assistance is awarded to supplement the family’s contribution when family funds are not sufficient to cover educational costs. The University attempts to meet a student’s established financial need through a combination of gift aid (scholarships and grants), and self-help (loans and employment). For new students, funding preference is given to full-time students who complete the application process by March 1 prior to the award year.

**Determination of Need-Based Financial Aid Eligibility**

Rockhurst University utilizes the need analysis information from the Free Application for Federal Student Aid (FAFSA) to establish financial need. All students applying for financial aid based on need must complete the FAFSA need analysis form each year and designate Rockhurst University to receive the processed application. Need is determined by subtracting the family (student and parent) contribution as calculated on the FAFSA from the cost of education. The cost of education includes tuition and fees, room and board and allowances for books, transportation, personal expenses and loan fees. The student’s need will be met with grants, scholarships, loans or employment, either singly or in combination.

**Eligibility for University Scholarships & Grants**

The following assumptions apply to Rockhurst University scholarships and grant awards:

1. Institutional aid awards are available to full-time students day only (enrolled in at least 12 credit hours per semester) who are in good academic standing. To qualify for federal aid, a student must be registered as at least a half-time student. Students must be degree seeking or certificate seeking. (*Adjustments in aid resulting from enrollment changes will not be made past the first two weeks of school in conjunction with the university’s policy of charge adjustments.*)

2. Students who have earned a bachelor’s degree are not eligible for institutional scholarships and grants.

3. Scholarship amounts are locked in at the time of enrollment, subject to renewability criteria.

4. Scholarship renewal is determined at the end of each academic year. Students enrolled in summer school have their renewal grade point average (GPA) commuted following the summer session. Scholarships can be renewed, but not lost because of summer school.

5. Students applying for renewal of need-based aid must reapply each year by filing the FAFSA.
6. University funds are available for only four years or eight semesters, except nursing students who receive funding from Research College of Nursing during their junior and senior years, and students receiving athletic scholarships (maximum of 10 semesters). Transfer students will have aid eligibility determined by taking the eight semesters eligibility and subtracting the number of semester hours transferred from the prior school divided by 15. Transfer students will be advised individually regarding their remaining aid eligibility.

7. Students who have previously attended Rockhurst University, and who are readmitted or return following a leave of absence, will be classified as a transfer student for the purpose of scholarship eligibility if they have earned more than 12 hours since their last term of attendance at Rockhurst University. Students who have earned 12 or fewer hours since their last term of attendance re-enter under the criteria of any academic scholarship that they previously received, subject to available funding.

8. The maximum gift aid award will not exceed the total tuition (12-18 hours), room and board for students receiving need-based financial assistance, residing on campus. Federal, state and other rules (such as athletic conference) may also apply. For all other students, the maximum gift aid award will not exceed tuition and fees (12-18 hours). Any combination of college grants and scholarships will not exceed tuition. Refer to the Residence Life section in this catalog and “Room and Board Plans” on the Rockhurst University website, www.rockhurst.edu for additional information.

9. Federal Stafford loan eligibility is established by filing the FAFSA each year. Loan amounts are determined by class standing at the time of initial enrollment.

<table>
<thead>
<tr>
<th>Dependent</th>
<th>Independent (or dependent with denial of PLUS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. 0-29 hours earned</td>
<td>$5,500</td>
</tr>
<tr>
<td>b. 30-59 hours earned</td>
<td>$6,500</td>
</tr>
<tr>
<td>c. 60+ hours earned</td>
<td>$7,500</td>
</tr>
<tr>
<td>d. Graduate</td>
<td>$20,500</td>
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</tbody>
</table>

10. The Financial Aid Office is the only office at Rockhurst University authorized to offer financial aid to students. Only awards originating from this office will constitute a commitment on behalf of the university. Recommendations for scholarships can be made by faculty or staff, and these recommendations are considered before the award is sent.

**Nursing Students**

Freshman and sophomore nursing students apply to and receive financial assistance from Rockhurst University. Rockhurst scholarships do not renew for the junior and senior years. Junior, senior and Research College of Nursing students apply to and receive financial assistance from Research College of Nursing. More information is available in the Research College of Nursing Catalog.
Coordination of Financial Aid
Any financial aid awarded is subject to review in light of assistance received from outside organizations or agencies. Funds received from outside sources that exceed the limits of gift and need based aid will be coordinated to first reduce the loans and/or work funds and then college/grant scholarships. Each award will be evaluated and adjustments made within university and program guidelines. Students will not receive a refund based on gift-aid only unless specified by the outside agency granting the award that creates the refund.

Financial Aid for Study in Off-Campus Programs
A student eligible to receive aid from Rockhurst University may continue to receive aid, if eligible, for approved off-campus study, such as internship. The students must be enrolled for credit at Rockhurst University in order to receive assistance. In no case will aid be greater than aid awarded for equivalent on-campus course credit.

Standards of Satisfactory Academic Progress to Maintain Financial Aid Eligibility
Financial aid from any source is provided for only one academic year at a time. Aid sources will provide aid to full-time students for only two semesters as a freshman, two semesters as a sophomore, two semesters as a junior and two semesters as a senior. Financial aid can be renewed each year provided the student remains in good academic standing, shows financial need on the FAFSA or demonstrates continued talent or academic achievement as stipulated in the original entering award.

A degree-seeking student at Rockhurst University is considered to be in good academic standing if he or she completes a reasonable number of credit hours toward a degree each academic year and maintains the minimum cumulative GPA for good standing as shown below. The minimum cumulative grade point averages required for good standing are as follows:

• At end of Academic Year 1  32 credits earned, Sophomore  2.0 cum. GPA
• At end of Academic Year 2  64 credits earned, Junior  2.0 cum. GPA
• At end of Academic Year 3  96 credits earned, Senior  2.0 cum. GPA
• At end of Academic Year 4  128 credits earned, Senior  2.0 cum. GPA

Note: Students must complete at least 30 hours per year in order to advance to the next student level and earn additional loan eligibility. In order to complete the 128 hours required for an undergraduate degree in four years, a student should take a minimum of 16 hours per regular semester, 32 hours annually.

A full-time eligible student is expected to complete a degree in four academic years. Full-time students (enrolled in 12 or more semester hours) must earn a minimum of 24 semester hours per academic year. Graduate and part-time students must complete 80% of all hours attempted.

Transfer students must comply with the Rockhurst standards for satisfactory academic progress in credit hours and GPA and then reviewed each semester thereafter. Transfer hours will be included in the number of hours completed. Students readmitted to Rockhurst University or returning from a leave of absence are subject to any academic progress requirements in force at the time of their last enrollment at the university.
following are not considered as credits successfully completed: “F” grades, “I” incom-pletes, “W” withdrawals and “AU” audits. In the case of repeated courses, the course will be counted only the last time attempted. However, all students are required to be in good standing and earn a minimum of 48 semester hours by the end of the second academic year to retain eligibility for financial aid. In no case will federal financial aid eligi-bility be extended to any student who is enrolled beyond 150% of the published length of the program study.

Each student’s progress will be reviewed at the end of each semester to determine satisfactory academic progress. Students not meeting the standard for a particular term will be placed on financial aid warning, receive a one-semester financial aid award, and be notified in writing by the Director of Financial Aid. Financial aid warning consists of the summer term and the semester following placement of warning. Students have a one-semester grace period to make up academic deficiencies. Students on financial aid warning who fail to meet the standard by the end of the next semester will be placed on financial aid suspension until all academic progress requirements are met. No institutional, state, or federal financial assistance eligibility can be certified until academic deficiencies are satisfied.

A student whose federal or college aid is terminated due to failure to comply with this policy may appeal the aid termination to the Financial Aid Committee. Appeals must be submitted in writing to the Director of Financial Aid explaining any mitigating circumstances that caused the student’s academic progress to be less than the require-ments, supported with documentation. The Financial Aid Committee will inform the student of their decision concerning the appeal within 30 working days after receipt of the appeal. Decisions of the Financial Aid Office are final.

Once financial aid eligibility has been terminated due to lack of satisfactory academic progress, the student must make up all deficiencies in cumulative grades and/or credit hours earned for his or her academic level before financial aid eligibility will be reinstated. Only Rockhurst courses can be used to make up deficiencies in cumulative grades point average, but courses that are pre-approved for transfer credit can make up deficiencies in hours.

**Payment of Awards**

In most cases, one-half of the aid award is applied to the student’s account for each semester. The billing statement from the university’s Business Office will reflect the student’s charges and financial aid. Earnings from campus employment are not credited toward that balance due, but are paid to the student as earned.

The university may terminate Federal Work Study employment at any time for failure to perform duties satisfactorily; the university is released from its obligation to find replacement employment. Work assignments terminated for this reason will not be replaced with any other form of financial aid funds. Termination of employment may jeopardize future campus employment opportunities, as the number of campus jobs avail-able is limited.

**Withdrawals and Refund**

Students who withdraw prior to completion of a semester are subject to the University’s policy concerning withdrawals and refunds. See “Refund Policy” in the Tuition and Fees section of this catalog. To secure a refund, students must complete the withdrawal pro cess prescribed by the university. See “Changing Enrollment” in the Enrollment Policies section of this catalog. For students receiving financial aid, the refund will first be repaid to the Title IV programs, state grants and institutional funds in accordance with exist-
ing federal regulations and institutional policy in effect on the date of withdrawal with respect to the various types of aid. If any additional refund is appropriate, the funds will be repaid to the student. Under no circumstances will a refund of institutional dollars be made. It is possible that students who withdraw will still have an outstanding balance due to the university that must be paid.

**Return of Title IV Aid**
The federal student financial aid refund and repayment requirements do not apply to a student who withdraws from some classes, but continues to be enrolled in other classes; they only apply when the student (1) fails to attend classes for the period of enrollment for which he or she was charged, or (2) withdraws, drops out, takes an unapproved leave of absence, fails to return from an approved leave of absence, is expelled, or otherwise fails to complete the period of enrollment for which he or she is charged. These rules do not apply to students who have not received federal student financial aid funds for the enrollment period in question.

**Refund**
Refund is defined as the unearned amount of institutional charges that must be returned to the federal student financial aid accounts, other sources of aid, and the student, for a student who has received federal student financial aid and who has ceased to attend school. The earned aid is the difference between the amount paid towards institutional charges and the amount Rockhurst can retain.

**Repayment**
Repayment is the unearned amount of a direct disbursement to a student, who has ceased attendance, which must be paid back.

**Overaward**
If Rockhurst determines that a student received a disbursement of financial aid in excess of the living expenses that could have been reasonably incurred while still enrolled, then a portion of the disbursement was not earned and must be repaid by the student to the student financial aid programs.

Federal Work Study funds are never included in the refund, repayment, or over-award determination process.

Refund and repayment amounts must be distributed according to the specific priority prescribed in the law and regulations:

1. Unsubsidized Federal Stafford Loan
2. Subsidized Federal Stafford Loan
3. Federal Perkins Loan
4. Federal PLUS Loan
5. Federal Pell Grant
6. Federal Supplemental Educational Opportunity Grant (FSEOG)
7. Other Title IV Funds
8. Other federal, state, private, or institutional sources of aid.
9. The student

*NOTE: If you owe a repayment, you will not be eligible to receive any federal financial aid at any school in the future until repayment has been made.*
Repayments from student financial aid recipients must be distributed as follows:

1. Unsubsidized Federal Stafford Loan
2. Subsidized Federal Stafford Loan
3. Federal Perkins Loan
4. Federal PLUS Loan
5. Federal Pell Grant
6. Federal Supplemental Educational Opportunity Grant (FSEOG)
7. Other Title IV Funds

Funds returned to any student financial aid program may not exceed those received from that program.

Renewal and Adjustment of Aid
Financial aid must be renewed each year. In addition to specific requirements of the federal financial aid programs, students must apply each year by submitting the Free Application for Federal Student Aid (FAFSA) or by notifying the Financial Aid Department that they do not intend to file the FAFSA. The aid processor makes Renewal FAFSA information available to all prior year applicants each year. The FAFSA should be filed as soon as possible after January 1, preferably when completed tax information for the preceding calendar year is available. Students should apply online at www.fafsa.gov.

Priority awarding consideration is given to all aid applications completed no later than March 1 of the year prior to fall enrollment. Students may apply for financial assistance anytime during the academic year. A completed financial aid file consists of a valid FAFSA need analysis and all required verification documentation, if selected. In addition, the student must also be registered for classes.

Each student must be able to document the information submitted on the need analysis (FAFSA) with income tax forms and/or other data required by the university or federal government prior to the receipt of Federal Title IV financial aid (Federal Pell Grant, FSEOG, Federal Work Study, Federal Perkins Loan or Federal Direct Stafford Loan). Documentation requested must be provided to the Financial Aid Office prior to the end of the semester for which it is requested; any additional deadlines established by the U.S. Department of Education shall also apply. Failure to complete verification will result in the withdrawal of all need-based aid funds. Students whose application information must be corrected will be notified by the Financial Aid Office as to the corrections required.

Award adjustments may occur at any time during the year and result from such reasons as: adjustments to the financial need calculations due to a change in the family’s financial condition, errors by the family or university, additional funds available for award or reduction in funds from outside sources.

The Financial Aid Office will review a student’s expected family contribution (EFC) if the student and/or family experience a significant change in their financial circumstances. An increase in need will not necessarily result in an increase in the financial aid award. Such adjustments depend upon funds available at the time the request for review is made. Therefore, notification of change in financial circumstances should be made as soon as they occur.
Right to Appeal
All students have the right to appeal or reject any aid awarded by the university and to appeal any award decisions to the Financial Aid Committee. Appeal of the financial aid award must be submitted in writing to the Director of Financial Aid. The Financial Aid Committee will inform the student of their decision concerning the appeal within a reasonable time following its receipt. Send appeals to:

Director of Financial Aid
Financial Aid Office
Rockhurst University
1100 Rockhurst Road
Kansas City, MO 64110-2561

Federal and State Aid Programs

Federal Programs

• **Federal Pell Grant**: Awards may range up to $5,550 based on need and federal funding.

• **Federal Supplemental Educational Opportunity Grant (FSEOG)**: Awards are given to undergraduate students with exceptional financial need based on availability of federal funding. FAFSA must be received by March 1 of each year for consideration. Preference is given to full-time students.

• **Federal Work Study**: Campus employment opportunities are provided for many students who work approximately 8-10 hours per week and earn minimum wage: limited availability. FAFSA must be received by March 1 of each year for consideration.

• **Federal Perkins Loan**: Annual loans of up to $4,000 may be made based on need and availability of funding. Repayment begins 9 months after enrollment ceases at 5% interest. FAFSA must be received by March 1 of each year for consideration. Available to undergraduate and graduate students. Funding is limited. Preference is given to full-time students.

• **Federal Direct Stafford Loan (Subsidized and/or Unsubsidized)**: Low interest loans are available to undergraduate and graduate students. Students may qualify for either a subsidized Stafford Loan (interest does not accrue until after graduation) or an unsubsidized Stafford Loan (interest begins accruing immediately). The federal government, for both subsidized and unsubsidized loans, retains an origination fee, deducted proportionately from each disbursement. Interest rates on these loans are variable based on the 91-day Treasury bill, but not higher than 8.25%. Interest rates are set July 1 for the upcoming school year. Loan amounts vary dependent upon class standing, the level of demonstrated financial need and previous loan history. Freshman, 0–29 hours, $3,500; Sophomore, 30–59 hours, $4,500; Junior/Senior, 60+ hours, $5,500; Graduate $20,500. A minimum of half-time status is required for eligibility.

• **Federal Direct PLUS Loan**: These loans are available to parents with good credit histories for educational costs for undergraduate students not met by other financial aid and are not need-based. The federal government retains an origination fee deducted proportionately from each disbursement. Repayment begins 60 days after the final disbursement; the interest rate is variable, capped by 9.0%. Interest rates are set July 1 for the upcoming school year. A FAFSA needs to be filed each year for the loan to be disbursed.
State Programs

- **Missouri Higher Education Academic Scholarship (Bright Flight):** Annual award for Missouri undergraduate students scoring in the top 3% of Missouri high school students taking the ACT or SAT. Applications for Bright Flight are available from the high school guidance counselor. Scholarship renewable with full-time enrollment and cumulative GPA of 2.0. Application deadline is June 1.

- **Missouri Teacher Education Scholarship:** $1,000 for Missouri undergraduate students who rank in the top 15% of their high school class and plan to major in teacher education are eligible. Applications are available from the high school or state. Not renewable. Application deadline is March 1.

- **Robert C. Byrd Honors:** $1,500 for first-time freshmen who score in the 90th percentile on the ACT/SAT and rank in the top 10% of their high school graduating class. Applications available from the high school. Students must be enrolled full time. Not renewable. Application deadline varies by state.

- **Missouri Marguerite-Ross Barnett Scholarship:** Amount varies. Awarded to Missouri residents enrolled part-time who are employed and are compensated for a minimum of 20 hours per week. Applications are available from the Missouri Coordinating Board of Higher Education, (314) 751-6635.

- **Access Missouri Grant:** Amount varies. Awards are given to Missouri residents based on need. FAFSA must be received by April 1 of each year for awarding. Students must be enrolled full-time and maintain a 2.5 cumulative GPA.

University Aid Programs

- **Academic Scholarships:** Academic scholarships ranging in value from $6,500 to full tuition are awarded on the basis of GPA, test scores, class rank and in some cases the student’s demonstration of leadership or outstanding community service. Academic scholarships are renewable based on specific GPA requirements for each. See the Financial Aid Office for current scholarships and corresponding deadlines.

- **Talent Scholarships:** These are available in the areas of fine arts, forensics and athletics and awarded based on auditions, interviews and recommendations from the sponsoring talent area. Awards are renewable based on ability and participation as determined by the designated faculty in the College of Arts & Sciences and maintenance of a cumulative GPA of 2.0 at the end of each academic year.

- **College Grants:** Grants that vary in value are available based on need or other specific criteria. Available Endowed Scholarships are funded by the interest earned on the University’s endowment accounts. Restrictions apply on these scholarships as specified by the donors.

- **College Employment:** In addition to Federal Work Study, Rockhurst provides institutionally budgeted work opportunities on campus. Students in the campus employment program work approximately 8-10 hour per week and earn minimum wage; availability is limited.
Employment Opportunities
Career Services assists students and alumni in defining their talents and interests, identifying career goals and exploring career opportunities. Professional staff is available to meet one-on-one to refine the tools used during the application process and discuss students’ career search strategies.

Hiring for on-campus University Work-Study positions is coordinated by Career Services with eligibility for employment determined by the Financial Aid Office. Students who do not qualify for the University Work-Study Program can also seek local part-time positions through Career Services.

The Goppert Cooperative Education Program offers undergraduate students the opportunity to gain practical work experience within their field of study while getting paid and gaining academic credit. For more information, contact the Assistant Director of Career Services.

Important Information
The information contained in the Financial Aid section of the catalog is provided for information purposes only and is not a contract or an offer to contract. Rockhurst University reserves the right to change the information or conditions contained herein without prior notice.
Academic Advising of the Undergraduate

Mission
Advising at Rockhurst University establishes personal relationships between students and advisors to engage students in the development of meaningful educational plans consistent with their academic, personal, and professional goals as they explore opportunities in the areas of learning, leadership, service, and the pursuit of justice.

Goals of Advising Program
Rockhurst University academic advising supports the institutional goal of transforming lives. Through the advising process, students should be able to:

1. Clarify individual values and career goals.
2. Take ownership of their education by developing suitable educational plans, selecting appropriate courses, choosing programs of study, and locating educational opportunities.
3. Evaluate their progress toward educational goals and university requirements.
4. Share responsibility in the advising process.
5. Utilize University resources, such as: The Learning Center, Greenlease Library, Campus Ministry, Career Services, Counseling Center, Rock Stop, etc.

First Year Advising Outcomes:

◆ Students can identify their advisors
◆ Students can access information about campus resources
◆ Students can identify information about the Rockhurst University Core requirements
◆ Students know how to access information about majors and minors
◆ Students understand registration policies, procedures, and deadlines
◆ Students can use Rockweb to access grades, class schedules, and financial information
◆ Students can locate and use the Rockhurst University Academic Calendar

Roles and Responsibilities
Academic Advising is a system of shared responsibility. While we outline specific roles and responsibilities here, the ultimate responsibility for making decisions about educational plans and life goals rests with each student.

Students are responsible for:

◆ Reading the Rockhurst catalog to learn about academic programs and policies
◆ Checking the academic calendar to be aware of important dates and deadlines
◆ Using the on-line course schedule to plan for each semester
◆ Setting up and maintaining a Rockweb account
Meeting with their assigned academic advisor (required at least once a term)
Arranging and preparing for meetings with their advisor
Using degree evaluations to monitor their academic progress
Submitting paperwork to appropriate offices (transcripts of all college coursework, add/drop forms, declaration of major forms, degree applications, etc.)
Maintaining and regularly checking Rockhurst email account (many official notices and announcements will be sent via email)
Providing current contact information
Making decisions about their academic career

Advisors are responsible for:

- Helping advisees understand student responsibilities
- Understanding and explaining graduation requirements
- Being reasonably available to advisees
- Preparing for meetings with advisees
- Assisting advisees to define/assess and develop realistic goals and plans
- Using degree evaluations to monitor progress of advisees
- Reviewing their advisees’ mid-term grades
- Maintaining advising records
- Being familiar with campus resources
- Making referrals when appropriate

In addition to advisor responsibilities, Advising Directors are responsible for:

- Assigning advisors to students
- Coordinating the distribution of advising materials
- Serving as a resource to students and advisors
- Updating advisors on curriculum changes
- Providing regular training and support for advisors
- Evaluating advising process (program) regularly

Academic Year
The Rockhurst University academic year is divided into two semesters, Fall and Spring, of approximately 15 weeks each, and Summer semesters variable in length. Semester-length as well as accelerated sessions are offered during the Fall, Spring, and Summer semesters.

Credit Hour
The semester credit hour is the basic unit of academic credit used by Rockhurst University. The semester credit hour at Rockhurst University is defined as 50 minutes of faculty classroom instruction time per week for 15 weeks (no less than 2250 minutes or 37.5 hours total per credit hour), and a minimum of two hours of student preparation time outside of the classroom each week. An equivalent amount of work is required for other academic activities at Rockhurst University including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

The measure of instructional contact time may be adjusted to reflect different formats of study or lengths of academic sessions. These adjustments are reflective of the intended student outcomes and established equivalencies of the credit hour set by Rockhurst University and reasonably reflect the requirements established by the Department of Education Program Integrity Regulations published October 29, 2010.
Enrollment Status and Normal Study Load

Full-time status as an undergraduate student at Rockhurst University is defined as a minimum enrollment of 12 semester hours during a regular Fall, Spring, or Summer semester. An undergraduate student is considered to be attending full time if the minimum 12 semester hours is taken over the course of multiple sessions within a regular semester. Half-time status as an undergraduate student is enrollment in six to eleven semester hours during a regular Fall, Spring, or Summer semester. Undergraduate enrollment status is considered to be less than half time if the student is enrolled in less than six semester hours during a regular Fall, Spring, or Summer semester.

Although the minimum number of semester hours for undergraduate full-time status is 12, the normal study load for full-time students is 15 to 18 semester hours per semester, varying with the student’s curriculum and scholarship record. In order to graduate in four years, a student must average 16 semester hours each Fall and Spring semester. Study load is different from Financial Aid Satisfactory Academic Progress. See the Financial Aid section of this catalog for more information.

No student may register for more than 18 semester hours without permission of the appropriate dean. Permission to register for more than 18 semester hours normally will not be granted to a student whose quality point average is below B (3.0).

Course Policies

Course Numbering System

Courses are identified by a title and a designation. The title is usually self-explanatory. The first two letters of the designation indicate the discipline or program in which the course is offered. The first number approximates the course’s level. Undergraduate courses are numbered from 0100 to 4999. Courses numbered from 0100 to 0999 are remedial in nature. These courses count toward graduation hours, but may or may not fulfill specific requirements. Courses numbered from 1000 to 1999 are lower-division courses intended primarily for students in their first year of post-secondary work and are generally basic or introductory. Courses numbered from 2000 to 2999 are lower-division courses but may indicate a somewhat greater degree of academic achievement as found at the sophomore level. They are intended primarily for sophomore students. Courses numbered from 3000 to 3999 are more advanced upper-division offerings and are intended primarily for junior students. Courses numbered from 4000 to 4999 are also more advanced upper-division offerings and are intended primarily for senior students. Courses numbered 5000 and above are graduate-level courses.

In this catalog, departments, programs and course descriptions are listed alphabetically within the section for each school or college. The number in parentheses following the course number and title indicates the semester credit hours that the course usually carries. Cross-listed courses are those courses taught at the same time in the same classroom and listed by more than one department, for example Global Studies and Political Science GS 3300 (PS 3300). Students should enroll for courses with the designations for which they wish to earn credit. See below for additional information on courses co-listed for both graduate and undergraduate credit.

Note that in the undergraduate programs, course numbers ending in -940, -960, -970-979, and -990 have been assigned specific uses across all departments and programs for upper-division (3000- and 4000-level) courses. General descriptions for these course
numbers are given here. Some specific applications are provided within individual department or program course listings.

Students wishing to enroll in courses with the designations indicated in the following listing should confer with their advisor at the time of pre-registration and initiate the required paperwork.

**XX_940. Senior Capstone.** Independent and collaborative research into major focus area; written/oral/artistic presentations required to demonstrate mastery of major area of study. Required to fulfill major.

**XX_960 Seminar.** A course for upper-level students in a department which involves significant individual study or research by each student leading to the presentation of the work. Various department restrictions may be applied (senior status, majors only, specific prerequisites, etc.) If the seminar has a common theme required of all participants, such theme may be reflected in the title, but is not required. Thus, a seminar in which all participants present a paper on a topic concerned with ecology may be listed on the transcript as: BL 3960 Seminar: Ecology. A seminar in which students may freely elect a topic would be listed simply as: BL 3960 Seminar.

**XX_970-979. Practicum or Internship.** Used to designate those courses with substantial experiential component, generally under the direct supervision of a member of the department faculty. Responsibility for assessment and grading rests with the supervising faculty member even though recommendation of any cooperating agency or company may be relied upon substantially in making the assessment. On the transcript the course may be titled to designate the nature of the practicum experience. Department and instructor approval required. *An approved internship study form must be on file in the Registrar’s Office prior to (or concurrent with) enrollment in this course option.*

**XX_990 Independent Study or Research.** Guided study or research on some aspect of the field generally culminating in preparation of a major essay or report. Various department restrictions may be applied. Department, instructor, and Dean’s approval required. The transcript will reflect the topic of the research or study. For example: PY 3990 Research Experience I: Identity and Spirituality. Students can request independent studies with the approval of the department chair. *An approved independent study form must be on file in the Registrar’s Office prior to (or concurrent with) enrollment in this course option.*

**XX_xxxxR Readings.** “R” at the end of the course number designates enrollment for a standard course listed by a department, but taught on individual arrangement during an academic period when the course is not available in the regular schedule; the readings course follows the syllabus of the regular course. *Departmental approval and approval of the instructor is required and an approval form must be on file in the Registrar’s Office prior to (or concurrent with) enrollment in this course option.* On the student permanent record (transcript), the standard course number will be listed with an “R” at the end. The standard title will remain the same.

**XX_xxxxS Special Topics.** “S” at the end of the course number designates new or occasional courses which may or may not become part of the department’s permanent offerings; courses capitalizing on a timely topic, a faculty member’s particular interest, an experimental alternative to existing courses, etc. Prerequisites are established by the department as appropriate for the specific course. The course title will be shown on the students transcript.
Corequisite, Prerequisite, and Concurrent Courses
Courses listed in the catalog which are required to be taken prior to enrollment in other courses are referred to as prerequisite. Courses required to be taken during the same semester are corequisite. Courses which may be taken optionally during the same semester are considered concurrent.

Courses Listed for Both Graduate and Undergraduate Credit
Courses co-listed as both undergraduate and graduate courses:

- are listed as 4000- and 6000-level courses respectively;
- require that those students taking the course for graduate credit complete additional work at an accelerated level appropriate for graduate credit; and that the additional work required for graduate credit is reflected in the course syllabus.

A maximum of eight (8) hours of courses co-listed as both graduate and undergraduate, but taken as graduate credit, can be accepted toward a graduate degree at Rockhurst University.

Undergraduate students enrolled in such co-listed courses (whether for graduate or undergraduate credit) pay undergraduate tuition rates; graduate students pay graduate tuition rates for such courses.

Undergraduates Taking Graduate Courses for Undergraduate Credit: Graduate course offerings (courses numbered 5000 and above) may be taken for undergraduate credit only with the approval of the instructor of the course and the concurrence of the appropriate dean. Undergraduate students enrolling in courses for graduate credit will pay undergraduate tuition rates for such courses.

Undergraduates Taking Graduate Courses for Graduate Credit: Undergraduate students who meet the following criteria may take up to nine (9) credit hours of 6000-, 7000-, or 8000-level graduate courses for graduate credit at Rockhurst University.

The student should:

- be of senior standing, and
- have a GPA of 3.0 or better, and
- have approval from the instructor of the course, and
- have approval from the appropriate Dean or his or her designee.

Courses taken for graduate credit at Rockhurst University as an undergraduate student can count either toward the undergraduate degree or toward the graduate degree, but cannot count toward both degrees. Upon enrolling in the course, the student must identify whether the course credit hours should count toward the undergraduate or graduate degree. This decision cannot be reversed at a later date. Undergraduate students enrolling in courses for graduate credit will pay undergraduate tuition rates for such courses.

Credit for Non-Traditional Work
Advanced Placement Tests
Rockhurst grants advanced placement and/or credit to high school graduates who have proved their competence by their scores on the Advanced Placement Tests administered by the College Entrance Examination board. Scores of 4 or 5 may result in the granting
of college credit and a score of 3 will allow consideration of advanced placement in the subject. A student wishing to have Advanced Placement Test results evaluated for credit should submit official score reports to the Office of the Registrar if not previously submitted to Admissions. (See “Note.”) See also “Placement and Course Equivalencies for Advanced Placement Tests” on the Rockhurst University website.

**Dual Credit**

Students who were jointly enrolled in college courses (from regionally accredited institutions) while attending high school may receive college credit provided the work falls within the Rockhurst curriculum guidelines. There is no limit on the number of dual credit hours which may be counted toward the 128-hour graduation requirement for the undergraduate degree. There is no limit on the number of dual credit hours which may be earned through the Rockhurst University Advanced College Credit Program (ACCP). However, a student may earn no more than 11 hours of ACCP credit in any given semester from Rockhurst University. Official college transcripts should be submitted for admission for evaluation of this credit. There is no limit on the number of hours accepted toward the degree for college credits earned during high school if taken from regionally accredited institutions.

**International Baccalaureate Credit**

Rockhurst University recognizes the rigorous course of studies undertaken by high school students enrolled in approved International Baccalaureate programs. Therefore, high school students enrolled in higher-level International Baccalaureate courses are entitled to consideration for the granting of college credit for these courses. A score of 5 to 7 on the higher-level examinations will result in the granting of college credit equivalent to the lower division courses published in this catalog. A score of 4 will allow the student consideration for advanced placement in a given subject, but will not warrant the granting of college credit. A student wishing to have International Baccalaureate test results evaluated for credit should submit official score reports to the Office of the Registrar if not previously submitted to Admissions. (See “Note.”) See also “Placement and Course Equivalencies for International Baccalaureate Examinations” on the Rockhurst University website.

**College Level Examinations**

Rockhurst University enables students who have had advanced courses in high school and have done well in them to proceed at a faster pace in college and to take advanced work more quickly. For this purpose, those who wish, may take Subject Level Examinations in various areas of the College Level Examination Program (CLEP) administered at centers throughout the United States during the year. General CLEP Examinations are not accepted. A student wishing to have CLEP test results evaluated for credit should contact the Educational Testing Service for official score reports and submit them to the Rockhurst University Office of the Registrar if not previously submitted to Admissions. (See “Note.”) See also “Placement and Course Equivalencies for College Level Placement Examination Program” on the Rockhurst University website.

**Note:** Students who achieve acceptable scores may be granted exemption from requirements and/or credits up to a maximum of 32 semester hours from Advanced Placement, International Baccalaureate, CLEP, or other non-traditional work. There is no limit on the number of hours accepted toward the degree for college credits earned during high school if taken from regionally accredited institutions.
Transfer Credit Policies
Rockhurst University accepts transfer credit under the following guidelines:

1. Institutions must be accredited by a higher education regional accrediting association.
2. A maximum of 64 hours can be transferred from two-year junior or community colleges.
3. Coursework must have a minimum grade of “C-” achieved in order to be accepted.
   Coursework accepted with a minimum grade of “C-” may not be used to satisfy upper-division major or minor requirements.
4. Coursework with a grade of Pass, Credit, or Satisfactory will be accepted only with documented evidence that such grades are at least equivalent to a minimum “C-” grade.
5. Credit hours, not grade points, are counted toward Rockhurst degree programs.
6. Practicum, cooperative education, field experience, internship, etc. are not accepted.
7. Correspondence work is accepted only under special circumstances, and with prior approval of the academic dean.
8. Transfer coursework attempted after enrolling at Rockhurst must be pre-approved in order to count toward the student’s Rockhurst degree program. Pre-Approval of Transfer Credit forms are available from the Registrar’s Office.

For institutional accreditation reasons, the University is required to have on file official transcripts from all institutions of higher education a degree-seeking student has attended, whether or not the credit is applied to their Rockhurst degree program.

Rockhurst University reserves the right to reject course work from institutions not accredited through North Central Association of Colleges and Schools or other accrediting associations as determined by the Registrar’s Office. Such course work is not accepted for transfer or satisfaction of degree requirements at Rockhurst University.

GRADE POLICIES

Undergraduate Grading System
The University uses the following system of grading to designate a student’s scholarship rating as determined by the combined results of examinations and class work. The quality point value for each grade is also shown as follows:

A  4.00 Indicates high achievement and an unusual degree of intellectual initiative.
A- 3.67
B+ 3.33
B  3.00 Denotes attainment well above the average.
B- 2.67
C+ 2.33
C  2.00 Denotes work of average attainment.
C- 1.67 Denotes below average work. This grade does not satisfy any requirement which states that a C grade is a minimum, including the requirements for the completion of the major area.
D+ 1.33
D  1.00 Denotes work of inferior quality, but passing.
F  0.00 Denotes poor work, for which no credit will be given.
P  Passing. This grade will add credit but will not affect the grade-point average. See Pass/No Pass Option.) Equivalent to a C grade or above.
NP  Not Passing. This grade will not add credit and will not affect the grade-point average. (See Pass/No Pass Option.)
I  Incomplete. A grade of “I” (Incomplete) may be assigned only for serious reasons by the course instructor. A grade of “I” must be removed within six weeks or it automatically becomes an “F”.
X  This means absence from final examination; may be assigned only when, for serious reasons, an extension of time has been granted; must be removed within six weeks or automatically becomes an “F”.
W  Withdraw. This means the student was allowed to withdraw without penalty. Instructors cannot issue grades of “W” (withdrawal).
WF  Withdraw fail. This means the student was failing at the time of withdrawal. “WF” does not add credit and will not affect the grade point average.
AU  Audit. Student enrolled on a non-credit basis. No grade or credit given.

Final Grades
It is the student’s responsibility to meet the requirements established for each course taken at Rockhurst University. It is the course instructor’s responsibility to establish course requirements for grades as part of the course syllabus and to evaluate students fairly according to the standards established. For more information, see Policy for Review of the Final Grade in Other Academic Policies.

Grade-Point Average
Grade-point averages at Rockhurst University are calculated on the basis of hours attempted and quality points earned. Courses taken on a pass/no pass basis are not computed in the grade point average. With the exception of graduation honors, the grade point average is calculated using Rockhurst University coursework only. See also Graduation Honors.

Viewing Grades
Currently-enrolled students may view their midterm and final session or semester grades on Rockweb in a secure environment directly through Rockhurst myCampus Portal https://my.rockhurst.edu, or Rockweb http://rockweb.rockhurst.edu with a Personal Identification Number (PIN) obtained from Computer Services. Final grades are available for viewing after the close of the academic session or semester.

Midterm grades, issued for undergraduate students, are progress reports only and do not affect the student’s GPA. Midterm grades provide an opportunity for students and advisors to discuss academic progress.

Incomplete Grade Policy
Students are encouraged to complete courses during the assigned semester. A grade of “I” (Incomplete) may be assigned only for serious reasons by the course instructor. Failure to complete course work within six weeks after the close of the semester will result in a grade of “F”. Any exceptions to this policy require approval of the appropriate Dean. The initiative in arranging for the removal of the “I” rests with the student. Instructors cannot issue grades of “W” (Withdrawal).

Change of Grade
Changes of original grades must be made within six months of the assignment of the original grade and require the approval of the appropriate Dean.
Grade Requirements for Undergraduates

The standard denoting the minimum requirement for satisfactory academic progress is a grade-point average of 2.00.

Grade-point averages are computed on the basis of points earned and hours attempted. The quality point values assigned to each letter grade are shown in the section regarding the grading system.

A candidate for a degree must earn the required number of credit hours, attaining the minimum standard of a C (2.00) average. It should also be noted that a C grade (2.00) is required in EACH COURSE presented to satisfy the upper-division major, minor, and related area requirements. Grades of C- will not satisfy the requirement.

Failure in 40 percent of class work in any semester renders a student liable to dismissal for poor scholarship. Exception to this rule is made only for weighty reasons and with the approval of the Academic Board.

Academic Board

The Academic Board approves, for individual undergraduate students, exceptions to the curriculum which do not fall under the changes reserved for departments/programs. In addition, the Academic Board reviews the academic record of each student whose grade point average falls below 2.00 either cumulatively or for the most recent term.

Without special approval by the Academic Board, no student will be eligible for academic reinstatement to the University whose cumulative grade point average is below C (2.00). After a third dismissal from the University, a student is not eligible for academic reinstatement.

Probation

An undergraduate student who falls below the published quality requirements of the University may be placed on academic probation by the Academic Board (see Grade Requirements for Undergraduates.) Probation normally indicates that the student is on trial for the period of one semester, and may be automatically dismissed if final grades for the semester are below C (2.00) average. In unusual cases a higher grade point average may be required, as specified by the dean or the Academic Board.

Repeated Course

A course may be repeated by a student, with the knowledge that all grades will be posted on the student’s permanent academic record, regardless of grade. Only the grade received in the most recent enrollment will be computed in a student’s quality points and grade point average and count toward their degree program. This formula only applies to those courses that are not designated as repeatable. Some courses are designated as repeatable and will count toward the student’s degree program and will be computed in their grade point average.

Transcripts of Academic Records

The transcript of the permanent academic record reflects all credit work attempted at Rockhurst University and transfer credit which has been accepted to fulfill Rockhurst degree requirements. The student is the only person with the authority to request a transcript of their academic record. There is a fee for transcripts with an additional fee for same-day service. Rockhurst University has authorized National Student Clearinghouse (NSC) to provide students with the ability to order transcripts online. This service is available to current and former students 24 hours a day, 7 days a week. Students are
encouraged to use NSC to order transcripts as the request can be tracked and the service charge costs less. Current and former students with a Rockhurst ID number and password may order their transcript through NSC using http://rockweb.rockhurst.edu. Former students who do not have their Rockhurst ID and password may order their transcript through NSC at www.studentclearinghouse.org. All transcripts ordered through NSC are processed through the Office of the Registrar. Students may also order their transcript in person at the Office of the Registrar, by mail or by fax. A complete description of the transcript ordering process is available on the Registrar’s webpage http://www.rockhurst.edu/academics/registrar/transcripts. No transcript, official or unofficial, will be issued to a student who is delinquent in financial or other obligations to the University. Currently-enrolled students with a personal identification number (PIN) obtained from Computer Services may view their unofficial Rockhurst transcript on Rockweb http://rockweb.rockhurst.edu or through Rockhurst myCampus Portal https://my.rockhurst.edu/web/mycampus/home.

Undergraduate Honors and Awards
The University recognizes outstanding academic merit with a variety of awards and honors:

♦ Dean’s List Honors. Full-time students whose grade point average at Rockhurst through the end of the fall semester of the current academic year was 3.5 or above are awarded Dean’s List Honors. Students who have Incomplete grades or who have not taken final exams are ineligible for Dean’s List Honors. Highest Honors are awarded to those students in the Dean’s List category who have earned the highest grade point average. In computing highest honors, the average of all college work or only Rockhurst work, whichever is lower, is used. To be eligible for highest honors, students must have completed at least half of the total degree hours at Rockhurst.

♦ Graduating Senior Dean’s List Honors. Awarded to all graduating students whose cumulative grade point average at Rockhurst was 3.5 or above as of completion of the fall semester for the commencement ceremony held in May. Honors recipients are listed in the commencement program.

♦ Graduation Honors. A candidate for a degree who has a grade point average of 3.5 graduates Cum Laude; one who has an average of 3.7 graduates Magna Cum Laude; and one who has an average of 3.85 and above graduates Summa Cum Laude. In computing undergraduate graduation honors, the average of all college work or only Rockhurst work, whichever is lower, is used. These honors are announced at commencement. Graduation honors announced for May and August graduates at the commencement ceremony are based on the cumulative grade point average at the end of the fall semester and may change based on graduation semester totals.

♦ Senior Gold Medal. This award is presented annually by the President of Rockhurst University to the highest ranking graduating senior. Rank is computed as explained under Graduation Honors above, however, for the Senior Gold Medal recipient, the calculation is based on the graduation semester cumulative grade point average. To be eligible for the senior gold medal, a student must have completed at least half of his/her total 128 hours earned toward their degree at Rockhurst.

Special Awards
♦ The American Institute of Chemists Medal, presented annually by the Kansas City Section of the American Institute of Chemists to the outstanding graduate in the Department of Chemistry, selected by the faculty of the department.

♦ The Bourke Extemporaneous Speaking Medal, the gift of Dr. T. S. Bourke, awarded annually to the student who is judged best in extemporaneous speaking.
The Robin Bowen Leadership Award. This was first awarded in 2009 in honor of Robin Bowen, a leader at Rockhurst University and among the occupational therapy profession. The purpose of this award is to recognize a Master of Occupational Therapy graduate student who exhibits superior leadership skills during his/her time in the Department of Occupational Therapy Education program.

The Father Aloysius Breen English Award, given annually by the English faculty to the senior English major who has shown the greatest achievement throughout all four years.

The Ted Calfas Award, established by his family, friends, and co-workers at Armco Steel, in memory of Theodore N. Calfas, a graduate of the Evening Division and parent of a Rockhurst alumnus.

The Donna J. Calvert Award for Outstanding Professionalism and Communication. This award recognizes a student who exhibits superior professional behaviors and communication skills while in the Physical Therapy Education Program. Dr. Calvert was a co-founder of this program and served as a professor in the department from 1983-2003.

The Barbara Clemence Award is given in honor and remembrance of Barbara A. Clemence, President and Dean of Research College of Nursing, 1985-1992, to students who demonstrate quiet strength and a willingness to be a risk-taker, as well as exhibiting insightfulness and a team player mentality.

The Delta Sigma Pi Award. This annual award is presented to the student(s) with the highest GPA in the Helzberg School of Management.

The Distinguished Service Award. Awarded to the graduating senior who has made significant contributions to Research College of Nursing through leadership and service.

The Dowling Oratory Medal, founded by Mrs. Frank P. Walsh, in memory of Rev. Michael P. Dowling, S.J., founder and first president of Rockhurst University, awarded for the best oration in the annual oratorical contest.

The Ignatian Outstanding Student Teaching Award. The Department of Education awards the Ignatian Outstanding Teaching Award to undergraduate and graduate students who actively seek opportunities to promote Ignatian pedagogy. This award is presented to the education student who goes beyond the mastery of the skills and understandings normally found in the well-informed and competent student. They truly reflect and pursue the “Magis.”

The Charles M. Kovich Dramatist Prize, an annual prize for excellence in dramatic writing awarded each spring to the Rockhurst University student who submits the best original script for stage or screen. The award is named in honor of Charles M. Kovich, Ph.D., Rockhurst professor of English, and administered by the Walter J. Ong Society for English Study (the Rockhurst University English Club).

The Lampe-Loescher Award, created by Gerald N. Lampe, PT, and Georgia Lou Loescher-Junge, PT, original members of the Physical Therapy Advisory Group, is given annually to a graduating physical therapy student. The award recognizes the student who exemplifies exceptional leadership and service while in the physical therapy program and who demonstrates the potential for exceptional leadership and service to the profession.

The William V. Longmoor Award, given in honor and remembrance of Mr. William V. Longmoor, consistent friend and supporter of nursing education at Research College of Nursing, to the graduate of the nursing program selected by the College of Nursing faculty as best exemplifying the standards and aims of Research College of Nursing.
◆ The **William A. Luby Medal**, in honor of a prominent Kansas City mathematics scholar and author, is awarded by department faculty to an outstanding student in mathematics, computer science or physics.

◆ **Missouri League for Nursing Outstanding Graduating Student Nurse.** This award is presented to the graduate who best fulfills the criteria of leadership potential, interpersonal skills and continuing professional growth as determined by the Research College of Nursing faculty.

◆ The **Michael D. O’Connor Medal** in Psychology is presented to the senior student who is judged to have contributed most to the personal and intellectual growth of other students in the department. The award also recognizes in an important way a long-term friend and faculty member of the University, Professor Michael O’Connor.

◆ **Outstanding Student Leader.** Any officer (chairperson, vice-chairperson or their equivalent) of officially recognized clubs and organizations at Rockhurst University are eligible for this award, with the exceptions of Student Senate President and Social Activities President. The student leader must accept and fulfill responsibilities; use an appropriate mix of authority and participation; maintain high standards or commitment/performance by the group; encourage team work; engage a leadership style to the organization, its membership and purpose; delegate authority and appropriate follow up; while achieving personal and organizational goals.

◆ **Jane Rues Service Recognition.** The purpose of this award is to recognize Master of Occupational Therapy graduate students who exhibit an exemplary commitment to service while in the Occupational Therapy Education Program. The student recipient will have completed a minimum of 40 hours of service. This may include but is not limited to service which meets the requirements of the program, service as a member of a professional occupational therapy association, and service with community organizations.

◆ The **Scrivener Medal**, awarded annually to members of the graduating class who have made outstanding contributions to Rockhurst University in the area of publications, particularly during their junior and senior years. Recipients of the award are selected by faculty moderators of student publications and by the appropriate dean.

◆ **Dr. Reva R. Servoss Chemistry Prize** was established in 1996 by Dr. Servoss, who taught in the chemistry department for more than 30 years. This endowed fund is dedicated to young women who, like Dr. Servoss, seek to appreciate and master the study of chemistry through desire and hard work. Preference is given to female sophomores who have a declared major in chemistry.

◆ The **Linda Z. Solomon, Ph.D., Memorial Award**, established by friends and family to honor Dr. Solomon’s passion for Speech-language pathology. The award provides support for a second year graduate student in communication sciences and disorders to attend the national convention of the American Speech-Language-Hearing Association.

◆ The **Ellen Spake Award for Outstanding Leadership**. This award recognizes a student who exhibits superior leadership skills during his/her time in the Physical Therapy Education Program. Dr. Spake was one of the co-founders of the Department of Physical Therapy Education and was a member of the PT faculty from 1983 to 2012 (serving as department chair from 1983 to 2003).

◆ The **Rev. Robert F. Weiss, S.J. Award** honors Fr. Weiss, President of Rockhurst College from 1977 to 1988. This award is presented to the graduating senior of the Research-Rockhurst nursing program who demonstrates the values of integrity and personal caring for others that were modeled consistently by Father Weiss during his years at Rockhurst.
◆ The **Barbara Wynne Outstanding Biology Student Award** honors graduating seniors majoring in biology who have demonstrated academic achievement and service to the department. It is named for a biology major who died shortly after her graduation from Rockhurst.

**Honor Societies**

◆ **Alpha Psi Omega.** Alpha Psi Omega was organized as a theatre honor society for the purpose of providing acknowledgement to those demonstrating a high standard of accomplishment in theatre and providing a wider fellowship for those interested in theatre. Founded in August of 1925, Alpha Psi Omega was built upon the desire to develop talents in all aspects of theatre, to foster the cultural values theatre develops, and to encourage cooperation and collaboration among other member chapters. Nominations are limited to participation in at least two areas in show production and a minimum GPA of 3.0. This is the Phi Eta Cast.

◆ **Alpha Sigma Nu Jesuit Honor Society.** Alpha Sigma Nu is a national honor society for men and women. The group was organized to honor students of Jesuit colleges and universities who have distinguished themselves in scholarship, loyalty and service to the University. A limited number of juniors, seniors, and graduate students are selected for membership each year. The society offers its services to the University, particularly in an effort to stimulate intellectual interest and accomplishment.

◆ **Beta Beta Beta.** TriBeta is a national honor society with more than 430 chapters throughout the world. The Pi Epsilon chapter is active at Rockhurst, and invites any students interested in biology to consider membership. Activities are designed to stimulate interest, scholarly attainment, investigation in the biological sciences, and to promote the dissemination of information and new interpretations among students of the life sciences. In addition to campus activities, students may attend regional and national conventions.

◆ **Beta Gamma Sigma.** Beta Gamma Sigma is the honor society serving business programs accredited by AACSB International-The Association to Advance Collegiate Schools of Business. Membership in Beta Gamma Sigma is the highest recognition a business student anywhere in the world can receive in a business program accredited by AACSB-International. Invitation for membership is limited to: undergraduate B.S.B.A. students who rank in the upper seven percent of the junior class or upper ten percent of the senior class; and Executive Fellows M.B.A., M.B.A., and dual degree DO/MBA and DPT/MBA students who rank in the upper twenty percent of their graduating class.

◆ **Kappa Delta Pi.** The International Honor Society in Education was organized to recognize excellence in education. Kappa Delta Pi elects those to membership who exhibit the ideals of scholarship, high personal standards, and promise in teaching and allied professions. Kappa Delta Pi is an honor society of, about, and for educators. Selection as a member of Kappa Delta Pi is based on high academic achievement, a commitment to education as a career, and a professional attitude that assures steady growth in the profession.

◆ **Phi Alpha Theta.** Phi Alpha Theta, the National History Honor Society, was organized at the University of Arkansas in 1921. Its purpose is to promote the study of history through the encouragement of research, good teaching, publication, and the exchange of learning and ideas among historians. Phi Alpha Theta seeks to bring students, teachers, and writers of history together both intellectually and socially. Students who achieve excellence in the study of history, have completed a minimum of 12 semester hours in history, and maintain a strong overall academic record are
eligible to join. National and regional Phi Alpha Theta conferences provide students with the opportunity to present papers they have written and to meet distinguished historians.

◆ **Phi Lambda Upsilon.** Phi Lambda Upsilon was founded in 1899 as an honorary chemistry society. It was the first honor society dedicated to a single scientific discipline. The Beta Phi chapter is active at Rockhurst and counts as a part of its membership students majoring in chemistry or biochemistry who have met the chapter and national qualifications. The aims and purposes of the Society are summarized in its constitution: the promotion of high scholarship and original investigation in all branches of pure and applied chemistry.

◆ **Phi Sigma Tau.** Phi Sigma Tau is an international philosophy honor society for undergraduate students. Founded in 1930, it fosters academic excellence as well as philosophical interest. In addition to providing a means of awarding distinction to students with scholarly achievement, the Society also promotes interest in philosophy among the general collegiate community. The National Society publishes an official journal twice yearly. The Missouri Beta Chapter here at Rockhurst hosts an annual dinner honoring initiates, and sponsors regular campus-wide discussion on timely philosophical subjects. The chapter selects those students who show advanced philosophical abilities and who can demonstrate the significance of philosophy in Jesuit education and its overall primacy in liberal education.

◆ **Pi Delta Phi.** Pi Delta Phi is the National French Honor Society, founded in 1925. The purpose of the Society is to recognize outstanding scholarship in the French language and its literatures, to increase the knowledge and appreciation of Americans for the cultural contributions of the French-speaking world, and to stimulate and encourage French and francophone activities. Students are nominated in recognition of their academic achievement. Honorary members are faculty and community members recognized for their strong support of French cultures. Pi Delta Phi publishes a newsletter and offers study abroad awards.

◆ **Psi Chi.** Psi Chi is the International Honor Society in Psychology. It was founded in 1929 for the purpose of encouraging, stimulating, and maintaining excellence in scholarship and advancing the science of psychology. Students who are making the study of psychology one of their major interests and who meet the minimum national and chapter qualifications are invited for membership into Psi Chi each year. Members are expected to become actively engaged in research, either with a faculty mentor or in a lab at a nearby institution. Psi Chi members present their research project at local and regional conferences.

◆ **Sigma Delta Pi.** Sigma Delta Pi is the National Collegiate Hispanic Honor Society. The purposes of this society are: to honor those who excel in the study of Spanish language and Hispanic literature and culture; to encourage college students to acquire a deeper understanding of Hispanic culture; to foster friendly relations and mutual respect between Spanish and English speaking nations; and to serve its membership in ways that will further the goals and ideals of the Society. Students are nominated in recognition of their academic achievement. Honorary members are faculty and community members recognized for their strong support of Spanish culture. Sigma Delta Pi publishes an official journal twice yearly and offers a total of 30 summer scholarships to study abroad in Spain, Mexico, Peru, Bolivia and Ecuador.

◆ **Sigma Tau Delta.** Consisting of more than 800 active chapters, the International English Honor Society, founded in 1924, confers distinction upon students of the English language and literature and seeks to facilitate its members’ academic,
professional, and personal growth. Members have the opportunity to share their interests in literature and linguistics with like-minded peers, participate in rewarding intellectual and service activities, and be recognized for their accomplishments. Each year, the Honor Society assembles for a national convention, publishes creative arts and critical journals, and sponsors numerous awards and scholarships.

◆ Sigma Theta Tau International Honor Society of Nursing. Sigma Theta Tau International is the nursing honor society founded in 1922. The mission of the society is to provide leadership and scholarship in practice, education and research to enhance the health of all people. It supports the learning and professional development of its members who strive to improve nursing care. Membership is by invitation to selected junior, senior, accelerated and graduate students who demonstrate excellence in scholarship and to nurse leaders exhibiting exceptional achievements in nursing. There are nearly 500 chapters on college campuses in the United States and 15 other countries.

◆ Theta Alpha Kappa. Theta Alpha Kappa is a national honor society founded in 1976 for those involved in the academic pursuit of religious studies and/or theology. The society’s primary purpose is to honor academic excellence in these fields. TAK grants awards to members who have achieved the high standards of their discipline. The society publishes a journal every year in which students may submit articles. Students who meet the membership qualifications are encouraged to become part of this national society.

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**DEGREE REQUIREMENTS**

**Catalog Requirements: Progress Toward a Degree**

Although requirements are subject to change without notice, as a general rule, and whenever possible, students may elect (1) to comply with the new requirements or (2) to remain under the requirements set forth in the catalog in effect when they began their studies (provided they have maintained continuous enrollment). Students who do not maintain continuous enrollment must satisfy the academic requirements of the catalog under which they re-enroll. Students who initially declare or change their major may be bound by the regulations for the new major that are in effect the semester when they declare or change their major and officially begin studies in that program.

**Declaring a Major**

To provide organization, intensive work and a comprehensive grasp of a field of knowledge, each student must elect a field of concentration on which most of the work of the upper division (courses numbered 3000-4999) will center.

Before a student may be accepted as a major in a specific area, the student should be in the process of completing at least 60 hours of course work and have a grade-point average of at least 1.85. Some programs require a higher GPA for admission, therefore the student should consult the appropriate section of the catalog. The 60 hours of completed course work should include the lower division (courses numbered 1000-2999) requirements of the liberal core as well as the lower division prerequisites of the proposed major. Declaration of major forms are available in the Registrar’s Office, the Registrar’s Office website (www.rockhurst.edu/registrar), Dean’s offices, or from academic advisors.

Once a student declares a major, the Registrar’s Office sends a degree audit to the student and their academic advisor. This record shows exactly where the courses taken fit into the academic program, and is used to track the student’s progress toward degree completion.
Specific Degree Requirements

Rockhurst University offers baccalaureate degrees through the College of Arts & Sciences, the School of Graduate and Professional Studies, the Helzberg School of Management, and Research College of Nursing. See Degrees Offered section for a listing of all degrees offered by each college/school. Although each school may have additional degree requirements specific to particular programs, every undergraduate degree received at Rockhurst University must meet the following minimum institutional requirements:

1. Minimum of 128 semester hours, including the Liberal Core and academic major requirements, with at least 64 hours from a regionally-accredited four-year institution.
2. Minimum of 30 hours of upper-division coursework, of which at least 18 but no more than 42 hours are in the major discipline, and which includes at least 12 hours of related upper-division coursework. The curriculum in interdisciplinary programs may include 30 credit hours of coursework from several disciplines in lieu of the minimum of 18 hours in one discipline and 12 hours in a related area.
3. Minimum 2.00 (C) overall GPA; minimum grade of C or above in each of the minimum 30 hours of upper-division coursework. A C grade (2.00) is required in EACH UPPER-DIVISION COURSE counted toward fulfillment of the major; this includes the 12 hours of related upper-division coursework. (Grades of C- are not accepted to fulfill this requirement.)
4. The completion of the prescribed courses in the Liberal Core as described in the “Curriculum” section of the Catalog for degrees offered in the College of Arts and Sciences, School of Graduate and Professional Studies, Helzberg School of Management, and Research College of Nursing.
5. Successful completion of major requirements (see individual programs).
6. Successful completion of senior comprehensive exam or equivalent if department requires such an exam.
7. Qualifications:
   a. Maximum of 8 hours of activity credit.
      Note: Beginning Fall 2010, varsity sports physical education activity courses are no longer accepted toward the degree for both incoming and continuing students.
   b. Maximum of 6 hours of practicum, cooperative education, field experience, internship, etc. (Student teaching hours may exceed this maximum.)
   c. Maximum of 64 transfer hours from an accredited two-year college.
   d. Maximum of 32 non-traditional hours earned by exam (CLEP, AP, IB, military training).
   e. Maximum of 42 hours of upper-division coursework in the academic major.
   f. At least 30 hours of coursework must be completed at Rockhurst.
   g. Research College of Nursing requires that a minimum of 15 hours be completed at Rockhurst and a minimum of 15 hours be completed at Research.
   h. Half of the upper-division hours required for the major, and half of the minimum 12 hours of upper-division related coursework, must be earned at Rockhurst.
   i. The last 30 hours of coursework must be completed at Rockhurst.
8. Even after the requirements for a degree have been fulfilled, the University still reserves the right to deny the degree if, in its judgment, the objectives of the University have not been adequately realized in the candidate.

See individual departments for specific major, minor, and certificate requirements.
Requirements for Earning a Second Degree
1. The completion at Rockhurst of a minimum of 30 additional semester hours above the hours completed for the first degree. At least 18 of these 30 hours must be in the major. These additional 30 hours must be taken beyond all hours earned for the previous degree. If a student successfully completed courses required in the major for the second degree while pursuing the first degree, those classes may count toward the second degree with departmental approval. In that case, the student must take additional upper-division hours to equal the number of hours required for the major.
2. At least one-half of the major and one-half of the related courses must be completed at Rockhurst.
3. The completion of requirements as stated in numbers 2 through 8 in the previous section.
4. Students may not earn two of the same degree concurrently, for example, a B.A.; but they may earn two different degrees concurrently, for example, a B.A. and a B.S. or B.S.B.A.

Requirements for Earning More than One Major
1. The two majors may be in different degree programs. If the majors are in different degree programs the student shall designate one as a primary major and shall then receive the degree corresponding to the primary major.
2. All requirements for both majors must be met.
3. Each major may be accepted as fulfilling the related hours requirement of the other major, subject to approval.
4. The requirements for both majors must be fulfilled at or before the awarding of the degree.

Minors
A minor is a structured concentration of courses consisting of upper-level courses totaling between 12 and 20 semester hours. Rockhurst University offers minors in a number of different areas. These minors can be declared when the declaration of major is filed, but must be declared at the time of filing for degree candidacy. Advice on course selection should be sought early from a faculty member in the intended minor area. The specific requirements for minors are outlined in this publication immediately after the description of the major for those disciplines that offer them. Lower-division courses are required in addition to the minimum 12 upper-division hours. Students who elect to complete a minor must complete the requirements for both the major and the minor by the time the degree is granted. Both the major and the minor will be indicated on the student’s permanent academic record (transcript), but tracks within majors and minors are not recorded on the permanent record.

Students in the College of Arts and Sciences and School of Graduate and Professional Studies have the option to complete a minor or to complete the “related area” requirement, but they do not need to do both. Students earning their degrees in the Helzberg School of Management or Research College of Nursing must fulfill all degree requirements specific to those degrees, with the option of adding a minor area. Courses completed to fulfill Liberal Core requirements may also fulfill minor requirements where appropriate. Students may complete more courses in the minor area than are specified for the minor.

Students who elect to complete a minor must satisfy certain requirements. Some academic areas allow students, in consultation with a faculty member in the appropriate discipline, to choose from a list of approved courses to fulfill minor requirements. Other
minors are more prescribed in nature. Students should refer to the appropriate section of this Catalog and confer with an appropriate advisor.

In general, the requirements for minors are:

1. More than one-half of the upper division hours in the minor must be completed at Rockhurst University.
2. All of the upper-division courses required for the minor must be completed with grades of C or better. (A grade of C- will not satisfy this requirement.) Some minors may have higher GPA requirements.
3. Students cannot earn a major and a minor in the same area, nor can they apply specified upper-division courses required by a major toward a minor. Students may count Liberal Core courses not used for the major toward their minor.

Certificates
Certificates may be earned by non-degree seeking students or by currently enrolled degree seeking students. Certificate guidelines and standards will apply equally to both groups. Where appropriate, certificate programs meet industry, professional society, and accreditation standards. Certificate programs require no less than 15 upper-division credit hours. A minimum grade of “C” is required in each course in order to be awarded a certificate at Rockhurst University. The final two-thirds of the total credits required for the certificate must be earned at Rockhurst University.

Degree Candidacy
Undergraduate Degree Applications are available from the Registrar’s Office and the Registrar’s Office website (www.rockhurst.edu/registrar). Students must file their degree applications in accordance with the deadline published by the Registrar in the Academic Calendar at the Rockhurst University web site. The deadline is during the semester before the student’s graduation: September 30 for May or August graduation; March 30 for December graduation. Students who file their degree applications after the published deadline will be assessed a late fee. Failure to meet the deadline date may affect a student’s participation in commencement and/or receipt of diploma. Once the applications are received by the Registrar’s Office, a review is made of the student’s academic record to ensure that they have met the requirements of the degree the student seeks.

OTHER ACADEMIC POLICIES

Undergraduate Attendance Policy
Rockhurst University students are expected to attend classroom and laboratory sessions regularly. It is believed if they are not present they will not benefit fully from the educational opportunity being offered. Tardiness may be recorded as an absence at the discretion of the professor. Classes missed as a result of delayed registration are also recorded as absences. When the total hours of class time missed exceeds twice the number of credit hours assigned to the course, a student may be assigned a grade of “F” at the discretion of the professor for “excessive absences.” Thus, in a course that is worth 3 credit hours, the student may be assigned an “F” when more than 6 hours of class time have been missed, or when 8 hours of class time have been missed in a 4 credit hour course (i.e., 7 absences in a 3 credit hour class that meets 50 minutes Monday/Wednesday/Friday for 15 weeks, or 1.5 absences in accelerated classes that meet 4 hours once a week for 8 classes, etc.).
Faculty should clearly communicate to the students their expectations and policies regarding attendance at the start of each academic session in all classes that they are teaching. Students should familiarize themselves with each individual professor’s expectations and policies on attendance at the beginning of the semester (since these may vary from one faculty member to the next), and clarify any concerns or questions they might have about attendance with their professors.

On Location Policy
Rockhurst University also supports learning experiences afforded by involvement in co-curricular activities, such as student leadership conferences, athletics, theater competitions, etc. Often these co-curricular activities require students to represent Rockhurst University and to be “on location” somewhere off campus for both the participation in the event as well as travel to and from the location. The following guidelines refer to Rockhurst University’s expectations for both students and faculty regarding “on location” activities that result in student absences and missed class work. The “on location” policy only applies to those authorized co-curricular activities that have been approved by the respective Dean’s offices and verified to the faculty members impacted.

Student Expectations
A Rockhurst University student engaged regularly in approved co-curricular activities which will necessitate missing classes is expected to do the following:

1. Inform each of his/her instructors about his/her participation at the beginning of the academic semester, indicating which classes will be missed.
2. Agree to an appropriate procedure for obtaining the missed class notes and other coursework.
3. Recognize that authorized absences for co-curricular activities do still count towards the total absences allowed in a course, and absences allowed under the “excessive absence” policy (as noted above in the Undergraduate Attendance Policy) are not considered “in addition” to those granted to students who participate in authorized activities (i.e., if a student knows that 4 classes will be missed for athletic events, this does not mean they are allowed a total of 10 absences in a 3 credit hour MWF class).
4. Understand that absences are “authorized” only when they are documented by the appropriate dean’s office. The “on location” policy does not extend to include practice time, team meals, or departure preparations prior to the time a team, group, or student is expected to leave on a trip.

Faculty Expectations
Rockhurst University faculty are asked to respect the educational value that co-curricular activities add to a student’s education. Faculty are expected to:

1. Refrain from academically penalizing a student whose absence has been authorized by the dean’s office.
2. Work with students involved in official co-curricular activities to provide a mechanism for students to receive missed information or to participate in tests, assignments or other classroom work.
3. In their academic advising role, become familiar with the information in the on-line resource “Academic Advising” located on the Rockhurst University website under academics/academic support. In particular, a section entitled “Advising the Student Athlete” is included for faculty information.
4. Immediately notify their dean’s office when a student is believed to be abusing the policy.
Students and faculty are asked to communicate expectations and needs clearly so that the value of classroom education is not minimized and at the same time students are still afforded the opportunities of participation in co-curricular activities.

Examinations
Major examinations in undergraduate full-term courses are held quarterly and are held at the close of the semester for all undergraduate programs. A student who has been absent from the regularly scheduled semester examination in any course, will receive a grade of “F” for the course unless the dean has been informed of illness or has granted an extension of time in advance of the examination and for serious reasons.

Academic Honesty Policy
I. Philosophical Statement:
Rockhurst University is a learning community. Consistent with the mission and purpose and the Judeo-Christian principles the University seeks to foster within its whole community, it is expected that academic honesty and integrity guide the actions of all its members. It is the responsibility of every person in the academic community—faculty members, students, and administrators—to ensure that academic dishonesty or misconduct is not tolerated.

II. Definition
Academic honesty includes adherence to guidelines pertaining to integrity established for a given course as well as those established by the University for conducting academic, administrative, and research functions. All forms of academic dishonesty or misconduct are prohibited. The examples given are not intended to be all inclusive of the various kinds of academic dishonesty, cheating, plagiarism, or misappropriation which may occur. Examples include but are not limited to the following:

A. Cheating
1. Copying, or the offering, requesting, receiving or using of unauthorized assistance or information in examinations, texts, reports, computer programs, term papers or other assignments.
2. Attempting to change answers after an exam has been submitted.

B. Plagiarism
1. The appropriation of ideas, language, or work of another without sufficient attribution or acknowledgment that the work is not one’s own.
2. Violations include but are not limited to:
   a. submitting as one’s own work material copied from a published source.
   b. submitting as one’s own work someone else’s unpublished work.
   c. submitting as one’s own work a rewritten or paraphrased version of someone else’s work.
   d. allowing someone or paying someone to write a paper or other assignment to be submitted as one’s own.
   e. utilizing a purchased pre-written paper or other assignment.

C. Manipulation, alteration, or destruction of another student’s academic work or of faculty material.

D. The unauthorized removal, mutilation or deliberate concealment of library or other resource material or collections.

E. Unauthorized use of University facilities, equipment or other property, including computer accounts and files.

F. Any other act which might give one an unearned advantage in evaluation or performance.
III. Nurturing Academic Honesty
Faculty, administration, staff, and students are responsible for modeling and nurturing academic honesty. Faculty, especially, should strive to nurture academic honesty by citing sources in lecture and class material, thereby modeling for their students and advises the type of precautions to be taken to ensure academic honesty. It is further expected that faculty will take reasonable actions to reduce opportunities for dishonesty through such practices as monitoring examinations or requiring sequences of an assignment to be submitted. It is further expected that each student will be informed of the definition of academic dishonesty and the processes the University will take in dealing with it.

IV. Academic Dishonesty: Procedure, Penalties and Due Process
A. Level 1—Informal Disposition
As much as possible, a member of the faculty, staff or administration (hereafter referred to as University representative) will deal individually with suspected violations of the Academic Dishonesty Policy. Level 1—Informal Disposition constitutes the initial level of action, including resolution. The University representative who suspects that such a violation has occurred will confer with the student, present support, listen to and evaluate the student’s explanation, and then, if the student is found to have violated the Academic Honesty Policy, impose a penalty based upon the findings. Penalties relate to specific violations and may include but are not limited to:
1. warning the student;
2. lowering the grade of the assignment or examination or the assignment of a failing grade for the semester;
3. requiring the student to repeat the assignment or examination;
4. compulsory school or community service;
5. other penalties as deemed appropriate.

The student will be provided with a written Level 1 decision by the University representative within three working days of conferring with the student, addressed to the student’s last known local or permanent address on file with the University. A student who wishes to appeal the Level 1 decision must indicate her/his intent to appeal in writing within one working day of the written Level 1 decision delivered to the appropriate dean’s office.

B. Level 2—Academic Disciplinary Board
The Academic Disciplinary Board:
1. may decide appeals of Level 1 decisions brought by students;
2. may decide Level 1 cases brought by the University representative if the University representative is of the opinion the allegations are serious or warrant stricter sanctions than those available under Level 1; and
3. on its own initiative, may review any Level 1 decision.

For cases involving academic departments, the Academic Disciplinary Board will be composed of the department chair, a faculty member to be appointed by the dean of the college or school within which the student is enrolled or the violation arose, and either the division chair or academic dean, or his/her designee (who serves as chair). Should the department chair be the faculty member bringing the charge(s) the appropriate academic dean will appoint a faculty substitute. For cases involving units other than academic departments (i.e. Library, Registrar’s Office, Computer Center, or other similar unit), the Academic Disciplinary Board will be composed of the director of that unit, a faculty member to be appointed by the Vice President for Academic Affairs and an appropriate
member of the administration (generally a dean) who serves as chair and is also appointed
by the Vice President for Academic Affairs. The composition of the Academic Disciplin-
ary Board will avoid a conflict of interest. This may result in the Vice President for Aca-
demic Affairs appointing other University representatives in lieu of the aforementioned
Board compositions. The Board may uphold, modify, or reverse Level 1 decisions.

In cases before it, the Academic Disciplinary Board will consider relevant supportive
information presented by any side. Based on its evaluation of relevant supportive infor-
mation before it, the Academic Disciplinary Board may impose any penalty thus far listed
and in addition may recommend to the Vice President for Academic Affairs the suspen-
sion or expulsion of a student.

**Procedures before the Academic Disciplinary Board Hearing**

1. Within three working days of the filing of the written intent to appeal the Level 1
decision, the student must deliver to the Academic Disciplinary board all supportive
information relevant to the appeal, including any request for hearing.

2. Within three working days of receipt of the student’s relevant supportive information,
the Academic Disciplinary board will notify the University representative and for cases
involving academic departments, the Dean of the college or school in which the stu-
dent is enrolled or the violation arose and for cases involving units other than academic
departments, the Vice President for Academic Affairs. Depending upon the type of
case, the Dean or the Vice President for Academic Affairs shall choose the University
representative for participation at Level 2 and shall notify the Academic Disciplinary
Board of the choice within three working days. Within three working days of notice
of the University Representative to the Academic Disciplinary Board, that University
representative must deliver all relevant information in support of the Level 1 decision
to the Academic Disciplinary Board, including any request for hearing.

3. The Academic Disciplinary Board may require a hearing and the decision to hear any
case is in the discretion of the Academic Disciplinary Board.

4. At least five working days before the scheduled hearing, if any, the Chair of the
Academic Disciplinary Board or designee will send to the student, addressed to the
student’s last known local or permanent address on file with the University, and the
University representative written notice of:
   a. the alleged violation(s) to be heard;
   b. the time, date and place of the hearing;
   c. a statement of the charge(s) and documents in support of and in
   opposition to the charge(s).

   In cases where there are multiple charges, the Academic Disciplinary Board may
consolidate all charges into one hearing.

5. The student may bring a faculty member of the University community with her/him
as an advisor to any hearing and if so, the student must notify the Academic Disciplin-
ary Board of the name of the advisor within one working day of the hearing. The stu-
dent, however, is expected to present her/his own case in his/her own words.

6. The Academic Disciplinary Board will be responsible for maintaining a record, if any,
of the hearing.

7. The Level 2 decision of the Academic Disciplinary Board may be presented orally at
the conclusion of the hearing or in writing to the student, addressed to the student’s
last known local or permanent address on file with the University, and to the Univer-
sity representative within five working days of any hearing and if there is no hearing,
within ten working days of timely receipt of all relevant supportive information from
the student and University representative.

8. Materials related to disposition of the charge(s) of the Academic Honesty Policy,
including a summary record of any appeal process and decision(s), will be maintained
in the office of the academic dean of the college or school in which the student is
enrolled.

Grounds for Appeal
Below are listed the only bases upon which a student or University representative may
appeal the Level 2 decision of the Academic Disciplinary Board:
1. The evidence against the student is insufficient to warrant the action taken by the
   Academic Disciplinary Board.
2. The decision of the Academic Disciplinary Board is arbitrary.
3. The decision of the Academic Disciplinary Board is inconsistent with existing
   University policy.

Appeal of the Decisions of the Academic Disciplinary Board
A student or the University representative may appeal the decision of the Academic
Disciplinary Board by filing an “Intent to Appeal” with the Office of the Vice President
for Academic Affairs within one working day of the decision of the Academic Disciplin-
ary Board and the Vice President for Academic Affairs will notify the other within three
working days of the filing of the Intent to Appeal. On notice of the filing of the Intent
to Appeal from the Vice President, the Academic Disciplinary Board will forward all
information related to the case to the Vice President for Academic Affairs. Absent extraor-
dinary circumstances, neither the student nor University representative may present
additional supportive information for consideration by the Vice President for Academic
Affairs. Any request to present additional information must be made to the Vice President
for Academic Affairs within three working days of filing of the Intent to Appeal and the
request must include a substantive description of the additional supportive information.
The Vice President may request additional information or a meeting with any individual
regarding the charge(s). In general, the Vice President for Academic Affairs will present
his/her decision to the student and University representative within five working days
of receipt of information or meeting with the student or University representative. The
decision of the Vice President for Academic Affairs may be presented orally or in writing
addressed to the student at the student’s last known local or permanent address on file
with the University and the University representative. The decision of the Vice President
for Academic Affairs is final. Pending the decision of the Vice President for Academic
Affairs, the student’s status as a student will remain unaltered except in cases where there
are reasons relating to the emotional or physical welfare of the student or other members
of the University community or for reasons involving the safety of property or the good
of the University.

Time
For purposes of counting time, the day of the act will not be counted and the final day
of the time period will be counted. Working day means any day the administration of
the University is open and conducting business and is not as provided in the University’s
Academic Calendar. Three days are added to any time period where delivery is by mail.
Preface
It is the student’s responsibility to meet the requirements established for each course taken at Rockhurst University. It is the course instructor’s responsibility to establish course requirements for grades as part of the course syllabus and to evaluate students fairly according to the standards established.

Philosophy of Grade Review Policy
Rockhurst is “a learning community” which “believes in the intrinsic value of the intellectual life and in the disinterested pursuit of truth.” At the beginning of any grade review procedure all of those involved should proceed with this principle in mind: the primary goal of all proceedings will be to clarify requirements, to affirm the application of consistent standards. An atmosphere of rational discourse must always prevail.

Bases for Review
For adequate cause, a student has the right to request review of an assigned final course grade. Bases on which the student may request review include the following: the student believes that:

1. The assigned final grade does not reflect the weighted values given to required work as indicated in the course syllabus; or/land
2. The final grade does not reflect the student’s level of fulfillment of course requirements as stated in the course syllabus (for example, class attendance, level of performance on tests, number and length of papers, penalty for late work, and other academic criteria); or/land
3. The final grade is inconsistent with standards set for the course; or/land
4. The assigned final grade is based on arbitrary or nonacademic criteria.

Procedure
The student requesting review must follow the procedure set out below. Failure to follow the procedure in the given order or to comply with the time limits identified in the procedure will result in denial of the review.

Informal Procedure for Review of the Assigned Final Grade*
1. By the end of the first week of the semester following receipt of the assigned final course grade, (for courses taken in the Spring and Summer semesters, no later than September 1, and for courses taken in the Fall semester, no later than February 1), the student requests in writing (certified mail return receipt requested) review of the assigned final grade from the assigning instructor or if the instructor is not available submits the request to the appropriate dean’s office. The student and the instructor may agree to meet to conduct part of the grade review. The student should make the appointment to meet with the instructor. In writing (certified mail return receipt requested is advised, but not required) within 14 days of receipt of the request for final grade review, the instructor will respond to the student.

*Note: The term “semester” is understood in a narrow sense, referring only to the first semester and the second semester of the regular academic year. The term “semester” does not refer to summer sessions or interterms. The intent is to provide a timeline allowing for possible faculty absence during the summer and during interterm.
2. If within 14 days of the instructor’s response the student is not satisfied with the result, the student may request in writing to the department chair (for the College of Arts and Sciences and School of Graduate and Professional Studies) or the program chair (for the Helzberg School of Management) review of the final course grade. For the purpose of information, not re-grading, the student’s request should include supporting evidence, such as photocopies of graded papers, quizzes, tests, and other work performed in the course. The student should also note the steps taken so far to review the final grade. After (a) reviewing the case with the student and (b) reviewing the case with the assigning instructor, the department or the division chair will within 14 days of the student’s request for review, advise the student and the instructor in writing her/his opinion regarding the assigned final course grade and that the informal procedure is completed. The question could be resolved with this step.

Formal Procedure for Review of the Assigned Final Grade

If not satisfied with the result of the informal procedure, the student may request a formal review of the assigned final course grade.

1. Within seven days of the response of the department or the division chair, the student presents in writing to the dean (or his/her designee) of the college or school in which the course is offered, the request for formal review of the assigned final course grade, including reasons justifying the review, any supporting evidence, and a list of the steps taken to date to resolve the issue.

2. Within 14 days of the student’s written request, the dean (or his/her designee) will convene a panel consisting of a full-time faculty representative of the college or school and two full-time faculty members of the same department or academic discipline as the instructor, if department or discipline size permits. The University representative will chair the panel. The dean’s office will inform the requesting student and the course instructor in writing with reply forms enclosed of the panel appointees.

3. The student and the course instructor may each object to up to two panel appointees. Any objection to a panel appointee must be lodged in writing or printed e-mail or fax with the dean’s office within seven days of notice of the panel appointees. Failure to lodge objection to a panel member will be considered as acceptance of the appointee as panel member. No other objections will be permitted by either the student or the course instructor. After exhaustion of objections, the dean (or his/her designee) will appoint any vacancy on the panel.

4. As soon as panel membership is set, the dean (or his/her designee) turns over to the chair of the panel the student request and all supporting materials the student has provided.

5. The chair of the panel does not vote on the recommendation except in the event that the two other faculty members, each of whom has one vote, are unable to reach agreement.

6. The chair will schedule a date for the review and the panel should conclude its review within ten working days of its first meeting. The panel will examine the information provided and may hold a joint conference of the panel, the student, and the instructor. The chair of the panel has the responsibility to inform the panel members, the student, and the instructor of the date, time, and place of any joint conference.

7. The panel is empowered either (a) to recommend that the instructor change the grade, (b) to recommend that the instructor reevaluate the grade according to criteria specified by the panel, or (c) to dismiss the appeal. The panel is not empowered to
change the grade. The grade, which the course instructor assigned, cannot be changed by anyone but that instructor. The instructor will advise the registrar of a change in grade, if any. The panel will advise the student of a change in grade, if any.

8. The panel submits its recommendation to the student, to the course instructor, to the department/division/program chair, and to the appropriate dean (or his/her designee). On request each party will be apprised of the basis for the panel’s decision. The panel’s responsibility is thus concluded. No other review is available.

9. The grade appeal will be considered confidential and only those involved in the grade appeal including its investigation and resolution will be provided information concerning the appeal.

10. If the student chooses to make the panel’s recommendation a part of her/his permanent file, the student should instruct the dean (or his/her designee) to convey the panel’s recommendation to the registrar and the panel’s recommendation will be transmitted by the registrar’s office to graduate schools, employers, and others to whom the student requests that a transcript be sent according to the policies of the University regarding release of transcriptions, and to the department or program chair of the student’s major and the director of financial aid at Rockhurst.

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**Enrollment Policies**

**Activation of Reserve or National Guard Units**

Those students who are unable to complete academic work during the academic term in which they are called to active duty as part of a Reserve or National Guard unit call-up have three options:

1. The student may choose to totally withdraw from school and be given 100% refund of all academic tuition and fees as well as student activity fees which have been assessed. The permanent record (transcript) will not reflect the withdrawal with a “W”. Students choosing this option will be granted a Financial Aid Satisfactory Academic Progress waiver for the term. In addition, an adjustment will be made on unused portions of room and board.

2. The student, in collaboration with and approval of the instructor, may choose the use of the “I” grade (Incomplete) under appropriate circumstances. The amount of time allowed for the incomplete work will not include the active duty time spent. However, once the student has returned from active duty, the incomplete work must be completed within a reasonable period of time, which will be determined by the Vice President of Academic Affairs. At that time the student may elect to withdraw from the class.

3. The student may elect to complete the work in collaboration with and approval of the instructor on a shortened time frame prior to the active duty reporting date. This arrangement should be chosen only if the student is activated in the final quarter of the term.

In order to select one of the above options, the student must present or fax a copy of the military orders selecting them for active duty to the Registrar’s Office. For further information, contact the Registrar’s Office.
Audit
Those students taking courses for interest or the development of their own skills and not with the intention of seeking credit or a degree may enroll in courses for audit. Auditing students are not required to do course work or to take examinations but are expected to attend class regularly. Course fees for credit and audit are the same. Students may not change from audit to credit status after registration. Students may change from credit to audit status. The procedures and deadlines for withdrawal from individual classes also pertain to changes to audit status in any class. Students wishing only to audit classes should follow the same application procedures as unclassified students. Participation is on a space available basis and shall only be allowed with permission of the program chair (from the department offering the course) and the appropriate dean. Generally, students entering Rockhurst as auditors only are not eligible for institutional financial aid.

Changing Enrollment
Prior to the beginning of the semester, if a student who has registered decides not to attend they must contact the Office of the Registrar immediately in writing to withdraw. Written notification may include e-mail notification however, only through the Rockhurst student e-mail account. After classes have begun for the semester, the student will be responsible for all charges incurred prior to the date notification is given in writing to the Office of the Registrar or Office of Financial Aid (official notification date). Refunds of charges will be given according to the Tuition Refund Schedule using the official notification date. The Tuition Refund Schedule and the final date for withdrawal can be found on the Rockhurst website, www.Rockhurst.edu. In the case of total withdrawal from class, for the purposes of Title IV Aid, the date used will be the last date of attendance or the mid-term date. (See withdrawal and refund in the Financial Aid Section of this catalog). Failure to officially withdraw from class within the Drop period will result in a failing grade.

Drop/Add Period
Students may add and drop courses anytime between initial registration in the courses and the last day of the Drop/Add Period. The Drop/Add Period is seven calendar days, beginning with the first day of class for the semester or session. In the case of late entrance to a course, the student is responsible for all assignments made prior to adding the course. To add or withdraw from a course during the Drop/Add period, the student must either obtain an official Change of Registration Request form from the appropriate dean’s office or the Registrar’s Office and submit it to the Registrar’s Office, or change enrollment on Rockweb in a secure environment directly through Rockhurst myCampus Portal https://my.rockhurst.edu, or Rockweb http://rockweb.Rockhurst.edu with a Personal Identification Number (PIN) obtained from Computer Services. If the student fills out the Change of Registration Request form, only the student’s signature is required during this time. The dates for the Drop/Add period are published in the Academic Calendar on the Rockhurst website. No credit will be allowed for a course in which the student is not appropriately registered.

Withdrawing From a Course After the Drop/Add Period
To withdraw from a course after the Drop/Add period, students must obtain the signatures of their instructor, advisor, and the Financial Aid Office before submitting the Change of Registration Request form to the Registrar’s Office. The instructor must indicate the student’s last date of attendance on the form. Whether or not the instructor
and advisor recommend withdrawal, the student’s right to withdraw remains until the published deadline. See Academic Calendar, www.Rockhurst.edu. **It is the responsibility of the student to complete the course withdrawal process.** Once the student has completed the withdrawal process they can confirm the change has been made through the Rockhurst myCampus Portal or by accessing Rockweb with their PIN.

The student is responsible for all financial obligations to the University up to the time of notification in writing to the Office of Financial Aid or the Office of the Registrar of their intent to withdraw (official notification date). **In no case will the student receive a refund of financial assistance.**

Students need to be aware that withdrawal from coursework may affect their ability to meet Financial Aid Satisfactory Academic Progress requirements. In order to maintain eligibility for financial assistance full-time undergraduate students are required to earn 12 hours per semester or 24 hours per year. Part-time undergraduate and graduate students are required to earn 80% of the hours they attempt. Financial Aid Satisfactory Academic Progress is outlined in the Financial Aid section of this catalog. Among other things, withdrawal from class could also affect athletic eligibility, graduation status, insurance eligibility and immigration status. Institutional financial assistance is available for a maximum of eight semesters, athletic scholarship for a maximum of 10 semesters. **Failure to attend or officially withdraw from a class will result in a failing grade.** The final date for withdrawal is published in the Academic Calendar on the Rockhurst website, www.Rockhurst.edu.

**Withdrawal Grade**

Classes dropped during the official Drop/Add period are not reflected on the student’s permanent record. Courses dropped after the Drop/Add period are recorded with grade notations of “W” (withdrawal) or “WF” (Withdrawal Failing). **The student’s failure to process course withdrawals correctly will result in a failing grade.**

**Complete Withdrawal from the University**

A student who formally withdraws from the University on or before the last date to withdraw in a given semester will be withdrawn from all courses, except those courses that have previously been completed or have a grade of “I” (Incomplete) in that same semester. The notification to formally withdraw from the University includes the date the student notified in writing the Registrar or the Financial Aid Office of his or her intent to withdraw. If the student ceased attendance, but did not begin the withdrawal process or notify the institution concerning their intent to withdraw, the mid-point of the semester will be the official withdrawal date for the purpose of Title IV Aid. (See withdrawal and refund in the Financial Aid Section of this catalog). However, the student who fails to withdraw from the institution is responsible for financial obligations to the University based on the University’s tuition and housing refund policies. Students can initiate the formal withdrawal process in the Office of the Registrar.

If a student has registered for the next semester, and decides before the semester begins not to attend, the student must contact the Office of the Registrar immediately, in writing, to withdraw from all classes. Written notification may include e-mail notification, however, only through the Rockhurst student e-mail account. After classes have begun for the semester, the students will be responsible for all charges incurred until the student notifies in writing the Office of the Registrar or Office of Financial Aid. Refunds of charges will be given according to the Tuition Refund Schedule.
Appeal
If a student fails to notify the Registrar or Financial Aid Offices of their intent to withdraw because of circumstances beyond the student’s control, an appeal may be made to the Withdrawal Committee. The student will be expected to provide documentation of specific extenuating circumstances to the committee. At this time the recommendation of the dean will also be considered. The decision, however, to accept or reject the appeal will be at the discretion of the committee. Appeals should be sent to the attention of the Financial Aid Director who serves as the chair of the committee.

Exchange Programs
The Kansas City Area Student Exchange Program (KCASE) is a standing exchange agreement between Rockhurst University and other regional institutions. Participating institutions are Avila University, Kansas City Art Institute, Kansas City Metropolitan Community Colleges, University of Missouri-Kansas City, and Park University. Rockhurst also has an independent agreement with William Jewell College. Full-time undergraduate students (enrolled in at least 12 semester hours) at one participating institution may take one additional course per semester at another participating institution without paying additional tuition. Students pay full-time tuition to their home institution and owe the other institution only such fees in addition to tuition as may be associated with the course itself (such as laboratory fees).

For Rockhurst University students, courses taken at another institution through the KCASE program must be applicable to their degree program. Taking courses through the KCASE program does not violate the final 30-hour residency rule. Rockhurst students must first obtain advisor approval in order to take courses at another KCASE institution. Grade requirements for courses taken through the KCASE program are the same as for transfer courses; the student must earn at least a “C-”. Students should have an official transcript sent to the Rockhurst University Registrar’s Office, where acceptable credit will be posted on the student’s permanent record as transfer credit. Only full-time undergraduate students may take courses under an exchange program. If an exchange course puts the student over the 18-hour full-time limit, there is no charge for the additional hours. To register for a course at another participating institution, students complete the Kansas City Area Student Exchange Program Approval form, and the Pre-Approval of Transfer Credit form, both of which are available from the Registrar’s Office. This program is not available during the summer sessions.

Pass/No Pass Option
The Pass/No Pass registration/grading option is available to undergraduate students who are in good academic standing (a cumulative GPA of at least 2.0) and who have achieved junior status. Eligible students may exercise the option for strictly elective courses only; i.e., courses taken to fulfill core, major, or minor requirements cannot be taken for Pass/No Pass grading. After achieving junior status, students can complete one elective course per semester for Pass/No Pass credit, and one course during the summer for Pass/No Pass credit, not to exceed a total of 12 hours. Neither a Pass nor a No Pass affects the student’s GPA, but a Pass does add credit to the total hours completed.

A student must merit “C” work or better in order to receive a Pass in a Pass/No Pass course. Thus, a grade of “C-” would result in a No Pass and the student would not receive credit for the course. The letter grade assigned by the faculty member will be converted to a Pass (P) or a No Pass (NP) in the Registrar’s Office.
The Pass/No Pass registration/grading option can be requested in the appropriate dean’s office during the period of time between the first day of classes and the last day for delayed entrance into classes. These dates are published in the “Academic Calendar” on the Rockhurst University web site. It should be noted, however, that students will be allowed only one course for Pass/No Pass status during a summer session, even though the University may offer courses in several different short terms. After the last date for delayed entrance into classes, the Pass/No Pass option cannot be granted. Students may change from Pass/No Pass registration status to a traditional status during the first 21 calendar days of the semester (or the first nine calendar days of an accelerated term). After this period, a request for a change from Pass/No Pass status to traditional grading status cannot be granted.

Registration Procedures
Complete information about registration procedures can be found online at the Rockhurst University website: www.rockhurst.edu.

Registration and Graduation Holds
Students with financial, academic, or other obligations to the University will not be allowed to register for classes until arrangements have been made to fulfill those obligations. Students with academic or other obligations to the University will not be allowed to graduate until arrangements have been made to fulfill those obligations. Academic obligations include such things as transcripts the student has not provided to the University. For institutional accreditation reasons, the University is required to have on file official transcripts from all institutions of higher education a degree-seeking student has attended, whether or not the credit is applied to their Rockhurst degree program.

**Administrative Policies**

Records of Academic Permissions and Exceptions to Policy
Permissions, academic board decisions and other records of exception to policy are filed with the Registrar, who maintains these along with other student records.

Access
It is the policy of Rockhurst University to provide reasonable accommodations for students defined as disabled in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and other applicable law. Students in need of accommodations must identify themselves to the Access Office and provide appropriate documentation of their disability. The Office then is able to facilitate reasonable accommodation for equal access to academic and other University-administered programs. The Access Office is located in Massman Hall, Room 7, (816) 501-4689.

Assessment
Rockhurst University is committed to comprehensive, ongoing assessment of the institution and student learning; involving faculty, staff, and students at the course, program, and core level. All constituents are expected to participate in this process so that the institution can document its strengths and identify opportunities for improvement. Student involvement in assessment is integral to the University’s success in this endeavor, whether
directly through assessment of student work in courses and programs, or indirectly through participation in course and university surveys.

**Change of Address**

All students should notify the Office of the Registrar immediately of any change in their address or those of their parents or guardians. In addition, international students are required by Immigration authorities to notify the International Student Officer of any change of address within 10 calendar days of that change. If the correct address is not on file, students may not receive information regarding their enrollment, financial aid, student account, graduation, and other important matters. The University assumes no responsibility for materials sent through the mail not received. Currently-enrolled students may change their address on Rockweb in a secure environment directly through Rockhurst my Campus Portal [https://my.rockhurst.edu](https://my.rockhurst.edu), or Rockweb [http://rockweb.rockhurst.edu](http://rockweb.rockhurst.edu) with a Personal Identification Number (PIN) obtained from Computer Services.

**Classification of Undergraduates**

Undergraduate degree-seeking students are classified as follows:

- **Freshmen** 0-29 earned semester hours
- **Sophomore** 30-59 earned semester hours
- **Junior** 60-89 earned semester hours
- **Senior** 90 and above earned semester hours

**Name of Record**

A student’s name of record includes the first name, middle initial or full middle name, and the family name. Nicknames should not be used. The University will change the name of a current student on its official records on request but requires satisfactory evidence of a legal basis for the change.

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

The Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, is a federal law that regulates the maintenance and release of student records at educational institutions and related agencies. The purpose of the FERPA is to protect the privacy of student education records and affords students certain rights concerning their education records.

The primary rights afforded to students include: (1) the right to inspect and review education records, (2) the right to request to have the education records amended, (3) the right to consent to or prohibit the disclosure of certain information retained by the University, and (4) the right to file a complaint with the United States Department of Education if the student believes his or her FERPA rights have been violated.

Rockhurst University annually informs students of their FERPA rights through a variety of methods such as the University website, Student Handbook, and on campus at the Office of the Registrar. This policy statement sets forth the University’s procedures for maintaining the privacy of education records, responding to request for amendments, and disclosing student records in compliance with FERPA.

**Education Records**

FERPA regulations governing Rockhurst University apply to the education records of current or former students. Records of an individual who applied for admission to the Rockhurst University, but never attended, are not education records under FERPA.
Education records are any records maintained by the University which are directly related to the student. An education record may include, but is not limited to, any of the following: academic records, files, biographical data, course information, grade reports, results of certain examinations, student papers, test scores, advisory information, letters of evaluation, transcripts, admissions information, financial aid information, billing information, disciplinary records, housing records, promissory notes and copies of correspondence. Education records may be maintained in any way, including handwritten notes, print, computer media, video or audio tape, film, microfilm and microfiche.

The following documents are not education records for purposes of FERPA and this policy:

1. Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;

2. Employment records exclusively related to a student’s capacity as an employee of the University and not available for use for any other purpose, except where a currently enrolled student is employed as a result of his or her status as a student (e.g., workstudy, graduate assistantship or fellowship with the University);

3. Records maintained by the Rockhurst University Safety and Security Department solely for law enforcement purposes;

4. Medical and mental health records made, maintained or used by professionals in connection with the treatment of a student that are available only to persons providing treatment; and

5. Records that only contain information about an individual after he or she is no longer a student at that agency or institution.

Student Access
Every Rockhurst University student has the right to inspect and review his or her own education record(s), subject to the University’s procedures on the time, place and supervision of the inspection. To request education records from Rockhurst University, a student must submit a written request to the Vice President of Academic Affairs and Student Development or Office of the Registrar and identify the record(s) to be inspected.

Rockhurst University will respond to a student’s valid request to inspect his or her education records within 45 days of the date the University receives the request. If the records that the student requests to inspect and review may not be disclosed under FERPA, the University will provide the student with a written explanation.

If the records that the student requests to inspect and review are to be disclosed under FERPA, the University will make arrangements for access and notify the student of the time and place where the records may be inspected. At the time of inspection, the student must present identification and will generally be required to review the record in the presence of a University official. If the education records of a student contain information on more than one student, the student may inspect and review or be informed of only the specific information about that student.

A student’s right to inspect and review education records does not necessarily include a right to a copy of his or her education record. A student’s request for copies of education record(s) will be evaluated on a case by case basis and, if copies are permitted, the student may be charged for the actual cost of copying the record(s).
Confidential letters and statements (e.g., letters of recommendations) will be used only for the purpose for which they were specifically intended. In some instances, a student may waive his or her right of access to confidential letters and statements contained in his or her education records. A valid waiver must be in writing and signed by the student. The University does not require such waivers as a condition for admission or receipt of any service or benefit provided to students.

If a student chooses to waive his or her right of access to confidential letters or statements, the University will not permit the student to inspect and review such letters and statements. Instead, the student will be notified, upon request, of the names of all persons making such letters or statements. A student’s waiver may be revoked in writing at any time and the revocation will apply only to subsequent letters or statements.

Thirdparty Access to Education Records
Rockhurst University restricts thirdparty access to education records and will disclose personally identifiable information contained in the student’s education records only with the written consent of the student, except to the extent that FERPA authorizes disclosure without consent. “Personally identifiable information” is information that is linked or linkable to a specific student that would allow a reasonable person in the school or its community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty. Restrictions on third-party access do not include the release or return of personally identifiable information from an education record to the party who provided or created the record.

Unless disclosure is to the actual student, the student’s consent for disclosure to a third party must be written, signed and dated, and must specify the records to be disclosed, state the purpose of the disclosure, and identify the party or class of parties to whom the disclosure may be made. Student Authorization for Release of Information forms are available from the Office of the Registrar and online. Upon request, the University will provide the student with a copy of any education records disclosed.

With limited exceptions, the University will not disclose personally identifiable information from an education record unless that party to whom the information is to be disclosed agrees to not disclose the information to any other party without the student’s consent.

Disclosure without Student Consent
Records may be disclosed without the student’s consent in the following circumstances:

6. Education records may be disclosed to a Rockhurst University official who has a legitimate educational interest in the information contained in the education record;

For purposes of this exception, a University official is a person employed by Rockhurst University in an administrative, supervisory, academic, research or support staff position. A University official also includes members of the Board of Trustees, students serving on an official University committee (i.e. disciplinary or grievance committee), contractors, consultants, volunteers, and other outside parties to whom Rockhurst University has outsourced institutional services or functions that it would otherwise use employees to perform.

A legitimate educational interest exists if the University official needs to review an education record in order to fulfill his or her duties to the University.
7. Education records may be disclosed to officials of another school, upon request, in which a student seeks or intends to enroll or is enrolled;

8. Education records may be disclosed to authorized representatives of the Comptroller General of the U.S., the Attorney General of the U.S., the U.S. Department of Education and State and Local educational authorities, but only in connection with the audit or evaluation of a Federal or State supported education program or in connection with the enforcement of or compliance with legal requirements relating to these programs;

9. Education records may be disclosed in connection with a student’s application for or receipt of financial aid, but only to the extent necessary for such purposes as determining eligibility, amount, conditions and enforcement of terms or conditions of the financial aid;

10. Education records may be disclosed to State and local officials to whom such information is specifically allowed to be reported or disclosure pursuant to State law;

11. Education records may be disclosed to organizations conducting educational studies for the purpose of developing, validating, or administering predictive tests; administering student aid programs; and improving instruction, provided the University enters into a written agreement with the organization that specifies the purpose, scope, and duration of the study and the information to be disclosed; requires the organization to destroy or return all personally identifiable information when it is no longer needed for the purpose of the study; states the time period during which the organization must either destroy or return the information to the University; and provides that the study must be conducted so as not to permit personal identification of students by third-parties;

12. Education records may be disclosed to accrediting organizations for purposes necessary to carry out their accrediting functions;

13. Education records may be disclosed to a parent of a student if the student is a dependent of the parent for income tax purposes;

14. Education records may be disclosed in response to a judicial order or subpoena. When not prohibited by the court order or subpoena, the University will make reasonable efforts to notify the student before complying with the court order;

15. Education records may be disclosed to a court in response to a legal action between the University and a parent or student;

16. In a health or safety emergency, where there is an articulable and significant threat to a student or other individuals, education records may be disclosed to any person whose knowledge of the information is necessary to protect the health and safety of the student or other individuals, if the University records the threat that was the basis of the disclosure and the parties to whom the information was disclosed;

17. Final results of disciplinary proceedings conducted by the University may be disclosed to the victim of an alleged crime of violence or a nonforcible sexual offense;

18. Education records may be disclosed in connection with certain University disciplinary proceedings;
19. The University may disclose to a parent of a student under the age of 21 the student’s violation of any Federal, State or Local law or any rule or policy of the University governing the use or possession of alcohol or a controlled substance if the University determines that the student has committed a disciplinary violation with respect to such use or possession;

20. Personally identifiable information that Rockhurst has classified as “Directory Information” (as detailed below) may be disclosed to the public unless a hold has been placed upon the release of the information by the student; and

21. Education records may be disclosed if received under a State community notification program about a student who is required to register as a sex offender in the State.

In all other instances, personally identifiable information in education records will not be disclosed without the prior consent of the student.

**Directory Information**

At the discretion of the University, information designated as “directory information” may be disclosed without prior consent of the student. Directory information means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to, the following:

- Student’s name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- Enrollment status (e.g., undergraduate or graduate; fulltime or parttime)
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees
- Honors and awards received
- Most recent educational agency or institution attended

FERPA permits the University to limit the disclosure of directory information to specific parties, for specific purposes, or both. In the exercise of that authority, the University may release all directory information to members of the University family, defined as administrators, faculty, employees and trustees. Other releases will be limited to those situations in which the University, in its discretion, believes the release would recognize a student for academic or extracurricular achievement or otherwise advance the student’s career interests or when the University believes the release would serve to advance the interests and image of the University. Examples of such releases would be the disclosure of directory information to prospective employers, financial aid and scholarship agencies or registry, licensure or certification services. Another example would be the release of directory information in connection with University sanctioned alumni affairs.
The University will provide public notice of disclosure of directory information to students in attendance. The University may disclose directory information about former students without providing such notice.

Directory information may appear in public documents and may otherwise be disclosed without student consent unless the student places a hold on the release of such information. To opt out of the disclosure of directory information, a student must provide written notice to the Office of the Registrar during the first week of each academic term. A student may not use his or her right to opt out of directory information disclosures to prevent Rockhurst from disclosing the student’s name, electronic identifier, or institutional e-mail address in a class in which the student is enrolled.

Upon receipt of notice to opt out, the student’s directory information will not be released without the student’s consent. Rockhurst University will honor all requests to withhold directory information and cannot assume any responsibility to contact a student for subsequent permission to release such information. Regardless of the effect on the student, nondisclosure will be enforced until the student rescinds the decision to opt out of directory information disclosures.

Information Disclosed for Timely Warnings of Crimes
In addition to the exceptions above, Rockhurst University may provide timely warnings of crimes that represent a threat to the safety of students or employees. FERPA does not preclude the institution’s compliance with the timely warning provision of the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act—a federal law intended to provide students and their families with accurate, complete, and timely information about safety on campuses so that they can make informed decisions. Information can, in case of an emergency, be released without consent when needed to protect the health and safety of others. In addition, Rockhurst University can utilize information from the records of a campus law enforcement unit to issue a timely warning.

Recording Disclosures of Education Records
Rockhurst University will use reasonable methods to authenticate the identity of any party to whom the University discloses personally identifiable information from education records. All personnel of Rockhurst handling requests for disclosure or access to information contained in an education record will maintain a record for each request for and each disclosure of the student’s record, except recordkeeping of a request or disclosure is not required if the request was from or the disclosure was to:

22. The student;
23. A Rockhurst University official with a legitimate educational interest;
24. A third-party with written consent from the student;
25. A party seeking only directory information; or
26. A party seeking or receiving the records as directed by a Federal grand jury or other law enforcement subpoena and the issuing court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed.

The record of disclosure should be kept on the Report of Request For Disclosure of Education Records Form, which indicates the name of the party making the request and what records, if any, were received; the legitimate interest in the records; any additional party to whom the records may be redisclosed; and the legitimate interest the additional party had.
in requesting or obtaining the information. This form should be kept with the record(s) that are disclosed. The form may be inspected by the student and the University official who has custody of the education record disclosed. Forms are available in the University’s Office of the Registrar.

**Amendments to Education Records**

Any Rockhurst University student who believes that information contained in his or her education record is inaccurate, misleading or otherwise in violation of the student’s privacy may request that the record be changed. To request a change to an education record, a student should submit a written request to the University official responsible for maintaining the record. The request should identify the education record to be amended and the specific inaccuracy or misleading statement contained in the record. The request will be sent to the responsible person at the origin of the record in question.

Within a reasonable period of time of the University’s receipt of the request, the University will decide whether to change the record in accordance with the request. If the University decides to refuse to change the record, the student will be notified of the refusal and will be advised of the right to a hearing regarding the request.

A student has thirty (30) days following the University’s decision to request a hearing to further challenge the content of an education record. The request for a hearing must be submitted in writing to the University Office of the Registrar. Within a reasonable time of receipt of the request, the student will be notified in writing, reasonably in advance, of the date, place and time of the hearing.

The hearing will be conducted in accordance with the following:

27. A University official who does not have a direct interest in the outcome will conduct the hearing.

28. The student will have a full and fair opportunity to present evidence relevant to the issues raised.

29. The student may be assisted or represented by individuals of his or her choice, including an attorney, at his or her own expense.

Within a reasonable period of time after the conclusion of the hearing, the University will notify the student in writing of its decision. The decision will be based solely upon evidence presented at the hearing and will include a summary of the evidence and the reasons for the decision. If the University decides that the information in the student’s records is inaccurate, misleading or otherwise in violation of the privacy or other right of the student, the University will amend the record accordingly and inform the student of the amendment in writing.

If the University decides that the information in not inaccurate, misleading or otherwise in violation of the privacy rights of the student, the University will inform the student of the right to include in his or her record a statement commenting on the information and/or explaining any reasons for disagreeing with the University’s decision. Any such statement will become a part of the information contained in the education record and will be disclosed whenever the contested portion of the record is disclosed.

**Complaints of Alleged Violation of FERPA Rights**

Students have the right to file a complaint with the United States Department of Education concerning alleged failures by Rockhurst University to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:
For More Information
If you have questions about FERPA, you may visit The U.S. Department of Education’s website at http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html or contact the Rockhurst University Vice President for Academic Affairs or Registrar.

Student Right-to-Know Act Information
In compliance with the requirements of the 1990 Federal Student Right-to-Know Act, Rockhurst University makes available to all current and prospective students the graduation/persistence rate of its undergraduate students. The following statistics are provided in the format and for the topics established by law.

Persistence Rate for the 2004 Cohort
A “cohort” is the group of students entering Rockhurst as full-time students for the first time during the same semester. The following statistics describe all students in the cohort.

Number of first-time, full-time, degree-seeking undergraduates entering Rockhurst University in the Fall of 2004: 305
Number of allowable exclusions (students who entered the armed forces, church missions of U.S. “foreign aid service”): 0
Final number in cohort: 305
Persisters (number in cohort who have continued to re-enroll or have completed degrees by Spring of 2010): 225
Persistence rate (percentage of cohort who have continued to re-enroll or have graduated by Spring of 2010): 73.8%

Rockhurst University’s Diversity Statement
Rockhurst University is committed to fostering a diverse community and to promoting greater awareness and sensitivity to issues of diversity. This effort is an important part of educating “men and women for and with others.” The University is committed to the goal of freedom from discrimination and harassment in all its endeavors.

Rockhurst’s Jesuit mission and values call for all members of the Rockhurst community to embrace a set of values that guide our behavior toward one another. These values affirm a commitment to providing personal care for every member of our community, and a sensitivity toward the dignity and sacredness of every person. They call on members of our community to demonstrate a realistic knowledge of the world, and to find God in all things and all people, particularly in the poor and oppressed.

Based on this mission and values, all members of the Rockhurst community are expected to demonstrate the highest standards in their interaction with people of all backgrounds. This requires a community that actively displays sensitivity to differences of race, gender, age, ethnicity, national origin, culture, sexual orientation, religion and disabilities among students, faculty, administrators and staff.

All members of the Rockhurst University community are expected to embrace these values and to foster an environment that contributes to the growth and development of each member of our community.
University Communication with Students

Clear and timely communication allows students to receive information related to policies, programs, events, and other practical matters (i.e. billing, grades, etc.) affiliated with their education at Rockhurst. The University has established several key routes for communication with students including:

- **Rockhurst E-mail Account:** All Rockhurst students receive a University e-mail account. All e-mail communication from the University is directed exclusively to the Rockhurst electronic mailbox system. Students are expected to access their e-mail account on a regular basis (daily is recommended) in order to stay abreast of important and time-sensitive information. University departments, faculty, and staff will routinely use e-mail to communicate important campus, academic, and extra-curricular/co-curricular information. It is the responsibility of each student to clean their e-mail boxes to allow capacity for incoming messages (i.e. empty deleted items, keep a limited number of sent items, etc.). For further information on your Rockhurst e-mail account, please see Computer Services (Conway Hall 413; x4357; www.rockhurst.edu).

- **Addresses and Phone Numbers:** Students are required to maintain accurate local, billing, permanent, and emergency contact information so that attempts to communicate by the U.S. Postal System as well as phone will not be impeded. To make changes to your addresses or phone numbers of record, please visit the Rockhurst website (www.rockhurst.edu; Rockweb section under Registrar) or contact the University Registrar (Massman Hall 110).

- **Campus Mailboxes:** Students who live in Rockhurst’s residence halls and Townhouse Village are assigned a campus mailbox located in Massman Hall where U.S. Postal Service mail and other University communications are delivered. For assignment inquiries please connect with Residence Life (Massman Hall 3) and for mailbox malfunctions please speak with the Mailroom staff (Massman Hall, Lower Level).

Students’ failure to set-up, maintain, or update any of the above communication devices will not excuse them from being responsible for information and deadlines enclosed within the attempted communications by the University. Rockhurst strongly encourages students to communicate with relevant University offices regarding information needs, questions, and concerns, and welcomes new and innovative ideas for enhancing communication with the student body as a whole.
The Curriculum

The values and beliefs expressed in Rockhurst’s mission statement are central to all of the University’s educational endeavors. The curriculum is the organizing framework by which the development of the human intellectual capacity for the pursuit of this mission is most effectively realized.

The curriculum stands at the center of students’ college experience as the structure around which they select their courses, clarify their interests and goals, and earn their degrees.

Earning an Undergraduate Degree at Rockhurst University
Requirements for all degrees offered by Rockhurst University are as stated in the appropriate section of this Catalog. Undergraduate degrees from the College of Arts and Sciences, School of Graduate and Professional Studies, Helzberg School of Management, and Research College of Nursing require that the student successfully complete 128 semester hours of courses with a minimum cumulative grade-point average of 2.00. These credits must include the liberal core requirements as well as the coursework required by the academic major the student is pursuing.

The Liberal Core Curriculum

All undergraduate degree-seeking students, regardless of major or program of study, complete the core curriculum as part of their graduation requirements. The core curriculum reflects the Jesuit ideal of a well-rounded education and the development of inquisitive, life-long learners. By introducing students to fundamental intellectual skills and methods, or modes of inquiry, employed in the pursuit of knowledge, the core curriculum aims to cultivate a broad range of student intellectual abilities. The Rockhurst core curriculum includes required courses in seven modes of inquiry, as well as courses in three academic proficiencies and one academic requirement that support the modes.

The Seven Classical Modes of Inquiry
The modes of inquiry—that is, the methods or systems by which the human intellect pursues some essential knowledge, truth, or aspect of truth—give structure to the core curriculum (that set of required courses taken by all degree-seeking undergraduate students) in a way that encourages the full development of students in various aspects of their humanity. As methods or systems, each mode suggests the appropriate kinds of questions to be asked in its study, organizes the steps by which study is furthered, and measures what counts as progress in its particular sphere.

◆ The Artistic Mode of Inquiry. This is the exploration through study and practice of the imaginative expression of the human condition through objects and processes that communicate by non-verbal as well as verbal means. By studying and participating in at least one form of the fine or performing arts, students learn to understand and articulate the relationship between artistic form and expression. They come to understand that the formal and expressive language of the arts can transcend cultural barriers, thus enlarging our understanding of our world. Students must successfully complete three hours of level-one approved coursework in art, music, cinema, or theatre.
◆ The Historical Mode of Inquiry. This is the systematic recollection and analysis of significant past events. Our collective memories, given shape and discipline by methods designed to explore the past, provide the experience from which we define the present and consider the future. The human past and human cultures are understood not in isolation, but in the context of broader trends and developments. When we pursue the historical mode of inquiry, we add chronological perspective, persuasive stories, and analytical skills to raw human memory. Students must successfully complete at least one approved three-hour level-one course in the history of civilization. They must also successfully complete at least one approved three-hour level-two course in either the historical or the literary mode of inquiry.

◆ The Literary Mode of Inquiry. This mode of inquiry explores the imaginative expression of human experience through the various aspects of language. The process of expressing ourselves through language shapes our knowing and organizes our experience. The employment of language to provide identifiable symbols and images creates an understanding of truths and ideas; it also gives structure and meaning which clarify our ideas in our own expression and in the written work of others by comprehending and analyzing the figurative significance found in the literal statement. Familiarity with languages and cultures other than one’s own further expands the student’s entry into the literary mode and extends the invitation to compare and experience different views of the world. Students must successfully complete at least one approved three-hour level-one course in literature. They must also successfully complete at least one approved three-hour level-two course in either the literary or the historical mode of inquiry.

◆ The Scientific-Causal Mode of Inquiry. Scientific modes of inquiry are logical systems of principles and procedures developed to discover the shape, form, properties, and behavior of the constituent parts of nature. This mode requires rigorous tests of hypotheses and confidence statements about causality, and the explanations that result have as their ultimate goal the falsification or confirmation of theories. This mode of inquiry relies on controlled scientific experiments that can reveal causal relationships. Students must successfully complete at least one approved four-hour level-one course in science. This course must have a laboratory component. Students must also successfully complete at least one approved level-two three-hour course in either the scientific-causal or scientific-relational mode of inquiry.

◆ The Scientific-Relational Mode of Inquiry. The various forms of the relational mode of inquiry seek to describe the naturally occurring variation of individuals, social groups, species, or objects. This mode of inquiry is grounded in the systematic collection, organization, and classification of observations that are measured either qualitatively or quantitatively. Such inquiry may be either descriptive or relational, and may lead to theories that explain observed relationships and generate testable hypotheses. Students must successfully complete one level-one course and one level-one or level-two course in a social or behavioral science. Two different disciplines must be represented. Students must also successfully complete at least one approved level-two three-hour course in either the scientific-relational or scientific-causal mode of inquiry.

◆ The Philosophical Mode of Inquiry. This mode of inquiry makes claims about knowledge regarding ourselves and the world, and critiques such claims. It seeks to acquaint students with an organized body of knowledge based on moral experience, and to show the student how to critically evaluate the grounds for judging human conduct.
It seeks ways to improve logical techniques in identifying, explaining, and evaluating assumptions, concepts, and arguments. It seeks ways of distinguishing philosophical understanding from other ways of knowing, and it imparts skill in identifying and criti- tiquting the assumptions of other disciplines. Students must successfully complete at least one approved three-hour level-one course in philosophy, and at least one approved three-hour level-two course in ethical theory. They must also successfully complete at least one approved level-two three-hour course in either philosophy or theology.

◆ The Theological Mode of Inquiry. Christian theological inquiry is a critical, methodic, ongoing exploration, examination, and development of the content of Christian religious faith in an attempt to understand and to express the content of that faith in the most adequate and appropriate concepts and language available. Moreover, this mode of inquiry seeks to express the meaning and significance of Christian religious faith for the whole lives of individuals and communities committed to that faith so that they can realize it as fully as possible, and also, so that those external to Christianity have the best opportunity for understanding the intellectual and existential aspects of that religious faith. In so doing, theological inquiry attempts to articulate an adequate and appropriate Christian theistic vision of existence which spells out an intellectually compelling understanding of itself and, concomitantly, a holistically satisfying account of the significance and destiny of human life in all its complexities within that Christian vision. Critical religious studies of faiths other than Christianity enrich and complement this mode of inquiry; these studies are an important part of Christian theological inquiry. Students must successfully complete both TH 1000 Christianity I: Foundations and TH 3000 Christianity II: Development, and at least one other approved three-hour level-two course in either theology and religious studies or philosophy.

The Proficiencies

◆ Proficiency in Oral Communication. This proficiency involves skill in critical listening and oral communication. Students become proficient through regular, sustained, intensive practice. They learn to recognize, identify, and analyze interpersonal, public, cross-cultural, verbal, and nonverbal communication; and they learn to apply these skills in a variety of situations. Students must successfully complete at least one approved three-hour course in college-level oral communication.

◆ Proficiency in Written Communication. Proficient writing is the process of selecting, combining, and developing ideas in effective sentences, paragraphs, and longer units of discourse. Writers must cope with many variables: method of development, purpose, tone, possible audiences, mode of composition, and copy-editing. Learning to write at the college level involves developing skill in using and combining these variables to shape appropriate messages for various situations. Generally, students must successfully complete two approved three-hour courses in college-level composition. Advanced students may satisfy the proficiency in written communication by one approved advanced composition course.

◆ Proficiency in Mathematics. People who are mathematically proficient have well-developed skills in deductive reasoning and the ability to apply those skills in an informed manner. Mathematics is a natural vehicle for building critical thinking skills because it involves postulation, logical reasoning, and symbol manipulation. The ability to propose
an idea, construct a logical sequence of supporting statements, and capture the characteristic features of the idea in symbolic form are central features of critical thought. Proficiency in mathematics also equips students with an ability to understand and participate in a highly technical society. Students must successfully complete at least one approved three-hour course in college-level mathematics.

The Requirement

◆ Global Perspectives Requirement. In becoming global citizens committed to service in the contemporary world, Rockhurst students develop knowledge of, and appreciation and respect for, world cultures and a commitment to global, lifelong learning. They learn to apply critical thinking skills that foster development of the competencies and behaviors required to live in a global community. Students must successfully complete at least one approved three-hour, upper-division course with a Global Perspectives designation. Students can also fulfill this requirement with two semesters of the same college-level second language.

Summary of the Liberal Core Curriculum

Some of these courses have Honors equivalents. The Integrated Humanities sequence can satisfy several core requirements. Many core courses can also be applied to major requirements. For transfer equivalencies, consult the Registrar’s Office.

Proficiencies (9-13 semester hours)

Written Communication
EN 1110 College Composition I and
EN 1120 College Composition II OR
EN 1140 English Composition

Oral Communication
CT 2000 Fundamentals of Communication
(EN 1110 or equivalent prerequisite)

Mathematics
3-4 semester hours of approved college-level mathematics

Modes of Inquiry (39-41 semester hours)

Artistic Mode
3 semester hours of approved coursework in art, music, theater, and/or French or Spanish film

Historical Mode
HS 1100 Survey of Western Civilization I OR
HS 1500 Survey of Western Civilization II OR
HS 1701 World Civilizations to the 17th Century OR
HS 1702 World Civilizations Since 1492

Literary Mode
EN 2740 World Literature Through the 16th Century OR
EN 2760 World Literature Since the 16th Century OR
EN 2900-2989 Studies in World Literature OR
FR or SP 3700 Intro to French or Hispanic Literature

◆ In addition, one approved 3-hour Level II course from either the Historical or Literary Mode. The Literary Mode includes courses in English, French, and Spanish Literature.
Philosophical Mode  
- PL 1100 Reality and Human Existence and PL 3100 Ethical Theory

Theological Mode  
- TH 1000 Christianity I: Foundations and TH 3000 Christianity II: Development

- In addition, one approved 3-hour Level II course from either the Philosophical or Theological Mode.

Scientific-Causal Mode  
4 semester hours of physical or biological science, including laboratory

Scientific-Relational Mode  
6 semester hours in two different social or behavioral sciences

- In addition, one approved 3-hour or 4-hour Level II course from either the Scientific-Causal or the Scientific-Relational Mode.

Global Perspectives Requirement  
3 semester hours of a designated global perspectives course, or two semesters of the same college-level second language.

Coding Scheme for the Core Curriculum
Courses approved for inclusion in the core curriculum are noted as such in this Catalog and in the Course Schedules available on the Rockhurst University website, www.rockhurst.edu. Faculty and students should consult either of these documents to determine which courses meet liberal core requirements. The notations that appear beside the course name indicate where it fits into the core:

- “OCP” – course that satisfies the oral communication proficiency
- “WCP” – course that satisfies the written communication proficiency
- “MTP” – course that meets the requirements of the mathematical proficiency
- “GPR” – course that meets the global perspectives requirement

Courses that fit the requirements of the modes of inquiry may be recognized by the abbreviations:

- “AR” – Artistic Mode of Inquiry
- “HS” – Historical Mode of Inquiry
- “LT” – Literary Mode of Inquiry
- “SC” – Scientific-Causal Mode of Inquiry
- “SR” – Scientific-Relational Mode of Inquiry
- “PL” – Philosophical Mode of Inquiry
- “TH” – Theological Mode of Inquiry

The Roman numeral beside the abbreviation indicates whether the course is at level-one (“I”) or level-two (“II”).
The College of Arts and Sciences grants the Bachelor of Arts, the Bachelor of Science, and (in cooperation with Research College of Nursing) the Bachelor of Science in Nursing degrees. Students may choose one of twelve major fields of study leading to the Bachelor of Arts degree, or one of eleven major fields leading to the Bachelor of Science degree. The College also offers a variety of minors, certificates, and pre-professional programs.

Tradition of the Liberal Arts
The academic programs administered by the College of Arts and Sciences comprise what are broadly recognized as the liberal arts and the pre-professional programs growing out of the liberal arts disciplines. As such, these programs relate directly to a tradition of learning stretching back to the medieval universities. The liberal arts were prized as the intellectual disciplines calculated to form social leaders and well-cultivated spirits in addition to keen intellects. In the Jesuit tradition, the liberal arts aimed to develop the whole person as a “contemplative in action” and to encourage life-long learning. This tradition continues at Rockhurst University as students are exposed to a broad range of programs in the arts and sciences and provided opportunities to train their minds, cultivate their spirits, and prepare themselves as leaders of the contemporary world.

Career Preparation in the Liberal Arts Tradition
Students often ask advisors for advice on what major they should choose. Many begin the process of declaring a major by asking themselves what sort of career various majors will prepare them for, but this may be the wrong question. Most undergraduate majors do not provide immediate credentials that translate directly into a well-defined career track. Suppose students are interested in a law career. Does that automatically mean that they must major in political science? Or does a prospective physician have to be a biology major? Clearly not—a law school is as likely to admit an English major as it is to admit a political science major; medical schools take undergraduate chemists as readily as they take biologists. Professional schools are often surprisingly liberal in the undergraduate majors they accept.
Students who plan to begin their careers as soon as they finish college will often find that an undergraduate major has not prepared them for a specific job. Rather, their education has provided skills and knowledge which can be applied to a wide variety of careers. Many corporations and organizations are interested in hiring people who have completed a solid undergraduate degree regardless of their major.

Students should avoid imposing unnecessary and misguided restrictions on both their studies and their prospective careers. They should consider the world of work when declaring a major, but they will think about that world with greater clarity if they ask other questions first: What do I enjoy doing? What are my hobbies, and why do I enjoy them? What courses have I enjoyed? What kinds of books do I like to read? What problems do I like to solve? Thinking along these lines can ease the anxiety many college students feel when they must declare a major. There is no reason to major in a field that does not develop the student’s own abilities and interests.

ANTHROPOLOGY (AN)
(Department of Social and Cultural Sciences)

Professor Shirley A. Scritchfield, Ph.D. (Chair)
Assistant Professor Chanasai Tiengtrakul, Ph.D.

AN 1000. Introduction to Anthropology (3)
This course provides an introduction to the discipline of anthropology and is intended to help students come to a better understanding of the human condition through an examination of cultures and societies across geographic space and time. Students learn about the subfields of anthropology which include physical anthropology, archaeology, linguistics, applied anthropology, and socio-cultural anthropology. The main focus will be in socio-cultural anthropology. Students are also introduced to an anthropological epistemology through a familiarity with some anthropological theories and will have first-hand experience with anthropological research methodology resulting in a written research paper. (SRI)

AN 3100. South Asia: Peoples and Cultures (3)
This course is an anthropological exploration of the cultures of South Asia. The geographical area of focus includes, for example, Bangladesh, Bhutan, India, Nepal, Pakistan, and Sri Lanka. Topical focus and central themes of the course include: political organization, religion, marriage and kinship, the colonial experience, cultural representation, identity, gender, globalization, and diaspora. Prerequisite: AN 1000 or instructor approval. (GPR, SRII)

AN 4000. Food and Culture (3)
This course is an anthropological exploration of food and culture. We will examine the rituals of commensality, the cultural constructions of meaning, and historical processes associated with food items and consumption. Since what we choose to eat (or not eat) is intimately linked to cultural ideas about who we are, this course will also investigate practices that surround culturally specific understanding of health, illness, the human body, identity, and globalization. Prerequisite: AN 1000, or an upper-division anthropology course, or instructor approval. (GPR, SRII)

AN 4100. Gender in Cross-Cultural Perspectives (3)
This course examines gender through an anthropological lens. The class will explore what it means to be a woman, a man, or “other” (neither man nor woman). In our examination of how gender is embedded in people’s daily lives, we will use a variety of theoretical perspectives and ethnographic data from across the globe. Through the comparative perspective, we will discern how gender impacts the human condition and shapes the way in which we attribute meaning to our experience and our world. Prerequisite: AN 1000 or instructor approval. (GPR, SRII)
The philosophy of the art program rests on the belief that art is not an ornament to education but an essential way of grounding knowledge in experience. The arts present the human rather than the theoretical implications of knowledge. In a complex and rapidly changing society the study of art introduces the student to a universal human activity and to a visual language which infuses forms with meaning and affirms our common membership in one human family. In art history and in studio Rockhurst offers courses which can provide a firm foundation for productive future study.

Minor Field of Concentration
The lower-division prerequisites for the minor in art are one of the following: AR 1110, AR 1120, AR 1130, or HU 2110 and HU 2120, or HU 2210 and HU 2220; and three of the following: AR 1200, AR 1250, AR 1300, AR 1350, or AR 1400. The upper-division course requirements are three of the following: AR 3200, AR 3205, AR 3250, AR 3300, AR 3350, or AR 3400. An additional upper-division course or independent study in painting, sculpture, ceramics, or photography completes the requirements. A grade of C or better is required in each upper-division course in the minor. (A grade of C- will not fulfill the requirement.)

AR 1110, AR 1120. Introduction to Art History I, II (3)
Fall and Spring semesters
These courses provide a survey of the role of art in the western tradition and of the changing meanings which art has had at different periods and for different cultures within this tradition. The courses concentrate on several periods which have been of pivotal importance in shaping this tradition and examine the relationship which art has to the cultures which produced it and to ourselves today. AR 1110 follows the course of art from prehistory through the High Medieval period; AR 1120 concentrates on the period from the Early Renaissance to the present. Each course has been designed as a complete unit and either or both courses may be taken in any order. (ARI)

AR 1130. Introduction to Non-Western Art (3)
This course explores the arts of Africa, Oceania, and Native America. The formal and expressive language of the arts can transcend cultural barriers and create a dialogue not only with individuals within one’s own culture, but also with individuals and cultures separated from us by time and space. This language is a way of enlarging our understanding of the human condition. AR 1130 aims to expand the student’s worldview by introducing and exploring the visual and performance arts from the earliest archaeological finds to contemporary creations from Sub-Saharan Africa, Oceania (Polynesia and Melanesia) and the Native Americans. In doing so, the course aims to increase the student’s awareness of local art museums and art resources, improve visual acuity and research skills, and enhance descriptive and writing skills. (ARI)

AR 1150. Art in the Galleries (3)
Field trips to the various fine arts galleries in the city for an in-depth study of the many modes of expression in art. (ARI)

AR 1151. Seeing Art: Context and Experience (1)
Field trips to and the discussion and analysis of art exhibited in galleries and museums. (ARI—To satisfy the core this course must be taken in combination with other AR, MS, or TA courses to equal 3 hours.)

AR 1200. Two Dimensional Studio: Drawing and Design (3)
This introductory course explores the techniques and principles of expressive composition in two dimensions. Through a series of projects in both design and representational drawing, the student becomes familiar with both a variety of media and the expressive possibilities of image making. Studio fee for materials. (ARI)
AR 1250. Three Dimensional Studio: Sculpture
This course explores a fundamental and definitive human activity: the making of expressive objects. Through a series of projects using different materials and techniques the student develops an understanding of expressive design and the skills necessary to make his or her ideas a reality. Studio fee for materials. (ARI)

AR 1300. Painting I
An introductory course in the expressive possibilities of painting in oils or acrylics and the techniques necessary for their achievement. The course emphasizes observation and originality of vision. Studio fee for materials. (ARI)

AR 1350. Ceramics I
An introductory course in ceramics and pottery designed to give the student an understanding of terminology, historical development of the craft, basic construction techniques and an experience in three-dimensional art. Studio fee for materials. (ARI)

AR 1400. Basic Photography
A lecture-discussion-demonstration course designed to acquaint students with the basic principles of photographic techniques. The technical thrust is the application of such practical techniques as: camera operation, exposing Black-and-White film, processing Black-and-White film and printing Black-and-White prints. The fundamental emphasis of this study is a basic understanding of the concepts and uses of the qualities of captured light in time. A 35mm, fully adjustable, single lens reflex (SLR) camera is required. Studio fee for materials. (ARI)

AR 1410. Color Photography
Introductory course in the use of color in fine art photography. Emphasis is on 35mm transparencies. A 35mm, fully adjustable, single lens reflex (SLR) camera is required. Studio fee for materials.

AR 3050 (NS 3050). Scientific Illustration
A study of the basic techniques necessary to produce preliminary and final illustrations suitable for publication of biological and technical subjects. Emphasis is placed on sketching, pen and ink drawings, continuous tone drawing, animal drawing, lettering and maps and graphs. Field trips to a zoo, a natural history museum and printing plant are planned. Students complete a number of major drawing assignments designed to give them the expertise needed to illustrate their own research as well as that of other workers. This course does not satisfy the natural science requirement. Lab fee for materials. Prerequisite: instructor approval.

AR 3200. Drawing and Design II
Continuation of AR 1200. A further development of visual perception and manual skills. Studio fee for materials. Prerequisite: AR 1200 or equivalent. (ARI)

AR 3205. Graphic Arts
Graphic Arts is an upper-level course designed to accommodate advanced students interested in pursuing the creation of two-dimensional images/art works. Students taking this course (for 1, 2, or 3 credits) will be expected to develop a project or series of projects to be undertaken over the duration of one semester. The student and instructor will discuss the conceptual and technical aspects of the work, determining the expectations surrounding the final output. The number of projects completed will be dependent upon what media are used and the amount of time required to execute an image or project. All students will keep a daily sketchbook/journal. All students will submit a one-page artist’s statement at the close of the semester. May be repeated for credit. Studio fee for materials. Prerequisite: Drawing I (AR 1200), Painting I (AR 1300), or Photography I (AR 1400). (ARI)

AR 3250. Sculpture II
Any art studio course is basically a matter of individual instruction. In Sculpture II the student can work on a project or series of projects in direct collaboration with the instructor. Studio fee for materials. Prerequisite: AR 1250 or equivalent. (ARI)

AR 3300. Painting II
A further exploration of the possibilities of painting in oils or acrylics. Studio fee for materials. Prerequisite: AR 1300 or equivalent. (ARI)

AR 3350. Ceramics II
Further work in ceramics and pottery with the opportunity to develop skill in wheelwork. Studio fee for materials. Prerequisite: AR 1350 or equivalent. (ARI)

AR 3400. Photography II
This course investigates a variety of Black-and-White photographic techniques beyond those introduced in AR 1400. The student develops a portfolio which encompasses a wide span of endeavor. High contrast (litho), solarization, oil coloring toning and infrared techniques are used. A 35mm, fully adjustable, single lens reflex (SLR) camera is required. Studio fee for materials. Prerequisite: AR 1400 or equivalent. (ARI)

AR 3450 (JN 3450). Photojournalism
This course explores the ability of photography to record news events, stories of human interest, and contemporary social issues. Photographic techniques with 35mm black and white film and printing is introduced and reviewed. The analysis and criticism of images, the editing of photos and text, and the creation of narrative through the combination of word and image are primary areas explored. In addition, ethical and legal issues in photojournalism are introduced and examined. A 35mm, fully adjustable, single lens reflex (SLR) camera is required. Studio fee for materials. Prerequisite: AR 1400 or JN 2000 or instructor approval.
AR 3470. Alternative and Historic Processes in Photography (3)
This intermediate photography course covers hand-coated emulsions and contact printed negatives. Students experiment with a variety of photographic formulas, some formulas dating back to the 1840s, when photography was first discovered, and some recent developments in alternative and non-silver processes. Course requirements may include a project of photographs, a portfolio of work at the end of the semester, and demonstrated knowledge of chemistry interactions of emulsions, developers, and clearing agents. Issues of chemical safety, use and disposal are included in the course. Students learn different methods of negative and image production in addition to the paper production, exposure and processing necessary for these formulas. Techniques may include, but are not limited to: salted paper printing, kallitype, Van Dyke Brown, platinum, palladium, cyanotype, gum bichromate, ziatype. Prerequisite: AR 1400 or instructor approval.

AR 4400. Photography III (3)
The student furthers professional and aesthetic goals by building a photographic portfolio geared to student’s emphasis in photography. The course stresses professional preparation and training. Studio fee for materials. Prerequisite: AR 3400.

(ARI)

BIOCHEMISTRY

(Departments of Biology and Chemistry)

Professor Emeritus
Rev. James D. Wheeler, S.J., Ph.D

Professor
James M. Chapman, Ph.D.
Janet Cooper, Ph.D.

Associate Professor
Lisa Felzien, Ph.D.
Dale W. Harak, Ph.D.
Annie Lee, Ph.D. (Co-Director)
Laura Salem, Ph.D. (Co-Director)

The goal of the biochemistry major is to give students a solid foundation in the sciences needed to understand the biological and chemical complexities in the processes of life. During the course of their studies students will develop the ability to think in an integrated manner and to look at problems from different perspectives. Additionally, they will learn the theory and application of the techniques of modern experimental biochemistry. Upon completion students will be able to engage in evaluative and critical thinking across the disciplines of chemistry and biology and integrate these disciplines into their chosen career paths or medical, professional, and graduate educations. Entering students will meet with an advisor from either the Biology or Chemistry Department to plan a curriculum tailored to their postgraduate aspirations and to help select the appropriate biology and chemistry courses.

The interdisciplinary nature of biochemistry requires that students study both biology and chemistry in order to understand the molecular processes of life. The major in biochemistry is designed to meet the needs of students interested in this interdisciplinary subject. Students completing a major in biochemistry will be prepared for careers in the pharmaceutical and biotechnology industries, for pursuit of graduate degrees in biochemistry and for entry into medical, veterinary, dental, or pharmacy schools. This degree program follows guidelines suggested by the American Chemical Society and the American Society of Biochemistry and Molecular Biology for an undergraduate degree in biochemistry.
Major Field of Concentration
A major in Biochemistry requires the following lower-division prerequisites: BL 1250 General Biology I, BL 1251 General Biology I Lab, BL 1300 General Biology II, BL 1301 General Biology II Lab, CH 2610 General Chemistry I & Lab, CH 2630 General Chemistry II & Lab, CH 2710 Organic Chemistry I, CH 2720 Organic Chemistry I Lab, CH 2730 Organic Chemistry II, CH 2740 Organic Chemistry II Lab, MT 1800 Calculus I, MT 1810 Calculus II, PH 2800/2810 General Physics I/General Physics I Lab, and PH 2900/2910 General Physics II/General Physics II Lab.

BL 1260 General Biology I, Honors and BL 1261 General Biology I Lab, Honors may be substituted for BL 1250 General Biology I and BL 1251 General Biology I Lab. CH 2650 Honors General Chemistry and Lab may be substituted for CH 2610 and CH 2630.

The following upper-division courses are required for the Biochemistry major: BL 3610 Genetics, BL 3611 Genetics Lab, BL 3620 Cell Biology, BL 3621 Cell Biology Lab, BL 3650 Molecular Biology, CH 3310 General Biochemistry I, CH 3320 Biochemistry Lab, CH 3330 General Biochemistry II, CH 3340 Biochemistry Lab II, CH 3450 Analytical Chemistry, and CH 3510 Physical Chemistry I.

A student must also participate in at least one research class with either BL 3990 or CH 3990 Introductory Research Projects fulfilling this requirement. One seminar class is required: either BL 4940 Advanced Principles of Biology or CH 4960 Chemistry Literature Seminar can be taken. Three hours of an instrumental theory and application class are required and can be satisfied by taking one of the following classes: CH 4430 Instrumental Analysis I, CH 4450 Instrumental Analysis II or BL 4600 Biotechnology.

A grade of C or better is required in each upper-division course of the major. (A grade of C- will not satisfy the requirement.)

Those students who are preparing for entry into graduate studies or industry should consult with their advisor to discuss which additional upper-division biology and chemistry classes to include in their programs.

DEPARTMENT OF BIOLOGY (BL)

Professor    Janet Cooper, Ph.D.
Mary F. Haskins, Ph.D.

Associate Professor     Lisa Felzien, Ph.D.
Laura A. Salem, Ph.D. (Chair)
Chad Scholes, Ph.D.
Mindy Walker, Ph.D.

Assistant Professor     Elizabeth I. Evans, D.V.M.
Christina A. Wills, Ph.D.

The department seeks to foster student appreciation for and understanding of the complexity and interrelatedness of biological systems in the Rockhurst liberal arts tradition. The two tracks within the Biology major serve a student population that is diverse in its academic and career objectives by providing the opportunity to focus on cell and molecular biology or organismal and ecological biology. We also seek to provide students inter-
ested in other areas of inquiry the opportunity to supplement their existing knowledge base with an understanding of human and environmental biology. Courses within the biology major help prepare students for careers or post-graduate education in medicine, health care-related fields, biotechnology, biological research, and academia.

Learning Objectives
The Biology Department aims to cultivate student learning and development in the science of biology by graduating students who:

1. can explain the fundamental, unifying concepts of biology
2. exhibit problem-solving skills in the diverse areas of biological study
3. integrate knowledge from various biological disciplines
4. have engaged in laboratory research
5. can critically evaluate scientific literature

Major Field of Concentration
All students majoring in Biology must take two semesters of general biology (BL 1250/1251 and BL 1300/1301), Genetics (BL 3610/3611), Introduction to Research (BL 3910), and Advanced Principles of Biology (BL 4940). Students must also complete coursework in one of two tracks offered by the Biology Department. The macrobiology track is recommended for students considering graduate studies emphasizing anatomical, physiological, evolutionary, and ecological aspects of living organisms. The cell and molecular track is recommended for students intending to pursue graduate studies in cellular and molecular biology. Students intending to pursue post-graduate professional programs such as medicine, physical therapy, or occupational therapy may consider either track.

Macrobiology Track Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Type</th>
</tr>
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<tbody>
<tr>
<td>BL 1250/1251 or BL 1260/1261</td>
<td>General Biology I or Honors Biology</td>
<td>3/1</td>
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<tr>
<td>BL 1300/1301</td>
<td>General Biology II</td>
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<td></td>
</tr>
<tr>
<td>BL 3610/3611</td>
<td>Genetics</td>
<td>3/1</td>
<td></td>
</tr>
<tr>
<td>BL 3200/3201</td>
<td>Invertebrate Zoology</td>
<td>2/1</td>
<td></td>
</tr>
<tr>
<td>BL 3350/3351</td>
<td>Plant Biology</td>
<td>2/1</td>
<td></td>
</tr>
<tr>
<td>BL 3400/3401 or BL 3430/3431</td>
<td>Comparative Vertebrate Anatomy</td>
<td>3/1</td>
<td></td>
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<tr>
<td>BL 3440/3441</td>
<td>Advanced Human Anatomy</td>
<td>3/1</td>
<td></td>
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<tr>
<td>BL 3700/3701</td>
<td>General Physiology</td>
<td>3/1</td>
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<tr>
<td>BL 3xxx or BL 4xxx or BL 5xxx</td>
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<tr>
<td>BL 3910 or option</td>
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<td>1</td>
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<tr>
<td>BL 4940</td>
<td>Advanced Principles of Biology</td>
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Total hours 36-38

Group D

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<tr>
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<th>Course Title</th>
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<tr>
<td>BL 3620/3621</td>
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<tr>
<td>BL 3650</td>
<td>Molecular Biology</td>
<td>3</td>
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<tr>
<td>BL 3100/3101</td>
<td>Microbiology</td>
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<tr>
<td>BL 4420/4421</td>
<td>Histology</td>
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<td>BL 4600</td>
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<tr>
<td>BL 4700</td>
<td>Immunology</td>
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Group E

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<td>BL 4810/4811</td>
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<td>BL 4800</td>
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Cell and Molecular Biology Track Requirements

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<th>Description</th>
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<tbody>
<tr>
<td>BL 1250/1251 or BL 1260/1261</td>
<td>General Biology I or Honors Biology</td>
<td>3/1</td>
</tr>
<tr>
<td>BL 1300/1301</td>
<td>General Biology II</td>
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<tr>
<td>BL 3610/3611</td>
<td>Genetics</td>
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<td>BL 3620/3621</td>
<td>Cell Biology</td>
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<td>BL 3650</td>
<td>Molecular Biology</td>
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<td>BL 4600</td>
<td>Biotechnology</td>
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<td>BL 3xxx</td>
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<tr>
<td>BL 3xxx/4xxx</td>
<td>One elective from Group B (not previously selected from Group A)</td>
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<tr>
<td>BL 4xxx</td>
<td>One elective from Group C</td>
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<td>BL 4940</td>
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Total hours 35-38

Group A

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<th>Credits</th>
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<td>BL 3200/3201</td>
<td>Invertebrate Zoology</td>
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<tr>
<td>BL 3350/3351</td>
<td>Plant Biology</td>
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Group B

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<th>Course</th>
<th>Description</th>
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<tr>
<td>BL 3100/3101</td>
<td>Microbiology</td>
<td>3/1</td>
</tr>
<tr>
<td>BL 3200/3201</td>
<td>Invertebrate Zoology</td>
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<td>BL 3350/3351</td>
<td>Plant Biology</td>
<td>2/1</td>
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<tr>
<td>BL 3400/3401 or 3440/3441</td>
<td>Comparative Vertebrate Anatomy</td>
<td>3/1</td>
</tr>
<tr>
<td>BL 3450/3451</td>
<td>Embryology &amp; Developmental Biology</td>
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<tr>
<td>BL 3700/3701</td>
<td>General Physiology</td>
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<tr>
<td>BL 4200</td>
<td>Parasitology: Global Issues &amp; Persp</td>
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Group C

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<th>Course</th>
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<tr>
<td>BL 4800</td>
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</tr>
<tr>
<td>BL 4810/4811</td>
<td>Ecology</td>
<td>3/1</td>
</tr>
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</table>

Students are urged to consult with the department regarding their program of study as early in their academic careers as they can (during freshman year if possible). A grade of C or better is required in each upper-division course of the major. (A grade of C- will not satisfy the requirement.) Strongly suggested courses: MT 1800, CH 2710/2720, CH 2730/2740, CH 3450, PH 2800/2810, PH 2900/2910, PY 2100.

Minor Field of Concentration

The minor in biology consists of the following courses: BL 1250/1251, BL 1300/1301, and BL 3610/3611. An additional minimum of nine hours of upper-division (BL 3xxx or BL 4xxx) courses in biology must be taken. Selection of these upper-division courses should be done with the advice of the Biology Department. A grade of C or better is required in each upper-division course of the minor. (A grade of C- will not satisfy the requirement.) Several of the courses in this department are offered only once a year. Students should consult departmental faculty for any changes that may have been made in this list. Typically the courses listed below are offered either once a year, or in alternate years. Other departmental courses, with a few exceptions, are offered each semester.
### Fall only

- Honors General Biology I
- Human Anatomy and Physiology II
- Plant Biology
- Comparative Vertebrate Anatomy

### Spring only

- Human Anatomy & Physiology I
- Accelerated Human Anatomy & Physiology
- Invertebrate Zoology
- Cell Biology
- Embryology
- Evolution

### BL 1150. Contemporary Biology for Non-Majors (3)
A course for non-science majors covering basic biological concepts and their application to current problems and philosophies. Lecture and discussion. Course is offered both semesters. For non-science majors. Corequisite: BL 1151. (SCI)

### BL 1151. Contemporary Biology for Non-Majors Laboratory (1)
A laboratory course to be taken concurrently with BL 1150. This course provides laboratory exercises requiring the use of the scientific method to understand biological concepts. Emphasis is placed on approaches used by scientists to study biological problems. For non-science majors. Lab fee. Corequisite: BL 1150. (SCI)

### BL 1250. General Biology I (3)
This course addresses selected basic biological concepts and principles within the framework of the scientific method and modern evolutionary theory. Emphasis is on cellular biology with topics including the basic chemistry, structure, regulation, energy transformation, photosynthesis, respiration, reproduction and genetics of living systems. Coverage includes those cellular principles most important to the understanding of living organisms and (along with BL 1300 and 1301) provides the student with the foundation for the remainder of the courses of the department. Course is offered both semesters. Corequisite: BL 1251. (SCI)

### BL 1251. General Biology I Laboratory (1)
A laboratory course to be taken concurrently with BL 1250. Exercises reinforce concepts taught in BL 1250. Lab fee. Corequisite: BL 1250. (SCI)

### BL 1260. General Biology I, Honors (3)
A course in basic biological concepts and principles. In addition to the concepts covered in BL 1250, the course emphasizes independent investigative methods and the development of critical scientific methodology. Course is offered fall semesters.

### BL 1261. General Biology I Lab, Honors (1)
Laboratory experiences emphasize independent research topics and development of research skills. Lab time is extended as it includes a recitation period. Lab fee. Prerequisite: Acceptance into honors program or approval of Honors Program Director. Corequisite: BL 1260. (SCI)

### BL 1300. General Biology II (3)
This second semester general biology course focuses on ecological and evolutionary concepts. Fungi, plants, and animals will be compared with respect to their phylogeny, reproductive cycles, nutrition, nutrient transport, and response to environmental stimuli. Course is offered both semesters. Prerequisite: A grade of C or better in BL 1250/1251 or 1260/1261. Corequisite: BL 1301.

### BL 1301. General Biology II Laboratory (1)
Labs meet weekly for three hours and support concepts taught in lecture. Course is offered both semesters. Lab fee. Prerequisite: BL 1250/1251 or 1260/1261. Corequisite: BL 1300.

### BL 2929. Cellular Basis for Human Anatomy and Physiology (1)
This course is designed specifically for Nursing students. (Pre-OT students should not take this course.) Contents include general biology topics such as cell anatomy, cell chemistry, Mendelian genetics, elementary principles of ontogeny, mitosis and meiosis. Course is offered in spring semesters and will meet twice weekly for the first eight weeks of the semester. Prerequisite: A grade of C or better in CH 1050 and CH 1060 or equivalent. Corequisite: BL 2930 and BL 2931.

### BL 2930. Human Anatomy and Physiology I (3)
Introduction to the anatomy and physiology of the human body. The course begins with a review of homeostasis, basic histology and the general body
plan. The integumentary, skeletal, muscular, and nervous systems are then covered in detail. The study of each of these systems is organized around the central concept of homeostasis. Considerable time is devoted to the relationship between structure and function. Course is offered spring semesters. Prerequisite: A grade of C or better in BL 1250/1251 or 1260/1261 or equivalent or instructor approval. For nursing students, concurrent enrollment in BL 2929 (with its prerequisite) is sufficient. Corequisite: BL 2931.

**BL 2931. Human Anatomy and Physiology I Laboratory** (1)
The lab supports concepts and systems covered in the lecture. Human anatomy is emphasized in the lab and studied in part through the dissection of the cat. Lab fee. Corequisite: BL 2930.

**BL 2940. Human Anatomy and Physiology II** (3)
Sequential course with BL 2930. Includes discussion of the anatomy and physiology of the remaining systems, including cardiovascular, respiratory, endocrine, digestive, immunological, reproductive, and renal. Considerable time is devoted to the composition and maintenance of body fluids. Course is offered fall semesters. Prerequisite: A grade of C or better in BL 2930/2931 or equivalent or instructor approval. Corequisite: BL 2941.

**BL 2941. Human Anatomy and Physiology II Laboratory** (1)
Reinforces material covered in BL 2940 using experiments, models and prosections. Lab fee. Corequisite: BL 2940.

**BL 2965. Accelerated Human Anatomy and Physiology** (6)
A one-semester course in human anatomy and physiology designed for the accelerated nursing student with or without previous background in the subject. The course covers homeostasis, basic histology and general body design. Eleven body systems are covered in detail with considerable time devoted to composition and maintenance of body fluids. The lecture portion of the course is conducted on-line with exams and labs on campus. The lab portion of the course reinforces lecture material, using experiments, models, and dissections. Lab meets once a week. Lab fee. Prerequisite: BA or BS degree.

**BL 3100. Microbiology** (3)
The morphology, physiology and nutrition of micro-organisms and their role in nature and infection and immunity. Course is offered fall and spring semesters. Prerequisite: A grade of C or better in BL 1250/1251 or 1260/1261 or equivalent or BL 2930/2931. Corequisite: BL 3101.

**BL 3101. Microbiology Laboratory** (1)
A study of the techniques of microbiology, isolation, cultivation, observation, identification and immunological principles and practices. Lab fee. Corequisite: BL 3100.

**BL 3200. Invertebrate Zoology** (2)
An in-depth study of the form, phylogenetic relationships, ecology, anatomy, special adaptations and evolution of protozoans and animals. Lecture two hours per week. Course is offered spring semesters. Prerequisite: A grade of C or better in BL 1300/1301 or instructor approval. Corequisite: BL 3201. (SCI)

**BL 3201. Invertebrate Zoology Laboratory** (1)
Reinforces concepts from BL 3200 through microscope work, dissections and observations of living invertebrates. Lab fee. Corequisite: BL 3200. (SCI)

**BL 3230. Animal Behavior** (3)
An ethnological course studying the mechanics and evolution of behavior. The course includes historical ethology and its arguments, basic neural mechanisms, releasers, sign stimuli, learning theory, complex individual and social behaviors, species interactions and the evolution of behavior. Prerequisite: A grade of C or better in PY 1000 Introduction to Psychology or PY 1100 Honors Introduction to Psychology, and BL 1300/1301, or instructor approval.

**BL 3350. Plant Biology** (2)
Introduction to the structure, functions, classification and phylogeny of the plant kingdom. Course is offered fall semesters. Prerequisite: A grade of C or better in BL 1300/1301 or instructor approval. Corequisite: BL 3351.

**BL 3351. Plant Biology Laboratory** (1)
Reinforces concepts learned in BL 3350 through experiments and observation of living and preserved plants. Lab fee. Corequisite: BL 3350.

**BL 3400 (BL 3440). Comparative Vertebrate Anatomy** (3)
A comparative study of the structure, function and development of vertebrate organ systems with emphasis on human anatomy. Some emphasis is also placed on theories concerning the evolution of vertebrates based on anatomical comparisons. Prerequisite: A grade of C or better in BL 1300/1301 or equivalent. Corequisite: BL 3401.

**BL 3401. Comparative Vertebrate Anatomy Laboratory** (1)
Emphasizes, through dissection, the comparative and functional anatomy of organ systems in the shark, amphibian (salamander), reptile (turtle), bird and mammal (cat). Emphasis is also placed on dissection technique. Lab fee. Corequisite: BL 3400.
BL 3430. Seminar in Genetics (1)
A discussion of genetics papers of historical and current interest. Prerequisite or concurrent: BL 3610.

BL 3440 (BL 3400). Advanced Human Biology (3)
A comparative study of the structure, function and development of vertebrate organ systems with emphasis on human anatomy. Some emphasis is also placed on theories concerning the evolution of vertebrates based on anatomical comparisons. Prerequisite: A grade of C or better in BL 1250/1251 or 1260/1261 or equivalent, and CH 2630 or 2650 or equivalent, and junior/senior standing or instructor approval. Corequisite: BL 3411.

BL 3441. Advanced Human Anatomy Laboratory (1)
Emphasizes the basic principles of human anatomy through dissection of the shark and cat. Emphasis is also placed on human anatomy through use of models and computer simulations. Corequisite: BL 3440.

BL 3450. Embryology and Developmental Biology (3)
The study of the origin and development of organisms (with emphasis on animals) through consideration of the embryonic processes and study of successive changes producing adult forms. Emphasis in lecture is on the nature of the processes which initiate and control development. Some time is also spent examining other developmental processes including aging, cancer and birth defects. Prerequisite: A grade of C or better in BL 2930/2931 or BL 3400/3401 or instructor approval.

BL 3451. Embryology and Developmental Biology Laboratory (1)
Emphasis in lab is on the sequential structural changes (morphogenesis) which occur during embryonic development in selected organisms including the sea urchin, frog, chick and pig. Some lab time is also devoted to experimental analysis of development. Lab fee.

BL 3610. Genetics (3)
A study of the principles of heredity and the operation of hereditary factors in the development of plants and animals. Lecture three hours a week. Prerequisite: A grade of C or better in BL 1300/1301 and junior/senior standing or instructor approval. Corequisite: BL 3611.

BL 3611. Genetics Laboratory (1)
A laboratory to reinforce concepts taught in BL 3610. Topics include classical, molecular, and population genetics. Students will perform and analyze genetic crosses in living model organisms, complete hands-on laboratory experimentation in molecular genetics, and analyze population genetics data. Lab fee. Corequisite: BL 3610.

BL 3620. Cell Biology (3)
A study of the structure, chemical and molecular, and function of the cell. While the eukaryotic cell and its components are the primary consideration, prokaryotic cells are studied and compared with their evolved descendants. Prerequisites: A grade of C or better in BL 1250/1251 or 1260/1261 or equivalent, and CH 2630 or 2650 or equivalent, and junior/senior standing or instructor approval. Corequisite: BL 3621.

BL 3621. Cell Biology Laboratory (1)
The student is introduced to those investigative techniques which are used in molecular and cell studies such as gel electrophoresis, affinity chromatography, enzyme and ELISA assays, blotting techniques, polymerase chain reaction, genetic engineering, DNA fingerprinting, cell surface receptor identification and other pertinent techniques unique to cell investigation. Lab fee. Corequisite: BL 3620.

BL 3640. Bioinformatics (3)
A study of techniques that are being used to rapidly advance the fields of molecular biology, medicine and genetics. This course utilizes computer technology to teach the theory and application of current techniques for exploring cell and molecular biology. Recent developments in the area of bioinformatics will be emphasized. Topics will include DNA sequencing, restriction enzymes, polymerase chain reaction (PCR), genome sequences, genome expression, DNA sequence alignments, phylogenetic trees, proteomics, and protein structure prediction. Prerequisite: BL 3610.

BL 3650. Molecular Biology (3)
A combined lecture and laboratory for the study of the chemical nature of DNA and the mechanisms and effects of gene expression. The molecular biology of prokaryotic organisms, eukaryotic organisms, and viruses will be examined, with an emphasis on genetic recombination, mapping, and expression. Advanced topics, such as the genetics of cancer and developmental genetics, will be approached through the analysis of current research in these fields. Lab fee. Prerequisite: A grade of C or better in BL 3610/3611 and junior/senior standing or instructor approval.

BL 3700. General Physiology (3)
A comparative study of variations in, and adaptation to, physiological problems presented to animals and plants. Although cell physiology is noted, emphasis is upon the organismic level. All eleven systems are covered. Prerequisite: A grade of C or better in BL 1300/1301 or equivalent. Corequisite: BL 3701.

BL 3701. General Physiology Laboratory (1)
A laboratory course to reinforce the concepts learned in BL 3700. Lab fee. Corequisite: BL 3700.
BL 3900. Biology Field Trip  (2)
An opportunity for biology majors to be exposed to the major ecosystems of the United States. A two-week intensive field experience that is prefaced by a semester-long weekly seminar discussing the uniqueness and general ecology of each ecosystem/biome to be visited on the trip. Areas visited have included Florida and the Keys, the desert Southwest, montane regions of Colorado, Yellowstone National Park, and the Boundary Waters of Minnesota. Under extraordinary circumstances a student may take, with permission, the course for one credit for both seminar and trip. No more than four hours from this listing may be counted toward a Biology major for any individual student. Offered spring semesters of even-numbered years, alternating with BL 3920.

BL 3910. Introduction to Research  (1)
A course in the proper approach to research including library utilization, computer “search techniques” and experimental design. Each student is taught to complete all the steps necessary to implement a scientific research program. Prerequisite: Sophomore standing.

BL 3920. Biology Field Trip Abroad  (3)
An opportunity for students of any major to broaden their understanding of global ecosystems through field study. A two-week intensive field experience that is prefaced by a semester-long, weekly seminar discussing the uniqueness and general ecology of each ecosystem/biome to be visited on the trip. Also an anthropological exploration of the history and culture of the region’s people and their relationship with the environment. Past destinations have included Nicaragua, Australia and Fiji. Offered spring semester of odd-numbered years, alternating with BL 3900.

BL 3960. Biology Seminar  (1)
Presentations by junior and senior students on a topic chosen each semester. Students are taught basic library search skills and are familiarized with Linda Hall Library. Attendance is open to all faculty and students.

BL 3990. Research Projects, Introductory  (1-3)
The student plans and attempts a series of original laboratory investigations of a scientifically significant problem planned in weekly consultation with the supervising faculty member, conducts the necessary literature searches, maintains a professional style laboratory notebook, makes at least one oral presentation of results, and prepares a research report according to standards established by the department. Lab fee. Prerequisite: Instructor approval.

BL 4200. Parasitology: Global Issues and Perspectives  (3)
A combined lecture and laboratory for the study of plant and animal parasites throughout the world. Parasites will be examined from a global perspective with an emphasis on cultural activities, including social, behavioral, and political actions, as well as environmental conditions, which promote the spread of parasites. The availability of medical treatments for parasitic infections will be explored, as well as examples of how parasites both manipulate host behavior and influence evolution. Lab exercises include parasite identification and diagnostic techniques. Course meets three hours per week. Lab fee. Prerequisite: A grade of C or better in BL 1300/1301 or equivalent or instructor approval. (GPR)

BL 4300. Plant Diversity  (3)
Principles of classification of plants, use of keys, identification of local angiosperm flora. Prerequisite: A grade of C or better in BL 3350/3351 or equivalent or instructor approval. Corequisite: BL 4301.

BL 4301. Plant Diversity Laboratory  (1)
The laboratory includes several field trips to study the plants in their natural habitat. Lab fee. Corequisite: BL 4300.

BL 4420. Histology  (3)
The functional anatomy of vertebrate tissues. Emphasis in lecture is placed on general and specific characteristics of tissues on both microscopic and ultramicroscopic levels, development of tissues (histogenesis) and changes in tissues occurring during an organism’s lifetime. Prerequisite: A grade of C or better in BL 3400/3401 or equivalent. Corequisite: BL 4421.

BL 4421. Histology Laboratory  (1)
The laboratory emphasizes practical aspects of histology including microscopy, histochemistry and histopathology. Lab fee. Corequisite: BL 4420.

BL 4600. Biotechnology  (3)
A study of experimental methods currently being used to rapidly advance the fields of molecular biology, medicine, genetics, and other areas in the biological sciences. This course combines lecture with laboratory to teach the theory and application of current techniques for exploring cellular and molecular biology. Techniques will include restriction mapping, protein and DNA purification, ELISA, bioinformatics and other modern techniques. Lecture and laboratory. Prerequisite: A grade of C or better in BL 3610, and junior/senior standing or instructor approval.

BL 4700. Principles of Immunology  (3)
A combined lecture and laboratory which studies the mechanisms involved in the response of organ-
isms to foreign organisms or other agents. Specific and non-specific factors in immunity, natural and artificial immunity, the nature of antigens and antibodies and their reactions both in vivo and in vitro, immunogenetics, as well as the immunology of tumors and grafts are considered. Lab fee. Prerequisite: A grade of C or better in BL 1250/1251 or BL 1260/1261 or equivalent or instructor approval.

BL 4710. Human Reproductive and Developmental Physiology (2)
A short course on the biology of human reproduction from gamete production and fertilization to implantation; formation of the embryo and the necessary physiology for the maintenance of both the maternal and fetal units in gestation. Prerequisite: A grade of C or better in BL 2940/2941 or BL 3400/3401 or instructor approval.

BL 4800. Evolution (3)
A study of the evidence and mechanisms of evolution of all organisms. Basically a course in the theory of evolution including Hardy-Weinberg equilibria, genetic drift, niches and geographic, genetic and biological speciation. Prerequisite: A grade of C or better in BL 3610/3611 or equivalent or instructor approval. (SCII)

BL 4810. Ecology (3)
This course examines the composition, dynamics, and global distribution of abiotic and biotic parameters that influence populations and communities. Interactions and impacts among species and ecosystem processes are studied from a global perspective and related to the concept of sustainability. Lecture three hours a week. Prerequisite: A grade of C or better in BL 1300/1301 or instructor approval. Corequisite: BL 4811.

BL 4811. Ecology Laboratory (1)
Field-intensive course with instruction in proper applications of statistics to ecological problems, sampling techniques in forest, grasslands, streams, ponds and lakes, and sampling from major taxons of plants, animals, fungi and protista. Lab fee. Corequisite: BL 4810 or instructor approval.

BL 4940. Advanced Principles of Biology (3)
The capstone course for biology will incorporate student-led seminars as starting points for discussions reviewing and integrating the major concepts of biology as applied across all kingdoms. Seminar and discussion. Prerequisite: Senior standing; a grade of C or better in BL 3610/3611 or equivalent or instructor approval.

BL 4990. Research Projects, Advanced (1-3)
The student plans and attempts a series of original laboratory investigations of a scientifically significant problem planned in weekly consultation with the supervising faculty member, conducts the necessary literature searches, maintains a professional style laboratory notebook, makes at least one oral presentation of results, and prepares a research report according to standards established by the department. Lab fee. Prerequisite: Instructor approval.

BL 5400 (OT 5400, PT 6100). Anatomy (4)
This course presents an integrated regional approach to the study of the structure and function of the human body with emphasis on the musculoskeletal and peripheral nervous system. The study of the fundamental tissues, organs, and other systems of the body cavities is also included. Corequisite: BL 5401.

BL 5401 (OT 5401, PT 6102). Anatomy Laboratory (1)
This laboratory course is taught concurrently with the Anatomy lecture to provide application of the structure and function of the human body through hands-on lab activities utilizing diagrams, models, specimens. Lab fee. Corequisite: BL 5400.

See Natural Sciences section for additional course offerings.

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Business Communication
(Department of Communication and Fine Arts)

The Business Communication degree is offered from the Department of Communication. Refer to the department of Communication and Fine Arts.
Catholic Studies (CA)

Program Director
Richard J. Janet, Ph.D.
Professor, Department of History
Director, Thomas More Center for the Study of Catholic Thought and Culture

Catholic Studies is an interdisciplinary program that introduces students to issues and themes in the study of the Catholic Church and Catholic beliefs. As a personal creed, a community of faith, a religious institution, and an intellectual and cultural perspective and tradition, Catholicism has exercised a tremendous influence on human civilization for over 2000 years. Catholic Christianity has inspired a complex variety of ideas and movements in history, literature, music, the visual arts, politics and government, the natural sciences, philosophy, theology, and social and economic thought. The Catholic Studies minor brings together the varied resources at Rockhurst University that illuminate the rich contributions of Catholicism to human civilization.

The Catholic Studies minor is administered by the Thomas More Center for the Study of Catholic Thought and Culture, which also sponsors other opportunities for analysis of the Catholic tradition, including public lectures and publications. The minor is open to all Rockhurst students, regardless of major. No specific background or previous education is necessary. Students of all faiths or persuasion are invited to participate.

Minor Field of Concentration
The minor program in Catholic Studies requires completion of a minimum of 15 credit hours, including the required CA 1500 Introduction to Catholic Thought and Culture. In addition to CA 1500, students complete a total of 12 upper-division credit hours (four courses) distributed as follows:

Catholic Thought
A minimum of one course (three credit hours) from the list of offerings on Catholic thought: TH 3000 Christianity II: Development, TH 3300 Roman Catholicism, TH 3550 Medieval Christianity, TH 3666 The Book of Revelation, TH 4030 Pauline Letters and Theology, TH 4050 Sacraments, TH 4100 Catholic and Protestant Theology, TH 4110 Mystical Traditions in Christianity, TH 4340 Eastern Christianity: Orthodoxy and Catholicism, PL 3200 Philosophy of God, PL 3410 Medieval Philosophy, PL 3770 Philosophy of Religion, PL 3775 Religion and Science, PL 4140 The Philosophy of Aquinas, PL 4410 The Philosophy of St. Augustine, PL 4620 The Just War and International Ethics.

Catholic Culture
A minimum of one course (three credit hours) from the list of offerings on Catholic culture: CA 3500 The Jesuits, CA 3510 The Jesuits in Spirituality and Theology, CA 3520 The Jesuits in the Arts, CA 3530 The Jesuits in the Sciences and Health Care, CA 3540 The Jesuits in Business and Management, EN 3870 Irish Literature, EN 3896 The Literature of Catholicism and Christian Spirituality, FR 3870 French Writers and Religion, FR/SP 4940 Senior Capstone (with approval), HS 3050 Medieval History, HS 3100 Renaissance and Reformation, HS 3120 Law and Justice in the Pre-Modern World, MS 3350 Renaissance and Baroque Music, PS 3580 Politics and Religion, SP 3420 The Spanish Mystics, SP 4665 St. James (Santiago) Pilgrimage, SP 4700 The Spanish Golden Age, TH 4080 Christianity in Film, TH 4181 Religion in Latin America and the Caribbean, TH 4200 Christian Marriage.
Electives
Two additional courses (six credit hours) from either of the above lists or as approved by the director of the program (who may substitute other courses, including occasional special topics courses in Catholic Studies as developed by the program).

Additional courses may be added to the list of approved Catholic Studies electives. For descriptions of the upper-division courses listed above, see the catalog sections of the various departments that sponsor and schedule them.

Students must earn a grade of C or better in each upper-division course to count toward the Catholic Studies minor. (A grade of C- will not satisfy this requirement.)

CA 1500. Introduction to Catholic Thought and Culture (3)
An interdisciplinary course, administered by the Thomas More Center for the Study of Catholic Thought and Culture, that offers a synthetic overview of the nature, sources, and contributions of the Catholic tradition. Required for all Catholic Studies minors.

CA 3500. The Jesuits (1)
A one credit-hour course introducing the history, spirituality and practices of the Society of Jesus, focusing specifically on the order’s works in the United States.

CA 3510. The Jesuits in Spirituality and Theology (1)
This course introduces the history, spirituality and practices of the Society of Jesus focusing specifically on the order’s works in spirituality and theology.

CA 3520. The Jesuits in the Arts (1)
This course introduces the history, spirituality and practices of the Society of Jesus focusing specifically on the order’s works in the arts.

CA 3530. The Jesuits in the Sciences and Health Care (1)
This course introduces the history, spirituality and practices of the Society of Jesus focusing specifically on the order’s works in the sciences and health care.

CA 3540. The Jesuits in Business and Management (1)
This course introduces the history, spirituality and practices of the Society of Jesus focusing specifically on the order’s works in business and management.

DEPARTMENT OF CHEMISTRY (CH)

Professor Emeritus
Rev. James D. Wheeler, S.J., Ph.D.

Professor
James M. Chapman, Ph.D.

Associate Professor
Dale W. Harak, Ph.D.
Annie Lee, Ph.D. (Chair)

Assistant Professor
Petia Bobadova-Parvanova, Ph.D.
Martin Power, Ph.D.

Lecturer and Laboratory Coordinator
Paula K. Morehouse, Ph.D.

The Chemistry Department offers a broad spectrum of programs in chemistry designed to meet specific needs of students and a variety of vocational objectives: 1) chemical research and development in government or industry, 2) graduate school, 3) medical, dental and other health care professions, 4) pre-engineering training, 5) secondary school teaching, and 6) business administration in the chemical industry.

The Department’s goals are to provide the student with sound foundations in all major fields of chemistry, to enhance creativity and develop skillful laboratory techniques while promoting a deeper appreciation of chemical experimentation and research.
The Chemistry Department offers the following tracks:
1) major in chemistry, general track
2) major in chemistry with professional option

Both of these tracks follow guidelines suggested by the American Chemical Society.

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<th>Area Requirement</th>
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<td>Calculus</td>
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<td>General Physics</td>
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<tr>
<td>General Chemistry</td>
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<td>Organic Chemistry</td>
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<td>Physical Chemistry</td>
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<td>Biochemistry</td>
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<td>Instrumental Analysis</td>
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<td>Inorganic Chemistry</td>
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<td>Chemical Literature Seminar</td>
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<td>Research (1 credit hour)</td>
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</table>

Upper Division Chemistry Electives

Major in Chemistry:
Choose 6 additional hours.

Major in Chemistry with Professional Option:
Choose 9 additional hours.

Related Area (upper division) 12 hours

1 Indicates recommended courses for those students preparing for graduate studies in chemistry or for work in industry.
2 Indicates recommended courses for those students preparing for professional school (medical, veterinary, dental, etc.)
3 If not already taken for the Instrumental Analysis requirement.

Students seeking secondary school teaching certification may use environmental science (3-4 hours) and senior level practice teaching (2-3 hours) to complete their upper-division chemistry requirements.
Students seeking secondary school teaching certification may use environmental science (3-4 hours) and senior level practice teaching (2-3 hours) to complete their upper-division chemistry requirements.

For the 12 upper division hours in the “related area,” students may choose from courses in biology, physics, mathematics or other fields appropriate to their career objectives, such as economics, communications, etc.

A grade of C or better is required in each upper-division course of the major. (A grade of C- will not satisfy the requirement.)

**Rotation Schedule for Upper-Division Chemistry Requirements**

### Spring of even-numbered years: Physical Chemistry II, Physical Chemistry Lab, Instrumental Analysis I

### Spring of odd-numbered years: Instrumental Analysis II

**CH 1050. Principles of General Chemistry**

**Fall semester**
A one-semester course, primarily for nursing and allied health students. This course is also strongly recommended for students with deficiencies in their chemistry background who plan to pursue other programs in the sciences that require CH 2610. Corequisite: CH 1060. (SCI)

**CH 1060. Principles of General Chemistry Laboratory**

**Fall semester**
Basic laboratory techniques are used to investigate various theoretical principles. Laboratory two hours a week. Lab fee. Corequisite: CH 1050. (SCI)

**CH 2610. General Chemistry I**

**Fall and Spring semester**
An introductory course treating the essential principles of theoretical and descriptive chemistry. Lecture three hours, laboratory four hours a week. Lab fee. Recommended: MT 1190 Precalculus. (SCI)

**CH 2620. General Chemistry II**

**Spring semester**
A continuation of General Chemistry I. Lecture three hours a week, laboratory four hours a week. Lab fee. Prerequisite: CH 2610 (MT 1800 Calculus I recommended). (SCI or SCII)

**CH 2630. Honors General Chemistry and Laboratory**

**Fall semester**
The course provides a review of stoichiometry (including solution concentration), gas laws and atomic and molecular structure (covalent and ionic bonding) as commonly taught in the first semester of a general chemistry course. The emphasis of the course is on equilibrium, electrochemistry and kinetics as is usually done in the second semester of the two-semester course. Descriptive chemistry is built around the periodic table and integrated throughout the course. This course would be taken in place of the two-semester CH 2610/2630 sequence. Lab fee. (SCI or SCII)

**CH 2710. Organic Chemistry I**

**Fall semester**
An introduction to modern organic chemistry including molecular bonding and structures, functional groups, nomenclature, synthesis, reactions, mechanisms, spectroscopy (NMR and IR), and stereochemistry. Lecture three hours a week. Prerequisite: CH 2630. Corequisite: CH 2720. (SCI)

**CH 2720. Organic Chemistry Laboratory I**

**Fall semester**
Basic techniques and theory in various methods of separation and identification, including chromatography, spectroscopy, measurements of physical properties and interpretation of results. Simple organic preparations. Laboratory four hours a week. Lab fee. Prerequisite: CH 2630. Corequisite: CH 2710. (SCI)

**CH 2730. Organic Chemistry II**

**Spring semester**
A continuation of Organic Chemistry I; modern organic chemistry including molecular bonding and structures, functional groups, nomenclature, synthesis, reactions, mechanisms, spectroscopy (NMR and IR), and stereochemistry. Lecture three hours a week. Prerequisite: CH 2710. Corequisite: CH 2740.

**CH 2740. Organic Chemistry Laboratory II**

**Spring semester**
More advanced synthetic reactions, including synthetic sequences. Qualitative organic analysis, using wet chemical methods, determination of physical properties and also instruments. Laboratory four hours a week. Lab fee. Prerequisite: CH 2720. Corequisite: CH 2730.

**CH 3310. General Biochemistry I**

**Fall semester**
The chemistry of living organisms and their components, including biosynthesis and metabolism of proteins, nucleic acids, lipids and carbohydrates. Lecture three hours a week. Prerequisite: CH 2710 and CH 3450 or instructor approval.
CH 3320. Biochemistry Laboratory (1)  
Fall semester  
Basic techniques of experimental biochemistry, including isolation and/or characterization of the major classes of biomolecules. Laboratory four hours a week. Lab fee. Prerequisite or concurrent: CH 3310.  

CH 3330. General Biochemistry II (3)  
Spring semester  
A continuation of General Biochemistry I. Lecture three hours a week. Prerequisite: CH 3310.  

CH 3340. Biochemistry Laboratory II (1)  
Spring semester  
Advanced techniques of experimental biochemistry, including the use of instrumental techniques in the isolation and/or characterization of biomolecules. Laboratory four hours per week. Lab fee. Prerequisite or concurrent: CH 3330.  

CH 3450. Analytical Chemistry (4)  
Spring semester  
A course in the theory and practice of quantitative analytical chemistry. Gravimetric, volumetric and simple instrumental methods of analysis are considered. Lecture three hours a week, laboratory four hours a week. Lab fee. Prerequisite: CH 2630 or CH 2650.  

CH 3510 (PH 3510). Physical Chemistry I (3)  
Fall semester  
Basic principles of physical chemistry with emphasis on thermodynamics, equilibrium, and kinetics. Lecture three hours a week. Prerequisite: CH 2630 or 2650, PH 2900 General Physics II and MT 1810, or instructor approval.  

CH 3530 (PH 3530). Physical Chemistry II (3)  
Spring semester of even-numbered calendar year  
Basic principles of physical chemistry with emphasis on quantum mechanics, molecular structure, and spectroscopy. Lecture three hours a week. Prerequisite: CH 3510, PH 2900 and MT 1810, or instructor approval.  

CH 3560 (PH 3560). Physical Chemistry Laboratory (1)  
Spring semester of even-numbered calendar year  
Laboratory and computer modeling experiments designed to illustrate basic theories in thermodynamics, equilibrium, kinetics, quantum mechanics, molecular structure, and spectroscopy. Prerequisite or concurrent: CH 3530 (PH 3530).  

CH 3650. Nuclear Chemistry (2-3)  
Introduction to theoretical concepts of nuclear chemistry and its most significant applications. Topics include fundamentals of the nuclear atom, radioactive decay, absorption of nuclear radiation and characteristics of radiation detectors. Lecture two or three hours a week. Prerequisite: CH 2630.  

CH 3970. Chemistry Work Experience, Introductory (2)  
Off-campus experience in industrial chemistry requiring minimal technical proficiency. The student works full-time for a summer or semester under the supervision of selected senior personnel. These credits are electives and are not credited toward requirements for the chemistry major. Prerequisite: Departmental approval.  

CH 3990. Research Projects, Introductory (1-3)  
The student plans and attempts a series of original laboratory investigations of a scientifically significant problem planned in weekly consultation with the supervising faculty member, conducts the necessary literature searches, maintains a professional-style laboratory notebook, makes at least one oral presentation of results, and prepares a research report according to the guidelines of the American Chemical Society. Lab fee. Prerequisite: Instructor approval.  

CH 4430. Instrumental Analysis I (3)  
Spring semester of even-numbered calendar year  
The major types of electroanalytical methods and chromatography are emphasized. Lecture/laboratory format four hours per week. Lab fee. Prerequisite: CH 2730 and CH 3450.  

CH 4450. Instrumental Analysis II (3)  
Spring semester of odd-numbered calendar year  
The principles and methods of spectrophotometry are emphasized. Lecture/laboratory format four hours per week. Lab fee. Prerequisite: CH 2730 and CH 3450.  

CH 4620. Inorganic Chemistry (3)  
Spring semester of even-numbered calendar year  
A one-semester advanced course in theoretical and descriptive inorganic chemistry. Lecture three hours a week. Prerequisite or concurrent or instructor approval: CH 3530 (PH 3530).  

CH 4810. Advanced Organic Chemistry (1-3)  
Fall semesters of even-numbered years. Specialized readings and lectures in organic chemistry. Lectures arranged. Prerequisite: CH 2730/2740, junior standing and department approval.  

CH 4820. Advanced Physical Chemistry (1-3)  
Specialized reading and lectures in physical chemistry. Lectures arranged. Prerequisite: CH 3530, junior standing and department approval.  

CH 4830. Advanced Analytical Chemistry (1-3)  
Specialized readings and lectures in analytical chemistry. Lectures arranged. Prerequisite: CH 3450, junior standing and department approval.  

CH 4840. Advanced Biochemistry (1-3)  
Introduction to the techniques utilized in recombinant DNA biotechnology including DNA sequencing, PCR, electrophoresis, restriction enzymes, southern blotting, transformation and
cloning. The application of these methods to medicine, industry, and forensics is studied. Lecture one hour per week. Lab four hours per week. Lab fee. Prerequisite or concurrent: CH 3330, or instructor approval.

**CH 4960. Chemical Literature and Seminar (1)**

*Fall semester*

An introduction to the use of the technical library, typical literature searches and seminar presentations. Open to all students and faculty members. Prerequisite: Departmental approval.

**CH 4970. Chemistry Work Experience, Advanced (2)**

Off-campus experience in industrial chemistry requiring high technical proficiency. The student works full-time for a summer or semester under the supervision of selected senior personnel. These credits are electives and are not credited toward requirements for the chemistry major. Prerequisite: Departmental approval.

**CH 4990. Research Projects, Advanced (1-3)**

The student plans and attempts a series of original laboratory investigations of a scientifically significant problem planned in weekly consultation with the supervising faculty member, conducts the necessary literature searches, maintains a professional-style laboratory notebook, makes at least one oral presentation of results, and prepares a research report according to the guidelines of the American Chemical Society. Lab fee. Prerequisite: Instructor approval.

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**DEPARTMENT OF CLASSICAL AND MODERN LANGUAGES AND LITERATURE**

*Professor*  
M. Kathleen Madigan, Ph.D. (Chair)

*Associate Professor*  
Rocío De la Rosa Duncan, Ph.D.
Leslie Anne Merced, Ph.D.

The ability to communicate in more than one language, both orally and in writing, is clearly the mark of a liberally educated person. The adoption of new patterns of thought and the discovery of sensitivities and perspectives different from our own enrich our understanding of the world and of the diversity of human experience. As global consciousness increases in all areas of academic study and professional occupations, the knowledge of more than one language is not only desirable but frequently essential. Such knowledge permits us to discern diverse cultural dynamics, form enlightened opinions about international issues, and better serve those of other linguistic and cultural backgrounds.

The language curriculum offers students the flexibility to consider a variety of purposes and careers. Building upon introductory instruction in grammar and oral proficiencies, the language major provides electives and immersion modules in culture, literature and professional areas to enrich the student’s range of experience and increase fluency. In most cases, a foreign language is a prerequisite to graduate study. The demand for language teachers at the elementary and secondary levels is high, and students should know that their chances of obtaining an attractive teaching position increase if they are proficient in two languages other than their own. While knowledge of a foreign language does not by itself guarantee a career in other areas such as business, banking, law, or foreign service, it is clearly an asset when combined with another form of professional expertise. Given two candidates with similar professional preparation, the employer is most likely to hire the college graduate who shows evidence of effective communication skills and broad educational background. And language students are known to be well informed and articulate. In fact, surveys show that students who study a foreign language score consistently higher on the verbal proficiency sectors of standard tests like the ACT, SAT, GRE, and LSAT.
At Rockhurst, the aim of the language curriculum is twofold and in keeping with the mission of our Jesuit, liberal arts university. While it means to broaden the student’s appreciation of the unity of knowledge and to challenge their critical ability, it is also designed to build bridges connecting language with other career-related disciplines in order to facilitate the transition into the workplace.

Developing written and oral fluency from a literary and cultural context is essential at the undergraduate level. Therefore, the curriculum incorporates several opportunities for students to practice skills beyond the classroom. Study abroad is strongly encouraged. Rockhurst sponsors study in France, Germany, Mexico and Spain and is forging new study abroad programs as well. Other opportunities in the way of teaching exchanges between France and the U.S. are offered in order to give our students the immersion experiences which they need to succeed and serve in today’s “global village.”

**Modern Language courses and requirements for the majors and minors follow this page.**

**Education Major with Language Major**
Those who major in Spanish or French and also want to teach should double major in the language and secondary education. Declaring both majors will include an education and modern language advisor. Please refer to the Education section of the catalog for requirements for acceptance into the Education Department or contact the chair for further information.

**International Journalism Program**
The International Journalism Program is an interdisciplinary program that combines a major in either French or Spanish with a minor in Journalism. Another minor in a second language (French, German or Spanish) is recommended if the student enters language courses at the advanced level (3100 or higher) in the freshman year. Six credits in language, literature, culture, communication or journalism courses taken abroad in the target language are required for non-native speakers. Non-native speakers of English are required to complete a minor in English (if they are native speakers of Spanish or French).

The International Journalism Program prepares the student not only for a challenging and exciting career track but also for global citizenship: language studies cultivate cultural sensitivity in the student, and journalism studies train one to communicate with those of diverse backgrounds on a variety of issues.

**Courses**
In the modern language, courses will be taken as listed for the “Major Field of Concentration” on the following pages. The Senior Capstone must include an oral presentation as well as a written component. Topics such as how journalism is practiced in other countries as well as the rights of American journalists in other countries may be investigated. In general, ethical and legal aspects of the profession are covered in all journalism courses taught at Rockhurst University, but some aspects of these concerns as they apply to specific settings may be researched for the presentation. The oral component of the senior capstone for the language major must be presented in the target language (French or Spanish).

Prerequisites for studies in journalism are AR 1400 Basic Photography or JN 3450 Photojournalism, CT 2200 Mass Communication and JN 2000 Introduction to Journalism. For the journalism program, four upper-division courses must be selected from the following: CT 4890 Seminar in Mass Media, JN 3000 Advanced Reporting, JN 3030 Fea-
ture Writing, JN 3050 Editing and Design, JN 4170 Advertising Copywriting, or JN 4180 Broadcast Journalism. Prior to entering the journalism program, the student must submit a writing sample to the journalism program director. If the sample does not reflect college-level proficiency, the student should not enter the program until mastery is achieved.

Exceptional students may be recommended for internships, which will give the student experience in journalism in a work setting; possibilities for gaining experience include settings such as TV news bureaus in Paris, bilingual regional newspapers or radio stations. Senior Capstone presentations may be based on the internship experience.

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**FRENCH (FR)**

**Major Field of Concentration**
The major in French is based on the prior completion of 14 hours of proficiency-level preparation numbered FR 1100-FR 1150 and FR 2100-FR 2150, or the equivalent. Equivalent preparation can be completed in high school, junior college or other colleges or universities, or waived through ACCP and AP credits, satisfactory CLEP scores, or a department placement test.

The major concentration in French consists of a minimum of 21 upper-division semester hours of course work. In addition, 12 hours of related course work are required. A grade of C or better is required in each upper-division course of the major. (A grade of C- will not satisfy the requirement.)

The student must complete FR 3100; FR 3150; FR 3700 or FR 4200 or FR 4250; and FR 4940; and nine hours of coursework from the following electives: FR 3050, FR 3200, FR 3400, FR 3500, FR 3700, FR 3800, FR 3850, FR 3870, FR 3872, FR 3873, FR 3880, FR 3889, FR 3890, FR 4200, FR 4250, FR 4300, FR 4350, FR 4800, and FR 4970. The nine hours of coursework are selected in consultation with the major advisor in accord with the career goals of the student.

**Minor Field of Concentration**
Requirements for the minor consist of 12 upper-division hours of course work in French after completing FR 2100 and FR 2150. A grade of C or better is required in each upper-division course of the minor. (A grade of C- will not satisfy the requirement.)

**Note:** Courses designated as LTI and LTII satisfy the literary mode of inquiry of the liberal core curriculum.

**FR 1000. Beginning Conversational French I** (3)
An introductory course using a conversational approach. The overall objective is to promote understanding and appreciation for the foreign language by being able to communicate on a basic level in the foreign language. Culture capsules are added when appropriate.

**FR 1010. Beginning Conversational French II** (3)
A continuation of FR 1000. The overall emphasis in the course is on further development of oral skills. Prerequisite: FR 1000 or equivalent.

**FR 1100. Fundamentals of French I** (4)
*Fall semester*
A basic course designed to develop the skills students need for oral and written communication. Complementary video and computer-assisted instruction to introduce students to broader aspects of French culture and develop oral fluency. Class four hours, assigned laboratory work one hour a week.
FR 1150. Fundamentals of French II (4)  
Spring semester  
A continuation of FR 1100. Students further develop oral proficiency, reading and writing skills. Class four hours, assigned laboratory work one hour a week. Prerequisite: FR 1100 or approval of instructor.

FR 2050. Conversation and Composition I (3)  
Spring semester  
Conversational practice and short themes with continuing emphasis on grammar, vocabulary and usage. Culture capsules are included when appropriate. Prerequisite: FR 1150 or approval of instructor.

FR 2060. Conversation and Composition II (3)  
Continuation of FR 2050. Prerequisite: FR 2050 or approval of instructor.

FR 2100. Intermediate French I (3)  
Fall semester  
The course strengthens the students' grasp of grammar, and builds vocabulary to allow handling of more complex and idiomatic language. Cultural readings in French are included. Prerequisite: FR 1150 or equivalent.

FR 2150. Intermediate French II (3)  
Spring semester  
Continuation of French 2100 with more of a focus on historical and/or cultural readings and materials. Prerequisite: FR 2100 or approval of instructor.

FR 2800. Introduction to the Comedies of Molière (1)  
A course designed as a survey for a general audience of some of the major works of Molière. Background information on French writing and the culture of Molière's time is considered as well as interpretation and analysis of the work in translation. Creative exercises and scenes from the plays are presented. Prerequisite: FR 2150 or approval of instructor.

FR 3050. Introduction to the History of France (3)  
A broad survey of the history of France. Special emphasis may be placed on periods, events and themes such as the Hundred Years War, Absolute Monarchy, the French Revolution, Industrial Revolution, the World Wars, and related figures such as Vercingetorix, Charlemagne, Joan of Arc, Louis XIV, Napoleon and de Gaulle. Prerequisite: FR 2150 or instructor approval.

FR 3100. Advanced Composition and Conversation I (3)  
Fall semester  
This course is a study of advanced French grammar construction, various styles of composition and speaking. Readings are included with each unit. Prerequisite: FR 2150.

FR 3150. Advanced Composition and Conversation II (3)  
Spring semester  
Continuation of FR 3100. Brief literature selections are included. This course prepares the student for the Introduction to French Literature (FR 3700) course. Prerequisite: FR 3100 or approval of instructor.

FR 3200. French for the Professional (3)  
This course introduces the student to the language of various branches of business (management, marketing, banking). New terminology is stressed as well as the command of grammar and structures needed for composition. Attention is given to writing application letters, résumés, short reports and various types of business letters. Prerequisite: FR 2150 or approval of instructor.

FR 3400. Introduction to French Civilization and Culture (3)  
A survey of modern France focusing on such topics as geography, monuments, transportation, education, government, industry and everyday life. Topics may vary. Prerequisite: FR 2150 or approval of instructor.

FR 3500. Introduction to French Film (3)  
An introduction to concepts of French film, the development of film in France and film in the life of the French, with close study of selected films and creative writing in French. Prerequisite: FR 2150 or approval of instructor. (ARI)

FR 3700. Introduction to French Literature (3)  
This course is designed to give the student a broad scope of French literature as well as a historical context to facilitate comprehension. Students are given an introduction to movements, genres and styles and begin to address the critical study of literature. Texts are discussed and analyzed in French. Prerequisite: FR 3150 or approval of instructor. (LTI)

FR 3800. Conversational Fluency (3)  
A course designed for students who wish to practice oral communication skills. Discussions include contemporary topics, concerns researched by students and reader/viewer responses to texts and movies. Prerequisite: FR 3150 or approval of instructor.

FR 3850. Francophone Cultures (3)  
A survey of cultural aspects of francophone regions in the Caribbean, Europe, Canada, Africa, etc., with a focus on Haiti, Martinique and Québec. Cultural aspects include art, music and religion, with background information on history and politics. Similarities but also differences between these regions and France are discussed. Prerequisite: FR 3150 or approval of instructor. (GPR)

FR 3870. French Writers and Religion (3)  
Study of selected readings whose major topics and themes are related to religion. While at least half of the readings to be considered will be associated
with Catholicism, diverse traditions and perspectives may also be represented, particularly when selections are made from contemporary works. (Also offered in Paris on demand.) Prerequisite: FR 3150 or approval of instructor.

**FR 3871. Immigration Literature and Culture in Contemporary France** (3)
Exploring a variety of themes (identity and life between two worlds, traditions and tensions, cultural celebration and conflict), this course will focus on literature about the lives of immigrants and/or their families in contemporary France. Films and supplemental materials used to enhance understanding of respective cultures. May at times be offered concurrently with FR 3872. (LTII, GPR)

**FR 3872. Immigration Literature and Culture in Contemporary France** (3)
Exploring a variety of themes (identity and life between two worlds, traditions and tensions, cultural celebration and conflict), this course will focus on literature about the lives of immigrants and/or their families in contemporary France. Films and supplemental materials used to enhance understanding of respective cultures. May at times be offered concurrently with FR 3871. Prerequisite: FR 3100 or instructor approval. (LTII, GPR)

**FR 3873. Senegalese Literature and Culture** (3)
An introduction to contemporary literature of Senegal, including several genres, such as the short story, the novel, and poetry, as well as culture, including contemporary film, music, cuisine, religion, fashion, etc. Some historical and political background will be examined in order to be able to understand the literature and culture in context, and the cultural aspects, including film, will illuminate the literature studied, the focus of the course. Literary selections may vary, but will normally include authors such as Mariama Bâ, Aminata Sow Fall, Khadi Fall, Aminatou Maïga Kâ, Mariama N'Doye, Anne Piette, Ousmane Sembène, and Léopold Sédar Senghor. Prerequisite: FR 2150 or instructor approval. (LTII)

**FR 3880. The Comedies of Molière** (3)
Study in French of the major works of Molière. Background information, reception of the plays and literary criticism will be taken into consideration. Creative exercises and scenes from the play will be performed both informally and formally. Prerequisite: FR 3100 or approval of instructor.

**FR 3889. French Short Story** (3)
This course familiarizes the student with some of the masterpieces of the French short story through an introductory analysis of a variety of narratives. The development of character, plot, setting, and theme are studied and compared. Conceptions, techniques and styles of writers such as Aymé, Camus, Carrier, Colette, Daudet, Flaubert, Giraudoux, Ionesco, Maupassant, Maurois, Perrault, Simenon and Yourcenar will be examined. Selections may vary; authors from the francophone world may be included. Prerequisite: FR 2150 or instructor approval. (LTII)

**FR 3890. French Women and Literature** (3)
A survey of the French writings of representative major women authors from the 12th century through the present day. Awareness of the tradition of writings in French by women and their literary accomplishments is gained and common themes and concerns are considered. Prerequisite: FR 3150 or approval of instructor. (LTII)

**FR 4200. Survey of French Literature I** (3)
A survey of literature from the 12th through the 17th century. Sustained discussion of the works studied in French. Prerequisite: FR 3150 or approval of instructor. (LTII)

**FR 4250. Survey of French Literature II** (3)
A survey of French literature from the 18th century through the present day. Prerequisite: FR 3150 or approval of instructor. (LTII)

**FR 4300. Nineteenth Century French Novel** (3)
Study of the novels of major 19th century authors such as Balzac, Flaubert, Stendhal and Zola with oral and written response in French. Continued attention to language skills. Some film versions in video of the novels studied may be viewed. Prerequisite: FR 3150 or approval of instructor. (LTII)

**FR 4330. Contemporary French Novel** (3)
Study of the novels of major 20th century authors such as Mauriac, Bernanos, Malraux, St. Exupéry, Camus, Sartre, Duras and Sarraute. Selections may vary. Discussion and creative writing in French as well as presentations of parts of the novels. Some film versions in video of the novels studied may be viewed. Prerequisite: FR 3150 or approval of instructor. (LTII)

**FR 4350. Contemporary French Theater** (3)
Study of the plays of major 20th century authors such as Claudel, Cocteau, Giraudoux, Sartre, Camus, Anouilh, Genet, Jarry, Artaud, Beckett and Ionesco. Selections may vary. Discussion and creative writing in French as well as presentations of parts of the plays. Some film versions in video of the plays studied may be viewed. Prerequisite: FR 3150 or approval of instructor. (LTII)

**FR 4940. Senior Capstone** (3)
Independent or collaborative research into major focus area; written/oral/artistic/presentations required to demonstrate mastery of major area of study and good level of language proficiency. Required to fulfill major.

**FR 4970. Paris Internship** (3)
Opportunities for students to apply their education by working in career fields related to French. Prerequisite: Approval of instructor.
German (GR)

Minor Field of Concentration
Requirements for the minor consist of 12 upper-division hours of course work after completing GR 2100 and GR 2150. A grade of C or better is required in each upper-division course of the minor. (A grade of C- will not satisfy the requirement.)

GR 1000. Beginning Conversational German I (3)
An introductory course using a conversational approach. The overall objective is to promote understanding and appreciation for the foreign language by being able to communicate on a basic level in the foreign language. Culture capsules are added as appropriate. Lecture three hours per week.

GR 1010. Beginning Conversational German II (3)
A continuation of GR 1000. Prerequisite: GR 1000 or equivalent.

GR 1100. Fundamentals of German I (4)
Fall semester
A basic course covering all aspects of German necessary for communication: usage, vocabulary and spelling. Intensive practice in comprehension, speaking and reading. Laboratory assignments in addition to four hours of class.

GR 1150. Fundamentals of German II (4)
Spring semester
A continuation of GR 1100. Prerequisite: GR 1100 or approval of instructor.

GR 2100. Intermediate German I (3)
Fall semester
Continued study of German language and culture requiring an increased command of vocabulary, grammar and sentence structure. Prerequisite: GR 1150 or approval of instructor.

GR 2150. Intermediate German II (3)
Spring semester
A continuation of GR 2100. Prerequisite: GR 2100 or approval of instructor.

GR 3100. Advanced Composition and Conversation I (3)
Fall semester
This course is a study of advanced German grammar construction, various styles of composition and speaking. Prerequisite: GR 2150 or approval of instructor.

GR 3150. Advanced Composition and Conversation II (3)
Spring semester
This course is a continuation of GR 3100. Prerequisite: GR 3100 or approval of instructor.

GR 3200. Business German (3)
A course dealing with the German technical language needed in business, finance and economics. This course helps prepare the student for a business German certificate. Prerequisite: GR 2100 or approval of instructor.

GR 3480. Intercultural Communications (3)
The course examines differences and variations in German verbal and written communication patterns, using text and video materials. It stresses social and business settings in German speaking countries. The course is conducted in German. Prerequisite: GR 2100 or approval of instructor.

GR 3490. German Philosophers of Science (3)
The course focuses on a prominent German scientist and gives the student the opportunity to read scientific material, social commentary and biographical material in German. Course is conducted in German. Prerequisite: GR 2100 or approval of instructor.

GR 3510. German Film and Culture (3)
Exploration of the culture of the German-speaking world through film. Breadth in understanding will be gained through analysis of the films, sustained discussion in German and research. Prerequisite: GR 2150 or approval of instructor.

GR 3700. Introduction to German Literature (3)
Students study the evolution of literary movements and learn basic analytical principles of textual analysis across the genres of drama, short fiction, the essay and poetry. Prerequisite: GR 3150 or approval of instructor. (LTI)

GR 3800. Conversational Fluency (3)
A course designed for students whose primary needs are verbal communication. The focus is on daily life, situations with complications and general survival skills. Recommended for students planning to study abroad, and those who plan to take a German proficiency test. Prerequisite: GR 3150 or approval of instructor.

GR 3850. Introduction to German Poetry (3)
This survey course introduces students to some works of major poets of the German language (e.g. Goethe, Schiller, Rilke, Jandl). It begins with the Romantics and ends with contemporary writers. Prerequisite: GR 3150 or approval of instructor.
Spanish (SP)

Major Field of Concentration
The major in Spanish is based on the prior completion of 14 hours of proficiency-level preparation numbered SP 1100-SP 1150 and SP 2100-SP 2150, or the equivalent. Equivalent proficiency preparation can be completed in high school, junior college or other colleges or universities, or waived through ACCP and AP credits, satisfactory CLEP scores, or a department test.

The major concentration in Spanish consists of a minimum of 21 upper-division semester hours of work. In addition, 12 hours of related courses are required. A grade of C or better is required in each upper-division course of the major. (A grade of C- will not satisfy the requirement.)

The student must complete SP 3100; SP 3150; SP 3700 or SP 4200 or SP 4250 or SP 4300 or SP 4350 or SP 4360 or SP 4370; and SP 4940 and nine hours of additional coursework from the following electives: SP 3070, SP 3200, SP 3400, SP 3420, SP 3470, SP 3700, SP 3800, SP 4060, SP 4200, SP 4250, SP 4300, SP 4350, SP 4360, SP 4370, SP 4375, SP 4380, SP 4400, SP 4550, SP 4660, SP 4665, SP 4670, SP 4700 or SP 4800. The nine hours of additional coursework are selected in consultation with the major advisor in accord with the career goals of the student.

Minor Field of Concentration
Requirements for the minor consist of 12 upper-division hours of course work in the target language after completing SP 2100 and SP 2150. A grade of C or better is required in each upper-division course of the minor. (A grade of C- will not satisfy the requirement.)

Japanese (JA)

JA 1100. Introduction to Japanese I (4)
Integrates a study of basic Japanese with its culture using a conversational approach. Vocabulary and grammatical structures needed for basic communication is emphasized. Practice is given in a variety of everyday situations.

JA 1150. Introduction to Japanese II (4)
A continuation of JA 1100. Prerequisite: JA 1100 or approval of instructor.

JA 2100. Intermediate Japanese I (3)
A course designed to develop speaking, listening, writing and reading skills needed to perform everyday tasks such as asking for and giving directions, descriptions, eliciting and providing information. Prerequisite: JA 1150 or approval of instructor.

JA 2150. Intermediate Japanese II (3)
A continuation of JA 2100. Prerequisite: JA 2100 or approval of instructor.

Latin (LT)

LT 1100. Introduction to Latin I (4)
Integrates a study of basic Latin with its culture. A variety of methods are used to develop competence in vocabulary, sound patterns, forms, structure and elementary texts. A perceptive approach to language in general is gained by seeing English in relationship to Latin and how its linguistic root system is applicable.

LT 1150. Introduction to Latin II (4)
Continuation of LT 1100 with selected reading. Prerequisite: LT 1100 or approval of instructor.

LT 2100. Intermediate Latin I (3)
A systematic review and expansion of Latin grammar with increased knowledge of history and culture through study of Latin narrative from major prose works. Prerequisite: LT 1150 or approval of instructor.

LT 2150. Intermediate Latin II (3)
Development of reading skills, cultural awareness and linguistic base. Selections from the writings of a major poet are included. Prerequisite: LT 2100 or approval of instructor.
A bilingual emphasis is available for the Communication Sciences and Disorders major. Please see description on the Communication Sciences and Disorders catalog pages.

Note: Courses designated as LTI and LTII satisfy the literary mode of inquiry of the liberal core curriculum.

SP 1000. Beginning Conversational Spanish I (3)
An introductory course using a conversational approach. The overall objective is to promote understanding and appreciation for the foreign language by being able to communicate on a basic level in the foreign language. Culture capsules are added when appropriate.

SP 1010. Beginning Conversational Spanish II (3)
Continuation of SP 1000. The overall emphasis in the course is on further development of oral skills. Prerequisite: SP 1000 or approval of instructor.

SP 1100. Fundamentals of Spanish I (4)
A basic course covering all aspects of Spanish necessary for communication: vocabulary, grammar, structure and spelling. Extensive practice using Spanish. Class four hours, one hour assigned laboratory work.

SP 1150. Fundamentals of Spanish II (4)
A continuation of SP 1100. Students further develop oral proficiency, reading, and writing skills. Class four hours, one hour assigned laboratory work. Prerequisite: SP 1100 or approval of instructor.

SP 2050. Conversation and Composition I (3)
Conversational practice and short themes with continuing emphasis on grammar, vocabulary and usage. May be taken concurrently with SP 2100 and SP 2150. Prerequisite: SP 1150 or approval of instructor.

SP 2060. Conversation and Composition II (3)
Continuation of SP 2050. Conversational practice and short themes with continuing emphasis on grammar, vocabulary and usage. May be taken concurrently with SP 2100 and SP 2150. Prerequisite: SP 2050 or approval of instructor.

SP 2070. Medical Spanish I (3)
This course introduces the student to the technical language of medicine: anatomy, illness, and treatment. It also prepares the student to conduct consultations and conversations in the Latino cultural context. Prerequisite: SP 2150 or approval of instructor.

SP 2100. Intermediate Spanish I (3)
Fall semester
Intended to increase ability to comprehend and speak Spanish as well as introduce the student to literature. Prerequisite: SP 2100 or approval of instructor.

SP 2150. Intermediate Spanish II (3)
Spring semester
Intended to increase ability to comprehend and speak Spanish as well as introduce the student to literature. Prerequisite: SP 2100 or approval of instructor.

SP 3070. Medical Spanish II (3)
Continuation of SP 2070. This course introduces the student to the technical language of medicine: anatomy, illness, and treatment. It also prepares the student to conduct consultation and conversations in the Latino cultural context. Prerequisite: SP 2150 or approval of instructor. (GPR)

SP 3100. Advanced Conversation and Composition I (3)
Fall semester
This course is a study of advanced Spanish grammar construction, various styles of composition and speaking. Readings are included with each unit. Prerequisite: SP 2150 or approval of instructor.

SP 3150. Advanced Conversation and Composition II (3)
Spring semester
This course is a continuation of SP 3100. Brief literature selections are included. This course prepares the student for Introduction to Hispanic Literature (SP 3700). Prerequisite: SP 3100 or approval of instructor.

SP 3200. Commercial Spanish (3)
Practical exercises in business communication for international trade. New terminology as well as composition skills are stressed. Prerequisite: SP 2150 or approval of instructor.

SP 3400. Introduction to Latin American Culture (3)
An introduction to the economic, social and political background of Spanish America. The readings include contemporary fiction and non-fiction with the main emphasis on recent essays by leading authorities on the above topics. Prerequisite: SP 3150 or approval of instructor.

SP 3420. Spanish Mystics (3)
Readings of selections from some of the major works of writers considered to be the “mystics” of Spain, such as Santa Teresa, San Juan de la Cruz, and Luis de León, with excursions to the places where these writers lived and worked. Prerequisite: SP 3150 or approval of instructor. (Offered on demand in Spain.)

SP 3470. Introduction to Spanish Culture (3)
An introduction to Spanish culture and civilization, integrating the history, art, film, and literature of continental Spain from prehistoric times through the present day. Prerequisite: SP 3150 or approval of instructor.
SP 3700. Introduction to Hispanic Literature (3)
This course provides students with an introduction to the diversity of literary expression in Spain, Spanish America, and the United States. Students study the evolution of literary movements and learn basic analytical principles for textual analysis across the genres of drama, short fiction, the essay and poetry. Prerequisite: SP 3150 or approval of instructor. (LTI)

SP 3800. Conversational Fluency (3)
This course is designed for students wishing to practice oral communication skills. Discussions include contemporary topics, concerns researched by students, and reader/viewer responses to texts and movies. Prerequisite: SP 3150 or approval of instructor.

SP 4060 (SP 6070). Spanish for the Health Care Professional (3)
The purpose of this course is to provide students with the ability to overcome cross-cultural barriers in a medical setting and to communicate effectively with speakers of Spanish. Background information on Hispanic cultures (e.g., customs, conceptions of the role of health care providers and courtesy) as well as some medical terminology will be provided. Issues raised by the differences in conceptions of the role of doctors, medicine and health care will be addressed. The graduate course SP 6070 requires independent accelerated additional work appropriate for master’s level study. Prerequisite: SP 3100 or approval of the instructor.

SP 4200. Survey of Latin-American Literature I (3)
A general survey of literature from the pre-Colombian period through the beginning of Modernism. Students study the evolution of literary movements and learn basic analytical principles for textual analysis across the genres of novel, drama, short fiction, essay, and poetry. Prerequisite: SP 3150 or approval of instructor. (LTI)

SP 4250. Survey of Latin-American Literature II (3)
A general survey of Latin-American literature from the beginning of Modernism through the present day. Students study the evolution of literary movements and learn basic analytical principles for textual analysis across the genres. The readings include major Spanish works by writers representative of the different literary periods, such as The Enlightenment, Romanticism, and Modernism, with emphasis upon the Generación del 27 and the Generación del 27. Prerequisite: SP 3150 or approval of instructor. (LTI)

SP 4350. Survey of Spanish Literature II (3)
A general survey of Spanish literature from the 18th century through the present day. Students study the evolution of literary movements and learn basic analytical principles for textual analysis across the genres. The readings include major Spanish works by writers representative of the different literary periods, such as The Enlightenment, Romanticism, and Modernism, with emphasis upon the Generación del 27. Prerequisite: SP 3150 or approval of instructor. (LTI)

SP 4360. Latin American and U.S. Latina Women’s Literature (3)
This course examines works by Latin American and U.S. Latina women writers, viewing the aggregate as well as the individual positions taken, the artistic and the political dimensions of the writing, the bonds the writers share, and in some cases the great differences between them. Prerequisite: SP 3150 or approval of instructor. (LTI)

SP 4370. U.S. Latino Literature (3)
This course covers the history and literature of U.S. Latino literature since 1848. Through literary analysis the student examines the artistic and the political dimensions of texts, focusing particularly on the inscription of individual, cultural and national identity. Prerequisite: SP 3150 or approval of instructor. (LTI)

SP 4375. Hispanic Literature of Travel (3)
A survey of travel literature in a historical, cultural, and linguistic context and as an investigation of the exchanges that travel has created, especially between Spain and Latin America. Aspects of travel literature will be synthesized through personal reflection. Prerequisite: SP 3150. (LTI)

SP 4380. Twentieth-Century Latin American Theater (3)
This course includes 20th century plays from the Hispanic world, focusing in particular on aspects of identity, nationalism and historical revision. Prerequisite: SP 3150 or approval of instructor. (LTI)

SP 4400. Modern Latin American Novel (3)
This course focuses on novels of the 20th century from the Hispanic world and includes major authors such as Fuentes, García Márquez and Cortázar. Prerequisite: SP 3150 or approval of instructor. (LTI)

SP 4550. Latin American Short Story (3)
This course examines the development of the short story from the end of the 19th century to the present time focusing on texts from the modernist, vanguard, Americanist, and feminist movements. Prerequisite: SP 3150 or approval of instructor.

SP 4660. Latin American Film (3)
This course familiarizes the student with the New Latin American Cinema Project, Latin American films made with the intention of providing social critique and instigating social reform. Included are...
Rockhurst University offers the Bachelor of Science degree in clinical laboratory sciences in cooperation with St. Luke’s Hospital and North Kansas City Hospital. Formerly this program was called Medical Technology.

Prerequisite courses for admission to the clinical program, designed to meet the requirements established by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), include specific courses in chemistry, biological sciences and a minimum mathematics proficiency.

Upper-level professional course work is taken at one of the affiliated hospitals. Graduates of the program are eligible to challenge either of two nationally recognized certification examinations to become clinical laboratory scientists or medical technologists. (Graduation is not, however, contingent upon passing any type of certifying examination.)
Undergraduate students interested in clinical laboratory sciences may apply directly to the program. Applications are obtained from the academic director on campus, or from the specific program of an affiliate.

Students may elect one of two routes of entry into the program. Students who are seeking a baccalaureate degree in clinical laboratory sciences from Rockhurst University must complete 98 semester hours and all non-clinical degree requirements before beginning the professional component at a hospital site. The professional component lasts approximately one calendar year. Upon successful completion of the clinical laboratory sciences course work, the student is awarded a Bachelor of Science degree in clinical laboratory sciences.

Students may choose to complete a degree with a major in chemistry, biology, or other related area, including the specific required courses for clinical laboratory sciences admission, and then apply directly to one of the affiliated hospitals for admission to clinical laboratory sciences as a non-degree student. Students considering this option should discuss the relative advantages with the academic director and the program director.

CLS 4500. Clinical Microbiology (6)
Isolation and identification of microorganisms that cause disease; instrumentation and associated computer technology; clinical interpretation of tests; correlation of results with patient condition; evaluation of test validity. Prerequisite: College Microbiology with lab; upper division preferred. Pathogenic Microbiology recommended.

CLS 4550. Clinical Chemistry (6)
Quantitation of biochemicals; manual analytical techniques; instrumentation and associated computer technology; operation, clinical interpretation of tests; correlation of results with patient condition; problem solving and validation of results. Prerequisites: Minimum of 16 semester hours college chemistry, including course work in biologic chemistry and quantitative lab experience; at least half upper division.

CLS 4600. Clinical Hematology (6)
Identification of blood cell abnormalities; instrumentation and associated computer technology; microscopic evaluation and quantitation; evaluation of blood coagulation mechanisms, including monitoring anticoagulant therapy; identification and enumeration of cells in bone marrow, blood and other fluids; clinical interpretation of tests; correlation of results with patient condition; problem solving and validation of results.

CLS 4650. Immunohematology (4)
Analysis and evaluation of relationships between donor blood components and blood recipients; antigen and antibody detection; assessment of patient transfusion related states and component selection; prevention of transfusion incompatibilities; introduction to blood gases and stat services; instrumentation and associated computer technology; clinical interpretation of tests; correlation of results with patient condition; problem solving and validation of results.

CLS 4700. Clinical Immunology (4)
Study of the human immune system in health and disease; immunologic techniques including immunofluorescence, immunochemistry, molecular diagnostics, serology, and other related testing and instrumentation, including computer technology; clinical interpretation of tests; correlation of results with patient condition; problem solving and validation of results.

CLS 4750. Topics in CLS/MT I (2)
Orientation workshop, including basic technique, safety, computer and LIS technology, microscopy; phlebotomy techniques; parasitology; mycology; urinalysis and other fluids.

CLS 4800. Topics in CLS/MT II (2)
Professional topics seminars including medical ethics; mathematics; case studies; principles and practices of quality management; principles of laboratory administration, management and supervision; acquisition and evaluation of laboratory information systems; educational methods; professional conduct; comprehensive review and evaluation.
DEPARTMENT OF COMMUNICATION AND FINE ARTS

Professor Timothy L. McDonald, Ph.D.
Peter J. Bicak, Ph.D.

Associate Professor Laura A. Janusik, Ph.D., McGee Chair of Communication
Anne A. Pearce, M.F.A.
G. Victor Penniman, D.M.A.
Susan Proctor, Ph.D. (Chair)

Assistant Professor Katie Fischer Clune, Ph.D.
LaKresha Graham, Ph.D.

This department combines the study of communication, business communication, art, media studies, music, theatre and journalism.

The goal of the Department of Communication and Fine Arts is to provide an integrated study of the art and science of human communication. The majors include the study of communication at all levels of human interaction: intrapersonal, interpersonal, small group, public, social, mediated, and artistic. The department offers majors in Communication, Strategic Communication, and Business Communication as listed below. The department also offers minors in Journalism, Art, Music, and Theatre, which are described in other sections of this catalog.

BUSINESS COMMUNICATION
(Department of Communication and Fine Arts)

Professor Peter J. Bicak, Ph.D.

Associate Professor Laura A. Janusik, Ph.D., McGee Chair of Communication
Susan Proctor, Ph.D. (Chair)

Assistant Professor Katie Fischer Clune, Ph.D.
LaKresha Graham, Ph.D.

The Business Communication major is an interdisciplinary Bachelor of Arts degree that draws courses from the departments of Communication and English and the Helzberg School of Management. Through communication courses, students examine the theory and practice of communication in a variety of contexts, including interpersonal interactions, organizations, small groups, and the mass media. Students also take courses in marketing, economics, accounting, and finance, as well as upper division English or journalism courses in business writing, technological writing, writing for the marketplace, and writing for the media.

The Business Communication major prepares students for a wide variety of careers as communication specialists in business, industry, government, and nonprofit organizations. For example, students may choose such diverse fields as media relations, investor relations, public relations and advertising, or employee communication. The curriculum
is not designed to develop an expertise in any specific area, but rather to provide extensive coverage in a variety of pertinent areas.

The curriculum encompasses a number of core courses and electives, which are chosen in consultation with the major advisor.

**Major Field of Concentration**
The major in Business Communication consists of two tracks: Human Communication or Mass Communication (including journalism). Whichever track is chosen, the B.A. in Business Communication requires lower-division requirements of CT 2000, CT 2040, CT 2200, JN 2000, AC 2000, and AC 2100 (or AC 4500), EC 1000 and EC 1100 (or EC 4550), and BUS 1900. One three-hour statistics course is required (PY 2100, BUS 2200, MT 3400, or MT 3410).

The B.A. in Business Communication also requires two semesters of college-level study of one language other than English. This requirement may be fulfilled by completing two semesters of college-level literature in one language other than English. In either case, these two courses must be taken for college credit.

Students must choose one track from the two tracks available in the Business Communication major: Human Communication or Mass Communication. The upper-division Communication requirements (9 hours) for both tracks include: CT 4350, CT 4860, and CT 4940.

Additional upper-division Communication requirements (6 hours) for each track are as follows:

1) **Human Communication track**: Required upper-division courses are CT 4870 and one of the following: CT 3000, CT 3300, JN/CT 3500, CT 3840, or CT 3850.
2) **Mass Communication track**: Required upper-division courses are CT 4890 and one of the following: JN/CT 3500 or JN/CT 4180.

**Writing (12 hours)**: The upper-division writing requirements for both tracks include EN 3160, EN 3180, and two electives in a 3000-4000-level English or Journalism writing course.

**Business (9 hours)**: The upper-division business requirements for both tracks include FN 3000, MK 3000, and one upper-division Business (BUS), Management (MG), or Marketing (MK) elective.

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**COMMUNICATION (CT)**

(Department of Communication and Fine Arts)

**Professor** Peter J. Bicak, Ph.D.

**Associate Professor** Laura A. Janusik, Ph.D., McGee Chair of Communication
Susan Proctor, Ph.D. (Chair)

**Assistant Professor** Katie Fischer Clune, Ph.D.
LaKresha Graham, Ph.D.

The Communication curriculum is designed to give a liberal understanding of human communication and media, and to prepare students for academic or professional fields including those in business, the arts, journalism, industry, education, health and public
service, as well as graduate study. To receive the B.A. in Communication, the student must show an understanding of communication in historical, philosophical, ethical, social, political and cultural dimensions, and the student must demonstrate skill in the art of written and oral communication.

Students are encouraged to expand their education beyond the classroom through directed learning experiences. Internships and directed research are available to students with a 3.0 grade point average in their major and a 2.0 GPA in all subjects.

The department is guided by the belief that a careful study of the process of communication enables people 1) to integrate and exchange knowledge, 2) to achieve goals, 3) to effect social action, and 4) to analyze and evaluate the uses of oral and written communication in the conduct of human affairs. This requires a liberal education in arts, sciences and humanities.

Throughout the study of communication at Rockhurst, emphasis is placed upon the ethical responsibility of the communicator to develop intellectual and moral integrity.

**Major Field of Concentration**

The major in communication consists of two tracks: Human Communication or Mass Communication (including journalism). Whichever track is chosen, the B.A. in Communication requires lower division requirements of CT 2000, CT 2040, CT 2200, and JN 2000. A minor or an additional 12 semester hours of upper-division courses in related disciplines (outside communication) are required, chosen under the direction of the major advisor.

The B.A. in Communication also requires two semesters of college-level study of one language other than English. This requirement may be fulfilled by completing two semesters of college-level literature in one language other than English. In either case, these two courses must be taken for college-level credit.

The upper-division Communication requirements (12 hours) for both tracks include CT 3300, CT 3840, CT 3850, and CT 4940. Additional upper-division Communication requirements (9 hours) for each track are as follows:

1) **Human Communication track:** CT 4870 and two of the following upper-division communication courses: CT 3000, CT 3200, OLS 3600, CT 4350, CT 4750, CT 4860, CT 4990 Special Topics by approval.

   Strongly recommended: coursework in Research Methods.

2) **Mass Communication track:** CT 4890 and two of the following upper-division communication and/or journalism courses: JN 3000, JN 3030, JN 3050, JN/CT 3500, JN/CT 4170, JN/CT 4180, JN/CT 4990 Special Topics by approval.

   A grade of C or better is required in each upper-division course in the major.
   (A grade of C- will not fulfill the requirement.)

**Minor Field of Concentration**

The prerequisites for the minor in Communication are JN 2000 and CT 2040. Upper division requirements include CT 4870 and any nine hours of upper-division communication courses.

   A grade of C or better is required in each upper-division course in the minor.
   (A grade of C- will not fulfill the requirement.)
The Strategic Communication major focuses on the critical and analytical thinking and practical skills required in contemporary communication. Courses are designed to help students understand how strategic communication can support personal, professional, and organizational objectives.

Students learn to engage in written and oral communication that is goal-oriented, mindful, and ethical. They develop the ability to critique and create effective messages for specific audiences and situations. Through real-world problem solving, Strategic Communication majors learn to apply communication tools across a variety of communication contexts. Our students gain the skills that are necessary to become effective, strategically oriented communication professionals, regardless of industry.

**Major Field of Concentration**

The B.A. in Strategic Communication requires lower-division requirements of CT 2000, CT 2040, and JN 2000.

Two semesters of college-level study of one language other than English also are required. This requirement also may be fulfilled by completing two semesters of college-level literature in one language other than English. In either case, these two courses must be taken for college credit.

The B.A. in Strategic Communication requires upper-division requirements of CT 3300, CT 3840, CT 3850, CT/JN 3500, CT/JN 4170, CT 4870, CT 4880, and CT 4940. Students also select six additional credits from the following: CT 3000, CT 4350, CT 4860, CT 4970, JN 3000, JN 3030, JN 3050, JN 4180, or special topics in journalism, by approval.

In addition, twelve hours of related coursework are required. Students choose four courses from the following: AR 3205, EN 3160, EN 3180, EN 3190, EN 4180, FD 4200, MK 3000, MK 3200, NP 3020, or a substitution with departmental approval.

A grade of C or better is required in each upper-division course required for the major. (A grade of C- will not satisfy the requirement.)

All Business Communication, Communication, and Strategic Communication majors are required to compete in either the Dowling Oratory Contest or the Bourke Extemporaneous Speaking Contest to complete major requirements.
ing, interpersonal, interpersonal communication and small group communication. Focus on theory and practice of human communication through individual and group experiences. Prerequisite: EN 1110 College Composition I or equivalent. (OCP)

CT 2010. Interpersonal Communication Module
This course is an introduction to interpersonal and group communication for transfer students who have previously taken a public speaking-only course. The public speaking course and this module together are equivalent to CT 2000 and satisfy the oral communication proficiency requirement. The course is not open to students who have taken or will take CT 2000.

CT 2040. Interpersonal Communication (3)
Application of communication theory to face-to-face unplanned and planned interactions. Emphasis on acquiring and demonstrating effective communication skills in dyadic and group communication contexts as well as understanding the cause and effect patterns that constitute relationships. The course will focus on interpersonal topics including perception, language and meaning, nonverbal communication, listening, feedback, conflict management, and leadership communication. Prerequisite: CT 2000.

CT 2150. Honors Communication (3)
Intensive study of interpersonal and presentational communication in three phases: information gathering, message preparation and process, and style of delivery. Prerequisite: EN 1110 or EN 1140 or EN 1150; honors status or instructor approval. (OCP)

CT 2200. Mass Communication (3)
A study of the historical development, regulation and effects of mass media. Print, film and electronic media are included. The uses of media for journalism, advertising, education and propaganda are studied.

CT 3000. Listening Research (3)
This course focuses on the four perspectives of listening: listening as affective, cognitive, behavioral, and relational. Emphasis on acquiring a solid understanding of the research that supports listening as the most widely used communication skill. Additional emphasis is on acquiring and demonstrating the skills to be an effective listener in a variety of contexts. Students will develop and conduct a semester-long interdisciplinary literature review of listening. Prerequisite: CT 2000.

CT 3010. Leadership Theory and Practice (3)
This course examines some of the most common elements of leadership, such as legitimate authority, expert knowledge, power, charisma, and influence. Examples of effective leadership, taken from history and contemporary society, are studied. Prerequisite: CT 2000.

CT 3200. Cinema Critique (3)
An introduction to the art of film; students experience and discuss a variety of films from different genres, time periods and artistic styles. Laboratory fee. (ARI)

CT 3210. The Films of Alfred Hitchcock. (1)
For about 40 years, from the '30s to the '70s, Alfred Hitchcock built a reputation as a cinematic master of suspense. His name was synonymous with sophisticated, exciting, engagingly complex movies that were guaranteed to thrill. Hitchcock delighted in playing games with the audience, seducing them into little traps, then laughing at their red faces. He has been imitated many times, but no one has yet exhibited Hitchcock's understanding of the film medium. In this course we examine what makes Hitchcock's movies so enjoyable and yet so disturbing. We study how Hitchcock worked closely with his writers, cinematographers and composers. We view four examples of Hitchcock's best work in order to discover how and why they had such a profound impact on the movie industry and on American culture.

CT 3220. Screening Science Fiction (1)
Contrary to a popular misconception, science fiction is not necessarily about other planets, or alien invaders, or wars in outer space. It is about us, the people and institutions that shape our world and our future. Perhaps more than any other genre, science fiction is a barometer of the times. In this course we look at four science fiction films that probe the dynamics of the constant struggle between our sometimes vaunting aspirations and the often exorbitant price we must pay for them.

CT 3230. The Horror Film (1)
Why do we like to be scared? There is nothing truly attractive in fear, but perhaps horror literature and film are so popular because for most of us, we are never more alive than when we think we are being scared to death. With horror films, the fear is actually twice removed—it is not happening to us, and it is not really happening at all. Horror films seem to confirm our worst anxieties and give substance to nightmares, yet we know we will awaken unharmed. This course focuses on the history of this peculiar yet durable genre from the Frankenstein monster phase to the exorcism craze of the mid-1970s and the recent blending of horror and high fashion. Analysis will center on what these films speak to in human nature that causes their continued appeal. (ARI)

CT 3240. The Reel West (1)
This course examines the western film as historical document—what it told us of the settlers and soldiers, the women, the gunfighters, the politicians, the law, and of course the American Indian. The course addresses topics such as the controversy over the sometimes highly falsified views given to audiences by the movies, the question of whether or not these movies had any responsibility to be historically accurate, the Western as a film genre,
its very distinct rise and fall, and contemporary perspectives on the genre. To that end, we will watch several important examples of Western filmmaking.

CT 3250. The Dark World of Film Noir (1) Film Noir (black film) is, with the western, the only truly American contribution to world cinema. It usually centered on a hardboiled American cop, detective, or insurance man who finds himself in a sick society—going into its darkest corners, ferreting out corruption. The greatest threat to the Film Noir hero is not his male antagonist, but a Medea figure who can draw him with her witch-like powers into evil. Lasting from the mid-1940s to the mid-1950s, film noir reflected a transitional period from the dislocation following World War II to the complacency of the Eisenhower years. This course focuses on four examples of Film Noir. Analysis will center on what made the films so evocative of its era and so popular with audiences even today.

CT 3260. History and the Movies (1) For most people, ideas about history come not from textbooks or scholarly papers, but from movies or television. Although motion pictures have sometimes blundered, distorted and down-right lied, still, at their best, they have given a vivid and memorable picture of the ages to an infinitely wider audience than traditional historians such as Tacitus or Gibbon. At a minimum, historical films have shown history more faithfully than they have been given credit for and as it was never seen before. This course engages students in viewing and analyzing films with historical events as their organizing principle.

CT 3270. The War Film (1) One of the most common and tragically enduring behaviors of human beings has been to wage war. From ancient times to the present, there always seems to be an excuse for nations or individuals to ritually destroy each other in the name of politics, commerce, love, or very often, religion. As it does with most major events, the motion picture industry has attempted, with varying degrees of success, to capture the horror, the glory, the sadness of war. All war films deal with the whys and hows of warfare, in an effort to answer the haunting question: why do we have wars? This course engages students in viewing and analyzing four examples of war era films, some involving combat, some merely the efforts of combat, as answers to that question.

CT 3300. Presentational Speaking (3) A performance based course in platform speaking and listening. Emphases will include 1) topics in speech development such as audience analysis, appropriate and effective organizational designs, and content, 2) topics in speech delivery such as speaker credibility, forms of delivery, appropriate process analysis, and use of multimedia aids to assist the speaker, and 3) topics in listening to public speaking such as evaluating the speaker and the speech, and critical and ethical listening. The course includes preparation, presentation, and critiques of several speeches throughout the semester. Prerequisite: CT 2000.

CT 3500 (JN 3500). Introduction to Public Relations (3) This course will examine the history, theory, philosophy, and functions of public relations practices and programs in organizations. The course may provide case study and/or service learning opportunities for students to identify, analyze, and critique public relations practices. Prerequisite: CT 2000, JN 2000.

CT 3800. Study Abroad: Organizational and Intercultural Communication Perspectives (3) This course provides an orientation in organizational and intercultural communication in a study abroad context. The foundation of the course includes common organizational and intercultural communication theory and skill. Special topics include, but are not limited to leadership, symbolism, organizational behavior, cultural barriers and opportunities, and other relevant subject matter as it is experienced in the culture within which the student is immersed. Prerequisite: Instructor approval.

CT 3840. Persuasion: Theories of Social Influence (3) A study of the rhetorical, psychological and ethical principles of influencing change in others which includes consideration of the role of attitudes, beliefs, values and motives in human behavior. Application of theories through preparation and presentation of persuasive speeches and analysis of campaigns. Prerequisite: CT 2000.

CT 3850. Intercultural Communication (3) Examination of how people communicate, evaluate, and build attitudes about members of different cultures and subcultures. Exploration of varied communication patterns which take place nationally and internationally.

CT 3860 (PS 3860). Media and Politics (3) A study of the growing importance of mass media in American politics and their interaction with the formal and informal elements of the decision-making process. (SRI or SRI)

CT 3930. Research in Communication (1-3) This course is designed to introduce students to the research process by participating in faculty sponsored research. Activities may include reading literature relevant to the topic, data collection, data entry, data coding, and attending research meetings. Students contract with a faculty mentor to determine their level of participation in the research process. Three hours of participation per week are required to earn one hour of college credit, and students may sign up for one, two, or three credit hours. Students must have the approval of the supervising faculty member to sign
up for the course. Students can earn a maximum of three credit hours per semester, repeatable once during their academic career. Prerequisite: CT 2000; minimum 3.0 cumulative GPA; instructor approval.

**CT 4170 (JN 4170). Principles of Advertising (3)**
A general survey of the field of advertising. Includes focus on conception and execution of creative, effective advertising for print, online, and broadcast media. Introduces strategic planning, media selection, buyer behavior, campaigns, ways to measure advertising effectiveness, and career opportunities. Case studies and prize-winning advertisements may be included. Prerequisite: CT 2200 or JN 2000 or MK 3000.

**CT 4180 (JN 4180). Broadcast Journalism (3)**
A course in gathering, writing and producing news for radio and television. Included are skills in interviewing, editing news for broadcast and identifying news sources. Special problems unique to broadcast journalism are discussed. Prerequisite: CT 2200 and JN 2000 Introduction to Journalism.

**CT 4220. College-to-Career Transition (2)**
Seniors/juniors experience a career decision-making process designed to facilitate the college-to-career transition. Reflecting on their college experience, students will examine their personal work ethic and will identify their strengths, interests, and work-related values. Speakers will present job market information. The course will include learning about the following job research skills: researching literature, conducting information interviews, developing a resume, interviewing for a job, and writing good cover letters. Prerequisite: Junior or Senior standing.

**CT 4350. Organizational Communication (3)**
This course provides an orientation into the ways communication operates in organizations through historical, philosophical, and theoretical issues. Case study and organizational research are emphasized for study of leadership styles; communication climates; organizational design, coordination and symbolism; and communication satisfaction. Prerequisite: CT 2000, CT 2040.

**CT 4750. Rhetorical Criticism (3)**
An examination and evaluation of verbal, visual and rhetorical artifacts which are formed due to social issues. Emphasis is placed on the relationship among the rhetor, the message, the audience, the cultural environment in which they communicate, and their ethical standards. This course is designed to develop critical thinking, listening and visual literacy. Prerequisite: CT 2000, CT 2040.

**CT 4860. Seminar in Group Interaction (3)**
This course will focus on the study of the principles and processes unique to group situations. Topics will include leadership, followership, group roles, norms, tasks, social functions, problem-solving, decision making, and conflict resolution. Emphasis is on learning and acquiring group communication skills, including self-disclosure, conflict management skills, and leadership and followership skills. Prerequisite: CT 2000, CT 2040.

**CT 4870. Seminar in Communication Theory and Research (3)**
A survey of the contemporary contributions to the study of human communication. Evaluation and analysis are designed to explore what occurs when humans communicate and why certain effects occur. Survey includes considerations of interpersonal, intercultural, organizational, mass media and rhetorical communication. Prerequisite: CT 2000, CT 2040, junior standing.

**CT 4880. Research Methods in Communication (3)**
This course introduces students to the theory and practice of social science methods in the field of communication. Students will learn quantitative and qualitative research methods. Students will learn to be critical readers of research, and emphasis will be placed on understanding research and assigning credibility to these findings. Students will also learn the importance of conducting and identifying ethical research. Students will design and conduct their own research including asking research questions, developing theoretical explanations for communication phenomena, formulating hypotheses, designing methodologies, analyzing data, and drawing conclusions about research findings. Students will present findings orally and in writing. Prerequisite: CT 2000, CT 2040, CT 3000 or CT 4860, senior standing.

**CT 4890. Seminar in Mass Media (3)**
Topics vary each semester but may include such themes as First Amendment issues, journalistic ethics, theories of the effects of mass communication, federal regulation, cultural impact of media and global issues in mass communication. Prerequisite: Junior standing.

**CT 4940. Senior Capstone (3)**
Independent and collaborative research into major focus area; written/oral/artistic presentations required to demonstrate mastery of major area of study. Required to fulfill major. Prerequisite: CT 2000, CT 2040, CT 3000 or CT 4860, senior standing.

**CT 4970. Internship (2-3)**
Opportunities for students to apply their education by working in career fields related to a specific track in either communication or business communication. Internships may be in business, industry, government and not-for-profit organizations. Locations include Kansas City, St. Louis, and Paris. The Paris internship requires additional concurrent course enrollment. Prerequisite: Junior standing, upper-level courses relating to the specific internship, and internship faculty advisor approval.
Rockhurst offers course work in engineering science as part of its two-two or three-two pre-engineering program.

Students who participate in the pre-engineering program have the opportunity to take a full science curriculum within a liberal arts tradition for the first two or three years of their engineering education. They are thus given an opportunity to examine the different engineering options without pressure or advanced commitment.

After this period, the student may transfer into an engineering program at our affiliated schools: Iowa State University, Marquette University, Missouri University of Science and Technology, Santa Clara University, the University of Detroit-Mercy, the University of Missouri-Columbia, the University of Notre Dame, or into any of the other accredited engineering schools in the region.

The curriculum is designed with flexibility, so that students can prepare for a degree in engineering or can change to any of the traditional areas of science or mathematics. By the sophomore year, they will be able to take two engineering courses (ES 3400 and ES 3500) in addition to MT 1800, 1810, 2800 Calculus I, II, and III plus one other mathematics course, which will allow them to transfer to any of the engineering schools as juniors.

Pre-engineering students have several options to choose from. One is to transfer immediately after two years and complete their professional degree in the normal number of remaining years as required by the engineering school. These students receive a B.S. in engineering from the engineering school. Another option is to take additional courses toward a declared major during a third year at Rockhurst before transferring to an engineering school. These students receive a B.S. or B.A. from Rockhurst and a B.S. from the engineering school—a desirable combination for entering the field of engineering. Of course, the student can always choose to complete the four-year B.S. or B.A. degree at Rockhurst with further graduate studies in engineering.

Anyone desiring additional information may contact the program director or the chairperson of the Division of Natural, Applied and Quantitative Sciences.

**ES 3400 (PH 3400). Thermodynamics**  
*Spring semester of odd-numbered years*  
Fluid properties, work and heat, first law, second law, entropy, applications to vapor and ideal gas processes. Prerequisite: PH 2850 and MT 1810.

**ES 3500 (PH 3500). Statics**  
*Spring semester of even-numbered years*  
Fundamentals of statics; static equilibrium and introduction to elements of mechanics to elastic materials. Prerequisite: PH 2850. Prerequisite or concurrent: MT 2800.
The Department of English educates students to become careful readers and effective writers and to derive joy from each role. To cultivate students as readers, the Department asks them to study literature in a variety of genres, including poetry, drama, the novel, the short story, and the essay. Study in the discipline of English enlarges students’ sensibilities, enriches their intellectual lives, broadens their imaginations, strengthens their critical thinking, and helps to initiate students into a community committed to liberal learning in the arts and sciences. With Francis Bacon, the Department believes that reading makes a full person, and writing an exact person. Our writing courses, both introductory and advanced, cultivate critical thinking by asking students to analyze the work of their own peers and of accomplished writers. In this way, students learn to clarify their own thoughts, examine personal biases, explore complex issues, and find the best style to communicate with various audiences.

Building upon introductory Core courses in composition and in world literature, the English major and minor seek to advance students’ skills in writing and in analytical and creative thinking; to deepen understanding of the major developments in literature written in the English language, particularly British and American literature; to strengthen competence in methods of literary theory and criticism; and to broaden the experience of language in linguistics. In short, the Department participates in the broader mission of Rockhurst University by contributing to the education of the whole person, helping to make clear what it means to be fully human: that is, a person who is advancing in knowledge, open to the transcendent, and intent on the good of others.

Besides preparing majors for teaching and graduate work, English studies prepare students for professional study of law, journalism, business and government. English studies also prepare students with a careful selection of electives and internship experiences to take a variety of paths after graduation, including medical school; service to the Church; careers in marketing, management and corporate communication.

**Major Fields of Concentration**

The major concentration in English consists of a minimum of 22 semester hours of upper-division work. Required courses are EN 3000, EN 3150, one Shakespeare course, one American literature course, and three additional upper-division courses selected in consultation with the major advisor in accord with one of the three tracks offered by the department (described below). Students pursuing any track within the English major must also complete EN 4930 for 1-3 credit hours. It is also strongly recommended that majors take an introductory literature course (EN 2740, EN 2760, or EN 2900-2989). For the remainder of a student’s program, including 12 required semester hours of upper-
division courses in related subjects, selection is based upon the student’s objectives and in consultation with the major advisor. A grade of C or better is required in each upper-division course of the major. (A grade of C- will not satisfy the requirement.)

Within the literature track of the English major, the student must complete at least three upper-division literature electives, such as period, genre, figure, theory, or interpretation courses. Because an important purpose of the electives is to broaden the student’s experience of literature, additional courses in Shakespeare will not count toward the three electives of the literature track. Students may, of course, take additional courses beyond their major requirements.

Within the writing track, the student must complete EN 4150 and two courses from the following options: EN 3110, EN 3140, EN 3160, EN 3170, EN 3180, EN 3190, EN 3200, EN 4120, EN 4170, EN 4180, EN 4190, EN 4920 or a special topic writing course.

Within the education track, the student must complete EN 4170, EN 3700, EN 3750, (or similar courses), and one additional course in American literature.

Also required are two semesters of college-level study of one language other than English. This requirement may be fulfilled by completing two semesters of college-level literature in one language other than English. In either case, the language courses must be taken for college-level credit. [Neither College Level Examination Program (CLEP) nor Advanced Placement (AP) exams fulfills this requirement.]

A Bachelor of Arts degree in English (writing track) is also available in the evening through the Evening Program in the School of Graduate and Professional Studies (GPS). Contact the GPS academic advisor at 816-501-4062 for further information.

**Minor Fields of Concentration**
The minor in English consists of the lower-division prerequisite choices of EN 1110/1120 or EN 1140, or EN 1150, and upper-division requirements in one of two areas of emphasis: literature or writing. Within the literature emphasis, students must take any four of the English Department’s upper-division literature course offerings, such as those in period, genre, figure, theory, or interpretation. Also, an introductory literature course (EN 2740, EN 2760, or EN 2900-2989) is strongly recommended for students as they begin to pursue the literature emphasis of the minor. Within the writing area of emphasis, the student may choose any four courses from the writing track of the English major in upper-division English offerings. Current offerings in this area include EN 3110, EN 3140, EN 3150, EN 3160, EN 3170, EN 3180, EN 3190, EN 3200, EN 4120, EN 4150, EN 4170, EN 4180, EN 4190, or EN 4920. A grade of C or better is required in each upper-division course of the minor. (A grade of C- will not satisfy the requirement.)

A minor in English (writing track) is also available in the evening through the Evening Program in the School of Graduate and Professional Studies (GPS). Contact the GPS academic advisor at 816-501-4062 for further information.

**Certificate in Writing**
Rockhurst University awards a certificate in writing through regular courses offered in the Department of English. Lower-division requirements establish proficiency in written communication. This requirement may be fulfilled by taking EN 1110 and EN 1120, or EN 1140, or EN 1150. After establishing written proficiency, students may then elect to take any four of the following: EN 3110, EN 3140, EN 3150, EN 3160, EN 3170, EN 3180, EN 3190, EN 3200, EN 4120, EN 4150, EN 4170, EN 4180, EN 4190, or EN 4920. A grade of C or better is required in each upper-division course for the certificate. (A grade of C- will not satisfy the requirement.) A certificate in writing is not available to students seeking a major or minor in English.
Students will receive a certificate verifying that they have completed the prescribed course of study. An official transcript of these courses is also kept on permanent file at the Registrar’s Office for further verification of courses completed.

A Certificate in Writing is also available in the evening through the Evening Program in the School of Graduate and Professional Studies (GPS). Contact the GPS academic advisor at 816-501-4062 for further information.

EN 1100. Reading and Study Skills (1-3)
Students will develop the academic skills that strengthen their learning and strengthen their chances for success in college by improving time management, active reading and listening, note-taking, outlining, and critical thinking. Students will also be introduced to information literacy and begin to work with research materials. Finally, they will work to improve their self-confidence, motivation, and test-taking skills.

EN 1101. Advanced Reading and Study Skills (1-3)
Students will refine the academic skills that support their learning and ensure their chances for success in college by reinforcing time management, active reading and listening, note taking, outlining, and critical thinking. Students will expand their information literacy by evaluating sources, organizing information, and presenting research in oral or written form. Finally, they will solidify their self-confidence, motivation, and test-taking skills.

EN 1110. College Composition I (3)
Fall semester
A course designed to assist students in achieving proficiency in college-level written composition. Includes study of and regular practice in the process of composing and editing as well as relating reading and writing. (Completing both EN 1110 and 1120 satisfies WCP.)

EN 1120. College Composition II (3)
Spring semester
A course designed to assist students in achieving fuller proficiency in college-level written composition. Includes study of and regular practice in the process of composing and editing as well as relating reading and writing. A greater emphasis is placed upon analytical and interpretive writing; the documented thesis paper that employs research skills is also included. Prerequisite: EN 1110. (Completing both EN 1110 and 1120 satisfies WCP.)

EN 1140. English Composition (3)
Fall and Spring semester
A one-semester course designed to study contemporary rhetorical strategies of composition through close analysis of sample essays which demonstrate skillful use of these principles, by regular written compositions employing designated rhetorical strategies, and by recalling the basic structures of the English language to develop a style appropriate to the audience. Prerequisite: dean’s approval. (WCP)

EN 1150. Honors Composition (3)
Intensive study of written communication in three phases: information gathering, message preparation and process and style of delivery. Prerequisite: honors status or instructor approval. (WCP)

EN 1180. The Research Paper (1)
This course deals with the basic areas of producing a college-level research paper: generating ideas, developing an adequate thesis, finding proper sources, evaluating sources and taking notes, avoiding plagiarism, integrating source material into a longer work, editing and proofreading, and using appropriate documentation style. A research paper based on these elements will be written in the course. Prerequisite: EN 1110 or equivalent.

EN 2740. World Literature Through the 16th Century (3)
This course explores representative works of world literature from antiquity to the early modern period, within a framework that compares cultures and historical periods and invites consideration of both what is shared among cultures and what is unique about the culture from which each text emerged. With emphasis on critical thinking, reading, and writing, the course examines several major genres of literature and studies themes, forms, and styles in the literary texts. Prerequisite: EN 1110 and 1120, or EN 1140, or EN 1150. (LTI)

EN 2760. World Literature Since the 16th Century (3)
This course explores representative works of world literature from the early modern period to the present, within a framework that compares cultures and historical periods and invites consideration of both what is shared among cultures and what is unique about the culture from which each text emerged. With emphasis on critical thinking, reading, and writing, the course examines several major genres of literature and studies themes, forms, and styles in the literary texts. Prerequisite: EN 1110 and 1120, or EN 1140, or EN 1150. (LTI)

EN 2800-2890. Introduction to Literature (3 hrs. each)
Lecture and discussion courses designed to deepen and extend the student’s sensitivity to and understanding of literature. Courses weave together the study of genre, thematic elements (including ethnic culture) and historical background. Choices
are offered by semester. Students should consult departmental announcement. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150.

EN 2900-2989. Studies in World Literature (3)
These courses provide a concentrated study of particular themes, genres, or periods of world literature, with emphasis on critical thinking, reading, and writing. The “Studies” courses explore a broad range of representative works of world literature within a framework that compares cultures and historical periods and invites consideration of both what is shared among cultures and what is unique about the culture from which each text emerged.

EN 2960. Journeys, Voyages, and Quests (3)
From Homer’s Odyssey, through Swift’s Gulliver’s Travels, Voltaire’s Candide, and Conrad’s Heart of Darkness, to Achebe’s Things Fall Apart, journeys, voyages, and quests have thematically structured literary works, enabling readers to venture abroad, experience new worlds, and to reflect on what they and the characters in particular works have learned along the way as well as at their ports of call. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150. (LTI)

EN 3000. Major Figures of British Literature (3)
This course examines a selection of major authors in the history of English literature with attention given to the developing traditions of English literature and to the use of various literary forms as they appear in the tradition. A selection is made from authors like the Beowulf Poet, Chaucer, the Pearl Poet, Shakespeare, Donne, Milton, Dryden, Pope, Swift, Blake, Wordsworth and Coleridge, Keats, Dickens, Browning, Hopkins, and Eliot. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150. (LTI)

EN 3110. Creative Writing (3)
Introduction to the art of writing poetry and fiction. Emphasis on writer-teacher conferences. Best productions are published in the Rockhurst Review, the student literary and arts publication. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150.

EN 3140. Introduction to Playwriting (3)
A course designed to introduce the student to the principles of playwriting including the scenario, plot structure, character, thought, diction, and spectacle. Some attention is given to the requirements of play production in script-writing. Regular creative exercises, workshop readings in the class, and the writing of original drama are required. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150.

EN 3150. Advanced Composition (3)
Designed to assist students in mastery of writing techniques and to acquaint students with rhetorical principles and backgrounds useful in developing various types of written communication. Attention is given to rhetorical theories and their practical application through regular writing assignments. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150.

EN 3160. Writing for the Marketplace (3)
The course covers four kinds of business documents: letters/memos, marketing/sales brochures, reports, and proposals. It includes editing strategies and techniques incrementally throughout the course. Design, graphics, layout, and analytical commentary are reviewed for structuring readable documents. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150.

EN 3170. Practical Stylistics (3)
Designed to acquaint the student with the practical uses of stylistics by reviewing the place of vocabulary, syntax, register, and rhetorical context in written discourse as applied to specific goals of writing. Regular writing assignments are used to apply stylistic principles and readings are analyzed as models. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150.

EN 3180. Business Writing (3)
Theory and practice in writing business letters, memos and reports. Includes study of basic communication theory as it applies to writing in these forms. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150.

EN 3190. Technowriting: the Technologies of Written Communication from the Alphabet to the World Wide Web (3)
This course focuses on four overlapping kinds of written applications based on network technology: e-mail, information sharing, document management, and office automation. With an ongoing emphasis on technologically based writing that incorporates the best of information available on the Internet, the World Wide Web, and developing multimedia technologies, the course’s purpose is to familiarize the student with the literacy requirements of the 21st century in a technological setting. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150.

EN 3200. Exploring the Self in Reading and Writing (3)
Students will read literature that reveals the Self, focusing especially on genres marked by self exploration such as autobiography, memoir, and personal essay. Students will respond to their reading by writing in these same genres, striving to improve as writers and to develop as readers. The class will include instruction in writing, with attention to process, audience, publication, and collaboration in workshops, taking advantage of the natural relationship between reading and writing. Prerequisite: EN 1110 and 1120; or EN 1140; or EN 1150. (LTII)

EN 3220. Chaucer and His World (3)
The primary focus of this course is Chaucer’s writing. The course begins with his earlier poetry and moves to an in-depth study of The Canterbury
EN 3350. Shakespeare Seminar I (3)
An intensive study of the poetry and plays of Shakespeare in their language, structure, backgrounds, characters, and criticism for English majors and those with a deep interest in Shakespeare. Selections are made from the range of Shakespeare's works. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150. (LTII)

EN 3360. Shakespeare Seminar II (3)
An intensive study of a different selection of the poetry and plays of Shakespeare in language, structure, backgrounds, characters, and criticism for English majors and those with a deep interest in Shakespeare. Selections are made from the range of Shakespeare's works. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150. (LTII)

EN 3380. Shakespeare and Renaissance Drama (3)
This course is designed as a survey of the major plays and sonnets of Shakespeare chosen from the comedies, tragedies, and final romances along with a comparative study of the drama of other great Renaissance playwrights like Webster, Ford, and Marlowe. It studies the drama as a genre that encompasses several sub-genres and look at Elizabethan language usage, backgrounds, character, and literary criticism of the dramas. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150. (LTII)

EN 3400. British Literature: 17th and 18th Centuries (3)
Exploring major themes of Restoration and 18th Century British Literature, e.g., human sinfulness, social unrest, political corruption, economic change, the course focuses upon political and social satirists like Dryden, Swift, and Pope; novelists like DeFoe, Fielding, and Richardson; dramatists like Dryden, Wycherley, and Sheridan; essayists like Addison, Steele, and Johnson; and, above all, poets like Dryden, Swift, Pope, Johnson, Smart and Collins. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150. (LTII)

EN 3500. Studies in the English Novel (3)
Early influences and major trends in the development of the English novel. Emphasis on the form and themes of prose fiction as they appear in Richardson, Fielding, Austen, Scott, Emily Brontë, Dickens, Thackeray, Eliot, Hardy, Conrad, Forster, Lawrence and Joyce. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150. (LTII)

EN 3520. Jane Austen Study (3)
An intensive study of selections from the body of Jane Austen’s work, the course is divided into three areas of interest. The primary focus begins on two representative novels, their place in Austen’s developing technique, and a review of the criticisms – both historical and present day – that influenced readers of the novels from the beginning until now. The middle section of the course centers on selected letters and excerpts from influential biographical works. The final highlight of the course is the viewing and reviewing of the recent revival of Austen’s work in the cinema and the critical response thereto. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150. (LTII)

EN 3530. The Romantic Period (3)
Exploring major themes of English Romanticism, e.g., rebellion, self-assertion, primacy of feelings, imaginative perception, the course focuses upon social critics like Mary Wollstonecraft and Thomas Paine; novelists like Mary Shelley and the Brontë sisters; and, above all, poets like Blake, Wordsworth, Coleridge, Shelley and Keats. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150, and one Level I Literary Mode course. (LTII)

EN 3550. The Victorian Period (3)
A study of Victorian literature, including poetry, fiction, and nonfiction prose, the course explores the work of authors such as Tennyson, Hopkins, Arnold, the Brownings, Rossetti, Dickens, Hardy, Wilde, Shaw, Carlyle, Mill, and Newman. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150. (LTII)

EN 3600. Early American Literature (3)
A survey of the highlights of American literature from the first Puritan settlement to the beginning of the Civil War, with emphasis on the puritan, revolutionary, neoclassical, romantic, and transcendental eras of literary production. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150. (LTII)

EN 3610. American Literature 1865-1945 (3)
A survey of the rich literary-historical period between the Civil War and the Second World War, with emphasis on the ebb and flow of the period’s major literary and artistic movements (realism, regionalism, naturalism, and modernism) and the expansion of authorship to diverse segments of the population. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150. (LTII)

EN 3620. American Literature since 1945 (3)
An examination of literature that has been produced in the U.S. since 1945, with emphasis on the seismic effect of countercultural movements and Civil-Rights-era political commitments on both literary production and recent debates about the tensions between experimental (or “postmodern”) fiction and the ongoing tradition of American literary realism. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150.

EN 3670. Studies in the American Novel (3)
An inquiry into how novelists manage such formal elements as character, world, plot, and point of view as well as thematic and stylistic patterns. Intensive analysis of a set of novels that exemplifies...
the tensions and opportunities of a given theme, style, or historical period. Prerequisite:
EN 1110/1120, or EN 1140, or EN 1150. (LTII)

EN 3680. Twentieth Century U.S. Drama (3)
This course studies 1) plays that have contributed to the development of American theater and 2) drama theory – from Aristotle to the present day – relating to tragedy and comedy, to realism, naturalism, expressionism, and surrealism, to theater of social protest, theater of the absurd, etc. Readings include plays of Eugene O’Neill, Thornton Wilder, Tennessee Williams, Arthur Miller, William Gibson, Edward Albee, Horton Foote, Mark Medoff, August Wilson, etc. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150. (LTII)

EN 3700. The Structure of Modern English (3)
A study of contemporary English, considering various approaches including traditional, structural and transformational grammars. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150.

EN 3750. Development of the English Language (3)
A study of the history of English, its relationships with other languages, its linguistic changes, structure and dialects. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150.

EN 3810. Detective Fiction (3)
An inquiry into detective fiction, from the 19th century to the present and from a variety of national and cultural perspectives. The object of this course is to study detective stories in their international settings focusing on character development, exploitations of the plot, and assessments of local customs from the microcosm of the murder itself to the macrocosm of cultural influence. Prerequisite: EN 1110/1120, or EN 1140 or EN 1150. (LTII, GPR)

EN 3820. American Literature and the Environment (3)
In this course, students explore environmental issues as they are expressed both explicitly and implicitly in literary texts. In this two-fold strategy, the primary approach is to study texts that establish environment as their principal focus, works of poetry, fiction, and nonfiction broadly classed as “nature writing.” The second approach is to examine the implicit treatment of environment within literary works whose focus is not primarily environmental. Both approaches expose students to writers from diverse cultural, ethnic, and socioeconomic backgrounds. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150. (LTII)

EN 3830. Utopian and Anti-Utopian Literature (3)
Emphasis on the many speculations as to what life in the future might be like, both hopes and fears. Readings include Plato’s The Republic, More’s Utopia, Canticle for Leibowitz, Brave New World and A Clockwork Orange. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150. (LTII)

EN 3840. Honors Literature and Art (3)
This interdisciplinary seminar format course studies the presentation of experience in literature and in the visual arts. With the aim of exploring questions about civilization and culture, the quality of progress, the nature of the world and of the human person, the focus is on works conveying such themes as man in the wilderness, the individual vs. society, the hero and the antihero and the quest for meaning and transcendence. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150, and honors status or instructor approval. (LTII)

EN 3850. Literature and Cinema (3)
This course examines the art of adaptation (i.e., the process of translating a narrative from one medium and cultural context to another). Looking closely at the process of translating literature (i.e., novels, short stories, and plays) into film, we will study the way global cross-cultural exchange and encounter get mediated by storytelling conventions that are specific to either the medium of the story (book or movie) or the cultural perspective of the storyteller (author or director). Prerequisite: EN 1110/1120, or EN 1140, or EN 1150. (LTII, GPR)

EN 3870. Irish Literature (3)
This course will survey Irish writing in English, with emphasis on the literature of the early 19th century to the present. It will consider, in particular, works of major figures such as James Joyce, W.B. Yeats, G.B. Shaw, Seamus Heaney, and Brian Friel, as well as the contexts of Irish history and cultural politics. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150. (LTII, GPR)

EN 3880. The Gothic Novel as Genre (3)
Gothic fiction, a reaction against comfort, security, political stability, and commercial progress, resists the rule of reason. It began with the 1764 publication of Horace Walpole’s The Castle of Otranto, and prospered through its steady reference to crags and chasms, torture and terror, and the supernatural – clairvoyance, dreams, ghosts. This course studies a series of representative texts that establish and sustain the genre from the 18th century to now. Prerequisite: EN 1110/EN 1120, or EN 1140, or EN 1150. (LTII)

EN 3885. The Contemporary Novel (3)
A study of some of the most recognized and noteworthy long fiction of the prior 25 years, the course will consider the work of writers such as Toni Morrison, Philip Roth, Ian McEwan, A. S. Byatt, David Lodge, and Salman Rushdie, as well as recent theories of the novel and cultural contexts that bear on the creation, publication, and reception of such works. Prerequisite: EN 1110/EN 1120, or EN 1140, EN 1150 or equivalent. (LTII)
EN 3890. Women and Literature (3)
This course offers a selection of fiction and poetry by women and about issues traditionally considered important to women. Fiction includes, but is not limited to, works by Kate Chopin, Virginia Woolf, Willa Cather, Alice Walker, and Rachel Ingalls. Poetry includes, but is not limited to, works by Emily Dickinson, Gwendolyn Brooks, Anne Sexton, Sylvia Plath, and Rita Dove. Essays by such authors as Virginia Woolf, Simone de Beauvoir, Catherine McKinnon, and Mary Daly are used to complement the poetry and fiction. The course begins with consideration of Virginia Woolf’s contention that in order to create, a woman needs an independent income and a room of her own. Emphasis is on the works of literature as literature. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150. (LTII)

EN 3896. The Literature of Catholicism and Christian Spirituality (3)
The course will analyze works of literature that explore the Catholic faith, the sacramental experience of Catholicism, and Christian spirituality depicted in human relationships with Christ. The course further highlights issues common to major writers across the centuries, e.g., problems of evil and sinfulness, anguish over personal salvation, the beauty and goodness of God’s creation, the unconditional love of God. To accomplish these aims, the course introduces students to poets like John Donne, George Herbert, and Gerard Manley Hopkins; narrative artists like Graham Greene, Flannery O’Connor, and Ron Hansen; dramatists like Thomas Bolt and T.S. Eliot; spiritual autobiographers like Thomas Merton and Therese of Lisieux. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150. (LTII)

EN 4120. Introduction to Screenwriting (3)
This course provides an introduction to the foundations of screenwriting, including generating ideas, finding a subject, building characters, developing a plot through a beginning, a confrontation, and a resolution, designing individual scenes to advance the story, building momentum for an audience, and achieving a convincing climax. The primary purpose of the course is the production of a complete written script that fulfills the specialized needs of this particular writing genre. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150. (LTII)

EN 4150. The Tradition of Rhetoric: Principles and Practices (3)
This course examines rhetorical history and theory as it started in classical Greece, developed in ancient Rome, was modified in medieval times, and matured into modern times. The use of rhetoric as a practical force, as a base in the academic tradition, as part of modern media (including the work of Walter J. Ong), and as a necessary part of pedagogy in teaching is reviewed in its methods and concepts as a valuable principle in human communication. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150. (LTII)

EN 4170. Teaching of Writing (3)
This course will explore the teaching of writing, both in theory and in practice, by considering an array of approaches, methods, and techniques that inform current research on best practices in composition pedagogy. An intensive, upper-division seminar that focuses on techniques needed by secondary-school teachers of English, topics may include designing writing assignments, the role of reading in writing, teachers’ comments and feedback, and assessment. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150; junior, senior or graduate standing; or department approval.

EN 4180. Report Writing (3)
Intensive course in the writing of reports usual in business, institutions and government. Includes research, layout and graphics. One original project required. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150.

EN 4190. Literature and Orality: A Rhetorical Synthesis (3)
A course that studies the oral basis of modern writing beginning with oral epics and continuing through Greek chirographic drama into the modern typographic novel. Works that present rhetorical backgrounds (Aristotle, Horace, Longinus) are reviewed to synthesize the rhetorical forms with the literature. Recent work on literacy theory is also examined along with the implications of this work for the written and spoken word. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150. (LTII)

EN 4600. Twentieth Century British and American Poetry (3)
A survey of the principal figures and major developments in 20th century British and American poetry from Yeats, Pound, Eliot, Stevens and Williams to contemporary poets. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150. (LTII)

EN 4610. African American Literature (3)
This course studies major works by major African American writers by addressing one or two selected themes developed in a variety of genres. The authors studied, predominantly of the 20th century, span several literary movements, beginning with pre-Civil War writings and moving through the post-1960’s avant garde period. The primary aims of the course include deepening students’ awareness of the social and literary contributions of African Americans to the larger body of American literature and exploring the ways African Americans define themselves and their unique culture in their literature. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150. (LTII)

EN 4620. The Novels of Faulkner (3)
Study of the themes in Faulkner’s novels. Readings include The Unvanquished, Intruder in the Dust,
EN 4640. Americans in Paris (3)
In this course students examine poetry and fiction of American writers who found community and artistic inspiration in the City of Light during the early decades of the 20th century, especially in the entourage of Gertrude Stein. She labeled them “A Lost Generation.” While such writers as T.S. Eliot, F. Scott Fitzgerald, Ernest Hemingway, John Dos Passos, may have felt alienated and dispossessed, they gave American Literature its modern vision. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150. (LTII)

EN 4810. Mythology: Literature and Criticism (3)
The course begins with a survey of Greek and Roman mythology and considers its influence on literature along with definitions of mythology. Selected authors are read to familiarize students with the use of myth in literary works. Selected myths from west to east are examined according to modern classifications of mythic themes. Prerequisite: EN1110/1120, or EN1140, or EN1150. (LTII)

EN 4820. Literary Theory: Text and Context (3)
An intensive upper-division seminar that focuses on techniques derived from historical as well as mid- and late-20th century literary criticism to examine literary texts and the role that literary theory has played in our understanding of the concept of literature, per se. Applying a variety of theory-based methodologies to selected poems, short stories, and novels, the course introduces the student to both the literature and the theoretical constructs that have helped form what has become the modern institutions of literary culture. The impact of such approaches as diverse as traditional, authorial intensions; text-centered analyses; and the more intense, linguistic focus of recent history will be combined with applied textual analysis techniques that reveal different, yet not altogether opposing, insights into a representative sample of texts as diverse as Andrew Marvel’s “To His Coy Mistress,” William Shakespeare’s Hamlet, Nathaniel Hawthorne’s “Young Goodman Brown,” and Alice Walker’s “Everyday Use”, to name a few. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150; and junior standing or above. (LTII)

EN 4830. Honors Classic to Romantic (3)
While comparing views of Neoclassical and Romantic British literature, e.g., regarding human nature, social and political change, truth, imagination, objectivity and subjectivity, the course focuses on major writers of the respective periods: poets like Dryden and Keats; novelists like Defoe and the Brontës; dramatists like Sheridan and Shelley; literary theorists like Dryden, Pope, Johnson, Wordsworth, Coleridge, Shelley, and Keats. In addition, the course takes up issues and events (e.g., the Bloodless Revolution and the French Revolution) which comprise the intellectual contexts of both periods. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150, and honors status or instructor approval. (LTII)

EN 4845. Short Fiction and Metaphor: 19th Century America (3)
This is an intensive upper-division seminar that focuses on metaphor in the short, fictional prose works (as opposed to the poetry) of American writers during the nineteenth century. Highlighting foundational texts that have contributed significantly to the development of this uniquely American prose form, this course will explore a wide range of writers that were attempting to broaden the concept of literature, per se, during this time period. The purpose here is to apply metaphorical theory and methodologies, from Aristotle to the present, to the fiction of authors such as Washington Irving, Nathaniel Hawthorne, and Herman Melville. Prerequisite: EN1110/1120, or EN1140, or EN 1150 (LTII).

EN 4850. Modern Drama (3)
This course introduces the student to many of the major works in the modern theatre, starting with Henrik Ibsen and ending with David Mamet. Response papers approach the problems of casting, directing, or interpreting a play based on the student’s knowledge of the author’s intent. Longer papers explore in more depth with the use of secondary sources some problem in one or more plays that is a theme of twentieth-century drama. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150. (LTII)

EN 4855. Colonialism and Literature (3)
An inquiry into the relationships between British literature and the empire from the 16th to the 20th centuries, the course will explore works by writers such as Shakespeare, Swift, Dickens, Kipling, Conrad, Forster, Joyce, and Woolf. Prerequisite: EN 1110/1120, or EN 1140, EN 1150, or equivalent. (LTII)

EN 4860. Postcolonialism and Literature (3)
Exploring a variety of themes (identity, tradition, change, and cultural values, for example) in the literature of colonized nations such as Ireland, India, and Nigeria, the course focuses on the global phenomenon of postcolonialism in the works of major 20th century writers such as James Joyce, Chinua Achebe, Salman Rushdie, Wole Soyinka, and Anita Desai. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150. (LTII, GPR)

EN 4880. Poetry of Ecstasy (3)
Since Sapho, Lyric poetry by definition celebrates the emotions. Certain poets intensify the language and passions of this already avid genre to the level of ecstasy. This course will examine in detail the works of several modern poets with a view to understanding the techniques they used
FS 1100. First Year Seminar  (1)  
**Fall semester**  
This seminar, offered to first-time students, aims to orient students academically to Rockhurst University by introducing them to classmates, faculty, and staff, and by exploring the meaning of their core studies. It introduces students to service activities and college cultural events. Goals for the seminar are to help students deepen their awareness of themselves as learners, practice active and reflective ways of learning, and value their experiences and strengths as a legitimate part of learning. Prerequisite: EN 4180.

NS 1000. Freshmen in Science Seminar  (1)  
**Fall semester**  
The purpose of the course is to assist beginning science/math students in exploring the nature of the study of science and mathematics and to explore career options in science and mathematics. It does this in the larger realm of the mission and values of Rockhurst University and its science and mathematics programs. This course has been designed to facilitate partnerships in learning with faculty, study groups and classmates; to propose time management strategies; to become more aware of science requirements in various fields of study; to discuss the importance of ethics in science as well as in the community at large; to evaluate the importance of personal wellness; to value diversity with science and the community; to examine the relationships between interests/values/skills as they relate to career alternatives, and to foster a sense of becoming “men and women for others” within a service learning project.

EN 4920. Report Project  (3)  
This course prepares the student to develop an extensive report project and prepare both a written report and an oral presentation with participation of faculty from areas relevant to the student’s project. This course is also available as an advanced offering in the writing track of the English major. Prerequisite: EN 4180.

EN 4930. Senior Thesis  (1-3)  
The senior thesis, written under the guidance of a member of the English Department, is a longer, sustained piece of writing that demonstrates the major skills of reading, writing, and research in a culminating experience on a topic related to a student’s studies in the major. Credit varies according to the topic chosen. Prerequisite: Senior standing and department chair approval.

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**FRENCH (FR)**

See: Classical and Modern Languages and Literature

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**FRESHMAN SEMINARS**

See Helzberg School of Management section for the Freshmen in Business Seminar description.

FS 1100. First Year Seminar  (1)  
**Fall semester**  
This seminar, offered to first-time students, aims to orient students academically to Rockhurst University by introducing them to classmates, faculty, and staff, and by exploring the meaning of their core studies. It introduces students to service activities and college cultural events. Goals for the seminar are to help students deepen their awareness of themselves as learners, practice active and reflective ways of learning, and value their experiences and strengths as a legitimate part of learning.

NS 1000. Freshmen in Science Seminar  (1)  
**Fall semester**  
The purpose of the course is to assist beginning science/math students in exploring the nature of the study of science and mathematics and to explore career options in science and mathematics. It does this in the larger realm of the mission and values of Rockhurst University and its science and mathematics programs. This course has been designed to facilitate partnerships in learning with faculty, study groups and classmates; to propose time management strategies; to become more aware of science requirements in various fields of study; to discuss the importance of ethics in science as well as in the community at large; to evaluate the importance of personal wellness; to value diversity with science and the community; to examine the relationships between interests/values/skills as they relate to career alternatives, and to foster a sense of becoming “men and women for others” within a service learning project.

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**GERMAN (GR)**

See: Classical and Modern Languages and Literature
The Global Studies major is interdisciplinary in scope and is designed to give students a working knowledge of world systems (cultural, political, economic, and historical), competency in a second language sufficient for use in study, dialogue, diplomacy and travel, and the opportunity for international experience or in-depth local work on international issues, so that graduates are prepared to assume leadership roles in the 21st century.

The program goals of the Global Studies major outline the skills and habits of mind that students will be guided to develop. The program goals are:

1. Students will be able to evaluate global issues and their impact on local, regional, national, and international circumstances and events from a variety of disciplinary perspectives.
2. Students will be able to identify and explain the similarities and differences among cultures and to describe how individual identities, attitudes, and values are products of those cultures. A working knowledge and appreciation of how culture impacts behavior and creative expression will allow students to reflect on their own culture and to interact with sensitivity and alertness as citizens of the world.
3. Students will be able to evaluate the role and effectiveness of both market and non-market institutions within the relevant political and economic contexts.
4. Students will be able to communicate in a second language at the highest level possible in recognition of the intrinsic link between language and culture and the importance of intercultural skills in an increasingly interdependent world.
5. In the spirit of the Jesuit tradition, students will be empowered by a global education to become a force for positive change, conscious that all of their personal decisions have moral implications for themselves and others.

Major Field of Concentration

The major program in Global Studies requires completion of GS 1000 Introduction to Global Studies; a Statistics course (BUS 2200, PY 2100, or MT 3400); EC 2000 Principles of Macroeconomics; GS 3850 Intercultural Experience; and GS 4940 Global Studies Capstone; as well as demonstrating proficiency in a second language. In addition, students complete 18-hours of upper-division credit hours (six courses) distributed across the three elective course groupings described below. The student must also complete 12 hours of related upper-division coursework or fulfill the requirements for a minor or second major. Coursework should be chosen in consultation with the Program Director. It is also recommended that students enroll in PS 1000 Introduction to Politics; World Civilizations (HS 1701 or 1702); World Literature (EN 2740, 2760, or 2900-2989); BL 4810/4811 Ecology; NS 1210/1220 Environmental Science; and courses in the Women’s Studies program.
Elective Course Groupings

Culture
A minimum of two courses (six credit hours) from the list of offerings on Culture: AN 3100 South Asia: Peoples and Cultures, AN 3500 Thailand: Peoples and Cultures, AN 4000 Food and Culture, AN 4100 Gender in Cross-Cultural Perspectives, BL 3920 Biology Field Trip Abroad, BL 4200 Parasitology: Global Issues and Perspectives, EN 3870 Irish Literature, EN 4860 Postcolonialism and Literature, FR 3850 Francophone Cultures. Courses in the Culture category address patterns of shared and learned beliefs, perceptions, and values that are demonstrated by a society through customs, behaviors, practices, processes, and creative expressions.

Institutions
A minimum of two courses (six credit hours) from the list of offerings on Institutions: HS 3250 Europe Since 1945; HS 3912 History of Modern Middle East; HS 3920 Modern South Asia; HS 3922 Nationalism in the Middle East; HS 3925 Colonialism, Nationalism, and Decolonization; PS 3300 Western European Politics; PS 3310 Eastern European-Russian Politics; PS 3330 The U.S. and the Pacific Rim; PS 3350 Latin American Politics; PS 3355 Inter-American Politics; PS 3370 Middle Eastern Politics; PS 3550 International Relations and Organizations. Courses in the Institution grouping examine organizational structures such as governments, international governmental organizations, non-governmental organizations, and multinational corporations which serve as frameworks within which individuals behave and interact with one another locally, nationally, and globally.

Markets
A minimum of two courses (six credit hours) from the list of offerings on Markets: BUS 3350 Business in Global Environments; EC 3400 The Developing World: Economics, Politics and Culture; EC (MG) 3800 Competitive Analysis: An International Perspective; EC 4300 Political Economy: Economic Systems of the World; EC 4940 Global Economic Issues; MG 4350 International Management. Courses in the Markets grouping deal primarily with how individuals, firms, non-governmental organizations, and governments engage in and make decisions regarding resource allocation and the production and distribution of goods and services.

Proficiency in a Second Language
Students are required to take four semesters of college-level work in the same second language (or equivalent work approved by the Chair of the Department of Modern Languages). Students entering at an advanced level are encouraged to take at least four semesters of upper-level coursework in recognition of the fact that understanding is enhanced through the ability to use the language of other cultures.

International/Intercultural Experience (concurrent with GS 3850)
Students are required to engage in experiential learning in an intercultural or global context. This may include Study Abroad, spring break service trips, Biology field trips, or an intensive local service-learning project. Details of this requirement will be fulfilled in consultation with and approval of the Program Director.

Additional courses may be added to the list of approved Global Studies electives. For descriptions of the upper-division electives in the three course groupings, see the catalog sections of the various departments that sponsor and schedule them.

A grade of C or better is required in each upper-division course of the major. (A grade of C- will not satisfy the requirement.)
History is the study and interpretation of recorded past events. It is a rich and complex discipline which attracts students for a variety of reasons. As Roland Stromberg suggests, “People read history for enjoyment, instruction, orientation, stimulation, inspiration, and even therapy; they study the record of past events to broaden their horizons, sharpen their critical sense, find their roots, strengthen their pride, criticize their society, discover other societies; they turn to history out of boredom, curiosity, discontent, piety.”

A well-conducted study of history affords new perspectives on the human condition and provides the truly curious intellect with a method and perspective for the study of human civilization in all its triumphs and failures. Student historians grow intellectually and personally as they formulate questions and suggest answers to the most persistent of human problems in light of a history of cultural development. Such study requires the cultivation of the skills of critical thinking and analysis, problem-solving, and communication.

Rockhurst alumni have translated the skills acquired in their history major into a variety of significant fields and positions in government, education, business, and the professions.

**Major Field of Concentration**

The major concentration in history consists of 21 semester hours of upper-division work, including the required HS 4000 Colloquium on the Great Historians and HS 4900 Senior Seminar in History. Also required are 12 semester hours of related upper-division courses chosen under the direction of the major advisor. The student should consult closely with the history department chair in arranging the major program of study.

Lower-division prerequisites for the history major include: HS 1100 or HS 1150 or HS 1701 and HS 1500 or HS 1702, or HU 2110/2210 and HU 2120/2220. HS 2100...
and HS 2500 are also required. Also required are two semesters of college-level study in one language other than English. This requirement may be fulfilled by completing two semesters of college-level literature in one language other than English. In either case, the language courses must be taken for college-level credit. [Neither College Level Examination Program (CLEP) nor Advanced Placement (AP) exams fulfill this requirement.] A grade of C or better is required in each upper-division course of the major. (A grade of C- will not satisfy the requirement.)

**Minor Field of Concentration**

The minor program consists of 18 credit hours of history. Students are required to take the historical modal core requirement of a Western or World Civilization survey course plus an additional lower-division survey course and 12 hours of upper-division electives with grades of C or better. (A grade of C- will not satisfy the requirement.) The student should consult closely with the history department chair in arranging the minor program of study.

**HS 1100. Survey of Western Civilization I**  (3)
*Fall and Spring semester*
An introduction to various themes in the history of western civilization from the rise of Egypt to the Renaissance and Reformation. Students examine the development of western ideas and society in their formative periods and are exposed to a number of the most significant peoples, works, events, ideas, and institutions in the western tradition. (HSI)

**HS 1150. Honors Western Civilization I**  (3)
This course examines the development of Western Civilization from the societies of Ancient Egypt to the European Renaissance of the fifteenth century. Particular attention will be paid to the societies of ancient Greece and Rome, Europe after the fall of the Roman Empire, the Carolingian Period, the rise of Islam, the Twelfth Century Renaissance and the transformation of society during and after the fourteenth century. Students will approach premodern history through analysis of primary sources. Prerequisite: Honors standing. (HSI)

**HS 1500. Survey of Western Civilization II**  (3)
*Fall and Spring semester*
An introduction to various themes in the history of western civilization from the 17th century to the present. This course examines such developments as the rise of the modern nation state, the French and Industrial Revolutions, the influence of 19th century liberalism and nationalism, World Wars I and II, and contemporary society and culture. Students are introduced to some of the major ideas, events, and personalities in the modern era and to the value of the historical perspective in considering the human condition. (HSI)

**HS 1701. World Civilizations to the 17th Century**  (3)
*Fall and Spring semester*
This course will survey the growth and development of world civilizations and history from the earliest times until the emergence of new global European dominance in the seventeenth century. It was an exciting time that saw the initial development of systems such as politics, economy, religion, culture, and education that have played such an important role in shaping the world of today. These changes will be examined over the wide chronological and geographical scope of world civilizations. (HSI)

**HS 1702. World Civilizations Since 1492**  (3)
*Fall and Spring semester*
This course examines the history and diverse cultures of the world since ca. 1492—the era of the rise of European political, economic and cultural worldwide dominance—until the present day. It is organized chronologically and thematically. Themes include the individual and society, autocracy and constitutionalism, the formation of new global economies and empires, racism, nationalism, colonialism, world wars, tensions between tradition and modernization, and internationalism. (HSI)

**HS 2100. History of the United States I**  (3)
*Fall and Spring semester*
A survey of the history of the United States from the age of Columbus to Reconstruction. Special emphasis is placed on the causes of the Revolution, constitutional foundations, westward movement, and the Civil War crisis. (HSII)

**HS 2500. History of the United States II**  (3)
*Fall and Spring semester*
A survey of the history of the United States from Reconstruction to the present. Themes include industrial development, immigration, the Depression, the World Wars, and the development of contemporary American society and culture. (HSII)

**HS 3000. Ancient History**  (3)
This course examines the history of the ancient world, beginning with Mesopotamia and Egypt. Society and culture in ancient Greece, including Homeric Greece, classical Athens, and Sparta will be examined, as will the culture of ancient Rome.
from the foundation of the monarchy until the fall of the Roman Empire. Topics include wars and warfare, empire and expansion, women in ancient cultures, slavery, and ancient religions. (HSII)

HS 3050. Medieval History (3)
This course examines medieval Europe and the Mediterranean basin from the end of the Roman Empire until the conquest of Constantinople in 1453. Special emphasis will be placed on high and late medieval Europe and the twelfth-century renaissance. Topics to be addressed include feudalism and manorialism, the rise of Islam and the Islamic world, Byzantium, the Crusades, education and the rise of universities, the Black Death, foundations of government and law, women and gender in the medieval world, and the culture of violence and chivalry. (HSII)

HS 3060. The Renaissance Mediterranean, 1200-1600 (3)
This course will examine the social history of the Mediterranean region during the Renaissance. Topics to be covered include Renaissance politics; relations between Christian, Muslim and Jewish communities in the Renaissance; maritime trade and economy; and the development of art and science. (HSII)

HS 3100. Renaissance and Reformation (3)
This course reviews the significant events, personalities, ideas and developments during the period of the Renaissance and Reformation in the western world (c. 1400-1600). Topics to be addressed include the growth of humanism; the development of art and literature in Italy and northern Europe; the voyages of discovery; the causes of the Reformation; the ideas and actions of Luther, Calvin, and Henry VIII; the ideas and activities of radical reformers; the Catholic Counter-Reformation, including the Council of Trent and the early history of the Society of Jesus; and the wars of religion in Europe. (HSII)

HS 3120. Law and Justice in the Pre-Modern World (3)
This course will explore the relationship between law, justice and society from the ancient world until the 17th century. The course will emphasize law as it developed in medieval Europe, particularly the revival of Roman law and its influence. In addition to the development of secular and canon law, students will also examine methods of dispute resolution and social control in the pre-modern world, both formal methods, in the development of criminal justice systems, and informal methods, such as the vendetta. Topics will also include women in pre-modern law, the development of laws of proof and evidence, incarceration and punishment. (HSII)

HS 3150. Early Modern Europe (3)
This course reviews the significant events, personalities, ideas and developments in Europe during the so-called “early modern” period (c. 1600-1789). Topics to be addressed include the nature of early modern society and economy; the growth of modern states, including absolutism and constitutionalism; the prevalence of religious, dynastic and commercial wars; and the development of modern science and thought. Specific events and topics include the Thirty Years War, mercantilism, the Scientific Revolution, the English Civil War, the reign of Louis XIV, the Enlightenment, enlightened despotism, and France on the eve of the Revolution. (HSII)

HS 3180. Europe in the Age of Revolution, 1776-1870 (3)
This course reviews events and developments in Europe during an era marked by popular revolutions and reform movements. Topics addressed include the eighteenth century American and French Revolutions, the rule of Napoleon, the Congress of Vienna and its aftermath, the Irish nationalist movement from the Revolution of 1798 to the Fenian uprising of 1867, the Revolutions of 1830, the Great Reform Act and the Chartist movement in Britain, the Revolutions of 1848, and the course and consequences of the Industrial Revolution. (HSII)

HS 3200. Europe in the Age of Nationalism, 1870-1945 (3)
This course reviews events and developments in Europe in an era dominated by the influence of popular nationalism. Topics include the national unification of Italy and Germany, the rise of European alliance systems, the Second Industrial Revolution, the New Imperialism, the First World War and Russian Revolution, the Depression, the rise of totalitarian regimes, and the Second World War. (HSII)

HS 3250. Europe Since 1945 (3)
This course deals exclusively with events after 1945 while reviewing the problems attached to the study of contemporary history. Topics include the postwar political and economic reconstruction of Europe, the origins and course of the Cold War, the emergence of the welfare state, the decline of colonialism, the student revolts of 1968, the economic difficulties of the 1970s, the fall of Communism in eastern Europe, the reunification of Germany, and prospects for greater European unity. (HSII, GPR)

HS 3320. History of Modern Britain (3)
A survey of British history from 1714 to the present with special emphasis on the development of Parliamentary government and political reform, the creation of a colonial empire and its demise, the social and economic effects of industrialization, prominent developments in British thought, culture and religion, the relationship of Britain and Ireland, and the contemporary state of the United Kingdom. (HSII)
HS 3440. Modern France (3)
A survey of French history after the Revolution of 1789 and the fall of Napoleon I through the nineteenth and twentieth centuries. Central to the course will be the social and political impact of the Great Revolution and France’s evolution toward liberal democracy. The main topics of the course may include the revolutions of 1830 and 1848, Bonapartism as a political movement, industrialization, the rise of left-wing political forces, colonialism, the two world wars, and the demise of the French Empire from 1945 to 1962. The course will conclude with post-World War II developments such as the rise of Gaulism and the advent of the Fifth Republic. (HSII)

HS 3600. Colonial America (3)
The history of North America up to the 1770s, including an examination of pre-Columbian Native societies, the exploration and invasion of the continent by Europeans and the resulting different patterns among the Spanish, French, and English colonizers of their own colonial development and of their relations with Native peoples. Developing patterns of the thirteen colonies which rebelled from Britain in the 1770s is another area of particular focus. Social, political, economic, constitutional, cultural, religious, gender, and geographic factors are considered. (HSII)

HS 3620. The Early American Republic (3)
This course will investigate the history of the early American republic from the American Revolution through the imperial expansions of the 1840s. Prominent topics may include: the evolution of popular sentiment and American ideologies, the establishment of economic and political structures, the malignant growth of the institution of slavery and the rise of abolitionist challenges to the status quo, the maturation of a distinctly African American culture despite the shackles of slavery, the divergent development of the societies of the North and South, Indian Removal and U.S. Indian policy, Amerindian responses to American hegemony, the solidification of American legal and political institutions, the rise of popular politics, the roles of women and non-Anglo groups in creating and recreating American society, American use of land and resources, and the birth of American industrial capitalism. (HSII)

HS 3650. Civil War and Reconstruction (3)
This course is an examination of the causes, methods, conflicts, and outcomes of the American “War between the States,” focused on the period between the 1845 annexation of Texas and the partisan electoral bargain that ended federal reconstruction of the South in 1877. Was the Civil War avoidable? Did the outnumbered and outgunned South really expect to win? Did the Union fight to free the slaves, or rather to condemn the South to “wage slavery” as Southerners claimed? Points of emphasis include the constitutional, political, economic, and social factors that led to sectional conflict between North and South, the war as a “second American Revolution,” the brutality and technologies of the war years, emancipation, and the unmet goals of Reconstruction. (HSII)

HS 3660. History of the American West (3)
This course will investigate the history of the American West through a variety of interpretive lenses. Prominent topics may include: relations between American Indian peoples and the Europeans and Americans who colonized their lands; sociocultural adaptation and development; issues of ethnicity, gender, race, and religion; the roles of flora and fauna in the West; the utilization of natural resources and environmental impacts; political and economic trends; American imperial expansion; urbanization; and the image of the American West in the minds of Americans and the wider world. (HSII)

HS 3670. American Indian History (3)
An exploration of the history and culture of indigenous peoples in North America both before and after contact with Europeans and Africans, to the modern era. The variations in cultures, pattern of development, and patterns of relations with the Spanish, French, English, and with the U.S. government, are major topics within the course. A major goal is to see history “from the other side”—from a Native perspective—to understand Indian people’s actions, motivations, viewpoints, and reactions. (HSII)

HS 3690. Modern America (3)
This course will examine the social, cultural, political, and economic transformations of the United States that took place from the late nineteenth century. Using a variety of sources, it will explore and interrogate crucial issues that continue to shape the contemporary era. Topics may include World War I and the postwar decade, the Depression, New Deal, World War II, and the postwar era. (HSII)

HS 3700. The United States Since 1945 (3)
The course is a study of the development of America’s social, cultural, and political history since World War II, beginning with Harry Truman’s presidency to the administration of Ronald Reagan and the politics of the 1980s. Topics explored are the United States as a post-war power, McCarthyism, Cold War politics, the civil rights movements (ethnic, racial, and gender), the Great Society, Vietnam, counterculture, Watergate, and the New Right. (HSII)

HS 3710. Protest Movements in 1960s United States (3)
The course is designed to provide a systematic study of the history and legacy of protest movements in the United States during the decade of the 1960s. Primary and secondary materials will be used to facilitate (a) an in-depth study of major protests of the period and of the people who participated in and led the movements, (b) a comprehension of the interconnections that existed
between the movements, and (c) an understanding of the legacy for post-1960s American society. Some of the topics to be discussed include student protests on college campuses, the Chicano movement, Asian American solidarity, the feminist movement, Vietnam War protests, and the Black civil rights movement. Prerequisite: Sophomore or above standing. (HSII)

HS 3750. The United States and Vietnam, 1950-1975
A survey of the United States' presence in Vietnam and what became America's longest war. The course provides a brief background of France in Southeast Asia, then it examines America's earliest involvement in the region and the resultant war between South and North Vietnam and the United States' participation in the conflict. (HSII)

HS 3800. The Immigrants' Experiences in America
A survey of the history of immigration to the United States. The course examines the impact of immigration on American society and culture. Several groups are studied in some detail as the topics of family, the workplace, urban politics, nativism, religion, and assimilation are explored. Kansas City's immigrant groups are used as a laboratory. (HSII)

HS 3810. History of Women in America
This course introduces and examines the various conditions and factors affecting the female experience in North America from pre-Columbian Native societies to the modern setting. Important issues of this history from a gender perspective include ideology, gender economics, the legal status of women compared to that of men, involvement of women in institutions such as churches and schools. Other variables which are considered are ethnicity, class, and geographic differences. (HSII)

HS 3820. Urban America
This course explores the significance of the city to the people and the nation. Some topics studied are urban growth, the neighborhood, urban reform, politics, the workplace, racial composition, and the Sunbelt phenomenon. (HSII)

HS 3892. The History of African Americans since the Civil War
A survey of the history of African Americans since the Civil War, this course examines the social, economic, and political patterns of the lives of African American women and men as they sought to shape their presence in the United States following the war between the North and the South. Some of the topics to be discussed are the Great Migration, the church in the African American experience, migration to the urban north, the Harlem Renaissance, the industrial age, and the civil rights movement. (HSII)

HS 3900. Modern China and Japan
A survey of Chinese and Japanese development from the Manchu and Tokugawa periods of the fifteenth century to the present, stressing traditional domestic policies, confrontation with the West, participation in World War I and II, revolution and the current status of both Asian countries. (GPR)

HS 3912. History of Modern Middle East
This course is an introduction to the history and civilization of the modern Middle East since ca. 1600. Considerable attention is devoted to the region since 1945 and to the problems and prospects of the present day. Topics covered include a brief survey of the early history of the region, the origins of Islam, the renaissance of Middle Eastern culture in the eighteenth and nineteenth centuries, the move toward independent states in the nineteenth and twentieth centuries, and resurgent "Islamist" and "Pan-Arabist" ideologies of this century. (HSII, GPR)

HS 3920. Modern South Asia
This course will survey the history of the nations of modern South Asia – that is, the history of the contemporary nations of India, Pakistan, Bangladesh, Nepal, Sri Lanka, Bhutan, and Myanmar (Burma) – in the years since 1600. While much of the course will focus on pre-1947 India, attention will also be given to the post-independence period and to other nations. The thematic emphases will be on the collapse of the pre-European Mughal Empire, the establishment of British imperial rule in the Indian subcontinent, the growing opposition to that rule which culminated in independence in 1947, and the establishment and maintenance of the modern nation-states of the subcontinent. (HSII, GPR)

HS 3922. Nationalism in the Middle East
This course will examine the history and diverse development of nationalism(s) in the Middle East beginning in the second half of the nineteenth century and continuing to the present day. Nationalism in the Middle East is one of the most important issues in the contemporary world as evidenced by the controversies over Palestinian statehood and the attempts of expansionist nationalism by Iraq in the 1990's. After considering various theories of nationalism and their applicability to the Middle East, the course will address nationalism as manifested in the region with particular reference to case studies such as Arab, Turkish, Jewish, Palestinian, and Kurdish nationalism. (HSII, GPR)

HS 3925. Colonialism, Nationalism, and Decolonization
This course will involve students in an examination of the concepts of colonialism and nationalism and the implementation and ramifications of those ideas in Asia and Africa beginning in the nineteenth century. Topics to be discussed include: the concepts of imperialism, nationalism,
and neo-colonialism; the motivations behind European colonization efforts; the variety of approaches to colonial administration; nationalist movements for independence; the challenges of the decolonization process and the postcolonial period, including the legacies left by the colonial experience on newly independent nation-states and on former colonial powers. Readings will include primary and secondary sources as well as fictional treatments of colonial experiences. (HSII, GPR)

**HS 4000. Colloquium on the Great Historians (2)**

An introduction to the theory and practice of the historian’s craft, this course reviews acknowledged masterpieces of historiography and examines important issues raised in the writing of history. Readings in the great historians are supplemented by consideration of such topics as the nature of history and the problem of historical causation, objectivity and use encountered by historians. Required for history majors. Prerequisite: Junior standing or above. Concurrent: HS 4900.

**HS 4100. History as Biography (3)**

This course examines the lives and historical impact of selected individuals who have significantly influenced the history of western and/or world civilization, or who have embodied much that is representative of the periods in which they lived. The course also discusses the value of biography as a literary genre and a contribution to historical scholarship. Students read a number of historical biographies and are introduced to varieties of historical interpretation. (HSII)

**HS 4900. Senior Seminar in History (1)**

A one credit-hour seminar on research methods in history including regular presentations and discussion of issues and problems in historical research and the completion of a major research paper conducted under the supervision of a history department faculty member and presented orally near the end of the semester. Required for history majors. Prerequisite: Junior standing or above. Concurrent: HS 4900.

**HS 4970. Internship (2-3)**

The internship provides opportunities for students to apply their knowledge of history and historical methods by working in areas and institutions related to historical study. Internships may be pursued in education, government, museums, archives, not-for-profit organizations and other areas. The internship experience may be conducted in Kansas City, surrounding communities or other approved locations. The work will be supervised or monitored by a departmental faculty advisor and will require on-site work as well as a log of hours worked and types of work performed and a journal and/or paper reflecting on the experience. The internship may be counted as upper-division credit toward the history major or minor; the internship may be repeated once but only for elective credit. Prerequisite: Junior or senior standing or permission of the department chair and approval by the departmental internship faculty advisor.

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**INTEGRATED HUMANITIES (HU)**

**Professor** Patricia Cleary Miller, Ph.D. (Division Chair)

**HU 2110 and HU 2120. Integrated Humanities I, II (4)**

*Fall (HU 2110); Spring semester (HU 2120)*

A level one interdisciplinary sequence focusing on significant epochs from Classical Greece to the early 21st century as expressed in the primary texts and works of the culture: artistic, historical, literary, and philosophical. An additional component provides the opportunity for students to attend co-curricular events and productions that are relevant to the course. Prerequisite: 1) Freshman standing with one of the following: a) a score of 24 or above on the ACT English test; b) completed writing proficiency or equivalent, or c) honors standing. 2) Sophomore standing or above. (Enrollment in both semesters is necessary to satisfy ARI, HSI, and LTI core curriculum requirements.)

**HU 2210 and HU 2220. Honors Integrated Humanities I, II (4)**

*Fall (HU 2210); Spring semester (HU 2220)*

The Honors version of Integrated Humanities I and II includes HU 2210 and HU 2220. Additionally, the Honors version provides students the opportunity to discuss related readings in a biweekly seminar setting. Prerequisite: Honors standing. (Enrollment in both semesters is necessary to satisfy ARI, HSI, and LTI core curriculum requirements.)

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**JAPANESE (JA)**

See: Classical and Modern Languages and Literature
Journalism courses at Rockhurst University afford students the opportunity to acquire basic skills and a sound preparation for either direct entry into the fields of journalism or public relations or further work at the graduate level. Professional journalists teach many of our courses. Students interested in a career in journalism may complete the minor in journalism through the courses listed below. A description of the International Journalism Program may be found under the Department of Classical and Modern Languages and Literature. One-semester, part-time internships are recommended to give students introductory on-the-job experience.

Minor Field of Concentration
The prerequisites for the minor in journalism are: AR 1400 Basic Photography or JN 3450, CT 2200 Mass Communication, and JN 2000.

Four upper-division courses must be selected from the following list: CT 4890 Seminar in Mass Media, JN 3030, JN 3040, JN 3050, JN 3500, JN 4170, or JN 4180.

A grade of C or better is required in each upper-division course of the minor. (A grade of C- will not satisfy the requirement.)

Certificate in Journalism
This undergraduate certificate program provides students the opportunity for concentrated studies to enhance professional skills. Rockhurst University awards a certificate in Journalism to non-degree-seeking students who complete the equivalent of the minor in Journalism. The courses required for the certificate in Journalism are JN 3450 or AR 1400 Basic Photography; CT 2200 Mass Communication; JN 2000; and four upper-division courses selected from the following: CT 4890 Seminar in Mass Media, JN 3030, JN 3040, JN 3500, JN 4170, JN 4180. A grade of C or better is required for each upper-division course of the certificate. (A grade of C- will not satisfy the requirement.) The certificate in Journalism is not available to degree-seeking students seeking a minor in Journalism. Admission to the program requires a minimum of a high school diploma or equivalent. Students with previous college work should request that an official transcript be sent to the Office of Admission.

JN 1030. Publications: Newspaper (1)
Practice in actual newspaper production. Includes writing of news stories, features and editorials; copy editing and rewriting, layout and preparation of camera-ready copy for press. Maximum credit hours possible: six. Prerequisite: membership on yearbook staff and advisor approval. (Activity course)

JN 1040. Publications: Yearbook (1)
Practice in actual book publication includes copywriting, photography, layout and preparation of camera-ready material for the press. Maximum credit hours possible: six. Prerequisite: membership on yearbook staff and advisor approval. (Activity course)
The mathematics program at Rockhurst University provides a set of courses ranging from theoretical to the applied to meet the professional and graduate school needs of mathematics majors. The mathematics program is also committed to providing relevant and practical mathematics courses to satisfy the University’s proficiency requirement and to support coursework in other disciplines.
There are many career paths open to students graduating with a degree in mathematics. Some of the fields that students may choose upon graduation are: teaching and theoretical research in mathematics; scientific work; theoretical computer science work; business problem-solving through operations research; and management of risks through actuarial work.

**Major Field of Concentration**
The major in mathematics requires the following specific courses: three semesters of calculus (MT 1800, MT 1810, MT 2800), MT 3800, MT 3810, and at least one of MT 4900 and MT 4920. Beyond these required courses, the student will complete additional courses from the following list to total at least 18 upper-division hours of mathematics beyond the calculus sequence: MT 3000, MT 3260, MT 3400, MT 3410, MT 3530, MT 3550, MT 3600, MT 3700, MT 4000, MT 4350, MT 4900, MT 4920, MT 4930. Students must also satisfy an experiential learning requirement. This requirement can be satisfied in one of two ways: (1) by completing an off-campus internship/work experience (in an approved, mathematically related field) together with at least one credit hour of the Career Services course, CP 3910 Co-op Work Projects I, or (2) by completing an undergraduate research project (with a mathematics faculty advisor) together with the one credit hour course, MT 3990 Introductory Research Projects. All students will present the results of their experiential learning project in the one-credit-hour mathematics seminar, MT 4960. (In either case, these two additional credit hours for experiential learning do not count toward a student’s 18 upper-division credit hours in mathematics.) Students should consult with their mathematics faculty advisor in selecting courses and in planning their experiential learning project as soon as they declare a major. A grade of C or better is required in each upper-division course counted toward fulfillment of the major requirements. (A grade of C- will not satisfy this requirement.)

**Minor Field of Concentration**
The student may choose between two tracks for a mathematics minor. Students majoring in physics complete, and can apply for, a mathematics minor under the applied mathematics track. A grade of C or better is required in each upper-division course counted toward fulfillment of the minor requirements. (A grade of C- will not satisfy this requirement.)

1. **Classical mathematics track**: The student must take MT 2800, MT 3800, MT 3810, either MT 4900 or MT 4920, and at least one additional 3000- or 4000-level three-credit-hour MT course.

2. **Applied mathematics track**: The student must take MT 2800, and at least four upper-division mathematics courses from the following: MT 3260, MT 3400, MT 3410, MT 3530, MT 3700, MT 3810.

**MT 0100. Algebra**
(3) Linear equations, systems of equations, graphs, polynomials, fractional expressions and equations, quadratic equations and functions, inequalities, exponents, powers and roots. Provides the background necessary for either MT 1030 or MT 1190. Recommended: two years of mathematics in grades 9-12 (including at least one year of algebra).

**MT 1030. Finite Mathematics**
(3) A college-level math course based on a background in algebra presenting mathematical techniques to solve a variety of problems. Topics may include: linear equations and inequalities, including optimization through linear programming; mathematics of finance including compound interest; discrete probability based on counting methods, conditional probability; expected value and descriptive statistics. Recommended: at least three years of mathematics in grades 9-12 or MT 0100. (MTP)
MT 1090. Calculus for Business (3)
An introductory calculus course primarily for the business student. Introduction to derivatives and integrals with emphasis on such business applications as demand functions, cost curves, elasticity of demand and economic order quantity. Note: MT 1090 does not prepare a student to continue with additional calculus; students wishing a deeper study of calculus should pursue the regular calculus sequence beginning with MT 1800. Prerequisite: MT 1030 or instructor approval. (MTP)

MT 1140. Mathematics for Elementary School Teachers (3)
Spring semester
A study of mathematics topics the elementary school teacher is likely to teach, with an emphasis on the problem-solving approach. Topics include structure of the real number system, sets and relations, number theory, operations involving rational and irrational numbers, introductory geometry, concepts of measurement and the metric system. Restricted to Elementary Education majors. Recommended: MT 0100 or HS equivalent.

MT 1170. Mathematics in the Modern World (3)
A one-semester conceptual mathematics course designed to address topics in mathematics appearing in the world around us, through inquiry-based, hands-on activities and discussion. Emphasis will be on conceptual understanding and on how mathematics is applied in the real, everyday world. Students will be expected to demonstrate conceptual and applied understanding of mathematical topics through class discourse, written assessment, and the design of a project using mathematics to be included in a “Mystical Math Room.” Course projects will contribute to the development of a Mystical Math Room to be set up in October as an educational math experience for all math students and the public. (MTP)

MT 1190. PreCalculus (3)
Fall and Spring semester
Mathematical topics preparing students to study calculus. These topics include the study of functions in a variety of representations, including tabulated data, graphs and formulas; characteristic features of a variety of function types (including linear, power, polynomial, exponential, logarithmic, trigonometric); and the course may include mathematical modeling from data and from theoretical assumptions. Recommended: two years of high school algebra or MT 0100. (MTP)

MT 1510. Discrete Structures (4)
The major topics of study include functions, relations, sets, propositional and predicate logic, proof techniques, elementary combinatorics and discrete probability concepts. Prerequisite: MT 1190. (MTP)

MT 1800. Calculus I (4)
Fall and Spring semester
The derivative, curve sketching, maxima and minima, velocity and acceleration, trigonometric and exponential functions, integration, inverse functions and logarithms. Recommended: ACT Math score of 25 or higher or a grade of C or better in either MT 1190 or MT 1510. (MTP)

MT 1810. Calculus II (4)
Fall and Spring semester
The integral, applications of the integral (including area, volume, center of mass, continuous probability), techniques of integration, first-order differential equations, sequences and series. Prerequisite: A grade of C or better in MT 1800. (MTP)

MT 2420. Actuarial Science Practicum I (1)
This course is aimed at students who are interested in pursuing a career in actuarial science. It is designed to give them experience and practice with the types of problems encountered on the first examination in the series of Society of Actuaries exams. Prerequisite: MT 3400.

MT 2430. Actuarial Science Practicum II (1)
This course is designed to give students experience and practice with the types of problems encountered on the second examination in the series of Society of Actuaries exams. Prerequisite: MT 3400 and MT 3410.

MT 2800. Calculus III (4)
Fall semester
Improper integrals, analytic geometry, polar coordinates, functions of several variables, higher partial derivatives, vector operations and multiple integrals. Prerequisite: A grade of C or better in MT 1810. (MTP)

MT 3000. Topics in Mathematics (1–3)
This course engages students in an in-depth study of a specific area (or application) of higher mathematics. Topics vary each semester but may include such areas as combinatorics, coding theory, information theory, stochastic processes, graph theory, game theory, operations research, mathematical economics, mathematical biology, the history of mathematics, or mathematical programming and computer simulation. Prerequisite: A grade of C or better in MT 1810 or instructor approval.

MT 3260. Mathematical Modeling (3)
Students will build mathematical models and use these models to answer applied questions in a variety of other disciplines. These disciplines may include engineering, physics, biology, chemistry, medicine, ecology, sustainability, economics, and finance. Prerequisite: A grade of C or better in MT 1800.

MT 3400. Probability and Statistics I (3)
Fall semester
Basic probability theory, counting techniques, discrete random variables and probability distribu-
tions, probability distribution functions, cumulative distribution functions, expected value, conditional probability and independence, Tchebyshhev’s theorem, statistical inference, confidence intervals, hypothesis testing, regression analysis and applications in physical and social sciences. Prerequisite: A grade of C or better in MT 1810.

**MT 3410. Probability and Statistics II (3)**  
*Spring semester*
Continuous random variables and probability distributions, probability density functions, cumulative distribution functions, central limit theorem, moment-generating functions, functions of random variables, sampling distributions, statistical inference, confidence intervals, hypothesis testing, regression analysis and applications in physical and social sciences. Prerequisite: A grade of C or better in MT 3400.

**MT 3530. Numerical Methods (3)**  
Numerical solutions to algebraic and differential equations; numerical integration; interpolating polynomials and regression analysis; simultaneous equations and solutions to partial differential equations. Prerequisite: A grade of C or better in MT 1810.

**MT 3550. Number Theory (3)**  
This course introduces the student to the study of properties of integers. The approach used involves exploration activities designed to uncover these properties as well as the validation of these properties through theorems and proofs. Topics include: divisibility properties of integers, prime numbers, congruences, and Diophantine equations. Prerequisite: A grade of C or better in MT 1810 or instructor approval.

**MT 3600. Modern Geometry (3)**  
The study of many different geometries rather than a single geometry. Topics include: axioms for Euclidean geometry, finite geometries, geometric transformations, convexity and non-Euclidean geometry. Prerequisite: A grade of C or better in MT 1810.

**MT 3700. Differential Equations (3)**  
A dynamical systems approach to the study of solutions to differential equations. Some analytical solution techniques are covered, but emphasis is placed on qualitative, geometric and numerical techniques of finding solutions. Modeling is incorporated throughout the course. Prerequisite: A grade of C or better in MT 1810.

**MT 3800. Introduction to Abstract Mathematics (3)**  
*Spring semester*
A basic introduction emphasizing the development and presentation of sound mathematical arguments. Topics include logic, sets, relations, functions, and proof techniques. Little formal mathematics is needed, but intensive logical thought and an interest in the goal of the course are essential. Prerequisite: A grade of C or better in MT 1810 or instructor approval.

**MT 3810. Linear Algebra (3)**  
*Spring semester*
Vector spaces, linear transformations, matrices, linear systems, determinants, eigenvalues and eigenvectors. Prerequisite: A grade of C or better in either MT 1810 or MT 1510.

**MT 3990. Introductory Research Projects (1)**  
The student investigates a mathematical topic or question in weekly consultation with the supervising faculty member, conducts the necessary literature searches, maintains a detailed record of all of their work, makes at least one oral presentation of results and prepares a research report according to standards established by the department. Prerequisite: Instructor approval.

**MT 4000. Advanced Topics in Mathematics (1–3)**  
This course engages students in an in-depth study of a specific area of higher mathematics. Investigations in this course will build from the formal, theoretical foundations of the specific content area. Topics vary each semester but may include such areas as combinatorics, Galois theory, set theory, mathematical logic, graph theory, game theory, differential geometry, linear analysis, or measure theory. Prerequisite: A grade of C or better in MT 3800 or instructor approval.

**MT 4350. Introduction to Topology (3)**  
Topology of Euclidean spaces and metric spaces; general topological spaces. Continuous mappings and Homeomorphisms. Separation axioms, connectedness and compactness. Prerequisite: A grade of C or better in MT 3800.

**MT 4900. Abstract Algebra (3)**  
*Fall semester of even-numbered calendar year*
Set theory, relations, rings, integral domains, groups, fields, polynomials, unique factorization domains and vector spaces. Prerequisite: A grade of C or better in MT 3800.

**MT 4920. Real Analysis (3)**  
*Fall semester of odd-numbered calendar year*
Set theory, real number system, Euclidean and metric spaces. Real functions, continuity, differentiation, integration and sequences of functions. Prerequisite: A grade of C or better in both MT 2800 and MT 3800.

**MT 4930. Complex Analysis (3)**  
The algebra of complex numbers. Analytic functions, integration, complex series, conformal mapping, boundary value problems and integral transforms. Prerequisite: A grade of C or better in MT 2800.

**MT 4960. Mathematics Seminar (1)**  
*Spring semester*
Presentations by junior and senior students on mathematical topics. Students learn presentation techniques through oral and written reports, poster presentations, and web page creation. Prerequisite: MT 3990 (beginning Spring 2011).
The music program at Rockhurst University offers a range of courses that provide opportunities for the study of music literature, and, in addition, various options for applied study in musical performance. Ensembles such as the University Chorus, Chamber Singers and Women’s Chorale provide additional opportunities for students to participate in musical activities on and off campus.

Music literature courses emphasize an interdisciplinary approach by exploring the effects of literature, visual arts, philosophy, history and social conditions upon the creation of musical art.

Courses in applied music at Rockhurst University (piano, voice and guitar) are based on a holistic approach in which the development of the requisite physical and mental disciplines is seen as a means of achieving direct artistic experience. While studies in music literature develop skills in music criticism, applied music study provides the opportunity to experience art as a participant.

**Minor Field of Concentration**

No major is offered in music. A music minor is available for interested students.

The prerequisite lower-division courses for the minor are MS 1000 or MS 1030 plus three semester courses in performance in Rockhurst Chorus, Chamber Singers, Women’s Chorale or applied voice, piano, or guitar. The 12 hours of upper-division requirements consist of two of the following: MS 3350, MS 3370, MS 3410, MS 3430, MS 3450, MS 3500, MS 3650 or a Special Topics in Music course, plus additional semester courses in performance in Rockhurst Chorus, Chamber Singers, Women’s Chorale or applied voice, piano, or guitar. A grade of C or better is required in each upper-division course of the minor. (A grade of C- will not satisfy the requirement.)

**MS 1000. Introduction to Music (3)**
A basic introduction to the art of music, including a survey of the elements of musical composition and the historical styles of Western music, with emphasis on the development of effective listening techniques and critical skills. (ARI)

**MS 1030. Concerts in Kansas City (3)**
Attendance at live performances is the focus of this music appreciation course. Supplemental studies in listening techniques and music literature provide significant insights into modern concert life in Kansas City. (ARI)

**MS 1050. Live Concert Experience (1)**
Students select and attend six live concerts in classical and jazz styles and then submit a short paper for each summarizing and evaluating their experiences. Students must meet categorical requirements to ensure a varied experience that includes professional, community and academic music performances. (ARI – To satisfy the core this course must be taken in combination with other AR, MS, or TA courses to equal at least 3 hours.)

**MS 1110. Introduction to Music Theory (3)**
A course that explores the structural elements of music for the purpose of enhancing performance, composition or improvisation. Exercises in music reading, writing, and sightsinging provide a basis for developing essential skills. The course begins with construction of scales, and proceeds with the study of intervals, chords, rhythm, non-harmonic tones and thematic development.

**MS 1210. Instrumental Music Ensemble I (1)**
This course provides an opportunity for students of various instruments to develop their playing skills in an ensemble setting. Repertoire includes a variety of music from classical to popular.
MS 1250. Rockhurst University Chorus I  (1)
Fall and Spring semester
Open to all Rockhurst students, the University Chorus sings a wide variety of vocal music, ranging from show tunes to sacred music. Emphasis is placed on the development of singing skills and a commitment to quality performance. The group performs at many campus functions and for various organizations off campus. (ARI – To satisfy the core this course must be taken in combination with other AR, MS, or TA courses to equal at least 3 hours.)

MS 1270. Chamber Singers I  (1)
Fall and Spring semester
The Rockhurst Chamber Singers is an elite choral performing group, specializing in the performance of music from the Middle Ages to the 20th century, as well as popular music and vocal jazz. Enrollment is limited by audition only, and participation in the Rockhurst University Chorus is required. (ARI – To satisfy the core this course must be taken in combination with other AR, MS, or TA courses to equal at least 3 hours.)

MS 1290. Women’s Chorale                           (1)
The Women’s Chorale studies and performs music written and arranged for women’s voices from the Middle Ages to the 20th century. Enrollment is limited by audition only, and participation in the Rockhurst University Chorus is required. (ARI – To satisfy the core this course must be taken in combination with other AR, MS, or TA courses to equal at least 3 hours.)

MS 1510-1519. Applied Music I  (1)
Basic instrumental technique for a prescribed instrument, such as harp. Available for beginning through advanced students. By special arrangement only. Applied music fee. (ARI – To satisfy the core this course must be taken in combination with other AR, MS, or TA courses to equal at least 3 hours.)

MS 1610. Applied Voice I  (1)
Fall and Spring semester
Basic techniques for vocal performance, with more advanced study of vocal literature and technique as the student progresses. Available for beginning through advanced students. Participation in University Chorus or Chamber Singers is highly recommended. Admission on instructor approval. Applied music fee. Prerequisite: MS 1610. (ARI – To satisfy the core this course must be taken in combination with other AR, MS, or TA courses to equal at least 3 hours.)

MS 1710. Applied Piano I                           (1)
Fall and Spring semester
Basic piano technique, reading skills and introduction to piano repertoire. Minimum practice requirement: one hour daily. Applied music fee. (ARI – To satisfy the core this course must be taken in combination with other AR, MS, or TA courses to equal at least 3 hours.)

MS 1810. Applied Guitar I                           (1)
Fall and Spring semester
Basic guitar technique, reading skills and introduction to guitar literature. More advanced study of various styles, including folk, jazz, popular, and classical guitar are available as the student progresses. Applied music fee. Students must furnish their own instruments. (ARI – To satisfy the core this course must be taken in combination with other AR, MS, or TA courses to equal at least 3 hours.)

MS 2510-2519. Applied Music II  (1)
Basic instrumental technique for a prescribed instrument, such as harp. Available for beginning through advanced students. By special arrangement only. Applied music fee. (ARI – To satisfy the core this course must be taken in combination with other AR, MS, or TA courses to equal at least 3 hours.)

MS 2610. Applied Voice II  (1)
Fall and Spring semester
Intermediate techniques for vocal performance, with continued study of vocal literature and technique as the student progresses. Participation in University Chorus or Chamber Singers is highly recommended. Admission on instructor approval. Applied music fee. Prerequisite: MS 1710. (ARI – To satisfy the core this course must be taken in combination with other AR, MS, or TA courses to equal at least 3 hours.)

MS 2710. Applied Piano II                           (1)
Fall and Spring semester
Intermediate piano technique, reading skills and piano repertoire. Minimum practice requirement: one hour daily. Admission on instructor approval. Applied music fee. Prerequisite: MS 2810. (ARI – To satisfy the core this course must be taken in combination with other AR, MS, or TA courses to equal at least 3 hours.)

MS 2810. Applied Guitar II                           (1)
Fall and Spring semester
Intermediate guitar technique, reading skills and introduction to guitar literature. More advanced study of various styles, including folk, jazz, popular, and classical guitar are available as the student progresses. Admission on instructor approval. Applied music fee. Students must furnish their own instruments. Prerequisite: MS 1810. (ARI – To satisfy the core this course must be taken in combination with other AR, MS, or TA courses to equal at least 3 hours.)

MS 3110. Music Theory II                           (3)
A more advanced theory course that stresses the mastery of the elements of music for the purpose of composition or improvisation. Exercises in music reading, writing and sightsinging emphasize 20th century materials such as modes, pentatonic scales, and whole tone scales, while harmonic study
concentrates on non-harmonic tones and thematic development. Prerequisite: MS 1110 or instructor approval.

**MS 3210. Instrumental Music Ensemble II** (1)
Continuation of MS 1210. Prerequisite: MS 1210.

**MS 3250. Rockhurst University Chorus II** (1)
*Fall and Spring semester*
Continuation of MS 1250. May be repeated for credit. Prerequisite: MS 1250. (ARI – To satisfy the core this course must be taken in combination with other AR, MS, or TA courses to equal at least 3 hours.)

**MS 3270. Chamber Singers II** (1)
*Fall and Spring semester*
Continuation of MS 1270. May be repeated for credit. Prerequisite: MS 1270. (ARI – To satisfy the core this course must be taken in combination with other AR, MS, or TA courses to equal at least 3 hours.)

**MS 3290. Women’s Chorale II** (1)
Continuation of MS 1290. Prerequisite: MS 1290. (ARI – To satisfy the core this course must be taken in combination with other AR, MS, or TA courses to equal at least 3 hours.)

**MS 3350. Renaissance and Baroque Music** (3)
A survey of the major stylistic developments in European music from 1450 through 1750, as seen through the works of Josquin, Palestrina, Lassus, Monteverdi, Purcell, Bach, Handel and others. (ARI)

**MS 3370. Classical and Romantic Music** (3)
A survey of the major stylistic developments in European music from 1750 through 1900, as seen through the works of Haydn, Mozart, Beethoven, Schubert, Brahms, Wagner, Verdi and others. (ARI)

**MS 3410. Music in the 20th Century** (3)
A survey of the major stylistic developments in European and American music during the 20th century, as seen through the works of Richard Strauss, Claude Debussy, Igor Stravinsky, Arnold Schoenberg, Aaron Copland and others. (ARI)

**MS 3430. Music in America** (3)
The history of American music from the colonial era to the present. The major stylistic developments as seen in the works of Stephen Foster, John Philip Sousa, Aaron Copland, George Gershwin and others are contrasted and compared with the oral traditions of folk, jazz and popular music. (ARI)

**MS 3450. History and Development of Jazz** (3)
The story of jazz is traced from its roots in 19th century forms such as Blackface minstrelsy, field ‘hollers’ and work songs to the major 20th century developments of blues, dixieland, swing, bop, funk, and jazz-rock.

**MS 3500. The World of Opera** (3)
An introduction to the literature, history and performance of opera, including works by composers such as Handel, Mozart, Verdi and Wagner. The course includes the use of opera videos of filmed and staged operas. Trips to the Lyric Opera of Kansas City are also included. (ARI)

**MS 3510-3519. Applied Music III** (1)
Basic instrumental technique for a prescribed instrument, such as harp. Available for beginning through advanced students. By special arrangement only. Applied music fee. (ARI – To satisfy the core this course must be taken in combination with other AR, MS, or TA courses to equal at least 3 hours.)

**MS 3610. Applied Voice III** (1)
*Fall and Spring semester*
Continuation of MS 2610. May be repeated for credit. Prerequisite: MS 2610. (ARI – To satisfy the core this course must be taken in combination with other AR, MS, or TA courses to equal at least 3 hours.)

**MS 3650. Global Music** (3)
An exploration of the history, styles and performance practices of music of non-western cultures, such as those of Africa, Asia and India. Prerequisite: MS 1000 or AR 1110 or AR 1200 or TA 1000 or instructor approval. (ARI, GPR)

**MS 3710. Applied Piano III** (1)
*Fall and Spring semester*
Continuation of MS 2710. May be repeated for credit. Prerequisite: MS 2710. (ARI – To satisfy the core this course must be taken in combination with other AR, MS, or TA courses to equal at least 3 hours.)

**MS 3810. Applied Guitar III** (1)
*Fall and Spring semester*
Continuation of MS 2810. May be repeated for credit. Prerequisite: MS 2810. (ARI – To satisfy the core this course must be taken in combination with other AR, MS, or TA courses to equal at least 3 hours.)

**MS 4610. Applied Voice IV** (1-3)
Continuation of MS 3610. May be repeated for credit. Prerequisite: MS 3610.

**MS 4710. Applied Piano IV** (1-3)
Continuation of MS 3710. May be repeated for credit. Prerequisite: MS 3710.

**MS 4810. Applied Guitar IV** (1-3)
Continuation of MS 3810. May be repeated for credit. Prerequisite: MS 3810.
The Division of Natural, Applied and Quantitative Sciences offers interdisciplinary coursework under a “natural science” or “NS” designation. Any questions concerning these offerings may be directed to the division chair.

NS 1000. Freshmen in Science Seminar (1)
Fall semester
The purpose of the course is to assist beginning science/math students in exploring the nature of the study of science and mathematics and to explore career options in science and mathematics. It does this in the larger realm of the mission and values of Rockhurst University and its science and mathematics programs. This course has been designed to facilitate partnerships in learning with faculty, study groups and classmates; to propose time management strategies; to become more aware of science requirements in various fields of study; to discuss the importance of ethics in science as well as in the community at large; to evaluate the importance of personal wellness; to become more aware of science requirements in various fields of study; to examine the importance of science as well as in the community at large; to foster a sense of becoming “men and women for others” with a service learning project.

NS 1210. Environmental Science (3)
This course provides an introduction to scientific methods and a scientific background upon which to base decisions concerning environmental issues. Topics include air, water and solid waste pollution, ecological concepts, population and conservation of natural resources. This course, with NS 1220, counts as the required four-hour level-one scientific-causal course in the liberal core. Three hours of lecture per week. Corequisite: NS 1220. (SCI)

NS 1220. Environmental Science Laboratory (1)
Experiments and projects demonstrating and testing the concepts developed in lecture. One laboratory period per week. Lab fee. Corequisite: NS 1210. (SCI)

NS 1500. Geological Sciences (3)
The course will be divided into two broad areas: physical and historical. The physical section examines Earth’s rocks and minerals, and seeks an understanding of the processes that operate beneath or upon the Earth’s surface. The historical aim is to understand the Earth’s origin and how it has changed through time. A chronology of physical and biological changes during the past 4.5 billion years will be established. This course, with NS 1501, counts as the required four-hour level-one scientific-causal course in the liberal core. Three hours of lecture per week. Corequisite: NS 1501. (SCI)

NS 1501. Geological Sciences Lab (1)
Lab will consist of practical rock and mineral identification, including procedures for doing so. Local field trips, looking at regional rock formations, may be held. Corequisite: NS 1500. (SCI)

NS 3020 (WS 3020). Women and Science. (2)
This course will examine the role of women in science by studying their contributions to the scientific body of knowledge and their influences as professionals in scientific fields. Readings will focus on the lives of many influential women scientists, the influence of women on the origins of modern science and the participation of women in research on both sides of the lab bench, as investigators and as study subjects.

NS 3050 (AR 3050). Scientific Illustration (3)
A study of the basic techniques necessary to produce preliminary and final illustrations suitable for publication of biological and technical subjects. Emphasis is placed on sketching, pen and ink drawings, continuous tone drawing, animal drawing, watercolor, printing techniques, layout and design, lettering and maps and graphs. Field trips to a zoo, a natural history museum and printing plant are planned. Students complete a number of major drawing assignments designed to give them the expertise needed to illustrate their own research as well as that of other workers. This course does not satisfy the natural science requirement. Lab fee for materials. Prerequisite: instructor approval.
**Department of Philosophy (PL)**

**Professor**
- Curtis L. Hancock, Ph.D.
- John F. Morris, Ph.D.
- Brendan Sweetman, Ph.D. (Chair)

**Associate Professor**
- Robert Vignoliotti, Ph.D.

**Assistant Professor**
- Tina Baceski, Ph.D.
- Stephen Chamberlain, Ph.D.

Philosophy, as “love of wisdom,” explores the most fundamental questions of human experience, questions concerning the nature of the human person, the existence of God, immortality, freedom, the nature of moral and political values, the question of being, appearance and reality, knowledge and truth. A variety of richly developed and intellectually exciting answers to these questions, and many others, are explored in a systematic and rigorous way by means of a study of the work of outstanding classical and contemporary philosophers.

The study of philosophy enables the student to explore the most vital issues of human life and existence, issues which elude more specialized disciplines; at the same time, because of philosophy’s emphasis on skills in logical clarification, organization of ideas, and detailed argumentation, it helps cultivate the capacity to think and write with clarity, consistency, and informed insight. Philosophy also promotes the ability to recognize and evaluate assumptions and implications, and at the same time frees the thinker from ideology and overspecialization.

It is essential for a liberal education that each student learn to philosophize and to continue to think through the understanding one has of oneself in the world. Thus Rockhurst requires a certain minimum number of philosophy courses and encourages students to take even more. The required core courses in the philosophical mode of inquiry explore the fundamental notions underlying all human existence (PL 1100), and the nature of value and the philosophical basis of moral judgment (PL 3100). These courses contribute to the formation of a broad and coherent outlook, and provide a framework for the development of intellectual habits which foster a life-long integration of knowledge.

Coursework in philosophy is designed to introduce students to a range of profound and stimulating philosophical questions, and to develop the skills necessary for independent thinking. It also provides a broadening perspective for the various areas of specialization in the natural and social sciences, in literature and the arts, and in the various professional programs. A major in philosophy thus provides excellent preparation for a professional career in law, government, business, teaching, the media, higher education, and related areas.

**Major Field of Concentration**

**Basic track:** The basic track in the major requires a minimum of three lower-division hours and 18 upper-division hours in philosophy, for a total of 21 philosophy hours. The lower-division philosophy prerequisite is PL 1100. A course in logic (PL 2500 or PL 2600) is strongly recommended, especially for pre-law students. Required upper-division courses are PL 3200 or PL 3770, or approved equivalent; PL 3100; and one course in the history of philosophy (from PL 3400, 3410, 3420, 3430, 3440, or 3450). Three additional upper-division philosophy courses will be selected by the student and
major advisor. The required 12 hours of related upper-division coursework normally can be fulfilled by a second major or possibly a minor. A foreign language is strongly recommended. Students following the basic track who intend to pursue graduate study in philosophy will be advised to take additional philosophy courses.

**Professional track:** The Philosophy Department also offers a professional track in the major which provides more rigorous preparation for graduate school or for a professional career. This track requires a minimum of 27 upper-division hours in philosophy, for a total of 33 philosophy hours. The lower-division philosophy prerequisite is PL 1100. Required courses include PL 2500 or PL 2600; PL 3200 or PL 3770 or approved equivalent; PL 3100; at least two courses in the history of philosophy (from PL 3400, 3410, 3420, 3430, 3440, or 3450); one course on a major philosopher; and one additional course on a philosophical topic. The three remaining philosophy courses will be selected by the student and major advisor, to concentrate on a particular area. In addition, the student must complete the required 12 semester hours of related upper-division courses, or fulfill the requirements for a minor field. Two courses each in history and a foreign language are required.

Both tracks in the major require a senior oral examination (0 credits). A grade of C or better is required in each upper-division course of the major. (A grade of C- will not satisfy the requirement.)

**Minor Field of Concentration**
The minor in philosophy consists of a minimum of 15 hours of coursework in philosophy, including PL 1100, PL 3100, and three additional upper-division philosophy courses. A grade of C or better is required in each upper-division course of the minor. (A grade of C- will not satisfy the requirement.)

**PL 1100. Reality and Human Existence** (3)
*Fall and Spring semester*
An introduction to the practice of philosophy which distinguishes philosophical understanding from other ways of knowing, through the investigation of ultimate questions about reality, including human reality. The course includes a philosophical examination of appearance and reality; knowledge and truth; and of issues such as the existence of God, freedom, immortality, personal identity, and the meaning of life. (PLI)

**PL 1150. Honors: Reality and Human Existence** (3)
*Fall semester*
The content and purpose are the same as PL 1100, Reality and Human Existence, though the perspective is broadened and deepened. Prerequisite: Honors status or instructor approval. (PLI)

**PL 2500. Introduction to Logic** (3)
A study of the fundamental types of logic and basic structures of logical reasoning, including argument patterns, deduction (syllogistic and/or symbolic methods), induction, definition, and informal fallacies.

**PL 2600. Formal Logic** (3)
A study of deduction using symbolic methods, including truth tables, first-order propositional logic, and first-order predicate logic, with emphasis on using rules of inference, conditional and indirect methods, and quantification rules to construct proofs.

**PL 3100. Ethical Theory** (3)
*Fall and Spring semester*
An exploration of those fundamental factors involved in moral decision making and the discovery of ethical principles, in order to achieve a critical and reasoned understanding of the meaning and basis of morality. The course includes a rigorous examination of ethical theory, and a study of the derivation of moral principles and values and their application in ethical decision making. Prerequisite: PL 1100 or PL 1150; sophomore standing; junior standing recommended. (PLII)

**PL 3150. Honors: Ethical Theory** (3)
*Spring semester*
The content and purpose are the same as PL 3100 Ethical Theory, though the perspective is broadened and deepened. Prerequisite: PL 1100 or PL 1150; sophomore standing; Honors status or instructor approval. (PLII)
PL 3200. Philosophy of God (3)
This course will examine various philosophical issues relating to existence and nature of God, with special attention given to the nature of God. Attention will also be given to various conceptions of God in different cultures and religious traditions. Other issues will include: the ontological argument; a discussion of the traditional attributes of God; God’s foreknowledge and human freedom; God and time; God and the nature of morality; God’s relationship to the world; and the religious relevance of the “God of philosophy.” Prerequisite: PL 1100 or PL 1150. (PLII)

PL 3250. Virtue and Character (3)
The study of moral virtues is, both in Western culture and also in many Eastern cultures, a pre-mordial philosophical approach to how to live well as a human being. It has been mostly ignored academically in the last century in the West. This course examines the phenomenon of admiration as the origin of moral consciousness, and the historical centrality and the current revival of attention to the study of moral virtue and human character. Prerequisite: PL 1100 or PL 1150. (PLII)

PL 3300. Philosophy of Death and Dying (3)
This course examines through a selection of classical and contemporary texts, the problem of death and dying from a primarily philosophical point of view. Topics covered include the problem of pain and suffering; the meaning of death; various theories of immortality; attitudes toward death; ethical problems raised by recent medical technology, including euthanasia, suicide, assisted suicide and the reasons for their popularity. It also examines religious, moral, and legal definitions of death and issues in the care of the dying. Prerequisite: PL 1100 or PL 1150. (PLII)

PL 3400. Ancient Philosophy (3)
A study of ancient Greek and Roman philosophy, exploring issues such as the origin and nature of the universe; the unity and diversity of being; the development of logic; and the study of morals and politics. Thinkers to be studied may include the pre-Socratic philosophers, Socrates, Plato, Aristotle, and Epicurean, Stoic, and Neoplatonic philosophers. Prerequisite: PL 1100 or PL 1150. (PLII)

PL 3410. Medieval Philosophy (3)
A study of philosophical thought from the patristic age to the decline of scholasticism. Themes include the relation between logic and reality (the problem of universals), and the attempt to reconcile the rediscovered pagan philosophy with religious belief (on creation, personal immortality, and the nature of God). Texts are chosen from the writings of major figures such as Augustine, Abelard, Anselm, the Jewish and Arab philosophers, Aquinas, Bonaventure, Scotus, and Ockham. Prerequisite: PL 1100 or PL 1150. (PLII)

PL 3420. Modern Philosophy (3)
A study of major issues and figures in 17th and 18th century philosophy, focusing on Continental rationalism (Descartes, Spinoza, and/or Leibniz), British empiricism (Locke, Berkeley, and/or Hume), and the critical philosophy of Kant. Prerequisite: PL 1100 or PL 1150. (PLII)

PL 3430. 19th Century Philosophy (3)
A study of selected issues and figures in 19th century philosophy. Topics are selected from the works of influential philosophers such as Fichte, Schelling, Hegel, Schopenhauer, Comte, Nietzsche, Kierkegaard, Marx, Mill, Peirce, and James. Prerequisite: PL 1100 or PL 1150. (PLII)

PL 3440. 20th Century Anglo-American Philosophy (3)
An examination of the work of some of the most influential philosophers in the analytic tradition of 20th century philosophy. Topics are selected from the work of Frege, Russell, Ayer, Wittgenstein, the logical positivists, and ordinary language philosophers, and from recent work in analytic metaphysics and epistemology. Prerequisite: PL 1100 or PL 1150. (PLII)

PL 3450. 20th Century Continental Philosophy (3)
An examination of the work of some of the most influential philosophers in the Continental tradition of 20th century philosophy, including representative texts from the phenomenological, existentialist, and postmodernist movements. Topics are selected from the work of Husserl, Heidegger, Sartre, Merleau-Ponty, Marcel, Gadamer, Habermas, Derrida, Foucault, and/or other significant philosophers. Prerequisite: PL 1100 or PL 1150. (PLII)

PL 3500-3590. Topics in the History of Philosophy (3)
Study of a particular period or movement, such as pre-Socratic philosophy, Neoplatonism, Renaissance philosophy, etc. Prerequisite: PL 1100 or PL 1150. (PLII)

PL 3500. The Pre-Socratics and Plato (3)
PL 3510. The Pre-Socratics. (3)

PL 3560. Existentialism (3)
A systematic introduction to the work of major figures of 19th and 20th century existentialism. The main themes covered include the different views of the self which emerge in existentialist thought; the relationship of the self to the world, other people, and God; the nature of human freedom, choice, anxiety, commitment, and responsibility. These themes are explored through the work of such thinkers as Kierkegaard, Nietzsche, Heidegger, Sartre, Camus, Marcel, Merleau-Ponty, Dostoevski, and Kafka. Prerequisite: PL 1100 or PL 1150 (PLII)

PL 3670. Phenomenology (3)
An introduction to phenomenological philosophy, beginning with the thought of Husserl and including the development of phenomenology by phi-
PL 3700. Postmodernism (3)
A study of the major themes and conceptualizations to emerge in postmodernist movements of later 20th century thought. The course examines the central movements of postmodernism: structuralism, hermeneutics, critical theory, and deconstruction, focusing on themes such as the critique of rationality and identity, the nature of signs, issues of textual criticism, the critique of culture, postmodernist accounts of intentionality, and the nature of knowledge, language, and meaning. These issues are examined through a consideration of such thinkers as Heidegger, Gadamer, Habermas, Barth, Foucault, Rorty, and Derrida. Prerequisite: PL 1100 or PL 1150. (PLII)

PL 3750. Philosophy of Art (3)
An exploration of a variety of central questions in the philosophy of art. Topics covered normally include a philosophical investigation into the nature of art; the unity of the fine arts (music, painting, sculpture and dance); their relation to performance art and crafts; the nature of aesthetic experience; the artistic process; the relation between the artist, the work and the viewer; art and truth. Some consideration may also be given to such related issues as the artist’s relationship to society, and art as a medium for the expression of moral values and of perspectives on the meaning of human life. The issues of the course are explored through a selection of writings from outstanding classical and contemporary thinkers. Prerequisite: PL 1100 or PL 1150. (PLII)

PL 3770. Philosophy of Religion (3)
A philosophical inquiry into the rationality of religious belief, focusing in particular on two questions: 1) Does God exist? and 2) Is religious belief rational? Discussion of these questions normally involves discussion of the following issues: arguments for the existence and nature of God; the problem of evil; the questions of immortality, religious pluralism, and the relationship between religion and morality; the nature of religious experience; faith vs. reason; religion vs. science; etc. Prerequisite: PL 1100 or PL 1150. (PLII)

PL 3775. Religion and Science (3)
This course is concerned with exploring philosophically several key issues which arise out of the historical and contemporary dialogue and debate between religion and science. The course will discuss: the history of the relationship; the nature of religious belief; the role of reason and faith in religion; the rise and challenge of naturalism; a study of various contrasting models of how the relationship might be understood; the origin of, and the order in, the universe; evolution and creation, with special emphasis on current debates. The course concludes by looking at some implications for the nature of the human person. Prerequisite: PL 1100 or PL 1150. (PLII)

PL 3800. Philosophy of Mind (3)
An examination of the various explanations of the nature of mind, including an assessment of dualism, materialism, behaviorism, epiphenomenalism, functionalism, mind-brain identity, etc. In order to analyze and evaluate these positions, considerable attention is given to questions regarding consciousness, experience, intellectual knowledge, intentionality, personal identity, human freedom and immortality. “Cognitive science” and other social scientific explanations of mind are also examined, including the question of mind vs. machine, and issues relating to artificial intelligence. Prerequisite: PL 1100 or PL 1150. (PLII)

PL 3840. Philosophy of Technology (3)
A philosophical inquiry into the impact of technology on society, culture, and the human person, including epistemological, metaphysical and ethical implications of the human development and use of technology. Since the very existence of technology opens up new possibilities for decision making and action, technology comes into contact with human values and becomes part of the development of human society. And so, this course seeks to provide a philosophical understanding of the role of technology in our lives, and highlights the concerns that face a “technological society.” Prerequisite: PL 1100 or PL 1150. (PLII)

PL 3850. Philosophy of Science (3)
This course explores questions that come up in thinking philosophically about natural science, such as: how is science to be defined; the criteria for good scientific theories; the distinction between science, non-science, and pseudo-science; how theory change takes place in science; scientific theories and objective truth; the status of theoretical entities in science; questions arising from science and religion, science and values, and the history of science. Thinkers studied will include: Aristotle, Augustine, Galileo, Newton, Popper, Quine, Duhem, Hempel, Kuhn, Laudan, McMullin, and Longino. Prerequisite: PL 1100 or PL 1150. (PLII)

PL 3900. Metaphysics (3)
This course studies those principles and features that are necessary to the intelligibility of whatever is real insofar as it is real. It examines the relationships between being and becoming, the actual and the potential, creativity (freedom) and causal determination, the necessary and the contingent. It examines some questions about the existence and nature of God, the relation between physical and immaterial beings, and between being and know-
ing. Texts from major philosophers (historical and/or contemporary) are employed. Prerequisite: PL 1100 or PL 1150. (PLII)

**PL 3940. Epistemology** (3)
A philosophical examination of the origins, nature, and validity of human knowledge. Themes covered normally include the problem of objective knowledge; knowledge and truth; the mind and its relation to extra-mental reality; types of knowledge; and questions about perception, conceptual thinking, identity, language, and meaning. Attention is given to the historical development of these themes in the history of epistemology. The issues of the course are explored through a variety of epistemological writings by outstanding classical and/or contemporary philosophers. Prerequisite: PL 1100 or PL 1150 (PLII)

**PL 4100. The Philosophy of Plato** (3)
An examination of important philosophical themes as they develop in the dialogues of Plato. Attention is given to how the young Plato, much under the influence of Socrates (the early dialogues), struggles with moral, political and epistemological questions so as to develop in time (the middle and later dialogues) into an original metaphysician and moral thinker in his own right. Specific values issues include Plato’s views regarding individual and social justice, the good life, virtue, the common good, beauty and art; metaphysical issues include the nature of reality and knowledge (including Plato’s treatment of the world of forms and dialectical understanding), human nature and human destiny. Due to the peculiarities of Plato’s writings, some attention is given to contemporary interpretations of the dialogues. Prerequisite: PL 1100 or PL 1150. (PLII)

**PL 4120. The Philosophy of Aristotle** (3)
A study of the influential Greek philosopher known in the Middle Ages as “The Philosopher,” and who was called by Dante, “The Master of all who know.” This course examines primary texts, some pertaining to Aristotle’s theoretical writings (e.g., his logical, physical and metaphysical works) and others to his practical philosophy (e.g., his ethical, political and aesthetic treatises). Some commentators on Aristotle, including contemporary writers, also are consulted, since their work clarifies problems of interpretation in the ancient Greek’s philosophy. Special attention is also given to how Aristotle agrees and disagrees with his original teacher, Plato. Prerequisite: PL 1100 or PL 1150. (PLII)

**PL 4140. The Philosophy of Aquinas** (3)
Study of the thought of the thirteenth-century philosopher, known as the “Angelic Doctor.” Special attention is paid to historical influences on his thought as well as to developments that distinguish his philosophy from those of his predecessors and his immediate successors (such as Duns Scotus and William of Ockham). Primarily his views on the relation of faith to reason, on metaphysics, and on the philosophy of human knowing are studied. Some consideration is given to his practical philosophy and to his influence on contemporary thinkers. Prerequisite: PL 1100 or PL 1150. (PLII)

**PL 4170. The Philosophy of Kant** (3)
An introduction to the critical philosophy of Immanuel Kant, concentrating on his investigation of the nature and limits of human reason and on his theory of morality, and including attention to the context of his thought, particularly Hume’s empiricism and Newtonian physics. Prerequisite: PL 1100 or PL 1150. (PLII)

**PL 4190. The Philosophy of Marx** (3)
After a brief summary of pertinent elements in the thought of Hegel, there are textual studies of Karl Marx concentrating on his humanistic, economic, and revolutionary thought. Prerequisite: PL 3100 or PL 3150.

**PL 4300. The Philosophy of Husserl** (3)
An introduction to the thought of Edmund Husserl, “the founder of phenomenology.” Topics covered include the rejection of psychologism, the techniques of epoche and reduction, the intentionality of consciousness, time-consciousness, the transcendental ego, static and genetic constitution, the life-world, and the place of Husserl in 20th century thought. Prerequisite: PL 1100 or PL 3150. (PLII)

**PL 4320. The Philosophy of Heidegger** (3)
A seminar focusing on the central ideas and issues of Heidegger’s earlier and later philosophy. Heidegger’s attempt to think through the question of Being leads him to discover that which has been unthought, to describe the phenomenon of truth, and to explore the making-present of Being in the creative act, as well as to describe essential structures of human existence. The course thinks along with Heidegger by studying major sections of Being and Time as well as selected later writings that are significantly different in style and content. Heidegger’s influence on later 20th century thought is also considered. Prerequisite: PL 1100 or PL 1150. (PLII)

**PL 4340. The Philosophy of Marcel** (3)
This course involves a systematic, detailed examination of the major themes in several of Marcel’s main works. Themes covered include: Marcel’s Christian existentialist account of the human person; the distinctions between being and having, problem and mystery, primary and secondary reflection; the “concrete approaches” to human existence; and the philosophical critique of modern culture. Some consideration is also given to Marcel’s place in contemporary thought. Prerequisite: PL 1100 or PL 1150. (PLII)
PL 4400-4490. Seminar: Major Philosopher(s) (3)
Study of the thought of a single philosopher or pair of philosophers, using primary texts and including attention to the historical background and influence, methodology, distinguishing characteristics, and contemporary relevance of the ideas. Prerequisite: PL 1100 or PL 1150. (PLII)

PL 4400. Descartes (3)

PL 4410. The Philosophy of St. Augustine (3)
This course will study the life and writings of St. Augustine of Hippo, and his vast contributions to the philosophical understanding of human existence. St. Augustine was a prolific thinker and writer with topics covering the relationship between faith and reason, free will, the soul, immortality, the existence and nature of God, knowledge, truth and wisdom. In particular, this course will explore the neo-platonic influence on St. Augustine’s philosophical views, his own development of an authentic Christian philosophy, and his impact on subsequent philosophy—especially medieval scholasticism. Prerequisite: PL 1100 or PL 1150. (PLII)

PL 44500. Ethical Problems (3)
This course examines a number of ethical problems and social issues which are of both historical and contemporary relevance. The course also emphasizes the application of ethical theories and principles as a way of informing our understanding of specific ethical problems. Topics covered will be taken from: capital punishment, abortion, euthanasia, freedom and censorship, animal rights, just war theory, worldviews, pluralism, and democratic politics, and other contemporary topics. Prerequisite: PL 3100 or PL 3150. (PLII)

PL 4450. Business and Ethics (3)
An ethical study of business which establishes how a business qualifies as a moral agent, and examines the moral responsibility of business to its employees, its customers, its competition, government, and the environment. The course explores a variety of philosophical perspectives, including their application to case studies. Prerequisite: PL 3100 or PL 3150. (PLII)

PL 44570. Philosophy of Law (3)
The treatment of the philosophical bases, presuppositions, and interpretations of society’s laws under five headings: law, liberty, justice, responsibility, and punishment. The exploration of each of these topics involves the reading of theoretical essays and excerpts, from both natural law and positivist/utilitarian traditions, and the study of relevant court cases. Readings are selected from such theorists as: Aristotle, Aquinas, Mill, John Austin, H.L.A. Hart, Devlin, Rawls and Frankena. Landmark cases, such as Griswold v. Connecticut, Furman v. Georgia, Roe v. Wade, and Brown v. the Board of Education, are included. Prerequisite: PL 3100. (PLII)

PL 4600 (PS 4600). Modern Political Philosophy (3)
After a brief survey of ancient and medieval political theories, this course examines those political theories developed by major philosophers since the 16th century. It also examines the way in which these theories have influenced political policies and decisions in our day. Prerequisite: PL 3100 or PL 3150. (PLII)

PL 4620 (PS 4620). Just War and International Ethics (3)
An intensive study of the classical debate about the “just war,” which broadly asks on what grounds one society can, in good conscience, prosecute war against another. Thinkers covered will include: Thucydides, Cicero, Augustine, Aquinas, Grotius, and Clausewitz. Consideration of the just war is still relevant today as nations seek to apply moral principles to the problem of terrorism. The course will also examine in what ways ethical principles pertain to international relations, and will reflect on the entire spectrum of political relations between countries and international groups. Questions about the legitimacy of one state to interfere in the affairs of another will be a special focus, with attention to recent revolutions and conflicts. Prerequisite: PL 3100 or PL 3150. (PLII)

PL 4700-4790. Seminar in Ethics (3)
Philosophical study of a selected ethical field, such as bioethics, medical ethics, environmental ethics, professional ethics, ethics in communication, etc.

PL 4700. Seminar in Medical Ethics (3)
This seminar in applied ethics will build upon the students’ basic knowledge of ethics through the discussion and analysis of current ethical problems in medicine, health care, and the life sciences. Coursework will engage students in the philosophical evaluation of dilemmas in medical ethics and related cases, and the application of basic ethical principles that flow out of our common human nature to resolve these dilemmas. Prerequisite: PL 3100 or PL 3150. (PLII)

PL 4750. Natural Law Ethics (3)
This course will examine the tradition and development of natural law ethics from its historical foundations in classical philosophy through its great synthesis during the Middle Ages, especially in the thought of St. Thomas Aquinas, ending with an examination of its role in contemporary ethical discourse and its application to current ethical and legal problems such as abortion, euthanasia, capital punishment, and just war theory. Throughout the course, special emphasis will be placed upon understanding the philosophical theory of human nature upon which natural law ethics is grounded, including the metaphysical implications of the human telos, as contrasted with other historical approaches to ethics. The course will also address ways in which contemporary natural law theorists respond to contemporary critics of the tradition. Prerequisite: PL 1100 or 1150. (PLII)
An understanding of physical phenomena is essential in all fields of science, engineering, medicine, and technology. It follows that one objective of the physics program is to provide students with a competence and base of knowledge sufficient for their specific requirements. Physics, however, is more than the basic science; it is an art combining techniques (including logical and analytical reasoning, careful observation, experimentation and mathematical model-building) that can be valuable assets in any field of endeavor.

A second objective, then, is to educate the student in the basic art of formulating and solving problems. Finally, the basic theories of physics provide a way of perceiving the natural world. Thus, the ultimate objective of the study of physics is to provide the student with a way to appreciate and engage the world with greater understanding.

**Major Field of Concentration**

The major concentration in physics leading to a Bachelor of Science degree consists of 18–19 upper-division hours of physics and 3 hours of upper division courses in mathematics. The Physics program offers two major tracks designed to emphasize study in either Medical Physics or Traditional Physics. The medical physics track is recommended for those students intending to pursue graduate studies in medicine or healthcare fields, medical physics, or biomechanics/kinesiology. The traditional physics track is recommended for those students considering graduate studies in research or applied physics. A grade of C or better is required in each upper-division course counted toward fulfillment of the minor requirements. (A grade of C- will not satisfy this requirement.)

Below is a summary of degree program requirements for the two physics major tracks:

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<tr>
<th>Medical Physics Major Track</th>
<th>Traditional Physics Major Track</th>
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<td><strong>Prerequisite:</strong></td>
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<td>PH 2800 or PH 2850 &amp; 2810</td>
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<td>or PH 1700/1710 &amp; PH 1750/1760 with instructor’s approval</td>
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<td>MT 1800 Calculus I</td>
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<td>MT 1810 Calculus II</td>
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Minor Fields of Concentration
There are two minors offered in the physics program: 1) a specialized twelve upper division credit hour Physics of Medicine minor designed for students interested in pursuing a health care career (see below), and 2) a traditional minor consisting of twelve upper division credits (two three-credit-hour 3000- or 4000-level PH courses, plus two three-credit-hour 4000-level PH courses). A grade of C or better is required in each upper-division course counted toward fulfillment of the minor requirements. (A grade of C- will not satisfy this requirement.)

The Physics of Medicine minor (POM) is available to students interested in medicine and health care to deepen their understanding of physics principles and the applicability of those principles to the field of health care. Lower-division prerequisites
for this minor are PH 1700/1710 and PH 1750/1760; or PH 2800/2810 and PH 2900/2910; and MT 1800 Calculus I. To complete the POM minor, students will take twelve upper-division credits (four courses) in the POM program. Required courses are: PH 3200 and PH 3210; the other two courses may be chosen from the following list: PH 3240, PH 4400, PH 4900 and MT 3260. These minors are not available to Physics majors.

**PH 1200. The Art of Physics** (3)
Designed for non-science majors, this course explores the basic scientific viewpoint and develops elementary but effective techniques for formulating and solving vaguely stated problems. In addition, the course surveys the basic phenomenology of physics and some of its applications to chemistry, geology and technology. Prerequisite: high school algebra. Corequisite: PH 1210.

**PH 1210. The Art of Physics Laboratory** (1)
Selected experiments closely tied with PH 1200. Two hours per week. Lab fee. Corequisite: PH 1200.

**PH 1500. Basic Electricity and Electronics** (2)
Basic electrical concepts including potential, current, resistance, capacitance, inductance, RC circuits, potentiometers and Wheatstone bridges. Basic electronic concepts including semiconductors, diodes, transistors, logic gates and flip-flops. Three lectures and one two-hour laboratory every two weeks. Lab fee. Prerequisite: MT 1090 Calculus for Business or MT 1800 Calculus I, or concurrently.

**PH 1600. Introduction to Astronomy** (3)
A study of the Universe around us – the planets, stars, and galaxies – and how the process of science has enabled us to discover so much about these distant bodies. Students will learn about what you can see in the night sky, how stars, planets, and galaxies are formed, as well as the latest discoveries on black holes, Big Bang cosmology, dark matter, and life in the Universe. Recommended: MT 0100 or equivalent. Corequisite: PH 1610. (SCI Lecture & Lab combined)

**PH 1610. Introduction to Astronomy Laboratory** (1)
Laboratory activities to support the major topics of PH 1600. These include collaborative team projects about the motion of the sky, stars, planets, and galaxies, outside observing with small telescopes (weather permitting), and a field trip to a local observatory. Lab fee. Corequisite: PH 1600. (SCI Lecture & Lab combined)

**PH 1700. Physics Concepts and Connections I** (3)
Fall semester
An introduction to the study of physics with a conceptual concentration on Newtonian mechanics, the physics of fluids, and waves and sound through inquiry, discussion, demonstration, and hands-on activities. Emphasis will be placed on conceptual understanding and the applicability of physics to the students’ major area of study and career interests. Physics topics that relate to the health and therapy fields will be stressed. Students will be expected to demonstrate conceptual and applied understanding of physics principles through class discourse, written assessment, and the design of projects utilizing physics principles in an application to an area of students’ career interests. Recommended: MT 0100 or equivalent. Corequisite: PH 1710. (SCI Lecture & Lab combined)

**PH 1710. Physics Concepts and Connections Laboratory I** (1)
Fall semester
Selected constructivist, inquiry-based laboratory activities to accompany PH 1700. Two hours per week. Lab fee. Corequisite: PH 1700. (SCI Lecture & Lab combined)

**PH 1750. Physics Concepts and Connections II** (3)
Spring semester
A continuation of the study of physics principles introduced in PH 1700 with a concentration on the mathematical application of Newtonian mechanics to the human body, as well as a study of thermodynamics, waves and sound, electricity and light. Emphasis will be on both the conceptual understanding of physics principles and the mathematical application of physics principles in force, motion, torque, circular motion, work and energy, momentum, fluid pressure, thermodynamics, waves and sound, optics and electricity. Students will be expected to demonstrate conceptual and applied understanding of physics principles through class discourse, problem solving, written assessment, and the design of projects utilizing physics principles in an application to an area of students’ career interests. Prerequisite: PH 1700. Recommended: MT 1190 or equivalent. Corequisite: PH 1760. (SCI or SCII Lecture & Lab combined)

**PH 1760. Physics Concepts and Connections Laboratory II** (1)
Spring semester
Selected experiments to accompany PH 1750. Two hours per week. Lab fee. Corequisite: PH 1750. (SCI or SCII Lecture & Lab combined)

**PH 2300. The Phascination of Physics** (3)
Fall semester
A one-semester conceptual physics course designed to cover major physics topics in waves and sound, light and color, and electricity/magnetism through inquiry-based hands-on activities, discussion, and demonstrations. Emphasis will be on conceptual understanding and the applicability of physics to the real everyday world. Students will be expected to demonstrate conceptual and applied understand-
PH 2310. The Phascination of Physics Laboratory  
**Fall and Spring semester**

Selected constructivist inquiry laboratory activities in waves and sound, light and color, and electricity/magnetism to accompany PH 2300. Laboratory activities will be intertwined with the lecture section during the evening class and on the four Saturday mornings. Lab fee. Corequisite: PH 2300. (SCI or SCII Lecture & Lab combined)

PH 2800. General Physics I  
**Fall and Spring semester**

An introduction to physics for students majoring in science or interested in science-related programs such as pre-med and other healthcare pre-professional programs. This course will employ calculus as needed and emphasize the scientific method and physical reasoning. Topics covered include: measurement, kinematics in one and two dimension, dynamics and Newton’s Laws, gravitation interaction, work and energy, momentum and rotational motion. Emphasis will be placed on conceptual understanding prior to the mathematical application of physics problems. Students will be expected to demonstrate conceptual and applied understanding of physics principles through class discourse, problem solving, and written assessment. Prerequisite or concurrent: MT 1800 Calculus I. Corequisite: PH 2810. (SCI Lecture & Lab combined)

PH 2810. General Physics Laboratory I  
**Fall and Spring semester**

Selected experiments to complement PH 2800. Two hours per week. Lab fee. Corequisite: PH 2800. (SCI Lecture & Lab combined)

PH 2850. Physics for Scientists and Engineers I  
**Fall and Spring semester**

Calculation based study of the principles of Newtonian mechanics, introduction to heat, thermodynamics, sound and waves. This course will emphasize the scientific method and physical reasoning. Prerequisite: PH 2810. Prerequisite or concurrent: MT 1800. (SCI Lecture & Lab combined)

PH 2900. General Physics II  
**Fall and Spring semester**

A continuation of General Physics I for students majoring in science or interested in science-related programs such as pre-med and other healthcare pre-professional programs. This course will employ calculus as needed and emphasize the scientific method and physical reasoning. Topics covered include: biomechanics, fluids, thermodynamics, electricity, waves and optics. Emphasis will be placed on conceptual understanding prior to the mathematical application of physics problems. Students will be expected to demonstrate conceptual and applied understanding of physics principles through class discourse, problem solving, and written assessment. Prerequisite: PH 2800. Concurrent: PH 2910.

PH 2910. General Physics Laboratory II  
**Fall and Spring semester**

Selected experiments to complement PH 2900. Two hours per week. Lab fee. Corequisite: PH 2900. (SCI or SCII Lecture & Lab combined)

PH 2940. Physics for Scientists and Engineers II  
**Fall and Spring semester**

Calculus based study of the principles of electricity and magnetism, light and optics and modern physics. This course will emphasize the scientific method and physical reasoning. Prerequisite: PH 2850. Concurrent: PH 2910. Prerequisite or concurrent: MT 1810 or consent of instructor. (SCI or SCII Lecture & Lab combined)

PH 3200. Physics of the Body I  
**Fall and Spring semester**

This course expands on the physics principles developed in introductory physics courses through an in-depth study of mechanics, fluids and thermodynamics as they are applied to the human body. Areas of study include the following: biomechanics (torque, force, motion and lever systems of the body; application of vector analysis of human movement, impulse, momentum, stress and strain), thermodynamics and heat transfer (food intake and mechanical efficiency) and the pulmonary system (pressure, volume and compliance relationships). Guest speakers from the medical community will be invited. Prerequisite: PH 1700/1710 and 1750/1760 or PH 2800/2810 and 2900/2910 or PH 2850/2810 and PH 2940/2910.

PH 3210. Physics of the Body II  
**Fall and Spring semester**

This course is a continuation of Physics of the Body I with a concentration on the cardiovascular system, electricity and wave motion. Areas of study include the following: cardiovascular system (heart as a force pump, blood flow and pressure), electricity in the body (action potentials, resistance-capacitance circuit of nerve impulse propagation, EEG, EKG, EMG), and sound (hearing, voice production, sound transfer and impedance, ultrasound—transmission and reflection). In addition, students complete a guided, in-depth, investigation on a topic pertinent to Physics of the Body. Guest speakers from the medical community will be invited. Prerequisite: PH 3200.

PH 3240. Physics of Medical Imaging  
**Fall and Spring semester**

This course will focus on the physics and math of health care instrumentation. Topics may include: electrical stimulation, EEG, laser surgery, medical imaging (MRI, CAT, X-Ray, ultrasound, etc.), and application of 2D and 3D vector analy-
sis of human movement to video. In this course, students will learn about the physics and math involved in how these diagnostic and therapeutic instruments work (not how to use them in practice), as well as the analysis of data produced by these instruments. Prerequisite: PH 1750/1760 or PH 2900/2910. Concurrent: MT 1800 Calculus I.

PH 3400 (ES 3400). Thermodynamics (3) Spring semester of odd-numbered years Fluid properties, work and heat, first law, second law, entropy, applications to vapor and ideal gas processes. Prerequisite: PH 2850 and MT 1810.

PH 3500 (ES 3500). Statics (3) Spring semester of even-numbered years Fundamentals of statics; static equilibrium and introduction to elements of mechanics to elastic materials. Prerequisite: PH 2850. Prerequisite or concurrent: MT 2800.

PH 3510 (CH 3510). Physical Chemistry I (3) Fall semester Basic principles of physical chemistry with emphasis on thermodynamics, equilibrium, and kinetics. Lecture three hours a week. Prerequisite: CH 2630 or CH 2650, PH 2900 and MT 1810 or instructor approval.

PH 3530 (CH 3530). Physical Chemistry II (3) Spring semester Basic principles of physical chemistry with emphasis on quantum mechanics, molecular structure, and spectroscopy. Lecture three hours a week. Prerequisite: CH 3510, PH 2900 and MT 1810 or instructor approval.

PH 3560 (CH 3560). Physical Chemistry Laboratory (1) Spring semester Laboratory and computer modeling experiments designed to illustrate basic theories in thermodynamics, equilibrium, and kinetics. Lecture three hours a week. Prerequisite: PH 3530 (PH 3530).

PH 3710. Mathematical Methods in Physics (3) Determinants and matrices, introduction to functions of a complex variable, Fourier series and integrals, vector analysis, introduction to partial differential equations with applications and calculus of variations. Prerequisite: MT 3700 or instructor approval.

PH 4000. Electric Circuits (3) Introduction to electric circuits for civil and mechanical engineering students. Lab fee. Prerequisite: Computer Programming for Engineers and PH 2940. Prerequisite or concurrent: MT 3700.

PH 4011. Electromagnetic Theory (1) Elements of vector analysis. Electrostatic fields and potentials, equations of Poisson and Laplace, magnetic fields and the vector potential, electromagnetic induction, Maxwell’s equations and plane electromagnetic waves. Electric and magnetic fields in material media. Concurrent: PH 4000. Prerequisite: PH 2900 or PH 2940. Prerequisite or concurrent: MT 1810.

PH 4100. Dynamics (3) Basic fundamentals of particle and rigid body dynamics; energy and momentum methods; computer use. Prerequisite: PH 3500.

PH 4111. Classic Mechanics Theory (1) The Newtonian formulation of mechanics with applications to simple mechanical systems. Generalized coordinates, the Hamilton’s principle and the Lagrangian formulation. Corequisite: PH 4100. Prerequisite: PH 2800 or PH 2850; and MT 1800.

PH 4215. Advanced Laboratory (1) Fall semester Basic experiments in mechanics, electronics, optics, resonance phenomena and atomic and nuclear physics. This course will serve as a research capstone experience for traditional physics majors. Lab fee. Prerequisite: PH 2900 or PH 2940.

PH 4400. Optics (3) Spring semester of odd-numbered calendar year This course covers both the geometric and physical properties of optical principles including optics of the eye, lasers, fiber optics, and use of endoscopy in medicine. Students will complete a final optics project in which they relate content learned to an area of optics research. Lab fee. Prerequisite: PH 1750 or PH 2900; and MT 1800.

PH 4500. Modern Physics (3) Fall semester of odd-numbered calendar year “Modern physics” is distinguished from “classical physics” not only by its youth (dating from about 1900) but also by its description of phenomena in startlingly different ways. The basic new theories are relativity and quantum mechanics, which form the basis for the description of “elementary particles,” nuclei, atoms, molecules and matter in its various states. This course begins with a study of special relativity and then turns to quantum theory, describing the empirical discoveries leading to each. Emphasis is placed on the meaning of these theories. Applications of quantum theory to the study of atoms, molecules and solids are studied. Prerequisite: PH 2900 and MT 1810 Calculus II.

PH 4550. Quantum Mechanics (3) This course deals with the Schrodinger equation and its implications: operators, eigenvalues and the interpretation of the wave function. Topics include angular momentum and spin, scattering theory, group theory, perturbation methods and quantum statistics. Prerequisite: PH 4500, PH 4600 and MT 3710 Applied Analysis.

PH 4650. Classical Mechanics II (3) Continuation of PH 4600. Topics include Noether’s Theorem and special relativity. Lecture three hours per week. Prerequisite: PH 4600.
Political science is the systematic study of the individual’s relationship with government. It investigates the nature and purpose of government, the principles on which it rests, the justification of political authority, the legal and moral aspects of that authority and the nature and development of the great human freedoms. Courses offered deal with these concerns in the American as well as foreign and international political systems.

The approach combines the practical with the theoretical so that contemporary political issues can be better understood. Political science course work is useful for those who are oriented toward elective, appointive and administrative positions at all levels of government as well as for those interested in politics as an avocation. It can also help prepare students for graduate studies in law and the social sciences as well as for business, journalism and broadcasting careers.

**Major Field of Concentration**

The major concentration in political science consists of a minimum of 18 semester hours of upper-division work in at least three subfields of the major. The subfields from which choices may be selected are normative theory (NT), American politics (AP), comparative politics (CP), international relations (IR), or constitutional law (CL). Also required are 12 semester hours of related upper-division courses chosen under the direction of the major advisor. Lower-division prerequisites for this major concentration are either PS 1000 or PS 1100. A grade of C or better is required in each course of the major. (A grade of C- will not satisfy the requirement.)

**Minor Field of Concentration**

The requirements for a minor in political science may be satisfied by successful completion of course work in either PS 1000 or PS 1100 and any four upper-division political science courses. A grade of C or better is required in each upper-division course of the minor. (A grade of C- will not satisfy the requirement.)
PS 1000. Introduction to Politics (3)
An exposure to the fundamental tools for understanding political life. The purpose and scope of politics, methods of analysis and alternative ways of organizing the political process are studied. (SRII or SRI)

PS 1100. American Federal and State Government (3)
An introductory survey of the origin, principles, powers and limitations of the American federal and state governments. Recent presidential and congressional campaigns and elections are studied to gain insight on the political process as well as major issues now facing the federal government. (SRII or SRI)

PS 3100. The American Presidency (AP) (3)
A study of the evolution of the American presidency with emphasis on the constitutional and political roles as well as personalities of presidents in guiding domestic and foreign policy. Particular attention is focused on the administrations of Franklin D. Roosevelt and his successors. (SRII or SRI)

PS 3130. American State and Local Politics (AP) (3)
This course considers the major institutions, actors and issues of United States state and local politics. The impact of federalism on states, metropolitan regions and cities as well as the politics of governance, agenda setting and public budgeting will be studied.

PS 3150. The Congress (AP) (3)
A study of the evolution of the U.S. Congress as a political institution. The legislative process is examined as well as the constitutional and political roles of the Congress. Special attention is given to how the reforms of the 1970’s have shaped Congress today as well as what political scientists have recently had to say about the Congress. (SRII or SRI)

PS 3170. Political Leadership (CP/AP) (3)
Although political leadership is the principal focus of the course, leadership is also considered in a wider context. What is a leader? What are the qualities that are necessary to be an effective leader? How can leaders build credibility? How important are the qualities of character and competence? What constitutes “successful” leadership? All of these questions will be addressed through the study of individuals who have held leadership positions in both the U.S. as well as in other parts of the world. (SRII or SRI)

PS 3190. Elections and Voter Behavior (AP) (3)
Using candidate role playing and other active learning methods, this course explores American public opinion and how it translates into election outcomes at the federal, state, and local levels. It will provide understanding of people’s held views on political issues, particularly as interpreted by polls. The approach of the course will be to analyze these opinions in the context of existing voting structures and campaign techniques. Strong emphasis will be placed on current electoral contests and outcomes. (SRII or SRI)

PS 3200. Western European Politics (CP) (3)
A comparative study of the political institutions of Great Britain, France and Germany with particular emphasis on current problems. (SRII or SRI, GPR)

PS 3310. Eastern European-Russian Politics (CP) (3)
A comparative study of the political institutions of the former communist states in Eastern Europe and Russia with particular emphasis on current problems stemming from the dramatic changes which began in 1989. (GPR)

PS 3330. The U.S. and the Pacific Rim (CP) (3)
The course is a comparative study of U.S. relations with the countries of East Asia (China, Japan, Korea and the Russian Far East) and Southeast Asia (Indonesia, Malaysia, the Philippines, Singapore, Thailand and Vietnam). Besides looking at political practices and institutions, the course also examines how U.S. relations with these countries have been affected by geographical, historical, economic and cultural factors. (SRII or SRI, GPR)

PS 3350. Latin American Politics (CP) (3)
A comparative study of the political practices and institutions of major Latin American states with a major emphasis on the unique historic and cultural milieu. Particular emphasis is placed on current domestic and foreign policy issues. (SRII or SRI, GPR)

PS 3355. Inter-American Politics (IR) (3)
A study of current diplomatic relations of Western Hemisphere states. After consideration of historic trends from the past, the focus will be on current issues which pose challenges as well as opportunities for hemispheric states with particular emphasis on the United States. (GPR)

PS 3370. Middle Eastern Politics (CP) (3)
A comparative study of the political institutions of selected Middle Eastern states with particular emphasis on the Arab-Israeli conflict and the politics of oil. (SRII or SRI, GPR)

PS 3510. Politics in Fiction and Film (AP) (3)
A study of how politics is depicted in fiction and films. Students read works of fiction and view films that touch upon politics and the political process from both an American and international perspective. (SRII or SRI)

PS 3520. U.S. Foreign Policy (IR) (3)
This course initially focuses on the historical experiences and values shaping the foreign policy of the U.S. The role played by the major branches of the federal government as well as non-government actors then is studied. The course concludes with an analysis of U.S. policy toward selected countries and regions of the world. (SRII or SRI)

PS 3550. International Relations and Organizations (IR) (3)
A study of the underlying forces influencing international affairs and the power positions of states with particular attention to the role of the United Nations and other international organizations. (SRII or SRI, GPR)
Psychology applies the scientific process to obtain reliable knowledge about the behaviors and cognitions of organisms (especially human beings). Courses aim to foster scientific

**PS 3710. Legal Process and Systems (CL)** (3)
This course examines the sources and historic roots of the American Legal System as well as selected areas of substantive and procedural law. This course will focus on identifying legal issues and applying legal principles to resolving those issues in various forms.

**PS 3715. Law and Popular Culture (CL)** (3)
The common notion of the law, judges and the justice system are to a large part shaped by or reflected in the popular media. The novels of John Grisham, the multiple television series, from *Perry Mason* to *Boston Legal*, all contribute to the popular perceptions of “The Law.” The history of film, from *To Kill a Mockingbird* to *The Verdict*, shape the views of the ordinary citizen. In this course we examine the accuracy of the popular presentation and its impact both positive and negative.

**PS 3720. The Supreme Court (CL)** (3)
A study of the relationship between the Court and Federal and State governments. Following an examination of the Court’s interaction with Congress, the President and the States, the course concludes by looking at the pressures Congress and the President bring to bear on the Court. (SRII or SRI)

**PS 3725. The Supreme Court and Race (CL)** (3)
This course will analyze the Supreme Court’s evolving treatment of racial issues. The focus will be upon the Supreme Court’s trends in the law, both historically and politically. The course will look at the treatment of various minority groups, from Dred Scott and the Chinese Exclusion cases through modern race discrimination, reverse discrimination, and evolving trends in affirmative action. A portion of the course will analyze racial bias in the criminal justice system, including racial disparity on death row and racial profiling. This class is directed at preparing students for graduate school and law school.

**PS 3750. Civil Rights (CL)** (3)
a study of civil rights issues (freedom of expression, press, religion, etc.) by examining Supreme Court decisions of these constitutional questions.

**PS 3860 (CT 3860). Media and Politics (AP)** (3)
A study of the growing importance of mass media in American politics and their interaction with the formal and informal elements of the decision-making process. (SRII or SRI)

**PS 4600 (PL 4600). Modern Political Philosophy (NT)** (3)
After a brief survey of ancient and medieval political theories, this course examines those political theories developed by major philosophers since the 16th century. It also examines the ways in which these theories have influenced political policies and decisions in our day. Prerequisite: PL 3100 or PL 3150.

**PS 4620 (PL 4620). Just War and International Ethics (NT)** (3)
An intensive study of the classical debate about the “just war,” which broadly asks on what grounds one society can, in good conscience, prosecute war against another. Thinkers covered will include: Thucydides, Cicero, Augustine, Aquinas, Grotius, and Clausewitz. Consideration of the just war is still relevant today as nations seek to apply moral principles to the problem of terrorism. The course will also examine in what ways ethical principles pertain to international relations, and will reflect on the entire spectrum of political relations between countries and international groups. Questions about the legitimacy of one state to interfere in the affairs of another will be a special focus, with attention to recent revolutions and conflicts. Prerequisite: PL 3100 or PL 3150.
and critical thinking and to promote the application of research methodologies to understand how and why organisms do what they do. The major requires students to take courses that address several different areas in psychology and numerous different theoretical perspectives for understanding and explaining behavior.

The psychology curriculum strives to prepare students to engage in effective critical thinking while being prepared for graduate study in an area of psychology or success in professional fields in which knowledge of psychology is desirable if not necessary (e.g., medicine, law, business, and service fields).

**Major Field of Concentration**

The psychology major requires a minimum of 24 hours of credit in upper-division (i.e., PY 3xxx or PY 4xxx) courses in psychology. At least 9 hours must be at the 4000 level. There are three foundational psychology courses required for the major: (1) PY 1000 (or PY 1100), (2) PY 2100, and (3) PY 3100 or PY 3110. In addition, all majors must complete a history and systems in psychology course or a capstone course (PY 4100 or PY 4960: either of these courses is part of the 9 hours required at the 4000 level). The psychology major also requires a minimum of one unique course from each of the following four groups of courses: Applied Group A: PY 3200, PY 3250, PY 3500, PY 3550, PY 3700, PY 3810, PY 4500; PY 4570; Biological/Experimental; Group B: PY 3300, PY 3350, PY 3650, PY 4200, PY 4300, PY 4350, PY 4890; Cultural/Social Group C: PY 3430, PY 3600, PY 3820, PY 4400, PY 4600, PY 4610; and Developmental Group D: PYED 3010, PYED 3020, PY 3400, PY 3410, PY 3430, PY 3440, PY 4320. If a course is listed in more than one grouping it can only fulfill the requirement for one grouping. A grade of C or better is required in all upper-division courses counted toward fulfillment of the major requirements. (A grade of C- will not satisfy the requirement.)

Students are strongly encouraged to complete PY 2100 and PY 3100 (or PY 3110) during the sophomore year. Other courses should be selected on the basis of interest and in consultation with the department.

The major advisor should be consulted about the selection of the 12 semester hours of upper-division coursework in related areas of study.

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<tr>
<th>Foundational Courses: Three required classes</th>
<th>Group A: Applied Psychology Choose one course</th>
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<tbody>
<tr>
<td>PY 1000 Introduction to Psychology OR PY 1100 Hon: Introduction to Psychology</td>
<td>PY 3200 Assessment</td>
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<tr>
<td>PY 2100 Statistics for the Behavioral Sciences</td>
<td>PY 3250 Learning</td>
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<td>PY 3100 Experimental Methods OR PY 3110 Research Methods</td>
<td>PY 3500 Personality</td>
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<td>PY 3550 Abnormal Behavior</td>
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<td>PY 3700 Health Psychology</td>
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<td>PY 3810 Psychology &amp; Law</td>
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<td>PY 4500 Theories of Counseling &amp; Psychotherapy</td>
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<td>PY 4570 Contemporary Personality Research</td>
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### Group B: Biological/Experimental Psychology: Choose one course
- PY 3300 Behavioral Neuroscience
- PY 3350 Psychology of Perception
- PY 3650 Evolutionary Psychology
- PY 4200 Motivation
- PY 4300 Cognition
- PY 4350 Language
- PY 4890 Cognitive Neuroscience

### Group C: Cultural/Social Psychology: Choose one course
- PY 3430 Cross Cultural Perspectives on Adolescence
- PY 3600 Psychology of Sexual Behavior
- PY 3820 Multicultural Psychology
- PY 4400 Social Psychology
- PY 4600 Gender
- PY 4610 African American Psychology

### Group D: Developmental Psychology: Choose one course
- PYED 3010 Educational Psychology
- PYED 3020 Psychology & Education of the Exceptional Child
- PY 3400 Developmental Psychology
- PY 3410 Child Development
- PY 3430 Cross Cultural Perspectives on Adolescence
- PY 3440 Adult Development & Aging
- PY 4320 Cognitive Development

### Capstone/History & Systems in Psychology: Choose one course
- PY 4100 History & Systems in Psychology
- PY 4960 Seminar in Psychology

Experiences without group designation but requiring declaration of psychology major:
- PY 3990: Research Experience I, PY 4990: Research Experience II, PY 4970: Practicum in Psychology.

### Minor Field of Concentration
The psychology minor can be fulfilled by completing the foundational psychology courses along with at least one course from three of the four groupings (thus requiring 12 upper-division hours). A grade of C or better is required in all upper-division courses counted toward fulfillment of the minor requirements. (A grade of C- will not satisfy the requirement.)

**PY 1000. Introduction to Psychology** (3)
An introduction to the scientific study of behavior and human cognitive processes. Emphasis is on basic concepts and principles, as well as on methods of research. Topics include biological bases of behavior, sensation, perception, learning, memory, motivation, emotions, growth and development, personality, abnormal behavior, psychotherapy and social behavior. (SRI)

**PY 1100. Honors Introduction to Psychology** (4)
Psychology is introduced as the science that concerns itself with how and why organisms, especially humans, do what they do. The course integrates science with humanities to embellish understanding of human thought and action. Illustrative laboratory exercises pattern the development of reliable information in the field. Topics focus on the general areas of action, cognition, social behavior, development, and individual differences with special emphasis on critical thinking. (Three hours lecture, one hour lab.) (SRI)

**PY 2100. Introduction to Statistics for the Behavioral Sciences** (3)
Basic concepts of statistical analysis are applied to empirical questions from psychology, social sciences and life science to foster the scientific perspective, to incite critical thinking, and to produce better consumers of information. This course focuses on basic descriptive concepts (e.g., central tendency, variability) and tech-
niques (e.g., correlation, regression), basic issues in hypothesis testing (e.g., probability, decision errors), and basic parametric techniques (e.g., z-test, t-test, one- and two-factor ANOVAs).

PYED 3010. Educational Psychology (3)
Students consider psychological theories of learning and relate them to classroom practice. Particular attention is paid to the changing needs of learners from the early childhood through adolescent periods of development. Students are introduced to educational research, standardized testing, classroom management, motivation, and writing learning objectives. A service learning project may be required. Prerequisite: PY 1000.

PYED 3020. Psychology and Education of the Exceptional Child (3)
This course provides an introduction to special education populations and examines the effect of different handicapping conditions on learning. Methods of diagnosis and adaptation/accommodation of instructional methods are presented through case studies, observations and empirical research. Though the major focus of the course is on disabilities, attention is given to the needs of the gifted student as well. A service learning project may be required. Fulfills state certification requirements for teacher education. Prerequisite: PY 1000.

PY 3100. Experimental Methods in Psychology (3)
The fundamentals of empirical research are explored through experimental methods used in psychology. The student is introduced to a variety of research designs, experimental control techniques, and statistical procedures used primarily in laboratory research settings. Emphasis is given to the process of using theoretical constructs to guide empirical research. Students conduct research projects and write reports in APA style. Prerequisite: PY 2100.

PY 3110. Research Methods in Psychology (3)
The fundamentals of empirical research design are explored through non-experimental methods used in psychology. The student is introduced to a variety of research methodologies (e.g., naturalistic observation, survey, quasi-experimental design) that are used primarily outside the laboratory. The student is introduced to various descriptive, correlational techniques that have broad application in psychology and other empirical sciences. Students conduct research projects and write reports in APA style. Prerequisite: PY 2100.

PY 3200. Psychological Assessment (3)
This course examines psychological assessment in clinical, educational, business and other settings. Procedures for administering, scoring, and interpreting test performance are studied, as are psychological theories underlying specific tests and methods of constructing and evaluating tests. Students practice the skills underlying effective use of assessment procedures. Lab fee. Prerequisite: PY 1000 and PY 2100.

PY 3250. Psychology of Learning (3)
Investigates how human beings and other organisms come to behave in new ways. Major topics include biological influences on learning, classical and operant conditioning, punishment, behavior therapy, cognitive learning, and techniques of instruction. Important features of the course include the research methods used to address empirical questions and the evaluation of theoretical predictions in the context of research findings. There is also an emphasis on applying research findings to behavioral problems and the enhancement of learning in academic settings. Prerequisite: PY 1000.

PY 3300. Behavioral Neuroscience (3)
Investigates the biological bases of behavior. Unit One focuses on understanding basic neural structures and processes as well as basic brain anatomy and function. Unit Two explores the neurological underpinnings of basic human functions, such as language, emotion, memory, and sexual differentiation. Unit Three examines a variety of brain dysfunctions, including disorders of perception, memory, movement, emotion, and thought. Prerequisite: PY 1000.

PY 3350. Psychology of Perception (3)
The overarching question is how we (and other organisms) get information to our brain about the world in which we are embedded and about threats to our body. To address the question, this course examines the biological underpinnings of all ten sensory systems. Beginning with stimulating energy and the transduction mechanism, for each sensory system the primary pathway to the brain is traced and aspects of brain processing are described. Addressed concomitantly is how knowledge, motivation, belief, context and expectation all interact with the input system to achieve perception, that is, our interpretation, our understanding of the situation. Some in-class demonstrations and laboratory experiences illustrate perceptual phenomena. Prerequisite: PY 1000.

PY 3400. Developmental Psychology (3)
This course addresses human development throughout the life span. In particular, physical, social, and cognitive changes are studied as well as important interactions among these dimensions. There is an emphasis on various developmental theories and the research and methods that support those theories. Prerequisite: PY 1000. (SRII or SRI)

PY 3410. Child Development (3)
This course focuses on human development from conception to puberty. The main goal of the course is to provide students with an in-depth understanding of typical changes during childhood that are based on fundamental principles of development. Interactions between physical, cognitive, social, and emotional aspects of development are examined. Emphasis is placed on theory and research as sources of knowledge. Prerequisite: PY 1000.
PY 3430 Cross Cultural Perspectives on Adolescence (3)
A cultural approach to adolescent development is taken, emphasizing the themes of cultural contrasts and globalization. Cognitive, physical, emotional, and social development are examined. Topics include identity formation, peer influence, schools, self-esteem, media, and problem behaviors. Emphasis is placed on theory and research as sources of knowledge. Prerequisite: PY 1000 and sophomore standing (or consent of instructor). (GPR)

PY 3440. Adult Development and Aging (3)
The developmental tasks of adulthood, including intimacy, identity, work and family, are considered in this course. The physical, social, cognitive and emotional aspects of the aging process are considered. Emphasis is placed on theory and research as sources of knowledge. A service-learning project is required. Prerequisite: PY 1000 and sophomore standing.

PY 3500. Personality (3)
After a consideration of the characteristics of scientific theories, this course examines the efforts of significant historical and contemporary theorists to explain the development, dynamics and determinants of personality. The usefulness of particular personality theories is evaluated within the framework of empirical research. Prerequisite: PY 1000. (SRII or SRI)

PY 3550. Abnormal Behavior (3)
An introduction to the various forms of maladjustment including anxiety, affective disorders, schizophrenia, dissociative processes, personality disorders, and child and adolescent psychopathologies. Disorders are considered from several perspectives including psychodynamic, behavioral, cognitive, humanistic-existential, family systems and biological. Prerequisite: PY 1000. (SRII or SRI)

PY 3600. Psychology of Sexual Behavior (3)
A psychological perspective on human sexuality and patterns of behavior. Sexual functioning, gender identity, sexual disorders and treatment are considered. The role of personality, attitudes and emotional factors are emphasized. Prerequisite: PY 1000. (SRII or SRI)

PY 3650. Evolutionary Psychology (3)
Evolutionary psychology seeks to understand evolved cognitive, emotional and behavioral adaptations in humans within the context of potential selection pressures present in our evolutionary history. A central tenet of evolutionary psychology is that the human brain is comprised of a large number of specialized mechanisms that have been shaped by natural selection over vast periods of time to solve survival problems faced by our human ancestors. This course reviews current thinking about hominid evolution and the basic tenets of modern evolutionary theory. In addition a variety of human adaptive problems will be discussed in the context of psychological mechanisms that may have been selected for to solve these adaptive problems (e.g., basic survival, mating strategies, parenting, kinship and problems of group living).

PY 3700. Health Psychology (3)
Health psychology is one of the most rapidly expanding areas in the field of psychology. This course will discuss the role psychological factors play in physical problems. The role of psychological treatments for individuals with psychophysiological disorders will be discussed. This course will also address the role of the health psychologist in the health care system and topics such as chronic pain, obesity, nicotine addiction. Prerequisite: PY 1000; sophomore standing.

PY 3810. Psychology and Law (3)
Psychology and Law focuses on how the application of theories, methods, and research findings in psychology can contribute to a better understanding of questions and issues related to law and the legal system. Topics may include forensic hypnosis, eyewitnesses, interrogations and confessions, criminal profiling, prediction of dangerousness, competencies, criminal responsibility/insanity, jury decision-making, and sentencing decisions, among other. Prerequisite: PY 1000.

PY 3820. Multicultural Psychology (3)
This course examines the understanding of cultural differences and their application to behavioral change. Emphasis is placed on the development of the ability to engage in perspective-taking as a function of culture. Diversity across race, gender, and class is explored. Issues related to prejudice, privilege, attitude structure and change, interpersonal communication, will be explored. The course will be conducted with a combination of lectures, class discussion, guest speakers, group activities, student presentations, videos, etc. Prerequisite: PY 1000.

PY 3990. Research Experience I (1-3)
Research Experience I is designed to introduce students to the research process by participating in faculty sponsored research. Activities as a member of this team may include reading literature relevant to the topic, data collection or data entry and attending research meetings. Students contract with a faculty mentor to determine their level of participation in the research process. Three hours of participation per week are required to earn one hour of college credit and the student must have a minimum overall GPA of 3.0 to participate. Students can earn a maximum of three credit hours. Prerequisite: PY 1000, minimum 3.0 cumulative GPA, and instructor approval.

PY 4100. History and Systems in Psychology (3)
The intellectual history of contemporary psychology is traced in light of positions taken on a number of fundamental philosophical and psychological questions. The course delineates psychology’s emergence as a science and a disci-
PY 4200. Psychology of Motivation (3)
Why do human beings and other organisms behave as they do? Answers are sought by examining the construct of motivation from biological, learning, cognitive and social perspectives. The course begins with some of the “simple” motives that human beings share with other animals and then considers the complex ways in which the functioning of biological systems interacts with learning, cognition and language. Major topics include hunger, sex, emotion, goal theory, attribution theory and social influence. Emphasis is placed on the unique importance of language in structuring human motivation and emotion. Prerequisite: PY 1000.

PY 4300. Cognition (3)
This course investigates how ordinary minds acquire, store, retrieve, and use the information and knowledge that sustains mental life. Several memory systems, mental processes and mental phenomena are explored, as is attention, perception, problem-solving, thinking, conceptual structure, creativity, and language. Demonstrative findings and methodologies from cognitive neuroscience inform how the brain enables mind and reveal how exploration of non-ordinary minds facilitates our primary investigation. Prerequisite: PY 3100 or PY 3110.

PY 4320. Cognitive Development. (3)
The goal of this course is to better understand cognitive psychology by making use of developmental research. To accomplish this goal important themes that are discussed include innate qualities of human cognition, the patterns of change found in cognition, the study of possible universal forms of cognition, and different methods for examining cognitive change. To become acquainted fully with these issues, students read and critique original source material. Prerequisite: Six hours of upper-division psychology.

PY 4350. Psychology of Language. (3)
The study of language is approached from a cognitive perspective. Hence, the course seeks to understand the knowledge speakers and listeners require to use language, the cognitive processes involved in ordinary language use, and how these interact within environmental and biological constraints to account for linguistic performance. Principal topics include comprehension, production, and acquisition of language, speech perception, conversational interaction, and the biological foundations of language. The course also explores topics like reading, sign language, cultural influences on language, and language and pathology. Prerequisite: PY 1000, PY 3100 or PY 3110.

PY 4400. Social Psychology (3)
The scientific study of the manner in which the behavior, emotions or thoughts of the individual can be influenced or determined by the behavior or characteristics of others. Topics include methods of research, social perception, attitude formation and change, aggression, attraction, persuasion, conformity and interpersonal communication. Prerequisite: PY 1000; junior standing or instructor approval. (SRII)

PY 4500. Theories of Counseling and Psychotherapy (3)
This course addresses development of basic counseling skills and an appreciation of the counseling process and pitfalls. Emphasis is on listening, effective questioning, interpretation, and selection of appropriate therapeutic approaches. Students review and practice therapeutic strategies from behavioral, cognitive, psychodynamic, humanistic, and family systems paradigms. Prerequisite: PY 3100 or PY 3110; PY 3550.

PY 4570. Contemporary Personality Research (3)
This course examines contemporary theoretical models and research on the sources, correlates, and consequences of individual differences in personality. Topics may include genetic and biological influences on personality, development and expression of the self, personality and social behavior, and the relation of specific traits to behavioral outcomes. Exploration and application of research designs and methods used to study personality is a central focus of this course. Prerequisite: PY 3100 or PY 3110.

PY 4600. Psychology of Gender (3)
The study of the manner in which gender is socially constructed, and the ways in which gender identity is socialized and acquired. Additional topics include: physical health and reproduction, psychological well-being, relationship issues, career and work issues, psychological abilities, media influences, issues concerned with aging, and the role of political movements all in relationship to gender. Prerequisite: PY 1000 and sophomore standing.

PY 4610. African American Psychology (3)
This course examines the psychology of the African American experience. Topics include an overview of Black/African American psychology as an evolving field of study and consider the Black/African American Psychology paradigm as one of the key conceptual frameworks for understanding the psychological experiences of African Americans. Other topics may include the psychological experiences of African Americans such as racism and discrimination, achievement and schooling, kinship and family, racial identity, religion and spirituality, and African American mental health. A focus of the course is the range of theoretical and methodological approaches that scholars have developed to conceptualize the thoughts, styles, and behaviors of African Americans. Discussions may address...
current topics, controversies, and recent advances in African American psychology. Throughout the course, a primary objective will be to consider how our knowledge of African American psychological experiences can be used to promote African American psychological health and wellness. Prerequisite: PY 1000.

**PY 4890. Cognitive Neuroscience (3)**
This course explores how the brain mediates specific cognitive processes, to include sensory and perceptual processes (mostly visual and auditory), attention, learning, language, memory, executive functions, emotion, and consciousness. Examined also are the methodologies that converge to support a claim of relationship between an area of brain tissue and a particular cognitive function. Methodologies explored include standard cognitive science and those of cognitive neuroscience (e.g., ERP, fMRI, double dissociation). In short, the course examines how the brain enables mind. Prerequisite: PY 3100 or PY 3110 or instructor approval.

**PY 4960. Psychology Seminar (3)**
A senior-level experience emphasizing independent research. Students may present research in a public format. Each seminar is centered on an organizing theme or topic selected by the instructor. Prerequisite: Senior standing, Psychology major, PY 3100 or 3110 with a grade of C or better, and 3 hours at the 4000-level with a grade of C or better.

**PY 4970. Practicum in Psychology (2-3)**
Practicum in Psychology provides students with opportunities to observe and participate in the work of psychologists, counselors and other professionals in a variety of mental health, forensic/legal, and business/industry settings. The 3-credit practicum requires 150 on-site hours and the 2-credit practicum requires 100 on-site hours. In addition to daily logs and journals, completion of a paper that integrates empirical research and practical experience is required. Interested students must consult with the Practicum instructor before enrolling. Prerequisite: Declared major or minor in psychology; junior or senior standing; 2.5 overall GPA; instructor approval.

**PY 4990. Research Experience II (1-3)**
Research Experience II is designed to expose students to the broadest range of research activity possible. The student will plan, conduct and analyze data from a research project in collaboration with a faculty mentor. Students contract with a faculty member to determine their specific research activities which may extend over multiple semesters. It is required that a level II research experience culminate in an APA style research paper, a poster presentation, or an oral presentation at a student conference. Three hours of participation per week are required to earn one hour of college credit. The student must have a minimum of 36 credit hours, an overall GPA of 3.0 and either PY 3100 or PY 3110 with a minimum grade of B to enroll. Students can earn a maximum of nine credit hours. Prerequisite: Minimum 36 credit hours; minimum 3.0 cumulative GPA; PY 3110 or PY 3100 with B or better; instructor approval.

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**DEPARTMENT OF SOCIAL AND CULTURAL SCIENCES**

*Professor* Shirley A. Scritchfield, Ph.D. (Chair)

*Assistant Professor* Chanasai Tiengtrakul, Ph.D.

The department of Social and Cultural Sciences provides academic offerings that examine cultural institutions, their features and their impact on the lives of individuals within society. The department offers courses in Anthropology and Sociology.
Sociology (SO)
(Department of Social and Cultural Sciences)

Professor Shirley A. Scritchfield, Ph.D. (Chair)

SO 1000. Introduction to Sociology  (3)
Introduction to the fundamental concepts, theories, and methods of sociology, with emphasis on using the sociological perspective to analyze and understand the relationship between ourselves and the world around us. Major areas of examination include: culture and socialization, social organization and institutions, conformity and deviance, race, class, and gender stratification, and social change. (SRI)

SO 2000. Modern Social Problems  (3)
Using sociological theoretical and conceptual frameworks to analyze contemporary social problems. Analysis focused on such major problems as poverty and inequality, violence and abuse, crime and criminal justice, environmental pollution, migration and immigration, and health pandemics. (SRI)

SO 3540. Race and Ethnic Relations  (3)
Sociological analysis of relations between groups that differ in race, culture, or both. Emphasis on critical examination of the nature, causes and consequences of race and ethnic inequalities and conflict, in global as well as domestic perspective. Key dynamics to be considered include: dominance and subordination, prejudice, and discrimination. Prerequisite: Sophomore standing. (SRII)

SO 3650. Medical Sociology  (3)
Sociological analysis of health, health care, and the health professions, providing an examination of the social aspects of medicine and the processes of health and illness. Prerequisite: Sophomore standing. (SRII)

SO 3670. Sociology of Death and Dying  (3)
Sociological analysis of death and dying, both in the U.S. and in other parts of the world. Course examines how the intensely personal experience of dying, death, and bereavement are shaped by society and culture. Prerequisite: Sophomore standing. (SRII)

SO 3700. Social Class in America  (3)
Sociological analysis of the nature, causes, and consequences of social differentiation, inequality and stratification. Particular attention directed to the interactions between social class and racial, ethnic, and gender status. Prerequisite: Sophomore standing. (SRII)

Spanish (SP)
See: Classical and Modern Languages and Literature

Strategic Communication (SC)
(Department of Communication and Fine Arts)

The Strategic Communication degree is offered from the Department of Communication. Refer to the Department of Communication and Fine Arts.
The mission of the Theatre Program at Rockhurst University is to nurture a student’s intellectual and aesthetic development, be it for personal enrichment, advanced study, or for preparation for a career in the profession or a related field. The Theatre Program is committed to a broad-based, liberal arts approach that combines knowledge and experiential learning in order to develop the student’s abilities to think creatively, critically, and collaboratively. The Theatre Program is committed to enhancing the cultural and intellectual life at Rockhurst University by providing a varied program of theatre offerings that are intellectually, artistically, and socially challenging and that acknowledge and celebrate the complexity and diversity of the human experience so that we may learn to live more meaningful lives in relation to one another.

**Minor Field of Concentration**
The liberal arts theatre minor consists of a minimum of 15 credit hours in theatre courses. From lower-division theatre courses, students must complete three hours: either TA 1200 Acting or TA 1300 Introduction to Technical Theatre. From upper-division theatre courses, students must complete at least 12 hours, which should include at least three hours of theatre practicum. A grade of C or better is required in each upper-division course of the minor. (A grade of C- will not satisfy the requirement.)

**TA 1000. Introduction to Theatre Arts** (3)
An exploration of the art of the theatre with the aim of developing knowledgeable appreciation. The course is designed to increase the student’s awareness of theatrical art as cultural expression, to enhance understanding of the processes of artistic creation, and to develop the critical skills which foster discrimination among the kinds and qualities of theatre arts competing for attention. Learning experiences include lectures, discussions, a practicum, video viewings, and attendance at live productions. As an introduction to theatre, for non-theatrical students, this course is not part of the theatre minor. (ARI)

**TA 1020. Live Theatre in New York** (1-3)
An appreciation course culminating in a one-week trip to New York City. Typically, the trip would occur during the spring semester break or between spring and summer semesters. Prior to the trip, on-campus classes explore issues related to professional theatre, theatre history, dramatic theory, and performance criticism. During the New York trip students attend at least six Broadway or off-Broadway plays, meet for group discussions, and collect information for use in written analysis projects. Students are responsible for additional costs associated with the trip. Course may be repeated for a maximum of six credit hours. (ARI—To satisfy the core this course must be taken in combination with other AR, MS, or TA courses to equal at least 3 hours.)

**TA 1040. Live Theatre in Kansas City** (1-3)
An appreciation course which includes trips to local theatre productions and rehearsals, and meetings with actors, directors, and stage managers; discussion and criticism of the productions. Course may be repeated for a maximum of six credit hours. (ARI—To satisfy the core this course must be taken in combination with other AR, MS, or TA courses to equal at least 3 hours.)

**TA 1050. Live Theatre Experience** (1)
Students select and attend six live theatre performances and then submit a short paper for each summarizing and evaluating their experiences. Students may determine the locations and venues (Kansas City and/or other cities); however, they must meet categorical requirements to ensure a varied experience that includes professional, community, and academic theatres. Course may be repeated for a maximum of two credit hours. (ARI—To satisfy the core this course must be taken in combination with other AR, MS, or TA courses to equal at least 3 hours.)

**TA 1100. Stage Movement: Basics** (3)
A course in the art of movement for stage: students learn basic movement skills including development of spatial awareness, locomotor movements
(across the floor), center combinations, and large motor control. Students will learn to communicate verbally and in writing using movement language. Activities might include memorizing choreographic sequences, stretching, and counting rhythms.

**TA 1200. Acting I** (3)
A studio course in the art of acting: students learn basic acting skills including development of sensory and emotional awareness, removing vocal and physical blocks, role analysis, development of objectives, and characterization. Learning activities include exercises, monologues and scenes. Prerequisite: Instructor approval. (ARI)

**TA 1300. Introduction to Technical Theatre** (3)
The course is designed to acquaint the student with various technical aspects of theatrical production. Emphasis is on theatre safety, costume construction, scenic and property construction and painting, theatre sound, and stage lighting. Lab fee. (ARI)

**TA 2100. Stage Movement: Dance for Actors and Singers** (3)
Intermediate course in the art of movement for stage: students build on basic skills adding more complex dance patterns, stage fighting, dance theory and history. Prerequisite: TA 1100 or instructor approval.

**TA 3000. Script Analysis** (3)
Students will be introduced to tools for and methods of analyzing scripts for the purpose of production and performance. The course focuses on the development of critical skills which can aid students in future research and analysis of literature for the stage. The principal objectives of the course are: to introduce basic principles of analysis and examine their application to theatrical scripts; to explore important examples of dramatic literature; to develop a critical vocabulary for communicating interpretive ideas and to practice writing and speaking effectively about interpretive ideas; and, to develop research and dramaturgical skills needed by theatrical practitioners. Prerequisite: EN 1110; TA 1200 or TA 1300.

**TA 3100. Stage Movement: Theatre Dance** (3)
Advanced course in the art of movement and theatre dance. Students will learn choreography and the philosophy of movement. Activities might include memorizing and performing choreographic sequences, tap steps and jazz standard movements and steps. Offered on demand. Prerequisite: Instructor approval.

**TA 3200-3240. Performance Studio** (3)
A studio course in advanced acting techniques that might include advanced characterization, script analysis, auditioning, theatre literature and mask techniques. Learning activities include exercises, monologues, and scenes. Each semester will focus on a different period style. Prerequisite: TA 1200 or instructor approval. (ARI)

**TA 3200. American Classics** (3)
**TA 3201. Musical Theatre** (3)
**TA 3202. Elizabethan Theatre** (3)
**TA 3203. Voice and Diction** (3)
**TA 3204. Greek and Roman** (3)
**TA 3205. Theatrical/Absurd** (3)
**TA 3206. Modern** (3)
**TA 3207. Commedia and Clowning** (3)
**TA 3250. Directing** (3)
A course in the art of directing: students learn basic directing skills including script analysis, conceptualization, visualization, blocking, stage movement, business, scheduling, production staff communication, and actor coaching. Prerequisite: TA 1000 or TA 1200 or instructor approval. (ARI)

**TA 3300. History of Pre-modern Theatre, Drama, and Criticism** (3)
A history of pre-modern theatre production including architecture, acting, directing, management, playwriting, scenery, costumes, lighting, and sound. Drama is explored in its theatrical, cultural, political and critical contexts. Includes readings in theatre history, plays, and dramatic and theatrical criticism, and viewing of videotaped and live productions. Prerequisite: TA 1000 or instructor approval.

**TA 3420. History of Modern Theatre, Drama, and Criticism** (3)
A history of modern theatre production including architecture, acting, directing, management, playwriting, scenery, costumes, lighting, and sound. Drama is explored in its theatrical, cultural, political and critical contexts. Includes readings in theatre history, plays, and dramatic and theatrical criticism, and viewing of videotaped and live productions. Prerequisite: TA 1000 or instructor approval.

**TA 3500. Acting Practicum** (1)
Performance in a mainstage or laboratory production. May be repeated for credit. Prerequisite: instructor approval. (ARI – To satisfy the core this course must be taken in combination with other AR, MS, or TA courses to equal at least 3 hours.)

**TA 3520. Building Crew Practicum** (1)
Forty hours of activities in the scene shop and/or the costume shop and/or in electrics. May be repeated for credit. Prerequisite: instructor approval.

**TA 3540. Running Crew Practicum** (1)
Running crew for one production selected from stage, light, sound or costume crew. May be repeated for credit. Prerequisite: instructor approval.

**TA 3560. Theatre Management Practicum** (1)
Forty hours of activity in one of the following areas: stage management or assistant directing, program design or development, publicity, house management, box office. May be repeated for
The department of theology and religious studies has the same responsibility toward its discipline and students as has any other academic department: scholarly understanding of appropriate data. The department makes no effort at religious indoctrination; rather, it concerns itself with presenting in a manner that is suitable to an institution of higher education an intellectual understanding of Christianity and of other religious phenomena. Whether students approach the data with or without a specific religious commitment is a matter of their personal decision.

**Major Field of Concentration**

The major in theology and religious studies consists of a minimum of 24 upper-division semester hours in addition to completing TH 1000 (or TH 1050). TH 3000 (or TH 3050) counts toward the 24 upper-division hours. These 24 semester hours, together with 12 additional semester hours of related upper-division courses, are subject to the approval of the major advisor. A senior exit activity/interview is required. Also required are two semesters of college-level study of one language other than English. This requirement may be fulfilled by completing two semesters of college-level literature in one language other than English. In either case, the language courses must be taken for college-level credit. (Neither College Level Examination Program (CLEP) nor Advanced Placement (AP) exams fulfill this requirement.) A grade of C or better is required in each upper-division course of the major. (A grade of C- will not satisfy the requirement.)

Majors are urged to take more than the minimum of 24 hours of upper-division work. The 12 hours of related course work are to be chosen with the guidance of the major advisor. These 12 hours of related course work must pertain directly to the major concentration. Selected courses in history, philosophy, or other disciplines approved by the major advisor, constitute related course work. In the normal course, for both majors and non-majors, TH 1000 or TH 1050 ought to be followed by TH 3000 or TH 3050.
Students have the option of taking an additional “swing course” to meet the core requirement. The department prefers that the hours contained in the liberal core be fulfilled in different semesters: the required core courses should not be taken simultaneously.

**Minor Field of Concentration**

The minor in theology and religious studies consists of a minimum of 15 semester hours: 9 hours of upper-division coursework in addition to completing both TH 1000 (or TH 1050) and TH 3000 (or TH 3050). A grade of C or better is required in each upper-division course of the minor. It is highly recommended that students seeking a minor in theology and religious studies consult with the department chair or other appropriate members of the department regarding course selections.

**TH 1000. Christianity I: Foundations**  
*Fall and Spring semester*

This course provides the introduction to the Theological Mode of Inquiry in the process of exploring essential Christian concepts: Faith, Symbol, Revelation, Resurrection, Creation, Incarnation, Trinity, Sacrament, Salvation, Grace, Church, and the significance of the Bible. The course places special emphasis on early Christian thinking and practice. (THI)

**TH 1050. Honors Christianity I: Foundations**  
*Spring semester*

The content and the purpose are the same as in TH 1000 though the perspective is broadened and deepened. Prerequisite: honors status or instructor approval. (THI)

**TH 3000. Christianity II: Development**  
*Fall and Spring semester*

Christianity II: Development assumes what is meant by the Theological Mode of Inquiry. Primarily this course ponders foundational Christian theological thought and practice as these have been refined through the centuries into what are now mainstream Western Christian theologies. Prerequisite: TH 1000 or TH 1050. (THII)

**TH 3050. Honors Christianity II: Development**  
*Fall semester*

The content and the purpose are the same as in TH 3000 though the perspective is broadened and deepened. Prerequisite: TH 1000 or TH 1050, honors status or instructor approval. (THII)

**TH 3100. Hebrew Scriptures (Old Testament)**  
(3)

The principal concern of this course is to study the religious ideas contained in the Torah, the Prophets and the Writings. To this end it also investigates the variety of literary forms (myth, history, prophecy, apocalyptic, etc.) in which those ideas are expressed. A serious effort is made to show the continuity between the Hebrew Scriptures and the New Testament which, together, form a large part of the Judeo-Christian tradition. Prerequisite: TH 1000. (THII)

**TH 3130. Introduction to New Testament Greek**  
(3)

This course introduces the student to the Greek language of the New Testament, known as Koine Greek. The objective is to promote understanding and appreciation for the Greek language as well as the writing of the New Testament. Students will demonstrate their acquired linguistic skills by translating simple NT passages. The course also covers issues regarding textual and literary criticism, challenges in translating, and the formation of the New Testament canon. Consequently, the theological meaning of select New Testament texts will be studied. Prerequisite: TH 1000. (THII)

**TH 3150. God of Faith**  
(3)

An examination of the Christian understanding of God. The course focus is on both classical theism and modern interpretations of such issues as knowledge of God, language about God, models of providence, the problem of evil and suffering, and God’s continuous creation. Attention is also given to the contemporary dialogue between belief in God and science, philosophy, and culture. Prerequisite: TH 1000. (THII)

**TH 3300. Roman Catholicism**  
(3)

The principal purpose of this course is to provide an academic summary, suitable for adult minds, of specifically Roman Catholic doctrine and history. Secondarily, points of agreement as well as disagreement with other major Christian denominations are noted. Prerequisite: TH 1000. (THII)

**TH 3400. Special Topics in Jewish Studies**  
(3)

Topics can include such subjects as contemporary Jewish theology, theological reflections on the Holocaust, the Talmud, etc. Specific course topics are announced by the department. Prerequisite: TH 1000. (THII)

**TH 3450. The Jewish Faith**  
(3)

This course is an introduction to the academic study of Judaism, with a special emphasis on the beliefs and practices of contemporary Judaism. Prerequisite: TH 1000. (THII)

**TH 3550. Medieval Christianity**  
(3)

This course explores the theology, religious practices, and spirituality of Western Christianity from the fall of Rome to the eve of the Protestant Ref-
ormation (500-1500 CE). Students will examine the theological concepts, liturgical and sacramental experiences, devotional practices, and ways of life that characterized Christian experience during the Middle Ages. Prerequisite: TH 1000 or 1050. (THII)

TH 3622. Introduction to Islam (3)
This course is an introduction to the academic study of Islam, regarding its founding, development, and contemporary beliefs and practices by the various Muslim peoples around the world. Prerequisite: TH 1000 or TH 1050. (THII, GPR)

TH 3666. The Book of Revelation (3)
This course explores the historical context in which the Book of Revelation was composed and its meaning. Attention will be given to Jewish apocalyptic literature that impacted the thoughts of emergent Christianity. The Book of Revelation will be critically examined regarding authorship, audience, meaning, and reception within the historical and social context of primitive Christianity. The course utilizes contemporary methods of interpretation and examines various historical understandings. Prerequisite: TH 1000. (THII)

TH 3700. Theories of Religion (3)
This course will examine the history of scholarship dedicated to developing theories of religion. Course material will engage students in critical reflection on the origins of the field of religious studies and those scholars who attempted to create a "science" of religion. The course will illustrate the trajectory of theorizing as this field emerged over time, and explore various scholarly answers to the question, "What is religion?" Prerequisite: TH 1000. (THII)

TH 4000. The Synoptic Gospels (3)
An introduction to the literary, historical, and social worlds of the Synoptic Gospels (Matthew, Mark, and Luke). The course makes use of both traditional and contemporary methods of interpretation. Special attention is given to important theological aspects of the Synoptics. Prerequisite: TH 1000. (THII)

TH 4010. Studies of the Historical Jesus (3)
This course will explore the major trends in historical Jesus research today and will examine the implications of this research for understanding the history of earliest Christianity and for theology, especially doctrines concerning Christ. The course will include an evaluation of the treatment of questions about the historical Jesus in the media, including reports of the Jesus Seminar. Prerequisite: TH 1000. (THII)

TH 4015. Jews and Christians in Greco-Roman Antiquity (3)
This course examines the development of Jewish religious, philosophical, and political cultures within the Greco-Roman world from 350 B.C.E. to 400 C.E., and the rise of Christian cultures within that milieu. Attention will be given to the interplay between Judaism and Christianity during this formative period. The course will include discussions of such topics as Jewish and Christian ideas of justice, behavioral norms, redemption, messianism, and eschatology. Prerequisite: TH 1000. (THII)

TH 4020. The Gospel of John and the Epistles of John (3)
This course serves as a general introduction to the Johannine Literature—that is, the Gospel of John and the three Epistles of John. The first and major part of the course is devoted to an analysis of the Gospel itself. This analysis includes such topics as the relationship of the Fourth Gospel to the Synoptic Gospels; the traditional source-critical view of the present Gospel in terms of an early, middle, and late stage of composition; and the Gospel as a document of the Church—its theological themes and interpretations. The latter part of the course deals with the three letters of 1, 2, and 3 John. Topics addressed include the main theological thrust and themes of the Epistles; the socio-historical situation, and the relationship of the Epistles to the Gospel. Prerequisite: TH 1000. (THII)

TH 4030. Pauline Letters and Theology (3)
This course serves as a general introduction to the Pauline Letters, focusing on both Paul’s theology and the social and historical context out of which that theology emerged. Prerequisite: TH 1000. (THII)

TH 4040. Topics in Interpreting Paul’s Epistles (3)
This course investigates the theology of Paul’s epistles and explores the differing interpretations of Paul that underlie many of the great disputes in Christian history. Possible topics include salvation, ecclesiology, Jewish-Christian relations, and the role of women. Prerequisite: TH 1000. (THII)

TH 4050. Sacraments (3)
Humanity has always attempted to reach God through private prayers and the rites of religion. Beneath ritual and its symbolism is a rich theological stratum which, when understood, can help one to appreciate the experience of God found in and through the rites. This course studies the history and development of the rites of Christianity and the experience of them, in an attempt to understand their theological stratum. Prerequisite: TH 1000. (THII)

TH 4080. Christianity in Film (3)
Christianity in Film uses video/film as a stimulus to student discussion about and research into fundamental Western Christian values and theological hypotheses. Depictions in film of dilemmas, crises, insights occasioned by characters’ Christian convictions and by community history provide visual imagery and give a sense of “lived experience” of the issues investigated—issues which recapitulate and expand on the core concepts encountered in TH 1000 and TH 3000. Prerequisite: TH 1000. (THII)
TH 4100. Catholic and Protestant Theology (3)
An examination of the major theological emphases of Catholics and Protestants. Attention is given to the origins of the Protestant Reformation and the development of the various Protestant traditions arising from it. Areas of agreement and disagreement, both then and now, are examined with focus on examples of contemporary Catholic-Protestant dialogue. Students are introduced to literature, guest lecturers, and worship experiences from both Catholic and Protestant traditions. Prerequisite: TH 1000. (THII)

TH 4110. Mystical Traditions in Christianity (3)
This course explores that element of Christianity which is concerned with the human being coming to a personal and direct awareness of God’s presence. We will address a number of issues related to Christian mysticism, including practices leading to consciousness of God, descriptions of mystical experiences, and the implications of mysticism for the life of faith and action in the world. Mystical traditions from various historical periods and cultural contexts of Eastern and Western Christianity will be addressed. Students will consider and discuss both theoretical conceptions of Christian mysticism and primary texts of Christian mystical writings. Prerequisite: TH 1000. (THII)

TH 4180. Religion in America (3)
This course surveys the history of religious life in America. It is designed to give students an introduction to a variety of themes, issues, events, and religious perspectives which have shaped the consciousness of the American people. This course introduces students to topics including Native American religious traditions, Puritanism, the “Great Awakenings,” Mormonism, Protestant/Catholic relations, Judaism, charismatic and holiness traditions, women in religion, slave religion, Christian fundamentalism, and the Nation of Islam. It also deals with themes such as the separation of church and state, the role of revivalism in the construction of religious identity, pluralism, and questions relating to competing narratives of “The American Religious Tradition.” Prerequisite: TH 1000. (THII)

TH 4181. Religion in Latin America and the Caribbean (3)
The course will explore religious life in Latin America and the Caribbean from the colonial period to the present. Special attention will be given to the interaction between Christianity and the indigenous religious systems of the native people and the African diaspora. Topics may include the role of missionaries, religious syncretism, liberation theologies, church-state relations, religion’s role in the formation of ethnic and gender identity and the contemporary rise of evangelical and charismatic Christianities. Prerequisite: TH 1000. (THII, GPR)

TH 4190. New Religious Movements (3)
This course explores new religious movements with a focus on their origins, their theological tenets, and their impact on modern culture. Movements examined include those more established movements such as the Mormons and Christian Scientists as well as more recent religious groups such as the Unification Church, WICCA, the Branch Davidsians, Heaven’s Gate, Scientology, and the New Age Movement. Students are asked to consider questions such as: What issues are at stake in categorizing these movements? How are these movements perceived and discussed in the media and popular culture? What factors allow some movements to be sustained while rendering other movements fleeting? Prerequisite: TH 1000. (THII)

TH 4200. Christian Marriage (3)
This course critically explores the contemporary meaning of Christian marriage as covenant, symbol, and sacrament. As part of this exploration the development of marital theology from the past to the present is examined by investigating how marriage was theologically understood in the Hebrew Scriptures and the New Testament, as well as by probing the theology of Christian marriage which emerged during the Patristic, Medieval, and Reformation eras. Theological/moral issues (past and present) significantly connected with Christian marriage such as divorce, remarriage, artificial contraception, artificial insemination, marriage without children, etc. are also studied. Prerequisite: TH 1000. (THII)

TH 4250. Contemporary Christian Theology (3)
A study of issues, movements, and theologians who have impacted contemporary theology. The writings of significant Catholic and Protestant theologians are examined in the context of movements such as classical liberalism, neo-orthodoxy, existentialism, fundamentalist-modernist controversies, process theology, liberation theology, feminism, and post-modernism. Prerequisite: TH 1000. (THII)

TH 4280. Religion, Ethnicity and Race (3)
Complex constructions of “racial” and “ethnic” identity have often played a profound role in developing the religious worldviews of institutions and individuals. This course surveys examples of this interaction throughout history and seeks to give students a better understanding of the ways in which theological expression both shapes and has been shaped by race and ethnicity. The course examines how the interaction between religion and ethnicities/races has produced both ideological bridges and barriers between individuals and groups. The course focuses primarily, though not exclusively, on the U.S. American scene, and may explore the topic in relation to American Catholicism, the Euro-Christian encounter with Native
TH 4350. Theology, Morality and
Health Care (3)
This course explores the interrelationships between
teology, morality, and contemporary health care. In
addition to methodically examining moral issues
in health care, this course emphasizes the founda-
tional roles which theology plays in engendering
moral vision, the development of character, behav-
ior, and formal arguments related to contemporary
debates within and about health care. Prerequisite:
TH 1000, junior standing in four-year nursing
program, candidacy in accelerated nursing pro-
gam, or instructor approval. (THII)

TH 4444. Feminine Face of God (3)
This course explores the use of feminine images for
God throughout the centuries within mainstream
Christianity—Catholic, Orthodox, and Protestant.
Students will study the historical and contempo-
rary theological issues regarding gender language
and conceptualizations about God. Prerequisite:
TH 1000 or TH 1050. (THII)

TH 4450. World Religions (3)
An introduction to the beliefs and practices of
four major world religions—Hinduism, Bud-
dhism, Judaism, and Islam—through a study of
their scriptures and history. The class concentrates
on each religion’s views of the Transcendent and
of the nature and destiny of the human person.
Students read selections from the scriptures and
writings of major thinkers in each tradition. A
study of the major events in the history of each
religion serves as background for a consideration of
its contemporary beliefs and practices. Prerequisite:
TH 1000. (THII)

TH 4777. Religious Utopian Communes
in America (3)
A study of the nature, history, beliefs, and practices
of religious utopian communes in America from
the nineteenth century to the present. Prerequisite:
TH 1000. (THII)

TH 4888. Paul’s Letter to the Romans (3)
Paul’s Letter to the Romans is central to under-
standing Paul and the early communities of belie-
vers in Jesus Christ in their first-century historical
context, as well as to interpreting Paul’s theology.
This course will focus on a close historical-critical
reading of the text, including investigation of
Roman, Greek, Jewish, and Christian historical
and cultural factors, why Paul wrote this letter
and intended to travel to Rome, the historical,
rhetorical, and theological messages that arise in
Paul’s arguments, and the interpretive traditions,
and implications of the various choices main-
tained by them. Students will also be introduced
to the newer perspectives on Paul that are chal-
lenging long-held views and advancing respectful
inter-faith dialogue and interaction. Prerequisite:
TH 1000. (THII)
Women’s Studies (WS)

Program Coordinator  Jennifer A. Oliver, Ph.D.

The Women’s Studies minor examines the historical and contemporary circumstances that have shaped the relationships between women and men, and between women and women, in the family, work place, personal relationships, universities, religious institutions, and in public policy forums on the local, national and international levels. The program is designed to raise fundamental questions about gender identity and relations, and about philosophical, natural scientific and social scientific assumptions regarding the idea of human nature. The courses draw upon a variety of scholarly perspectives and pedagogues including feminist theory and pedagogy. It aims to assist students in developing critical thinking skills and an understanding and appreciation of the contributions of women to civilization and society.

Minor Field of Concentration

The minor in Women’s Studies requires a total of 18 credit hours which include two required courses: WS 1000 and WS 2000. In addition to these two courses, the minor requires four upper-division electives chosen from the list below as well as special topics courses. Please note that these courses are described and cross-listed in the departments that offer them.

Other courses may be used by students toward the minor using the Women’s Studies Option. A course may be counted toward the minor if the student pursues an additional project on a topic pertaining explicitly to women and their roles, treatment, and status in society. Any research should consider questions of method which impact the way data are measured, interpreted, collected, and presented with respect to women. This project must be coordinated through the course instructor, a faculty mentor/advisor serving on the Women’s Studies Committee and with the signed approval of the Chair of the Women’s Studies Committee. Furthermore, classes are continually in the process of being added to the list below.

WS 1000. Women in Culture  (3)

Fall semester

This course focuses on the experiences of women and the significance of gender in society, providing an interdisciplinary perspective. Specific areas of investigation may include the social construction of gender, women and work, the state, patriarchy, and the role of women in society and in the family. Particular attention is paid to such factors as race, ethnicity, and class to understand more fully women’s roles across cultures and over time. (SRI)

WS 2000. Approaches to the Study of Gender (3)

This course focuses on social science approaches (psychology, sociology, anthropology) to the study of gender. The question of “what does it mean to be male and female in our culture?” will be critically examined. Gender differences and similarities are examined through various research studies and theoretical perspectives. (SRI)

WS 3020 (NS 3020). Women and Science  (2)

This course will examine the role of women in science by studying their contributions to the scientific body of knowledge and their influences as professionals in scientific fields. Readings will focus on the lives of many influential women scientists, the influence of women on the origins of modern science and the participation of women in research on both sides of the lab bench, as investigators and as study subjects.

WS 4970. Internship  (1-3)

This course is designed to allow the student to pursue applied studies through community work in a field of choice. Prerequisite: WS 1000, WS 2000.

AN 4100 Gender in Cross-Cultural Studies
EN 3520 Jane Austen Study
EN 3880 The Gothic Novel as Genre
EN 3890 Women and Literature
EN 4600 Twentieth-Century British and American Poetry
FR 3890 French Women and Literature
FR 3873 Senegalese Literature and Culture
HS 3670 Native American History
HS 3810 History of Women in America
OLS 3200 Women and Leadership
PY 4600 Psychology of Gender
SP 4360 Latin American and U.S. Latina Women’s Literature
TH 4330 Christianity and Women
TH 4444 Feminine Face of God
The Pre-Medical Post Baccalaureate Certificate Program is intended for those students who have completed a baccalaureate program, usually in a non-science area, and who now desire to come back to complete their science requirements for medical school. This program is applicable to those preparing for either allopathic (MD) or osteopathic (DO) medical schools. It is also appropriate as preparation for other health careers, e.g. dentistry and physician assistant. The requirements do not differ significantly.

This program is not intended as a remedial program for students who have taken all of the required courses and need to improve their grades. It is not an “MCAT prep” course.

The applicant will be a strong student, one who will probably be competitive in a medical school application. Therefore, one’s collegiate grades are generally “B” or better. There are no strict cut-off grades for admission to the program. Rockhurst prides itself on individual attention to each student; hence many factors will go into one’s acceptance into this certificate program. This program has great flexibility.

The Admissions Committee and the Pre-Medical Advisory Committee review applications throughout the year. Students are informed by mail shortly after the decisions are made. An interview is not required, though it may be desired. The prospective student must supply the following before the application can be acted on:

1. Completed application form.
2. Official transcripts from all previous colleges, and ACT or SAT scores.
3. An essay explaining your intentions (not more than 500 words with the application).

Students who complete this program with satisfactory grades will be awarded a Certificate in Pre-Medical Sciences.

**Course requirements for the Certificate in Pre-Medical Sciences:**

- BL 1250/1251 General Biology I
- BL 1300/1301 General Biology II
- BL 3610/3611 Genetics
- CH 2610 General Chemistry I (or CH 2650 Honors General Chemistry)
- CH 2630 General Chemistry II
- CH 2710/2720 Organic Chemistry I
- CH 2730/2740 Organic Chemistry II
- MT 1800 Calculus I
- PH 2800/2810 General Physics I
- PH 2900/2910 General Physics II

These courses are required by virtually all medical schools and before taking the MCAT. Additional courses may be recommended, depending on the student’s background and the requirements of a particular medical school.
Additional information concerning the program and an application for admission to the program may be obtained from:

Office of Admission  
Rockhurst University  
1100 Rockhurst Road  
Kansas City, Missouri  64110-2561  
(816) 501-4100 or 501-4097  
1-800-842-6776  
www.rockhurst.edu

Or email Graduate Admission directly at: graduate.admission@rockhurst.edu.
School of Graduate & Professional Studies

Undergraduate Programs

Academic Administration

Interim Dean: James A. Millard, Ph.D.
Associate Dean: Michael A. Clump, Ph.D.
Director of Advising: Terry Forge, B.P.S.
Interim Chair, Department of Communication Sciences and Disorders: Michael Clump, Ph.D.
Director, Criminal Justice and Coordinator, Paralegal Studies: Ken Balusek, Ph.D., J.D.
Chair, Department of Education: Mary Pat Shelledy, Ed.S.
Chair, Exercise and Sport Science: Jeffrey L. Roitman, Ed.D.
Director, Leadership Studies: Kenneth Mellard, M.Ed., M.B.A.
Director, Nonprofit Leadership Studies: Jennifer Rinella, M.I.H.E., CNP

Mission Statement

The Rockhurst University School of Graduate and Professional Studies offers a variety of baccalaureate and post-baccalaureate degrees. Participation in these degree programs prepares students to continue to develop knowledge and skills, foster inquiry and serve others in accordance with the Rockhurst University Mission and in their chosen profession.

Graduates from the School of Graduate and Professional Studies are well prepared to lead lives as vibrant men and women who are committed to lifelong education, professional leadership and community service in the Jesuit tradition.

Core Values

The School of Graduate and Professional Studies Core Values of Education in the Jesuit tradition are:

- promoting analytical skills and critical thinking
- facilitating leadership skill development
- advocating for social justice
- promoting life-long learning
- forging partnerships within the community
- developing cultural competence
- developing ethical perspectives

Undergraduate Studies in the School of Graduate and Professional Studies

Consistent with the Jesuit mission, the School of Graduate and Professional Studies undergraduate programs integrate broad based liberal arts curriculum with specialized professional education to prepare students to serve as leaders in their chosen discipline. All undergraduate programs in the school prepare students for future study in graduate and professional fields.
Rockhurst offered the first evening program of study in the Kansas City metropolitan area, providing degree programs to adult students in 1933. The university maintains that same reputation of excellence in the programs it offers today. A number of evening programs are offered through the School of Graduate and Professional Studies. These programs have been specifically created to allow adult students the opportunity to obtain a bachelor’s degree while acknowledging the life commitments of family, work and community involvement.

The School of Graduate and Professional Studies grants the Bachelor of Arts degree in Elementary Education, Secondary Education, Middle School Education, Criminal Justice, Leadership Studies, and Nonprofit Leadership Studies; the Bachelor of Science degree in Communication Sciences and Disorders, and Exercise and Sport Science. The Leadership Studies and Nonprofit Leadership Studies degree programs are available in the evening as well as the day. The School offers undergraduate minors in Communication Sciences and Disorders, Criminal Justice, Leadership Studies, Nonprofit Leadership Studies, and Paralegal Studies, and offers certificate programs in Leadership Studies, Nonprofit Leadership Studies, Fundraising Leadership Studies, and Paralegal Studies. Refer to the Degrees Offered section of the catalog to identify those degrees, minors, and certificates available, and those available through the Evening Program.

Graduate Programs in the School of Graduate and Professional Studies
At the graduate level, the School grants the Doctor of Physical Therapy, the Master of Education, the Master of Occupational Therapy and the Master of Science in Communication Sciences and Disorders. Furthermore, the Communication Sciences and Disorders Department offers a Post-Baccalaureate Prep-Track program. (See the graduate section of the Catalog for information on these graduate programs and for information on graduate admissions, academic and administrative policies, and financial aid).

Academic, Enrollment, and Administrative Policies
The School of Graduate and Professional Studies welcomes new and transfer students. Undergraduate students in the School of Graduate and Professional Studies abide by the same rules as all other undergraduate students at the university. Please refer to the Undergraduate Academic and Administrative Policies section of this catalog for specific details.

Undergraduate Academic Advising
The School of Graduate and Professional Studies Director of Advising assists students by providing program information, initial credit evaluations, and course pre-registration. Undergraduate students must be advised every semester prior to pre-registration for the following semester. Students who attend school in the evening or who declare a major housed in the School of Graduate and Professional Studies are advised by either the Director of Academic Advising or by a faculty member.
Department of Communication Sciences and Disorders (CD)

Associate Professor  Michael Clump, Ph.D. (Interim Chair)
Carol Koch, Ed.D.
Pamela Hart, Ph.D.

Assistant Professor  Rebecca Ballou, Ed.D.

Clinical Instructor  Kathy Ermgodts, M.A.

Visiting Instructor  Shatonda Jones, M.A.

Rockhurst University offers a Bachelor of Science degree in Communication Sciences and Disorders. This degree program prepares students for graduate work in speech-language pathology or audiology. Speech-language pathology is the study of disorders of communication, including their characteristics, assessment, and treatment. Audiology involves the study of disorders of hearing, including the evaluation and rehabilitation of individuals with hearing problems.

The goals and objectives of the undergraduate program in Communication Sciences and Disorders are as follows:

Program Goals:
- Providing a broad scientific base for the understanding of normal development of the basic human communication processes; and
- Providing an introduction to the study of disorders of communication, including their characteristics, evaluation, and treatment.

Program Objectives:
The undergraduate program has the primary objectives of:
- Developing students’ knowledge of the principles of biological sciences and physical sciences, mathematics and the social/behavioral sciences;
- Providing students with a broad scientific base for the development of knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural foundations;
- Introducing students to the nature, prevention, causes, evaluation and treatment of speech, language, hearing, and communication disorders and differences, and swallowing disorders, inclusive of issues pertaining to culturally and linguistically diverse populations across the lifespan;
- Initiating students to the principles and methods of prevention, assessment, and intervention for culturally and linguistically diverse individuals with communication and swallowing disorders;
- Promoting students’ understanding of and appreciation for linguistically diverse individuals by developing basic communication skills in a foreign language;
- Helping students discover ethical principles and standards of ethical conduct in clinical decision making;
- Introducing students to the fundamentals of empirical research and its application to the discipline of communication sciences and disorders;
• Exposing students to the professional issues related to state and national certification, specialty recognition, licensure and the educational preparation of speech-language pathologists; and
• Developing students’ oral and written communication proficiencies.

The bachelor of science program in communication sciences and disorders meets the guidelines of the American Speech-Language-Hearing Association (ASHA) as appropriate for an undergraduate program. However, to be eligible for state licensure and ASHA certification, students must earn a graduate degree from a program accredited by the Council on Academic Accreditation of the ASHA. Other requirements for ASHA certification include successful completion of a Clinical Fellowship Year and receipt of a passing score on the PRAXIS examination.

Students are required to earn a grade of C or better in all CSD courses (a grade of C- will not satisfy the requirement). Students are encouraged to maintain a GPA of 3.0 or higher in the major as well as an overall GPA of 3.0 or higher, as most graduate programs require a minimum GPA of 3.0 for admission.

Major Field of Concentration

The major concentration in communication sciences and disorders consists of a total of 56 semester hours. The required courses in communication sciences and disorders are:

Lower Division CSD Courses Required for the Major (10 credits):
- CD 2501 Ethnography of Communication (3)
- CD 2525 Human Communication Disorders (4)
- CD 2605 Language Development (3)

Upper Division CSD Courses Required for the Major (28 credits):
- CD 3250 Anatomy & Physiology of Speech and Hearing Mechanisms (3)
- CD 3260 Transcription Phonetics (3)
- CD 3350 Neural Bases of Communication (3)
- CD 3650 Introduction to Audiology (3)
- CD 4450 Clinical Management: Pediatrics (3)
- CD 4526 Clinical Observation (1)
- CD 4550 Clinical Management: Adults (3)
- CD 4559 American Sign Language I (3)
- CD 4655 Speech and Hearing Science (3)
- CD 4960 Seminar in CSD (3)

Additional Required Coursework (18 credits):
- PY 1000 Intro to Psychology (3)
- PY 2100 Intro to Statistics for the Behavioral Sciences (3)
- PYED 3020 Psychology and Education of the Exceptional Child (3)
- PL 3100 Ethical Theory (3)
- And six additional non-CD upper-division credits

Students must complete all Liberal Core curriculum requirements. The courses listed below represent the upper and lower division courses from other departments specifically required for the undergraduate degree in CSD. Prerequisites and Liberal Core courses are not included in the total. Some of these courses may also satisfy requirements for the Liberal Core curriculum.
Additional Coursework to meet ASHA certification standards:

**Basic Proficiencies:**
- English Composition I (EN 1110) and II (EN 1120)
- Public Speaking (CT 2000 or CT 2040)
- College-level Math (MT 1030 or higher)

**Behavioral Sciences:**
- Developmental Psychology (PY 3400) or Abnormal Psychology (PY 3550)
- OR Psychology and Education of the Exceptional Child (PYED 3020)
- Statistics (PY 2100 or BUS 2200)

**Biological Sciences:**
- General Biology I with Lab (BL 1250/1251)
  - and/or
- Anatomy & Physiology with Lab (BL 2930/2931)

**Physical Sciences:**
- Physics Concepts and Connections I (PH 1700) and Lab (PH 1700/1710) or The Phascination of Physics and Lab (PH 2300/2310) or General Chemistry I (CH 2610)

Suggested curriculum sequence for the CSD coursework:

<table>
<thead>
<tr>
<th></th>
<th>Fall Semester</th>
<th>Spring Semester</th>
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</thead>
<tbody>
<tr>
<td>Sophomore Year</td>
<td>CD 2525, CD 2605</td>
<td>CD 2501</td>
</tr>
<tr>
<td>Junior Year</td>
<td>CD 3250, CD 3260</td>
<td>CD 3350, CD 3650</td>
</tr>
<tr>
<td>Senior Year</td>
<td>CD 4559, CD 4655</td>
<td>CD 4526, CD 4450, CD 4550, CD 4960</td>
</tr>
</tbody>
</table>

**Minor Field of Concentration**

The minor in communication sciences and disorders consists of 19 credit hours of coursework, including CD 2525, CD 2605, CD 3250, CD 3650, CD 4559, and CD 4655. Courses selected for the minor may not be used to fulfill the requirements for the major field of concentration. A grade of C or better is required in each course in the minor (a grade of C- will not satisfy this requirement).

Students interested in the discipline of CSD are encouraged to visit the department and to consult the following websites: www.rockhurst.edu/academic/csd/index.asp or www.asha.org.
Freshman Pre-Admission Criteria for Pre-Admission into the graduate program

- Minimum high school grade point average of 3.0
- Three units of college preparatory mathematics courses
- Three units of college preparatory science courses
- Three units of English courses
- Minimum 1090 composite on the SAT, or
- Minimum 24 composite on the ACT

Requirements for Maintaining Pre-Admission Status in the CSD Program

- Achieve a 3.2 grade point average each semester and maintain a 3.2 science and cumulative GPA through the end of the RU Junior year
- Complete the Communication Sciences and Disorders application for admission before September 1st of the Senior year
- Meet once each semester with CSD Academic Advisor

Requirements for Admission as a CSD Graduate Scholar

Rockhurst undergraduate students with outstanding academic work may apply for advance admission status through the Communication Sciences and Disorders Scholars Program.

- Minimum cumulative grade point average of 3.4 at the end of the Junior year
- Minimum major grade point average of 3.4 at the end of the Junior year
- Complete the Communication Sciences and Disorders application for graduate admission by May 1 of the Junior year
- Met once each semester with CSD Academic Advisor

Admission to the Graduate Program

The CSD Graduate Program accommodates multiple points of acceptance for interested students. For the Rockhurst undergraduate CSD major, these include Freshman Pre-Admission, the CSD Scholars Program, and regular acceptance during the final year of undergraduate coursework. Post-baccalaureate students are promoted into the graduate program upon successful completion of the prerequisite coursework.

Post-Baccalaureate Prep-Track

The Post-Baccalaureate Prep-Track in Communication Sciences and Disorders provides an opportunity for those individuals, both recent graduates and non-traditional students desiring to change careers, who hold undergraduate degrees in disciplines other than CSD, to complete all required and related coursework necessary for admission to a graduate program, whether at Rockhurst or another institution. (A graduate degree in CSD is the minimum academic preparation for eligibility for ASHA certification and state licensure.)

Prep-Track Prerequisites

Applicants for graduate study in Communication Sciences and Disorders must show evidence of having completed the following designated prerequisite courses in order to be considered for admission:
Basic Proficiencies:
English Composition I (EN 1110) and II (EN 1120)
Public Speaking (CT 2000 or CT 2040)
One non-remedial college-level Mathematics course and/or a course in Statistics.

Behavioral Sciences:
One course in the Social/Behavioral Sciences, such as Psychology, Sociology, Anthropology.

Biological Sciences:
One course in the Biological Sciences, such as Human Anatomy & Physiology, Neuroanatomy, Neurophysiology, Genetics.

Physical Sciences:
One course in the Physical Sciences, such as Physics or Chemistry.

Requirements for Admission to the Post-Baccalaureate Prep-Track
The Post-Baccalaureate Prep-Track was developed for students who did not major in communication sciences and disorders but who are interested in pursuing graduate study in this area. In order to be admitted to the Prep-Track, the candidate for admission must have completed an undergraduate degree at an accredited college or university. In accord with the admission requirements and procedures for all graduate students, an undergraduate GPA of at least 3.0 is recommended. The applicant must also provide GRE scores, three professional letters of recommendation (at least two of which must be from current or former instructors), and an essay addressing his/her career goals and commitment to advanced study and service in the area of communication sciences and disorders. A student admitted to the Prep-Track will concurrently be admitted as a provisional graduate student.

The courses which a student in the Post-Baccalaureate Prep-Track must complete, with a grade of “C” or better, before being awarded full graduate status are: CD 2525,

<table>
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<th>Fall Semester</th>
<th>Spring Semester</th>
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<tr>
<td>CD 2525, CD 2605, CD 3250, CD 3260, CD 4655</td>
<td>CD 3350, CD 3650, CD 4450, CD 4526, CD 4550, CD 4960</td>
</tr>
</tbody>
</table>

Course Descriptions

CD 2501. Ethnography of Communication (3)
This course will examine language learning and communication within the context of a variety of cultures. Topics will include basic concepts and foundational knowledge for interacting and working with individuals from culturally and linguistically diverse populations. Prerequisite: CD 2525.

CD 2525. Human Communication Disorders (4)
This course will provide an overview of normal and disordered communication across the lifespan. Topics will include a basic introduction to speech-language pathology and audiology, anatomy and physiology of the speech and hearing mechanism, normal development of communication and swallowing, and characteristics of communication disorders in adults and children. Structured observation of therapy and diagnostics are required.

CD 2605. Language Development (3)
This course will provide an overview of normal language development across phonologic, morphologic, syntactic, semantic, and pragmatic components. Current theories and contemporary issues regarding language development from birth to adolescence will be discussed.
CD 3250. Anatomy and Physiology of the Speech and Hearing Mechanisms (3)
This course will provide an overview of the anatomical structures that support the communication and swallowing processes. The physiology and interconnections of the respira- tion, phonation, articulation, resonance, neurology, hearing, and mastication/deglution systems will be examined. Prerequisite: CD 2525 or department approval.

CD 3260. Transcription Phonetics (3)
This course will provide an introduction to phonetic transcription using the International Phonetic Alphabet. Students will engage in transcription of normal and disordered speech including the use of broad and narrow diacritic symbols. Students will learn about transcription of Standard English, dialects, and speech of individuals who use English as a second language. Prerequisite: CD 2525 or department approval.

CD 3350. Neural Bases of Communication (3)
This course will examine the structural, functional, and organizational frameworks of the central and peripheral nervous systems as they relate to normal and disordered speech and language processing, swallowing and cognition. Prerequisite: CD 3250.

CD 3650. Introduction to Audiology (3)
This course will provide an overview of the concepts and principles relevant to normal hearing processes. Topics will include the scientific bases of communication such as acoustics, gross anatomy, physiology; theories of hearing; principles of hearing measurement; and testing and screening, as well as the interpretation of results. Prerequisite: CD 3250.

CD 4450. Clinical Management: Pediatrics (3)
This course will examine the etiologies, characteristics, assessment, and intervention principles for pediatric clients with speech, language, and/or swallowing disorders. Evidence-based practice across assessment and intervention strategies for this population will be emphasized. Prerequisite: CD 2605 and CD 3260. Corequisite: CD 4550, CD 4526.

CD 4526. Clinical Observation (1)
This course provides clinical observation experiences that complement the topics covered in CD 4450 and CD 4550. Students will have the opportunity to observe individuals experiencing communication challenges in a variety of clinical settings and reflect on their observations. Corequisite: CD 4450 and CD 4550.

CD 4550. Clinical Management: Adults (3)
This course will examine the etiologies, characteristics, assessment, and intervention principles for adult clients with known or suspected speech, language, and/or swallowing disorders. Evidence-based practice across assessment and intervention strategies for this population will be emphasized. Prerequisite: CD 3350. Corequisite: CD 4450 and CD 4526.

CD 4559 (CD 6559). American Sign Language I (3)
This course will provide an introduction to sign language including finger-spelling and basic vocabulary words. The development of American Sign Language (A.S.L.) and its application within the Deaf Community will also be explored. Students taking this class for graduate credit must complete an additional project on an accelerated level appropriate for such graduate credit. Prerequisite: Sophomore standing.

CD 4655. Speech and Hearing Science (3)
This course will provide an overview of physics and psychoacoustics of speech and hearing. Communication processes will be considered in relation to both speech production and speech signal perception and processing. Theory, measurement and instrumentation in studying normal aspects of speech production and perception will be included. Prerequisite or concurrent: CD 3250.

CD 4661 (CD 6661). American Sign Language II (2)
This course will offer continued development in American Sign Language with emphasis on building vocabulary and developing conversational skills. Students taking this course for graduate credit must complete an additional project on an accelerated level appropriate for such graduate credit. Prerequisite: CD 4559.

CD 4960. Seminar in CSD (3)
This course will emphasize the use of evidence-based research in the field of speech-language pathology. Students will complete a research project related to a clinically relevant topic of their choice. Students will compose an annotated bibliography, a research brief, and will prepare and deliver a research presentation for the University community. Additional course activities or topics will include a service-learning project, leadership and advocacy, the role of clinical education in pre-professional development, or the development of clinical expertise. Prerequisite: Senior or graduate standing.
The Bachelor of Arts in Criminal Justice introduces students to the many aspects of the nation’s complex criminal justice system, while giving them a strong background in the liberal arts. The Criminal Justice major investigates causes and prevention of criminal behavior, as well as the meaning and application of justice, the legal process, law enforcement, court management and correctional treatment. A minor in Criminal Justice is also available.

This degree program is designed to provide theoretical and practical knowledge for students interested in professional careers in traditional criminal justice fields such as corrections, courts, police and probation; in administrative positions in the field of criminal justice and law enforcement; and in law and paralegal occupations. Unlike many other criminal justice programs offered at other institutions, this program weaves aspects of diversity matters across the curriculum and retains a humanistic approach to studying crime, justice, punishment, legal procedures, and enforcement. Additionally, the Criminal Justice Capstone, as well as other program experiences, provides the opportunity for students to engage in individualized and meaningful criminal justice research with a faculty mentor.

A distinguishing element to the Rockhurst University Criminal Justice program is that students have the option to pursue either a minor or certificate in paralegal studies. This option provides students with an additional professional credential: a Certificate in Paralegal Studies. As the profession has become increasingly more recognized and diversified, paralegals with a variety of skills and backgrounds are being sought. Therefore, the certificate is complementary to a major in Criminal Justice. Students have other minor courses of study available to them as well.

Major Field of Concentration

Successful completion of the Criminal Justice program requires a criminal background check prior to an internship placement. The presence of any criminal conviction on a student’s record may affect his/her eligibility for participating in the internship, completing the degree and/or securing a job in the field.

Lower Division Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CJ 1000</td>
<td>Introduction to Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>PA 2000</td>
<td>Legal Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>CJ 2000</td>
<td>Criminology</td>
<td>3</td>
</tr>
<tr>
<td>CJ 2100</td>
<td>Juvenile Delinquency and Justice</td>
<td>3</td>
</tr>
<tr>
<td>PY 2100</td>
<td>Introduction to Statistics for the Behavioral Sciences</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total lower division credit hours</strong></td>
<td></td>
<td><strong>15</strong></td>
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Upper Division Requirements

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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ 3000</td>
<td>Law Enforcement and Policing</td>
<td>3</td>
</tr>
<tr>
<td>CJ 3100</td>
<td>Correctional Institutions</td>
<td>3</td>
</tr>
<tr>
<td>CJ 3500</td>
<td>Criminal Law and Procedures</td>
<td>3</td>
</tr>
<tr>
<td>CJ 3700</td>
<td>Research Methods in Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CJ 4940</td>
<td>Criminal Justice Capstone</td>
<td>2</td>
</tr>
<tr>
<td>CJ 4970</td>
<td>Criminal Justice Internship</td>
<td>2</td>
</tr>
</tbody>
</table>
Ethics Focus (completion of one the following two courses):
PA 3400  Ethics and Professionalism  3
OR
PL 4500  Ethical Problems  3

Completion of two of the courses listed below:
CJ 3600-3699  Special Topics in Criminal Justice  3
EC 3750  Law and Economics  3
LS 3000  Leadership Theory and Practice  3
LS 4600  Conflict Resolution  3
PS 3130  American State and Local Politics  3
PY 3810  Psychology and Law  3

Total upper division credit hours  25

Minor Field of Concentration

Lower Division Requirements
CJ 1000  Introduction to Criminal Justice  3
CJ 2000  Criminology  3

Upper Division Requirements
CJ 3100  Correctional Institutions  3
CJ 3500  Criminal Law and Procedures  3

And two courses (6 credit hours) from the following list:
CJ 3600-3699  Special Topics in Criminal Justice  3
LS 3000  Leadership Theory and Practice  3
LS 4600  Conflict Resolution  3
PS 3130  American State and Local Politics  3
PY 3810  Psychology and Law  3
EC 3750  Law and Economics  3
PY 3810  Psychology and Law  3

Total hours  18

Course Descriptions

CJ 1000. Introduction to Criminal Justice  (3)
This is an introductory survey course providing an overview of the contemporary criminal justice system. The various fields of study, including corrections, crime, law, procedures, and law enforcement are introduced in this course.

CJ 2000. Criminology  (3)
Criminology is the scientific study of the nature, extent, causes, and control of criminal behavior. Criminological research areas include the incidence and forms of crime as well as its causes and consequences. Criminology is an interdisciplinary field in the behavioral sciences, drawing especially on the research of sociology, psychology and law.

Criminological Theory is introduced to explore the nature and causes of crime, typologies, offenders and victims. (SRI)

CJ 2100. Juvenile Delinquency and Justice  (3)
This course provides an analysis of the legal system’s specific procedures for dealing with juvenile offenders. Theories on the causes of youth crime are a particularly important subfield within criminology. Specific attention is given to issues of diversity to both the understanding that crime is committed disproportionately by those aged between fifteen and twenty-five, and how the justice system addresses this reality.
CJ 3000. Law Enforcement and Policing (3)
The history, theory, subculture, and practice of law enforcement agencies and organizations are reviewed in this course. Law enforcement constitutes one aspect of policing activity. Policing covers an array of activities in different situations, including the preservation of order. Prerequisite: CJ 1000 and CJ 2000.

CJ 3100. Correctional Institutions (3)
The history, theory, practice and legal environment of corrections is the focus of this course. Topics covered include the development of correctional philosophy, incarceration and prison systems, community-based corrections, treatment of offenders, and alternative approaches. Prerequisite: CJ 1000 and CJ 2000.

CJ 3500. Criminal Law and Procedures (3)
The adjudication of law is emphasized via a review of criminal law and procedures, emphasizing elements of prosecution, defense, court procedures, and decision-making. Various types of offenses, such as personal and property crimes are explored, as are decisions in the procedural realm (interrogation, search and seizure, sentencing and punishment, alternative sentencing, and appeals processes). Prerequisite: CJ 1000 and CJ 2000.

CJ 3600-3699. Special Topics in Criminal Justice (3)
This occasional course offering will focus on contemporary topics in criminal justice or delve into specific fields of the discipline. Topics could include forensics, criminal justice and the media, cross-cultural criminal law and procedures, criminal investigations, and social deviance. Prerequisite: CJ 1000 and CJ 2000.

CJ 3700. Research Methods in Criminal Justice (3)
The fundamentals of empirical research design are explored through common social science research methods. The student is introduced to both quantitative and qualitative methods as well as a variety of research designs, such as experimental, quasi-experimental, survey, evaluation designs and other emerging research techniques. Through the development of an appropriate research proposal, the student will design a research project to address a research question of interest. Prerequisite: CJ 1000, CJ 2000 and PY 2100.

CJ 4940. Criminal Justice Capstone (2)
As the culminating educational experience for Criminal Justice majors, this class meets weekly. An end of semester capstone project is submitted and presented. This course is reserved for Criminal Justice majors at the senior level. Prerequisite: CJ 1000, CJ 2000, CJ 3700 and senior status in the major.

CJ 4970. Criminal Justice Internship (2)
This course combines an internship placement experience with a weekly class meeting in which students apply content and skills from the criminal justice curriculum to their internship experience. This course is reserved for Criminal Justice majors at the senior level. Prerequisite: CJ 1000, CJ 2000, CJ 3700 and senior status in the major.

Department of Education (ED)

Mary Pat Shelledy, Ed.S. (Chair)
Judith Carlson, Ph.D.
Sarah Hicks, Ph.D.
Hilary Logan, Ph.D.
Mandi Sonnenberg, Ed.D.

The Rockhurst University Department of Education prepares teachers to hold a solid background in their chosen fields of study, who are knowledgeable and competent in the craft of teaching, and who bring well-informed perspectives to bear on educational policies and practices. We develop educational leaders—teachers who are actively engaged in educational matters as reflective practitioners. The Education preparation calls upon teacher candidates to analyze alternatives in curricula, teaching methodologies, and assessment strategies, and to consider the implications of such alternatives for a multicultural society. Through rigorous coursework and varied field experiences, teacher candidates acquire a deep understanding of, and special sensitivity to, the challenges and rewards of teaching in the K-12 schools. Several education courses require teacher candidates to spend a significant amount of time in diverse school settings during the day. These field experiences are integral components in the preparation of teachers.
In accordance with the Rockhurst University commitment to learning, leadership, and service in the Jesuit tradition, the Department of Education Conceptual Framework emphasizes three interrelated themes of Jesuit education: a tripartite focus on moral reflection, teaching for social justice, and the liberal treatment of subject matter. These themes of Jesuit education and their significance for our programs are aligned with the 11 Missouri Standards for Teacher Education Programs (MoSTEP) and the three crosscutting themes of the Teacher Education Accreditation Council (TEAC) quality principles: graduates know their subject matter, graduates have pedagogical knowledge, and graduates have caring teaching skills. In addition, the Department of Education maintains a twelfth standard based on our Conceptual Framework, focusing on student learning and mastery of the ethical and moral dimensions of teaching. We are committed to the Rockhurst University tradition of preparing men and women for service to others. In accord with the teachings of St. Ignatius, this service enables one to become more fully human and, hence, more fully divine.

**Governing Authority**

The bachelor level teacher education programs offered by the Rockhurst University Department of Education are approved by the Missouri Department of Elementary and Secondary Education (DESE). The bachelor level teacher education programs are accredited nationally by the Teacher Education Accreditation Council (TEAC). The bachelor education programs operate according to the general administrative policies governing undergraduate studies at Rockhurst University. Education program requirements listed in this catalog are subject to revision at any time based on changes in state certification requirements.

The Rockhurst University education program provides the necessary professional education coursework to meet initial teacher certification requirements in elementary, middle school, or secondary education in Missouri. The program focuses on curriculum, instruction, and assessment.

**Areas of Certification**

Upon successful completion of one of the education programs, teacher candidates meet the Missouri and Rockhurst requirements for the profession of education. Teacher candidates pursuing the elementary education degree receive the generalist background provided by a major in elementary education, with an emphasis on literacy. Teacher candidates pursuing middle school or secondary education complete a major in middle school or secondary education, as well as a major in their chosen certification area. Because of the significant number of Missouri state certification requirements, it is important that teacher candidates seek advisement from the Department of Education early in their academic careers.

**NOTE:** Requirements listed in this catalog are open to revision based on changes in state certification requirements. A current listing of requirements may be found in the Compendium of Missouri Certification Requirements at [http://www.dese.mo.gov/schoollaw/rulesregs/EducCertManual/Index.htm](http://www.dese.mo.gov/schoollaw/rulesregs/EducCertManual/Index.htm)
Elementary Education
The Bachelor of Arts with a major in elementary education degree prepares students to teach in grades 1–6. The required courses are:

- ED 1320 Multicultural Clinical Experience (3)
- ED 2500 Curriculum and Instruction in Health and Physical Education (2)
- ED 3080 Integrating the Curriculum Through the Arts (3)
- ED 3100 Teaching Elementary School Mathematics (3)
- ED 3200 Teaching Elementary School Science (3)
- ED 3300 Teaching Elementary School Social Studies (3)
- ED 3450 Literature in the Classroom (3)
- ED 4010 Foundations of Education* (3)
- ED 4020 Fundamentals of Literacy Learning* (3)
- ED 4021 Literacy Practicum (1)
- ED 4030 Technology and Education: Applications and Implications* (3)
- ED 4400 Assessing Literacy Development and Teaching Struggling Readers (3)
- ED 4411 Practicum in Assessing Literacy Development and Teaching Struggling Readers (2)
- ED 4600 Teaching the Language Arts (3)
- ED 4800 Student Teaching in the Elementary School (10)
- ED 4900 Integrated Student Teaching Seminar: Classroom Planning, Management, and Assessment (3)
- ED 4910 The Professional Semester Portfolio (1)
- GE 3300 Introduction to Human Geography (3)
- MT 1140 Mathematics for Elementary School Teachers (3)
- PYED 3010 Educational Psychology (3)
- PYED 3020 Psychology and Education of the Exceptional Child (3)

Total hours required: 64

The 64 hours includes the minimum of 21 credit hours teacher candidates must complete in the area of literacy.

*Co-listed as a 6000-level graduate course. Courses taken at the 4000-level do not apply to the M.Ed. degree. For the M.Ed., the student must take the course at the 6000-level or take another graduate course in the domain of the M.Ed. core.

Middle School Education
The Bachelor of Arts or Sciences degree with a major in middle school education prepares students to teach in grades 5-9 in a specific certification area. Certification areas include language arts, mathematics, science, and social science. All teacher candidates pursuing this degree double major in one of these four certification areas and middle school education. Teacher candidates will have an education advisor, as well as an advisor in their chosen certification area. The required courses are:

- ED 1320 Multicultural Clinical Experience (3)
- ED 4030 Technology and Education: Applications and Implications* (3)
- ED 4050 Methods of Teaching Reading and Writing Across the Disciplines* (3)
- ED 4770 The Middle School: Foundations, Philosophy, and Structure* (3)
- ED 4825 Student Teaching in the Middle School (10)
ED 4900 Integrated Student Teaching Seminar: Classroom Planning, Management, and Assessment (3)
ED 4910 The Professional Semester Portfolio (1)
PY 3430 Adolescent Psychology (3)
PYED 3020 Psychology and Education of the Exceptional Child (3)
Total: 32 credit hours

Middle school education majors take the content method course in their chosen content area:
ED 4160 Teaching Middle and Secondary School Mathematics*
ED 4260 Teaching Middle and Secondary School Science*
ED 4360 Teaching Middle and Secondary School Social Studies*
ED 4460 Teaching Middle and Secondary School English*
Total: 3 credit hours

**Total hours required:** 35

Additionally, the following course is strongly recommended:
ED 3450 Literature in the Classroom

*Co-listed as a 6000-level graduate course. Courses taken at the 4000-level do not apply to the M.Ed. degree. For the M.Ed., the student must take the course at the 6000-level or take another graduate course in the domain of the M.Ed. core.

**Secondary Education**
The secondary education major prepares teacher candidates to teach in grades 9–12 in a specific certification area, and K-12 for foreign languages. The certification areas offered are biology, business, chemistry, English, French (K-12), mathematics, physics, Spanish (K-12), social science, and unified science (biology, chemistry, and physics). Every student pursuing the secondary education major also majors in the certification area of the student’s choice, except for business. Secondary education students will have an education advisor, as well as an advisor in their chosen content area. The required courses are:
ED 1320 Multicultural Clinical Experience (3)
ED 4010 Foundations of Education* (3)
ED 4020 Fundamentals of Literacy Learning* (3)
ED 4030 Technology and Education: Applications and Implications* (3)
ED 4500 Curriculum, Methods and Assessment in Secondary Education * (3)
ED 4850 Student Teaching in the Secondary School (10)
ED 4900 Integrated Student Teaching Seminar: Classroom Planning, Management, and Assessment (3)
ED 4910 The Professional Semester Portfolio (1)
PYED 3010 Educational Psychology (3)
PYED 3020 Psychology and Education of the Exceptional Child (3)

**Total: 35 credit hours**
Also, secondary education students take the certification area methods course:
- ED 4160 Teaching Middle and Secondary School Mathematics*
- ED 4260 Teaching Middle and Secondary School Science*
- ED 4360 Teaching Middle and Secondary School Social Studies*
- ED 4460 Teaching Middle and Secondary School English*
- ED 4560 Teaching Middle and Secondary Foreign Language*
- ED 4660 Teaching Middle and Secondary School Business Education*

Total: 3 credit hours

Total hours required: 38

Additionally, the following two courses are strongly recommended:
- PY 3430 Adolescent Psychology (3)
- ED 3450 Literature in the Classroom (3)

*Co-listed as a 6000-level graduate course. Courses taken at the 4000-level do not apply to the M.Ed. degree. For the M.Ed., the student must take the course at the 6000-level or take another graduate course in the domain of the M.Ed. core.

Admission to the Department of Education
To be considered for admission to the Department of Education:
1. Complete ED 1320 and PY 1000 with a grade of C or better. (A grade of C- will not satisfy this requirement.)
2. Achieve a passing score on all four sections of the College Basic Academic Subjects Examination (C-Base), a state mandated assessment of writing, language arts, mathematics, science and social studies. Teacher candidates cannot proceed to take upper-division coursework in education until all four subject areas of the C-Base are passed and the student has been fully admitted to the Department of Education.
3. Achieve a cumulative 2.5 grade point average on a 4.0 scale at the time of application.
4. Complete the Department of Education application, including writing an essay describing the reasons for wanting to teach, and submit to the Department of Education office (Van Ackeren, room 303).
5. Declare an education major with the Registrar’s Office or Dean’s Office.
6. A personal interview with members of the Education faculty may be required.

NOTE: Requirements may be subject to change without notice.

Readmission
Should an undergraduate student admitted to the department leave the university and become subject to the university readmission requirement, the student must, once readmitted to the university, apply for readmission to the Department of Education. A student readmitted to the Department will be subject to the degree requirements in force at the time of readmission.
The Professional Semester
*(Fall and Spring Semesters)*

The professional semester is comprised of 14 weeks of student teaching assignments (10 credit hours), the three credit hour Integrated Student Teaching Seminar, and the one credit hour electronic portfolio. Students must apply for admission to the professional semester and be admitted to the professional semester prior to enrollment in the professional semester and subsequent student-teacher placement.

**Professional Semester Application**

Students may be considered for admission to the professional semester upon completion of the following:

1. Complete the Professional Semester of Student Teaching application.
2. Submit a professional resume.
3. Submit an autobiography.
4. Achieve a passing score on the Praxis II examination in the desired certification area

**Professional Semester Enrollment**

A student must be formally admitted to a certification program of the Department of Education and must complete all Liberal Core requirements, certification area course requirements, and all education course requirements prior to enrolling in the professional semester. The professional semester application must be submitted and approved.

Provisional enrollment may be authorized when the professional semester application has been approved, but coursework is in progress and there is reasonable assurance of satisfactory completion prior to placement. In the case of provisional enrollment, failure to satisfactorily complete any requirement will result in automatic withdrawal from the professional semester courses for which the student is registered.

**Professional Semester Student Teaching Placement**

Placement is the process by which those enrolled in the professional semester are matched with cooperating schools and cooperating teachers. To provide reasonable certainty to those cooperating entities, it is necessary for professional semester applicants to meet any prescribed deadlines regarding application and full enrollment in the professional semester. Those deadlines vary from semester to semester and are communicated to the prospective student teacher at the initial meeting with student teacher candidates.

**Professional Semester Fingerprint and Background Check**

School districts may require full background checks for student teachers and volunteers. With this in mind, all student teachers must complete and pass a Missouri Background Fingerprint Clearance before student teaching may begin. The background check includes submitting fingerprints to the Missouri Highway Patrol (MHP) and the Federal Bureau of Investigation (FBI).

**Other Professional Semester Requirements**

Various school districts may have additional requirements that will need to be met prior to student teaching. These will be identified by the Director of Field Experiences as Professional Semester applications are reviewed.
Graduation Requirements:
1. Achieve a cumulative grade point average of 2.5 or higher
2. Successfully complete all course and degree requirements.

NOTE: Teacher candidates must achieve a grade of C or better in all education courses and in all courses in the certification area. A grade of C- will not satisfy this requirement. Official transcripts for all courses must be submitted to the Department of Education.

Definition of Teacher Education Program Completer
Teacher candidates seeking Bachelor of Arts degrees with a major in elementary education, or a Bachelor of Arts or Science degree with a double major in middle school or secondary education and a chosen certification area, will be construed to be program completers upon successful completion of all education course and degree requirements.

Certification Requirements, Missouri State Department of Elementary and Secondary Education (DESE)
A. A baccalaureate degree from a college or university having a teacher education program approved by the Missouri Department of Elementary and Secondary Education or from a college or university having a teacher education program approved by the state education agency in states other than Missouri;
B. A recommendation of the designated official for teacher education in the college or university;
C. A grade point average of 2.5 on a 4.0 scale overall and in the major area of study;
D. Completion of the content knowledge or specialty area test (Praxis II) designated by the State Board of Education with a score equal to or greater than the Missouri qualifying score;
E. Completion of professional requirements, as determined by the recommending college or university, which may exceed these minimum requirements; and
F. Individuals who completed their teacher education program outside of the United States shall provide documentation of completion of coursework in the following:
   1. English Composition, two (2) courses, each a minimum of two (2) semester hours;
   2. U.S. History, three (3) semester hours; and
G. The State Board of Education requires a current Highway Patrol criminal history background checks, including fingerprints, prior to the awarding of initial teacher certification in Missouri.

Admission to the Rockhurst University Master of Education (M.Ed.) Program
Undergraduate candidates completing a Rockhurst degree with a major other than education, with an overall GPA of 2.5 and who meet all other program requirements, can apply to be admitted into the M.Ed. program leading to initial teacher certification in elementary, middle school, or secondary education. M.Ed. application packets may be obtained online at www.rockhurst.edu or email: graduate.admission@rockhurst.edu. To complete the M.Ed. program in their fifth year at Rockhurst, interested teacher candidates must seek advising early to ensure compliance with all Missouri teacher certification requirements.
Course Descriptions

ED 1320. Multicultural Clinical Experience (3)
Students spend a significant amount of course time in actual school settings acquiring firsthand classroom experience. On-campus sessions develop students' ability to analyze and place these experiences into a broader context to come to a fuller understanding of the schooling process and the role it plays in social reproduction and change. Students are encouraged to take the College Basic Academic Subjects Examination (C BASE) after this course and to apply to the Department of Education.

ED 2500. Curriculum and Instruction in Health and Physical Education (2)
This course examines the goals and methods of elementary and middle school health and physical education. Students will look at the role of health education in today's society and the need for a coordinated health education program in schools. Students will also construct, teach and evaluate a short unit in health education.

ED 3080. Integrating the Curriculum through the Arts (3)
Students consider the curriculum needs of children in preschool to grade 6 as they develop interdisciplinary lessons that also involve a variety of art mediums, music, movement and drama. This course is designed to make the multicultural experience easily accessible to teachers. Dances and music are drawn from the folk traditions of African-Americans, Anglo-Americans and Hispanic-Americans, and Asian-Americans as well as Native Americans. This course meets certification standards. Celebrate the diversity of our nation through the arts.

ED 3100. Teaching Elementary School Mathematics (3)
Students explore and practice varied approaches of teaching elementary school mathematics. In order to develop the ability to evaluate and create math curriculum, students compile a unit of instruction in mathematics. Integration of math into the total elementary school curriculum is emphasized. Areas to be covered include objectives and evaluation of math education, learning theory as it is related to math, major concepts and alternate approaches to instruction. There is an emphasis on the use of concrete learning aids and practical experience in local elementary school classrooms. This course requires non-credit field placement experience.

ED 3200. Teaching Elementary School Science (3)
This course examines the goals, principles and procedures of science education in elementary schools. Science is examined as both a process and product. Students examine the roles of developing students' science process skills and understanding of the nature of science as these issues relate to teaching science for concept attainment. The role of science-technology-society connections in science education is emphasized. Issues of successful teaching and learning for a broad range of science learners are addressed. This class requires a non-credit field placement experience.

ED 3300. Teaching Elementary School Social Studies (3)
Students explore and analyze a variety of issues and approaches to the teaching of elementary school social studies. The development of curriculum is emphasized, as well as the development of quality assessments and learning activities. Students participate in on-campus teaching demonstrations and varied sample instructional activities. Students prepare a unit of instruction and demonstrate their understanding of the major concepts and tools of the social studies disciplines. This course includes a non-credit field placement experience.

ED 3360. Sociological Perspectives on School and Society (3)
This course examines education as a social institution and focuses its role in 1) transmitting dominant culture and knowledge; 2) reproducing social stratification and 3) maintaining social control. Drawing, for example, on functionalism and conflict theory, linkages will be drawn between these broader social functions of the school and specific processes at the school and classroom level. Implications for educational policy will also be examined. Classic works by authors such as Willard Waller, Robert Dreeben, Philip Jackson, and Dan Lortie as well as contemporary research will comprise the course readings.

ED 3450. Literature in the Classroom (3)
This course provides a survey of children and young adult literature and aims at expanding levels of literacy for prospective teachers and their students. Students consider the history and development of literature for young people by reading widely in this rich contemporary and classical body of work. Particular attention is given to the application of criteria for selection and evaluation of this literature for use in the classroom. The link between censorship and alternative views of childhood and youth is explored. Various genres within this category of literature are considered.

ED 4010 (ED 6010). Foundations of Education (3)
The purpose of this course is to highlight the interpretive, normative, and critical perspectives on education. Construing education broadly to include both school and non-school enterprises, the course aims to deepen students' awareness of the social context and social implications of various educational activities. The course draws largely from the disciplinary lenses provided by the social sciences and the humanities, encouraging students to develop their capacities to examine, understand, and evaluate educational policies and practices.
ED 4020 (ED 6020). Fundamentals of Literacy Learning (3)
This course examines the process of lifelong literacy from birth to adulthood. In-depth reading and writing instruction on strategies used by proficient readers are developed to help students gain success in their meaning-making ability and to become linguistically empowered. Diverse forms of literacy are investigated. An inquiry-based approach to content areas focuses on using the four language cueing systems to transact meaning by reading, writing, speaking, listening, mediating, and viewing. This approach is presented within the context of how to build a community of literate learners in today’s society through a literature-rich reader’s and writer’s workshop. Concurrently with ED 4021 for Elementary Education majors only.

ED 4021. Literacy Practicum (1)
Students focus on assessing and teaching various reading/writing instructional strategies through a supervised classroom experience. Classroom opportunities for developing and implementing appropriate literacy activities with individual, small, and large groups are incorporated. Preservice teachers receive on-going guidance in the components of their reading curriculum, e.g., independent reading, guided reading, book talks, word study, and reading aloud. Concurrently with ED 4020 for Elementary Education majors only.

ED 4030 (ED 6030). Technology and Education: Applications and Implications (3)
This course introduces students to the practical applications of computer technology in education. Students will develop proficiency with a wide range of software applications and examine and evaluate educational software programs. Students will also examine emerging information technologies that show promise in the field of education and explore how these technologies might be of assistance in meeting the needs of diverse learners. Students will examine the requirements for the pre-service electronic teacher education portfolio and use software programs to create the framework for their portfolio. This course requires non-credit field experiences.

ED 4050 (ED 6050). Middle School Methods of Teaching Reading and Writing Across the Disciplines (3)
Middle school teachers typically teach more than one subject which requires them to be proficient in various content methods. Because reading and writing are cross disciplinary skills, students will come to understand how the use of reading and writing strategies such as journals, reaction logs, and investigation can improve comprehension and reasoning skills in middle school students. In this course, the student will focus on the pedagogical techniques, content standards, and the nature of the disciplines as they apply to middle school.

ED 4160 (ED 6160). Teaching Middle and Secondary School Mathematics (3)
This course examines the goals, principles and procedures of mathematics education in secondary schools. Guided by the NCTM standards, the course examines current practice and emerging trends in secondary mathematics education. Special emphasis is placed on mathematics as a problem solving activity. Issues of successful teaching and learning for a broad range of math learners are addressed. This class requires non-credit field placement experience.

ED 4260 (ED 6260). Teaching Middle and Secondary School Science (3)
This course examines the goals, principles and procedures of science education in elementary schools. Science is examined as both a process and product. Students examine the roles of developing students’ science process skills and understanding of the nature of science as these issues relate to teaching science for concept attainment. The role of science-technology-society connections in science education is emphasized. Issues of successful teaching and learning for a broad range of science learners are addressed. This class requires a non-credit field placement experience.

ED 4350 (ED 6350). History and Philosophy of Science and Technology (3)
Students will examine the history and philosophy of the natural sciences and relate these topics to current issues and trends in science education. Topics include the goals of science, the goals and methods of science education, the nature of the scientific enterprise, the nature of scientific reasoning, the nature of warrants for scientific knowledge, the post-modern critique of science, responses to the post-modern perspective, the differences and similarities between science and technology, and the role of science and technology in contemporary society. Historical and contemporary examples will be used to illuminate many of the aspects of the course and significant attention will be paid to the examination of various positions within the historical development of philosophy of science.

ED 4360 (ED 6360). Teaching Middle and Secondary School Social Studies (3)
Students explore and analyze a variety of issues and approaches to the teaching of middle and secondary school social studies. The development of curriculum is emphasized, as well as the development of quality assessments and learning activities. Students participate in on-campus teaching demonstrations and varied sample instructional activities. Students prepare a unit of instruction and demonstrate their understanding of the major concepts and tools of the social studies disciplines. This course includes a non-credit field placement experience.
ED 4400. Assessing Literacy Development and Teaching Struggling Readers (3)
Students learn to assess literacy development of elementary grade students using a variety of authentic assessment techniques, including informal reading inventories, retellings, running records, and miscue analysis. They also evaluate standardized and criterion referenced tests for reading and language arts in elementary grades. Students learn how and when to use instructional strategies to help elementary grade students develop fluency, comprehension, and word analysis strategies (including phonics) in appropriate contexts. Students practice these strategies during school site field experience. Prerequisite: ED 4020 and ED 4021. Corequisite: ED 4411.

ED 4411. Practicum in Assessing Literacy Development and Teaching Struggling Readers (2)
Students engage in continuous assessment and diagnostic teaching with struggling readers in a school setting. Instructional strategies to develop fluency, and to use strategies for word analysis and comprehension are taught in context of reading leveled texts and practiced during school site field experience. Prerequisite: ED 4020 and ED 4021. Corequisite: ED 4400.

ED 4460 (ED 6460). Teaching Middle and Secondary School English (3)
Students will explore and analyze a variety of issues and approaches to the teaching of middle and secondary school English. The development and assessment of curriculum, instructional methods, and learning activities are emphasized. Students will participate in on-campus teaching and teaching in local classrooms. Students will develop a unit of study for the English classroom. This course also requires a non-credit field placement experience.

ED 4500 (ED 6500). Curriculum, Methods, and Assessment in Secondary Education (3)
Building on the various foundations courses in the secondary certification program, this course focuses on the application of theory to practice as it pertains to curriculum development, instructional strategies, and assessment practices in secondary classrooms. Specific topics of inquiry will include development of curriculum for deep understanding, design of various types of assessments for varied audiences and purposes, and acquaintance with a range of instructional strategies appropriate for varied situations and purposes. The course also addresses issues surrounding standards for various disciplines and introduces various approaches to classroom management. This course includes a non-credit field placement experience. Certification course.

ED 4560 (ED 6560). Teaching Middle and Secondary Foreign Language (3)
Students examine the recent findings of linguists, psycholinguists, sociolinguists, cognitive psychologists and educational theorists in curriculum and motivation relative to second language learning. The student appraises methods of foreign language teaching at K-12 level as they relate to proficiency in listening, reading, writing and speaking, and critically analyzes existing methods and gives rationale for selection of a preferred method. Additionally, the student works with a practicing professional at a school site. This course requires a non-credit field placement experience.

ED 4600. Teaching the Language Arts (3)
Students receive both a theoretical and practical background in language learning and its connections to literacy acquisition. The course focuses on the elements in a language arts program. Particular emphasis is placed on integrating language arts into the total elementary school curriculum by examining the process of developing effective communication skills and integrating content areas. Students develop a unit of study that addresses the development of children’s language and thinking skills, written communication and grammar, listening and speaking skills, spelling and handwriting. This course requires non-credit field placement experience that provides for implementation and assessment of the student’s unit.

ED 4660 (ED 6660). Teaching Middle and Secondary School Business Education (3)
Students explore and analyze a variety of approaches to the teaching of business education courses at the high school level. A major focus is upon the development of curriculum, teaching materials and learning activities appropriate to the business education curriculum. The integration of business education into the total school curriculum is also emphasized and experience is provided through on-campus demonstrations and visits to local school classrooms. Students develop an original plan of study for one of the business education areas during the course of the semester and they develop the ability to create and evaluate curriculum. This course requires non-credit field experiences.

ED 4665 (ED 6665). Implementing Vocational Business Education Programs (3)
This course covers curriculum development, assessment, planning, implementation, and evaluation strategies and procedures relating to skills instruction in vocational business education programs; philosophical, historical, social, economic, political, and educational influencing factors; analysis and synthesis of current research and conceptual models; practical applications for vocational education programs; intervention strategies; resource and support service identification, location, selection and evaluation and interagency collaboration approaches.
ED 4770 (ED 6770). The Middle School: Foundations, Philosophy, and Structure (3)
In this course, we will examine the history and structure of the middle school in addition to the physical, social, emotional, and cognitive make-up of pre-adolescents. We will compare middle schools to traditional junior high schools to determine how the specific needs of students in these grade levels are being addressed in different ways. Teaming, advisory groups, exploratory courses, and the flexibility of teaching core curriculum are some of the topics we will explore.

ED 4800. Student Teaching in the Elementary School (10)
Students serve as interns in local elementary schools and work closely with cooperating teachers and university mentors for fourteen weeks to experience firsthand the responsibility for planning and implementing instruction. Students initially observe and then gradually assume responsibility for all classroom activities. The course is part of the Professional Semester. Corequisite: ED 4900, ED 4910. Fee.

ED 4825. Undergraduate Student Teaching in the Middle School (10)
Students serve as interns in local schools and work closely with cooperating teachers to experience firsthand responsibility for planning and implementing instruction in their major content fields. All content area Liberal Core requirements, education coursework, and the Praxis II exam must be completed before student teaching. This course is part of the Professional Semester. Corequisite: ED 4900, ED 4910. Certification course. Fee.

ED 4850. Student Teaching in the Secondary School (10)
Students serve as interns in local secondary schools and work closely with cooperating teachers and university mentors for fourteen weeks to experience firsthand the responsibility for planning and implementing instruction in their major content field. Students initially observe and then gradually assume responsibility for all classroom activities. The course is part of the Professional Semester. Corequisite: ED 4900, ED 4910. Fee.

ED 4900. Integrated Student Teaching Seminar: Classroom Planning, Management, and Assessment (3)
This course is taken in conjunction with the student teaching experience. A range of problems encountered by teachers (e.g., classroom management, authentic and standardized assessment, planning issues, professional ethics, etc.) is explored in a seminar setting. Corequisite: ED 4910.

ED 4910. The Professional Semester Portfolio (1)
During the final semester of the undergraduate program, the portfolio, based on the 11 Missouri Beginning Teacher Standards and the Rockhurst Department of Education Standard 12, is submitted, evaluated, and presented using Live Text. An Education Department faculty member who will read and evaluate both the initial and final submission of the portfolio will be a student’s portfolio coach. The portfolio coach will also work individually with the student to prepare for the oral portfolio defense. Meetings between the student teacher and portfolio coach will be scheduled as needed. Corequisite: ED 4900.

GE 3300. Introduction to Human Geography (3)
This course focuses on basic concepts describing the distribution of human cultural, economic, political and social activities throughout the world. Patterns of human activity cannot be explained by physical features alone; rather, patterns of human activity are the result of the interaction between people and their environment. Students will be introduced to various means of visually representing geographic data, including various types and projections of maps. Students will demonstrate their ability to use geographic concepts and tools to define problems and propose and evaluate potential solutions to those problems. (GPR)

PYED 3010. Educational Psychology (3)
Students consider psychological theories of learning and relate them to classroom practice. Particular attention is paid to the changing needs of learners from the early childhood through adolescent periods of development. Students are introduced to educational research, standardized testing, classroom management, motivation, and writing learning objectives. Classroom observations are required. Prerequisite: PY 1000.

PYED 3020. Psychology and Education of the Exceptional Child (3)
This course provides an introduction to special education populations and examines the effect of different handicapping conditions on learning. Methods of diagnosis and adaptation/accommodation of instructional methods are presented through case studies, observations and empirical research. Though the major focus of the course is on disabilities, attention is given to the needs of the gifted student as well. Classroom observations of diverse populations are required. Fulfills state certification requirements for teacher education. Prerequisite: PY 1000.
ENGLISH

For the specific degree requirements for a Bachelor of Arts degree in English, please see the description of the program in the undergraduate section of the College of Arts and Sciences portion of this catalog.

A Bachelor of Arts degree in English (Writing track) and a minor in English (Writing track) are offered in the evening through the Evening Program of the School of Graduate and Professional Studies in cooperation with the College of Arts and Sciences.

EXERCISE & SPORT SCIENCE (EXS)

Associate Professor  Jeffrey L. Roitman, Ed.D. (Chair)
Assistant Professor  Nicole Moodie, Ph.d.

Bachelor of Science in Exercise and Sport Science
The Bachelor of Science in Exercise and Sport Science is an interdisciplinary program offered during the day. The major requires the successful completion of no less than 128 semester credit hours, which includes an internship. All students complete a one credit hour practicum experience involving a minimum of 100 contact hours. Students should be aware that a criminal background check is required. The presence of any criminal conviction on a student’s record may affect his/her eligibility for participating in clinical internships, becoming certified or licensed, and/or securing a job in the student’s field. The program has two tracks: Health/Fitness and Sport Management.

Exercise and Sport Science-Health/Fitness Track
This track prepares graduates for careers in areas such as personal training and/or conditioning in sports and fitness clubs, sport performance enhancement, and corporate wellness. Students who wish to pursue graduate degrees in either occupational therapy or physical therapy at Rockhurst University may have satisfied prerequisites for these programs with completion of this track, depending on the program. (See note below.) Students in this track complete a practicum related to health fitness.

Lower-division Requirements
BL 1250/1251 General Biology I & Lab  4
BL 1300/1301 General Biology II & Lab  4
PH 1700/1710 Physics Concepts & Connections I & Lab  4
PY 1000 Introduction to Psychology  3
CH 2610 General Chemistry I & Lab  4
EXS 2000 Introduction to Exercise Science  2
PY 2100 Introduction to Statistics for the Behavioral Sciences  3

Total Hours: 24

Note: Students planning to apply to the Physical Therapy Program should also take:
CH 2630 Chemistry II with a lab  4
PH 1750/1760 Physics Concepts & Connections II & Lab  4
Major Courses

EXS 3300 Kinesiological Concepts 3
EXS 3301 Kinesiological Concepts Lab 1
EXS 3500 Physiology of Exercise 3
EXS 3501 Physiology of Exercise Lab 1
EXS 3700 Psychosocial Aspects of Exercise & Sport 3
EXS 3800 Foundations of Conditioning 2
EXS 3801 Foundations of Conditioning Lab 1
EXS 4200 Motor Behavior 3
EXS 4310 Exercise, Health, and Chronic Disease Prevention 3
EXS 4500 Principles of Fitness Assessment & Exercise Prescription 3
EXS 4501 Principles of Fitness Assessment & Exercise Prescription Lab 1
EXS 4900 Practicum in Exercise & Sport Science 1

Total Hours: 25

Related Upper-division Coursework

BL 3440/3441 Advanced Human Anatomy & Lab 4
BL 3700/3701 General Physiology & Lab 4
PY 3400 Developmental Psychology 3
PL 3100 Ethical Theory 3

Total Hours: 14

Exercise and Sport Science-Sport Management Track

Management of sports teams, organizations, programs or facilities requires knowledge of general athletics, but also demands that the individual have skills in business administration. Graduates of this track are prepared for positions such as sport marketing and communication, and facilities and event management. The major also requires the HSOM Business Administration certificate. A full-time practicum experience (one semester, 12 credit hours) in sport management is required. Students in this track may opt to pursue the Rockhurst MBA.

Lower-division Requirements

SM 2500 Principles of Sport Management 3
PY 1000 Introduction to Psychology OR
SO 1000 Introduction to Sociology 3

Total Hours: 6

Major Courses

SM 3200 Marketing and Communication in Sport 3
SM 3750 Sociological and Ethical Issues in Sport 3
SM 4000 Legal Issues and Governance in Sport 3
SM 4300 Facility and Event Management in Sport and Recreation 3
SM 4500 Economics and Finance in Sport 3
SM 4600 Human Resources and Personnel Management in Sport 3
SM 4900 Internship in Sport Management 12

Total Hours: 30
The required related upper-division courses are met by completion of the HSOM Business Administration certificate:

College-level math course that would fulfill the Math Proficiency requirement  
BUS 1800 Microcomputer Applications  
AC 4500 Principles of Accounting  
EC 4500 Applied Quantitative Methods  
EC 4550 Principles of Economics  
FN 3000 Essentials of Finance  
BUS 3100 Management Information Systems  
MK 3000 Principles of Marketing  

Total hours: 24

For both tracks, a grade of C or better is required in each upper-division course of the major. (A grade of C- will not satisfy the requirement.)

Course Descriptions

**EXS 2000. Introduction to Exercise Science** (2)
This course investigates the nature, scope and philosophy of exercise science, as well as historical influences on the field. Physiological, biomechanical, neurological and behavioral, and nutritional foundations of exercise science are included. Career opportunities and the corresponding professional responsibilities related to professions in exercise and sports science are explored.

**EXS 3300. Kinesiological Concepts** (3)
Structural and functional components of human anatomy including musculoskeletal origins, insertions, actions, and innervations will be examined. Related introductory medical terminology and basic biomechanical principles are included. Movements in various sports activities will be analyzed to identify which muscles individually and collectively act to create motion. An introduction to basic measurements and evaluations such as goniometry and group muscle testing will be included. Prerequisite or concurrent: BL 3440, BL 3441, PH 1700, PH 1710. Corequisite: EXS 3301.

**EXS 3301. Kinesiological Concepts Lab** (1)
This course provides the foundation for understanding the anatomical perspective of human movement. Specific emphasis is placed on the function and roles of the muscles, bones and joints in the production of human motion. Additional emphasis will be placed on the adaptation of the musculoskeletal system to the strain of physical activity, exercise and dysfunction. Prerequisite or concurrent: BL 3440, BL 3441, PH 1700, PH 1710. Corequisite: EXS 3300.

**EXS 3500. Physiology of Exercise** (3)
The immediate and long-term effects of exercise on the body will be examined, including the impact on various body systems, nutrition, and weight management. Measurements used to evaluate fitness such as aerobic capacity testing and determination of body composition will also be included. Prerequisite or concurrent: BL 3700, BL 3701. Corequisite: EXS 3501.

**EXS 3501. Physiology of Exercise Lab** (1)
This laboratory emphasizes application of physiological principles from the lecture section of this class. Laboratory exercises include both data interpretation and integration with these principles as well as the direct application of the principles to performance and activity. Prerequisite or concurrent: BL 3700, BL 3701. Corequisite: EXS 3500.

**EXS 3700. Psychosocial Aspects of Exercise and Sport** (3)
This survey course will examine sociological and psychological constructs of contemporary American sport and physical activity. Students will be exposed to techniques designed to facilitate the exercise experience in a broad range of physically active populations. Prerequisite: PY 1000.

**EXS 3800. Foundations of Conditioning** (2)
This course will provide students with the physiological and biomechanical basis to understand, apply and design programs for basic strengthening and conditioning and to enhance human performance. Prerequisite: EXS 3300, EXS 3301. Corequisite: EXS 3801.
**EXS 3801. Foundations of Conditioning Lab (1)**  
This laboratory course emphasizes application of conditioning principles into fitness and sports performance. Prerequisite: EXS 3300, EXS 3301. Corequisite: EXS 3800.

**EXS 4200. Motor Behavior (3)**  
Motor development will be introduced as will current concepts of motor learning and motor control. Concepts and knowledge will be applied and generalized to exercise and sport settings.

**EXS 4310. Exercise, Health, and Chronic Disease Prevention (3)**  
This course is designed to introduce students to the pathophysiology of chronic disease and aging as they relate to exercise and activity. Prevention of chronic disease using lifestyle changes as well as recognition of exercise-related injuries and dysfunction are central paradigms of this course. Emphasis will be placed on lifestyle changes, disease prevention and referral for management. First aid techniques, safety and basic CPR certification will be completed. Prerequisite or concurrent: EXS 3500, EXS 3501.

**EXS 4500. Principles of Fitness Assessment and Exercise Prescription (3)**  
The basic principles of kinesiology and exercise physiology will be applied to assessing physical fitness and making appropriate recommendations for exercise prescription and programming. Nutrition and weight management, special populations and aging will be discussed. Application of fitness assessment and exercise prescription will be applied to special populations. Fee. Prerequisite: EXS 3300, EXS 3301, EXS 3500, EXS 3501. Corequisite: EXS 4501.

**EXS 4501. Principles of Fitness Assessment and Exercise Prescription Lab (1)**  
The basic principles of kinesiology and exercise physiology will be applied to assessing physical fitness and making appropriate recommendations for exercise prescription and programming. The laboratory section will apply classroom principles to actual practice of fitness assessment and exercise training. Fee. Prerequisite: EXS 3300, EXS 3500. Corequisite: EXS 4500.

**EXS 4900. Practicum in Exercise and Sport Science (1)**  
Exercise and Sport Science majors in the health/wellness tracks participate in an internship at a business or health-related agency. Students serve a minimum of 100 hours at the agency. Students complete weekly reports and participate in problem-solving assignments at the agency. Students may shadow their supervisor and/or assist with client care. Students should contact the department chair the semester prior to taking the practicum, which is typically completed during the last semester of the program. Students must have a cumulative GPA of 2.0 and a 2.0 GPA in the major before proceeding in the practicum. Prerequisite: Senior standing; instructor approval. Fee.

**EXS 4991. Research in Exercise Science I (1)**  
This course allows the upper level student to learn about and to participate in and hands-on research project. The student will learn about research methods, design, data collection and analysis in Exercise Science. The student will work directly with a Professor on a research project and will take responsibility for literature review, data collection, data reduction and analysis, some statistical analysis and making some conclusions from the data collected and analyzed. Basic fundamentals of research in Exercise Science will be individually provided by the instructor. May be taken concurrently with EXS 4992. Prerequisite: Junior standing, EXS 3300, EXS 3500, instructor approval.

**EXS 4992. Research in Exercise Science II (2)**  
This course allows the upper level student to learn about and to participate in and hands-on research project. The student will learn about research methods, design, data collection and analysis in Exercise Science. The student will work directly with a Professor on a research project and will take responsibility for literature review, data collection, data reduction and analysis, some statistical analysis and making some conclusions from the data collected and analyzed. Basic fundamentals of research in Exercise Science will be individually provided by the instructor. May be taken concurrently with EXS 4991. Prerequisite: Junior standing, EXS 3300, EXS 3500, instructor approval.

**Sport Management**

**SM 2500. Principles of Sport Management (3)**  
Examination of practical and theoretical aspects of the various components related to the administration of sports personnel and facilities, recreation and fitness programs, and health facilities in both volunteer and paid positions.

**SM 3200. Marketing and Communication in Sport (3)**  
The application of marketing strategies to sport businesses and events will be examined. Special techniques are necessary to promote and price sport and recreational activities to spectators, sponsors and participants. Various didactic methods will be utilized to explore methods of securing and maintaining corporate sponsorship, developing media relations, press conferences and the use of public relations techniques. Prerequisite: SM 2500.

**SM 3750. Sociological and Ethical Issues in Sport (3)**  
This course provides an extensive overview of sociological and ethical issues and trends in sport and sport management. This course examines the role of ethics and ethical issues in the decision-making process. Social trends in sport and their relationship to ethical principles and sociology will be examined. Prerequisite: SM 2500; Recommended: SO 1000.
LEADERSHIP STUDIES (LS)

Program Director          Kenneth Mellard, M.Ed., M.B.A.

Developing, sharpening, and maintaining leadership skills are the foundation of every successful career. The Leadership Studies program at Rockhurst University seeks to develop and build leaders at all levels for all professional, business, political, community, or service careers. By learning models designed to solve organizational and social problems, and studying their application by successful leaders in a variety of settings, students develop knowledge and confidence useful throughout their lifetimes. Additionally, students develop the effective research skills useful for any career. The program prepares students for an immediate career or to continue their education in graduate school.

In the Jesuit tradition, Rockhurst University’s Leadership Studies program seeks to equip students to succeed by molding them into leaders who:

- understand their strengths, weaknesses, values and worldview
- confidently innovate and adapt to embrace a changing world
- engage others with a positive, loving attitude
- energize themselves and others through heroic ambitions

(Lowney, C., p. 9, 2003)

SM 4000. Legal Issues and Governance in Sport (3)
A presentation of the basic legal system, its terminology, and principles as applied to professional and amateur sports. Governance in sport and sports organizations will be described and integrated with legal issues. Emphasis is on identifying and analyzing legal and governance issues, the ramifications of those issues, and the means of limiting the liability of sport organizations. Prerequisite: SM 2500.

SM 4300. Facility and Event Management (3)
An examination of the complexity of sport facility and event management. The variety of activities involved in planning and designing a sports facility, facility marketing, developing revenue streams, and facility scheduling and operating will be covered. Sport event management consists of identifying goals of the event and coordinating people in the organizations involved to achieve those goals with the resources available. Prerequisite: SM 2500.

SM 4500. Economics and Finance in Sport (3)
Examines current economic and financial issues that impact sport and sport management. Topics include budget development, funding, capital projects, economic impact, and supply and demand in the sport and recreation industry. Prerequisite: EC 2000, EC 2100, SM 2500.

SM 4600. Human Resource and Personnel Management in Sport (3)
This course includes the presentation, analysis, and discussion of the specific functions of human resources and personnel management, including the human relations knowledge and skills vital to the success of any organization. Students will explore standards of performance with a special emphasis on the supportive relationship needed between supervisors, employees and organizations. This course also will explore a number of contemporary and controversial issues related to human resource management in sport. Prerequisite: SM 2500.

SM 4900. Sport Management Internship (12)
Sport Management majors participate in an internship at a business or health-related agency. Students serve a minimum of 400 hours at the agency. Students complete an ongoing log of hours and experiences at the agency. Hands-on experience in a workplace is the basis for this internship course. Students must contact the program director the semester prior to taking the internship, which is completed during the last semester of the program. Students must have a cumulative GPA of 2.0 and a 2.5 GPA in the major before registering for the internship. Students must have completed all courses in the curriculum prior to taking SM 4900.
As such, emphasis is placed upon the discovery of each student’s leadership potential by building the student’s leadership skills through case studies, group endeavors, applied research, and interaction with contemporary leaders.

The Leadership program is available in the evening for students’ convenience, as well as in the daytime.

Through the School of Graduate and Professional Studies, Rockhurst University offers:
- A major in Leadership Studies culminating with the Bachelor of Arts degree;
- A minor in Leadership Studies (18 hours of upper-division coursework);
- A certificate in Leadership Studies (15 hours of coursework).

Major Field of Concentration

The B.A. in Leadership Studies consists of 30 hours of upper-division coursework, which includes courses in leadership, ethics and decision making, and communication skills. The required six hours of lower-division coursework are CT 2040 Interpersonal Communication and PY 2100 Introduction to Statistics for the Behavioral Sciences.

The required 30 hours of upper-division coursework for the major include 12 hours of leadership courses: LS 3000, LS 4100, LS 4930, and LS 4940 (these courses are all offered in the evening); one three-hour course in ethics and ethical decision making selected from: PL 4500 Ethical Problems, PL 4700 Seminar in Medical Ethics, PL 4550 Business and Ethics, or PL 3840 Philosophy of Technology; and 15 hours of communication skills courses (all offered in the evening): CT 3300 Presentational Speaking, CT 4350 Organizational Communication, CT 4860 Seminar in Group Interaction, LS 4600, and EN 3180 Business Writing. LS 3200 may also be chosen as an elective. A grade of C or better is required in each upper division course of the major. (A grade of C- will not satisfy the requirement.)

Minor Field of Concentration

Students with any major may earn a minor in Leadership Studies. This minor consists of 18 hours of upper-division coursework, including LS 3000, LS 4100, and LS 4930. Students choose the additional nine hours of upper-division coursework from LS 3200, CT 3300, LS 4600, CT 4350, CT 4860 or EN 3180. A grade of C or better is required in each upper-division course of the minor. (A grade of C- will not fulfill the requirement.) A minor in Leadership Studies is not available to students seeking a major in Leadership Studies.

Certificate in Leadership Studies

A certificate in Leadership Studies is available through courses offered in the Evening Program of the School of Graduate and Professional Studies. The 15 credit hours of coursework needed to obtain this certificate are met through the following 12 hours of required courses: LS 3000, LS 4100, LS 4930, and LS 4940. Students complete the additional required three upper-division hours by choosing one of the following courses: LS 3200, CT 3300, LS 4600, CT 4350, CT 4860, or EN 3180. A grade of C or better is required in all upper-division courses required for the certificate. (A grade of C- will not satisfy the requirement.)

Students will receive a certificate verifying that they have completed the prescribed course of study. An official transcript of these courses is also available from the Registrar’s Office.
Course Descriptions

**LS 2000. Introduction to Leadership** (3)
This course provides an introduction to and overview of leadership theories and practice. Students will examine leaders whose lives illuminate timeless leadership qualities, as well as learn about, and reflect on, their own leadership styles, strengths and weaknesses.

**LS 3000. Leadership Theory and Practice** (3)
This foundation course introduces the student to common elements of leadership in the Jesuit tradition. Students will study the genesis of these principals and their efficacy in leading contemporary organizations, as well as how these concepts are related to commonly held elements of leadership such as legitimate authority, expert knowledge, power, social responsibility, charisma and influence. Examples of effective leadership, taken from history and contemporary society, are studied.

**LS 3200. Women and Leadership** (3)
This course probes and explores the leadership contributions of women, along with the leadership styles and approaches they bring to the leadership arena. It visits the substantial social prejudice experienced by women, along with their inroads—first in championing social and political causes, and today as indispensable innovators, entrepreneurs, professionals and achievers. Partnering with current women leaders in Kansas City, students will explore a variety of preferred leadership styles, experiencing how those styles are shaped to fit the leadership challenges at hand. Self-assessment of the student’s own leadership style will be included. This course, though focusing on women leaders, is valuable to both women and men seeking insight and advancement in leadership.

**LS 4100. Organizational Change** (3)
This course will explore the evolution of organizations through various life cycles, how they undergo significant change during those cycles, promoting healthy change that results in socially responsible growth. Further, students will analyze the basic systems and structure of organizations; understand respective leadership and management roles; identify priorities, learn how to promote successful and significant change to address those priorities, and do so with attention toward the good of its people, constituencies and society. Finally, an historical example of monumental social change led by a preeminent political leader will be examined. Prerequisite: LS 3000.

**LS 4600. Conflict Resolution** (3)
This course examines human conflict in organizations by evaluating the background, attitudes, and behaviors that cause and perpetuate disputes; and prepares the student to help resolve disputes using negotiation and mediation techniques. Contemporary philosophies and styles of conflict resolution are examined. Prerequisite: CT 2000, CT 2040.

**LS 4930. Research in Leadership** (3)
This course studies and applies research techniques to leadership issues: identifying contemporary leadership questions, researching answers to those questions and presenting findings through a properly constructed research paper. As part of the seminar process, students will identify a leadership question to be explored, develop a hypothesis and share in the research responsibilities of a literature review and testing the hypothesis. An oral, shared presentation of findings concludes the course. Prerequisite: LS 3000, PY 2100.

**LS 4940. Leadership Capstone** (3)
This course engages the student in a practical, individual research project demonstrating the pragmatic use of theory and knowledge. As such, it is taken in the final semester of course work. The student will complete a research paper posing a pertinent research question, advancing a hypothesis, reviewing current literature, conducting research leading to a conclusion. The culmination of the project is an oral presentation of the paper and findings. Prerequisite: LS 3000, LS 4930.
Nonprofit Leadership Studies (NP)

Program Director    Jennifer Rinella, M.I.H.E., CNP

Rockhurst University’s Nonprofit Leadership Studies program prepares students for careers and leadership roles with nonprofit organizations. Students achieve foundation and professional development competencies through coursework, community-based research and service-learning projects, and a 300-hour supervised internship with a nonprofit organization. Rockhurst’s Nonprofit Leadership professors are highly credentialed professionals who bring their extensive nonprofit sector experience and networks to the classroom. Small class sizes provide a comfortable, interactive learning environment and foster rich discussions. Day and evening courses are offered for students’ convenience.

With 1.4 million 501(c)(3) nonprofit organizations in the U.S. and 7,500 in Kansas City alone, employment and leadership opportunities abound. Nonprofit organizations need talented, creative people with diverse skills and experiences to lead and manage programs, staff, volunteers, and resources. This work is more than a job—our graduates find it to be part of a life of meaning and a career that makes an impact for good.

Through the School of Graduate and Professional Studies, Rockhurst University offers:
• Bachelor of Arts degree with a major in Nonprofit Leadership Studies
• Bachelor of Arts degree in Nonprofit Leadership Studies with Fundraising Concentration. This concentration is offered in partnership with the Association of Fundraising Professionals (AFP) Mid-America Chapter, and further prepares students for careers and leadership roles in fundraising and development.
• Minor in Nonprofit Leadership Studies
• Certificate program in Nonprofit Leadership Studies
• Certificate program in Fundraising Leadership
• Undergraduate program leading to the National Certificate in Nonprofit Management/Leadership awarded by Nonprofit Leadership Alliance (formerly American Humanics). Nonprofit Leadership Alliance is an alliance of colleges, universities and nonprofit organizations dedicated to educating, preparing and certifying professionals to strengthen and lead nonprofit organizations.

Major Field of Concentration
The B.A. with a major in Nonprofit Leadership Studies is a multidisciplinary degree earned from the School of Graduate and Professional Studies. The degree requires 128 semester hours, including a combination of courses from Rockhurst’s liberal core, social science, business, and nonprofit leadership. A 300-hour internship with a nonprofit organization also is required.

The Nonprofit Leadership major is designed to prepare students for careers and leadership roles in the nonprofit sector. Through this course of study, students gain competencies necessary to manage information and resources and to lead people, programs, and organizations in an environment driven by the desire to make a difference in their communities, their nation, and their world.
The B.A. in Nonprofit Leadership Studies requires three hours of lower division coursework, NP 1110, and 21 hours of upper-division nonprofit leadership coursework, including NP 3020, NP 3050, NP 3070, NP 3090, NP 4010, and NP 4060, as well as an internship, taken as NP 4970 over one semester or NP 4971 and NP 4972 over two subsequent semesters. Additionally, a student must complete six hours of upper-division, department-identified, Leadership courses; three hours of upper-division, department-identified Communication courses; and three hours of upper-division, department-identified Social and Cultural Development courses.

A grade of C or better is required in each upper-division course of the major. (A grade of C- will not fulfill the requirement.)

Fundraising Concentration
The B.A. in Nonprofit Leadership Studies is offered with a Concentration in Fundraising. This concentration offers enhanced education to further prepare leaders in service through professional fundraising and development positions with nonprofit organizations. Courses are taught by Certified Fund Raising Executive (CFRE) professionals and members of the Association of Fundraising Professional (AFP) Mid-America Chapter. The concentration includes a prerequisite course, NP 3050, and four required courses: FD 4000, FD 4100, FD 4200, and FD 4300.

A grade of C or better is required in each upper-division course of the concentration. (A grade of C- will not fulfill the requirement.)

Non-traditional or post-baccalaureate students may select fundraising courses on a non-credit basis and may participate on a space-available basis.

Minor Field of Concentration
Students may earn a minor in Nonprofit Leadership Studies. The minor in Nonprofit Leadership Studies requires three hours of lower-division coursework, NP 1110, and 15 hours of upper-division coursework, including NP 4060 and the student’s choice of four of the following courses: NP 3020, NP 3050, NP 3070, NP 3090, and NP 4010. A minor in Nonprofit Leadership is not available to students seeking a major in Nonprofit Leadership.

A grade of C or better is required in each upper-division course of the minor. (A grade of C- will not fulfill the requirement.)

Nonprofit Leadership Studies Certificate
Students preparing for a career in the nonprofit sector will be awarded a certificate in Nonprofit Leadership Studies from Rockhurst after successfully completing a minimum of 18 credit hours. The lower division requirement, NP 1110, is a prerequisite to subsequent coursework. Required upper-division courses are NP 4060 and the student’s choice of four of the following courses: NP 3020, NP 3050, NP 3070, NP 3090, and NP 4010.

A grade of C or better is required in each upper-division course of the certificate. (A grade of C- will not fulfill the requirement.)
Fundraising Leadership Certificate

Students preparing for a career in resource development will be awarded a certificate in Fundraising Leadership from Rockhurst after successfully completing a minimum of 18 credit hours. NP 1110 and NP 3050 are prerequisites for subsequent coursework. Required upper-division courses are FD 4000, FD 4100, FD 4200, FD 4300.

A grade of C or better is required in each upper-division course of the certificate program. (A grade of C- will not fulfill the requirement.)

The Nonprofit Leadership Alliance Certificate in Nonprofit Management/Leadership

Nonprofit Leadership Alliance (NLA) is a national alliance of colleges, universities and nonprofit organizations dedicated to educating, preparing and certifying professionals to strengthen and lead nonprofit organizations. Rockhurst is one of 60 colleges and universities affiliated with Nonprofit Leadership Alliance and has an award-winning NLA program, consistently recognized for excellence in community service, fundraising, certification, research and program innovation.

NLA’s National Nonprofit Partner organizations include Boy Scouts of America, Camp Adventure, Camp Fire USA, Feeding America, Girl Scouts, Girls Incorporated, March of Dimes, National 4-H Council, National Human Services Assembly, National Urban League, Voices for America’s Children, Volunteers of America, and YMCA of the USA. These national organizations and their local affiliates work directly with NLA students for volunteer, internship and employment opportunities.

The NLA certificate program at Rockhurst is open to all students. NLA certificate-seeking students must complete a three hour lower-division course, NP 1110, and 15 hours of upper-division credit, including NP 4060, and the student’s choice of four of the following courses: NP 3020, NP 3050, NP 3070, NP 3090, and NP 4010. Additionally, the certificate-seeking students must perform a minimum of 300 hours of supervised internship work by enrolling in NP 4970 (if completing their internship in one semester) or NP 4971 and NP 4972 (if completing their internship in two subsequent semesters). Courses are available at Rockhurst in the evening. A grade of C or better is required in each upper-division course of the certificate program. (A grade of C- will not fulfill the requirement.)

Students also must attend at least one Alliance Management/Leadership Institute (a national conference held each January) and participate in the campus Nonprofit Leadership Student Association. These leadership activities help students gain experience in program planning, governance and fundraising, and to become acquainted with career possibilities in the nonprofit sector.

Upon successful completion of the Nonprofit Leadership Alliance Certificate program requirements and a baccalaureate degree, students are awarded the National Certificate in Nonprofit Management/Leadership and may use the Certified Nonprofit Professional (CNP) designation. This certificate is awarded by Nonprofit Leadership Alliance.
Course Descriptions

Nonprofit Leadership Studies

**NP 1110. Introduction to Nonprofit Organizations** (3)
The course is designed to provide a historical and current overview of America’s “third” sector (the not-for-profit sector), help students identify and explore social welfare issues, and understand the role of nonprofit organizations in a democratic society. A service-learning project will allow students to apply theories to a real-world situation and reflect on their work and issues that arise during the project.

**NP 1970. Nonprofit Practicum** (1)
A supervised, 50-hour volunteer placement with a nonprofit agency. The practicum experience provides an ideal opportunity for students to gain skill and knowledge in areas not possible through other course work and co-curricular activities. Reflection activities enable the student to process the experience and connect fieldwork with curricular concepts and themes. Prerequisite or concurrent: NP 1110 and instructor approval.

**NP 3020. Marketing for Nonprofit Organizations** (3)
A study of the fundamentals of marketing in a nonprofit setting through readings, class lectures and discussion, and a service learning project. Students learn essential elements of effective organizational marketing; these fundamentals are then applied in a real life setting as teams of students develop a marketing plan for a nonprofit. Educational outcomes include the development of marketing goals and position statements, the conducting of a marketing audit, development of marketing and promotion plans, and the design of market research plans. Prerequisite or concurrent: NP 1110.

**NP 3050. Foundations of Fundraising and Development** (3)
An introduction to the principles of philanthropy and fundraising which apply to the management of a nonprofit agency. Knowledge of the sources of philanthropic gifts, causes that receive support, motivations that influence giving, the elements of a case for support, the essentials of strategic planning and the construction of budgets and related fund raising targets. Emphasis is placed upon the human behavior aspects of philanthropy and voluntarism. Prerequisite or concurrent: NP 1110.

**NP 3070. Community Engagement** (3)
A study of communities and the role of nonprofit organizations and individuals in those communities. This course explores how leadership for service can improve the quality of life and economic vitality of communities. Case studies and a service project are utilized to explore collaborations and partnerships, public policy and advocacy, social and civic responsibility, nonprofit partnerships and collaborative ventures and their potential needs as well as meeting the needs of individuals and groups through organization and planning. Prerequisite or concurrent: NP 1110.

**NP 3090. Volunteer Management and Program Planning for Nonprofit Organizations** (3)
Designed to introduce theories, research and practices for designing and implementing nonprofit organizational programs and activities, and managing volunteers who lead, manage and fund them, the course provides students with basic skills and knowledge needed to assume roles as volunteer program leaders and managers. The course also explores the motivations and behaviors of volunteers and nonprofit personnel. Service-learning projects enable students to apply theoretical concepts in the field and reflect on their implications on professional practice. Prerequisite or concurrent: NP 1110.

**NP 4000. Nonprofit Sector Career Planning** (1)
Designed for students in the last semesters of undergraduate work, this course will focus on employment in the nonprofit sector. Career development and exploration competencies will be achieved through a variety of readings and community-based assignments. Prerequisite: NP 1110 and senior standing.

**NP 4010. Administration of Nonprofit Organizations** (3)
This course provides a comprehensive analysis of the role and function of a professional in the management process of a nonprofit organization. Specific topics addressed include: the nature of leadership and management in the nonprofit sector; fundraising and financial management; governance and the respective roles of board, staff and volunteers; the political, economic and interorganizational environment; community relations; needs assessment; and planning and performance measurement. Prerequisite: NP 1110.

**NP 4060. Financial Management of Nonprofit Organizations** (3)
Understanding the basic concepts of funding streams, budgeting and financial statement analysis is essential to building and maintaining a strong organization. This course examines the principles and practices of financial and managerial accounting in tax-exempt, charitable organizations. The course is designed to teach students how to use
financial information in the management of nonprofit organizations. Prerequisite: NP 1110.

**NP 4970. Professional Field Experience** (3)
A supervised, 300-hour internship with a nonprofit organization that is completed in one semester. The internship provides the student an opportunity to apply classroom knowledge to the work world; develop valuable contacts in the field; analyze his or her commitment to the field; identify technical and/or theoretical competencies that need further development; and assume professional responsibilities for substantive tasks. Prerequisite or concurrent: NP 1110 and instructor approval.

**NP 4971. Professional Field Experience** (1)
The fulfillment of the first 100 hours of a supervised, 300-hour internship with a nonprofit organization that is completed in two subsequent semesters. The internship provides the student an opportunity to apply classroom knowledge to the work world; develop valuable contacts in the field; analyze his or her commitment to the field; identify technical and/or theoretical competencies that need further development; and assume professional responsibilities for substantive tasks. Prerequisite or concurrent: NP 1110 and instructor approval.

**NP 4972. Professional Field Experience** (2)
The fulfillment of the last 200 hours of a supervised, 300-hour internship with a nonprofit organization that is completed in two subsequent semesters. The internship provides the student an opportunity to apply classroom knowledge to the work world; develop valuable contacts in the field; analyze his or her commitment to the field; identify technical and/or theoretical competencies that need further development; and assume professional responsibilities for substantive tasks. Prerequisite: NP 4971 and instructor approval.

**Fundraising**

**FD 4000. Developing Annual Sustainability** (3)
A study of the process of raising annual revenue effectively by matching strategies with constituents. Focus on creation and implementation of an effective annual fundraising plan and methods to involve volunteers in the fundraising process, including annual campaign, special events and earned income strategies. Prerequisite: NP 3050.

**FD 4100. Major Gifts and Capital Campaigns** (3)
An introduction to the major gifts process. Using ethically based strategies, students analyze successful major gifts efforts as they learn to utilize the case statement, volunteers, and board members to further the organizational cause. This course also examines capital fundraising as a component of the overall development program with a focus on the campaign plan and volunteer leadership. Prerequisite: NP 3050.

**FD 4200. Technology and Marketing Trends in Fundraising** (3)
A study of the importance and use of technology in fundraising. Focus on the selection and use of fundraising systems to manage an organization’s gift processing, donor management/stewardship, and mailing list tracking needs. Attention to case studies and industry trends for successful online strategies and practices using social media tools and their impact on donor response, stewardship and accountability. Prerequisite: NP 3050.

**FD 4300. Prospect Research and Proposal Writing** (3)
A comprehensive overview of the grants process within the context of an institution’s development plan, with specific reference to the research, writing, and managing of a range of grant types. Emphasis is placed on writing competitive proposals that address funder priorities and meet the needs of the organization, developing accurate budgets, and developing and utilizing effective methods for grant evaluation. Prerequisite: NP 3050.
Paralegal Studies Minor and Certificate
These undergraduate programs are offered for career enhancement and to assist individuals in meeting entry-level requirements. They are designed to provide students with a program of concentrated studies to enhance professional skills. Two-thirds of the credits required must be earned at Rockhurst University.

In 1974 Rockhurst began one of the first paralegal programs in the United States and has conferred more than 600 certificates. Courses are designed as preparation for paralegals, legal administrators, and others who work or plan to work in law offices, the court system, corporations, government agencies, bank trust departments, and insurance claim offices.

Carefully structured courses are taught by practicing attorneys and judges with expertise in specialized areas of law. Presentations by paralegal guest speakers illustrate and explain practical application skills. College graduates with specialized training in Paralegal Studies are projected to have promising career opportunities.

The certificate and minor are available in the evening through the Evening Program of the School of Graduate and Professional Studies.

Minor in Paralegal Studies
Students pursuing a degree at Rockhurst have the option of minoring in paralegal studies. This option provides students with an additional professional credential: a Certificate in Paralegal Studies. As the profession has become increasingly more recognized and diversified, paralegals with a variety of skills and backgrounds are being sought. Therefore, both the certificate and the minor in paralegal studies are complementary to a wide range of majors, as well as providing a valuable educational experience to those students who may be considering furthering their education by attending law school.

The courses required for completion of the minor are PA 2000, PA 3400, PA 3600, PA 4000, and two three-credit, upper-division paralegal electives from the following: PA 3100, PA 3200, PA 3300, PA 3700, PA 3750, and PA 3800. A grade of C or better is required in each upper-division course of the minor. (A grade of C- will not satisfy the requirement.) The minor must be combined with a bachelor’s degree program of study.

Certificate in Paralegal Studies
Students preparing for a paralegal career will be awarded a Certificate in Paralegal Studies after successfully completing PA 2000, PA 3400, PA 3600, PA 4000, and a minimum of six additional upper-division credit hours of paralegal elective courses. A grade of C or better is required in each course of the certificate. (A grade of C- will not satisfy the requirement.) Courses may be applied as electives toward a bachelor’s degree at Rockhurst University.

Admission to the program requires a minimum of a high school diploma or equivalent. Students with previous college work should request that an official transcript be sent to the Office of Admission and Financial Aid.
Course Descriptions

PA 2000. Legal Theory and Practice (3)
This class provides students with an introduction to the American legal system, the procedures used to solve legal disputes in the court systems and the steps in planning for a career in law. Students have an opportunity to survey a variety of substantive areas of law (i.e. property, employment, torts, contracts, criminal law, and alternative dispute resolution). Legal method and reasoning are demonstrated through student writing assignments in case analysis and opinion briefs.

PA 3100. Business Organization (3)
The structure and organization of legal business entities with emphasis on the role of the lawyer and legal assistant in the formation of various business organizations. Prerequisite or concurrent: PA 2000.

PA 3200. Real Estate Law (3)
Laws relating to real property and the common types of real estate transactions and conveyances. Prerequisite or concurrent: PA 2000.

PA 3300. Estate Planning and Probate Administration (3)
Prepares the student to assist practicing attorneys with problems associated with planning for efficient use of financial resources during working life, retirement, and after death of the principal income producer. Prerequisite or concurrent: PA 2000.

PA 3400. Ethics and Professionalism (3)
Overview of rules and laws governing ethical legal obligations oriented to paralegals and a survey of professional paralegal practices. Ethics topics will include confidentiality, conflicts of interests, attorney-client and work product privileges, and the authorized practice of law as well as selected additional issues. Professional topics will include, but are not limited to, interviewing of clients and witnesses, factual investigation, records collection, documentation and communication skills. Prerequisite or concurrent: PA 2000.

PA 3510. Women and the Law (1)
A survey and analysis of case opinions affecting the economic, political and social lives of women. The course focuses on issues related to gender-based discrimination, constitutional, and statutory provisions concerning women and employment, reproductive rights, and educational opportunities.

PA 3520. Contract Law (1)
An overview of the law of enforceable promises. Lectures and small group exercises focus on the elements of contract formation, performance, breach and calculation of damages.

PA 3550. Labor and Employment Law (1)
An overview of labor law and legal issues in the workplace concerning employers, employees and unions. The historical context of unions and the role they have played in the legal regulation of the workplace is discussed. Federal laws and regulations and the roles and structures of administrative agencies is emphasized. Additional topics include workplace discrimination, organizing, negotiation of collective bargaining agreements, grievance and arbitration, employment-at-will, wage and hour laws, and safety laws.

PA 3570. Evidence Law (1)
This course covers the Federal Rules of Evidence and correlated Kansas rules of evidence, and Missouri evidence law, with special emphasis on preparation of documentary evidence, including depositions, for use at trial. In addition to lecture, students participate in a variety of small-group activities designed to explore the issues of relevance, impeachment of testimony, hearsay, and issues related to the introduction of exhibits into evidence at trial.

PA 3580. Elder Law (1)
The course focuses on issues confronted by senior citizens and reviews possible legal remedies. Through lecture and small group participation, the class covers the areas of Social Security; Medicare; health care decision-making; wills; guardianship; housing; consumer fraud; and abuse and neglect of the elderly. The perspective taken is that of a paralegal advocate.

PA 3590. Alternative Dispute Resolution (1)
The course focuses on mediation, arbitration, and other forms of alternative dispute resolution (ADR) and how such procedures can be applied in tort, business, employment, and other types of civil disputes. Also examined will be the growing use of pre-dispute ADR clauses in contracts involving employment, financial, and other business contexts. The perspective taken will be that of both the advocate and the neutral person in ADR.

PA 3600. Litigation and Trial Practice (3)
Analysis of state and federal court systems, types of litigation, preparation of pleadings and discovery documents, trial procedures, post-trial remedies, and appeals. Prerequisite or concurrent: PA 2000.

PA 3700. Introduction to the Criminal Justice System (3)
Develops a familiarity with the criminal justice system in the United States. Prerequisite or concurrent: PA 2000.

PA 3750. Tort Law (3)
Tort Law, as defined in Black’s Law Dictionary, is “a private or civil wrong or injury, other than breach of contract, for which the court will provide a remedy in the form of an action for damages.” This course provides a general understanding of the basic concepts and fundamental elements of tort law, including intentional torts, elements of negligence, strict liability, and discussion of common personal injury cases. Prerequisite or concurrent: PA 2000.
PA 3800. Domestic Relations (3)
Acquaints the student with the legal problems involved in domestic relations pertaining to a separation, divorce, child custody, adoption, and non-support. Prerequisite or concurrent: PA 2000.

PA 4000. Legal Research (3)
An in-depth examination of the law library; survey of traditional print reference materials as well as electronic sources available in determining applicable law. The process of legal research and writing of memoranda and results of legal research are also explored. Prerequisite: PA 2000.

PA 4100. Advanced Legal Research (1)
This course is designed to reinforce and build upon the skills developed in PA 4000. Particular emphasis focuses on four main subject areas which are characterized by rapid expansion in relevant legal materials and integration of all forms of primary authority. Prerequisite: PA 4000.

PHYSICAL EDUCATION (PE)
(Exercise and Sport Science)

The specific aims of the Physical Education area are to: 1) increase understanding of the value and role of physical activity as an important dimension of the human condition; 2) develop performance skills in certain physical activities; 3) encourage, through satisfying learning experiences, the participation habit.

Offerings are available as electives for students interested in broadening their knowledge of health, exercise, fitness and sports activities, especially those which provide lifelong enjoyment.

Course Descriptions

PE 1130. Basic Skills in Minor Sports: Lifetime Sports (2)
Designed to teach the value of those sports which enhance lifelong physical fitness, this course includes racquetball, handball, tennis, swimming, walking, jogging, hiking, hiking, horseshoes, weight lifting, etc. A combination of field and class activities comprise this course.

PE 2810. Theory of Football (2)
A complete study of the theoretical aspects of the fundamentals of football. Students study defensive and offensive tactics for each position, organization of teams, scheduling and training.

PE 2820. Theory of Basketball (2)
Concerned with theory of basketball, including methods of teaching fundamentals, individual and team offense and defense. It explores various styles of play and methods of training and evaluating candidates.

PE 2830. Theory of Volleyball and Softball (2)
Concerned with the theory of volleyball and softball, including offense, defense, teaching fundamentals and strategy.

PE 2840. Theory of Track and Field (2)
This course will describe and detail coaching theory, methods and strategies relevant to track and field. The intent of this course is to apply the skills, theories and methods needed to coach track and field at all levels, including analysis for individual form and techniques as well as team effort.

PE 2850. Theory of Golf and Tennis (2)
Theory and practice with an analysis of strokes. Course includes the fundamentals and techniques of playing as well as methods of coaching. Tournaments are included in the course.

PE 2860. Theory of Baseball (2)
Concerned with the theory and practice of baseball, including teaching fundamentals of offense, defense, and pitching. Includes the techniques of play, methods of training and evaluating players, and methods of coaching.

PE 2870. Theory of Soccer (2)
This course covers the current theories and trends in soccer. Special attention will be given to rules, fitness requirements, team organization, techniques, and strategy. This course will also include season planning, soccer philosophy, team policies, player management, and team building.
CERTIFICATE PROGRAMS

The following certificate programs are offered through the School of Graduate and Professional Studies. Please refer to the catalog sections noted for additional information.

• Fundraising Leadership Certificate
  See Fundraising Leadership.
• Leadership Studies Certificate
  See Leadership Studies.
• Nonprofit Leadership Studies Certificate
  See Nonprofit Leadership Studies.
• Paralegal Studies Certificate
  See Paralegal Studies.

OTHER UNDERGRADUATE COURSES OFFERED THROUGH THE COLLEGE OF GRADUATE AND PROFESSIONAL STUDIES

HP 1550. Introduction to Health Care Professions (1)
This course introduces students to a variety of health care professions. Students explore different careers in health care along with trends and current issues in health care. Furthermore, the course provides an introduction to medical terminology applicable to health care professions.

HP 3500. Perspectives in Global Health (3)
This course identifies the major determinants of health on a global scale and examines the differences in health and health care from the perspectives of culture, geography, and socio-economic status. Topics may include the impact of poverty, nutrition, clean water, sanitation, disease, and access to health care. Upon completion of this course, students will understand the global threats to health and well-being outside of their own health care model.

HP 3700 Global Perspectives on Disability (3)
This course is designed for students interested in issues related to disability. It will critically examine the position of persons with disabilities historically and in contemporary society across the globe. The class will analyze perspectives of various cultures on disability and the impact theses perspectives have on societal institutions and the lives of people with disabilities in various nations. Assignments and discussion will be directed at enhancing awareness and understanding of the global disability community. Students will explore historical and contemporary views and discuss strides made as well as challenges the disability community still faces. Students will devise strategies for promoting positive messages and vehicles for advocacy. (GPR)
UNDERGRADUATE STUDIES IN THE
HELZBERG SCHOOL OF MANAGEMENT

Academic Administration

Interim Dean
Cheryl McConnell, M.P.A., C.P.A.
Associate Dean
Richard D. Graham, M.B.A.
Chair, Faculty Development
Cheryl McConnell, M.P.A., C.P.A.
Discipline Coordinator, Accounting, Finance
Anthony L. Tocco, Ph.D.
Discipline Coordinator, Business
Myles P. Gartland, Ph.D.
Discipline Coordinator, Economics
Laura E. Fitzpatrick, Ph.D.
Discipline Coordinator, Management, Marketing
Martin H. Stack, Ph.D.
B.A. in Economics Program Coordinator
Laura E. Fitzpatrick, Ph.D.
B.S.B.A. Program Coordinator
J. Turner White, M.B.A.

Full-time Faculty

Associate Professor of Production Operations Management
Shahid Ali, Ph.D.
Assistant Professor of Management
James F. Dockins, Ed.D.
Professor of Finance
Brian D. Fitzpatrick, Ph.D.
Professor of Economics
Laura E. Fitzpatrick, Ph.D.
Associate Professor of Economics
Myles P. Gartland, Ph.D.
Visiting Assistant Professor of Management
Daniel H. Jensen, M.B.A.
Visiting Assistant Professor of Management
Anna C. Lampe, Ph.D.
Professor of Accounting
Cheryl McConnell, M.P.A., C.P.A.
Jeremy J. O’Connor, Ph.D.
Kelly A. Philip, J.D., Ph.D.
Assistant Professor of Management
James E. Puetz, Ph.D.
Associate Professor of Marketing
Sudhakar Raju, Ph.D.
Professor of Finance
Craig M. Sasse, Ph.D.
Assistant Professor of Management
Randolph E. Schwering, Ph.D.
Associate Professor of Management
Martin H. Stack, Ph.D.
Professor of Economics
Michael J. Stellern, Ph.D.
Assistant Professor of Marketing
Wenbin Sun, Ph.D.
Assistant Professor of Economics
Michael M. Tansey, Ph.D.
Professor of Accounting
Anthony L. Tocco, Ph.D.
Executive Professor of Management
David B. Vicknair, D.B.A., C.P.A.
J. Turner White, M.B.A.

Helzberg School of Management Vision, Mission, and Core Values

The Helzberg School of Management exists to prepare leaders to make a positive difference in the world. Our mission is to be the driving force in the community to educate and develop leaders of competence and conscience, based upon the Jesuit tradition of learning, leadership and service.

We will teach, practice, and be guided by:

◆ Reverence for dignity of the human person;
◆ Respect for the intellectual and spiritual aspects of education;
◆ Commitment to the community and its progress;
◆ Honesty, integrity, and ethics in every aspect of the educational endeavor; and
◆ Commitment to engaged learning and applied business interactions.
Program Overview
Since 1933, Rockhurst business education and leader development have been characterized by innovation and responsiveness to a changing environment. Significant “firsts” include Kansas City’s first co-educational business degree for working adults (1933), the city’s first part-time MBA program (1976) and first executive MBA program (1978), and participation in the Kansas City University of Medicine and Biosciences’ groundbreaking DO/MBA Dual Degree program featuring a Rockhurst MBA in Health Care Leadership (2001). For more than 70 years, Rockhurst has met the demand for competent, confident leaders with management skills necessary to lead successful organizations in dynamic, rapidly changing environments.

Helzberg School of Management (HSOM) undergraduate programs integrate a broad liberal arts-based education with focused study in specific areas, producing leaders of competence and conscience with the skills necessary to excel professionally and serve others meaningfully. Undergraduate degree programs provide excellent preparation for subsequent study in graduate or professional schools and further the Jesuit ideal of educating men and women for others. The Helzberg School of Management grants the Bachelor of Science in Business Administration (BSBA) and the Bachelor of Arts (BA). The BSBA is offered with a business administration major and concentrations in accounting, corporate accounting and finance, international business, management or marketing. The BA is offered in economics, with tracks in Policy: Global, National, and Industrial; Financial Markets and Economic Analysis; Social Justice; and Law and Economics.

The Helzberg School of Management offers an accelerated or part-time evening Master of Business Administration (MBA), with concentration areas in accounting, finance, health care management, international business, and management. Rockhurst BSBA students with a concentration in accounting may use the accelerated MBA to meet CPA exam requirements. For information on the accelerated evening, part-time evening, dual degree DO/MBA, or dual degree DPT/MBA, please see Graduate Studies in the Helzberg School of Management in the graduate section of this catalog.

The Helzberg School of Management offers a unique focus on executive education within the greater Kansas City area through its executive program, the Executive Fellows MBA. As part of its commitment to lifelong learning within the Catholic, Jesuit tradition, the Helzberg School of Management also provides educational and developmental programs for managers within the metropolitan area. For information on this program please see Graduate Studies in the Helzberg School of Management in the Graduate Section of this catalog.

Undergraduate Studies in the Helzberg School of Management
Quality in the educational experience is a hallmark of Catholic, Jesuit education. The undergraduate curriculum of the Helzberg School of Management is designed to integrate a broad liberal arts-based education with specialized study within a specific area, resulting in graduates who demonstrate both competence and conscience. The core curriculum is meant to shape the entire undergraduate experience, particularly in the integration of leadership, corporate social responsibility and ethics, information analysis, communication, and globalization. In a variety of classroom settings, students are confronted with “real world” choices in developing business and managerial skills which are relevant to the contemporary business environment.
A Helzberg School of Management degree provides excellent preparation for further study in graduate or professional schools, such as business and law, as well as providing skills for many professional fields. The degrees further the Jesuit educational ideal of educating men and women for others. The Jesuit educational mission emphasizes the combination of liberal and professional education to prepare individuals to be leaders in the contemporary world and to be lifelong learners.

◆ Bachelor of Science in Business Administration
The basis for developing an appreciation of the role of business as a societal institution is provided by a broad knowledge of business: its history, its impact upon individuals, its economic importance and its social responsibilities. In addition, a full appreciation requires knowledge of the various environments (financial, economic, technological, governmental, social and cultural, and global) within which firms must operate. The degree includes an understanding of the complexities of problem solving and the ethical implications of managerial decision-making at the enterprise level and provides the basis for further studies.

◆ Bachelor of Arts in Economics
The goal of the Bachelor of Arts in Economics is to prepare future leaders with the proper analytical, ethical and oral communication skills which are necessary to succeed within all areas of economics. This is accomplished through offering students a solid foundation in economics to understand the complexities of the economy and how it impacts and is impacted by all other aspects of society. This is then complemented by selection of a track of study in economics and related courses that is more focused on a student’s individual interests and career aspirations. Upon completion students will be able to engage in evaluative and critical analysis of economic issues and determination and evaluation of relevant policies both in the general economic contexts as well as those in their chosen track. This prepares them for careers in their designated areas of interest as well as preparation for continued graduate study.

Tracks students can choose from are:
- Policy: Global, National, and Industrial
- Financial Markets and Economic Analysis
- Social Justice
- Law and Economics
(Requirements for these tracks appear later in this catalog.)

Minor Areas of Study
The Helzberg School of Management offers minors in business administration and economics. The minor in business administration is available to all Rockhurst University majors not seeking a BSBA degree. The minor in economics is available to all Rockhurst University students who are not seeking an economics major. The Helzberg School of Management also offers a Certificate in Business Administration for students pursuing a degree other than the BSBA.
Admission
Undergraduate students are admitted to Rockhurst University by the Office of Admission and Financial Aid. Students who are interested in business degrees as freshmen and sophomores are advised in the Helzberg School of Management (HSOM) while they complete the liberal arts core requirements and BSBA prerequisites. Students are eligible to declare a major in the Helzberg School of Management upon completion of 60 semester hours with a minimum 2.0 grade point average. Students are encouraged to designate their interest in the BSBA and BA degrees as early as their freshman year. In order to file a declaration of major, students submit an unofficial transcript and declaration of major form (available from the Registrar) to the Helzberg School of Management Director of UG HSOM Advising. Students must declare their concentration upon completion of 21 hours of HSOM coursework and also have completed the lower-division business prerequisites.

Transfer Students
The Helzberg School of Management welcomes transfer students. Students considering transferring to Rockhurst University from another institution should have their academic records evaluated by the Helzberg School of Management Director of UG HSOM Advising to determine the transferability of courses. The Helzberg School of Management requires that at least 50 percent of the business credit hours required for the business degree be earned at Rockhurst University.

Academic Student Services
The Helzberg School of Management Director of UG HSOM Advising assists students by providing information about degree programs, initial credit evaluations and course preregistration. Undergraduates must be advised every semester in order to preregister for classes. Freshmen students are assigned faculty advisors in their major area of study. Part-time students are advised by the Helzberg School of Management academic advising staff in the Helzberg School of Management offices with faculty available to assist.

Goppert Cooperative Education Program (Co-op)
Helzberg School of Management students are eligible to participate in the Goppert Cooperative Education Program (Co-op). See section in “College Life.”

Curriculum Requirements
The Helzberg School of Management (HSOM) requires that at least 50 percent of all business credit hours required for the BSBA degree be earned at Rockhurst University. This policy excludes the lower-division economics, mathematics, and statistics courses. A maximum of all business credit hours earned toward the BSBA may not exceed 50 percent of the total credit hours required for graduation. Upper-division economics courses that are required for any of the BSBA majors cannot be applied towards the BA in Economics and vice versa.

Liberal Core Requirements
All Helzberg School of Management students are required to complete the liberal core requirements of Rockhurst University. See section on “Liberal Core Curriculum.”
Prerequisites for the BSBA Degree

All Helzberg School of Management students pursuing the BSBA degree are required to complete the following prerequisites:

- AC 2000 Financial Accounting
- AC 2100 Managerial Accounting
- BUS 1800 Microcomputer Applications
- BUS 1900 Business Leadership and Social Issues
- BUS 2200 Applied Business Statistics
- EC 1000 Principles of Macroeconomics or EC 1050 Honors Macroeconomics
- EC 1100 Principles of Microeconomics or EC 1150 Honors Microeconomics

◆ Bachelor of Science in Business Administration

Helzberg School of Management Core Courses for the Bachelor of Science in Business Administration Degree (BSBA)

The Helzberg School of Management Core courses, which are required for graduation for the BSBA degree, are:

- BUS 3200 Introduction to Operations Management
- BUS 3350 Business in Global Environments
- BUS 3400 Law of Commercial Transactions
- FN 3000 Essentials of Finance
- MG 3300 Leadership and Organizational Behavior*
- MG 4940 Business Leadership: Strategy, Policy and Ethics**
- BUS 3100 Management Information Systems; students pursuing a concentration in Accounting take AC 3500 Accounting Information & Control Systems instead of BUS 3100; students pursuing a concentration in Finance/Accounting may take AC 3500 instead of BUS 3100.
- MK 3000 Principles of Marketing

**Students pursuing a concentration in Accounting (Option 1 or 2) will take AC 4750 Auditing instead of MG 4940. AC 4750 will satisfy the HSOM undergraduate capstone graduation requirement.

*Students with concentrations in accounting pursuing the 5th Year MBA Option to meet CPA certification requirements will be waived from this course (MG 3300) at the undergraduate level and will instead take an additional upper-division accounting course. These students will take the Core Managerial Perspectives course MG 6310 during their graduate work.

Certificate in Business Administration

This undergraduate certificate program is offered for career enhancement and to assist individuals in meeting course prerequisites for the Accelerated MBA program. Two thirds of the credits required for the certificate must be earned in residence at Rockhurst University.

The certificate program consists of 24 hours, including: a college-level math course that would fulfill the Math Proficiency requirement, BUS 1800, AC 4500, EC 4500, EC 4550, FN 3000, BUS 3100, and MK 3000. A grade of C or better is required in each course required for the certificate. (A grade of C- will not satisfy the requirement.)

Students apply for and will receive a certificate verifying that they have completed the prescribed course of study. The courses and awarded certificate will appear on student transcripts. Note: Students pursuing a BSBA degree are not eligible for the certificate program. Students cannot substitute 1000- or 2000-level accounting and economics courses for 4000-level courses.
Concentration Requirement for the BSBA Degree

Helzberg School of Management Business Administration major course requirements for the Bachelor of Science in Business Administration Degree (BSBA):

The BSBA Business Administration major requires the completion of 15 upper-division Helzberg School of Management hours in addition to all university requirements and BSBA prerequisite requirements and Helzberg School of Management Core courses for the Bachelor of Science in Business Administration degree. The student may choose any additional 15 hours from upper-division courses (six hours must be at the 4000-level or higher) offered by the Helzberg School of Management or the student may pursue a concentration as outlined below.

Concentration in Accounting

**Option 1:** (15 hours) For BSBA students with a concentration in accounting not pursuing the accelerated MBA Option to meet CPA Certification requirements.

- AC 3000   Intermediate Accounting I
- AC 3100   Intermediate Accounting II
- AC 3400   Intermediate Managerial Accounting
- AC 4600   Corporate and Partnership Taxation
- Plus one 3-hour, 4000 or higher level HSOM accounting course elective.

**Option 2:** For BSBA students with a concentration in accounting pursuing the accelerated MBA Option to meet CPA Certification requirements.

- AC 3000   Intermediate Accounting I
- AC 3100   Intermediate Accounting II
- AC 3400   Intermediate Managerial Accounting
- AC 4050   Advanced Accounting
- AC 4201   Intermediate Financial Analysis
- AC 4600   Corporate and Partnership Taxation
- AC 4650   Individual Taxation
- AC 4750   Auditing*

*AC 4750 will satisfy the HSOM undergraduate capstone graduation requirement.

For students pursuing Option 2, please see the Graduate Studies in the Helzberg School of Management section of the catalog for MBA admission requirements. Upon fulfilling the requirements for the BSBA degree as stated, admittance to the MBA program, and completion of all University graduation requirements, the student will receive the BSBA degree.
A sample course of study for students choosing Option 2 follows:

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<th>Junior Year</th>
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<tr>
<td><strong>Fall Semester</strong></td>
<td><strong>Spring Semester</strong></td>
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<tr>
<td>AC 3000 Intermediate Accounting I</td>
<td>AC 3100 Intermediate Accounting II</td>
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<td>AC 3400 Intermediate Managerial Accounting</td>
<td>AC 3500 Accounting Information &amp; Control Systems</td>
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<td>FN 3000 Essentials of Finance</td>
<td>BUS 3200 Production Operations Management</td>
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<td>MK 3000 Principles of Marketing</td>
<td>Philosophical/Theological Level II</td>
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<td>TH 3000 Christianity II: Development</td>
<td>Scientific-Relational Level II</td>
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<td>Historical/Literary Level II</td>
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<tr>
<td><strong>Fall Semester</strong></td>
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<tr>
<td>AC 4600 Corporate &amp; Partnership Taxation</td>
<td>AC 4650 Individual Taxation</td>
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<tr>
<td>AC 4050 Advanced Accounting</td>
<td>AC 4750 Auditing</td>
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<td>AR, MS, or TA</td>
<td>Six hours of electives</td>
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<td>Four hours of electives</td>
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**Concentration in Corporate Accounting and Finance** (15 hours total)
- AC 3000 Intermediate Accounting I
- FN 4110 Investments
- AC 4201 Intermediate Financial Analysis
- Plus six hours of upper-level HSOM accounting and/or finance electives from the following:
  - AC 3400 Intermediate Managerial Accounting
  - AC 4600 Corporate and Partnership Taxation
  - FN 4000 International Finance
  - FN 4300 Financial Markets and Institutions

**Concentration in International Business** (15 hours total)
- MG 4350 International Management
- Plus 12 hours of the following HSOM courses (six hours must be 4000 level or higher):
  - AC 4450 International Accounting Issues
  - BUS 3091 Global Issues in Business and Culture
  - CT 3850 Intercultural Communication
  - EC/MG 3800 Competitive Analysis: An International Perspective
  - EC 4200 International Economics
  - FN 4000 International Finance
  - MK 3350 International Marketing
Concentration in Management (15 hours total)
- MG 3010 Principles of Management
- MG 3500 Leadership Development
- MG 4350 International Management
Choose two of the following electives:
- MG 3800 Competitive Analysis: An International Perspective
- MG 4170 Leadership in the 21st Century
- MG 4400 Small Business Management/Entrepreneurship

Concentration in Marketing (15 hours total)
- MK 3200 Consumer Behavior
- MK 3350 International Marketing
- MK 4100 Marketing Research
- MK 4400 Personal Selling and Sales Management
- MK 4500 Marketing Policy

Bachelor of Arts in Economics
The goal of the BA in Economics is to prepare future leaders with the proper analytical, ethical and oral communication skills which are necessary to succeed within all areas of economics. This is accomplished through offering students a solid foundation in economics to understand the complexities of the economy and how it impacts and is impacted by all other aspects of society. This is then complemented by selection of a track of study in economics and related courses that is more focused on a student’s individual interests and career aspirations. Upon completion students will be able to engage in evaluative and critical analysis of economic issues and determination and evaluation of relevant policies both in the general economic contexts as well as those in their chosen track. This prepares them for careers in their designated areas of interest as well as preparation for continued graduate study.

Policy: Global, National, Industrial Track
The Policy track prepares students for either continued graduate study or careers immediately after graduation. Graduate programs include those in law, public administration, graduate social science programs such as in economics, political science, and sociology, interdisciplinary programs such as planning and urban development, environment and sustainability, economic development and development studies, and a wide variety of specialized administrative programs such as health administration. Students who decide to gain practical experience immediately upon graduation from Rockhurst would find some of the best opportunities in manufacturing and agriculture firms, business services, health care, utility companies, state and local government, and federal and international regulatory agencies and international organizations.

Financial Markets and Economic Analysis Track
The Financial Markets and Economic Analysis track prepares students for success within both the investments and the financial markets and institutions areas of finance. Consulting opportunities are prevalent in both investment management and asset planning. Banking, both commercial and retail, as well as investment banking offer an array of career choices. Investment management, including pension and trust management, offer future career choices. The global arena is becoming quite sophisticated, offering career choices in world portfolio investing including: the management of derivatives, hedge
Social Justice Track
The Social Justice track prepares students who want to take their study to the service of others whether it is directly, through organizations, or through the development and implementation of relevant policy. This particular mix of courses is foundation for work in non-for-profit or foundation based careers, governmental careers at all levels focused on social policy, faith based careers geared towards the service of others in society, and in firms conforming to the growing trend of for profit organizations creating their own in house justice based arms. Additionally this is ideal for students contemplating further study especially in interdisciplinary fields such as sustainability, development, and peace and justice studies. Finally, this track is ideal for students considering domestic or international volunteer experiences as part of their career formation path.

Law and Economics Track
The Law and Economics Track prepares students seeking careers in advocacy, policy making, lobbying, as well as those seeking to further their studies in law school and other graduate programs in the social sciences. This track represents a flourishing area of economics due to the natural ties between economics and the study of law and policy. Both fields are intricately tied to issues of justice, responsibility, the roots and consequences of crime in society, government intervention, and the economics of the legal order.

Lower-division Requirements for all Tracks
EC 1000 Principles of Macroeconomics or EC 1050 Honors Macroeconomics
EC 1100 Principles of Microeconomics or EC 1150 Honors Microeconomics
BUS 1800 Microcomputer Applications
BUS 2200 Applied Business Statistics

It is highly recommended that students pursuing the Policy: Global, National, and Industrial track also take PS 1100 American Federal State Government as their second Science Relational Level I course. Similarly, it is highly recommended that students pursuing the Law and Economics track take CJ 2000 Criminology as their second Science Relational Level I course.

Policy: Global, National, and Industrial Track Requirements

Major Courses
EC 3000 Intermediate Macroeconomics
EC 3100 Intermediate Microeconomics
One three credit hour undergraduate statistics-based course in quantitative methods beyond BUS 2200 or EC 4500.
Students should select two electives in the global area, which include any of the following courses:

**Global Courses**
- EC 3400  The Developing World: Economics, Politics, and Culture
- EC 4200  International Economics
- EC 4300  Political Economy: Economic Systems of the World
- EC 4940  Global Economic Issues

Students should select two electives in the policy/industry area, which include any of the following courses:

**Policy/Industry Courses**
- EC 3225  Health Care Issues: Economics and Policy
- EC 3300  Money and Banking
- EC 3750  Law and Economics
- EC 3800  Competitive Analysis: An International Perspective
- EC 4001  Forecasting and Data Analysis for Decision Making*

*EC 4001, if chosen as one of the Policy/Industry electives, would satisfy the requirement for the undergraduate quantitative methods course. Should a student elect not to take forecasting as one of these courses, mathematical statistics, econometrics, or a course approved by the economics discipline coordinator, would fulfill this requirement.

**Related Upper-division Coursework**
Twelve hours of related upper-division courses are also required and are to be chosen under the direction of the major advisor.

Those students who are preparing for entry into graduate studies in economics should also take at a minimum Calculus I and II and consider minoring or majoring in Mathematics. Dual degrees in Economics and Mathematics are an attractive preparation for graduate school in the field of Economics.

**Financial Markets and Economic Analysis Track Requirements**

**Major Courses**
- EC 3000  Intermediate Macroeconomics
- EC 3100  Intermediate Microeconomics
- EC 4001  Forecasting and Data Analysis
- FN 4300  Financial Markets and Institutions
- FN 4110  Investments
- FN 4000  International Finance or EC 4200 International Economics
Required Additional Upper-division Coursework
Required additional upper-division coursework will fulfill the prerequisite course requirements for the accelerated MBA program if the student receives a grade of C or better.

- AC 4500 Principles of Accounting** (or AC 2000 and AC 2100)***
- BUS 3100 Management Information Systems
- FN 3000 Essentials of Finance
- MK 3000 Principles of Marketing

**AC 4500 cannot be taken by BSBA majors to fulfill requirements for their degree. Students must have junior standing or be a post-baccalaureate pre-MBA student.

***Students who have substituted lower-division courses for upper-division courses must complete at least 12 HSOM upper-division credit hours to complete the required upper-division coursework.

Those student preparing for entry into a M.A. in Finance program to prepare for work in investment banking and financial analysis should also take Calculus I at a minimum.

Social Justice Track Requirements

Major Courses
- EC 3000 Intermediate Macroeconomics
- EC 3100 Intermediate Microeconomics
- EC 3225 Health Care Issues: Economics and Policy
- EC 3400 The Developing World
- EC 3750 Law and Economics
- EC 4940 Global Economic Issues

Required Related Upper-division Coursework*
Students select five of the following courses in consultation with their economics advisor and in consideration of their individualized interests and career aspirations.

- CT 3850 Intercultural Communication
- HS 3820 Urban America
- HS 3925 Colonization, Nationalism, and Decolonization
- NP 3070 Community Engagement
- PL 4620 The Just War and International Ethics
- PL 4640 Justice within Society
- PL 4660 International Distributive Justice
- PL 4700 Seminar in Medical Ethics
- TH 4280 Religion, Ethnicity, and Race

*Note: Some prerequisites are required for certain upper-division courses and must be taken prior to taking the upper-division courses required for the major.
Law and Economics Track Requirements

**Major Courses**
- EC 3000  Intermediate Macroeconomics
- EC 3100  Intermediate Microeconomics

Students must complete 12 additional hours of upper-division, department-identified courses for this track. These courses include but are not limited to:
- EC 3750  Law and Economics
- EC 4300  Political Economy
- EC 3225  Health Care Issues: Economics and Policy or EC 4001  Forecasting and Data Analysis for Decision Making
- EC 4940  Global Economic Issues

**Related Upper-division Coursework**
- CJ 3500  Criminal Law and Procedure

Plus nine additional hours of related upper-division courses to be chosen under the direction of the major advisor.

*Note: Some prerequisites are required for certain upper-division courses and must be taken prior to taking the upper-division courses required for the major.

**Helzberg School of Management Minors**

In addition to completing the following course requirements for these minors, students are also subject to the policies governing minors as described in the section “Undergraduate Degree Requirements.”

**Business Administration Minor** (minimum 12 upper-division credit hours***)

*Note: BSBA students may not minor in Business Administration*.

- AC 4500  Principles of Accounting** (or AC 2000 and AC 2100)
- EC 4500  Applied Quantitative Methods** (or MT 1190 and BUS 2200)
- EC 4550  Principles of Economics** (or EC 1000 and EC 1100)
- FN 3000  Essentials of Finance
- BUS 3100  Management Information Systems*
- MK 3000  Principles of Marketing

*Note: Some lower-division prerequisites are required for certain upper-division courses and must be taken prior to taking the upper-division courses required for the minor.

**AC 4500, EC 4500, and EC 4550 cannot be taken by BSBA majors to fulfill BSBA degree requirements. Students must have junior standing or be a post-baccalaureate pre-MBA student.

***Students who have substituted lower-division courses for upper-division courses must complete at least 12 HSOM upper-division credit hours to complete the minor.

**Economics Minor—Global Perspective** (12 upper-division credit hours)*

- EC 3000  Intermediate Macroeconomics
- EC 4200  International Economics
- EC 4300  Political Economy: Economic Systems of the World
- EC 4940  Global Economic Issues
## Course Descriptions

### Accounting

**AC 2000. Financial Accounting**  (3)
Financial Accounting exposes the student to the role financial accounting plays in business. The student is introduced to the language of business. These terms and definitions will aid them in a wide variety of courses in their journey in obtaining a business (marketing, economics, finance, etc.) or accounting degree. Topics include the preparation and analysis of financial statements and a walk down the balance sheet (cash, accounts receivable, inventory, property plant and equipment, etc.).

**AC 2100. Managerial Accounting**  (3)
Managerial Accounting is the continuation of a student’s journey to understand the role and the language of the accountant. Since the role of the financial accountant is different than the managerial accountant, the student will continue to be introduced to new terminology and concepts while carrying forward what they learned in financial accounting. The course begins with a continuation of financial accounting and then moves quickly to managerial accounting topics. Some of the topics include ratio analysis, the statement of cash flows, cost accounting concepts and tools, cost volume profit analysis, budgeting, and relevant costs. Prerequisite: AC 2000.

**AC 3000. Intermediate Accounting I**  (3)
The Intermediate Accounting sequence provides students with a foundation in the theory, principles, and practices underlying the preparation of financial statements of business entities. Basic computer and spreadsheet skills are expected. Topics in AC 3000 include the U.S. and international standard setting processes, preparation of all financial statements, income measurement and revenue recognition, cash and receivables, inventory, asset acquisition and valuation, and special reporting items. Prerequisite: AC 2100, junior standing; prerequisite or concurrent: BUS 1800.

**AC 3100. Intermediate Accounting II**  (3)
Continuation of AC 3000. Financial accounting and reporting topics may include investments in financial instruments, bonds, leases, pensions, deferred income taxes, shareholders’ equity and distributions to shareholders, earnings per share, statement of cash flows, and fair value measurements. Students will research financial accounting and reporting issues from the FASB Accounting Standards Codification. Prerequisite: AC 3000.

**AC 3400. Intermediate Managerial Accounting**  (3)
Intermediate Managerial Accounting is an extension of AC 2100, Managerial Accounting. The course is taught from the perspective of what accounting students need to know and understand for an entry level position for managerial accountants. The focus is on how businesses develop, use, and apply traditional and modern managerial accounting methods, concepts, and theories (i.e. cost analysis, product costing, target costing, budgeting, and responsibility accounting) in decision-making to accomplish strategic objectives. Prerequisite: AC 2100; prerequisite or concurrent: BUS 1800.

### Economics Minor—Managerial Perspective (12 upper-division credit hours)*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EC 3750</td>
<td>Law and Economics</td>
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<tr>
<td>EC 3800</td>
<td>Competitive Analysis</td>
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<tr>
<td>EC 4001</td>
<td>Forecasting and Data Analysis for Decision Making</td>
</tr>
<tr>
<td>EC 4940</td>
<td>Global Economic Issues</td>
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</tbody>
</table>

*Note: Some lower-level prerequisites are required for certain upper-division courses and must be taken prior to taking the upper-division courses required for the minor.*

### Graduation Requirements

The Helzberg School of Management (HSOM) BSBA degrees require students to earn a minimum cumulative GPA of 2.5 in HSOM Core Courses and earn a grade of C or above in the 15 hours of upper-division courses required for the degree or HSOM concentration. In addition, students must successfully complete a senior capstone course with a grade of C or above. This satisfies the senior comprehensive examination requirement of the Helzberg School of Management.

Additional degree requirements and policies are described in the Undergraduate Academic and Administrative Policies section of the catalog.
AC 3500. Accounting Information and Control Systems (3)
This course combines information systems concepts, computer technology applications, and accounting cycles and controls. Course topics include information systems analysis, development, and documentation; internal controls and information flows in accounting cycles; and applications of database, spreadsheet, and accounting software systems. Prerequisite: AC 3000.

AC 3970. Income Tax Preparation Practicum (1)
Income Tax Preparation provides students information and experience regarding the preparation and filing of federal and state income tax returns. Working with a community partner, students will prepare and electronically file these returns as a service to low-income and senior citizens. Students will develop their technical, oral communication, interpersonal communication, and ethical reasoning skills through the service-learning experience. Prerequisite: AC 3000

AC 4050 (AC 6050). Advanced Accounting (3)
Survey of advanced topics in financial accounting and reporting. Topics may include equity method, business combinations and consolidated financial statements, accounting for routine operations of state and local government entities and other non-business entities, translation of foreign currency financial statements and foreign currency transactions, and partnerships. Prerequisite: AC 3000.

AC 4201. Intermediate Financial Analysis (3)
A second course in corporate finance that deepens the development of the analytical skills and knowledge of the student in analyzing financial information and understanding of the underlying accounting information. The course builds the analytical skills of students in financial statement analysis and other topics including working capital management, cost and capital structure, key financial metrics, and valuation. Prerequisite: AC 3000.

AC 4450 (AC 6500). International Accounting Issues (3)
This course examines the accounting and reporting of multinational corporations; the impact of culture and capital markets on countries' accounting concepts and standards; and the development and use of international accounting standards. Prerequisite: AC 3000, BUS 3350, FN 3000.

AC 4500. Principles of Accounting (3)
Course provides a foundation for students with no prior accounting experience. Financial and managerial basics are taught, but the emphasis is upon attainment of an overall understanding of the field. General topics include the preparation and interpretation of basic financial statements and the use of accounting information for managerial decision-making. Specific topics include the balance sheet, income statement, statement of cash flows, cost behavior, cost-volume-profit analysis, and relevant cost analysis. Waived in lieu of six hours of undergraduate accounting. This course cannot be taken by BSBA majors to apply toward the BSBA degree requirements. Prerequisite: Junior standing or post-baccalaureate pre-MBA student.

AC 4600 (AC 6600). Corporate and Partnership Taxation (3)
A study of major taxes and taxation issues as they pertain to corporations, partnerships and sole proprietorships. Emphasis is given to concepts, practice, research and communication of tax issues. Prerequisite: AC 3000.

AC 4650 (AC 6650). Individual Taxation (3)
This course exposes the student to the rules and regulations of tax laws implemented by the IRS. The student will be expected to prepare a multitude of different tax forms using a tax program selected by the instructor. Some of the topics include: gross income, exclusion from gross income, deduction for adjusted gross income, itemized deductions, credits, taxes payable, tax withholding and credits. Some of the forms the student will have to know and prepare are: Form 1040, 1040A, 1040EZ, Schedules A,B,C,D,E. Prerequisite: AC 3000.

AC 4750 (AC 6750). Auditing (3)
Auditing is the capstone course that integrates ethics, accounting practice, business perspectives and environments, and auditing standards and procedures. Upon completion of the course, students will have demonstrated their ability to assess client business risk, perform an industry analysis, gather and evaluate audit evidence, evaluate internal control systems, and prepare audit reports. Analytical, written, and oral presentation skills are essential in this course. Prerequisite: AC 3500 or BUS 3100.

AC 4800. Fraud Examination (3)
This course provides students the ability to identify, detect, investigate, and prevent financial fraud. Specific topics include who commits fraud and why, fraud prevention, data-driven fraud detection, investigating theft acts, investigating concealment acts, financial statement fraud, fraud against organizations, consumer fraud, and legal resolutions. Special projects will be assigned using software to perform forensic accounting investigations. Prerequisite: AC 2000, AC 2100, AC 3500 or equivalent.

Business Administration
BUS 1000. Freshmen in Business Seminar (1)
This course is designed to provide incoming freshmen with an overview of academic and social adjustment to college. Students are introduced to the missions of the Jesuits, Rockhurst University and the Helzberg School of Management. Additionally, students learn how the Rockhurst liberal arts core curriculum is an integral part of their educational experience, and how the theories, principles, and concepts studied in the core will be applied to life and to the study of the business major. Students also meet formally and informally
BUS 1800. Microcomputer Applications (3)
The course is designed to provide in-depth, hands-on experience with computers, the Internet, and the Microsoft Office suite of application programs. Coursework includes the removal and re-installation of computer hardware components, project-based work with the Microsoft Office suite of application programs including: Word (word processing), PowerPoint (presentation), Excel (spreadsheet), and Access (database), as well as hands-on work with the Microsoft Internet Explorer (IE) web browser, Internet resources and searching strategies, and methods used to determine credibility of Internet-based reference resources. The course also incorporates a general, theoretical orientation to computers. There is substantial exposure to Microsoft Excel equations in the course. Successful completion of the course facilitates computer proficiency with the specified applications. Recommended: A fundamental knowledge of computers evidenced by a high school computer course or equivalent.

BUS 1900. Business Leadership and Social Issues (3)
This course introduces the student to business. First, it will engage students in managerial concepts and skills relating to functional integration and the managerial processes of planning, organizing, and implementing. Second, students will deal with leadership issues, especially at the micro level, of influencing, working in teams, and developing self-awareness. Finally, these skills will be learned in the context of the external environment. That is, there is an emphasis on examining and analyzing social issues as they relate to corporate social responsibility and the firm’s role in the macro social and community environment.

BUS 2000. Freshman Seminar Facilitator (1)
Facilitators assist instructors in the Freshman Seminar by working with students in small groups to reinforce the concepts presented in class, discuss journal entries and to provide “tips” for a successful college experience. Prerequisite: Sophomore standing.

BUS 2200. Applied Business Statistics (3)
An introduction to basic statistical techniques, especially for students in business and economics, this course involves understanding scientific method, collecting and analyzing data, inferential statistical procedures used for decision making under conditions of uncertainty and simple regression. Prerequisite: MT 1190, BUS 1800, and sophomore standing.

BUS 3091. Global Issues in Business and Culture (3)
This course explores the culture and business practices in other countries and requires international travel. Through travel and participation in business and cultural activities with lectures by government officials, business managers and university faculty, students study the similarities and differences among the different cultures and business practices. Aspects examined include accounting, financing, marketing, and management methods. There is a course fee to cover partial travel costs. Prerequisite: Sophomore standing.

BUS 3100. Management Information Systems (3)
This course provides an historical and evolutionary introduction to management information systems, what they are, how they affect the organization and its employees, and how they can make businesses more competitive and efficient. Managing information requires understanding, designing, and controlling the information processing activities of an organization. This course focuses on the management of information and explores how firms (a) gather, (b) represent, (c) process, and (d) distribute information and knowledge to employees and customers. A sample of the topics covered in the course includes business intelligence, knowledge management, knowledge-worker productivity, data modeling, and group decision support systems. Prerequisite: BUS 1800 or equivalent.

BUS 3200. Introduction to Operations Management (3)
This course provides a study of the operations functions within industrial and service organizations. Topics covered include operations strategy for competitive advantage, forecasting, quality, aggregate planning, project management, and philosophies to manage inventory control. Emphasis is placed on the quantitative techniques needed to improve decision making in the operations environment. Prerequisite: Introductory statistics and BUS 1800.

BUS 3350. Business in Global Environments (3)
This course examines the international and ethical contexts in which trade, investment, and business decisions are made. It introduces the legal, economic, political, and cultural differences among countries and it examines how these differences affect the conduct of international business. It discusses a range of topics including bilateral, regional, and world trade agreements, foreign direct investment, and exchange rates. Finally, it introduces some of the strategic issues surrounding where companies should engage in international business and how they should expand into these markets. (GPR)

BUS 3400. The Law of Commercial Transactions (3)
An introduction to the study of law as it affects the business enterprise. The focus is on commercial transactions with special emphasis on contracts, contractual liabilities, sales contracts and secured transactions. Where appropriate, the connections between ethics and law are explored. Prerequisite: Junior standing.
Economics

EC 1000. Principles of Macroeconomics (3)
A first course in macroeconomics, a social science, that introduces students to theories of how the economy operates and demonstrates the inter-relationships of macroeconomic policies, national debt, inflation and unemployment. From primary information sources and educational media, students learn to hypothesize, gather data and test fundamental economic relationships, as well as learn to anticipate the performance of the overall economy. (SRI)

EC 1050. Honors Macroeconomics (4)
A first course in macroeconomics, a social science, that introduces students to theories of how the economy operates and demonstrates the inter-relationships of macroeconomic policies, national debt, inflation and unemployment. From primary information sources and educational media, students learn to hypothesize, gather data and test fundamental economic relationships, as well as learn to anticipate the performance of the overall economy. This course takes the place of EC 2000 for honors students. (SRI)

EC 1100. Principles of Microeconomics (3)
A first course in microeconomics, a social science, that introduces students to theories of how consumers and producers interact through supply and demand within the economy. This course helps students in developing a scientific approach to studying economic systems such as modern capitalism. Students investigate the structure of market behavior, performance in the marketplace and optimizing behavior regarding consumer demand, revenues, costs and profits. (SRI)

EC 1150. Honors Microeconomics (4)
A first course in microeconomics, a social science, that introduces students to theories of how consumers and producers interact through supply and demand within the economy. This course helps students in developing a scientific approach to studying economic systems such as modern capitalism. Students investigate the structure of market behavior, performance in the marketplace and optimizing behavior regarding consumer demand, revenues, costs and profits. This course takes the place of EC 1100 for honors students. (SRI)

EC 3000. Intermediate Macroeconomics (3)
Intermediate Macroeconomics is a social science that focuses on the fundamental determinants of output, employment, prices and interest rates. As an extension of the foundation built in Principles of Macroeconomics, critical economic factors and issues such as technology, the labor force, the capital stock and government policies are investigated. Students gain an understanding of the competing economic analyses explaining macroeconomic problems and the variety of possible alternatives for fiscal, monetary, investment, and labor force policies. Prerequisite: EC 1000 or EC 1050, EC 1100 or EC 1150, introductory statistics.

EC 3100. Intermediate Microeconomics (3)
An advanced study of microeconomics that includes the study of consumer behavior, production theory and general equilibrium. Topics include indifference analysis, costs, isoquants, and welfare economics. Prerequisite: EC 1000 or EC 1050, EC 1100 or EC 1150, introductory statistics.

EC 3225. Health Care Issues: Economics and Policy (3)
This class helps students develop an understanding of the public policy formulation and implementation process, as well as an awareness of the critical economic issues in American health care markets. It also provides an exposure to options for health care policy reform. Students are introduced to health service economic issues of access, technology, labor, equity and efficiency from both domestic and international perspectives. A prior course in economics is helpful. Prerequisite, or concurrent with permission of the department: EC 1000 or EC 1100; withdrawal from concurrent course will result in automatic drop of EC 3225. (SRII or SRI)

EC 3300 (FN 4300). Money and Banking (3)
Overviews the financial and derivatives markets and the institutional environment in which these markets operate. Instruments traded in these markets (equities, bonds, currencies, options, futures, swaps, etc.) and the principles underlying price determination of these instruments is covered. The course also covers ALM (Asset Liability Management) for financial institutions. Prerequisite: EC 1000 or EC 1050, EC 1100 or EC 1150, introductory statistics.

EC 3400. The Developing World: Economics, Politics and Culture (3)
The Developing World has often been viewed through the lens of theory that evolved in the context of what is known as the Developed World. This seminar course assembles profiles of developing countries and regions from a wide variety of sources to give students a foundation to understand theories focused on the Developing World. Such a foundation includes examinations of the interacting forces of economics, culture, politics, and the natural world. Prerequisite, or concurrent with permission of the department: EC 1000 or EC 1100; withdrawal from concurrent course will result in automatic drop of EC 3400. (SRII or SRI, GPR)

EC 3501. Leadership: Perspectives from Social Science and the Arts (3)
The purpose of this course is to create a perspective of just one concept, leadership, which is key to Rockhurst’s mission and which is greatly valued in any community. Students have an opportunity to integrate what they have learned from many different disciplines in the social sciences and the arts to arrive at this economic perspective. Not only
do they learn the substance of what leadership can mean but the different methodologies for learning what leadership is.

**EC 3750. Law and Economics** (3)
The purposes of government intervention in markets are the focus of the course. The market failures that government is designed to correct are weighed against government failures. Industry studies are used to illustrate public choices about regulation, deregulation, antitrust, and other legal interventions in markets. Students learn the role of property in our legal system and economic analysis. The structure of the U.S. and foreign legal systems are examined from an economic perspective. Students learn to read, interpret, and apply Supreme Court cases to economic analysis of markets. A prior course in economics is helpful. Prerequisite, or concurrent with permission of the department: EC 1000 or EC 1100; withdrawal from concurrent course will result in automatic drop of EC 3750.

(SRII or SRI)

**EC 3800 (MG 3800). Competitive Analysis: An International Perspective** (3)
A comprehensive course applies modern business and economic principles to study a firm’s international strategic position. The class integrates insights from the theory of the firm, industrial organization, game theory, and complexity analysis which are used in may fields besides Economics. The broad sweep of modern economics and strategy research is organized and presented on a wide variety of issues, such as defining boundaries, “make or buy fallacies,” competitor identification, rivalry, commitment, cooperation, and strategic positioning. Prerequisite: Sophomore standing or above, BUS 3350 or equivalent, and EC 1100. Recommended: MK 3000.

**EC 4001 (BUS 6201). Forecasting and Data Analysis for Decision Making** (3)
This course will provide students with the practical business and market research tools required for today’s data-driven decision needs. Understanding your products, customers, competitors, employees and processes is essential to achieve competitive advantage. These business intelligence tools include market research, data mining, forecasting, financial modeling and industry research. This course will focus on the processes and analysis of data using software, not the mathematics. Prerequisite: EC 1000 or EC 1050, EC 1100 or EC 1150, introductory statistics and skills in using windows-based software.

**EC 4200. International Economics** (3)
This course introduces the student to international trade, with emphasis on the balance of payments, foreign exchange rates and adjustments, the history of trade laws, and current directions in free trade and protectionism. Prerequisite: EC 1000 or EC 1050, EC 1100 or EC 1150, introductory statistics, BUS 3350 or EC 3000.

**EC 4300. Political Economy: Economics Systems of the World** (3)
Capturing the essence and dynamism of economic systems is the focus of this course. In this discussion-based course, students will engage in critical reflection of the criteria for comparing economic systems, apply criteria to a self-determined research of particular economy, and examine the different types of economic systems. Particular topics include the role of culture in understanding systems, transitioning systems in Eastern Europe, the emerging role of Islam and issues particular to developing countries. Prerequisite, or concurrent with permission of the department: EC 1000 or EC 1100; withdrawal from concurrent course will result in automatic drop of EC 4300. (SRII, GPR)

**EC 4400. Industrial Organization** (3)
The study of industrial organization provides a well-organized, widely accepted set of principles about the ways markets fail depending upon how they are structured, how governments do or do not intervene to correct market failures, and the kinds of failures governments experience in trying to correct market failures. The course analyzes the structural characteristics, conduct patterns and social performance of industries with special attention given to major U.S Industries. The point of this analysis is to develop skill in analyzing whether or not government intervention is effective and desirable. Prerequisite, or concurrent with permission of the department: EC 1100; withdrawal from concurrent course will result in automatic drop of EC 4400. (SRI or SRII)

**EC 4500. Applied Quantitative Methods** (3)
This course introduces applied concepts in mathematical analysis, statistics, and spreadsheet application. The focus is on providing a background in the quantitative methodology used in areas such as economics, finance, operations management, marketing, and management. Major topics include linear and non-linear functions, linear programming and statistical concepts. Waived in lieu of six hours of undergraduate statistics and quantitative analysis. This course cannot be taken by BSBA majors to apply toward the BSBA degree requirements or by BA in Economics majors to apply toward the BA in Economics. Prerequisite: Junior standing or post-baccalaureate pre-MBA student.

**EC 4550. Principles of Economics** (3)
This course examines major topics including role of the price system, the factors which impact prices in resources and product markets, determinants of price level and national income, and the effects of governmental stabilization policies. Waived in lieu of six hours of macro and microeconomics. The course cannot be taken by BSBA majors to apply toward the BSBA degree requirements or by BA in Economics majors to apply toward the BA in Economics. Prerequisite: Junior standing or post-baccalaureate pre-MBA student.
EC 4940. Global Economic Issues (3) A seminar course which examines different economic paradigms to analyze current and controversial economic, environmental, political and social issues from a global perspective. Juxtaposition of the interpretations strengthens students’ understanding of competing theories. Research and critical analysis of a chosen issue is presented by students as part of the course. Prerequisite, or concurrent with permission of the department: EC 1000 or EC 1100; withdrawal from concurrent course will result in automatic drop of EC 4940. (GPR)

Finance

FN 3000. Essentials of Finance (3) An introduction to the important areas of corporate managerial finance. Emphasis is placed upon developing an understanding of the tools and methodologies available to the financial manager for decision making in such areas as capital budgeting, working capital management, capital structure and profit planning and control. Prerequisite: AC 2000 and AC 2100, or AC 4500; EC 1000 and EC 1100, or EC 1050 and EC 1150, or EC 4550; BUS 2200 or EC 4500; BUS 1800; Junior standing.

FN 4000. International Finance (3) The course addresses both theory and application of international financial and accounting issues. Emphasis is placed on foreign exchange management, including foreign exchange markets and instruments, measuring of foreign exchange positions. International accounting standards as well as multi-national capital budgeting, Eurocurrency and international bond markets are also discussed. Prerequisite: FN 3000 and BUS 3350.

FN 4110. Investments (3) An introduction to the development of an investment philosophy. The emphasis is on the development of a conceptual framework to implement that philosophy through an analysis of the appropriate analytical tools and methodologies. Specific topics include risk quantification, fundamental and technical analysis, ratio analysis applied to individual equities and the timing of investments. Prerequisite: FN 3000.

FN 4300 (EC 3300). Financial Markets and Institutions (3) Overviews the financial and derivatives markets and the institutional environment in which these markets operate. Instruments traded in these markets (equities, bonds, currencies, options, futures, swaps, etc.) and the principles underlying price determination of these instruments is covered. The course also covers ALM (Asset Liability Management) for financial institutions. Prerequisite: FN 3000.

Management

MG 3010. Principles of Management (3) Students will be immersed in a Management experience requiring them to make business decisions that involve all functional areas (e.g., finance, marketing, advertising, human resources, etc.). This experience will have students doing the work of managers. Using this common experience as a reference point, students will explore the systemic context of management, including study of contemporary organizations. In addition, students will learn about important contextual variables of managers at various levels (top, middle, low). The traditional functional areas of finance, marketing, production/service, R&D will be explored within the possible organizational structural designs (simple, divisional, combination, virtual) and students will learn the internal and external constraints on managerial decision-making. Further managerial topics include strategy, structure, alignment, and their importance in addressing external environmental uncertainty. Prerequisite: Sophomore standing and BUS 1900.

MG 3300. Leadership and Organizational Behavior (3) The course investigates how individual and group behavior impacts the performance of an organization. Topics include perception, personality, values, job satisfaction, emotional intelligence, learning, communication, motivation, culture, conflict, stress, and power/politics. The purpose of this course is to increase students’ awareness of the impact that these topics have on leadership effectiveness. Prerequisite: Junior standing. Prerequisite or concurrent: BUS 1900.

MG 3500. Leadership Development (3) This course will assess the student’s level of practical leadership behaviors (some of the behaviors may cross over and include management skills and abilities). The activities and study in this course will build on these existing skills and abilities. The course will also focus students on improving their skill and proficiency in the following leadership areas: decision-making (programmed and non-programmed), conflict resolution for/with others, influencing/persuading others, structuring uncertainty/ambiguity for others, coaching/developing others, delegating/following-up, building effective teams, and negotiating skills. Another outcome of the course will be for students to build self-awareness and acquire tools for lifelong learning and self-exploration, including the ability to solicit and give feedback from and to peers. Prerequisite: MG 3010.

MG 3800 (EC 3800). Competitive Analysis: An International Perspective (3) A comprehensive course applies modern business and economic principles to study a firm’s international strategic position. The class integrates insights from the theory of the firm, industrial
organization, game theory, and complexity analysis which are used in many fields besides Economics. The broad sweep of modern economics and strategy research is organized and presented on a wide variety of issues, such as defining boundaries, "make or buy fallacies," competitor identification, rivalry, commitment, cooperation, and strategic positioning. Prerequisite: Sophomore standing or above, BUS 3350 or equivalent, and EC 1100. Recommended: MK 3000.

**MG 4170. Leadership in the 21st Century (3)**
Students will explore leadership issues as they relate to societal and business trends. Topics will include technology, the environment, and globalization as well as economic, political, cultural, and spiritual trends. The course will use historical and future perspectives to explore ways in which we might improve our world and the contributions business makes to this future. This course will follow a seminar format using a variety of resources including texts (non-business or business), periodicals, guest speakers, films, etc., to help inform the discussions and activities of the course. Prerequisite: MG 3300.

**MG 4350. International Management (3)**
This course builds upon several key concepts introduced in BUS 3350 Business in Global Environments. It extends the discussion of how political, economic, legal, and technological developments are affecting the management of international business operations. It pays special attention to the role of culture and the challenges inherent in managing employees, operating facilities, and targeting markets across cultures. Finally, it examines the managerial and ethical implications of various international entry modes. Prerequisite: BUS 3350. (GPR)

**MG 4400. Small Business Management/Entrepreneurship (3)**
This course focuses on the unique issues facing the small business owner, as well as extensive coverage of unique business functions that the small business owner is likely to deal with. The course also focuses on 1) how to assess a potential business opportunity and 2) how to prepare a business plan for use as both a strategic document and a document for dealing with potential financial backers. Prerequisite: MG 3300, MK 3000, FN 3000, senior standing.

**MG 4940. Business Leadership: Strategy, Policy and Ethics (3)**
This course is an integrative capstone experience focusing on strategy and policy development for organizations within the context of sometimes conflicting ethical constraints. Strategy implementation challenges are also explored. The course provides an opportunity to integrate the knowledge drawn from functional area courses in the solution of problems discovered by the analysis of both published cases and live interactions with the managers of companies and organizations within the Kansas City region. Prerequisite: BUS 1900, BUS 3350, FN 3000, MG 3300, BUS 3100 (or AC 3500), MK 3000, senior standing.

**Marketing**

**MK 3000. Principles of Marketing (3)**
This course briefly covers all the aspects of marketing that are covered in depth in the subsequent marketing courses. The student is introduced to marketing's 4Ps (Product, Price, Promotion, and Physical Distribution)—something that everyone needs to know, no matter the career choice made. In this course you will learn the essential marketing vocabulary, basic principles and concepts, and how to use these principles when running your own business or working in an organization. The text is very important in this course and the student's learning is aided through the use of videos, presentations, class activities and discussions. Prerequisite: Junior standing.

**MK 3200. Consumer Behavior (3)**
This course is an application of behavioral scientist research into the field of marketing. Research conducted by psychologists, sociologists, social psychologists, economists, cultural anthropologists and other behavioral scientists is used to help us solve marketing problems. Students will learn why they tend to buy the products and services they do; and, how marketing practitioners can anticipate and predict buying behavior. In this course students give oral presentations, participate in team discussions, write short papers, do some critical thinking and view videos that demonstrate the application of marketing principles. Prerequisite: MK 3000 and junior standing.

**MK 3300. Advertising and Promotions (3)**
Advertisements and promotions use applied communication techniques. Because organizations must tell their story to the public, effective marketers must become proficient in the use of oral and written communications, nonverbal communications, listening skills, music, theatre, art and other techniques to get their message to the target audience. Specifically the students study how advertising, sales promotions, public relations, personal selling, direct marketing, and Internet is used as part of the overall marketing plan. Each student will invent or select an existing product or service and then develop an Integrated Marketing Communication (an advertising campaign) for it. Students then present their IMCs to the class both orally and in writing. Prerequisite: MK 3000 and junior standing.

**MK 3350. International Marketing (3)**
This course addresses the global issues that impact concepts relevant to companies engaging the international marketplace. It introduces the student to the cultural, economic, geographic, political and legal issues that affect the where, when and how to enter foreign markets. The course uses contempo-
rary materials to expand beyond the text and bring real life problems and solutions into the classroom for student discussion. Prerequisite: MK 3000 and BUS 3350.

MK 4100. Marketing Research (3)
A thorough study of the various types of market research. Problems related to planning research, gathering and summarizing data and interpreting the findings are discussed and analyzed. The emphasis is on the practical use of market research in making market decisions. Actual market research projects are used to further this process. Prerequisite: MK 3000, introductory statistics, BUS 1800, and senior standing.

MK 4400. Personal Selling and Sales Management (3)
Assess your own behavioral style and how to adjust it in order to influence others to accept your ideas. Learn the different ways of attracting and retaining customers. Discover how to obtain information from potential customers and use it to create a persuasive and dynamic sales presentation. Use the spin technique so that your customers handle their own objections and close their own sales. This is an experientially based course designed to improve all of your selling skills. Prerequisite: MK 3000, senior standing, and marketing concentration or instructor approval.

MK 4500. Marketing Policy (3)
Learn how to run all aspects of a business, including what research is best to determine your customer needs, how finance impacts on marketing, and how does marketing and production need to be integrated to achieve your corporate goals. Compete against other students groups in the exciting microcomputer industry. Develop your own leadership style and learn how to transform your team into a high performing group which will enable them to achieve high profits and exceed customer expectations. Prerequisite: Senior standing, marketing concentration.
Introduction

Research College of Nursing was founded in 1979 and admitted its first class in 1980. Research College of Nursing, in partnership with Rockhurst University, offers a Bachelor of Science in Nursing. (The Bachelor of Science in Nursing degree is awarded jointly by the two institutions.) Research College of Nursing is a private non-sectarian institution of higher learning sponsored by Research Medical Center.

The Bachelor of Science in Nursing (B.S.N.) is organized and available to qualified students in two undergraduate options: the traditional B.S.N. and the accelerated B.S.N.

The traditional B.S.N. is for first-time-in-college students, transfer students and adult students. It is designed to be completed in four years on a full-time basis.

The accelerated B.S.N. is for students who have completed a baccalaureate degree in a field other than nursing at a regionally accredited institution. The nursing component is designed to be completed in a calendar year (twelve months).

Students of the nursing program are enrolled at both institutions. The B.S.N. degree consists of a minimum of 128 credit hours in nursing, liberal arts, and science courses. The majority of the liberal arts and science courses are taken prior to the nursing courses.

Research College of Nursing offers a Master of Science in Nursing degree with five tracks. The Family Nurse Practitioner (FNP) track prepares nurses for an advanced practice role as a health care provider in a variety of primary care settings. The second track, Executive Nurse Practice: Health Care Leadership (ENP), provides nurses with the skill sets necessary to function in management roles in complex health care delivery systems. The Nurse Educator track prepares nurse educators with knowledge and strategies for teaching in both clinical and academic settings. The Clinical Nurse Leader (CNL) track is an advanced generalist who assumes accountability for patient care outcomes at the point of care through the assimilation and application of evidence-based information to design, implement, and evaluate patient plans of care. The CNL is a leader in all settings in which health care is delivered. In addition, a new track Registered Nurse (RN) to Master of Science in Nursing (MSN) designed for individuals who hold a diploma in
nursing or an associate degree in nursing will provide the opportunity to attain a Master of Science in Nursing degree. Individuals will complete appropriate prerequisites and baccalaureate-level nursing coursework as a component of this plan of study. Individuals may select one of three foci in the graduate component of the program: health care leadership, nurse educator, or clinical nurse leader. For further information, contact Research College of Nursing.

The faculty and administration of both institutions have carefully designed the nursing program to provide a consistent, integrated educational experience. While some information about purposes, curriculum, and policies of Research College of Nursing are provided in this Catalog, students and other interested persons should also review the **Research College of Nursing Catalog**.

**Accreditations and Affiliation**

Research College of Nursing is accredited by the Commission on Collegiate Nursing Education, the North Central Association of Colleges and Schools and is fully approved by the Missouri State Board of Nursing. Research College of Nursing holds membership in the Greater Kansas City Collegiate Nurse Educators, the Jesuit Conference of Nursing Programs, the Missouri Higher Education Council, the American Association of Colleges of Nursing, and the Missouri Association of Colleges of Nursing.

**Purposes**

The purposes of the Research/Rockhurst Joint Bachelor of Science in Nursing Program are to:

1. Prepare a professional nurse who can practice as a generalist in health promotion and with clients experiencing alterations in health in a variety of health care settings.
2. Prepare an individual with a commitment to learning as a lifelong endeavor with the foundation necessary for graduate education, and
3. Prepare a professional nurse who is an active citizen in the community and assumes responsibility for improving the health care of society.

**Nursing Licensure**

Graduates earning the Bachelor of Science in Nursing degree may be eligible to apply to write the NCLEX-RN, National Comprehensive Licensure Examination—Registered Nurse. Graduation does not automatically ensure eligibility to write the licensure examination. Each graduate will be expected to schedule a date for the licensure examination. Upon passing the NCLEX-RN, the nurse is able to practice in the state where she/he applied for licensure. Nurses practice under the provisions of each state’s nurse practice act. In Missouri, it is the Nursing Practice Act, Missouri Statutes Chapter 335. The Missouri State Board of Nursing enforces the Act. The State of Missouri Nursing Practice Act governs the practice of professional nursing in Missouri. Sections of the Act pertaining to refusal or revocation of license are published in the **Research College of Nursing Catalog** and the **Guide to Student Life**. Nursing students should be familiar with the Missouri Nurse Practice Act.
Admission

Admission to the Research/Rockhurst Joint Bachelor of Science in Nursing program is based on the applicant’s academic record, evidence of scholastic ability, and interest in the goals of the institutions. Students make application for one of the two program options. Information in the section entitled “Undergraduate Studies” regarding admission is applicable to the traditional B.S.N. program. Information regarding admission to the accelerated B.S.N. program can be found in the current Research College of Nursing Catalog and on the college website: http://www.researchcollege.edu. Interested students may also call the Director of Transfer and Graduate Recruitment at Research College of Nursing.

Students who wish to transfer from another college where nursing course work has been completed must follow regular admission procedures. In addition, the student must:

1. Present a letter of recommendation from the dean or chairperson of the nursing program attended.
2. An interview with the Research College of Nursing Associate Dean for Academic Programs may be required.

Requirements for Admission

The Research College of Nursing Program encourages applications either through Rockhurst freshman admissions, internal Rockhurst transfers, or students transferring credits from other institutions. Enrollment is limited in both the traditional and accelerated programs.

Transfer students, both internal and external, must complete an application to Research College of Nursing, consult with the Director of Transfer and Graduate Recruitment at Research College, and be admitted to the nursing program to begin nursing courses. Transfer student applications are reviewed in the spring and admission is competitive.

Students will fulfill all prerequisite courses prior to enrolling in nursing courses.

To enroll in 2000 level nursing courses of the Research/Rockhurst joint program, students must meet the Science/Math grade requirements below.

Traditional BSN program: Students must achieve a minimum grade of C in all Science and Math courses.

Accelerated BSN program: Students must achieve a minimum grade of B- in all Science courses.

To enroll in 2000 level nursing courses of the Research/Rockhurst joint program, students must meet the GPA requirements below.

Traditional BSN program:

A. Students must have a minimum cumulative Rockhurst GPA of 2.7 or greater at the end of the summer of their freshman year. If students do not achieve this GPA, they will be placed on a waiting list for consideration for admission with the next cohort group the following January.

B. Those students who have a cumulative GPA of 2.7 must continue to maintain this GPA following completion of the fall sophomore coursework in order to enter the January nursing cohort. If students do not achieve a cumulative Rockhurst GPA of 2.7 for the fall semester, they will be placed on a waiting list to be reconsidered for admission with the next cohort the following January.
C. All students placed on the waiting list will be evaluated on a competitive basis; placement on the waiting list does not guarantee admission to the nursing coursework. 

Accelerated BSN program: Students must have a minimum GPA of 2.8.

Students must achieve a minimum grade of C in all science, math and nursing courses in order to continue progression in the nursing program. A grade of less than C (C-, D+, D, F, WF) or an AU is not satisfactory for progression.

Financial Aid
Freshman and sophomore students of the Research/Rockhurst Joint Bachelor of Science in Nursing Program who wish to apply for financial aid should do so through Rockhurst University. Junior, senior, accelerated and graduate nursing students should apply for financial aid through Research College of Nursing. More detailed information regarding financial aid may be found in the section “Undergraduate Financial Aid Programs and Policies,” and in the Research College of Nursing Catalog.

Academic Policies and Advising
For details regarding the academic policies of the nursing program, students should refer to the current Research College of Nursing Catalog.

Upon admission students are assigned to faculty advisors from Research College of Nursing who assist them in selecting courses, reviewing grade reports and completing degree requirements. Faculty facilitate the successful retention and progression of students through an effective and knowledgeable advising process. Academic advising is under the general supervision of the Associate Dean for Academic Programs of Research College of Nursing. Students experiencing problems may consult their academic advisor, individual faculty or the Counseling or Learning Centers at Rockhurst for assistance.

Academic Program Requirements
Degree Offered
Research College of Nursing and Rockhurst University confer the Bachelor of Science in Nursing degree for graduates of the joint program. This degree enables the graduate to apply to write the National Comprehensive Licensure Examination for Registered Nurses (NCLEX-RN) to become a licensed registered nurse (R.N.) and to pursue graduate education if so desired.

This section contains a description of degree requirements for students entering the traditional B.S.N. program with no previous college credit. Information on the distinguishing characteristics of the accelerated B.S.N. program, beyond what is provided here, may be found in the Research College of Nursing Catalog. Each option is designed to provide as much flexibility as possible for the student population it serves.

Transfer students in the traditional B.S.N. program and students with a degree will need to have an evaluation of all transcripts of credit to determine what courses will be needed to meet the degree requirements for the B.S.N. It is recommended that students meet with their advisors to develop a plan of study projecting ahead as far as possible. As circumstances dictate the plan may be revised.
Degree Requirements

Traditional B.S.N. Program

To earn a Bachelor of Science in Nursing a student must:

1. Successfully complete a minimum of 128 semester hours which must include:
   A. All Research College of Nursing students in the traditional B.S.N. program are required to complete liberal core requirements of Rockhurst University. A total of 40 hours in the Modes of Inquiry as follows:

   - **Artistic**: 1 level-one course (3 credits)
   - **Historical**: 1 level-one course (3 credits)
   - **Literary**: 1 level-one course (3 credits)
   - **Either Historical or Literary**: 1 level-two course (3 credits)
   - **Scientific Causal** (must include a laboratory): 1 level-one course (4 credits)
   - **Scientific Relational**: 1 level-one course (3 credits)
   - **Scientific Relational (not Psychology)**: 1 level-one or -two course (not Psychology) (3 credits)
   - **Either Scientific Relational or Scientific Causal**: 1 level-two course (3 credits)
   - **Philosophical**: 1 level-one course (3 credits)
   - **Theological**: 1 level-one course (3 credits)
   - **Either Philosophical or Theological**: 1 level-two course (3 credits)

   B. Courses in the Liberal Arts & Sciences designated to meet proficiency requirements (12 credits).

   C. Courses in the Liberal Arts & Sciences designated as required support courses to the nursing major (14 credits).

   D. A total of 62 semester hours in the nursing major. For specific nursing curriculum course requirements, consult the *Research College of Nursing Catalog*.

2. Achieve a minimum grade of C in all math and science courses. *Note: Students must have a C or better in BL 2930/2931 prior to enrollment in BL 2940/2941 and BL 3100/3101.

3. Have a minimum cumulative grade point average of 2.7 to initially enroll in any NU 2000 nursing courses and maintain a cumulative GPA of 2.00 to progress.

4. Achieve a final minimum cumulative grade point average of 2.00 and a minimum grade of C in all nursing courses for graduation.

5. Meet the residency requirement by completing 15 semester credit hours at Research, 15 semester credit hours at Rockhurst and the final 30 semester credit hours at either Research or Rockhurst.

Accelerated B.S.N. Program

Students in the accelerated B.S.N. program are considered to have met the general education requirements (liberal arts and sciences) with their prior degree. There are, however, certain prerequisites necessary for successful completion of the nursing major. An evaluation of transcripts of credit will determine which of these may already be met by previous study. Students should refer to the current *Research College of Nursing Catalog* for degree requirements and course prerequisites specific to this option.
Course Descriptions

The following section provides course descriptions for the nursing major. Courses with a last digit of 1 are for accelerated B.S.N. students. The descriptions for the liberal arts courses required for the degree can be found in the College of Arts and Sciences section of this Catalog.

Academic Courses

NU 2030. Foundations of Nursing Practice (3)
This course focuses on foundational concepts and nursing skills essential for the practice of professional nursing. Learning experiences occur in the classroom, college laboratory, and selected clinical sites. Prerequisite: BL 2929; BL 2930/2931; BL 2940/2941; MT 1190 (or an approved equivalent course).

NU 2031. Foundations of Nursing Practice (3)
This course focuses on foundational concepts and nursing skills essential for the practice of professional nursing. Learning experiences occur in the classroom, college laboratory, and selected clinical sites. Prerequisite: BL 2929, BL 2930/2931 and BL 2940/2941; or BL 2965.

NU 2050. Nursing Health Assessment (2)
In this course, students learn to assess adult client health status. The emphasis is on the normal assessment findings and recognition of deviations from normal. Learning experiences occur in the classroom and college laboratory. Prerequisite: BL 2929, BL 2930/2931 and BL 2940/2941; or BL 2965.

NU 2051. Nursing Health Assessment (2)
In this course, students learn to assess adult client health status. The emphasis is on the normal assessment findings and recognition of deviations from normal. Learning experiences occur in the classroom and college laboratory. Prerequisite: BL 2929; BL 2930/2931; BL 2940/2941; or PY 1000.

NU 2750. Normal Nutrition (2)
This course focuses on principles of nutrition which promote health and normal growth across the lifespan. Nutritional practices which enhance health are explored. Factors which affect food habits and nutritional practices are examined. Common nutritional problems are discussed. The student is introduced to methods to assess nutritional status across the lifespan. Prerequisite: Enrollment in nursing courses or permission of instructor.

NU 2850. Pathophysiology (3)
This course focuses on alterations in biologic processes that affect the body’s internal homeostasis. A conceptural approach is used to emphasize general principles of pathophysiology. The etiology, pathogenesis, clinical manifestations, and sequelae of various alterations of human structure and function are examined. Knowledge from the basic and clinical sciences are integrated. Prerequisite: CH 1050/1060; BL 2929, BL 2930/2931, and BL 2940/2941; or BL 2965.

NU 3100/3101. Professional Concepts (3)
This course focuses on professional concepts and values central to nursing. Selected topics will be examined to promote the student’s professional development. Prerequisite: All NU 2000 courses; PY 3400; CT 2000; BL 3100/3101. Pre- or co-requisite: NU 3200/3201; NU 3210/3211.

NU 3200/3201. Adult Health Nursing I (3)
The primary focus of this course is the nursing management of adult health. Strategies for disease management and health promotion are addressed in the care of adult clients with fluid and electrolyte, cardiovascular, endocrine, musculoskeletal, and sensory-perceptual alterations. Prerequisite: All NU 2000 courses; PY 3400; CT 2000; BL 3100/3101. Pre- or co-requisite: NU 3100/3101; NU 3210/3211; NU 3550/3551.

NU 3210/NU 3211. Adult Health Nursing Practice I (3)
The focus of this course is the clinical application of nursing concepts, skills, and health assessment techniques. Students utilize the nursing process while caring for adult clients on medical-surgical acute care units. Assigned Pass/No Pass grade. Prerequisite: All NU 2000 courses; PY 3400; CT 2000; BL 3100/3101. Pre- or co-requisite: NU 3100/3101; NU 3200/3201; NU 3550/3551.

NU 3220/3221. Older Adult Health (2)
This course focuses on the concepts of healthy aging and the maintenance of functional capacity in the later years. Content addresses common physiological, psychological and social changes, challenges, and adaptations of older people. Prerequisite: All NU 2000 courses; PY 3400; CT 2000; BL 3100/3101. Pre- or co-requisite: NU 3100/3101; NU 3200/3201; NU 3550/3551.

NU 3230/3231. Older Adult Health Practice (1)
This course focuses on the clinical application of nursing care concepts in the maintenance of functional capacity and quality of life for older adults. Students utilize the nursing process while partnering with older adults living in the community in a variety of settings. These may include independent living sites, Shepherd’s Centers, AARP groups, HCA Health to You groups, assisted living facilities, and church groups. Assigned Pass/No Pass grade. Prerequisite: All NU 2000 courses; PY 3400; CT 2000; BL 3100/3101. Pre- or co-requisite: NU 3100/3101; NU 3220/3221; NU 3550/3551.
NU 3430/3431. Adult Health Nursing II (4)
The primary focus of this course is the nursing management of adult health. Strategies for disease management and health promotion are addressed in the care of adult clients with integumentary, genitourinary, gastrointestinal, neurological, immune, autoimmune, pulmonary and hematological alterations. Prerequisite: NU 3100/3101; NU 3200/3201; NU 3210/3211; NU 3550/3551. Corequisite: NU 3440/3441.

NU 3440/3441. Adult Health Nursing Practice II (4)
The focus of this course is the clinical application of nursing concepts, skills and health assessment techniques. Students utilize the nursing process while caring for adult clients on complex medical-surgical units including critical care settings. Assigned Pass/No Pass grade. Prerequisite: NU 3100/3101; NU 3200/3201; NU 3210/3211; NU 3550/3551. Pre- or corequisite: NU 3430/3431.

NU 3510/3511. Mental Health Nursing (2)
The primary focus of this course is the nursing management of selected mental health issues across the lifespan. Disease management and health promotion provide the framework for the study of mental health. Prerequisite: All NU 2000 courses; PY 3400; CT 2000; BL 3100/3101. Pre- or corequisite: NU 3100/3101; NU 3530/3531; NU 3550/3551.

NU 3530/3531. Mental Health Nursing Practice (1)
The focus of this course is the clinical application of nursing concepts, mental health assessment, and interpersonal skills in psychiatric nursing. Therapeutic communication is emphasized as students utilize the nursing process in the care of patients with mental health alterations in acute care and selected community settings. Assigned Pass/No Pass grade. Prerequisite: All NU 2000 courses; PY 3400; CT 2000; BL 3100/3101. Pre- or corequisite: NU 3100/3101; NU 3530/3531; NU 3550/3551.

NU 3550/3551. Pharmacology (2)
This course is designed to provide foundational knowledge and understanding of pharmacological therapy. The content is organized according to the following pharmacological classifications: infectious agents, autonomic nervous system, cardiovascular, hematological, respiratory, pain, gastrointestinal, neurologic and neuromuscular, anti-inflammatory, endocrine, psychogenic, and visual, auditory and integument. Emphasis is placed on nursing implications and responsibilities in pharmacologic therapy. Prerequisite: All NU 2000 courses; BL 3100/3101.

NU 3570/3571. Introduction to Nursing Research (2)
The focus of this course is the research process and its application to nursing. Learning activities provide the student with the opportunity to develop skills needed to become a competent consumer of research. Emphasis is placed on the role of evidence-based practice as the basis for clinical decision making. Prerequisite: All NU 2000 courses.

NU 3730/3731. Maternal-Newborn Nursing (3)
The primary focus of this course is the nursing management of maternal and newborn health. Strategies for disease management and health promotion are addressed. Selected issues related to the study of families, genetics, reproductive and women’s health are also included. Prerequisites: NU 3100/3101; NU 3200/3201; NU 3210/3211; NU 3550/3551. Pre- or corequisite: NU 3750/3751; NU 3770/3771.

NU 3750/3751. Child Health Nursing (3)
The primary focus of this course is the nursing management of the health of children, adolescents, and their families. Strategies for disease management and health promotion are addressed throughout the course. Prerequisite: NU 3100/3101; NU 3200/3201; NU 3210/3211; NU 3550/3551. Pre- or corequisite: NU 3730/3731; NU 3770/3771.

NU 3770/3771. Maternal-Child and Family Nursing Practice (3)
The focus of this course is the clinical application of nursing concepts, skills, and health assessment techniques to children, maternal-newborn clients and their families. Students utilize the nursing process while caring for clients in selected pediatric and obstetrical acute care and community-based settings. Assigned Pass/No Pass grade. Prerequisite: NU 3100/3101; NU 3200/3201; NU 3210/3211; NU 3550/3551. Pre- or corequisite: NU 3730/3731; NU 3750/3751.

NU 3790/3791. Professional Development Strategies (1)
This course focuses on the strategies for successful entrance into the profession. Topics such as nursing resume preparation, interview techniques, portfolio development and tactics for success on NCLEX are included. Prerequisite: NU 3100/3101, 3200/3201, 3210/3211, 3550/3551. Prerequisite or concurrent: NU 3730/3731, 3750/3751.

NU 4100/4101. Leadership and Professional Issues (3)
This course focuses on leadership and management concepts as they relate to the professional nursing role and the delivery of health care. Theories and evidence-based practice supporting delivery of health care are examined. Topics such as resource management, risk management and quality improvement strategies are included. The economic and ethical impact of health care costs, market trends, and cost effective quality care are analyzed. Prerequisite: All NU 3000 courses. Pre- or corequisite: NU 4210/4211; NU 4230/4231; NU 4400/4401.
NU 4210/4211. Community Health Nursing (3)
This course focuses on public health concepts and the nursing leadership role for the management of health of communities and global society. Factors that impact the community as client are analyzed. Frameworks for planning health education programs focus on health promotion, risk reduction, and disease prevention. To facilitate the management of health in communities, selected areas of study may include community assessment, epidemiology, environment, vulnerable populations, disaster management and global health. Prerequisite: All NU 3000 courses. Pre- or corequisite: NU 4100/4101; NU 4230/4231; NU 4400/4401.

NU 4230/4231. Community Health Nursing Practice (2)
This clinical practicum provides the opportunity for students to incorporate leadership skills and community concepts in a variety of community settings. The focus is on health promotion, risk reduction and disease prevention programs with selected at-risk populations. Activities may include assisting community agencies and organizations to plan, implement, and evaluate health promotion programs. Assigned Pass/No Pass grade. Prerequisite: All NU 3000 courses. Pre- or corequisite: NU 4100/4101; NU 4210/4211; NU 4400/4401.

NU 4400/4401. Capstone: Leadership in Professional Nursing Practice (5)
This clinical practicum provides the opportunity to synthesize knowledge and skills from previous or current nursing courses through a focused clinical experience. This course culminates with leadership role acquisition relevant to the clinical site. The course provides for autonomous and collaborative functioning, which includes synthesis and integration of knowledge, skills, and attitudes requisite to professional nursing practice. Assigned Pass/No Pass grade. Prerequisite: All NU 3000 courses. Pre- or corequisite: NU 4100/4101; NU 4210/4211; NU 4230/4231.

Nursing Electives
Nursing electives afford the student the opportunity to pursue an area of interest to develop knowledge and skills beyond the core content of the curriculum. The variety of course offerings or faculty-guided independent study in a given term is subject to availability of faculty and institutional resources. Selected courses in the College of Arts and Sciences are also identified and may be used to meet the nursing elective requirement. These courses will be listed following the nursing electives by course title only. Descriptions of courses may be found in the appropriate department section of the catalog.

NU 3625. Nursing Management of Patients with Dysrhythmias (2)
This course will focus on nursing care of patients experiencing dysrhythmias. Interpretation of dysrhythmias originating in the SA node, AV node, AV bundle, and ventricle will provide the foundation for a systematic discussion of related nursing care. Pharmacological interventions, as well as electrophysiological interventions, for common dysrhythmias will be addressed. Application of the nursing process to the care of patients experiencing dysrhythmias secondary to conduction defects, acute coronary syndrome (ACS), and congestive heart failure (CHF) will be emphasized. Pre- and post-operative care of the patient undergoing pacemaker placement, including interpretation of paced cardiac rhythms, will also be included. Review and appraisal of current evidence-based guidelines for nursing management of cardiac dysrhythmias, such as those developed by the American Heart Association (AHA), will be incorporated throughout the course. Prerequisite: NU 3200/3201; NU 3210/3211; NU 3430/3431; NU 3440/3441.

NU 3640. Addictive/Compulsive Behavior and Nursing (2)
This course is designed to explore different theories as they apply to various addictive and compulsive behaviors and disorders. Topics could include, but are not limited to, alcoholism, problem drinking, eating disorders, obsessive/compulsive disorder, gambling, smoking, “addictive” relationships, cults, chemical abuse, compulsive working, shopping, and sexual behavior. Particular attention is given to the impaired nurse, characteristics of nurses, and nursing care in general. Family dynamics and broader issues related to societal impact are addressed. Students must be prepared to discuss their informed opinions in their particular area of interest. Prerequisite: All 2000-level nursing courses or instructor approval.

NU 3700. Family Nursing (2)
This course is designed to provide students with a foundation in concepts, theories, and paradigms of family health care nursing across the lifespan and to explore the application of these ideas in a variety of health care settings. The student has opportunities to learn and apply special skills relating to nursing process in working with families. Alternative family life styles and cultures are addressed. Substantial student participation is required. Prerequisite: All 2000-level nursing courses; all 3200-level nursing courses; NU 3430/3431 and NU 3440/3441 or instructor approval.

NU 3780. Issues in Critical Care (2)
This course is designed to explore issues, concepts, tools, and technologies in critical care. Students will be expected to utilize the nursing process, concepts in pathophysiology, and current nursing research to facilitate case analysis. Prerequisite: All 2000-level nursing courses; NU 3200/3201; NU 3210/3211.
NU 3785. Issues in Pediatric/Neonatal Critical Care Nursing (2)
This course is designed to explore issues, concepts, tools, and technologies in critical care of the neonate and pediatric client. Students will be expected to utilize the nursing process, concepts in pathophysiology, and current nursing research to facilitate case analysis. Prerequisite: All 2000-level nursing courses; NU 3200/3201; NU 3210/3211.

NU 3800. Introduction to Statistics (3)
This course is designed for undergraduate students to become familiar with introductory key terms and concepts for elementary statistics. Students will become familiar with the nature of data, descriptive statistics, the use of inferential statistics in hypothesis testing, the types of inferential statistics, and commonly used correlational techniques. The course is offered in an online format.

NU 3820. Humor and Health (2)
In this course, students examine the history, art, and science of mirth and humor as well as its application to professional and personal life. The connections between humor and health will be explored. Prerequisite: All 2000-level nursing courses or instructor approval.

NU 3852. Global Perspectives in Public Health (3)
This course will allow students to examine global public health issues. Students will examine these issues using the public health methodology of epidemiology. Students will use the fundamental epidemiologic concept of interaction among agent, host, and environmental factors that influence the health and development of illnesses among peoples of the world, to guide their examination of these issues. (GPR)

NU 3880. History of Nursing (2)
This course is designed to examine the rich development of nursing as a discipline and profession, from a historical perspective. Past nursing issues will be identified and discussed. The social, philosophical, and political forces which have impacted the course of nursing history will be examined. Prerequisite: All 2000-level nursing courses or instructor approval.

NU 4990. Independent Study (1-3)
Guided study or research on some aspect of nursing. Prerequisite: Associate Dean and instructor approval.

Select College of Arts and Sciences Courses
HP 3700. Global Perspectives on Disability (3)
PY 2100 Introduction to Statistics for the Behavioral Sciences (3)
PY 3600. Psychology of Sexual Behavior (3)
PY 3700. Health Psychology (3)
SO 3670. Sociology of Death and Dying (3)
SP 3070. Medical Spanish II (3)
SP 4060 (SP 6070). Spanish for the Health Care Professiona (3)

FACULTY

Janet L. Andrews (2008)
Professor
B.S.N., Graceland College, 1981; M.S.N., University of Missouri-Kansas City; Ph.D., Medical College of Georgia, 1997.

Leslie Bachar (2006)
Clinical Faculty
B.S.N., Wichita State University, 1986; M.S.N., University of Phoenix, 2007.

Margaret Bjelica (2004)
Assistant Professor
B.S.N., Webster University, 1991; M.S.N. University of Missouri-Kansas City, 1998.

Kathy Bock Scaletty (1992)
Assistant Professor
B.S.N., Avila College, 1975; M.S., University of Kansas, 1980.

Theresa Chang (2005)
Clinical Faculty
B.S.N., Kaohsime Medical College, 1982; M.S.N., Research College of Nursing, 2006.

Barbara A. Clemence (1985)
Professor Emeritus

Crysti Danaby (2010)
Instructor
B.S., Biology, Missouri Southern State College, 2000; B.S.N., Research College of Nursing, 2003; M.S.N., Research College of Nursing, 2010.

Lana K. Davies (1992)
Assistant Professor
B.S.N., Central Missouri State University, 1972; M.S.N., University of Missouri, 1991.

Nancy O. DeBasio (1988)
Professor
Regina Fields (2007)
Assistant Professor
B.S.N., Temple University, 1969; M.S.N., University of Kansas, 1999.

Connie Flowers (1999)
Assistant Professor

Michele M. Haefele (1991)
Assistant Professor
B.A. Nursing, College of St. Catherine, 1979; M.S., University of Kansas, 1989.

R. Elaine Hardy (1982)
Professor

Gale B. Hickenlooper (1990)
Assistant Professor
B.S.N., Syracuse University, 1969; M.P.H., University of Pittsburgh, 1977.

Stephanie Jernigan (2006)
Professor

Professor
B.S.N., Saint Louis University, 1980; M.S.N., Saint Louis University, 1984; Ph.D., University of Kansas, 1995.

Terri Kirkland (2004)
Assistant Professor

Norma Lewis (1987)
Professor Emeritus
B.S.N., Avila University, 1958; M.S.N., University of Colorado, 1964; Ph.D., Kansas State University, 1983.

Susan H. Mahley (1983)
Assistant Professor
B.S.N., University of Iowa, 1974; M.N., University of Kansas, 1981.

Sheryl A. Max (1980)
Assistant Professor

Martha McElleya (1994)
Assistant Professor
B.S.N., Saint Louis University, 1974; M.S.N., Southern Illinois University, 1982.

Jean M. Krieg (1985)
Assistant Professor
B.S.N., University of Missouri-Columbia, 1971; M.S.N., Wright State University, 1983.

Julie Nauser (1993)
Associate Professor
B.S.N., Research College of Nursing, 1984; M.S.N., University of Missouri-Kansas City, 1993; Ph.D., Indiana University, 2007.

Rebecca A. Saxton (2006)
Assistant Professor
B.S.N., Research College of Nursing, 2000; M.S.N., University of Missouri-Kansas City, 2005.

Kelly Skinner (2011)
Assistant

Kristin Smith (2008)
Assistant Professor

Misty Smith (2008)
Instructor
B.S.N., Research College of Nursing, 2006; M.S.N., South University, Savannah, 2008.

Teresa Smith (1997)
Assistant Professor

Sharon K. Snow (1982)
Associate Professor
B.S.N., Avila College, 1972; M.S.N., University of Missouri-Kansas City, 1987; Ph.D., 2006.

Shirley F. Spencer (1992)
Assistant Professor
B.S.N., University of Kansas, 1979; M.S.N., 1985.

Tobey Stosberg (2008)
Instructor
B.S. Biology, Northeast Missouri State University (Truman State), 1996; M.S. Education, Northeast Missouri State University (Truman State), 1997; B.S.N., Research College of Nursing, 2001.

Mary T. Sweat (1984)
Assistant Professor
B.S.N., Marymount College, M.S.N.; University of Missouri-Kansas City, 1976.

Christi Thurlow (2008)
Assistant Professor
B.S.N., University of Nebraska-Lincoln, 1982; M.S.N., University of Nebraska, 1986.

Betty S. Tracy (1983)
Assistant Professor
B.S.N., Northwestern University (Louisiana), 1957; M.S.N., Washington University, 1963.

Faye Vandendaele (1999)
Assistant Professor
Victoria Uzomah (2007)
Assistant Professor
B.S.N., Avila University, 2003; M.S.N., Research College of Nursing, 2005; D.N.P., University of Missouri-Kansas City, 2009.

Lynn Warmbrodt (1982)
Professor

Donna Zimmerman (1995)
Assistant Professor
B.S.Ed., Northeast Missouri State University, 1977; B.S.N., 1979; M.S.N., University of Missouri-Columbia, 1983.

Council for the Joint Nursing Program

Nancy O. DeBasio, Co-Chair
President/Dean, Research College of Nursing
Associate Dean for Academic Programs

Jeffrey Breese, Co-Chair
Interim Vice President for Academic Affairs, Rockhurst University

Elizabeth Evans
Assistant Professor, Biology

Koleen Kolenc
Assistant Dean, College of Arts and Sciences

Julie Nauser
Associate Professor, Nursing

Sharon Snow
Associate Professor, Nursing

Guy Swanson
Vice President for Business and Finance, Rockhurst University

Minda Thrower
Registrar, Rockhurst University

Stacie Withers
Director of Financial Aid, Nursing
SPECIAL UNDERGRADUATE ACADEMIC AND CO-CURRICULAR PROGRAMS

The programs described in this section address special opportunities available to Rockhurst University students.

**Honors Program**

The Rockhurst University Honors Program serves students who wish to reach beyond the ordinary in order to pursue their intellectual interests in the Ignatian spirit of *magis*. This means that we expect honors students to challenge themselves to reach greater and greater intellectual heights inside and outside the classroom. Most of the honors student’s intellectual and artistic experience will take place in the curriculum, but the program also sponsors a range of enriching co-curricular activities including academic conferences, service projects, and excursions to experience the arts.

Honors students may participate in the program while pursuing any undergraduate degree. Beginning in the first year, honors students have special sections of core courses that are often small in enrollment. During the sophomore through senior years, honors students may earn honors credit through “honors options”—individually designed projects that allow students to explore areas of their own interest under the mentorship of a professor. An honors option is typically an offshoot of a regular course, but an option can also be arranged as an independent study course. It is through the honors option that honors students shape their curriculum. The program also features an optional honors thesis, an in-depth, interdisciplinary project of special interest to the student. The thesis may serve as both a culminating accomplishment and as a preparation for graduate study.

**Further Benefits**

- early pre-registration for courses
- smaller classes
- honors living and learning community
- camaraderie with other honors students
- honors co-curricular activities: book discussions, trips to the opera, symphony, art galleries
- chance to work individually with professors
- interaction with honors students at other colleges and universities
- opportunity to attend or present at conferences such as the National Collegiate Honors Conference, National Jesuit Honors Conference, and the Great Plains Honors Conference
- honors study room/lounge
- honors designation on your diploma and transcript, honors cord at graduation
- special recognition at the Student Achievement Reception

**Admission**

Applicants must complete a brief application and submit a personal essay based on our specific prompt in the application. While we exercise judgment and flexibility in selecting motivated individuals to admit to the Program, honors students typically meet one or more of the following criteria:

- ACT Composite of 28 or higher
- SAT Composite of 1230 or higher
- Upper 10% of high school class
◆ High School GPA of 3.5 or higher
◆ College GPA of 3.3 or higher

**Graduation**

To graduate from the program, students must have active status, complete a minimum of 24 hours of honors credit, and earn a cumulative GPA of 3.3 or above. Additional information on the Honors Program may be obtained from the Director of the Honors Program, and interested students may also visit the Rockhurst University website.

**HON 3500. Leaders in History, Culture, and Literature** (3)

This course introduces students to models of leadership, using literature, history, film, and art to understand how leaders act. In the Ignatian Jesuit tradition, the course encourages the development of personal leadership traits such as self-awareness, imagination, critical thinking, and ethical responsibility. Prerequisite: Writing proficiency.

**HON 4940. Honors Thesis** (1-4)

The Honors Thesis is an in-depth, interdisciplinary project of special interest to the student. The student can choose to complete original research or creative work using methods recognized by practicing scholars. In all cases there must be a written product that includes elements appropriate to the relevant disciplines, such as a research question or hypothesis, methods section, discussion of findings, academic argument, etc. The Honors Program requires the project to be interdisciplinary and to possess the depth, quality, or scope indicative of honors work. In consultation with the Honors Director, the student will choose a thesis committee made up of a thesis advisor, a second faculty member reader, and the Honors Director. The thesis advisor will be a faculty member who is grounded in a relevant discipline and who will become the instructor of record. Prerequisite: Junior standing.

**The Freshman Incentive Program**

The Freshman Incentive Program is designed for first-time college students who wish to attend Rockhurst University, but do not meet admission criteria. Students are considered for probationary admission through the Freshman Incentive Program if their composite ACT scores are between 18 and 20 or if their high school GPA and ACT sub-scores are lower than Rockhurst’s standards. There must be evidence that the student can succeed at Rockhurst, which may include impressions from a personal interview, strong high school grades and rank in class, letters of recommendation, strong record of extracurricular activity (especially in leadership roles), and an explanation of any factors that contributed to weak performance and how these have been addressed.

The program provides students with academic and other support designed to assist them in succeeding at Rockhurst. Selected faculty and staff work together to combine various student services, including academic advising, tutoring from the Learning Center, and counseling from the Office of Student Development to create comprehensive support for Freshman Incentive Program (FIP) students as they make the transition to college life. Students admitted to the program will be notified by the Office of Admission and are required to participate fully in the program.

**Program requirements (applicable to freshman year only):**
◆ Enroll in a first-year seminar;
◆ Enroll in specific FIP courses, including EN 1100, Reading and Study Skills;
◆ Take no more than 14 credit hours each semester;
◆ Participate in all scheduled FIP workshops; and
◆ Meet monthly with an academic advisor, the Director of Freshman Incentive Program, and/or the Director of New Students.
FIP students plan their programs of study in consultation with an academic advisor and fulfill requirements for degree-seeking students.

The Center for Service Learning
Rockhurst University inspires in its students a commitment to service to the larger community. The Center for Service Learning fosters this commitment through campus-wide community service projects, assistance with individual volunteer opportunities, and service-learning projects designed with faculty to complement academic courses.

The Center organizes the Finucane Service Project during Orientation Week (for incoming students). The Center sponsors a variety of service projects in which students may participate throughout their academic career. All students are strongly encouraged to participate in community service during their time at Rockhurst.

Upon completion of volunteer projects and service-learning activities, students submit a form with a record of the project to the Center for Service Learning. Students’ service hours with nonprofit agencies are recorded on a service transcript, which is available to the student upon request.

The Center for Service Learning is located in Van Ackeren Hall, Rooms 208/210, telephone 816-501-4545 or 816-501-4642.

Deans’ Undergraduate Fellowships for Research and Creative Activity
The Deans’ Undergraduate Fellowships support research and creative activity by full-time undergraduates in any discipline. Fellowships provide a weekly stipend for a period of five to eight weeks during the summer for students working under the supervision of Rockhurst University faculty mentors. Each fellowship is awarded on the basis of the quality of the proposal, the applicant’s academic record, and the recommendation from the faculty mentor. Deans’ Research Fellows present their work at the annual Rockhurst Student Achievement Festival. They are also expected to pursue opportunities to present their work to the larger scholarly community within their disciplines.

The Pre-Engineering Program
Pre-Engineering students have the option of completing an engineering degree at an affiliated school of engineering: Iowa State University, Marquette University, Santa Clara University, the University of Detroit-Mercy, the University of Missouri-Columbia, Missouri University of Science and Technology, the University of Notre Dame, or at any of the other accredited engineering schools in the region.

Pre-Law
The Pre-Law Committee of the American Bar Association and the Law School Admissions Council both recommend for those considering a career in law, an undergraduate educational program that has a strong liberal arts focus. As such, there is no official “Undergraduate Program” for pre-law studies that is required to enter law school. Instead, students entering law school have a wide diversity of educational backgrounds, including English, history, philosophy, art, computer science, education, political science, and so on. Rather than be concerned over the specific content of the undergraduate experience, law schools are primarily interested in students who have developed the skills necessary to succeed in the field of law, such as logical reasoning, problem solving ability, critical reading skills, and excellence in oral and written communication. Rockhurst University’s Core Curriculum, along with the wide variety of liberal arts majors that are offered, provides students interested in a career of law with an excellent preparation for law school. In particular, the
Undergraduate Programs

Core Curriculum lays a strong foundation for students preparing to take the Law School Aptitude Test (LSAT) through its central focus on critical thinking and proficiency in oral and written communication. Any student interested in Pre-Law should contact the Pre-Law Advisor, who assists with the preparation for admission to Law School and provides legal career counseling.

The Pre-Medical and Pre-Dental Program

Rockhurst University has a very active program for those who wish to pursue a career in medicine, allopathic (M.D.) or osteopathic (D.O.), or dentistry, (D.D.S. or D.M.D.). Its liberal arts core, along with a major in biology or chemistry, meets all the medical and dental school requirements of science and non-science courses.

From the first declaration of intention, the pre-medical or pre-dental student may consult a member of the Pre-medical and Pre-dental Advisory Committee as an academic advisor. The function of the advisor is to see that students meet the course work requirements on schedule and to encourage them to maintain high performance and motivation. The advisor will also provide catalogs, literature and guidance about medical or dental school requirements, and counsel students on the MCAT (Medical College Aptitude Test) or the DAT (Dental Admission Test), which are usually taken at the end of the third year of college.

Finally, the Pre-medical and Pre-dental Committee interviews the prospective applicant during the junior year and writes the official letter of recommendation. Pre-medical and pre-dental students are encouraged to consult frequently with their advisors concerning their course work. The chairpersons of the Pre-medical and Pre-dental Advisory Committee are members of the National Association of Advisors to the Health Professions.

Pre-Medical Scholars Partners Program—Kansas City University of Medicine and Biosciences (KCUMB) and Des Moines University (DMU)

By special arrangement between Rockhurst University and Kansas City University of Medicine and Biosciences (KCUMB), College of Osteopathic Medicine and between Rockhurst University and Des Moines University (DMU) College of Osteopathic Medicine, students interested in Osteopathic medicine may obtain early acceptance to these schools of medicine. The student must have an ACT score of 28, and by the beginning of the second year at Rockhurst have both science and overall GPA of 3.5 (KCUMB) or 3.6 (DMU). After an interview, two students (KCUMB) or any number (DMU) are selected each year for each program. The selected students transfer to the Medical School after their third year at Rockhurst, and graduate from Rockhurst after their first year of Medical School. The student applies to the program at the beginning of sophomore year; the selections will be made that year.

The Pre-Medical Scholars Program—Saint Louis University

By arrangement between Rockhurst University and Saint Louis University, students interested in attending Saint Louis University’s medical school may obtain early acceptance into its MD program—normally after the end of their sophomore year. The student then continues at Rockhurst through graduation. To become a Pre-Medical Scholar, a student must have a strong high school academic record, strong letters of recommendation, and good test scores (ACT composite of 30 or SAT composite of 1400 with 700 verbal). The Rockhurst University Pre-Medical Advisory Committee invites students into this program upon their entrance into the College of Arts and Sciences.
Medical Scholars Program—University of Missouri-Kansas City
The UMKC School of Medicine offers a Medical Scholars program that would offer early and guaranteed admission to students interested in applying to medical school. This program would offer early admission into the School of Medicine’s M.D. program for students currently in their sophomore or junior year of college and who attend Rockhurst University. The UMKC School of Medicine is particularly interested in local and regional students who intend to practice medicine here in the Midwest. Students must earn a cumulative GPA of 3.5 and a 3.5 GPA in their science courses. Applicants must take the MCAT before matriculation and earn a score of 26 or higher.

The Pre-Medical Post-Baccalaureate Certificate Program
The Pre-Medical Post-Baccalaureate Certificate Program is intended for those students who have completed a baccalaureate program, usually in a non-science area, and who now desire to come back to school to complete their science requirements for medical school. This program is applicable to those preparing for either allopathic (MD) or osteopathic (DO) medical schools. It is also appropriate as preparation for other health careers, e.g. dentistry. The requirements do not differ.

This program is not intended as a remedial program for students who have taken all of the required courses and need to improve their grades. It is not an “MCAT prep” course.

The applicant will be a strong student, one who will probably be competitive in a medical school application. Therefore, one’s collegiate grades are generally B or better. There are no strict cut-off grades for admission to the program. Rockhurst prides itself on individual attention to each student; hence many factors will go into one’s acceptance into this certificate program. This program has great flexibility.

The Admissions Committee and the Pre-Medical Advisory Committee review applications throughout the year. Students are informed by mail shortly after the decisions are made. An interview is not required, though it may be desired.

The prospective student must supply the following before the application can be acted on:
1. Completed application form.
2. Official transcripts from all previous colleges, and ACT or SAT scores.
3. An essay explaining your intentions (not more than 500 words) on the application.

Students who complete this program with satisfactory grades will be awarded a Certificate in Pre-Medical Sciences.

Additional information concerning the program and an application for admission to the program may be obtained from:

Office of Admission
Rockhurst University
1100 Rockhurst Road
Kansas City, Missouri  64110-2561
(816) 501-4100 or 501-4097
1-800-842-6776
http://www.rockhurst.edu

Or you may email Graduate Admission directly at: graduate.admission@rockhurst.edu.

See also the description of the program in the College of Arts and Sciences section of this catalog.
The Pre-Occupational Therapy Program
Rockhurst University offers a five-year Master of Occupational Therapy (MOT) Fast Track program. Students interested in the Fast Track need to contact the Department of Occupational Therapy Education early in their academic studies notifying them of their intent. Students earn a bachelor’s degree in a field other than occupational therapy along with completing prerequisite coursework for entry into the graduate program. Students then remain in close contact with their undergraduate and pre-OT advisor to assure completion of program requirements for application to the MOT program. Students can opt out of the Fast Track program and complete their undergraduate education before beginning the MOT program. Please refer to the graduate section of the University Catalog for more information on the MOT degree.

The Pre-Optometry Program
Rockhurst offers a four-year pre-professional program for students interested in pursuing the Doctorate in Optometry, O.D. This program, based in the Division of Natural Sciences provides students with the undergraduate courses in biology, chemistry, physics, and math necessary to pursue the advanced professional degree. There is no uniform listing of courses required by all Colleges of Optometry. Hence it is important that students interested in this program should consult regularly with the pre-optometry advisor.

The Pre-Pharmacy Program
Students interested in going to pharmacy school to obtain the Doctor of Pharmacy degree, Pharm.D., have a number of options available to them. It is usually possible to apply to pharmacy school after two years at Rockhurst, following the basic track of a chemistry or biology major. Since the requirements vary from one Pharmacy school to another, it is important that the student consult the Pre-Pharmacy advisor, Dr. Mindy Walker, for details. Rockhurst has a special agreement with Creighton University School of Pharmacy which assures the student an interview after 63 credit hours (specified), a composite grade of 60 on the PCAT and a cumulative GPA of 3.5.

The Pre-Physical Therapy Program
The primary focus of Rockhurst University’s Physical Therapy Education program is on the preparation of students to provide prevention, education, examination, and intervention services to persons whose abilities are threatened or impaired by developmental deficits, aging, physical illness or injury. The Doctor of Physical Therapy degree is designed for the person with an undergraduate degree in a field other than physical therapy, so any undergraduate major offered by Rockhurst University, in addition to completion of the required pre-requisites, prepares the interested student for application to the Physical Therapy Program.

Students interested in pursuing studies in Physical Therapy are encouraged to contact the chair of the department early in their undergraduate studies. Please refer to the graduate section of the catalog for more information on the Doctor of Physical Therapy degree.

The Pre-Physician Assistant Program
Rockhurst offers a four-year pre-professional program for students interested in pursuing a Master of Physician Assistant degree. This program, based in the Division of Natural Sciences provides students with the undergraduate courses in biology, chemistry, physics, and math necessary to pursue an advanced professional degree. Students interested in this program should consult with the pre-physician assistants advisor.
The Pre-Veterinary Medicine Program
Rockhurst offers a four-year pre-professional program for students interested in becoming veterinarians. This program, based in the Division of Natural Sciences provides students with the undergraduate courses in biology, chemistry, physics, and math necessary to pursue the Doctorate in Veterinary Medicine, D. V. M. Since the requirements from one College of Veterinary Medicine to another vary somewhat, it is important that students interested in this program consult with the pre-Veterinary Medicine advisor, Dr. Elizabeth Evans.

Army ROTC
The Army Reserve Officers Training Corps (ROTC) prepares college-trained officers for the U.S. Army and the U.S. Army Reserve as a military officer. With the exception of a four-week summer training for new incoming juniors into ROTC, or a five-week summer training for seniors with all expenses paid, most of the instruction is presented on the University of Missouri-Kansas City campus or the home campus of the program located at Missouri Western State University in St. Joseph, Missouri. Two field training exercises are conducted during the year to further enrich the students’ appreciation of the military officer in its broadest sense and to develop good leadership skills.

A commission as a second lieutenant in the U.S. Army, Army Reserve or National Guard is awarded to individuals who have successfully completed the ROTC program and obtained a baccalaureate or a graduate degree. Currently, college graduates who are commissioned through ROTC are placed on either active duty, the reserves or National Guard duty, depending on their desires and on the needs of the service at the time of graduation. The length and type of obligation will depend on the scholarship awarded.

ROTC instruction usually is presented over the four years of traditional full-time study. This also allows commissioning at the same time graduation requirements are met. However, a two- or three-year program is available for students who were unable to take the first two years of instruction and want to earn a commission.

Financial assistance is available through the U.S. Army Scholarship Program. Two-, three- and four-year scholarships are awarded each year to selected students who are enrolled or will enroll in the Army ROTC program. The scholarships provide 100% payment of tuition, most fees, a tax-free payment of $300-$500 per month for the duration of the scholarship, not to exceed 10 months for each year of the scholarship, and a flat-rate book allowance of $600 each semester. These scholarships are available for both undergraduate and graduate students. Non-scholarship contracted cadets in the advanced portion of ROTC receive $300-$500 per month, not to exceed 10 months per year for two years.

The Simultaneous Membership Program (SMP) allows students to be a member of a National Guard or Reserve unit while enrolled in ROTC. Advanced course SMP students receive E5/SGT pay, plus $300-$500 per month from ROTC, plus any Active Duty GI Bill entitlement.

Rockhurst students who would like more information about the ROTC program should contact the Department of Military Science at University of Missouri-Kansas City: (816) 235-1152, armyrotc@umkc.edu, or www.umkc.edu/rotc; or call the main program office at Missouri Western State University at (816) 271-4541/4542, or visit the website at: www.missouriwestern.edu/ROTCh.
The Center for Arts and Letters

The Center for Arts and Letters supports the University’s mission of instilling a love of learning and an awareness of moral responsibility in its students by offering events that assist the faculty in accomplishing that mission. These events include a range of cultural offerings: lectures, performances, readings, films, study trips and exhibits. The Center sponsors these programs: Center Study Trip, Visiting Scholar Lecture Series, Rockhurst University Theatre, Return to the Classics, Film Series, Plays-in-Progress Workshop, Musica Sacra Chorus and Orchestra, the Rockhurst Review, Midwest Poets Series, Greendale Gallery, and Rockhurst University Chorus, Chamber Singers, Women’s Chorale.

Study Abroad

Rockhurst students are encouraged to study abroad in a number of accredited programs that literally open the classroom door to the world. A variety of well-established programs is available, many with a social justice focus in The Jesuit Tradition. Locations are in Africa, Asia, the Middle East, Latin America, the Caribbean and Europe. Programs are through affiliated universities and study abroad providers. In recent years, our students have studied in countries including Kenya, Costa Rica, the United Kingdom, China, New Zealand, Australia, Belgium, France, Chile, the Czech Republic, Spain and Italy. In addition to year-long programs, students may choose to study abroad for a single semester or during the summer. Opportunities range from studying at U.S.-American-style campuses with classes conducted in English to participating in immersion programs, in which students live with host families and take classes together with students from the host countries. Internship programs available at certain sites provide specific practical experiences in international settings.

Students studying abroad are registered as full-time Rockhurst students, and may apply State or Federal financial aid toward the cost of studying abroad. Students may receive transfer credit for elective, core, or major courses, keeping their programs of study on track while experiencing diverse cultures. Contact the Director of Study Abroad to learn about available programs and for assistance in the application process.

In addition to the large number of programs available through study abroad providers, Rockhurst offers three programs of international study through the Department of Classical and Modern Languages and Literature, the Theatre Department, the Helzberg School of Management, and the Department of Biology.

- **Mexico.** Students may attend a summer program of intensive study in Spanish at several locations in Mexico, including Oaxaca, Puebla, Merida, and Xalapa. Students may live with local families while studying a variety of subjects—from archaeology to politics. Students who participate in this program can obtain credit during the summer, as well as experience significant improvement in their Spanish proficiency.

- **France.** The Rockhurst Department of Classical and Modern Languages and Literature provides a unique summer program in France for students of any major. Students experience the culture and excitement of a specific region of France while gaining French language proficiency and valuable insights through first-hand experience.

- **Spain.** Students have the opportunity during the summer to study in a language and cultural immersion program in Spain. The program can accommodate students at all levels of language proficiency. Students earn academic credit, stay with a Spanish family, and travel to areas of interest several weekends during the program.
SA 2000. Cultural Transitions and Adjustment (3)
Cultural Transitions and Adjustment is preparation for students participating in a variety of programs abroad, such as education, research, service learning, and internships or working abroad. Preparation is for more effective interaction in multicultural situations. Students will gain an understanding of cultural differences and similarities through the study of intercultural theories with application to each student’s own experience, including both understanding others as well as self-awareness. This coursework additionally has national and cross-cultural applications for U.S. culturally, ethnically, regionally, and economically diverse interaction. This course is for international students studying at Rockhurst as well as U.S. students from Rockhurst studying abroad.

The Learning Center
The Learning Center offers a wide range of services in support of academic life at Rockhurst. Located in Van Ackeren Hall, it provides a pleasant and convenient place to study between classes and has computers available to students.

Academic support is free of charge to Rockhurst students. Peer tutoring and Supplemental Instruction (SI) are two major services. Tutoring covers many courses, and SI is available for selected courses. Peer tutors and SI leaders are recommended by faculty members in the appropriate fields; they undergo continuing preparation in order to work with individuals or small groups. Tutoring and SI have a double benefit: they offer students assistance with difficult course work, and they offer the peer tutors and SI leaders the opportunity to deepen their understanding of their fields, sharpen valuable skills in communication and interpersonal relations, and enhance their leadership abilities.

The Learning Center also can help students develop study strategies and time management skills, such as textbook reading, note taking, and exam preparation. In addition to improving these skills, students can utilize practice tests available for a variety of graduate school and professional exams. The Learning Center also offers assistance through tutors in computer skills, such as Word, PowerPoint, and Excel.

Both undergraduate and graduate students can take advantage of the Learning Center’s services. One service is communication assistance, which provides an integrated approach to the writing, oral communication, and electronic formats necessary for the exchange of ideas. Another service, writing, traditionally seen as the core of academic scholarship, is augmented by this broader approach to communication. Professional and peer staff members work with students to merge learning and expression in connection with any course project or written document. This assistance is available from the planning stage through the final editing and presentation.

The Advanced College Credit Program (ACCP)
ACCP provides an opportunity for juniors and seniors in high school to earn both college and high school credit for selected courses. Students must have a cumulative GPA of 3.0 on a 4.0 unweighted scale and be recommended by the high school to participate in the program. A student may enroll in no more than 11 college credit hours per semester. Rockhurst Advanced College Credit may also be accepted in transfer by other colleges or universities at their discretion. The Rockhurst ACCP coordinator is responsible for the application and registration process. For more information, call the Office of the Dean of Arts and Sciences, (816) 501-4075. High schools wishing to work in partnership with Rockhurst University to provide ACCP courses must have the high school faculty approved by the respective Rockhurst University department.
College Life

Student Development

We believe each student is blessed by God with unique gifts and abilities. We strive to assist them in deepening their self-awareness, discovering their passions and engaging others on a local, national and global stage. Inspired by our Jesuit tradition, we seek to help students recognize the good in the world around them, see where injustice persists and find their place of action in reconciling the two. With the power granted to us by our Creator, we work to value and appreciate the unique strengths and potential of people within and beyond the Rockhurst University family.

To this end, Student Development strives to:

• Create living and study environments that support the learning objectives of faculty and staff at the University;
• Engage students at their current point of development and challenge them to discover and enhance their individual gifts and abilities through co-curricular and extra-curricular programming, advising, and counseling comprised of residential, spiritual, career, multicultural, and wellness components;
• Contribute to the formation of student leaders who become more capable and invested in being men and women for others by providing interactive and reflective leadership activities that foster awareness, creativity, love, and courage;
• Work hand in hand with students and the entire Rockhurst University family in providing service to others throughout our global community;
• Assess the impact we have on all aspects of student growth and development by qualitatively and quantitatively reviewing our programs and services.

The Student Development department consists of the following areas:

◆ Access: It is the policy of Rockhurst University to provide reasonable accommodations for students defined as disabled in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and other applicable law. Students in need of accommodations must identify themselves to the Access Office and provide documentation of their disability. The Office then is able to facilitate reasonable accommodation for equal access to academic and other University-administered programs. The Access Office is located in Massman Hall, Room 7, (816) 501-4689.

◆ Administration/Dean of Students: Students with general questions and concerns as well as in need of guidance about opportunities and responsibilities are invited to come to this office. It also publishes the Student Handbook annually that provides additional information about campus life as well as all policies that affect students. Students in crisis can also receive assistance and consultation about campus and community resources.

◆ Campus Ministry: The Campus Ministry staff invites all students to grow in their religious faith during their years at Rockhurst University. Rockhurst is a Jesuit, Catholic University where faith and spirituality are valued as essential components of education. We invite students to celebrate their faith, to discover its depth and richness, and to
encounter the religious diversity of others in this “home for all faiths.” The Campus Ministers are available to assist those non-Catholic students who wish to locate a denominational church or synagogue in the area at which to worship.

A variety of weekend retreats are offered throughout the year—the “Frosh Get-A-Way” for incoming Freshmen; Retreat on the Rock; Super Natural Christians Retreat (backpacking); Silent Retreat. Students may apply to act as leaders on most of our retreats. All of our retreats are open to students of all denominations and faiths.

Pasta and Prayer: Students enjoy coming together every Tuesday at 4:30 p.m. in the chapel for some form of prayer followed by a student-prepared/served at the Campus Ministry Center (CMC).

Almost 200 Rockhurst undergraduate students belong to a Christian Life Community (CLC). These are small faith-sharing groups consisting of 5-8 students who commit to meeting weekly to share and grow in their faith lives.

For Catholic students, Mass is offered in the campus chapel at noon, Monday through Friday, and Monday, Wednesday, and Thursday nights at 10:10 p.m. Students worship together each Sunday evening at the 6:00 p.m. student Mass. Campus Ministry also offers the Sacrament of Reconciliation each week. Other devotionals, such as Adoration of the Blessed Sacrament, the Stations and Rosary are also scheduled throughout the year. Students are trained as Liturgical Ministers for these liturgies.

The Campus Ministers are available to students who wish to discuss issues relating to their individual spiritual journey in a safe, open, and confidential setting. The offices are located in the lower level of Massman Hall in room 4.

♦ Career Services: The mission of Career Services is to assist Rockhurst University students and alumni through all phases of their career development, provide leadership to the Rockhurst University community on career development issues and develop positive relationships with employer partners and other external constituencies of the institution. The professional staff provides individual career advising, the Myers-Briggs Type Indicator, Holland Self-Directed Search, Strength Quest (a computerized career exploration tool), and career planning classes for credit (CT 1120 for freshmen and sophomores and CT 4220 for seniors). Also, opportunities are available for assistance with choosing a major, networking, interviewing, resumes and cover letters, and career search strategies.

Students are encouraged to establish a relationship with Career Services early in their academic career by establishing their individualized web-based RU Career Account. Opportunities for work-study, part-time, intern, co-op, and full-time work opportunities are available for student review, along with the opportunity for students to electronically post their resumes. Many employers visit campus each year via career fairs and campus interviews, or directly request student resumes through the Career Services web resume books. In addition, the web page provides links to career resources, job listings, employer sites, and career search tips.

♦ Goppert Cooperative Education Program (Co-op): This Career Services program provides an excellent opportunity to apply skills and knowledge in a professional work environment before graduation. Participants are able to make more informed decisions on their career direction after experience in their field of study.

Co-op is a paid, structured internship program with work periods corresponding in length to a semester or a summer break. Academic credit is earned for each work period based upon the number of hours completed. Undergraduate students can earn up to six (6) hours of elective credit toward degree requirements. In addition to aca-
Academic credit, a letter grade is awarded based on the employer’s evaluation of the student’s work performance and an assigned work project paper submitted by the student.

To be eligible for the program, students must have completed 60 hours prior to the work period and maintained a minimum 2.0 GPA. Transfer students must complete one semester of full-time classes at Rockhurst University prior to starting a co-op work position.

**CP 3910, 3920. Co-op Work Projects I, II** (1-3)

Work experience that is off-campus, paid, and provides students exposure to employment in various organizations. Ideally, employment will be in an area closely related to the student’s career path as possible. Students must have completed 60 hours of college work prior to the first work period, and have a minimum 2.0 GPA. Transfer students must complete one semester of classes at Rockhurst before their first work period. Each course can be taken only once for a maximum of three hours per course.

- **Conference Services**: Conference Services assists in the planning and organizing of internal and external conferences, meetings, and events on campus. Conference Services contracts room reservations, audio-visual needs, and liability insurance for conference groups.

- **Counseling Center**: The college years contain exceptional opportunities for intellectual discovery, social development and personal growth. The challenges encountered during this time can be stressful and demanding. As students establish more independence and autonomy, they often seek assistance from the Counseling Center in developing the skills and strategies necessary to navigate the transitions inherent in this period of their lives. Staffed by licensed psychologists, the Counseling Center is a supportive professional resource helping students address a range of mental health and relationship concerns to obtain the maximum benefit from their college experience. Individual and group therapy are available to address student needs in a confidential setting. Common concerns addressed by the Counseling Center range from homesickness/adjustment to college, test anxiety, relational issues and stress/tension, to family issues, past trauma, depression, social anxiety, eating disorders, self-harming behaviors, and addictive behaviors. Counseling Center staff are available to consult with faculty, staff, students and parents regarding student mental health issues. A range of consulting services is also available to all students, faculty and staff. The center promotes healthy development and overall wellness through our website resources and ongoing outreach programs to residence halls, student organizations and classroom presentations. The Counseling Center is located in Massman Hall room 5.

- **Health Services**: Rockhurst University has established a collaborative relationship with Goppert Trinity Family Care (Goppert), located south of the University at 6675 Holmes Avenue, to provide for students’ acute and preventative health care needs. A health clinic is also scheduled to open Summer 2012 in the Rockhurst North Garage.

  Rockhurst requires all residential students to show proof of several immunizations. In the state of Missouri, there is a meningococcal disease (meningitis) education/vaccination requirement for all students who reside on campus. The requirement must be met either by providing documentation of the vaccination or by completing a waiver indicating that the student has received the information and decided not to have the vaccination.

- **International Student Services**: The Office of International Services seeks to support international students studying at Rockhurst University. International student advi-
sors seek to help students understand governmental regulations as well as ensure their success at the university. In addition to advising students on internship and practicum experiences, and compliance issues with studying at Rockhurst, advisors can also assist students in completing employment applications through appropriate government entities. The Office of International Student Services also develops workshops and information sessions regarding international issues for students, faculty, and staff. The office routinely coordinates cross-cultural programs for international students as well as the general student population.

**Multicultural Education:** Rockhurst University seeks to support students that come from diverse backgrounds and cultures. To that end, faculty and staff at the university seek to provide experience inside and outside of the classroom that will both support students and broaden a student’s perspective. A number of staff and faculty work closely with the university’s Diversity Committee to ensure that the needs of all students are met. A number of large-scale programs are planned by university offices to help provide support and engagement opportunities for all students at Rockhurst.

**New Students/Retention Services:** The Office of New Students/Retention Services facilitates new students’ adjustment to Rockhurst by providing support, answering questions and assisting in problem solving. The goal of the office is to ensure that the new student’s first year at Rockhurst is successful and satisfying, beginning with orientation.

On the Saturday, Sunday, Monday and Tuesday before regular fall semester day classes begin, all new freshmen are required to be present for a special orientation program. A brief program is also designed for transfer students. Freshmen and transfer students also complete the formal registration process at this time.

The series of orientation presentations, discussions, a service project and social opportunities begun during these days is designed to introduce students to Rockhurst’s mission of learning, leadership, and service in the Jesuit tradition. Students are introduced to the opportunities available for assistance in improving study habits, choosing careers, solving scholastic difficulties and interpersonal concerns. During these days students get acquainted with one another, with upperclass students, the faculty and staff.

**Residence Life:** Residence Life considers a student’s on-campus experience an integral part of the educational program. The group living situation is meant to enhance the student’s classroom experiences and provide opportunities to make responsible decisions which exercise self-discipline and concern for the needs of other students. There are different types of residential options available on campus: Incoming underclassmen are housed in Corcoran and McGee Halls; the Town House Village, Xavier-Loyola Halls and On-Campus Houses are for upperclassmen. Each of the housing options is staffed by a head staff member with a staff of undergraduate resident assistants. Their main responsibility is to assist in developing an environment which is supportive of the educational mission of the University and conducive to the personal development of each student.

While the residence halls have traditionally served out-of-town students, Kansas City area students are encouraged to live on campus in order to experience campus life more fully.

Rockhurst University has a residency requirement that requires all full-time students to live with their parents or on campus unless students meet the following conditions:
• Students classified as juniors having completed 60 hours with at least a “C” grade point average.
• Students who have lived on campus for four semesters.
• Declared nursing students who reside in Research Housing Complex.
• Students who are age 23 or older.
• Students who have completed active, full-time military service.
• Students who have a spouse or dependents living with them.

Residency includes participating in the regular meal plan offered by the university food service for both fall and spring semesters if the student resides in one of the traditional halls.

**RA 2500. Resident Leadership Seminar**  (1–2)  
*Fall semester*  
A one- or two-credit seminar designed to provide Resident Assistants with in-depth discussion and training on topics concerning residential communities, including communication skills, confrontation, working with groups, critical issues, programming, and the importance of their role as a Resident Assistant. All Resident Assistant staff must take this course once and receive a C or higher to retain their Resident Assistant position. Prerequisite: Instructor approval.

**Service-Immersion Trips**: Service Immersion Trips invite students to live Rockhurst University’s Jesuit mission, a mission articulated in part of a 1997 speech given by the former Jesuit Superior General, Fr. Peter Hans Kolvenbach: “Students must let the gritty reality of this world into their lives so they can learn to feel it, think about it critically, respond to its suffering, and engage it constructively.”

Weeklong experiences, which include manual labor, cultural immersion activities, relationship-building, and daily prayer and reflection, move students to a deeper understanding of the Gospel’s call to solidarity and justice. Extensive trip preparation and follow-up lead students toward the life-long path of becoming women and men for and with others.

Trips normally leave in the second week of January during Christmas Break and during the March Spring Break to destinations that in the past have included: Belize, El Salvador, Guatemala, Honduras, Joplin, Mo., New Orleans, La., Nicaragua, and West Virginia.

Rockhurst University generously subsidizes up to half of the total trip expenses; students cover the balance of their trip costs. The application process for the trips begins in September and includes a written application, short essay, and in-person interview. For more information, please see the Rockhurst website: [www.rockhurst.edu/about/jesuitmission/trips.asp](http://www.rockhurst.edu/about/jesuitmission/trips.asp).

**Student Life**: The Student Life Office is where students come to find out more about student organizations, club sports, fraternity and sorority life, Social Activities Board (S.A.B.), Student Senate, Orientation, leadership programs, Homecoming, Family and Alumni Weekend, and health and wellness programs.
The Student Life program complements the Rockhurst vision that we will be nationally recognized for transforming lives and forming leaders in the Jesuit tradition by sponsoring and supporting programs, services, and activities that foster values based leadership development. Involvement in student life programs and student organizations provide students with a medium to develop personal passions, talents and skills as well as integrate classroom learning with out-of-class experiences that are ultimately useful in future careers and service to others. Research has shown that students who are involved in leadership skill building student organizations, clubs, or activities are significantly more likely to graduate compared to their peers who are not involved.

Professional Student Life staff are available to advise and assist students in pursuit of the type of involvement that will interest them the most. Students are encouraged to peruse the Student Life section of the Rockhurst website as there are multiple resources as well as an up-to-date calendar of activities. More detailed information can be found in the Student Life Office located in Massman Hall (Room 1) next to the Rockroom.

LD 1000. Leadership in the Jesuit Tradition (1)
The Leadership in the Jesuit Tradition class is multifaceted in purpose. The class is designed to introduce students at Rockhurst University to understanding leadership characteristics and behaviors, leadership styles, team development and maintenance, situational leadership, and conflict management. Throughout the course, Rockhurst University leaders will build their confidence, strengthen their ability to work with others, and become active participants on and off campus.

LD 1200. Greek Leadership (1)
The Greek Leadership course will review the history of Greek-lettered organizations since their founding in 1776 and will begin to formulate and develop policies, opinions, guidelines, and plans for enhancing and strengthening the Rockhurst University Greek Community. Organizational leadership and development philosophies will guide coursework.

Student Responsibilities & Community Standards of Behavior
Rockhurst University is a community that mirrors in many ways the strengths and weaknesses of the larger society. Within this community, students, faculty, administrators and friends interact for the mutual benefit of all. The University fosters high values, standards, and goals with the hope that every student will recognize these as opportunities for personal growth.

The Student Code of Conduct conveys the minimum essentials that experience has shown necessary to provide an atmosphere conducive to the pursuit of “Learning, Leadership, and Service in the Jesuit Tradition.” These essentials are normally articulated within the Student Handbook (student creed, accompanying guidelines, and judicial review process), this Catalog, and all official notices and bulletins.
Athletic Programs

◆ Intercollegiate Sports. In keeping with our cultural heritage and American college tradition, Rockhurst offers a competitive NCAA Division II intercollegiate athletic program. The primary purpose is to provide talented students opportunities to participate in team competition with other colleges and universities.

Rockhurst is currently affiliated with the National Collegiate Athletic Association (NCAA) Division II and the Great Lakes Valley Conference. Conference sports are baseball, basketball (men and women), golf (men and women), soccer (men and women), softball, tennis (men and women), and volleyball. Rockhurst's athletic facilities include Mason-Halpin Fieldhouse for basketball and volleyball; Bourke Field for soccer; and Loyola Park for tennis, baseball and softball.

The Convocation Center, adjacent to the Field House, hosts all intramural and recreational activities. The Center houses facilities for handball, racquetball, basketball, volleyball, and weightlifting.

◆ Intramural Sports. Students interested in recreational opportunities through intramural competition have a program of activities including formal tournament competition in many different sports, leading toward the Intramural Championships. Competing organizations, teams and individuals are urged to contact the Athletic Office in the Convocation Center to obtain application dates and times to assure representation in the intramural program. Currently there are numerous activities, including basketball, softball, volleyball, hockey, football, tennis and soccer.

◆ Club Sport Program. The Rockhurst University Club Sport Program exists to provide additional opportunities in competition and recreation for students in those physical activities in non-varsity sports offerings. The emphasis is on student interest and leadership to initiate, organize, finance and conduct their respective clubs. Currently, club teams are sponsored by the students in cheerleading, dance, and hockey. All club sport teams must be registered through the Student Life Office.

Campus Security

The Rockhurst University Safety and Security Department is a full service department, which operates 24 hours per day, 7 days per week. The department supplies a full list of protective services.

These services include:

a. A fully staffed dispatch operation with 24-hour per day, 7-day per week emergency/non-emergency telephone answering, radio dispatching of field personnel, alarm and access control monitoring, closed circuit TV monitoring as well as customer service at a walk-up window.

b. Armed field personnel trained internally in the use of firearms and tested annually by the Kansas City, Mo. Police Department. These Officers respond to all calls for service, both emergency and non-emergency. They also do parking control duties, and perform self-initiated activity, designed to prevent crime. They do investigations, write reports, provide escorts on campus, maintain a close, positive contact with all members of the campus community and the surrounding neighborhood. Close ties with the city police are also maintained on a continuous basis.
The Safety and Security Department is assisted in its security efforts by an extensive on-campus Security telephone system. The department patrols the campus by motorized vehicles and on foot.

The Safety and Security Department participates in the educational mission of the University by sponsoring and presenting programs on a wide range of Security and Safety related issues.

**Jeanne Clery Campus Security Act**

The University follows the mandates of the Campus Security Act of 1990 (now known as the Jeanne Clery Campus Security Act). This report includes statistics for the previous three years concerning reported crimes that occurred on-campus; in certain off-campus buildings or property owned or controlled by the University; and on public property within, or immediately adjacent to and accessible from, the campus. The report also includes institutional policies concerning campus security, such as policies concerning sexual assault, and other matters. Copies of this report can be obtained by contacting the Safety and Security Department, Rockhurst University, 1100 Rockhurst Road, Kansas City, Mo., 64110-2561, (816) 501-4659, or by accessing the following web site: [www.rockhurst.edu/services/security/annualreport.asp](http://www.rockhurst.edu/services/security/annualreport.asp)

**Vehicle Registration and Parking**

Any student, faculty member, or staff member who parks in a Rockhurst University parking lot must display a current University parking permit (hang tag). For more information about parking and obtaining a permit, visit [www.rockhurst.edu/services/security/index.asp](http://www.rockhurst.edu/services/security/index.asp)

Although the permit does not guarantee a University parking space, it does allow the University to limit parking to students, faculty and staff. A limited number of visitor parking stalls are available on campus. There are some areas reserved on campus for handicapped parking, Jesuit parking, and visitors. These stalls are all marked for recognition.

All parking areas are well lighted and equipped with Security telephones; and in most, closed circuit television.

**Identification Card**

Students, faculty and employees of Rockhurst are issued a Rockhurst photo ID, which gives access to services both on and off campus. All students are required to have the ID card. The “One Card” system can be used for:

- Access control to student residences.
- Access control to the 24-hour computer labs.
- Track declining balance debit card for cafeteria use.
- Library card for the Greenlease Library, as well as other Missouri academic libraries.
- Athletic equipment check out.
- Admittance to Rockhurst artistic and athletic events.

The first ID card is provided free of charge. Replacement cost of lost or stolen cards is $25. If a student has a history of losing their card, additional charges will be added.
GRADUATE DEGREES OFFERED

Through the School of Graduate and Professional Studies, Rockhurst University confers the following degrees:

Doctor of Physical Therapy (D.P.T.) and dual degree program (D.P.T./M.B.A.)
Master of Education (M.Ed.)
Master of Occupational Therapy (M.O.T.)
Master of Science in Communication Sciences and Disorders (M.S.)

Through the Helzberg School of Management, Rockhurst University confers the following graduate degrees:

Master of Business Administration (M.B.A.)
Master of Business Administration (M.B.A.), Executive Fellows Program
Master of Business Administration (M.B.A.) Dual Degree Program in collaboration with Kansas City University of Medicine and Biosciences Doctor of Osteopathy Program
Master of Business Administration (M.B.A.) Dual Degree Program in collaboration with Rockhurst University Doctor of Physical Therapy program

Through the College of Arts and Sciences:

Certificate Programs
Pre-Medical Post-Baccalaureate Certificate Program

GRADUATE STUDIES

Graduate education is characterized by advanced study in a selected discipline or interdisciplinary program. Hallmarks of a graduate education include integration of information related to both theory and practice, advanced analytical skills, disciplined inquiry and refined communication skills. Rockhurst University’s graduate programs build on the institution’s Catholic and Jesuit traditions, emphasizing excellence in values-based education and developing leaders committed to service for others.

Rockhurst University offers both graduate degrees and certificate programs to enhance one’s personal and professional development. The School of Graduate and Professional Studies has curricula leading to a Doctor of Physical Therapy, a Master of Education, a Master of Occupational Therapy, and a Master of Science in Communication Sciences and Disorders. A Pre-Medical Post-Baccalaureate Certificate Program is also available through the College of Arts and Sciences. The Helzberg School of Management has both a Master of Business Administration and an Executive Fellows Program. In collaboration with Kansas City University of Medicine and Biosciences Doctor of Osteopathy program, the Helzberg School of Management offers a dual degree DO/MBA. In collaboration with the School of Graduate and Professional Studies, the Helzberg School of Management offers a dual degree DPT/MBA. Research College of Nursing offers a Master of Science in Nursing program in one of five tracks: Family Nurse Practitioner, Executive Nurse Practice, Nurse Educator, Clinical Nurse Leader, Registered Nurse. Complete information regarding these programs can be found in the Research College of Nursing Catalog.
Students are responsible for maintaining a working understanding of the policies and regulations pertaining to graduate programs as well as those related to their specific area of study. In addition to the policies and regulations published in this Catalog, some programs have additional policies which are articulated in the program’s Student Handbook. Please contact the program to which you are accepted to obtain this information.

**GRADUATE ADMISSION**

**Requirements for Admission**

An applicant to any graduate program at Rockhurst University must satisfy the specific requirements of the individual program before full admission will be considered. The prospective student should refer to the sections of this Catalog which state the admission policies and procedures for the specific program of interest. Rockhurst welcomes students from diverse backgrounds and strives to maintain an atmosphere of respect and sensitivity toward the ultimate dignity of every person. Therefore, acceptance into a program will be made without regard to religion, race, gender, age, disability or national origin.

For specific Admission Requirements, see the particular program announcement.

1. Completion of a baccalaureate degree at a regionally accredited institution.
2. The University requires a minimum cumulative undergraduate GPA of 2.5 on a 4.0 grading scale, however, individual programs may require a higher GPA. See individual program announcements for specific GPA requirements.
3. Completion of all required application materials.
4. Official transcripts from each college and/or university attended unless otherwise noted by a particular program.

**International Student Admission**

An international student is any student who is not a citizen or resident legally permitted to remain in the United States for purposes of pursuing a full course of study in a specific educational program at a school in the United States that has been designated by the Department of Homeland Security as eligible to offer such programs. International students holding current F1 or other appropriate visas and currently attending an eligible U.S. institution are also considered to be international candidates for admission.

All international candidates for admission must submit the following materials:

1. An official international application form with recommendation completed by the student’s counselor;
2. English translations of final official transcripts from all institutions of higher learning. These official transcripts must be evaluated by an agency acceptable to Rockhurst which specializes in the evaluation of academic institutions outside the United States. An official report from the agency must be submitted to the Graduate Admission Office;
3. Results from the Test of English as a Foreign Language TOEFL. Proficiency in both written and spoken English is a requirement for students participating in Rockhurst University graduate programs. Students whose first language is not English are required to take the TOEFL before being considered for admission. The minimum score required for admission to a graduate program is as follows: 550 on the paper-based test; 213 on the
computer-based test; 79 on the internet-based test. This requirement is waived upon
demonstration of English language proficiency by successful completion of an undergrad-
uate degree at a U.S. institution of higher learning;
4. Certification from a bank or a legally binding affidavit of financial support indicating the
student’s ability to pay for educational expenses at Rockhurst.

Individual graduate programs have additional admission requirements. See the particular pro-
gram announcement.

International students are encouraged to submit applications and documentation prior
to regular application dates due to the additional time that may be required to review foreign
credentials and to prepare visa documentation.

An I-20 Form will be issued to the international student by the Rockhurst University
International Student Advisor when the student has met all admission requirements.

International students are required to participate in the student health insurance program
during their tenure at Rockhurst.

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**GRADUATE TUITION AND FEES**

For specific information about tuition and fees, see the Rockhurst University website
www.rockhurst.edu. For special program fees, consult the particular program announce-
ment. The University reserves the right to change tuition and fees at any time.

**Payment Policy**

Payment of tuition and fees finalizes registration, which begins with enrollment in classes.
Failure to make payment will result in cancellation of enrollment and will require re-
enrollment through the appropriate Dean’s office and payment in the Business Office
before attending class. Students who do not satisfy their financial obligations before the
first day of class may not attend class. Students who do attend class and have not satisfied
their financial obligations will be removed from class.

Tuition, fees, room and board (if applicable) are due by the tuition payment dead-
line, before classes begin, as shown on-line at the Rockhurst University website, www.
rockhurst.edu. All late payments will be assessed a late fee.

**Students whose accounts show unpaid balances from prior semesters will not be
permitted to enroll in classes until all unpaid balances are cleared, including appli-
cable penalty charges.**

**Payment Plans**

The University currently offers students several tuition and fee payment plans. Students
must pay the appropriate amount under their payment plan in order to be fully-registered
and attend class.

**Regular Payment Plan**

Under the Regular Payment Plan, tuition, fees, and room and board (if applicable) are
due in full before classes begin.

**Alternative Payment Plans**

Under an Alternative Payment Plan, the University allows students to pay tuition, fees,
and room and board costs over an installment period depending on the plan selected. In
order to qualify for any Alternative Payment Plan the student must have no history of
account delinquency. Students who qualify for an Alternative Payment Plan finalize registration by having met the terms of their plan. Budgets for the Alternative Payment Plans are computed using total costs less any financial aid, scholarships, or grants.

No Alternative Payment Plan is available for summer sessions. Tuition, fees, room and board (if applicable) are due in full before classes begin.

**Tuition Management System (TMS)**
Students who are unable to make payment in full before classes begin may choose the University’s Interest-Free Monthly Payment Plan, offered in partnership with Tuition Management Systems, Inc. (TMS). This allows payment of full-year costs in 10 or 12 monthly payments beginning in June prior to the Fall term. There is an annual fee for the Interest-Free Monthly Payment Plan, which includes life insurance for the plan payor for the unpaid portion of the budget. For more information or to enroll, visit the TMS website, [www.afford.com](http://www.afford.com) or call 1-800-722-4867, or contact the Rockhurst University Business Office or Financial Aid Office.

**Deferred Payment Plan**
The University also offers a Deferred Payment Plan for eligible students under which one-third of the semester costs and a plan fee are due before classes begin for each semester, with the remaining balance paid in two equal amounts due October 1 and November 1 for the Fall semester, and March 1 and April 1 for the Spring semester.

The total amount of tuition and fees due under the above payment plans is reduced by the amount of approved scholarships, grants and net loans gross less processing fee) which the student has obtained through the Rockhurst Offices of Admission and Financial Aid except for student work awards. Students are responsible for finding a place of employment on campus and working the hours required to earn their work award.

**Employer Tuition Assistance and Reimbursement**
Students attending the University through University-approved employer-reimbursement must pay all costs before classes begin or, if the student is eligible, make arrangements for payment under an Alternative Payment Plan. Students whose employers pay partial costs are liable for those costs over and above that paid by the employer. Those costs paid by the student must be paid in full before classes begin or, if the student qualifies, tuition and fees must be paid under an Alternative Payment Plan. The reimbursement of the student is the responsibility of the employer.

Students are encouraged to make payment or arrangement for payment before the due date by returning the invoice emailed to them by the Business Office. See the Rockhurst University website, [www.rockhurst.edu](http://www.rockhurst.edu) for tuition payment deadlines.

**Delinquent Accounts**
Overdue accounts will be sent to an agency for collection. Collection costs and fees for unpaid balances forwarded to outside collection agencies will be borne by the student.

Transcripts of academic records will not be issued by the Registrar’s Office for any student or former student whose student account is delinquent or for any student or former student whose Perkins Loan repayments are delinquent. Delinquent balances must be paid in full or repayment plans brought current prior to the issuance of academic transcripts.
Health Insurance

A health insurance plan designed for the students of Rockhurst University is currently available to all students. Benefits under this plan are described in detail on the Rockhurst website. The plan is mandatory for all international students. All full-time undergraduate and graduate students must participate unless they provide proof of current health insurance. The Rockhurst plan protects students 24 hours a day whether on or off campus during the coverage term. Catastrophic health insurance may be purchased from the insurance broker for an additional fee.

Alumni Discount Program

In an effort to provide increased opportunities for Rockhurst graduates to participate in and to reassociate themselves with the academic offerings of the University, Rockhurst offers an Alumni Discount Program.

**Participating students must have earned a degree from Rockhurst University.**

Alumni holding a Rockhurst baccalaureate degree are eligible to take only undergraduate classes through the Alumni Discount Program. Alumni holding a Rockhurst graduate degree are eligible to take graduate or undergraduate courses through the Alumni Discount Program.

Alumni participating in the Alumni Discount Program will be subject to the same academic requirements, including prerequisites and admission qualification, as other students. Alumni should complete an application for readmission through the Office of Admission and must meet the regular readmission standards of the University.

Enrollment through the Alumni Discount Program will be on a space available basis only. Alumni are limited to one course per semester and a total of one course in the summer. The University reserves the right to exempt certain courses or programs from the Alumni Discount Program, such as nursing, independent studies, and other courses and programs the University may specify from time to time. Enrollment for students participating in the Alumni Discount Program will be held after regular students have completed registration. Although alumni are encouraged to seek information and readmission early, alumni may not enroll for classes under this program prior to the first day of classes. Enrollment in a class prior to this time will invalidate participation in the Alumni Discount Program for that semester.

Tuition for the Alumni Discount Program is to be one-half of the regular tuition for the particular course plus any special fee (e.g., lab fees). Tuition must be paid in full at the time of enrollment in order for the discount to apply. Tuition for a course under the Alumni Discount Program will not be applied to any other payment plan.

Non-Credit Enrollment Option

Rockhurst University offers a non-credit enrollment option that allows individuals over the age of 18 to participate in select undergraduate or graduate course offerings on a non-credit basis. Students participating in this program should contact the School of Graduate and Professional Studies in Van Ackeren Hall, Room 300, or call (816) 501-4767 to register.

Individuals selecting the non-credit enrollment option will be required to file a form indicating their understanding that the course is not for credit, that no academic record will be maintained in regards to their participation, and that they will be allowed to participate on a space-available basis. Final confirmation of one’s ability to participate may not occur until the start of classes. Please note that it is not possible to change from a non-credit to a credit status after registration. Since the University will not maintain an academic record for students enrolled in the non-credit option, formal processing of withdrawals is not required. Out of courtesy, however, students should notify the instruc-
tor and the School of Graduate and Professional Studies of his or her intent to withdraw. Students enrolled in the non-credit option will receive a full refund if they contact the School of Graduate and Professional Studies indicating their desire to withdraw from a course by the full refund date as published on-line at the Rockhurst University web site www.rockhurst.edu, but will receive no refund thereafter.

The School of Graduate and Professional Studies will complete the registration process. Students participating in the non-credit enrollment option for undergraduate courses are not subject to any University admission criteria, including completing an Application for Admission. Individuals participating in the non-credit enrollment option for graduate courses may be required to present documentation that they have completed appropriate prerequisite work. The appropriate Dean’s Office will be responsible for assessing materials related to graduate courses.

The University reserves the right to restrict courses offered as a non-credit option. Requirements for class participation are the prerogative of the individual faculty member.

**Refund Policy**

**Refunds and Reduction in Charges**

If a student withdraws or is dismissed from the University during the first week of a semester, the student will be eligible for refund of total tuition and fees paid. Resident students will receive a pro rata refund of the total amount of room and board paid if they withdraw or are dismissed during the first week of scheduled instruction. Students who withdraw or are dismissed after the end of the first week of scheduled instruction are eligible for refunds and/or reduction in charges in accordance with the Tuition Refund Schedule published for that semester on-line at the Rockhurst University website www.rockhurst.edu. Students should note that, depending on the amount of money paid to the University before classes begin, withdrawal or dismissal may or may not result in an actual refund of money to the student. Circumstances may occur in which the student still owes money to the University even after appropriate reduction in tuition, fees and/or room charges.

Beginning with the second scheduled week of instruction, resident students who withdraw or are dismissed will receive a pro rata reduction in room charges for each full week of service not received as a result of withdrawal or dismissal. Students who withdraw or are dismissed after the twelfth scheduled week of instruction are not eligible for a reduction.

**No refunds, either for withdrawal from single classes or for complete withdrawal from the University, are made unless the student has officially withdrawn from the University.** See “Changing Enrollment” in the Enrollment Policies section of the catalog or on the Rockhurst University website www.rockhurst.edu.

The return of federal funds formula provides for a return of Title IV aid if the student received federal financial assistance and withdrew on or before completing 60% of the semester/term. Funds are returned in the following order:

1. Unsubsidized Federal Stafford Loan
2. Subsidized Federal Stafford Loan
3. Federal Perkins Loan
4. Other Title IV Funds
5. Other federal, state, private, or institutional sources of aid
6. The student

*If funds were released to a student because of a credit balance on the student’s account, then the student may be required to repay some of the federal grants or loans released to the student.*
Students receiving federal financial aid who withdraw from anything less than 100 percent of their courses will have tuition refunded using the schedule below. All other students not receiving federal financial aid who withdraw from one or all of their courses (both officially and administratively), will also have tuition refunded according to the schedule below.

Refunds for First-time Rockhurst Students
First-time students to Rockhurst University, either new or transfers, processing a complete withdrawal from the University will follow Federal pro-rata refund procedures which provide for adjustments up through the first 60 percent of the term as calculated by weeks. After the 60 percent period there will be no reduction of the original charges and they are due and payable in full. The calculation is made using weeks remaining divided by the total number of weeks in the term and rounding the result downward to the nearest whole 10 percent. A comparison will be done with the refund a student would receive from the policy for continuing students. The policy that is most advantageous to the student will be used.

Refunds for All Other Students
Students will receive the following refund if proper written withdrawal is made before the following weeks:

<table>
<thead>
<tr>
<th>% Refund of total charges (tuition, charges, room)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The end of the first week of classes</td>
</tr>
<tr>
<td>2nd week</td>
</tr>
<tr>
<td>3rd week</td>
</tr>
<tr>
<td>4th week</td>
</tr>
<tr>
<td>5th week and thereafter balance due is payable in full.</td>
</tr>
</tbody>
</table>

Students enrolled in accelerated sessions who properly withdraw in writing are eligible for refunds within the first two weeks of each session.

For more information and specific refund deadlines, see Tuition and Fees on the Rockhurst University website [www.rockhurst.edu](http://www.rockhurst.edu).

Students with financial assistance awards who withdraw from Rockhurst University will have financial assistance refunded in compliance with federal regulations as stated in the Federal Register. Rockhurst University distributes funds back to federal programs in the following order:

1. Unsubsidized Federal Stafford Loan
2. Subsidized Federal Stafford Loan
3. Federal Perkins Loan
4. Other Title IV funds
5. Other federal, state, private, or institutional sources of aid

Institutional awards are redistributed after the federal programs.

The University will not refund credit balances created by a Missouri Grant award until the actual funds are received from the State.

The University’s refund policies may change from time to time to comply with applicable law. Changes in the University’s refund policy will be posted on the Rockhurst University website, [www.rockhurst.edu](http://www.rockhurst.edu). Questions of payment or refund policy involving unusual circumstances should be addressed to the chairperson of the Withdrawal/Appeals Committee.
GRADUATE FINANCIAL AID
PROGRAMS AND POLICIES

While the primary responsibility for financing a college education rests with the student, financial assistance is awarded to supplement the student’s contribution when the student’s funds are not sufficient to cover educational costs. The University attempts to meet a student’s established financial need through a combination of self-help (loans and employment). The Director of Financial Aid is responsible for coordination of the total financial aid programs.

Determination of Need-Based Financial Aid Eligibility
Rockhurst University utilizes the need analysis information from the Free Application for Federal Student Aid (FAFSA) to establish financial need. All students applying for financial aid based on need must complete the FAFSA need analysis form each year and designate Rockhurst University to receive the processed application. Need is determined by subtracting the family contribution as calculated on the FAFSA from the cost of education. The cost of education includes tuition, and allowances for books, room and board, transportation, personal expenses and loan fees. The student’s need for assistance can be met with loans and employment, either singly or in combination.

Application Process
Students who wish to be considered for financial assistance at Rockhurst should:
1. Apply for admission to the University
2. Complete the Free Application for Federal Student Aid (FAFSA) at www.fafsa.gov; list the Rockhurst University Title IV code: 002499;
3. Be degree seeking or certificate seeking

Students may apply for financial assistance anytime during the academic year. Programs must be reapplied for each year. Federal aid applications may not be filed until after January 1.

Coordination of Financial Aid
Any financial aid awarded is subject to review in light of assistance received from outside organizations or agencies. Funds received from outside sources that exceed the limits of gift and need based aid will be coordinated to first reduce the loans and/or work funds. Each award will be evaluated and adjustments made within University and program guidelines.

Standards of Satisfactory Academic Progress to Maintain Financial Aid Eligibility
Financial aid from any sources is provided for only one academic year at a time. Financial aid can be renewed each year provided the student remains in good academic standing and files a FAFSA.

A degree-seeking student at Rockhurst University is considered to be making satisfactory academic progress for a degree if successfully meeting a qualitative and quantitative standard. First, a graduate student must complete a reasonable number of credit hours toward a degree each academic year. Rockhurst University defines “a reasonable number” as 80% of all attempted hours. Second, a student must maintain academic standing,
derived from grades, that allows for continued enrollment at Rockhurst under current academic guidelines. The minimum grade point average for satisfactory academic progress is a cumulative 2.00.

Each student’s progress will be reviewed at the end of each academic semester to determine satisfactory academic progress. Requirements for the second component of satisfactory academic progress for graduate students are established by the appropriate school or college division. Students should also refer to the Graduate Academic Policies section of this catalog, specifically policies regarding time limits for completion of a doctoral or master’s degree, quality point requirements, and program progression policies.

Students not meeting the satisfactory academic progress for a particular term will be placed on financial aid warning, will receive a one-semester financial aid award, and will be notified in writing by the Director of Financial Aid. Students on financial aid warning who fail to meet the standard by the end of the next semester will be placed on financial aid suspension until all academic progress requirements are met. No institutional, state, or federal financial assistance eligibility can be certified until academic deficiencies are satisfied. Students have a one-semester grace period to make up academic deficiencies.

A student whose federal or college aid is terminated due to failure to comply with this policy may appeal the aid termination if catastrophic conditions were present to the Financial Aid Committee. Appeals must be submitted in writing to the Director of Financial Aid explaining any mitigating circumstances that caused the student’s academic progress to be less than the requirements, supported with documentation. The Financial Aid Committee will inform the student of their decision concerning the appeal within 30 working days after receipt of the appeal. Decisions of the Financial Aid Office are final.

Once financial aid eligibility has been terminated due to lack of satisfactory academic progress, the student must make up all deficiencies in cumulative grades and/or credit hours earned for his or her academic level before financial aid eligibility will be reinstated.

Payment of Awards
In most cases, one-half of the aid award is applied to the student’s account for each semester. The billing statement from the University’s Business Office will reflect the student’s charges and financial aid. Earnings from campus employment are not credited toward that balance due, but are paid to the student as earned on a monthly basis.

Withdrawals and Refund
Students who withdraw prior to completion of a semester are subject to the University’s policy concerning withdrawals and refunds. See “Refund Policy” in the Tuition and Fees section of this catalog. To secure a refund, students must complete the withdrawal process prescribed by the University. See “Changing Enrollment” in the Enrollment Policies section of this catalog. For students receiving financial aid, the refund will first be repaid to the Title IV programs, state grants and institutional funds in accordance with existing federal regulations and institutional policy in effect on the date of withdrawal with respect to the various types of aid. If any additional refund is appropriate, the funds will be repaid to the student. It is possible that students who withdraw will still have an outstanding balance due to the University that must be paid.

Renewal and Adjustment of Aid
Financial aid must be renewed each year. In addition to specific requirements of the federal financial aid programs, students must apply each year by submitting the Free Application for Federal Student Aid (FAFSA) or by notifying the Financial Aid Department that
they do not intend to file the FAFSA. The aid processor makes Renewal FAFSA information available to all prior year applicants each year. The FAFSA should be filed as soon as possible after January 1, preferably when completed tax information for the preceding calendar year is available. Students may also apply online at www.fafsa.gov.

Students may apply for financial assistance anytime during the academic year. A completed financial aid file consists of a valid FAFSA need analysis and all required verification documentation. In addition, the student must also be registered for classes.

Each student must be able to document the information submitted on the need analysis (FAFSA) with income tax forms and/or other data required by the University or federal government prior to the receipt of Federal Title IV financial aid (Federal Perkins Loan or Federal Direct Stafford Loan). Documentation requested must be provided to the Financial Aid Office prior to the end of the semester for which it is requested; any additional deadlines established by the U.S. Department of Education shall also apply. Failure to complete verification will result in the withdrawal of all need based aid funds. Students whose application information must be corrected will be notified by the Financial Aid Office as to the corrections required.

Award adjustments may occur at any time during the year and result from such reasons as: adjustments to the financial need calculations due to a change in the student’s financial condition, errors by the student or University, additional funds available for award or reduction in funds from outside sources.

Right to Appeal
All students have the right to appeal or reject any aid awarded by the University and to appeal any award decisions to the Financial Aid Committee. Appeal of the financial aid award must be submitted in writing to the Director of Financial Aid. The Financial Aid Committee will inform the student of their decision concerning the appeal within a reasonable time following its receipt. Send appeals to:

Director of Financial Aid
Financial Aid Office
Rockhurst University
1100 Rockhurst Road
Kansas City, MO 64110-2561

Federal Aid Programs
Rockhurst graduate students who qualify may receive the following sources of federal financial aid:

Federal Perkins Loan
These low interest loans are available to graduate students who demonstrate need. Funding is limited. Preference is given to full-time students.

Federal Direct Stafford Loan
These low interest loans are available to graduate students. Graduate students qualify for unsubsidized Stafford Loans (interest begins accruing immediately). The federal government retains an origination fee, deducted proportionately from each disbursement. Interest rates on these loans are variable based on the 91-day Treasury Bill, but not higher than 8.25%. Interest rates are set July 1st for the upcoming school year. Loan amounts vary dependent upon the level of demonstrated financial need and previous loan history. Graduate students have a maximum eligibility of $20,500 per academic year.
Federal Direct Graduate Plus Loan
This loan is available to students with good credit histories for educational costs not covered by other aid. Repayment begins after graduation. Interest rates are variable.

Graduate Assistantships
Some graduate programs offer graduate assistantships to students enrolled in their programs. These assistantships allow graduate students to work in a variety of capacities. Please contact the program to which you are applying or to which you have been accepted to see if assistantships are available.

Employment Opportunities
Career Services is available to students and alumni in defining their talents and interests, identifying career goals, and exploring career opportunities. Professional staff is available to meet individually with students to refine the tools used during the application process and discuss career search strategies.

To help make employer connections, Career Services utilizes the latest in technology when interacting with top local, regional, and national employers. A web-based office management system allows students and alumni to electronically post a resume, view current vacancies, and schedule campus interviews. Also, various career development resources, employer profiles, and occupational information are available for review.

GRADUATE ACADEMIC POLICIES

Academic Advising of the Graduate Student
Academic advising of students is under the general supervision of the respective dean’s office. For those students interested in a graduate degree in business, please contact the Helzberg School of Management. Students interested in graduate degrees in communication sciences and disorders, education, occupational therapy, or physical therapy, please contact the School of Graduate and Professional Studies. Students who are interested in a graduate degree in nursing should contact the Director of Transfer and Graduate Admissions at Research College of Nursing. Once admitted to a graduate program, students may be assigned a departmental advisor.

Academic Year
The Rockhurst University academic year is divided into two semesters, Fall and Spring, of approximately 15 weeks each, and Summer semesters variable in length. Semester-length as well as accelerated sessions are offered during the Fall, Spring, and Summer semesters.

Credit Hour
The semester credit hour is the basic unit of academic credit used by Rockhurst University. The semester credit hour at Rockhurst University is defined as 50 minutes of faculty classroom instruction time per week for 15 weeks (no less than 2250 minutes or 37.5 hours total per credit hour), and a minimum of two hours of student preparation time outside of the classroom each week. An equivalent amount of work is required for other academic activities at Rockhurst University including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.
The measure of instructional contact time may be adjusted to reflect different formats of study or lengths of academic sessions. These adjustments are reflective of the intended student outcomes and established equivalencies of the credit hour set by Rockhurst University and reasonably reflect the requirements established by the Department of Education Program Integrity Regulations published October 29, 2010.

Requirements for Completion

The minimum requirements for program length and quality standards for graduate degree programs at Rockhurst University are described below. Each program may, however, impose more comprehensive requirements than these; therefore, the student should carefully review both this section and the section of this Catalog corresponding to the specific program of interest and any specific requirements published by the degree program. Requirements for degree programs may change from time to time as determined by the University in its academic judgment.

Entry-level Professional Doctoral Degree Hours Requirement

The successful completion of 100 hours of graduate credit acceptable to Rockhurst is the minimum requirement for the awarding of any Rockhurst Entry-level Professional Doctoral degree. Each program may establish specific requirements including additional coursework beyond the 100-hour minimum for the successful completion of that specific degree program.

Time Limits for Completion of Entry-level Professional Doctoral Degree

Students must complete all requirements for the entry-level professional doctoral degree within five calendar years of initial registration in the program (e.g.: a student initially registering in the program Fall semester 2010 must complete all degree requirements by the end of the Fall semester 2015). The matriculation of students who exceed the specified time limits may be automatically terminated. Extensions of time to complete a degree may be granted by the respective dean.

Master’s Degree Hours Requirement

The successful completion of 30 hours of graduate credit acceptable to Rockhurst is the minimum requirement for the awarding of any Rockhurst Master’s degree. Courses numbered in the 5000 range are not counted toward the minimum hours for a graduate degree and, therefore, are not included in this 30-hour minimum requirement (see “Course Numbering System” section). Each program may establish specific requirements including additional coursework beyond the 30-hour minimum for the successful completion of that specific degree program.

Time Limits for Completion of a Master’s Degree

Students must complete all requirements for the master’s degree within six calendar years of initial registration in the program (e.g.: a student initially registering in the program Fall semester 2010 must complete all degree requirements by the end of the Fall semester 2016). The matriculation of students who exceed the specified time limits may be automatically terminated. Extensions of time to complete a degree may be granted by the respective dean.
Enrollment Status and Normal Study Load

Full-time status as a graduate student at Rockhurst University is defined as a minimum enrollment of nine semester hours during the Fall and Spring semesters, 4.5 semester hours during the Summer semester. However, the normal class schedule for full-time graduate students varies according to the student’s program. No student may register for more than 18 semester hours without permission of the appropriate dean. Half-time status during Fall and Spring semesters is 4.5 semester hours, 3 semester hours during the Summer semester.

Program Progression

A student enrolled in any graduate program at Rockhurst University must satisfy the specific requirements of the individual program to progress through that graduate program. Students should refer to the sections of this Catalog that state the academic policies for the program(s) for which he or she is enrolled.

Probation and Dismissal

Each graduate student is expected to maintain both a semester and cumulative grade point average (GPA) of 3.0. Failure to achieve the 3.0 GPA will result in the student being placed on academic probation by the graduate program. Once placed on academic probation, the full-time student must raise their semester and cumulative GPA to a minimum of 3.0 in one full-time semester of at least nine semester hours of coursework. A part-time student must raise their cumulative GPA to a minimum of 3.0 in their next two consecutive semesters. Individual programs may have additional requirements. Failure to achieve the required 3.0 GPA in the required timeline will result in dismissal from the program. A letter grade of “F” or “WF” automatically results in dismissal from a program. All such actions taken by the program directors are reported to the appropriate academic dean and Registrar. After dismissal, students can apply for readmission only once to the same program.

Any full- or part-time graduate student who is provisionally admitted to a program based on an inadequate incoming GPA must achieve a 3.0 semester GPA in their first semester or he/she will be dismissed from the program and would not be eligible for readmission.

Readmission

Action to readmit a student who has been dismissed from or voluntarily withdrawn from a graduate program in less than good standing may be taken by the director of that program. Any such action is to be reported to the appropriate academic dean and Registrar.

Degree Candidacy

Applications for degree candidacy can be obtained from the individual graduate program offices. Students must file for degree candidacy in accordance with the deadline published by the Registrar in the Academic Calendar at the Rockhurst University website. The deadline is during the semester before the student’s graduation: September 30 for May or August graduation; March 30 for December graduation. Students who file their degree candidacy forms after the published deadline will be assessed a late fee. Failure to meet deadline dates may affect a student’s participation in commencement and/or receipt of diploma. Once the forms are received by the Registrar’s Office, a review is made of the student’s academic record to ensure that they have met the requirements of the degree the student seeks.
Course Policies

Course Numbering System
Courses numbered 5000 and above are graduate level courses. Those numbered from 5000 to 5999 carry graduate credit, but are not counted toward the minimum hours for a graduate degree. They are often used for foundation or graduate preparatory work. Courses numbered from 6000 to 8999 are regular graduate courses and counted toward the minimum hours required for a graduate degree. Graduate course offerings (courses numbered 5000 and above) may be taken for undergraduate credit only with the approval of the director of that graduate program and the concurrence of the appropriate dean.

In this catalog, departments, programs and course descriptions are listed alphabetically within the section for each school or college. The number in parentheses following the course number and title indicates the semester credit hours that the course usually carries.

Prerequisite, Corequisite and Concurrent Courses
Courses listed in the catalog which are required to be taken prior to enrollment in other courses are referred to as prerequisite. Courses required to be taken during the same semester are corequisite. Courses which may be taken optionally during the same semester are considered concurrent.

Courses Listed for Both Graduate and Undergraduate Credit
Courses co-listed as both undergraduate and graduate courses:
- are listed as 4000-and 6000-level courses respectively;
- require that those students taking the course for graduate credit complete additional work at an accelerated level appropriate for graduate credit; and that the additional work required for graduate credit is reflected in the course syllabus.

A maximum of eight (8) hours of courses co-listed as both graduate and undergraduate but taken as graduate credit can be accepted toward a graduate degree at Rockhurst University.

Undergraduate students enrolled in such co-listed courses (whether for graduate or undergraduate credit) pay undergraduate tuition rates and graduate students pay graduate tuition rates for such courses.

Undergraduates Taking Graduate Courses for Undergraduate Credit
Graduate course offerings (courses numbered 5000 and above) may be taken for undergraduate credit only with the approval of the instructor of the course and the concurrence of the appropriate dean. Undergraduate students enrolled in such co-listed courses (whether for graduate or undergraduate credit) pay undergraduate tuition rates and graduate students pay graduate tuition rates for such courses.

Undergraduates Taking Graduate Courses for Graduate Credit
Undergraduate students who meet the following criteria may take up to nine (9) credit hours of 6000-, 7000-, or 8000-level graduate courses for graduate credit at Rockhurst University. The student should:
- be of senior standing, and
- have a GPA of 3.0 or better, and
- have approval from the instructor of the course, and
- have approval from the appropriate Dean or his or her designee.

Courses taken for graduate credit at Rockhurst University as an undergraduate student can count either toward the undergraduate degree or toward the graduate degree, but
cannot count toward both degrees. Upon enrolling in the course, the student must identify whether the course credit hours should count toward the undergraduate or graduate degree. The decision cannot be reversed at a later date. Undergraduate students enrolling in courses for graduate credit will pay undergraduate tuition rates for such courses.

Exemption from Courses
An exemption permits a student to take another course in lieu of a required course. A student may request an exemption from a required course if he or she has taken similar coursework previously and received a grade of “B” or better for that coursework. To request an exemption, the student must submit to the Chairperson, Program Director, or Director of Advising a transcript from the institution where the course was taken and a photocopy of the course description from the appropriate school catalog or bulletin, along with any other materials the program requests. Once approved, the student must request that a sealed official transcript from the other institution be sent to the Registrar’s Office at Rockhurst University, and the Department Chair or Director then forwards those documents considered in the approval process to the Registrar’s Office for appropriate confirmation of credit. The exemption does not reduce the minimum number of Rockhurst-earned credits for a degree.

Transfer Credit
Students may transfer up to nine hours of graduate credit for courses completed at another institution, provided that the coursework meets the following criteria:

- It was a graduate course not used to fulfill requirements for another degree.
- It was completed with a grade of “B” or better (3.0 on a 4.0 scale).
- It was taken within six years prior to the completion of the degree at Rockhurst (departments may have more stringent criteria), and
- The course content is appropriate to the degree to which it will be applied as an elective or program requirement.

If the graduate coursework was taken prior to being admitted to Rockhurst University, the official transcripts must be sent to the Office of Graduate Admissions as part of all materials required for admission. To request a transfer of credit, the student shall submit to the Chairperson, Director of the program, or in the case of the Helzberg School of Management, the Director of Advising, a transcript from the institution where the course was taken and a photocopy of the course description from the appropriate school catalog or bulletin, along with any other materials the program requests. Each program may establish policies as to what coursework will be accepted by that program that may result in an extension of the six-year time limit as appropriate.

When the student is already pursuing a graduate degree at Rockhurst, and wishes to take a graduate course at another institution and apply the credit toward their Rockhurst degree, the student must first request permission to transfer the credit. The student submits for approval a Pre-Approval of Transfer Credit form, course descriptions, and other supporting materials requested by the program to the Department Chair, Director of the Program, or Helzberg School of Management Director of Advising. Each program may establish policies as to what coursework will be accepted by that program that may result in an extension of the six-year time limit as appropriate. Once approved by the program, the student may take the course at the other institution. The program will forward documents considered in the approval process to the Registrar’s Office for filing and for appropriate confirmation of credit. Once the coursework has been completed, the student must request that a sealed official transcript from the other institution be sent to the Registrar’s
Office at Rockhurst University so that the pre-approved credit will be applied to their Rockhurst degree.

**Coursework Taken by a Non-Degree Seeking Student**

Graduate coursework taken by a non-degree seeking (unclassified) student at Rockhurst and later applied to a graduate degree program shall not exceed 20% of the total credit hours required for that program OR nine credit hours, whichever is less, with exceptions as approved by graduate departments for purposes of certification, for example. Such coursework must also meet the aforementioned transfer criteria. Once approved by the program, documentation stating that such coursework is to be accepted towards degree requirements is forwarded to the Registrar’s Office. This documentation is retained by the Registrar’s Office for filing and confirmation of credit.

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**GRADE POLICIES**

**Quality Point Requirements**

The quality standard established to denote minimally acceptable academic progress in any graduate program is a quality point average (cumulative grade point average) of 3.0 on a 4.0 scale. Each program may establish a higher quality point average for the successful completion of that program.

**Graduate Grading System**

All graduate programs at Rockhurst University use a uniform system of grading. The system is as follows:

- **A** 4.0  Denotes superior academic performance at the graduate level.
- **B+** 3.33 Denotes above average academic performance at the graduate level.
- **B** 3.0  Denotes average academic performance at the graduate level.
- **C** 2.0  Denotes below average, but passing academic performance at the graduate level.
- **F** 0.0  Denotes academic performance of poor quality which will not be accepted for degree credit for any Rockhurst degree program. A letter grade of “F” automatically results in dismissal from a graduate program.
- **P**  Passing. This grade is given only in clinical arrangements, practica, or internships that have been designated by the program director. A grade of “P” adds credit but does not affect the grade point average.
- **NP** Not passing. This grade is given only in clinical arrangements, practica, or internships that have been designated by the program director. A grade of “NP” does not add credit and will not affect the grade point average.
- **I**  Incomplete. A grade of “I” (Incomplete) may be assigned only for serious reasons by the course instructor. A grade of “I” must be removed within six weeks or it automatically becomes an “F”.
- **W** Withdraw. This means the student was allowed to withdraw without penalty. Instructors cannot issue grades of “W” (withdrawal).
WF  Withdraw fail. This means the student was failing at the time of withdrawal. “WF” does not add credit and will not affect the grade point average. A letter grade of “WF” automatically results in dismissal from a graduate program.

AU  Audit. Student enrolled on a non-credit basis. No grade or credit given.

**Note: there are no A+, A-, B+, C+, D+, D-, or X grades in graduate courses.**

**Viewing Grades**
Currently-enrolled students may view their final session or semester grades on Rockweb in a secure environment directly through Rockhurst myCampus Portal [https://my.rockhurst.edu](http://my.rockhurst.edu), or Rockweb [http://rockweb.rockhurst.edu](http://rockweb.rockhurst.edu) with a Personal Identification Number (PIN) obtained from Computer Services. Final grades are available for viewing after the close of the academic session or semester.

**Incomplete Grade Policy**
Students are encouraged to complete courses during the assigned semester. A grade of “I” (Incomplete) may be assigned only for serious reasons by the course instructor. The time frame for the removal of an “Incomplete” shall be established by the faculty member in consultation with the appropriate dean and communicated to the student, but must be removed within six weeks or less or it automatically becomes an “F”. The initiative in arranging for the removal of the “I” rests with the student. Instructors cannot issue grades of “W” (withdrawal).

**Change of Grade**
Changes of original grades must be made within six months of the assignment of the original grade and require the approval of the appropriate Dean.

**Transcripts of Academic Records**
The transcript of the permanent academic record reflects all credit work attempted at Rockhurst University and transfer credit which has been accepted to fulfill Rockhurst degree requirements. The student is the only person with the authority to request a transcript of their academic record. There is a fee for transcripts with an additional fee for same-day service. Rockhurst University has authorized National Student Clearinghouse (NSC) to provide students with the ability to order transcripts online. This service is available to current and former students 24 hours a day, 7 days a week. Students are encouraged to use NSC to order transcripts as the request can be tracked and the service charge costs less. Current and former students with a Rockhurst ID number and password may order their transcript through NSC using [http://rockweb.rockhurst.edu](http://rockweb.rockhurst.edu). Former students who do not have their Rockhurst ID and password may order their transcript through NSC at [www.studentclearinghouse.org](http://www.studentclearinghouse.org). All transcripts ordered through NSC are processed through the Office of the Registrar. Students may also order their transcript in person at the Office of the Registrar, by mail or by fax. A complete description of the transcript ordering process is available on the Registrar’s webpage [http://www.rockhurst.edu/academics/registrar/transcripts](http://www.rockhurst.edu/academics/registrar/transcripts). No transcript, official or unofficial, will be issued to a student who is delinquent in financial or other obligations to the University. Currently-enrolled students with a personal identification number (PIN) obtained from Computer Services may view their unofficial Rockhurst transcript on Rockweb [http://rockweb.rockhurst.edu](http://rockweb.rockhurst.edu) or through Rockhurst myCampus Portal [https://my.rockhurst.edu/web/mycampus/home](https://my.rockhurst.edu/web/mycampus/home).
Credit-Bearing Certificates of Graduate Study and Post-Baccalaureate Certificates

Post-Baccalaureate Certificates (PBC) are awarded for prescribed programs of study. Courses in the post-baccalaureate certificate programs include only upper-division undergraduate courses and may include some graduate course work (3000 to 8000-level courses).

Certificates of Graduate Study (COGS) are awarded for prescribed programs of study with all coursework taken at the graduate level (5000 to 8000-level courses). PBSs and COGS consist of a minimum 12 credit hours, and typically average between 12 and 18 credit hours, however some certificate programs may require substantially more credit hours. Labs, practica, internships, and capstone experiences may be part of the certificate program.

PBCs and COGS may be associated with an existing degree program at Rockhurst University or they may be freestanding entities. PBCs and COGS can be interdisciplinary programs of study or related to only one discipline. Each certificate program has its own admission criteria, but all require successful completion of a bachelor’s degree. In those cases where a PBC or COGS is associated with an existing degree program, that program has primary academic oversight responsibility for the certificate program. For those PBCs and COGS not associated with an existing degree program, primary degree oversight resides with a committee.

A 3.0 GPA (on a 4.0 scale) is required for retention in a PBC or COGS, and the PBC or COGS must be completed within three years. Up to 25 percent of the credit hours for PBC or COGS may be transferred from another institution given that the credit meets existing graduate credit transfer policy criteria. Furthermore, only 25 percent of the credit hours for a PBC or COGS may be taken prior to formal admission into the certificate program at Rockhurst. PBCs and COGS are credit-bearing programs and are noted on the regular academic transcript. Certificates will be presented to participants of PBCs and COGS.

The University administration has the authority to establish different tuition rates for PBCs and COGS.

Non-Credit Certificates

A non-credit certificate is referred to as either a “Certificate of Attendance” or a “Certificate of Participation”. There are no institutionally determined minimum admission requirements for non-credit certificate offerings, however there may be professional admission standards for certain non-credit certificate offerings.

Non-credit certificate offerings are not noted on the official academic transcript. The actual certificates are presented to participants in non-credit courses or programs.

At times, a credit-bearing course or certificate program may also be offered as a credit-bearing course. Students opting for the credit option enroll for credit prior to the onset of the non-credit course or certificate program and pay the regular tuition rate. Students taking a credit-bearing course as a non-credit course shall pay $125 per semester hour. See Non-Credit Enrollment Option in the Graduate Admission section of this catalog.
OTHER ACADEMIC POLICIES

Attendance Policy for Graduate Students
Each instructor sets the attendance policy for his/her class and the possible consequences depending on the variables involved, taking into consideration the requirements of the course and the student’s specific circumstances. In any case, most graduate classes require learning supported by classroom participation.

Information regarding students participating in “On Location” activities can be found in the Rockhurst University Student Handbook and in the Rockhurst University Catalog in the “Undergraduate Attendance Policy” section.

Academic Honesty Policy
I. Philosophical Statement:
   Rockhurst University is a learning community. Consistent with the mission and purpose and the Judeo-Christian principles the University seeks to foster within its whole community, it is expected that academic honesty and integrity guide the actions of all its members. It is the responsibility of every person in the academic community—faculty members, students, and administrators to ensure that academic dishonesty or misconduct is not tolerated.

II. Definition
   Academic honesty includes adherence to guidelines pertaining to integrity established for a given course as well as those established by the University for conducting academic, administrative, and research functions. All forms of academic dishonesty or misconduct are prohibited. The examples given are not intended to be all inclusive of the various kinds of academic dishonesty, cheating, plagiarism, or misappropriation which may occur. Examples include but are not limited to the following:

   A. Cheating
      1. Copying, or the offering, requesting, receiving or using of unauthorized assistance or information in examinations, texts, reports, computer programs, term papers or other assignments.
      2. Attempting to change answers after an exam has been submitted.

   B. Plagiarism
      1. The appropriation of ideas, language, or work of another without sufficient attribution or acknowledgment that the work is not one’s own.
      2. Violations include but are not limited to:
            a. submitting as one’s own work material copied from a published source.
            b. submitting as one’s own work someone else’s unpublished work.
            c. submitting as one’s own work a rewritten or paraphrased version of someone else’s work.
            d. allowing someone or paying someone to write a paper or other assignment to be submitted as one’s own.
            e. utilizing a purchased pre-written paper or other assignment.

   C. Manipulation, alteration, or destruction of another student’s academic work or of faculty material.

   D. The unauthorized removal, mutilation or deliberate concealment of library or other resource material or collections.
E. Unauthorized use of University facilities, equipment or other property, including computer accounts and files.
F. Any other act which might give one an unearned advantage in evaluation or performance.

III. Nurturing Academic Honesty
Faculty, administration, staff, and students are responsible for modeling and nurturing academic honesty. Faculty, especially, should strive to nurture academic honesty by citing sources in lecture and class material, thereby modeling for their students and advisees the type of precautions to be taken to ensure academic honesty. It is further expected that faculty will take reasonable actions to reduce opportunities for dishonesty through such practices as monitoring examinations or requiring sequences of an assignment to be submitted. It is further expected that each student will be informed of the definition of academic dishonesty and the processes the University will take in dealing with it.

IV. Academic Dishonesty: Procedure, Penalties and Due Process

A. Level 1—Informal Disposition
As much as possible, a member of the faculty, staff or administration (hereafter referred to as University representative) will deal individually with suspected violations of the Academic Dishonesty Policy. Level 1—Informal Disposition constitutes the initial level of action, including resolution. The University representative who suspects that such a violation has occurred will confer with the student, present support, listen to and evaluate the student’s explanation, and then, if the student is found to have violated the Academic Honesty Policy, impose a penalty based upon the findings. Penalties relate to specific violations and may include but are not limited to:

1. warning the student;
2. lowering the grade of the assignment or examination or the assignment of a failing grade for the semester;
3. requiring the student to repeat the assignment or examination;
4. compulsory school or community service;
5. other penalties as deemed appropriate.

The student will be provided with a written Level 1 decision by the University representative within three working days of conferring with the student, addressed to the student’s last known local or permanent address on file with the University. A student who wishes to appeal the Level 1 decision must indicate her/his intent to appeal in writing within one working day of the written Level 1 decision delivered to the appropriate dean’s office.

B. Level 2—Academic Disciplinary Board
The Academic Disciplinary Board:
1. may decide appeals of Level 1 decisions brought by students;
2. may decide Level 1 cases brought by the University representative if the University representative is of the opinion the allegations are serious or warrant stricter sanctions than those available under Level 1; and
3. on its own initiative, may review any Level 1 decision.

For cases involving academic departments, the Academic Disciplinary Board will be composed of the department chair, a faculty member to be appointed by the dean of the
college or school within which the student is enrolled or the violation arose, and either the division chair or academic dean, or his/her designee (who serves as chair). Should the department chair be the faculty member bringing the charge(s) the appropriate academic dean will appoint a faculty substitute. For cases involving units other than academic departments (i.e. Library, Registrar’s Office, Computer Center, or other similar unit), the Academic Disciplinary Board will be composed of the director of that unit, a faculty member to be appointed by the Vice President for Academic Affairs and an appropriate member of the administration (generally a dean) who serves as chair and is also appointed by the Vice President for Academic Affairs. The composition of the Academic Disciplinary Board will avoid a conflict of interest. This may result in the Vice President for Academic Affairs appointing other University representatives in lieu of the aforementioned Board compositions. The Board may uphold, modify, or reverse Level 1 decisions.

In cases before it, the Academic Disciplinary Board will consider relevant supportive information presented by any side. Based on its evaluation of relevant supportive information before it, the Academic Disciplinary Board may impose any penalty thus far listed and in addition may recommend to the Vice President for Academic Affairs the suspension or expulsion of a student.

**Procedures Before the Academic Disciplinary Board Hearing**

1. Within three working days of the filing of the written intent to appeal the Level 1 decision, the student must deliver to the Academic Disciplinary board all supportive information relevant to the appeal, including any request for hearing.

2. Within three working days of receipt of the student’s relevant supportive information, the Academic Disciplinary board will notify the University representative and for cases involving academic departments, the Dean of the college or school in which the student is enrolled or the violation arose and for cases involving units other than academic departments, the Vice President for Academic Affairs. Depending upon the type of case, the Dean or the Vice President for Academic Affairs shall choose the University representative for participation at Level 2 and shall notify the Academic Disciplinary Board of the choice within three working days. Within three working days of notice of the University Representative to the Academic Disciplinary Board, that University representative must deliver all relevant information in support of the Level 1 decision to the Academic Disciplinary Board, including any request for hearing.

3. The Academic Disciplinary Board may require a hearing and the decision to hear any case is in the discretion of the Academic Disciplinary Board.

4. At least five working days before the scheduled hearing, if any, the Chair of the Academic Disciplinary Board or designee will send to the student, addressed to the student’s last known local or permanent address on file with the University, and the University representative written notice of:
   a. the alleged violation(s) to be heard;
   b. the time, date and place of the hearing;
   c. a statement of the charge(s) and documents in support of and in opposition to the charge(s).

   In cases where there are multiple charges, the Academic Disciplinary Board may consolidate all charges into one hearing.

5. The student may bring a faculty member of the University community with her/him as an advisor to any hearing and if so, the student must notify the Academic Disciplinary Board of the name of the advisor within one working day of the hearing. The student, however, is expected to present her/his own case in his/her own words.
6. The Academic Disciplinary Board will be responsible for maintaining a record, if any of the hearing.

7. The Level 2 decision of the Academic Disciplinary Board may be presented orally at the conclusion of the hearing or in writing to the student, addressed to the student’s last known local or permanent address on file with the University, and to the University representative within five working days of any hearing and if there is no hearing, within 10 working days of timely receipt of all relevant supportive information from the student and University representative.

8. Materials related to disposition of the charge(s) of the Academic Honesty Policy, including a summary record of any appeal process and decision(s), will be maintained in the office of the academic dean of the college or school in which the student is enrolled.

Grounds for Appeal

Below are listed the only bases upon which a student or University representative may appeal the Level 2 decision of the Academic Disciplinary Board:

1. The evidence against the student is insufficient to warrant the action taken by the Academic Disciplinary Board.

2. The decision of the Academic Disciplinary Board is arbitrary.

3. The decision of the Academic Disciplinary Board is inconsistent with existing University policy.

Appeal of the Decisions of the Academic Disciplinary Board

A student or the University representative may appeal the decision of the Academic Disciplinary Board by filing an “Intent to Appeal” with the Office of the Vice President for Academic Affairs within one working day of the decision of the Academic Disciplinary Board and the Vice President for Academic Affairs will notify the other within three working days of the filing of the Intent to Appeal. On notice of the filing of the Intent to Appeal from the Vice President, the Academic Disciplinary Board will forward all information related to the case to the Vice President for Academic Affairs. Absent extraordinary circumstances, neither the student nor University representative may present additional supportive information for consideration by the Vice President for Academic Affairs. Any request to present additional information must be made to the Vice President for Academic Affairs within three working days of filing of the Intent to Appeal and the request must include a substantive description of the additional supportive information. The Vice President may request additional information or a meeting with any individual regarding the charge(s). In general, the Vice President for Academic Affairs will present his/her decision to the student and University representative within five working days of receipt of information or meeting with the student or University representative. The decision of the Vice President for Academic Affairs may be presented orally or in writing addressed to the student at the student’s last known local or permanent address on file with the University and the University representative. The decision of the Vice President for Academic Affairs is final. Pending the decision of the Vice President for Academic Affairs, the student’s status as a student will remain unaltered except in cases where there are reasons relating to the emotional or physical welfare of the student or other members of the University community or for reasons involving the safety of property or the good of the University.
Time
For purposes of counting time, the day of the act will not be counted and the final day of the time period will be counted. Working day means any day the administration of the University is open and conducting business and is not as provided in the University’s Academic Calendar. Three days are added to any time period where delivery is by mail.

Policy for the Review of the Final Grade

Preface
It is the student’s responsibility to meet the requirements established for each course taken at Rockhurst University. It is the course instructor’s responsibility to establish course requirements for grades as part of the course syllabus and to evaluate students according to the standards established.

Philosophy of the Grade Review Policy
Rockhurst is “a learning community” which “believes in the intrinsic value of the intellectual life and in the disinterested pursuit of truth.” At the beginning of any grade review procedure all of those involved should proceed with this principle in mind: the primary goal of all proceedings will be to clarify requirements, to affirm the application of consistent standards. An atmosphere of rational discourse must always prevail.

Bases for Review
For adequate cause, a student has the right to request review of an assigned final course grade. Bases on which the student may request review include the following: the student believes that:
1. The assigned final grade does not reflect the weighted values given to required work as indicated in the course syllabus; or/
2. The final grade does not reflect the student’s level of fulfillment of course requirements and course policies as stated in the course syllabus (for example, class attendance, level of performance on tests, number and length of papers, penalty for late work, etc.); or/
3. The final grade is inconsistent with standards set for the course; or/
4. The assigned final grade is based on arbitrary or nonacademic criteria.

Procedure
The student requesting review must follow the procedure set out below. Failure to follow the procedure in the given order or to comply with the time limits identified in the procedure will result in denial of the review.

Informal Procedure for Review of the Assigned Final Grade*
1. By the end of the first week of the semester following receipt of the assigned final course grade, (for courses taken in the Spring and Summer semesters, no later than September 1, and for courses taken in the Fall semester, no later than February 1) the student requests in writing (certified mail return receipt requested) review of the assigned final grade from the assigning instructor or if the instructor is not available submits the request to the appropriate dean’s office. The student and the instructor may agree to meet to conduct part of the grade review. The student should make the appointment to meet with the instructor. In writing (certified mail return receipt requested is advised but not required) within 14 days of receipt of the request for final grade review, the instructor will respond to the student.
*Note: The term “semester” is understood in a narrow sense, referring only to the first semester and the second semester of the regular academic year. The term “semester” does not refer to summer sessions or interterms. The intent is to provide a timeline allowing for possible faculty absence during the summer and during their interterm.

2. If within 14 days of the instructor’s response the student is not satisfied with the result, the student may request in writing to the department chair (for the School of Graduate and Professional Studies) or the program chair (for the Helzberg School of Management) review of the final course grade. For the purpose of information, not re-grading, the student’s request should include supporting evidence, such as photocopies of graded papers, quizzes, tests, and other work performed in the course. The student should also note the steps taken so far to review the final grade. After (a) reviewing the case with the student and (b) reviewing the case with the assigning instructor, the department or the division chair will within 14 days of the student’s request for review, advise the student and the instructor of her/his opinion regarding the assigned final course grade and that the informal procedure is completed. The question could be resolved with this step.

Formal Procedure for Review of the Assigned Final Grade

If not satisfied with the result of the informal procedure, the student may request a formal review of the assigned final course grade.

1. Within seven days of the response of the department or division chair, the student presents in writing to the dean (or his/her designee) of the college or school in which the course is offered, the request for formal review of the assigned final course grade, including reasons justifying the review, any supporting evidence, and a list of the steps taken to date to resolve the issue.

2. Within 14 days of the student’s written request, the dean (or his/her designee) will convene a panel consisting of a full-time faculty representative of the college or school and two full-time faculty members of the same department or academic discipline as the instructor, if department or discipline size permits. The University representative will chair the panel. The dean’s office will inform the requesting student and the course instructor in writing with reply forms enclosed of the panel appointees.

3. The student and the course instructor may each object to up to two panel appointees. Any objection to a panel appointee must be lodged in writing or printed e-mail or fax with the dean’s office within seven days of notice of the panel appointees. Failure to lodge objection to a panel member will be considered as acceptance of the appointee as panel member. No other objections will be permitted by either the student or the course instructor. After exhaustion of objections, the dean (or his/her designee) will appoint any vacancy on the panel.

4. As soon as panel membership is set, the dean (or his/her designee) turns over to the chair of the panel the student request and all supporting materials the student has provided.

5. The chair of the panel does not vote on the recommendation except in the event that the two other faculty members, each of whom has one vote, are unable to reach agreement.

6. The chair will schedule a date for the review and the panel should conclude its review within ten working days of its first meeting. The panel will examine the information provided and may hold a joint conference of the panel, the student,
and the instructor. The chair of the panel has the responsibility to inform the panel members, the student, and the instructor of the date, time, and place of any joint conference.

7. The panel is empowered either (a) to recommend that the instructor change the grade, (b) to recommend that the instructor reevaluate the grade according to criteria specified by the panel, or (c) to dismiss the appeal. The panel is not empowered to change the grade. The grade, which the course instructor assigned, cannot be changed by anyone but that instructor. The instructor will advise the registrar of a change in grade, if any. The panel will advise the student of a change in grade, if any.

8. The panel submits its recommendation to the student, to the course instructor, to the department, division, or program chair, and to the appropriate academic dean (or his/her designee). On request, each party will be apprised of the basis for the panel’s decision. The panel’s responsibility is thus concluded. No other review is available.

9. The grade appeal will be considered confidential and only those involved in the grade appeal including its investigation and resolution will be provided information concerning the appeal.

10. If the student chooses to make the panel’s recommendation a part of her/his permanent file, the student should instruct the dean (or his/her designee) to convey the panel’s recommendation to the registrar and the panel’s recommendation will be transmitted by the registrar’s office to graduate schools, employers, and others to whom the student requests that a transcript be sent according to the policies of the University regarding release of transcriptions, and to the department, division, or program chair of the student’s major and the director of financial aid at Rockhurst.

**Enrollment Policies**

**Audit**

Those students taking graduate courses for interest or the development of their own skills and not with the intention of seeking credit or a degree may enroll in courses for audit. Auditing students are not required to do course work or to take examinations but are expected to attend classes regularly. Course fees for credit and audit are the same. Students may not change from audit to credit status after registration. Students may change from credit to audit status. The procedures and deadlines for withdrawal from individual classes also pertain to changes to audit status in any class. Students wishing only to audit courses should follow the same application procedures as graduate non-degree seeking students. Participation is on a space available basis and shall only be allowed with permission of the program chair (from the department offering the course) and the appropriate dean. Generally, students entering Rockhurst as auditors only are not eligible for institutional financial aid.

**Registration Procedures**

Complete information about registration procedures can be found online at the Rockhurst University website: [www.rockhurst.edu](http://www.rockhurst.edu).
Registration and Graduation Holds
Students with financial, academic, or other obligations to the University will not be able to register for classes until arrangements have been made to fulfill those obligations. Students with academic or other obligations to the University will not be able to graduate until arrangements have been made to fulfill those obligations. Academic obligations include such things as transcripts the student has not provided to the University. For institutional accreditation reasons, the University is required to have on file official transcripts from all institutions of higher education a degree-seeking student has attended, whether or not the credit is applied to their Rockhurst degree program.

Changing Enrollment
Prior to the beginning of the semester, if a student who has registered decides not to attend they must contact the Office of the Registrar immediately in writing to withdraw. Written notification may include e-mail notification however, only through the Rockhurst student e-mail account. After classes have begun for the semester, the student will be responsible for all charges incurred prior to the date notification is given in writing to the Office of the Registrar or Office of Financial Aid (official notification date). Refunds of charges will be given according to the Tuition Refund Schedule using the official notification date. The Tuition Refund Schedule and the final date for withdrawal can be found on the Rockhurst website, www.Rockhurst.edu. In the case of total withdrawal from class, for the purposes of Title IV Aid, the date used will be the last date of attendance or the mid-term date. (See withdrawal and refund in the Financial Aid Section of this catalog). Failure to officially withdraw from class within the drop period will result in a failing grade.

Drop/Add Period
Students may add and drop courses anytime between initial registration in the courses and the last day of the Drop/Add Period. The Drop/Add Period is seven calendar days, beginning with the first day of class for the semester or session. In the case of late entrance to a course, the student is responsible for all assignments made prior to adding the course. To add or withdraw from a course during the Drop/Add period, the student must either obtain an official Change of Registration Request form from the appropriate dean’s office or the Registrar’s Office and submit it to the Registrar’s Office, or change enrollment on Rockweb in a secure environment directly through Rockhurst myCampus Portal https://my.rockhurst.edu, or Rockweb http://rockweb.rockhurst.edu with a Personal Identification Number (PIN) obtained from Computer Services. If the student fills out the Change of Registration Request form, only the student’s signature is required during this time. The dates for the Drop/Add period are published in the Academic Calendar on the Rockhurst website. No credit will be allowed for a course in which the student is not appropriately registered.

Withdrawing From a Course After the Drop/Add Period
To withdraw from a course after the Drop/Add period, students must obtain the signatures of their instructor, advisor, and the Financial Aid Office before submitting the Change of Registration Request form to the Registrar’s Office. The instructor must indicate the student’s last date of attendance on the form. Whether or not the instructor and advisor recommend withdrawal, the student’s right to withdraw remains until the published deadline. See Academic Calendar, www.Rockhurst.edu. It is the responsibility of the student to complete the course withdrawal process. Once the student has com-
pleted the withdrawal process they can confirm the change has been made by accessing the Rockhurst Rockweb with their PIN.

The student is responsible for all financial obligations to the University up to the time of notification in writing to the Office of Financial Aid or the Office of the Registrar of their intent to withdraw (official notification date). In no case will the student receive a refund of financial assistance.

Students need to be aware that withdrawal from coursework may affect their ability to meet Financial Aid Satisfactory Academic Progress requirements. In order to maintain eligibility for financial assistance full-time undergraduate students are required to earn 12 hours per semester or 24 hours per year. Part-time undergraduate and graduate students are required to earn 80% of the hours they attempt. Financial Aid Satisfactory Academic Progress is outlined in the Financial Aid section of this catalog. Among other things, withdrawal from class could also affect athletic eligibility, graduation status, insurance eligibility and immigration status. Institutional financial assistance is available for a maximum of eight semesters, athletic scholarship for a maximum of 10 semesters. Failure to attend or officially withdraw from a class will result in a failing grade. The final date for withdrawal is published in the Academic Calendar on the Rockhurst website, www.Rockhurst.edu.

Withdrawal Grade
Classes dropped during the official Drop/Add period are not reflected on the student’s permanent record. Courses dropped after the Drop/Add period are recorded with grade notations of “W” (withdrawal) or “WF” (Withdrawal Failing). The student’s failure to process course withdrawals correctly will result in a failing grade.

Complete Withdrawal from the University
A student who formally withdraws from the University on or before the last date to withdraw in a given semester will be withdrawn from all courses, except those courses that have previously been completed or have a grade of “I” (Incomplete) in that same semester. The notification to formally withdraw from the University includes the date the student notified in writing the Registrar or the Financial Aid Office of his or her intent to withdraw. If the student ceased attendance, but did not begin the withdrawal process or notify the institution concerning their intent to withdraw, the mid-point of the semester will be the official withdrawal date for the purpose of Title IV Aid. (See withdrawal and refund in the Financial Aid Section of this catalog). However, the student who fails to withdraw from the institution is responsible for financial obligations to the University based on the University’s tuition and housing refund policies. Students can initiate the formal withdrawal process in the Office of the Registrar.

If a student has registered for the next semester, and decides before the semester begins not to attend, the student must contact the Office of the Registrar immediately, in writing, to withdraw from all classes. Written notification may include e-mail notification however, only through the Rockhurst student e-mail account. After classes have begun for the semester, the students will be responsible for all charges incurred until the student notifies in writing the Office of the Registrar or Office of Financial Aid. Refunds of charges will be given according to the Tuition Refund Schedule.

Appeal
If a student fails to notify the Registrar or Financial Aid Offices of their intent to withdraw because of circumstances beyond the student’s control, an appeal may be made to the Withdrawal Committee. The student will be expected to provide documentation of specific extenuating circumstances to the committee. At this time the recommendation
of the dean will also be considered. The decision, however, to accept or reject the appeal will be at the discretion of the committee. Appeals should be sent to the attention of the Financial Aid Director who serves as the chair of the committee.

Activation of Reserve or National Guard Units
Those students who are unable to complete academic work during the academic term in which they are called to active duty as part of a Reserve or National Guard unit call-up have three options:

1. The student may choose to totally withdraw from school and be given 100% refund of all academic tuition and fees as well as student activity fees which have been assessed. The permanent record (transcript) will not reflect the withdrawal with a “W”. Students choosing this option will be granted a Financial Aid Satisfactory Academic Progress waiver for the term. In addition, an adjustment will be made on unused portions of room and board.

2. The student, in collaboration with and approval of the instructor, may choose the use of the “I” grade (Incomplete) under appropriate circumstances. The amount of time allowed for the incomplete work will not include the active duty time spent. However, once the student has returned from active duty, the incomplete work must be completed within a reasonable period of time, which will be determined by the Vice President of Academic Affairs. At that time the student may elect to withdraw from the class.

3. The student may elect to complete the work in collaboration with and approval of the instructor on a shortened time frame prior to the active duty reporting date. This arrangement should be chosen only if the student is activated in the final quarter of the term.

In order to select one of the above options, the student must present or fax a copy of the military orders selecting them for active duty to the Registrar’s Office. For further information, contact the Registrar’s Office.

ADMINISTRATIVE POLICIES

Records of Academic Permissions and Exceptions to Policy
Permissions, academic board decisions and other records of exception to policy are filed with the Registrar, who maintains these along with other student records.

Access
It is the policy of Rockhurst University to provide reasonable accommodation for students defined as disabled in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and other applicable law. Students interested in need of accommodations must identify themselves to the Access Office and provide appropriate documentation of their disability. The Office then is able to facilitate reasonable accommodation for equal access to academic and other University-administered programs. The Access Office is located in Massman Hall, Room 7, (816) 501-4689.
Assessment

Rockhurst University is committed to a comprehensive, ongoing assessment process. On occasion students will be expected to participate in aspects of this program so that the institution can document its strengths and identify opportunities for improvement. Student involvement is integral to the University’s success in this endeavor.

Change of Address

All students should notify the Office of the Registrar immediately of any change in their address. In addition, international students are required by Immigration officials to notify the International Student Officer of any change of address within 10 calendar days of that change. If the correct address is not on file, students may not receive information regarding their enrollment, financial aid, student account, graduation, and other important matters. The University assumes no responsibility for materials sent through the mail not received by the student. Currently-enrolled students may change their address on Rockweb in a secure environment directly through Rockhurst myCampus Portal https://my.rockhurst.edu, or Rockweb http://rockweb.rockhurst.edu with a Personal Identification Number (PIN) obtained from Computer Services.

Name of Record

A student’s name of record includes the first name, middle initial or full middle name, and the family name. Nicknames should not be used. The University will change the name of a student on its official records on request but requires satisfactory evidence of a legal basis for the change.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, is a federal law that regulates the maintenance and release of student records at educational institutions and related agencies. The purpose of the FERPA is to protect the privacy of student education records and affords students certain rights concerning their education records.

The primary rights afforded to students include: (1) the right to inspect and review education records, (2) the right to request to have the education records amended, (3) the right to consent to or prohibit the disclosure of certain information retained by the University, and (4) the right to file a complaint with the United States Department of Education if the student believes his or her FERPA rights have been violated.

Rockhurst University annually informs students of their FERPA rights through a variety of methods such as the University website, Student Handbook, and on campus at the Office of the Registrar. This policy statement sets forth the University’s procedures for maintaining the privacy of education records, responding to request for amendments, and disclosing student records in compliance with FERPA.

Education Records

FERPA regulations governing Rockhurst University apply to the education records of current or former students. Records of an individual who applied for admission to the Rockhurst University, but never attended, are not education records under FERPA.

Education records are any records maintained by the University which are directly related to the student. An education record may include, but is not limited to, any of the following: academic records, files, biographical data, course information, grade reports, results of certain examinations, student papers, test scores, advisory information, letters of
evaluation, transcripts, admissions information, financial aid information, billing information, disciplinary records, housing records, promissory notes and copies of correspondence. Education records may be maintained in any way, including handwritten notes, print, computer media, video or audio tape, film, microfilm and microfiche.

The following documents are not education records for purposes of FERPA and this policy:

1. Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
2. Employment records exclusively related to a student’s capacity as an employee of the University and not available for use for any other purpose, except where a currently enrolled student is employed as a result of his or her status as a student (e.g., workstudy, graduate assistantship or fellowship with the University);
3. Records maintained by the Rockhurst University Safety and Security Department solely for law enforcement purposes;
4. Medical and mental health records made, maintained or used by professionals in connection with the treatment of a student that are available only to persons providing treatment; and
5. Records that only contain information about an individual after he or she is no longer a student at that agency or institution.

Student Access

Every Rockhurst University student has the right to inspect and review his or her own education record(s), subject to the University’s procedures on the time, place and supervision of the inspection. To request education records from Rockhurst University, a student must submit a written request to the Vice President of Academic Affairs and Student Development or Office of the Registrar and identify the record(s) to be inspected.

Rockhurst University will respond to a student’s valid request to inspect his or her education records within 45 days of the date the University receives the request. If the records that the student requests to inspect and review may not be disclosed under FERPA, the University will provide the student with a written explanation.

If the records that the student requests to inspect and review are to be disclosed under FERPA, the University will make arrangements for access and notify the student of the time and place where the records may be inspected. At the time of inspection, the student must present identification and will generally be required to review the record in the presence of a University official. If the education records of a student contain information on more than one student, the student may inspect and review or be informed of only the specific information about that student.

A student’s right to inspect and review education records does not necessarily include a right to a copy of his or her education record. A student’s request for copies of education record(s) will be evaluated on a case by case basis and, if copies are permitted, the student may be charged for the actual cost of copying the record(s).

Confidential letters and statements (e.g., letters of recommendations) will be used only for the purpose for which they were specifically intended. In some instances, a student may waive his or her right of access to confidential letters and statements contained in his or her education records. A valid waiver must be in writing and signed by the stu-
dent. The University does not require such waivers as a condition for admission or receipt of any service or benefit provided to students.

If a student chooses to waive his or her right of access to confidential letters or statements, the University will not permit the student to inspect and review such letters and statements. Instead, the student will be notified, upon request, of the names of all persons making such letters or statements. A student’s waiver may be revoked in writing at any time and the revocation will apply only to subsequent letters or statements.

Thirdparty Access to Education Records

Rockhurst University restricts thirdparty access to education records and will disclose personally identifiable information contained in the student’s education records only with the written consent of the student, except to the extent that FERPA authorizes disclosure without consent. “Personally identifiable information” is information that is linked or linkable to a specific student that would allow a reasonable person in the school or its community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty. Restrictions on third-party access do not include the release or return of personally identifiable information from an education record to the party who provided or created the record.

Unless disclosure is to the actual student, the student’s consent for disclosure to a third party must be written, signed and dated, and must specify the records to be disclosed, state the purpose of the disclosure, and identify the party or class of parties to whom the disclosure may be made. Student Authorization for Release of Information forms are available from the Office of the Registrar and online. Upon request, the University will provide the student with a copy of any education records disclosed. With limited exceptions, the University will not disclose personally identifiable information from an education record unless that party to whom the information is to be disclosed agrees to not disclose the information to any other party without the student’s consent.

Disclosure without Student Consent

Records may be disclosed without the student’s consent in the following circumstances:

6. Education records may be disclosed to a Rockhurst University official who has a legitimate educational interest in the information contained in the education record;

   For purposes of this exception, a University official is a person employed by Rockhurst University in an administrative, supervisory, academic, research or support staff position. A University official also includes members of the Board of Trustees, students serving on an official University committee (i.e. disciplinary or grievance committee), contractors, consultants, volunteers, and other outside parties to whom Rockhurst University has outsourced institutional services or functions that it would otherwise use employees to perform.

   A legitimate educational interest exists if the University official needs to review an education record in order to fulfill his or her duties to the University.

7. Education records may be disclosed to officials of another school, upon request, in which a student seeks or intends to enroll or is enrolled;
8. Education records may be disclosed to authorized representatives of the Comptroller General of the U.S., the Attorney General of the U.S., the U.S. Department of Education and State and Local educational authorities, but only in connection with the audit or evaluation of a Federal or State supported education program or in connection with the enforcement of or compliance with legal requirements relating to these programs;

9. Education records may be disclosed in connection with a student’s application for or receipt of financial aid, but only to the extent necessary for such purposes as determining eligibility, amount, conditions and enforcement of terms or conditions of the financial aid;

10. Education records may be disclosed to State and local officials to whom such information is specifically allowed to be reported or disclosure pursuant to State law;

11. Education records may be disclosed to organizations conducting educational studies for the purpose of developing, validating, or administering predictive tests; administering student aid programs; and improving instruction, provided the University enters into a written agreement with the organization that specifies the purpose, scope, and duration of the study and the information to be disclosed; requires the organization to destroy or return all personally identifiable information when it is no longer needed for the purpose of the study; states the time period during which the organization must either destroy or return the information to the University; and provides that the study must be conducted so as not to permit personal identification of students by third-parties;

12. Education records may be disclosed to accrediting organizations for purposes necessary to carry out their accrediting functions;

13. Education records may be disclosed to a parent of a student if the student is a dependent of the parent for income tax purposes;

14. Education records may be disclosed in response to a judicial order or subpoena. When not prohibited by the court order or subpoena, the University will make reasonable efforts to notify the student before complying with the court order;

15. Education records may be disclosed to a court in response to a legal action between the University and a parent or student;

16. In a health or safety emergency, where there is an articulable and significant threat to a student or other individuals, education records may be disclosed to any person whose knowledge of the information is necessary to protect the health and safety of the student or other individuals, if the University records the threat that was the basis of the disclosure and the parties to whom the information was disclosed;

17. Final results of disciplinary proceedings conducted by the University may be disclosed to the victim of an alleged crime of violence or a nonforcible sexual offense;

18. Education records may be disclosed in connection with certain University disciplinary proceedings;

19. The University may disclose to a parent of a student under the age of 21 the student’s violation of any Federal, State or Local law or any rule or policy of the
University governing the use or possession of alcohol or a controlled substance if the University determines that the student has committed a disciplinary violation with respect to such use or possession;

20. Personally identifiable information that Rockhurst has classified as “Directory Information” (as detailed below) may be disclosed to the public unless a hold has been placed upon the release of the information by the student; and

21. Education records may be disclosed if received under a State community notification program about a student who is required to register as a sex offender in the State.

In all other instances, personally identifiable information in education records will not be disclosed without the prior consent of the student.

Directory Information

At the discretion of the University, information designated as “directory information” may be disclosed without prior consent of the student. Directory information means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to, the following:

- Student’s name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- Enrollment status (e.g., undergraduate or graduate; fulltime or parttime)
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees
- Honors and awards received
- Most recent educational agency or institution attended

FERPA permits the University to limit the disclosure of directory information to specific parties, for specific purposes, or both. In the exercise of that authority, the University may release all directory information to members of the University family, defined as administrators, faculty, employees and trustees. Other releases will be limited to those situations in which the University, in its discretion, believes the release would recognize a student for academic or extracurricular achievement or otherwise advance the student’s career interests or when the University believes the release would serve to advance the interests and image of the University. Examples of such releases would be the disclosure of directory information to prospective employers, financial aid and scholarship agencies or registry, licensure or certification services. Another example would be the release of directory information in connection with University sanctioned alumni affairs.
The University will provide public notice of disclosure of directory information to students in attendance. The University may disclose directory information about former students without providing such notice.

Directory information may appear in public documents and may otherwise be disclosed without student consent unless the student places a hold on the release of such information. To opt out of the disclosure of directory information, a student must provide written notice to the Office of the Registrar during the first week of each academic term. A student may not use his or her right to opt out of directory information disclosures to prevent Rockhurst from disclosing the student’s name, electronic identifier, or institutional e-mail address in a class in which the student is enrolled.

Upon receipt of notice to opt out, the student’s directory information will not be released without the student’s consent. Rockhurst University will honor all requests to withhold directory information and cannot assume any responsibility to contact a student for subsequent permission to release such information. Regardless of the effect on the student, nondisclosure will be enforced until the student rescinds the decision to opt out of directory information disclosures.

Information Disclosed for Timely Warnings of Crimes

In addition to the exceptions above, Rockhurst University may provide timely warnings of crimes that represent a threat to the safety of students or employees. FERPA does not preclude the institution’s compliance with the timely warning provision of the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act—a federal law intended to provide students and their families with accurate, complete, and timely information about safety on campuses so that they can make informed decisions. Information can, in case of an emergency, be released without consent when needed to protect the health and safety of others. In addition, Rockhurst University can utilize information from the records of a campus law enforcement unit to issue a timely warning.

Recording Disclosures of Education Records

Rockhurst University will use reasonable methods to authenticate the identity of any party to whom the University discloses personally identifiable information from education records. All personnel of Rockhurst handling requests for disclosure or access to information contained in an education record will maintain a record for each request for and each disclosure of the student’s record, except recordkeeping of a request or disclosure is not required if the request was from or the disclosure was to:

22. The student;
23. A Rockhurst University official with a legitimate educational interest;
24. A third-party with written consent from the student;
25. A party seeking only directory information; or
26. A party seeking or receiving the records as directed by a Federal grand jury or other law enforcement subpoena and the issuing court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed.

The record of disclosure should be kept on the Report of Request For Disclosure of Education Records Form, which indicates the name of the party making the request and what
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records, if any, were received; the legitimate interest in the records; any additional party to whom the records may be redisclosed; and the legitimate interest the additional party had in requesting or obtaining the information. This form should be kept with the record(s) that are disclosed. The form may be inspected by the student and the University official who has custody of the education record disclosed. Forms are available in the University’s Office of the Registrar.

Amendments to Education Records

Any Rockhurst University student who believes that information contained in his or her education record is inaccurate, misleading or otherwise in violation of the student’s privacy may request that the record be changed. To request a change to an education record, a student should submit a written request to the University official responsible for maintaining the record. The request should identify the education record to be amended and the specific inaccuracy or misleading statement contained in the record. The request will be sent to the responsible person at the origin of the record in question.

Within a reasonable period of time of the University’s receipt of the request, the University will decide whether to change the record in accordance with the request. If the University decides to refuse to change the record, the student will be notified of the refusal and will be advised of the right to a hearing regarding the request.

A student has thirty (30) days following the University’s decision to request a hearing to further challenge the content of an education record. The request for a hearing must be submitted in writing to the University Office of the Registrar. Within a reasonable time of receipt of the request, the student will be notified in writing, reasonably in advance, of the date, place and time of the hearing.

The hearing will be conducted in accordance with the following:

27. A University official who does not have a direct interest in the outcome will conduct the hearing.

28. The student will have a full and fair opportunity to present evidence relevant to the issues raised.

29. The student may be assisted or represented by individuals of his or her choice, including an attorney, at his or her own expense.

Within a reasonable period of time after the conclusion of the hearing, the University will notify the student in writing of its decision. The decision will be based solely upon evidence presented at the hearing and will include a summary of the evidence and the reasons for the decision. If the University decides that the information in the student’s records is inaccurate, misleading or otherwise in violation of the privacy or other right of the student, the University will amend the record accordingly and inform the student of the amendment in writing.

If the University decides that the information is not inaccurate, misleading or otherwise in violation of the privacy rights of the student, the University will inform the student of the right to include in his or her record a statement commenting on the information and/or explaining any reasons for disagreeing with the University’s decision. Any such statement will become a part of the information contained in the education record and will be disclosed whenever the contested portion of the record is disclosed.
Complaints of Alleged Violation of FERPA Rights
Students have the right to file a complaint with the United States Department of Education concerning alleged failures by Rockhurst 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, S.W.
Washington, DC 20202-4605

For More Information
If you have questions about FERPA, you may visit The U.S. Department of Education’s website at http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html or contact the Rockhurst University Vice President and Provost or Registrar.

Rockhurst University’s Diversity Statement
Rockhurst University is committed to fostering a diverse community and to promoting greater awareness and sensitivity to issues of diversity. This effort is an important part of educating “men and women for and with others.” The University is committed to the goal of freedom from discrimination and harassment in all its endeavors.

Rockhurst’s Jesuit Mission and Values call for all members of the Rockhurst community to embrace a set of values which guide our behavior toward one another. These values affirm a commitment to providing personal care for every member of our community, and a sensitivity toward the dignity and sacredness of every person. They call on members of our community to demonstrate a realistic knowledge of the world, and to find God in all things and all people, particularly in the poor and oppressed.

Based on this mission and values, all members of the Rockhurst community are expected to demonstrate the highest standards in their interaction with people of all backgrounds. This requires a community that actively displays a sensitivity to differences of race, gender, age, ethnicity, national origin, culture, sexual orientation, religion and disabilities among students, faculty, administrators and staff.

All members of the Rockhurst University community are expected to embrace these values and to foster an environment which contributes to the growth and development of each member of our community.

University Communication with Students
Clear and timely communication allows students to receive information related to policies, programs, events, and other practical matters (i.e. billing, grades, etc.) affiliated with their education at Rockhurst. The University has established several key routes for communication with students including:

- Rockhurst E-mail Account: All Rockhurst students receive a University e-mail account. All e-mail communication from the University is directed exclusively to the Rockhurst electronic mailbox system. Students are expected to access their e-mail account on a regular basis (daily is recommended) in order to stay abreast of important and time-sensitive information. University departments, faculty, and staff will routinely use e-mail to communicate important campus, academic, and extra-curricular/co-curricular information. It is the responsibility of each
GRADUATE COURSES OFFERED THROUGH THE COLLEGE OF ARTS AND SCIENCES

The following courses may, with the approval of the major department, be included as an elective course in certain graduate degree programs. Please contact the director of the program in which you are enrolled for confirmation regarding the acceptability of courses for elective credit for that particular program.

EN 6750. History and Structure of the English Language (5)
A study of the historical origins of the English language, including its relationship to the Indo-European family, its Germanic development into Old English, Middle English, and Modern English with other Latinate influences on the language, the English language in America, and the development of various dialects of English in use today. In addition, the course examines contemporary English grammars, including structural and transformational-generative approaches. (Course fulfills state certification requirements.)

SP 6070 (SP 4060). Spanish for the Health Care Professional (3)
The purpose of this course is to provide students with the ability to overcome cross-cultural barriers in a medical setting and to communicate effectively with speakers of Spanish. Background information on Hispanic cultures (e.g. customs, conceptions of the role of health care providers and courtesy) as well as some medical terminology will be provided. Issues raised by the differences in conceptions of the role of doctors, medicine and health care will be addressed. The graduate course SP 6070 requires independent accelerated additional work appropriate for master’s level study. Prerequisite: SP 3100 or approval of the instructor.
Rockhurst University’s School of Graduate and Professional Studies grants the Doctor of Physical Therapy, Master of Education, Master of Occupational Therapy, and Master of Science in Communication Sciences and Disorders degrees. Close faculty-student interaction and mentoring are hallmarks of a Rockhurst University graduate experience.

The Master of Education program provides the necessary professional education coursework to meet initial teacher certification requirements in elementary and secondary education in the state of Missouri.

In the Occupational Therapy, Physical Therapy and Communication Sciences and Disorders Programs, opportunities for interdisciplinary interactions between students and faculty occur throughout the curricula. An interdisciplinary perspective strengthens understanding and collaboration among future colleagues in these health science professions. These programs also provide opportunities for students to participate in collaborative service projects that enable faculty, students, and other members of the Rockhurst community to team with community agencies, fulfilling the institution’s mission in providing leadership in service to others.
The Master of Science in Communication Sciences and Disorders incorporates interdisciplinary and multicultural perspectives and integrates coursework, research and clinical practica. As an educational program rooted in the Jesuit tradition, it challenges students to accept the responsibilities and rewards of life-long learning, leadership and service. The focus of this program is to provide a broad range of basic science courses and specialized offerings covering the evaluation and treatment of problems of articulation, language, voice, fluency, and neurophysiologic and structural disorders affecting speech, language and swallowing in culturally diverse populations across the lifespan. This degree program prepares speech-language pathologists for roles as competent clinical practitioners and for entry into doctoral programs.

The goals and objectives of the graduate program in Communication Sciences and Disorders are as follows:

Program Goals:

- To foster an active learning environment that is rigorous in expectations of excellence from students, but also responsive to student needs;
- Engage students in supervised clinical practicum settings that are based in the community with culturally and linguistically diverse clients who exhibit a wide range of disorders and/or differences in communication and/or swallowing;
- To develop students’ ethical, professional, and culturally sensitive conduct in assessment and intervention as well as in interactions with caregivers of individuals with communication and/or swallowing impairments and other professionals;
- To be actively involved in scholarship through writing, presentations, and involvement of students in scholarly activities;
- To encourage continuous professional development and community service for the benefit of individuals with communication and swallowing impairments.

Program Objectives:

The graduate with a Master of Science in Communication Sciences and Disorders from Rockhurst University will use the knowledge and skills obtained in the program to:

- Develop a philosophy of practice that reflects professional, ethical, and culturally sensitive behavior as defined in cardinal documents of the ASHA.
- Apply knowledge of the principles of biological sciences, physical sciences, mathematics, and the social/behavioral sciences.
Demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, linguistic and cultural foundations.

Provide evidence-based prevention, assessment and intervention services to children and adults from diverse backgrounds across the range of etiologies served within the scope of practice of Speech-language Pathologists.

Engage in professional development and scholarly activity to advance the science and knowledge base of the profession of speech-language pathology.

Demonstrate knowledge of state and national certification, specialty recognition and other relevant professional credentials.

Demonstrate knowledge and skill in oral and written communication with consumers, professionals and the general public.

Graduation Requirements

The Master of Science in Communication Sciences and Disorders consists of a minimum of 48 credit hours, including 37 credit hours of required coursework, a minimum of 4 credit hours of elective coursework, and 7 credit hours of clinical practicum experiences. The required coursework provides a broad and solid foundation in both the theoretical and applied aspects of the discipline of communication sciences and disorders. Elective coursework affords opportunities for more specialization or the pursuit of special interests. The clinical phase of the curriculum introduces students to the clinical, educational, and rehabilitation process. Supervised experiences in evaluation, treatment, prevention, and consultation with children and adults are provided. Clinical experiences will include weekly class discussions on topics that support the development of knowledge and skills important to successful clinical experiences and professional practice. Students complete 375 supervised clinical clock hours in a variety of clinical sites. Students participate in clinical experiences in a minimum of three different settings. The academic and clinical curricular sequence has been designed to provide continuity and progression of learning experiences. Coursework related to clinical populations will be a pre- or corequisite to clinical practice in that area.

Student progression through the program is documented with the Knowledge and Skills Acquisition (KASA) form that identifies (a) the knowledge and skills to be acquired during the program and (b) courses and/or practicum experiences identified for delivery of content or experiences for each area of knowledge and/or skill. The Basic Knowledge Exam will be administered during the first semester of the graduate program. This exam will provide evidence of student mastery of foundational knowledge attained in undergraduate coursework. Students not able to demonstrate mastery of each knowledge and/or skill will need to successfully complete remediation procedures. Before the degree is conferred, students must meet all standards outlined in the KASA.

The academic culmination of the program will be the culminating project that reflects integration of content across the curriculum. The project involves preparation of a systematic review research project, electronic portfolio, and comprehensive examination. Students who plan to pursue a doctoral degree will be encouraged to engage in a traditionally structured research project.
An outline summary of the CSD graduate program requirements follows:

**Required Coursework**

- **CD 6110** Articulation and Phonological Disorders  
  3 credits
- **CD 6111** Lab: Articulation and Phonological Disorders  
  1 credit
- **CD 6112** Fluency Disorders  
  2 credits
- **CD 6114** Voice and Resonance Disorders  
  2 credits
- **CD 6116** Swallowing Disorders  
  2 credits
- **CD 6117** Swallowing Disorders Laboratory  
  1 credit
- **CD 6118** Motor Speech Disorders  
  3 credits
- **CD 6122** Aphasia  
  2 credits
- **CD 6124** Cognitive Communication Disorders in Adults  
  3 credits
- **CD 6126** Language Disorders in Children Birth to Age 5  
  3 credits
- **CD 6127** Lab: Language Disorders Children Birth to Age 5  
  1 credit
- **CD 6128** Language Disorders in School Age Children  
  3 credits
- **CD 6430** Concepts and Practices of Research  
  3 credits
- **CD 7112** Augmentative and Alternative Communication  
  2 credits
- **CD 7280** Autism  
  2 credits
- **CD 7325** Linguistic and Cultural Issues in CSD  
  2 credits
- **CD 7420** Research Applications I in Communication Sciences and Disorders  
  1 credit
- **CD 7430** Research Applications II in Communication Sciences and Disorders  
  1 credit

Coursework: 37 credits

**Required Clinical Coursework and Practice**

- **CD 6970** Clinical Practice/Methods I  
  2 credits
- **CD 6973** Clinical Practice/Advanced Methods  
  2 credits
- **CD 7974** Clinical Practice/Ethics  
  1 credit
- **CD 7976** Clinical Practice/Professional Issues  
  1 credit
- **CD 7977** Clinical Practice/Pathways to Professional Practice  
  1 credit

Clinical Practice: 7 credits

**Electives**

Students select a minimum of two elective courses from the following:

- **CD 6559** American Sign Language I  
  3 credits
- **CD 6661** American Sign Language II  
  3 credits
- **CD 6830** Aural Rehabilitation  
  2 credits
- **CD 7130** Genetic Bases of Communication Disorders  
  2 credits
- **CD 7135** Counseling in CSD  
  2 credits
- **CD 7225** Listening, Language and Literacy  
  2 credits
- **CD 7440** Advanced Research  
  1–2 credits
- **CD 7580** Communication Disorders in Acquired Brain Injury  
  2 credits
- **CD 7881** Language and Cognition in Normal and Disordered Aging  
  2 credits
- **CD 7981** Clinical Practice/Expanding Clinical Experiences  
  1 credit

Elective coursework: minimum 4 credits

Total Required Minimum Graduate Credits: 48
The program has been structured so that academic and clinical requirements may be completed on either a full-time, 2-year program consisting of 5 consecutive semesters, or a 3-year program of 7 consecutive semesters. Students enrolled in the program work with clients in educational and medical/clinical facilities throughout the greater Kansas City metropolitan area. Students gain experiences with a wide variety of communication disorders, client populations, and age groups. Supervised experiences in evaluation and treatment with children and adults are provided for students by ASHA certified speech-language pathologists.

Rockhurst University’s Master of Science program in Communication Sciences and Disorders is accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language and Hearing Association (ASHA).

Graduates of the program are eligible to sit for appropriate national and state certification and licensure examinations. The curriculum satisfies the academic and clinical requirements for ASHA certification and Missouri and Kansas professional licensure.

**Admission to the Program**
The CSD Program accommodates multiple points of acceptance for interested students. For the Rockhurst undergraduate CSD major, these include Freshman Pre-Admission, the CSD Scholars Program, and regular acceptance during the final year of undergraduate coursework. Postbaccalaureate students are promoted into the graduate program upon successful completion of the prerequisite coursework.

**Pre-Admission**
Exceptional students may be awarded a freshman pre-admission guarantee based on a combination of ACT or SAT scores and high school grades. Once admitted, students must fulfill specific requirements for maintaining Pre-Admission status. Students complete their application to the CSD graduate program prior to September 1 of their senior year.

**CSD Graduate Scholars**
Rockhurst undergraduate students with outstanding academic work may apply for advanced admission status through the CSD Graduate Scholars program. To apply for acceptance into the CSD Graduate Scholars program, students complete the application for admission by May 1 of their junior year. CSD Graduate Scholars must achieve and maintain a cumulative and major GPA of 3.40. Once admitted, students must fulfill specific requirements for maintaining CSD Graduate Scholar status.

**Post-Baccalaureate Prep-Track**
Rockhurst University offers a post-baccalaureate Prep-Track in Communication Sciences and Disorders which allows individuals who hold undergraduate degrees in disciplines other than CSD to complete required and related coursework necessary for admission to a graduate program, whether at Rockhurst or at another institution. Information concerning the Prep-Track is contained in the section of this catalog describing the undergraduate Communication Sciences and Disorders program.
Admission to the CSD graduate program will be determined by a faculty committee. Admission is competitive and applicants are encouraged to apply early. Meeting the minimal requirements for entrance to the program described below, therefore, does not guarantee a place in the class.

Information concerning the program and an application for admission to the program may be obtained from:

Office of Graduate Admission  
School of Graduate and Professional Studies  
Rockhurst University  
1100 Rockhurst Road  
Kansas City, Missouri 64110-2561  
(816) 501-4097  
800-842-6776  
www.rockhurst.edu/admission/grad

Or you may contact the department at: www.rockhurst.edu/academic/csd

Requirements for Admission
The applicant to the Master of Science in Communication Sciences and Disorders program must submit official undergraduate transcripts, official GRE records, three professional letters of recommendation (at least two of which must be from current or former instructors), and an essay as evidence of the following in order to be considered for admission:

1. An undergraduate degree in Communication Sciences and Disorders (or equivalent area) from an accredited college or university; or an undergraduate degree in another discipline plus coursework equivalent to the major field of concentration of the Rockhurst University undergraduate program in Communication Sciences and Disorders. Undergraduate preparation should consist of at least 36 semester credit hours and reflect a well-integrated program of study including: a) biological/physical sciences and mathematics; b) the behavioral and/or social sciences, including normal aspects of human behavior and communication; and c) the nature, prevention, evaluation, and treatment of speech, language, hearing, and related disorders. Some coursework must address issues pertaining to normal and abnormal human development and behavior across the life span and to culturally diverse populations;

2. A minimum overall grade-point average of 3.00 (on a 4.00 scale) and a 3.00 or better in the undergraduate major are recommended;

3. Strong performance on the Verbal, Quantitative, and Analytical components of the GRE;

4. Excellent oral and written communication; and

5. Strong personal commitment to advanced study and service in communication disorders.

As part of their undergraduate professional coursework, students must have completed the following coursework (or equivalent) with a cumulative GPA of 3.0 or better and no less than a grade of “C” in each of the courses below (a grade of C- will not fulfill the requirement):
Candidates must have completed the following prerequisite courses. Once a student has been accepted into the graduate program, he or she must maintain a 3.0 cumulative and semester GPA.

**Basic Proficiencies:**
- English Composition I (EN 1110) and II (EN 1120)
- Public Speaking (CT 2000 or CT 2040)
- One non-remedial college-level Mathematics course and/or a course in Statistics.

**Behavioral Sciences:**
- One course in the Social/Behavioral Sciences, such as Psychology, Sociology, Anthropology.

**Biological Sciences:**
- One course in the Biological Sciences such as Human Anatomy and Physiology, Neuroanatomy, Neurophysiology, Genetics.

**Physical Sciences:**
- One course in the Physical Sciences such as Physics or Chemistry.

Prerequisite and professional coursework requirements may change as a reflection of changes in American Speech and Hearing Association certification standards and accreditation. (See [www.asha.org](http://www.asha.org) for certification and accreditation standards.)

**Promotion in the Program**
To progress toward the Master of Science in Communication Sciences and Disorders, a student must:

1. Maintain a 3.0 semester and cumulative grade point average for all courses within the graduate CSD curriculum, with no more than two courses in which grades of “C” are earned;
2. Demonstrate consistently professional behavior when interacting with faculty, students, and clients on campus and at clinical sites;
3. Show evidence of satisfactory progress toward meeting all academic and clinical requirements in compliance with the CAA of the ASHA;
4. Demonstrate consistent professional behavior when interacting with faculty, students, clinical supervisors, and consumers. These behaviors reflect the capacity to deliver a high standard of service and are as important as traditional academic standards for determining criteria for promotion and continuation in the program. Expected professional behaviors are described in detail in the *Communications Sciences and Disorders Student Handbook*.
5. Students should be aware that a criminal background check will be required. The presence of any criminal conviction on the student’s record may affect his/her eligibility for participating in clinical internships, becoming certified or licensed, and/or securing a job in the student’s field.

In accordance with the graduate programs at Rockhurst University, a letter grade of “F” in any course automatically results in dismissal from the program.
Course Descriptions

CD 6110. Articulation and Phonological Disorders (3)
This course will include a comprehensive overview of the nature of normal and disordered articulation and phonological development, as well as theories related to etiologies, descriptive characteristics, developmental norms, and cultural considerations. Students will analyze, synthesize, and evaluate information as it relates to clients who exhibit articulation and phonological disorders and demonstrate knowledge of evidence-based prevention, assessment, and intervention of articulation and phonological disorders. Corequisite: CD 6111.

CD 6111. Lab: Articulation and Phonological Disorders (1)
This lab experience will provide students with hands-on assessment and analysis techniques across phonological characteristics of speech and opportunities for advanced examination and practice with phonetic transcription of disordered speech production. Lab fee. Corequisite: CD 6110.

CD 6112. Fluency Disorders (2)
This course will address theories about and research related to normal and disordered fluency. Factors which contribute to fluency disorders will be considered. Various treatment approaches to fluency will be discussed relative to the history of fluency disorders. Formal and informal assessment methods will be highlighted for both pediatric and adult fluency clients. Medical, behavioral, and psychological models of treatment will be included.

CD 6114. Voice & Resonance Disorders (2)
This course will examine the normal and abnormal processes of voice and resonance. It will include an in-depth study of assessment and treatment of functional, organic, neurogenic, and psychogenic voice disorders in pediatric and adult populations. Experience in perceptual and instrumental analysis of voice will be included. Treatment and counseling issues for laryngectomy and other vocal pathologies will be addressed.

CD 6116. Swallowing Disorders (2)
This course will provide information about the processes involved in normal and disordered swallowing in children and adults. It will include a review of the anatomy and physiology of normal swallowing and the anatomic and physiologic disturbances affecting deglutition, with an emphasis on radiographic and bedside diagnostic and treatment procedures. Corequisite: CD 6117.

CD 6117. Swallowing Disorders Laboratory (1)
This laboratory course is designed to provide the student with practical experiences and skills associated with assessment and intervention of dysphasia that parallel the lecture component of the course. Lab fee. Corequisite: CD 6116.

CD 6118. Motor Speech Disorders (3)
This course will focus on the assessment and treatment of motor speech disorders in adults and children. Particular emphasis will be placed on methods of evaluation and differential diagnosis of the dysarthrias and apraxias of speech leading to an enhanced understanding of the neurologic mechanisms of motor speech control. Contemporary issues and approaches to rehabilitation and management of motor speech disorders will be emphasized.

CD 6122. Aphasia (2)
This course will examine the assessment and treatment of acquired language disorders in adults. The primary focus will be on the study of adult aphasia. The theoretical bases of aphasia from historical and contemporary perspectives will be discussed. Differential diagnosis in aphasia, assessment, intervention, and counseling of patients will be considered with a focus on the importance of culturally related factors.

CD 6124. Cognitive Communication Disorders in Adults (3)
This course will provide the student with information about the diagnosis and treatment of acquired cognitive-linguistic impairments in adults. Right hemisphere disorders, irreversible dementia, and traumatic brain injury will be among the topics studied. Emphasis will be on the assessment and management of individuals with both focal and diffuse brain injury. The psychosocial impact of cognitive-linguistic impairments on the individual and the family will be considered.

CD 6126. Language Disorders in Children Birth to Age 5 (3)
This course will focus on early language assessment, intervention and service coordination for children with special needs ages birth to five using a family-centered, culturally appropriate approach. An overview of the history and legislation of early language intervention will also be provided. The course will emphasize identification and treatment issues specific to federal laws including counseling and support for families, multicultural considerations and interdisciplinary/transdisciplinary assessment and intervention. Corequisite: CD 6127.

CD 6127. Lab: Language Disorders Children Birth to Age 5 (1)
This lab experience will provide students with hands-on practice in language analysis techniques appropriate for young children across lexical, morphological, syntactic, and pragmatic characteristics. Lab fee. Corequisite: CD 6126.
CD 6128. Language Disorders in School Age Children (3)
This course will review contemporary literature relating to the language disorders of school age children and adolescents. The students will gain knowledge of disorder descriptions, assessment techniques, intervention strategies, and the interconnections between language and learning. Discussion of literacy, the multidimensional nature of language and the use of culturally different language patterns in the classroom will also be discussed.

CD 6430. Concepts and Practices of Research (3)
This course will provide students the knowledge and skills to use principles of evidence-based practice to critically evaluate and use research to improve clinical practice. In this course, the student will narrow a topic of clinical interest, develop and refine a proposed research question, and complete a literature review and methodology based on the proposed question.

CD 6559 (CD 4559). American Sign Language I (3)
This course will provide an introduction to sign language including finger-spelling and basic vocabulary words. The development of American Sign Language (A.S.L.) and its application within the Deaf Community will also be explored. Students taking this class for graduate credit must complete an additional project on an accelerated level appropriate for such graduate credit.

CD 6661 (CD 4661). American Sign Language II (3)
This course will offer continued development in American Sign Language with emphasis on building vocabulary and developing conversational skills. Students taking this course for graduate credit must complete an additional project on an accelerated level appropriate for such graduate credit. Prerequisite: CD 6559 (CD 4559).

CD 6830. Aural Rehabilitation (2)
This course will discuss the effects of hearing loss on speech and language skills. Topics will include methods for providing speech and language service for pediatric and adult clients, and educational options for children who are deaf. In addition, students will learn auditory training techniques to enhance the client’s use of their residual hearing.

CD 6970. Clinical Practice/Methods I (2)
This is the first in the sequence of clinical courses. This course will be a combination of supervised clinical practice within community-based educational settings and classroom instruction. Procedures for screening, prevention, evaluation, intervention, will be emphasized in the context of ethical practice and cultural and linguistic diversity. The supervisory process in speech-language pathology will be introduced in this course to promote clinical growth.

Emphasis will also be placed on the development of professional identity by acquiring knowledge of professional conduct, professional and standards, workplace communication skills, and contemporary professional issues. Principles and procedures used in evidence-based practice will be introduced. Fee.

CD 6973. Clinical Practice/Advanced Methods (2)
This course is the second in the sequence of clinical courses. It is a combination of classroom instruction and supervised clinical practice in the assessment and treatment of culturally and linguistically diverse clients. Focus will be on the process through which new communication behaviors are introduced, sustained and generalized to other contexts. Principles and procedures used in evidence-based practice will be reviewed and implemented. Current theories of interviewing and counseling will be introduced and applied through role-playing and discussions of clinical scenarios. Fee. Prerequisite: CD 6970.

CD 7112. Augmentative and Alternative Communication (2)
This course will address theoretical and practical issues pertaining to the identification, evaluation, and treatment of individuals with severe and multiple communication deficits, which require augmentative/alternative communication systems and/or adapted computer systems. It will include discussion of the application of graphics, signs and gestural means of communication, use of aids and devices, development of interactive communication behaviors as well as the use of computer assisted communication strategies.

CD 7130. Genetic Bases of Communication Disorders (2)
This course will introduce human genetics and explore the impact of chromosomal and structural anomalies on the process of communication. Course content will include the assessment and remediation of various disorders related to these anomalies.

CD 7135. Counseling in CSD (2)
This course will explore contemporary theories of counseling, skills and techniques of counseling, and application of theories and techniques in clinical situations.

CD 7225. Listening, Language, Literacy (2)
This course will examine the relationships between language disorders in children, and learning disabilities in the literary (reading and writing) form. Class focus will also be on disorders of the listening processes, and how deficits in these areas can affect a student’s ability to perform in the areas of language and literacy acquisition. Overall, class members will be evaluating and clarifying the use of language as a platform to enhance the understanding of other subject areas, such as literacy and language.
CD 7280. Autism (2)
This course will provide an overview of the characteristics and etiology of autism spectrum disorders. Students will develop skills and strategies for communication and language assessment and intervention for this population. Major emphasis will be placed on the speech, language, communication, and behavior of individuals with autism. Guidelines for assessment and intervention will be provided including decision-making for the selection of a communication system, functional assessment of challenging behavior and structured teaching and environmental supports for effective learning.

CD 7325. Linguistic and Cultural Issues in Communication Sciences and Disorders (2)
This course will provide a review of the principles underlying assessment and intervention for culturally and linguistically diverse individuals with communication disorders. Cross-cultural differences in communication styles of various cultural groups, and analysis and critical evaluation of how these differences impact speech-language services are discussed. Focus is given to the utilization of a “difference versus disorders” approach when considering form, content, and use of language.

CD 7420. Research Applications in Communication Sciences and Disorders I (1)
This course will cover topics related to publication in professional journals and presentation in professional forums. A variety of communication sciences and disorders (CSD) publication venues and presentation formats will be discussed. Students will prepare the previously developed systematic review from CD 6430 to meet the standard CSD journal guidelines for publication. Prerequisite: CD 6430.

CD 7430. Research Applications in Communication Sciences and Disorders II (1)
Students will prepare and conduct oral and poster presentations related to the topic developed in CD 6430 and CD 7420. Prerequisite: CD 7420.

CD 7440. Advanced Research (1-2)
This course is for second year graduate students who are working with a faculty mentor to carry out a research project. The purpose of this course is to provide individualized instruction to support each student’s progress toward completion of a research project. Experiences may include but are not limited to: Refinement of a research question, methodology development, IRB development, data collection, analysis of results, summarizing implications of research, and disseminating results. May be repeated. Prerequisite: CD 6430.

CD 7580. Communication Disorders in Acquired Brain Injury (2)
This course will review the current literature concerning the communicative sequelae of acquired brain injury in children and adults. Topics will include the neuropathophysiology, epidemiology and medical aspects of brain injury. Methods of assessment and clinical management of patients with brain injuries will be presented. Prerequisite: CD 6124.

CD 7881. Language and Cognition in Normal and Disordered Aging (2)
This course will examine theories, assessment, and treatment issues of language and cognitive-communication in older adults. Topics covered will include the biological, neurological, and psychological aspects; studies of language and cognition in normal aging as well as pathological changes in language and cognition of the elderly.

CD 7974. Clinical Practice/Ethics (1)
This course is the third in the sequence of clinical courses. Supervised clinical experiences will be provided with culturally and linguistically diverse client populations across the lifespan with various types and severities of communication disorders. Classroom instruction is designed to enhance students’ awareness of, and knowledge about a complexity of ethical issues in the professional practice of speech-language pathology. The course will include a weekly meeting in which students will engage in the process of analyzing and synthesizing information regarding the professional code of ethics. Fee. Prerequisite: CD 6973.

CD 7976. Clinical Practice/Professional Issues (1)
This course is the fourth in the sequence of clinical courses. Clinical experiences will be provided with culturally and linguistically diverse client populations with various types and severities of communication disorders across the lifespan. Instruction will provide an overview of the historical, legal and contemporary issues that affect the profession of speech-language pathology. It will include information on certification, specialty recognition, licensure and other forms of credentialing of speech-language pathologists. The structure and affairs of ASHA and other professional associations, scope of practice and practice policies and guidelines, and state and federal regulations and policies related to the practice of speech-language pathology will be discussed. Topics will also include ways for individuals to engage in advocacy activities and participate in their professional associations. Prerequisite: CD 7974.

CD 7977. Clinical Practice/Pathways to Professional Practice (1)
This course is the fifth in the sequence of clinical courses. Clinical experiences will continue to be provided with culturally and linguistically diverse client populations with various types and severities of communication disorders across the lifespan. Students will conduct roundtable discussions, and complete and document portfolio projects as part of the class. Students will engage in activities such
Our Education Program

The Rockhurst University Department of Education prepares teachers to have a solid background in their chosen fields of study, who are knowledgeable and competent in the craft of teaching, and who bring well informed perspectives to bear on educational policies and practices. We develop educational leaders—teachers who are actively engaged in educational matters as reflective practitioners. The Education program calls upon teacher candidates to analyze alternatives in curricula, teaching methodologies, and assessment strategies, and to consider the implications of such alternatives for a multicultural society. Through rigorous coursework and varied field experiences, teacher candidates acquire a deep understanding of, and special sensitivity to, the challenges and rewards of teaching in the K-12 schools. Several education courses require teacher candidates to spend a significant amount of time in diverse school settings during the day. These field experiences are integral components in the preparation of teachers. Although Master of Education coursework may be completed during the evenings at Rockhurst University, teacher candidates will need to be flexible in their scheduling for field experiences.

In accordance with the Rockhurst University commitment to learning, leadership, and service in the Jesuit tradition, the Department of Education Conceptual Framework emphasizes three interrelated themes of Jesuit education: a tripartite focus on moral reflection, teaching for social justice, and the liberal treatment of subject matter. These themes of Jesuit education and their significance for our programs are aligned with the 11 Missouri Standards for Teacher Education Programs (MoSTEP) and the three crosscutting themes of the Teacher Education Accreditation Council (TEAC) quality principles: graduates know their subject matter, graduates have pedagogical knowledge, and graduates have caring teaching skills. In addition, the Department of Education maintains a twelfth standard based on our Conceptual Framework, focusing on student learning and mastery of the ethical and moral dimension of teaching.
We are committed to the Rockhurst University tradition of preparing men and women for service to others. In accord with the teachings of St. Ignatius, this service enables one to become more fully human and, hence, more fully divine.

Governing Authority
The master level teacher education programs offered by the Rockhurst University Department of Education are approved by the Missouri Department of Elementary and Secondary Education (DESE). The Master’s level teacher education programs are accredited nationally by the Teacher Education Accreditation Council (TEAC). The M.Ed. program operates according to the general administrative policies governing graduate studies at Rockhurst University. Education program requirements listed in this catalog are subject to revision at any time based on changes in state certification requirements.

Regarding Certification Requirements: Requirements listed in this catalog are open to revision based on changes in state certification requirements. A current listing of requirements may be found in the Compendium of Missouri Certification Requirements at: http://www.dese.mo.gov/schoollaw/rulesregs/EducCertManual/Index.htm.

Our M.Ed. program provides the necessary professional education coursework to meet initial teacher certification requirements in elementary, middle school, or secondary education in Missouri. The program focuses on curriculum, instruction, and assessment.

Elementary Education, Grades 1-6
The Master of Education degree with initial teacher certification in elementary education prepares teacher candidates to teach in grades 1-6.

The required courses are:

- ED 6010 Foundation of Education* (3)
- ED 6020 Fundamentals of Literacy Learning* (3)
- ED 6030 Technology and Education: Applications and Implications* (3)
- ED 6150 Field Experiences and Action Research (3)
- ED 6400 Advanced Psychological Foundations (3)
- ED 6450 Foundations of Special Education (3)
- ED 6501 Curriculum, Methods, and Assessment I (Teaching Science, Mathematics, and Health in Grades 1-6) (4)
- ED 6502 Curriculum, Methods, and Assessment II (Teaching Language Arts, Social Studies and Children’s Literature) (4)
- ED 6700 Methods of Diagnosis and Instruction for Remedial Reading (3)
- ED 7710 Integrating Arts Instruction into the Core Curriculum (3)
- ED 7760 Literacy Practicum (3)
- ED 7800 Graduate Student Teaching in the Elementary School (10)
- ED 7900 Graduate Integrated Student Teaching Seminar: Classroom Planning, Management, and Assessment (3)
- ED 7910 The Professional Semester Portfolio (1)

Total: 49 graduate credit hours

Plus an additional minimum 11 hours of professional preparation courses to assure compliance with the current Missouri State Certification requirement of a minimum of 60 professional preparation hours.
Co-listed as a 4000-level undergraduate course. Teacher candidates may apply up to nine credit hours of the following co-listed courses to the graduate degree: ED 4010/ED 6010, ED 4020/ED 6020, ED 4030/ED 6030. For graduate credit, these courses must be taken at the 6000-level, which requires that those teacher candidates taking the course for graduate credit, complete additional work at an accelerated level appropriate for graduate credit, and that the additional work required for graduate credit is reflected in the course syllabus. Courses taken at the 4000-level do not apply to the M.Ed. degree. For the M.Ed., the student must take the course at the 6000-level or take another graduate course in that domain of the M.Ed. core.

In addition to the 49 graduate credit hours, teacher candidates are also required to complete at least 11 additional credit hours of certification coursework to fulfill the 60 credit hour state requirements for certification in elementary education. Typically, these 11 hours will be acquired through Rockhurst University general education coursework. Please confer with an Education advisor to ensure compliance.

**Middle School Education**

The Master of Education degree with initial teacher certification in middle school prepares teacher candidates to teach in grades 5 through 9 in a specific certification area. Certification areas include language arts, mathematics, science, and social science. The required courses are:

- ED 6030 Technology and Education: Applications and Implications* (3)
- ED 6050 Middle School Methods of Teaching Reading and Writing Across the Disciplines* (3)
- ED 6150 Field Experiences and Action Research (3)
- ED 6450 Foundations of Special Education (3)
- ED 6770 The Middle School: Foundations, Philosophy, and Structure* (3)
- ED 7825 Graduate Student Teaching in the Middle School (10)
- ED 7900 Graduate Integrated Student Teaching Seminar: Classroom Planning, Management, and Assessment (3)
- ED 7910 The Professional Semester Portfolio (1)
- An adolescent psychology course taken at the graduate level (3)

Middle school education students also take the certification area methods course: (3)

- ED 6160 Teaching Middle and Secondary School Mathematics*
- ED 6260 Teaching Middle and Secondary School Science*
- ED 6360 Teaching Middle and Secondary School Social Studies*
- ED 6460 Teaching Middle and Secondary School English*

**Total: 35 graduate credit hours**

**Secondary Education**

The secondary education major prepares teacher candidates to teach in grades 9-12 in a specific certification area, and K-12 for foreign languages. The certification areas offered are biology, business, chemistry, English, French (K-12), mathematics, physics, Spanish (K-12), social science, and unified science (biology, chemistry, and physics).

The required courses are:

- ED 6010 Foundations of Education* (3)
- ED 6020 Fundamentals of Literacy Learning* (3)
- ED 6030 Technology and Education: Applications and Implications* (3)
- ED 6150 Field Experiences and Action Research (3)
ED 6400 Advanced Psychological Foundations (3)
ED 6450 Foundations of Special Education (3)
ED 6500 Curriculum, Methods, and Assessment in Middle and Secondary Education (3)
ED 7850 Graduate Student Teaching in the Secondary School (10)
ED 7900 Graduate Integrated Student Teaching Seminar: Classroom Planning, Management, and Assessment (3)
ED 7910 The Professional Semester Portfolio (1)

Secondary Education students also take the certification area methods course: (3)
ED 6160 Teaching Middle and Secondary School Mathematics*
ED 6260 Teaching Middle and Secondary School Science*
ED 6360 Teaching Middle and Secondary School Social Studies*
ED 6460 Teaching Middle and Secondary School English*
ED 6560 Teaching Middle and Secondary School Foreign Language*
ED 6660 Teaching Middle and Secondary School Business Education*

**Total: 38 Graduate Credit Hours**

*Co-listed as a 4000-level undergraduate course. Teacher candidates may apply up to nine credit hours of the following co-listed courses to the graduate degree: ED 4010/ED 6010, ED 4020/ED 6020, ED 4030/ED 6030. For graduate credit, these courses must be taken at the 6000-level, which requires that those teacher candidates taking the course for graduate credit, complete additional work at an accelerated level appropriate for graduate credit, and that the additional work required for graduate credit is reflected in the course syllabus. Courses taken at the 4000-level do not apply to the M.Ed. degree. For the M.Ed., the student must take the course at the 6000-level or take another graduate course in that domain of the M.Ed. core. All education courses must be completed with a grade of C or higher (a grade of C- will not satisfy this requirement).

**Special Education**

The Master of Education degree with initial certification in special education prepares teacher candidates to teach students diagnosed with mild moderate cross-categorical disabilities in grades K–12.

The required courses for this certification are:
ED 6005 Assessment Strategies in Special Education (3) (2)
ED 6010 Foundation of Education* (3)
ED 6020 Fundamentals of Literacy Learning (3)
ED 6030 Technology and Education: Applications and Implications* (3)
ED 6055 Social and Affective Interventions (2)
ED 6060 Counseling Techniques and Family Advocacy in Special Education (2)
ED 6070 Characteristics and Language Development of Students with Exceptionalities (4)
ED 6080 Educational Methods in Mild/Moderate Cross-Categorical Disabilities (4)
ED 6090 Specialized Instructional Strategies Across the Disciplines for Special Educators (4)
ED 6150 Field Experiences and Action Research (3)
ED 6400 Advanced Psychological Foundations (3)
ED 6450 Foundations of Special Education (3)
ED 6501 Curriculum, Methods, and Assessment for Math, Science, Health (4)
ED 6502 Curriculum, Methods, and Assessment of Reading, Language Arts, Social Studies. Children’s Literature (4)
ED 6700  Diagnosing and Instructing for Remedial Reading (3)
ED 7800  Graduate Student Teaching Semester in the Elementary School (10)
ED 7900  Graduate Integrative Student Teaching Seminar: Classroom Planning, Management, and Assessment (3)
ED 7910  Professional Semester Portfolio (1)

Total: 62 graduate credits

*Co-listed as a 4000-level undergraduate course. Teacher candidates may apply up to nine credit hours of the following co-listed courses to the graduate degree: ED 4010/ED 6010, ED 4020/ED 6020, ED 4030/ED 6030. For graduate credit, these courses must be taken at the 6000-level, which requires that those teacher candidates taking the course for graduate credit, complete additional work at an accelerated level appropriate for graduate credit, and that the additional work required for graduate credit is reflected in the course syllabus. Courses taken at the 4000-level do not apply to the M.Ed. degree. For the M.Ed., the student must take the course at the 6000-level or take another graduate course in that domain of the M.Ed. core.

Rockhurst University meets the Missouri 168.400 requirement by allowing teacher candidates who have been employed for at least two years as a full-time teacher assistant to bypass student teaching. Instead, such teacher candidates must take ED 7900, the Graduate Integrated Student Teaching Seminar: Classroom Planning, Management and Assessment (3), and the Professional Semester Portfolio course (1), as well as two additional elective courses (3 credit hours each) offered in the Rockhurst University Master of Education program to fulfill degree requirements.

Admission Requirements for the M.Ed.
To be considered for admission, applicants for the M.Ed. must show evidence of the following:

1. Completion of a baccalaureate degree at an accredited institution with a cumulative grade point average of 2.5 or higher on a 4.0 scale for all college-level work attempted. Students are required to submit two official transcripts from each college or university attended.
2. Submission of two letters of professional recommendations that speak to the student’s potential to serve as a teacher.
3. Submission of a written essay describing the student’s prior educational experience and professional goals.
4. A personal interview with members of the Education faculty may be required.

NOTE: Requirements may be subject to change without notice.

Teacher candidates may complete their degree on either a full-time or part-time basis. Courses are scheduled during the evening hours to facilitate attendance by working adults. It is estimated that most teacher candidates will complete the requirements in two years. Teacher candidates have a maximum of six years to complete the M.Ed. degree.

All certification area course work not taken at Rockhurst University must be reviewed by the Chair (or the Chair’s designee) for consistency with state certification requirements of the Rockhurst University Department of Education. Education courses from other institutions are generally not accepted.
Readmission
Should a graduate student leave the University they become subject to the University readmission requirements. A student readmitted to the department will be subject to the degree requirements in place at the time of their readmission.

The Professional Semester
(Fall and Spring Semesters)
The professional semester is comprised of 14 weeks of student teaching assignments (10 credit hours), the three credit hour Integrated Student Teaching Seminar, and the one credit hour electronic portfolio. Students must apply for admission to the professional semester and be admitted to the professional semester prior to enrollment in the professional semester and subsequent student-teacher placement.

Professional Semester Application
Students may be considered for admission to the professional semester upon completion of the following:
1. Complete the “Professional Semester of Student Teaching” application.
2. Submit a professional resume.
3. Submit an autobiography.
4. Achieve a passing score on the Praxis II examination in the student’s desired certification area.

Professional Semester Enrollment
A student must be formally admitted to a certification program of the Department of Education and must complete all general education requirements, certification area course requirements, and all education course requirements prior to enrolling in the professional semester. The professional semester application must be submitted and approved.

Provisional enrollment may be authorized when the professional semester application has been approved, but coursework is in progress and there is reasonable assurance of satisfactory completion prior to placement. In the case of provisional enrollment, failure to satisfactorily complete any requirement will result in automatic withdrawal from the professional semester courses for which the student is registered.

Professional Semester Student Teaching Placement
Placement is the process by which those enrolled in the professional semester are matched with cooperating schools and cooperating teachers. To provide reasonable certainty to those cooperating entities, it is necessary for professional semester applicants to meet any prescribed deadlines regarding application and full enrollment in the professional semester. Those deadlines vary from semester to semester and are communicated to the prospective student teacher at the initial meeting with student teacher candidates.

Professional Semester Fingerprint and Background Check
School districts may require full background checks for student teachers and volunteers. With this in mind, all student teachers must complete and pass a Missouri Background Fingerprint Clearance before student teaching may begin. The background check includes submitting fingerprints to the Missouri Highway Patrol (MHP) and the Federal Bureau of Investigation (FBI). Also, the State Board of Education requires a current Highway Patrol criminal history background checks, including fingerprints, prior to the awarding of initial teacher certification in Missouri.
Other Professional Semester Requirements

Various school districts may have additional requirements that will need to be met prior to student teaching. These will be identified by the Director of Field Experiences as Professional Semester applications are reviewed.

Graduation Requirements:
1. Achieve a cumulative grade point average of 3.0 or higher.
2. Successfully complete all course and degree requirements. Teacher candidates must achieve a grade of C or better in all certification area courses and all education courses. A grade of C- will not satisfy this requirement. Official transcripts for all courses must be submitted to the Department of Education.

Definition of Teacher Education Program Completer

Teacher candidates seeking the master of education degree will be construed to be program completers upon successful completion of all education courses and degree requirements.

Certification Requirements, Missouri State Department of Elementary and Secondary Education (DESE)

A. A baccalaureate degree from a college or university approved by the Missouri Department of Elementary and Secondary Education or from a college or university approved by the state education agency in states other than Missouri;
B. A recommendation of designated official for teacher education in the college or university;
C. A grade point average of 2.5 on a 4.0 scale overall and in the major area of study;
D. The content knowledge or specialty area test designated by the State Board of Education with a score equal to or greater than the Missouri qualifying score;
E. Completion of professional requirements, as determined by the recommending college or university, which may exceed these minimum requirements; and
F. Individuals who completed their teacher education program outside of the United States shall provide documentation of completion of coursework in the following:
   1. English Composition, two (2) courses, each a minimum of two (2) semester hours;
   2. U.S. History, three (3) semester hours; and

Master of Education in Educational Studies

The Master of Education in Educational Studies is designed for those individuals who currently hold certification or do not need certification but are seeking a master’s degree within the field of education. The degree will enable participants to expand or gain knowledge of educational theories and best practices. Individuals will take 6 graduate education courses to form the core of the program and 5 additional courses from any of the other-education graduate-level coursework, plus a one-hour capstone project for a total of 34–36 hours. The structure of this degree is such that individuals can tailor the program to their particular needs. Classes are offered in the evenings to accommodate teaching or work schedules. This degree will be ideal for someone who works in an educational setting, within a business such as a museum or someone who is home schooling his/her children.
All individuals will take the following courses as the core of the program:
ED 6010 Foundations of Education
OR
ED 6770 The Middle School: Foundations, Philosophy, and Structure
ED 6020 Fundamentals of Literacy Learning
OR
ED 6050 Teaching Reading and Writing Across the Disciplines
ED 6030 Technology in Education: Applications and Implications
ED 6400 Advanced Psychological Foundations
ED 6450 Foundations of Special Education
ED 6150 Field Experiences and Action Research
ED 7940 Capstone Project in Educational Studies
OR
ED 7910 The Professional Semester Portfolio

The remaining 5 courses can be chosen from any education courses offered in the Department of Education. Students are encouraged to meet with their advisor to customize the remaining hours for this degree to meet their personal needs.

Course Descriptions

ED 6005. Evaluation and Assessment in Special Education (2)
The focus of this course is to investigate evaluation and assessment techniques used in special education for identification, placement, IEP/ITP/IFSP development and prescriptive planning for children and youth with mild/moderate cross-categorical (MM/CC) disabilities. Candidates will learn to interpret assessment guidelines as set forth in the Individuals with Disabilities in Education Act (IDEA), understand scoring and interpretation of aptitude and achievement measures used to identify children and youth with MM/CC disabilities and reflect on the ethical dilemmas frequently posed as part of the special education assessment process. Candidates will (a) evaluate and display basic descriptive statistics and measurement concepts used in norm-referenced and criterion-based measurement, (b) administer, score and interpret informal assessment instruments and teacher-made probes, (c) discuss comprehensive assessment reports, and (d) develop individualized instruction plans in a multidisciplinary team session. Assessment measures will include academic, behavioral and social skills instruments, as well as the construction of a functional behavioral assessment (FBA). Candidates will examine the role of Response-To-Intervention (RtI) in the pre-referral process.

ED 6010 (ED 4010). Foundations of Education (3)
The purpose of this course is to highlight the interpretive, normative, and critical perspectives on education. Construing education broadly to include both school and non-school enterprises, the course aims to deepen students’ awareness of the social context and social implications of various educational activities. The course draws largely from the disciplinary lenses provided by the social sciences and the humanities, encouraging students to develop their capacities to examine, understand, and evaluate educational policies and practices. The graduate-level course requires independent accelerated additional coursework appropriate for the graduate level.

ED 6020 (ED 4020). Fundamentals of Literacy Learning (3)
This course examines the process of lifelong literacy from birth to adulthood. In-depth reading and writing instruction on strategies used by proficient readers are developed to help students gain success in their meaning-making ability and to become linguistically empowered. Diverse forms of literacy are investigated. An inquiry based approach to content areas focuses on using the four language cueing systems to transact meaning by reading, writing, speaking, listening, mediating, and viewing. This approach is presented within the context of how to build a community of literate learners in today’s society through a literature-rich reader’s and writer’s workshop. The graduate-level course requires independent accelerated additional coursework appropriate for the graduate level. Concurrently with ED 6021 for Elementary Education majors only.

ED 6030 (ED 4030). Technology in Education: Applications and Implications (3)
This course introduces students to the practical applications of computer technology in education. Students will develop proficiency with a wide range of software applications and examine and evaluate educational software programs. Students will also examine emerging information technologies that show promise in the field of education and explore how these technologies
might be of assistance in meeting the needs of diverse learners. Students will examine the requirements for the pre-service electronic teacher education portfolio and use software programs to create the framework for their portfolio. The graduate-level course requires independent accelerated additional coursework appropriate for the graduate level. This course requires non-credit field experiences.

ED 6050 (ED 4050). Middle School Methods of Teaching Reading and Writing Across the Disciplines (3)

Middle school teachers typically teach more than one subject which requires them to be proficient in various content methods. Because reading and writing are cross disciplinary skills, students will come to understand how the use of reading and writing strategies such as journals, reaction logs, and investigation can improve comprehension and reasoning skills in middle school students. In this course, the student will focus on the pedagogical techniques, content standards, and the nature of the disciplines as they apply to middle school.

ED 6055. Social and Affective Interventions (2)

This course will apply research-validated practices from eclectic theoretical perspectives to classroom and individual behavior management. Candidates will learn and practice strategies for social and affective intervention from the fields of psychoeducational, behavioral, cognitive behavioral, humanistic, and attribution restructuring therapies. Candidates will design positive behavior supports plans, write a behavior intervention program (BIP), and examine the role of Response-To-Intervention (RtI) in the pre-referral process for students with mild/moderate cross-categorical (MM/CC) disabilities. Social skill development techniques will be reviewed with emphasis placed on students diagnosed with autism spectrum disorder (ASD), emotional/behavioral disorder (EBD), and attention-deficit hyperactivity disorder (ADHD). Candidates will explore the legalities and prevention of manifestation determination hearings.

ED 6060. Counseling Techniques and Family Advocacy in Special Education (2)

This course is designed to develop personal dispositions and skills necessary to effectively collaborate and conference with parents, caregivers, professional and families of children and youth with mild/moderate cross-categorical (MM/CC) disabilities. Emphasis will be placed on applying these skills across multicultural settings. Principles and procedures for fostering collaborative partnerships that lead to outcomes of mutual empowerment will be examined. Self-awareness and human relations skills will be developed. Candidates will engage in reflection on their own personal schema and belief systems with respect to actively involving parents/caregivers in their children’s education. Technology and resources related to self-determination, parent and family support networks, and community services will be explored.

ED 6070. Characteristics and Language Development of Students with Exceptionalities (4)

This course is designed to introduce candidates to the characteristics of students with mild/moderate cross-categorical (MM/CC) disabilities. Candidates will compare and contrast learners with respect to cognitive abilities, academic modifications, medical/physical challenges, social/emotional characteristics, and speech/language needs. Through review of professional literature and multi-modal experiences, candidates will engage in reflective thinking about and critical analysis of the many and varied issues confronting the education of these populations in contemporary inclusionary settings. Screening and identification of students with learning disabilities, emotional/behavioral disorders, intellectual disabilities, orthopedic handicaps and other health impairments will be discussed. General language acquisition, pragmatic, and social uses of language development will be explored, including developmentally appropriate activities, sequence-based learning, receptive and expressive skills, and assistive/augmentative communication technology.

ED 6080. Educational Methods in Mild/Moderate Cross Categorical Disabilities (4)

In this course, candidates will apply research validated academic practices to the education of children and youth with mild/moderate cross-categorical (MM/CC) disabilities. Candidates will write individualized student programs including an Individual Education Plan (IEP), an Individual Transition Plan (ITP) and an Individual Family Service Plan (IFSP). Salient features of the Individuals with Disabilities in Education Act (IDEA) will be examined with respect to court cases, amendments and reauthorization. Candidates will learn techniques to integrate IEP and ITP goals into multicultural-sensitive academic, behavioral, social, and transition objectives in the school curriculum. Candidates will create lesson plans and implement lessons, using diagnostic teaching techniques. Instruction focusing on transition skills and post K–12 educational and career opportunities will be included. Issues related to grading and academic advancement will be discussed.

ED 6090. Specialized Instructional Strategies Across the Curriculum for Special Educators (4)

This course utilizes personalized techniques and instructional strategies for diagnosis and remediation of academic learning need. Candidates will address the role of basic skills in reading and mathematics as related to content area instruction across the curriculum. Special attention will be given to middle school and secondary curricular content and methodology. Research-based validated practices will be used to address learning needs for students with mild/moderate cross-categorical (MM/CC) disabilities.
Candidates will identify student needs and plan individualized and small group instruction utilizing basic principles of teaching such as taxonomies of learning, advance organizers, clear explanations, examples and non-examples, visual representation, activities and distributed reviews. Reading strategies include techniques such as cueing systems, scaffolding reading and writing, word study, comprehension facilitation, question-answer relations, literature focus units, literature circles and writers workshops. In the area of mathematics, diagnostic interviews, computation, algebraic thinking, geometrical concepts, measurement data, data analysis, and problem-solving strategies will be emphasized.

ED 6150. Field Experiences and Action Research (3)
This course will engage students in an investigation of the culture of schooling and a critical examination of educational research. The purposes of the class include analysis of schooling through observation, interview, and qualitative study. Students will study how teachers organize classrooms, how they interact with students, how they strategize for student learning, how they make decisions, how they plan lessons and units, how they assess student learning, and how they augment their own knowledge through staff development and action research. Students in this course will also learn qualitative research methodologies, especially observation and interview techniques. A significant amount of time is spent in diverse school settings. Certification course.

ED 6160 (ED 4160). Teaching Middle and Secondary School Mathematics (3)
This course examines the goals, principles and procedures of mathematics education in secondary schools. Guided by the NCTM standards, the course examines current practice and emerging trends in secondary mathematics education. Special emphasis is placed on mathematics as a problem solving activity. Issues of successful teaching and learning for a broad range of math learners are addressed. This class requires non-credit field placement experience. The graduate-level course requires independent accelerated additional coursework appropriate for the graduate level.

ED 6260 (ED 4260). Teaching Middle and Secondary School Science (3)
This course examines the goals, principles and procedures of science education in elementary schools. Science is examined as both a process and product. Students examine the roles of developing students' science process skills and understanding of the nature of science as these issues relate to teaching science for concept attainment. The role of science-technology-society connections in science education is emphasized. Issues of successful teaching and learning for a broad range of science learners are addressed. This class requires a non-credit field placement experience. The graduate-level course requires independent accelerated additional coursework appropriate for the graduate level.

ED 6350 (ED 4350). History and Philosophy of Science and Technology (3)
Students will examine the history and philosophy of the natural sciences and relate these topics to current issues and trends in science education. Topics include the goals of science, the goals and methods of science education, the nature of the scientific enterprise, the nature of scientific reasoning, the nature of warrants for scientific knowledge, the post-modern critique of science, responses to the post-modern perspective, the differences and similarities between science and technology, and the role of science and technology in contemporary society. Historical and contemporary examples will be used to illuminate many of the aspects of the course and significant attention will be paid to the examination of various positions within the historical development of philosophy of science. The graduate-level course requires independent accelerated additional coursework appropriate for the graduate level.

ED 6360 (ED 4360). Teaching Middle and Secondary School Social Studies (3)
Students explore and analyze a variety of issues and approaches to the teaching of middle and secondary school social studies. The development of curriculum is emphasized, as well as the development of quality assessments and learning activities. Students participate in on-campus teaching demonstrations and varied sample instructional activities. Students prepare a unit of instruction and demonstrate their understanding of the major concepts and tools of the social studies disciplines. This course includes a non-credit field placement experience. The graduate-level course requires independent accelerated additional coursework appropriate for the graduate level.

ED 6400. Advanced Psychological Foundations (3)
An examination of contemporary theory, research, and practice on the nature and process of learning. The course explores the biological and cultural factors influencing the patterns of physical, emotional, social, cognitive and moral development in students from early childhood through adolescence. The application of this understanding to the classroom (especially as this understanding pertains to classroom management, assessment, and instructional design) is emphasized. Certification course.

ED 6450. Foundations of Special Education (3)
This course provides an overview of the theoretical and practical issues of educating children and youths with special needs from the early childhood years through adolescence. All 13 federally-funded disability areas and students who are gifted and talented are addressed. Emphasis is placed on working with students in inclusive classroom settings. Topics include pedagogical theory, law and legislation, curriculum development, intervention strategies and
assistive/augmentative technology as they apply to the field of special education. This course requires non-credit field experience. Certification course.

ED 6460 (ED 4460). Teaching Middle and Secondary School English (3)

Students will explore and analyze a variety of issues and approaches to the teaching of middle and secondary school English. The development and assessment of curriculum, instructional methods, and learning activities are emphasized. Students will participate in on-campus teaching and teaching in local classrooms. Students will develop a unit of study for the English classroom. This course also requires a non-credit field placement experience. The graduate-level course requires independent accelerated additional coursework appropriate for the graduate level.

ED 6500 (ED 4500). Curriculum, Methods, and Assessment in Secondary Education (3)

Building on the various foundations courses in the secondary certification program, this course focuses on the application of theory to practice as it pertains to curriculum development, instructional strategies, and assessment practices in secondary classrooms. Specific topics of inquiry will include development of curriculum for deep understanding, design of various types of assessments for varied audiences and purposes, and acquaintance with a range of instructional strategies appropriate for varied situations and purposes. The course also addresses issues surrounding standards for various disciplines and introduces various approaches to classroom management. This course includes a non-credit field placement experience. Certification course. The graduate-level course requires independent accelerated additional coursework appropriate for the graduate level.

ED 6501. Curriculum, Methods, and Assessment I (Teaching Science, Mathematics, and Health in Grades 1-6) (4)

This course will explore the intersection of theory and practice as it pertains to elementary school classrooms. Specific topics will include curriculum development by exploring and practicing the varied approaches of teaching elementary school mathematics, science and health. There is an emphasis on the use of concrete learning aids and practical experience in local elementary school classrooms. Areas to be covered include objectives and evaluations of math, science, and health education, and learning theory. This course requires a non-credit field placement experience.

ED 6502. Curriculum, Methods, and Assessment II (Teaching Language Arts, Social Studies and Children’s Literature) (4)

This course will explore and analyze a variety of integrated approaches in theory and practice in the elementary school classroom to teaching reading, writing, speaking, listening and viewing through the integration of social studies. Students will develop a long-term curriculum plan that integrates language arts, social studies and children’s literature. This course requires non-credit field placement experience that analyzes curriculum, assessment and classroom management in the elementary classroom for grades 1-6.

ED 6560 (ED 4560). Teaching Middle and Secondary Foreign Language (3)

Students examine the recent findings of linguists, psycholinguists, sociolinguists, cognitive psychologists and educational theorists in curriculum and motivation relative to second language learning. The student appraises methods of foreign language teaching at K-12 level as they relate to proficiency in listening, reading, writing and speaking, and critically analyzes existing methods and gives rationale for selection of a preferred method. Additionally, the student works with a practicing professional at a school site. This course requires a non-credit field placement experience. The graduate-level course requires independent accelerated additional coursework appropriate for the graduate level.

ED 6600 (ED 4600). Teaching Middle and Secondary School Business Education (3)

Students explore and analyze a variety of approaches to the teaching of business education courses at the high school level. A major focus is upon the development of curriculum, teaching materials and learning activities appropriate to the business education curriculum. The integration of business education into the total school curriculum is also emphasized and experience is provided through on-campus demonstrations and visits to local school classrooms. Students develop an original plan of study for one of the business education areas during the course of the semester and they develop the ability to create and evaluate curriculum. This course requires non-credit field experiences. The graduate-level course requires independent accelerated additional coursework appropriate for the graduate level.

ED 6655 (ED 4655). Implementing Vocational Business Education Programs (3)

This course covers curriculum development, assessment, planning, implementation, and evaluation strategies and procedures relating to skills instruction in vocational business education programs: philosophical, historical, social, economic, political, and educational influencing factors; analysis and synthesis of current research and conceptual models; practical applications for vocational education programs; intervention strategies; resource and support service identification, location, selection and evaluation and interagency collaboration approaches. The graduate-level course requires independent accelerated additional coursework appropriate for the graduate level.

ED 6700. Methods of Diagnosis and Instruction for Remedial Reading (3)

The course focuses on ways to individualize instruction for diverse needs of students and adults who
have difficulty reading and understanding texts necessary for school, work, civic life, or personal enjoyment. Graduate students will review research on ways to support struggling readers and instructional strategies to develop fluency, comprehension, and word analysis strategies (including phonics). The course includes a practicum, in which graduate students plan, teach and evaluate the effectiveness of strategy instruction by documenting readers’ progress in literacy development. Prerequisite: ED 6020.

ED 6770 (ED 4770). The Middle School: Foundations, Philosophy, and Structure (3)
In this course, we will examine the history and structure of the middle school in addition to the physical, social, emotional, and cognitive make-up of pre-adolescents. We will compare middle schools to traditional junior high schools to determine how the specific needs of students in these grade levels are being addressed in different ways. Teaming, advisory groups, exploratory courses, and the flexibility of teaching core curriculum are some of the topics we will explore. The graduate-level course requires independent accelerated additional coursework appropriate for the graduate level.

ED 7710. Integrating Arts Instruction into the Core Curriculum (3)
This course considers Literacy, Numeracy and the Arts. As future educators it is imperative to consider the arts and how they might be integrated meaningfully into the core curriculum. Students will be expected to develop interdisciplinary units of study that include a variety of art mediums, music, movement, drama, and creative writing. This course meets certifications standards.

ED 7760. Literacy Practicum (3)
This course will be oriented around supervised practicum experiences at the early childhood, elementary, middle, secondary, or adult level. Students will gain experience in assessing and remediating learners needing support in literacy acquisition. The portfolio is submitted, presented, and evaluated during this course. Prerequisite: ED 6020 and ED 6700.

ED 7800. Graduate Student Teaching in the Elementary School (10)
Students serve as interns in local schools and work closely with cooperating teachers to experience firsthand responsibility for planning and implementing instruction in their major content fields. All content area, general education requirements, education coursework, and the Praxis II exam must be completed before student teaching. This course is part of the Professional Semester. Certification course. Fee. Corequisite: ED 7900, ED 7910.

ED 7850. Graduate Student Teaching in the Secondary School (10)
Students serve as interns in local schools and work closely with cooperating teachers to experience firsthand responsibility for planning and implementing instruction in their major content fields. All content area and general education requirements and the Praxis II exam must be completed before student teaching. This course is part of the Professional Semester. Certification course. Fee. Corequisite: ED 7900, ED 7910.

ED 7900. Graduate Integrated Student Teaching Seminar: Classroom Planning, Management, and Assessment (3)
This graduate course is taken in conjunction with the student teaching experience. A range of problems encountered by teachers (e.g., classroom management, planning issues, professional ethics, etc.) is explored in a seminar setting. The portfolio is submitted, presented, and evaluated during this course. This course is part of the Professional Semester. Certification course.

ED 7910. The Professional Semester Portfolio (1)
During the final semester of the M.Ed. program, the portfolio, based on the 11 Missouri Beginning Teacher Standards and the Rockhurst Department of Education Standard 12, is submitted, evaluated, and presented using Live Text. An Education Department faculty member who will read and evaluate both the initial and final submission of the portfolio will be a student’s portfolio coach. The portfolio coach will also work individually with the student to prepare for the oral portfolio defense. Meetings between the student teacher and portfolio coach will be scheduled as needed. Corequisite: ED 7900.

ED 7940. Capstone Project in Educational Studies (1)
During the final semester of the Master of Education in Educational Studies program, the student, with input from his/her advisor, will design a capstone project that will prepare him/her for work in an educational setting in which the student might seek future employment. This capstone could range from a service project in metro area organizations such as a museum, a zoo, or a children’s learning center, or it could address the Missouri Beginning Teacher Standards and the Department of Education conceptual framework. This capstone project will have both a written and oral defense component.
Occupational therapy (OT) is a science-driven, evidence-based profession that enables people of all ages to live life to its fullest by helping them to promote health and prevent—or live better with—illness, injury or disability. Occupational therapists work together with the client to design strategies for everyday living and customize environments to develop and maximize their potential to lead independent, productive, and satisfying lives. Today’s therapists work in a variety of settings including clinical practice, administration, education, research and private practice.

Our vision is to make a difference in the lives of our students and the academic and professional communities we serve through an educational experience that supports, challenges, and mentors learning, leadership, and service. Rockhurst’s Department of Occupational Therapy builds on this Jesuit tradition by combining a strong foundation in the liberal arts and sciences with a professional master’s curriculum emphasizing critical thinking, problem solving, and ethics. These themes, integrated throughout the curriculum, culminate in the student’s ability to clinically problem solve in traditional and emerging practice settings.

As an OT student at Rockhurst, you will have the opportunity to contribute to the community’s health and wellness, conduct research with a mentor, present findings at state and national meetings, manage and staff a student-run free health clinic and complete fieldwork assignments at clinical sites across the country.

The OT Program is accredited by the Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association, located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220; (301)-SAY-AOTA. Graduates of the Program will be able to sit for the National Certification Examination for the Occupational Therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). Most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. When you apply to take the certification examination with NBCOT, you will be asked to answer questions related to the topic of felonies. For further information, you can contact NBCOT at 800 South Frederick Avenue, Suite 200, Gaithersburg, MD 20877-4150, (301) 990-7979.
Admission to the Program
The Occupational Therapy Education Program accommodates multiple points of acceptance for interested students. For the Rockhurst undergraduate student, these include Freshman Pre-Admission, the Occupational Therapy Scholars Program, Transfer Pre-Admission, and regular acceptance during the final year of undergraduate coursework. Post baccalaureate students may be accepted at any time during the academic year for the next occupational therapy class.

◆ Pre-Admission
Exceptional students may be awarded a freshman pre-admission guarantee based on a combination of ACT or SAT scores, high school grades and class rank. Once admitted, students must fulfill specific requirements for maintaining Pre-admission status. Students complete their application to the OT Program before beginning their Junior year.

◆ OT Scholars Program
Rockhurst students with outstanding academic work may apply for advanced admission status through the OT Scholars Program. To apply for acceptance into the OT Scholars program, students submit a letter of intent to the Occupational Therapy Program office at the beginning of their Sophomore year. OT Scholars must achieve and maintain a minimum cumulative and science grade point average of 3.4. Once admitted, students must fulfill specific requirements for maintaining OT Scholars status. Students complete the application process before beginning their Junior year.

◆ Fast Track: Pre-Occupational Therapy Program
Rockhurst University offers a five-year Master of Occupational Therapy (MOT) Fast Track program available to students consecutively enrolled at Rockhurst University from freshman year. Students interested in the Fast Track need to contact the Department of Occupational Therapy Education early in their academic studies notifying them of their intent. Students then remain in close contact with their undergraduate and pre-Occupational Therapy advisor to assure completion of program requirements for application to the MOT program. Students on the Fast Track focus on the requirements for their undergraduate major early on since they enter the MOT program during their senior year. For the Rockhurst student, 30 MOT hours taken during their senior year can be applied toward their undergraduate degrees as meeting undergraduate elective requirements. Students can opt out of the Fast Track program and complete their undergraduate education before beginning the MOT program.

◆ Transfer Pre-Admission
Students transferring to Rockhurst may apply for pre-admission if they have completed two years of undergraduate coursework. To apply, the student submits a letter of intent to the Occupational Therapy program office before the conclusion of their first semester at Rockhurst. Once admitted, students must fulfill specific requirements for maintaining Transfer Pre-admission status. Students complete the application process before beginning their Junior year.
Post-Baccalaureate Students

Students who will have completed their baccalaureate studies before entering the OT Program are encouraged to apply upon completion of the majority of their prerequisite coursework.

The master’s curriculum, including fieldwork, takes approximately 24 months to complete, including summer classes.

Requirements for Admission

Enrollment is limited, and meeting the minimal requirements does not guarantee admission into the Occupational Therapy Education Program. Admission is based on academic and personal qualifications considered necessary for successful, competent practice as an occupational therapist.

- Ability to complete a Rockhurst baccalaureate degree concurrent with enrollment in the first year of the OT Program OR have completed a baccalaureate degree at an accredited college in a discipline other than occupational therapy.
- Complete prerequisite courses (see below);
- Complete all materials in the application packet for admission into the OT Program, through OTCAS.org;
- Participate in a personal interview;
- TOEFL scores of at least 550 must be submitted by international students whose first language is not English;
- Candidates are evaluated based on overall achievements; however, grade point average is valued in the application process. The Occupational Therapy Education Department recommends a minimum grade point average of a 3.0 in prerequisite courses.

It is strongly recommended that all prerequisite coursework be completed before the beginning of the program.

Prerequisite Courses: (numbers reflect semester credit hours)

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<tr>
<th>Basic Foundations</th>
<th>Humanities</th>
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<tbody>
<tr>
<td>English Comp I, II</td>
<td>Ethics</td>
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<tr>
<td>Foundations of Communication</td>
<td>(6)</td>
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<td>(3)</td>
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| Behavioral, Social and Natural Sciences                 |
|---------------------------------------------------------|---------------------|
| Abnormal Psychology                                     | Developmental Psychology |
| General Biology w/Lab                                   | (3)                 |
| Anatomy w/Lab                                           | Introductory Physics w/Lab |
| (4)                                                     | (4)                 |
| Introductory Sociology or Anthropology                  | Physiology w/Lab |
| (3)                                                     | (4)                 |

Rockhurst undergraduates must take Biology I and II (8 hrs.)

*(Human Anatomy and General Physiology are strongly recommended for successful completion of the Occupational Therapy program.)*
Rolling Admissions
The Rockhurst University OT Program utilizes a rolling admissions process; i.e., qualified applicants are accepted until the class is filled. It is to the applicant’s advantage to apply early. Applications to the graduate program can be obtained through the Occupational Therapy Centralized Application Service (OTCAS), www.OTCAS.org. Interested students may request additional information about the program by contacting:

Office of Graduate Admission
Rockhurst University
1100 Rockhurst Road
Kansas City, MO  64110-2561
(816) 501-4100 or 501-4097
1-800-842-6776
graduate.admission@rockhurst.edu
www.rockhurst.edu/OT

Department of Occupational Therapy
Telephone: (816) 501-4059
Email: occupational.therapy@rockhurst.edu

Promotion in the Program
To progress toward the Master of Occupational Therapy degree, a student must:
1.  a. Complete the baccalaureate degree before the end of the first year of the OT program if the student is obtaining a baccalaureate degree and completing the undergraduate sequence at Rockhurst.
    b. Complete their baccalaureate degree prior to enrolling in the OT Program if the student is pursuing a baccalaureate degree from an institution other than Rockhurst.
2.  Complete all prerequisite courses prior to entry into the OT Program.
3.  Maintain a 3.0 semester and cumulative grade-point average for all OT Program courses. All courses in the OT Program curriculum must be completed with at least a grade of C, including passing grades on all fieldwork experiences. Any grade below a C results in dismissal from the OT Program.
4.  Consistently demonstrate professional behavior when interacting with faculty, staff, students, and clients/patients. These behaviors reflect the capacity to deliver a high standard of health service and are as important as traditional academic standards in determining criteria for promotion and continuation in the OT Program.
5.  Comply with all requirements for fieldwork placement. These requirements will include at least one background check, to be completed in the Fall, Year One. Additional requirements may include a drug screening, CPR certification, TB testing, and proof of immunizations.
6.  Students should be aware that a criminal background check will be required. The presence of any criminal conviction on the student’s record may affect his/her eligibility for participating in clinical internships, becoming certified or licensed, and/or securing a job in the student’s field.
Graduation
The Master of Occupational Therapy degree requires a cumulative grade point average of 3.0 or greater to graduate. All degree requirements must be completed within 48 months for full-time students and 60 months for part-time students from the beginning of the first semester in which a student is enrolled. The Level II Fieldwork must be completed within 24 months after completion of academic preparation. The Occupational Therapy Education Program Student Handbook contains additional supplementary information about the OT Program.

**Occupational Therapy Education Program**

**Full-time Curriculum**

**Year 1 Summer**
- OT 5110 Medical Conditions I (1)
- OT 5160 Health through Occupation I (2)
- OT 5170 Research I: Evidence Based Practice (2)
- OT 5180 Occupational Performance: Education, Health and Wellness (2)

**Total hours: 7**

**Year 1 Fall**
- OT 5400 Anatomy (4)
- OT 5401 Anatomy Lab (1)
- OT 5270 Occupational Performance: Screening and Evaluation (1)
- OT 5300 Research II: Design and Analysis (2.5)
- OT 5350 Research II: Design and Analysis Lab (.5)
- OT 5430 Psychosocial Performance: Theory and Practice (4)
- OT 5440 Occupational Intervention I: Psychological and Social Performance (2)
- OT 5450 Fieldwork Seminar I: Transitions to Fieldwork (.5)
- OT 5451 Level I Fieldwork: Impact of a Disability (.5)

**Total hours: 16**

**Year 1 Spring**
- OT 5460 Medical Conditions II (3)
- OT 5550 Fieldwork Seminar II: Transitions to the Community (.5)
- OT 5551 Level I Fieldwork: Evidence-Based Practice (.5)
- OT 5600 Structural and Applied Kinesiology (3)
- OT 5650 Movement Lab (1)
- OT 5700 Research III: Proposal Development (1)
- OT 5710 Research III: Proposal Development and Implementation (.5)
- OT 5780 Occupations Across the Lifespan (3)
- OT 5790 Health Through Occupation II (2)

**Total hours: 14.5**
Year 2 Summer
OT 6000  Neuroscience (4)
OT 6320  Neuromanagement: Theory and Practice (4)
OT 6350  Occupational Intervention II: Neuromanagement (2)
**Total hours: 10**

Year 2 Fall
OT 6400  Fieldwork Seminar III: Transitions to the Profession (.5)
OT 6401  Level I Fieldwork: Evaluation, Intervention, and Outcomes (.5)
OT 6410  Pediatrics and Developmental Disabilities (4)
OT 6420  Occupational Intervention III: Pediatrics and Developmental Disabilities (2)
OT 6450  Leadership for Health Services (2)
OT 6510  Research IV: Synthesis and Dissemination (.5)
OT 6560  Musculoskeletal Assessment and Intervention (4)
OT 6565  Occupational Intervention IV: Musculoskeletal (2)
**Total hours: 15.5**

Year 2 Spring
OT 6970  Fieldwork II (6)*
OT 6971  Fieldwork II (6)*
OT 6972  Fieldwork II (4-6)**
**Total hours: 12-18**

**Total program hours: 75-81**

* = Clinical Rotations
** = Optional

The Department of Occupational Therapy Education offers a part-time or decelerated sequence for those who wish to complete the program in three years. Various part-time options are available. Please contact the Department of Occupational Therapy Education for specific information.
Course Descriptions

OT 5110. Medical Conditions I (1)
This is the first in a two-course sequence that introduces the student to general concepts of human pathology and models of disease with primary emphasis placed on ICF classifications, medical terminology, universal precautions, psychological, visual, diabetic, and cancerous diseases. Course content includes the etiology, signs, and symptoms, clinical course, prognosis, medical testing, and medical/surgical management of selected conditions.

OT 5160. Health Through Occupation I (2)
The historical foundations of occupational therapy as they relate to the theories that underlie practice are examined. The basic constructs of relevant occupations and purposeful activity are analyzed within a person/environment/performance framework. The roles and responsibilities of occupational therapists and other health care team members are discussed along with an introduction to documentation. Future directions of the profession are explored in conjunction with various models of health care as they relate to the practice of OT.

OT 5170. Research I: Evidence Based Practice (2)
This course is the first in a four-course sequence designed to introduce the student to clinical research, the systematic investigations performed on human subjects that are related to the principles and practices of a clinical profession. The focus of this course is on evidence-based practice (EBP). Students will become proficient in the use of technology to investigate clinical questions.

OT 5180. Occupational Performance: Education, Health and Wellness (2)
Specific instruction in teaching methodologies and techniques are provided through practical experiences in specifying objectives, planning lessons, preparing instructional materials and experience with the praxis of teaching. Concepts of health promotion and wellness, prevention, and community health will provide a context for the application of educational theory and techniques useful in the classroom, clinic or community.

OT 5270. Occupational Performance: Screening and Evaluation (1)
Screening and evaluation skills of the contemporary occupational therapist are the focus of this course. Techniques utilized to screen and assess the client are introduced. Students will be introduced to standardized and nonstandardized screening and evaluation tools, the interpretation and analysis of results, body mechanics, work simplification, energy conservation, adaptive techniques, and home modification concepts as they relate to the occupational performance of an individual. Lab fee.

OT 5300. Research II: Design and Analysis (2.5)
This course is designed to introduce the student to clinical research including descriptive, parametric, and non-parametric statistical tests, and research hypothesis. Students will examine critical features of a research journal article, integrate research findings, and evaluate research design as it applies to clinical practice. Corequisite: OT 5350.

OT 5350. Research II: Design and Analysis Lab (5)
Lab activities provide the students with the opportunity to apply concepts from OT 5300 lecture to clinical issues. Assignments will facilitate beginning proficiency in data collection and statistical analysis. Students learn to evaluate elements of research design, to perform and interpret descriptive, parametric, and non-parametric statistical tests. Corequisite: OT 5350.

OT 5400 (BL 5400, PT 6100). Anatomy (4)
This course presents an integrated regional approach to the study of the structure and function of the human body with emphasis on the musculoskeletal and peripheral nervous system. The study of the fundamental tissues, organs, and other systems of the body cavities are also included. Prerequisite: Acceptance into the occupational therapy education program. Corequisite: OT 5401.

OT 5401 (BL 5401, PT 6102). Anatomy Lab (1)
This laboratory course is taught concurrently with the Anatomy lecture to provide application of the structure and function of the human body through hands-on lab activities utilizing diagrams, models, specimens. Lab fee. Corequisite: OT 5400.

OT 5430. Psychological and Social Performance in Daily Life Occupations: Theory/Practice (4)
Theoretical frames of reference and practice models for prevention, intervention and management of psychological and social disorders are presented. The student will gain an understanding of individual and group psychological and social assessments and interventions pertinent to frames of reference used in occupational therapy practice settings. This course provides a foundation for observing and understanding client behavior as it occurs across disability type and, from a variety of models and frames of reference. Corequisite: OT 5440.

OT 5440. Occupational Intervention I: Psychological and Social Performance (2)
The laboratory course, offered in conjunction with OT 5430, introduces therapeutic approaches to psychosocial performance, including purposeful activity, human performance, and adaptation. The student learns assessment and intervention strategies
utilized by occupational therapists with a variety of consumer populations and settings. Therapeutic use of self, dyadic, and group interaction are critical components of this lab experience. Corequisite: OT 5430.

**OT 5450. Fieldwork Seminar I: Transitions to Fieldwork** (5)
This seminar is designed to facilitate student transition to Level I fieldwork experiences in clinical and community settings. Content includes nature and focus of fieldwork experiences, understanding the needs of clients, knowledge of fieldwork policies and procedures, development of professional behaviors, and fieldwork site preparation. Fee. Corequisite: OT 5451.

**OT 5451. Level I Fieldwork: Impact of a Disability** (5)
The first of three Level I fieldwork experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process. Emphasis is on impact of a disability in clinical and community settings. Experiences may include those directly related to occupational therapy, as well as other situations to enhance an understanding of the developmental stages, tasks, and roles of individuals throughout the life span. Structured assignments are used to facilitate the student’s development of therapeutic skills and professional behaviors. Pass/No Pass. Corequisite: OT 5450.

**OT 5460. Medical Conditions II** (3)
This is the second in a two-course sequence that introduces the student to concepts of human pathology, physiology, and models of disease with primary emphasis placed on musculoskeletal, neurological, cardiac, pulmonary, hematological, visual, gastrointestinal, and autoimmune dysfunctions or diseases. Course content includes the etiology, signs, symptoms, clinical course, prognosis, medical testing, and medical/surgical management of selected conditions.

**OT 5550. Fieldwork Seminar II: Transitions to the Community** (5)
This seminar is designed to further facilitate student transition to the community setting. Students will work in collaboration with instructor and community setting to apply knowledge of evidence-based practice within natural settings which include a broad base of contexts/practice settings and clients (society, community, family) across the lifespan. Students will demonstrate the ability to use professional literature to make informed practice decisions and an emphasis will be placed on therapeutic use of self. Corequisite: OT 5551.

**OT 5551. Level I Fieldwork: Evidence-Based Practice** (5)
The second of three Level I fieldwork experiences designed to enrich didactic therapy through directed observation and participation in selected aspects of the occupational therapy process. Emphasis is evidence-based practice in clinical and community settings. Experiences may include those directly related to occupational therapy, as well as other situations to enhance an understanding of the developmental stages, tasks, and roles of individuals throughout the lifespan. Structured assignments are used to facilitate the student’s development of therapeutic skills and professional behaviors. Pass/No Pass. Corequisite: OT 5550.

**OT 5600. Structural and Applied Kinesiology** (3)
This course is designed to study movement of the human body. Biomechanical principles are studied. Relationships between bones, nerves and muscles to normal and abnormal movement, posture and gait are discussed. Problem solving and group assignments allow the opportunity to practice application of these principles. Corequisite: OT 5650.

**OT 5650. Movement Lab** (1)
This course introduces the student to screening tools used to determine the need for occupational therapy intervention. Competence in the procedures and protocols necessary for palpation, goniometry, manual muscle testing, and posture assessment are developed. The student will demonstrate the ability to use safety precautions with clients during screening and evaluation including correct body mechanics and appropriate universal precautions. Corequisite: OT 5600.

**OT 5700. Research III: Proposal Development** (1)
This course is the third in a four-course sequence designed to introduce students to clinical research, the systemic investigation performed on human subjects related to the principles and practices of a clinical profession. This course provides the didactic background to develop a research question, systematically and critically review relevant literature, develop components of the methodology, and identify data analysis strategies appropriate for implementing a research study. Students will develop and defend a Research Capstone Proposal for a systematic investigation related to the principles and practices of the occupational therapy profession. Students will participate in human subjects training, and submit for approval of the study through the Institutional Review Board at Rockhurst University. Corequisite: OT 5710.
OT 5710. Research III: Proposal Development and Implementation Lab (5)
This lab taken concurrently with OT 5700 provides students with the opportunity to work collaboratively with their research mentor as they apply content acquired in the didactic course to their unique research project. Following the development of the research proposal and approval from the Institutional Review Board, students continue work with their mentor on data collection. Corequisite: OT 5700.

OT 5780. Occupations Across the Lifespan (3)
Human development across the lifespan is considered from an occupational perspective. The impact of culture on performance in areas of occupations is addressed looking at performance skills and patterns during the developmental process. Typical changes in body functions and structures are presented contextually considering activity demands, role competence, health and prevention, and quality of life during occupational performance.

OT 5790. Health Through Occupation II (2)
This course employs a case-based format to foster critical thinking, problem identification, and clinical reasoning to facilitate the development of client-centered reasoning. This lab incorporates a variety of media formats, group processes, and theoretical frameworks to identify the contribution of occupational therapy to health functioning or restoration of function.

OT 6000 (PT 7120). Neuroscience (4)
This course is designed to introduce basic and applied neurological principles. Topics to be covered include terminology and neuroanatomical relationships, cellular neurophysiology, structure and function of the central, peripheral, and autonomic nervous systems and their ability to respond to environmental demands. The student will evaluate human behavior and performance in relation to function and dysfunction of the nervous system.

OT 6320. Neuromanagement: Theory and Practice (4)
This class incorporates theories and conceptual models of assessment and intervention of clients with neurological deficits who have impairments with occupational performance. Theories of neurological rehabilitation, motor control, and motor learning are discussed as they relate to a variety of clients with neurological dysfunction. Specific assessment and intervention strategies to improve occupational performance are explored. Corequisite: OT 6350.

OT 6350. Occupational Intervention II: Neuromanagement (2)
This laboratory course, offered in conjunction with OT 6320, provides therapeutic approaches to purposeful activity, human performance, and adaptation. It provides the student experience with assessment and intervention strategies commonly used by occupational therapists in the treatment of individuals with neurological and occupational performance deficits. Lab fee. Corequisite: OT 6320.

OT 6400. Fieldwork Seminar III: Transitions to the Profession (5)
This seminar focuses the student on transitioning to the profession. Content includes preparation for Level II fieldwork experiences, the functions and influence of national, state, and local professional organizations, development of a professional portfolio, preparation for the national certification examination and licensure, and the need for life-long learning and professional development. Corequisite: OT 6401.

OT 6401. Level I Fieldwork: Evaluation, Intervention, and Outcomes (5)
The third of three Level I fieldwork experiences designed to enrich didactic coursework through directed observations and participation in selected aspects of the occupational therapy process. Emphasis is on the evaluation and interventions utilized and the outcomes achieved in clinical and community based settings. Experiences may include those directly related to occupational therapy, as well as other situations to enhance an understanding of the developmental stages, tasks, and roles of individuals throughout the lifespan. Structured assignments are used to facilitate the student’s development of therapeutic skills and professional behaviors. Pass/No Pass. Corequisite: OT 6400.

OT 6410. Pediatrics and Developmental Disabilities (4)
This course is designed to identify theories, frames of references, and models utilized within the scope of pediatric practice. This course will review etiology, development, management and prognosis of common pediatric conditions including developmental, medical and educational diagnoses. Childhood occupations will be explored as they relate to client factors, performance skills, performance patterns, contexts, and activity demands. Students will investigate the role of OT in a variety of pediatric service delivery models. Instruction will incorporate diversity and cultural competency to facilitate a client/family centered focus across the spectrum of pediatric disabilities. The course will incorporate the core threads of theories, professional reasoning, evidence-based practice, Jesuit values, and cultural competency will be embedded in course activities, assignments and assessments. Corequisite: OT 6420.

OT 6420. Occupational Intervention III: Pediatrics and Developmental Disabilities (2)
This laboratory course, offered in conjunction with OT 6410, reviews common standardized and crite-
tion referenced assessments used with the pediatric population. Students are also instructed on qualitative assessment including clinical and naturalistic observation to create a more holistic picture of the child and his or her family’s strengths and areas of need. Intervention strategies based on theoretical frames of reference will be applied. This course will examine the concepts of collaborative teaming and appropriate identification of resources and referrals for children with special needs. Students are introduced to documentation standards across various service delivery models. Corequisite: OT 6410.

OT 6450. Leadership for Health Services  (2)
This course addresses occupational therapy’s role in today’s health care environment. Topics covered include: healthcare management/administration, professional development, and leadership skill development. This course will assist students in developing the leadership skills necessary for innovative practice in a variety of systems and service models.

OT 6510. Research IV: Synthesis and Dissemination  (5)
This course is the last in a four-course clinical research sequence, the systematic investigations performed on human subjects which are related to the principles and practices of a clinical profession. Students will analyze and synthesize the data generated from their clinical study. A formal presentation of this project is the final step in the academic portion of the professional master’s program.

OT 6560. Musculoskeletal Assessment and Intervention  (4)
This class incorporates theories and conceptual models of assessment and intervention of clients with musculoskeletal deficits who have impairments with occupational performance. Theories of musculoskeletal rehabilitation, cardiac rehabilitation, industrial rehabilitation, positioning, and prosthetics and orthotics are discussed as they relate to a variety of clients with musculoskeletal dysfunction. Specific assessment and intervention strategies to improve occupational performance are explored. Corequisite: OT 6565.

OT 6565. Occupational Intervention IV: Musculoskeletal  (2)
This laboratory course, offered in conjunction with OT 6560, provides therapeutic approaches to purposeful activity, human performance, and adaptation. It provides the student experience with assessment and intervention strategies commonly used by occupational therapists in the treatment of individuals with musculoskeletal and occupational performance deficits. Lab fee. Corequisite: OT 6560.

OT 6970. Fieldwork II  (6)
Fieldwork assignments are arranged internships under direct supervision of a registered occupational therapist. Level II Fieldwork is designed to promote clinical reasoning and reflective practice, to transmit the values and beliefs that enable the application of ethics related to the profession, to communicate and model professionalism as a developmental process and a career responsibility, and to develop and expand a repertoire of occupational therapy assessments and treatment interventions related to human performance. Pass/No Pass.

OT 6971. Fieldwork II  (6)
This is the second fieldwork experience. See OT 6970. Pass/No Pass.

OT 6972. Fieldwork II  (4-6)
This is an optional fieldwork experience. See OT 6970. Students may choose to spend between 4-12 weeks in this internship. Pass/No Pass. Prerequisite: OT 6970, OT 6971.
The Rockhurst University Department of Physical Therapy Education is committed to the development of highly qualified physical therapists. The primary focus is on the preparation of students to provide prevention, education, examination, and intervention to persons whose abilities are threatened or impaired by developmental deficits, aging, physical illness, or injury. Graduates of the program are able to examine and evaluate, arrive at a physical therapy diagnosis and prognosis, and provide interventions and risk reduction strategies. As critical consumers of the professional literature, graduates are able to apply the results of research to patient care.

Emphasizing and integrating critical thinking, problem solving, and ethics throughout the curriculum, the Rockhurst physical therapy program sharpens the student’s ability to clinically reason in a complex and changing health care environment. The program is designed for the person with an undergraduate degree in a field other than physical therapy. The professional course work leading to the Doctor of Physical Therapy degree is typically completed over three full-time years of study.

Rockhurst’s physical therapy program is distinctive for its Jesuit liberal arts perspective, close faculty-student interactions, and interdisciplinary collaboration. Students work together with faculty on research projects, have access to state-of-the-art technology, and are given opportunities for clinical experiences at sites located across the country. Graduate and research assistantships are available, and provide opportunities for students to work one-on-one with faculty mentors. Collaborative service projects enable faculty, students, and other members of the Rockhurst community to team with community and international agencies, fulfilling the institution’s mission of providing leadership in service to others.

The physical therapy program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 N. Fairfax St., Alexandria, VA, 22314-1488. Graduates are eligible to sit for the licensure examination in the state in which they plan to practice.

Admission to the Program
The physical therapy program provides multiple points of entry for interested students. For the Rockhurst student, these include Freshman Pre-Admission and the Physical
Therapy Scholars. Opportunities also exist for the transfer and post-baccalaureate student. Admission to the University and/or meeting the minimum stated requirements does not guarantee admission to the program.

Exceptional students may be given a Freshman Pre-Admission Guarantee into the professional program. These positions are awarded on a competitive basis, based on a combination of ACT or SAT scores, high school grades and class rank. Students receiving a pre-admission guarantee must maintain specified academic standards during their undergraduate studies and satisfactorily complete the formal application process in order to matriculate into the physical therapy program.

Rockhurst students with outstanding academic work who do not have a pre-admission guarantee may apply for advanced admission status under the Physical Therapy Scholars Program at the beginning of the spring semester of their junior year. Such students must demonstrate a 3.4 grade point average in both their science and cumulative university course work to qualify for Scholars status. Additionally, they must satisfactorily complete all aspects of the application process, and must demonstrate the ability to complete their baccalaureate degree by the end of their senior (fourth) year. Meeting the minimum requirements for early application under the PT Scholars Program does not guarantee early admission into the program.

Exceptional students who transfer to Rockhurst to complete an undergraduate degree may be considered for a Transfer Pre-Admission Guarantee into the graduate program at the time of transfer. Such students must demonstrate a minimum of a 3.5 grade point average on a 4.0 scale at the time of transfer, demonstrate behavior consistent with the physical therapy profession, maintain a 3.4 cumulative grade point average on a 4.0 scale each semester, and demonstrate a 3.4 science AND 3.4 cumulative grade point average at the end of the Fall semester prior to beginning the physical therapy program.

All current Rockhurst University students may apply to the physical therapy program in the summer prior to their senior year. Students with a pre-admit guarantee should submit all materials prior to September 1. Applicants are expected to complete their degree requirements and physical therapy prerequisites prior to beginning the physical therapy program.

Post-baccalaureate students and those completing undergraduate degrees from an accredited college or university are considered for entry into the program on a competitive basis. Applications may be submitted beginning in the summer prior to the anticipated starting date.

Enrollment is limited and early application is encouraged. Meeting minimum requirements does not guarantee admission to the professional program. Applications for the graduate program can be obtained through the Physical Therapist Centralized Application Service (PTCAS), www.ptcas.org. Interested students may request additional information about the program by contacting:

Office of Graduate Admission
Rockhurst University
1100 Rockhurst Road
Kansas City, MO 64110-2561
(816) 501-4100 or 501-4097
1-800-842-6776
graduate.admission@rockhurst.edu
www.rockhurst.edu
Requirements for Admission
Applicants for the doctoral degree in physical therapy must show evidence of the following in order to be considered for admission:

- Completion of a bachelor’s degree at an accredited institution in a discipline other than physical therapy with a minimum cumulative GPA of 2.9 and a minimum prerequisite GPA of 3.2.
- Completion of the Graduate Record Examination (GRE).
- A TOEFL score of at least 550 (if the applicant is an international student whose first language is not English).
- Completion of all materials in the online application.
- Basic computer competence.
- Personal interview(s) with members of the Physical Therapy faculty may be required.
- Completion of ALL designated prerequisite courses by the end of the Spring semester prior to beginning the professional curriculum as listed below:
  **Basic Proficiencies:** English Composition I & II (EN 1110 and 1120), Fundamentals of Communication (CT 2000). Interpersonal Communication is strongly recommended.
  **Behavioral Sciences:** Developmental Psychology (PY 3400); Abnormal Behavior (PY 3550) recommended.
  **Humanities:** Ethics (PL 3100).
  **Natural Sciences:** General Biology I (BL 1250/1251), Comparative Vertebrate Anatomy (BL 3400/3401) or Advanced Human Anatomy (BL 3440/3441), General Physiology (BL 3700/3701), General Chemistry I & II (CH 2610 and CH 2630), Introductory Physics I & II (PH 1700/1710 and PH 1750/1760), and Statistics (PY 2100 or BI 2200 or BUS 2200). Embryology and Histology are recommended.

*NOTE: The above course numbers should assist both Rockhurst and transfer students in locating prerequisite course descriptions.*

Requirements may be subject to change without notice. Therefore, it is important that all prospective applicants contact the Department of Physical Therapy Education on a regular basis.

Promotion in the Program
To progress toward the Doctor of Physical Therapy degree, students must:
1. Maintain a 3.0 semester AND cumulative GPA for all courses within the professional curriculum. All courses in the professional curriculum must be completed with at least a grade of C. Any grade below a C results in dismissal from the program.
2. Complete all required coursework in the DPT curriculum. Courses must be completed in the order outlined by the department curriculum plan. A student wishing to complete the courses in a difference sequence must obtain consent of the course instructor and/or program chair.
3. Complete a minimum of one elective course. Requirements concerning elective course work are described in detail in the *Physical Therapy Student Handbook*.
4. Pass three comprehensive examinations at the specified competency level; one each prior to matriculation to the second and third years of professional study, and one prior to graduation.
5. Consistently demonstrate professional behavior when interacting with faculty, students, and consumers. These behaviors reflect the capacity to deliver a high standard of health service and are as important as traditional academic standards in determining criteria for promotion and continuation in the program. Professional behaviors are described in detail in the Physical Therapy Student Handbook.

Students should be aware that a criminal background check will be required. The presence of any criminal conviction on the student’s record may affect his/her eligibility for participating in clinical internships, becoming certified or licensed, and/or securing a job in the field of physical therapy.

Decelerated Option
The Physical Therapy Education Program at Rockhurst University acknowledges the need for some students to complete their doctoral degree education in more than three years, as would be the case for students who encounter unforeseen or unusual circumstances. Students who are granted the Decelerated Option must take no longer than five years rather than three, to complete their doctoral degree. Students who are granted the Decelerated Option are required to meet the same graduation requirements as students completing the three-year sequence.

Graduation
The Doctor of Physical Therapy degree requires a cumulative quality grade point average of 3.0 or greater to graduate. The Physical Therapy Student Handbook contains additional supplementary information about the program.

Physical Therapy
DPT Curriculum

Year 1

Summer

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tr>
<td>PT 6001</td>
<td>PT Assessment I</td>
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<tr>
<td>PT 6003</td>
<td>PT Assessment I Lab</td>
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<tr>
<td>PT 6009</td>
<td>Medical Assessment</td>
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<td>PT 6501</td>
<td>Research I</td>
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<td>PT 6815</td>
<td>Professional Development I</td>
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Total Hours: 10

Fall

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<td>PT 6112</td>
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<td>PT 6124</td>
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Year 1

Spring

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<td>PT 6304</td>
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<td>PT 6306</td>
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<td>PT 6311</td>
<td>PT Assessment II Lab</td>
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<td>PT 6322</td>
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<td>PT 6971</td>
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Total Hours: 16.5

Year 2

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Total Hours: 8

Year 2

Fall

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Total Hours: 16.5
### Year 2

**Spring**
- PT 7322  PT Mgmt of MS Cond—Integrated  1
- PT 7324  PT Mgmt of MS Cond—Integr Lab 1.5
- PT 7332  PT Mgmt of Med Cond  4
- PT 7334  PT Mgmt of Med Cond Lab  1
- PT 7336  PT Mgmt of Neuro Cond II  3
- PT 7338  PT Mgmt of Neuro Cond II Lab  1
- PT 7342  PT Mgmt of Ped Cond  2
- PT 7344  PT Mgmt of Ped Cond Lab  1
- PT 7510  Health Care Management  2  

**Total Hours:** 16.5

### Year 3

**Summer**
- PT 8820  Reflective Practice II  1.5
- PT 8973  Clinical Education III  3  

**Total Hours:** 4.5

### Year 3

**Fall**
- PT 8830  Reflective Practice III  3
- PT 8974  Clinical Education IV  3
- PT 8975  Clinical Education V  3

**Total Hours:** 9

### Year 3

**Spring**

**Block A:**
- PT 8505  Research V  1
- PT 8840  Reflective Practice IV  1
- PT 8976  Clinical Education VI  2

**Block B:**
- PT 8441  Complex Case Studies  2
- PT 8520  Concepts & Practice of Admin  2
- PT 8845  Professional Development IV  2
- Elective(s)  1-2

**Total Hours:** 11-12

**Program Total Hours:** 108.5-109.5
Course Descriptions

PT 6001. Physical Therapy Assessment I (2)
This is the first in a two-course sequence which focuses on fundamental patient assessment and screening skills in physical therapy practice. Students are introduced to the patient/client management model and they initiate the process of examination, evaluation, diagnosis, and prognosis and prevention. Students learn to conduct a subjective examination. Commonly used screening instruments and basic objective tests and measures that address impairments and function—common to the cardio-pulmonary, integumentary, musculoskeletal, and neuromuscular systems are introduced and practiced in this course. Students also learn the elements of documentation necessary for the patient/client management model. Clinical reasoning is introduced related to the diagnostic process and identification of referral situations. Corequisite: PT 6003.

PT 6003. Physical Therapy Assessment I Lab (1)
This laboratory course adjoins the lecture portion of Physical Therapy Assessment I. Students are introduced to and conduct fundamental patient screening and assessment for the cardio-pulmonary, integumentary, musculoskeletal, and neuromuscular systems. Lab fee. Corequisite: PT 6001.

PT 6009. Medical Assessment (3)
This course introduces students to the medical screening method of patient evaluation and addresses the pathophysiological processes affecting the various body systems. Principles of diagnostic imaging, laboratory testing and pharmacology and their application in physical therapy are discussed. Clinical reasoning related to the diagnostic process and identification of referral situations is explored more fully.

PT 6100 (BL 5400, OT 5400). Anatomy (4)
This course presents an integrated regional approach to the study of the structure and function of the human body with emphasis on the musculoskeletal and peripheral nervous system. The study of the fundamental tissues, organs, and other systems of the body cavities are also included. Prerequisite: Acceptance into the physical therapy education program. Corequisite: PT 6102.

PT 6102 (BL 5401, OT 5401). Anatomy Laboratory (1)
This laboratory course is taught concurrently with the Anatomy lecture to provide application of the structure and function of the human body through hands-on lab activities utilizing diagrams, models, and specimens. Lab fee. Corequisite: PT 6100.

PT 6112. Exercise Physiology (3)
This course is designed to study the effects of exercise on human physiological parameters as well as discussion regarding exercise prescription. Topics to be discussed include skeletal muscle mechanisms, energy metabolism, blood and gas transport, cardiovascular dynamics, nutrition, and environmental effects of exercise. Corequisite: PT 6114.

PT 6114. Exercise Physiology Laboratory (1)
This course is designed to give the student practice in applying the concepts discussed in lecture. Students will perform tests and procedures to evaluate strength, endurance, and flexibility, and design exercise programs for the apparently healthy child, adult, and aged population. Lab fee. Corequisite: PT 6112.

PT 6124. Movement Science I (3)
This is the first in a two course sequence designed to address foundational science concepts relating to the study of human movement. The content addressed in this course focuses upon the biomechanical and structural kinesiological principles underlying individual joint movement and human gross motor activity and application of these principles to the many tissues which comprise the musculoskeletal system. Emphasis will be placed on: 1) the basic principles of mechanics, engineering and physics, and conceptual basis of function of the musculoskeletal system; 2) the structural and functional features of major joints of the human body; and 3) the qualitative and quantitative methods used to evaluate human motion in clinical and health promotion endeavors. Corequisite: PT 6126.

PT 6126. Movement Science I Lab (5)
This laboratory course is designed to provide the student with practical experiences in applying biomechanical principles to the practice of observational motion analysis that is a foundational skill in physical therapy practice and which parallels the lecture component of the course. Corequisite: PT 6124.

PT 6300. Clinical Procedures I (2)
This course is the first in a two course sequence designed to prepare the student in the theory and application of selected examination skills and interventions which are fundamental across all physical therapy practice patterns. This course includes instruction and developing fundamentals in areas such as body mechanics, mobility training, wheelchair prescription and use, gait training, and assistive device prescription and use. Principles of non-practice pattern therapeutic exercise prescription and progression are addressed, as the role of the physical therapist in communication and coordination of service and patient/family education is emphasized. Corequisite: PT 6302.

PT 6302. Clinical Procedures I Laboratory (1)
This laboratory course is designed to provide the student with practical experiences in selected clinical examination skills and interventions in parallel with the lecture component of the course. Lab fee. Corequisite: PT 6300.
PT 6304. Physical Therapy Management of Cardiovascular and Pulmonary Conditions  (3)
This course introduces the student to the concepts underlying the physical therapy management of patients with cardiovascular and/or pulmonary pathology. Content from the foundational sciences of anatomy, physiology, pharmacology, and pathology will be related to comprehensive management of cardiovascular and/or pulmonary conditions encountered in a variety of clinical settings. Pathophysicsiology, diagnostic procedures, evidence-based medical/surgical/health care management, and prevention will be included in discussion of conditions commonly encountered in physical therapy practice. Corequisite: PT 6306.

PT 6306. Physical Therapy Management of Cardiovascular and Pulmonary Conditions Laboratory  (2)
This course complements the lecture content in Physical Therapy Management of Cardiovascular and Pulmonary Conditions, providing students with an opportunity to apply theory and practice skills in a laboratory situation. Students will measure vital signs, perform cardiac and pulmonary examinations, perform chest physical therapy techniques, design and implement exercise programs, and document their results. Lab fee. Corequisite: PT 6304.

PT 6311. Physical Therapy Assessment II Lab (2)
This course is the second of the physical therapy assessment series. The course introduces the student to the theory and practical application of basic tests and measures related to the examination of the extremities and spine. Examinations that will be taught include palpation, muscle strength testing, range of motion and flexibility testing, as well as sensory testing. This course is designed to apply content from Anatomy to the functioning human. The instruction will be presented through lecture, discussion, demonstration, laboratory practice, practical testing situations, case studies, and individual study of laboratory materials. Lab fee. Pre-requisite: PT 6001 and PT 6003.

PT 6322. Movement Science II  (2)
This is the second in a two course sequence designed to address the foundational sciences relating to the study of human movement. The content addressed in this course focuses upon motor behavior theories, principles underlying human fine and gross motor activity, motor control, motor learning, and motor development. Students will explore and apply such concepts through analysis of movement and motor skill development in a wide range of individuals throughout the lifespan. Emphasis will be placed on integrating an understanding of motor behavior into the practice of physical therapy, particularly as it relates to the development and use of qualitative motion analysis skills necessary to effectively evaluate and positively shape human motion in clinical and health promotion populations. Corequisite PT 6324.

PT 6324. Movement Science II Lab  (.5)
This laboratory course is designed to provide the student with practical experiences in applying motor behavior theories to the practice of observational motional analysis and which parallel the lecture component of the course. Corequisite: PT 6322.

PT 6411. Clinical Decision Making  (1)
The first course in this series of case-based problems focuses on theories of clinical decision making and application to individuals in simulated clinical settings. With guided instruction, the student will identify key elements of a case, relate relevant information from class discussion, and apply clinical reasoning skills for optimal client outcomes.

PT 6501. Research I  (2)
This is the first of a five course sequence designed to provide the knowledge and skills necessary to critically analyze and use scientific literature to improve clinical practice, develop a research question, collect and interpret data, and disseminate results in professional forums. In this course, the student is introduced to principles of evidence-based practice, research design, hypothesis generation and testing, measurement theory, and analysis of data across single subject and qualitative paradigms.

PT 6502. Research II  (2.5)
This course is designed to introduce the student to clinical research including descriptive, parametric, and non-parametric statistical tests, and research hypotheses. Students will examine critical features of a research journal article, integrate research findings, and evaluate research design as it applies to clinical practice. Corequisite: PT 6512.

PT 6512. Research II Lab  (.5)
Lab activities provide the students with the opportunity to apply concepts from PT 6502 lecture to clinical issues. Assignments will facilitate beginning proficiency in data collection and statistical analysis. Students learn to evaluate elements of research design, to perform and interpret descriptive, parametric, and non-parametric statistical tests. Corequisite: PT 6502.

PT 6503. Research III  (1)
This is the third in a five-course sequence designed to provide the knowledge and skills necessary to critically analyze and use scientific literature to improve clinical practice, develop a research question, collect and interpret data, and disseminate results in professional forums. This course will culminate in the development of a research proposal.

PT 6815. Professional Development I  (2)
This course is the first in a four-course sequence designed to enhance student growth through pro-
Professional development. The focus of this course is on intra- and interpersonal communication issues and skills. Learning units address both the professional and patient perspective. Included topics are principles of education, the American Physical Therapy Association (APTA) and its foundational documents, physical therapy professional attributes, psychosocial aspects of illness, and basic communication skills.

PT 6825. Professional Development II  (2)
This course is the second in a four-course sequence designed to enhance student growth through professional development. The focus continues to be placed on interpersonal skills. Learning units address interpersonal issues such as empathy, compliance and dyadic conflict resolution, and a variety of communication contexts including communication with physicians, families, children, and the elderly patient. Additionally, principles of education as it applies to patient education and to teaching students in clinical situations are discussed.

PT 6971. Clinical Education I  (1)
This integrated experience is designed to develop observation, communication, and screening skills within a community-based context. Emphasis is on health promotion, wellness, and prevention in community and clinical settings. Students are expected to utilize appropriate interpersonal and professional skills.

PT 7120 (OT 6000). Neuroscience  (4)
This course is designed to introduce basic and applied neurological principles. Topics to be covered include terminology and neuroanatomical relationships, cellular neurophysiology, structure and function of the central, peripheral, and autonomic nervous systems and their ability to respond to environmental demands. The student will evaluate human behavior and performance in relation to function and dysfunction of the nervous system.

PT 7300. Clinical Procedures II  (2)
This course is the second in a two course sequence designed to prepare the student in the theory and application of selected clinical examination skills and interventions which are fundamental across all physical therapy practice patterns. This course includes instruction and application in the use of cold and heat modalities, physical agents, and electrotherapeutic modalities; clinical examination and procedural interventions relating to functional training are also addressed in this course. Additional emphasis is placed on the synthesis of all procedures taught in the curriculum to this point in order to design interventions that serve to maximize functional outcomes and promote health, wellness, and fitness. Corequisite: PT 7302.

PT 7302. Clinical Procedures II Laboratory  (1)
This laboratory course is designed to provide the student with practical experiences of clinical examination skills and interventions in parallel with the lecture component of the course. Lab fee. Corequisite: PT 7300.

PT 7312. Physical Therapy Management of Musculoskeletal Conditions—Extremities  (3)
This course, one in a series of three musculoskeletal management courses, introduces the student to common musculoskeletal pathologies of the extremities. Information from the foundational sciences of anatomy, physiology, pathology, and pharmacology are linked to various examination and treatment approaches/philosophies for the comprehensive physical therapy management of musculoskeletal conditions. Pathophysiology, diagnostic procedures, evidence-based medical/surgical/health care team management, and prevention will be included in discussion of conditions commonly encountered in physical therapy practice. Corequisite: PT 7314.

PT 7314. Physical Therapy Management of Musculoskeletal Conditions—Extremities Laboratory  (1)
This laboratory course is designed to provide the student with practical experiences of clinical examination skills and interventions that parallel the lecture component of the course. Lab fee. Corequisite: PT 7312.

PT 7316. Physical Therapy Management of Musculoskeletal Conditions—Spine and Pelvis  (2)
This course, one in a series of three, introduces the student to common musculoskeletal pathologies of the spine and pelvis. Information from the foundational sciences of anatomy, physiology, pathology, and pharmacology are linked to various examination and treatment approaches/philosophies for the comprehensive physical therapy management of musculoskeletal conditions. Pathophysiology, diagnostic procedures, evidence-based medical/surgical/health care team management, and prevention will be included in discussion of conditions commonly encountered in physical therapy practice. Corequisite: PT 7318.

PT 7318. Physical Therapy Management of Musculoskeletal Conditions—Spine and Pelvis Laboratory  (2)
This laboratory course is designed to provide the student with practical experiences of clinical examination skills and interventions that parallel the lecture component of the course. Lab fee. Corequisite: PT 7316.
PT 7322. Physical Therapy Management of Musculoskeletal Conditions—I (1)
This course, the final in a series of three, focuses on integrated concepts of physical therapy management of musculoskeletal conditions, combining extremity and vertebral examination and treatment approaches. In contrast to the first two classes in this series, a greater emphasis will be placed on intervention than on examination. Individual topics include biomechanical assessment/treatment, soft tissue mobilization, movement dysfunction, muscle imbalance assessment and prescription, adverse neural tension testing and intervention, exercise prescription, foot positioning/gait, and taping techniques. Prerequisite: PT 7312, PT 7314, PT 7316, PT 7318. Corequisite: PT 7324.

PT 7324. Physical Therapy Management of Musculoskeletal Conditions—Integrated Approaches Laboratory (1.5)
This laboratory course is designed to provide the student with practical experiences of clinical examination skills and interventions that parallel the lecture component of the course. Lab fee. Prerequisite: PT 7312, PT 7314, PT 7316, PT 7318. Corequisite: PT 7322.

PT 7326. Physical Therapy Management of Neuromuscular Conditions I (3)
This course, the first in a series of two, is designed to introduce students to the concepts underlying the physical therapy management of individuals with movement dysfunction secondary to acquired neuromuscular deficits. Content from the foundational sciences of anatomy, physiology, neuroscience, pharmacology, and pathology will be related to comprehensive management of neuromuscular conditions encountered in a variety of clinical settings. Pathophysiology, diagnostic procedures, evidence-based medical/surgical/health care team management, and prevention will be included in discussion of brain pathologies commonly encountered in physical therapy practice. Corequisite: PT 7328.

PT 7328. Physical Therapy Management of Neuromuscular Conditions I Lab (1)
This laboratory course is designed to provide the student with practical experiences of clinical examination skills and interventions that parallel the lecture component of the course. Lab fee. Corequisite: PT 7326.

PT 7332. Physical Therapy Management of Medical Conditions (4)
This course applies current theory to the physical therapy management of acute and chronic medical conditions commonly seen in physical therapy practice. Primary content area will include diseases or conditions of the integumentary, endocrine and metabolic, genitourinary, gastrointestinal, immune, and hematological systems. Specific PT management of conditions such as burns, wounds, lymphedema, diabetes, amputations, renal failure, bowel motility problems, pelvic floor dysfunction, bowel motility, and acquired immunodeficiency syndrome will be presented. The pathophysiology, medical diagnosis, clinical course, medical/surgical/health care team management and prevention will be presented as a foundation for developing a physical therapy plan of care. Corequisite: PT 7334.

PT 7334. Physical Therapy Management of Medical Conditions Laboratory (1)
This laboratory course is designed to provide the student with practical experiences of clinical examination skills for primary care and interventions that parallel the lecture component of the course. The comprehensive management of such conditions as post-operative and neuropathic wounds, lymphedema, pelvic floor dysfunction, hemophilia, obesity, and diabetes will be presented. Lab fee. Corequisite: PT 7332.

PT 7336. Physical Therapy Management of Neuromuscular Conditions II (3)
As a continuation of Physical Therapy Management of Neuromuscular Conditions I, this course applies previously introduced concepts of neuromuscular practice to physical therapy management of individuals with movement dysfunction associated with neuromuscular diagnoses and pathologies primarily affecting the central and peripheral nervous system. The pathology, clinical manifestations, prognosis, and medical/surgical/health care team management of these disorders are presented as a basis for understanding neuromuscular diseases that required direct intervention by a physical therapist. Corequisite: PT 7338.

PT 7338. Physical Therapy Management of Neuromuscular Conditions II Laboratory (1)
This laboratory course is designed to provide the student with practical experiences of clinical examination skills and interventions that parallel the lecture component of the course. Lab fee. Corequisite: PT 7336.

PT 7342. Physical Therapy Management of Pediatrics Conditions (2)
Theories of growth and development will be reviewed and applied to case studies representing medical conditions encountered in pediatric physical therapy practice. Content from the foundational sciences of anatomy, physiology, pharmacology, and pathology will be related to comprehensive management of pediatric conditions commonly encountered in a variety of clinical settings. Pathophysiology, diagnostic procedures, evidence-based medical/surgical/health care team management, and prevention will be included in discussion of each condition. New and innovative therapy interventions will be

**PT 7344. Physical Therapy Management of Pediatrics Conditions Laboratory** (1)
This laboratory course is designed to provide the student with practical experiences of clinical examination skills and interventions that parallel the lecture component of class. Lab fee. Corequisite: PT 7342.

**PT 7504. Research IV** (2)
This is the fourth in a five-course sequence designed to provide the knowledge and skills necessary to critically analyze and use scientific literature to improve clinical practice, develop a research question, collect and interpret data, and disseminate results in professional forums. In this course, students work collaboratively with a faculty member to collect data on a unique research, administrative, or educational project.

**PT 7510. Health Care Management** (2)
This course is designed to introduce physical therapy students to the health care system as a whole. This course is organized around a number of broad concepts and categories. These include the historical development of the health care system in the United States, the evolution of third party reimbursement systems and managed care, Medicare/Medicaid, the Balanced Budget Act of 1997, the legal aspects of health care, documentation, and the influence (or lack thereof) of outcomes.

**PT 7810. Reflective Practice I** (.5)
This course is the first of a four-course series that focuses on the development of reflection in the physical therapy student and professional. Reflective Practice I introduces students to foundational knowledge related to reflection in clinical practice. Students will be presented with theories and tools specific to reflection for the health care professional. Students will identify and demonstrate reflective skills in conjunction with providing direct patient care in the clinic. Students will engage in on-ground and on-line discussions, small group work, case studies, and personal assessment.
Corequisite: PT 7972.

**PT 7835. Professional Development III** (2)
This third course in the professional development series further expands the scope of influence to small group and public arenas. The course focuses on small group communication skills and public interactions, and the development of cultural competence, which emphasize the therapists’ responsibilities to the public. Included topics are small group communication concepts such as group dynamics, cohesiveness, planning meetings, group conflict, and conflict resolution. In addition, public responsibilities such as legal and ethical practice and consultation architectural barrier assessments are addressed.

**PT 7972. Clinical Education II** (1)
This three-week, structured clinical learning experience occurs at the conclusion of the formal coursework for the fall semester. The experience is designed to allow the student to practice basic elements of client management including: examination, evaluation, diagnosis, prognosis, and interventions under the direct supervision of a physical therapist who serves as the clinical instructor. Structured weekly assignments are used to integrate pathology, medical tests, examination, case management, resource utilization, and discharge planning. Fee. Corequisite: PT 7810.

**PT 8441. Complex Case Studies** (2)
This course is designed to facilitate the process of clinical decision-making in complex situations. It is specifically offered in the last didactic semester to incorporate the student’s clinical experiences in the course content. Included in that is the synthesis of factors influencing clinical decision making (discussion of the network), methodology of decision analysis, effective and appropriate problem solving, and development of intervention strategies for the complex patient. Coordination, communication, and documentation with other healthcare providers are stressed.

**PT 8505. Research V** (1)
This is the fifth in a five-course sequence designed to provide the knowledge and skills necessary to critically analyze and use scientific literature to improve clinical practice, develop a research question, collect and interpret data, and disseminate results in professional forums. In this course, students will complete data collection and prepare results for dissemination. Preparation and presentation of the project is required orally and in either manuscript or poster form.

**PT 8520. Concepts and Practice of Administration** (2)
This course is designed to prepare the student in the theory and practical application of managerial/ supervisory principles, concerns, and techniques. Topics include managerial structure and functions, development of and planning for organization operations, financial management, and documentation requirements for organizational operations, quality assessment, personnel selection and management, business ethics, communication concerns, and strategies for change in the workplace.

**PT 8600. Creating a Practice** (1)
This course is designed to utilize information presented in PT 8520 to create a business, along with a formal business plan. Instruction is presented through group discussions/projects, and individual study of instructional materials. This course fulfills an elective requirement in the physical therapy program. Corequisite: PT 8520.
PT 8630. Advanced Examination and Treatment of the Spine (2)
This course is designed to teach manual therapy as applied to the lumbar, thoracic, and cervical spine and related soft tissue. Skills are built upon those manual therapy concepts initially introduced in PT 7314 and PT 7318. Particular attention is paid to the subjective, objective, and neurological examination, diagnosis of musculoskeletal pathology, its associated problems, appropriate intervention strategies, and modification of the intervention plan. This course fulfills an elective requirement in the physical therapy program. Lab fee.

PT 8670. Pediatric Physical Therapy (2)
This course provides students with advanced knowledge of physical therapy practice in the areas of pediatrics and developmental disabilities. Case studies, group discussion, self-directed learning, field trips, and experiences with pediatric clients in various practice settings (including NICU follow-up clinic, specialty clinics, school-based therapy, aquatic therapy and hippotherapy) encompass medical/educational diagnoses and conditions, administration of pediatric examinations, evidence-based and evolving interventions, documentation, working in teams, and service delivery models in medical, educational, and early intervention settings. This course fulfills an elective requirement in the physical therapy program.

PT 8680. Physical Therapy for Older Adults (2)
This course provides students with the directed study of the practice of physical therapy with the older adult client. Individual, self-directed research, small group discussions, presentations and clinic experiences will cover the following topics specific to the physical therapy management of the older adult: examination tools, evaluation, physical therapy diagnosis, plan of care, coordination, communication and documentation related to client services, working in teams, service delivery models, and priorities and issues across the continuum of care for the older adult. This course fulfills an elective requirement in the physical therapy program. Prerequisite: Successful completion of all courses in prior semesters within the physical therapy curriculum or by consent of the instructor.

PT 8690. Women’s Health (1)
This course will examine how medical knowledge regarding women’s health has expanded dramatically. The gender specific nature of medical interventions is becoming clearer as women are studied scientifically and medically. Physical therapists benefit from recognizing gender patterns for disease, as well as gender specific interventions. This course addresses prevalent women’s health issues including: hormone replacement therapies, menopause, pelvic floor musculature function, dysfunction, and incontinence; osteoporosis, lymphedema management; pregnancy, exercise, and musculoskeletal disorders; female cardiovascular concerns; and the female athlete. The course consists of both lecture and lab experiences and is held at Shawnee Mission Medical Center. Opportunities are given for observing female support groups and for interaction with key women’s health experts. This course fulfills an elective requirement in the physical therapy program.

PT 8700. Principles of Sports Medicine (2)
This lecture/laboratory course incorporates principles of theory and practice in prevention, assessment, and treatment of injuries incurred during athletic participation. The work in this course is in the context of clinical and field/court decision making. This course fulfills an elective requirement in the physical therapy program.

PT 8820. Reflective Practice II (1.5)
This is the second in a series of four courses meant to develop the skills of reflection in the physical therapist student and professional. In Reflective Practice II, students will apply knowledge and strategies consistent with the reflective practitioner to develop a deeper and broader understanding of self and clients within their assigned practice setting. The focus in this course will be in the application of tools used in reflective practice to promote high quality and efficient physical therapy services for individual clients across the lifespan. Students learning activities will include but not be limited to: on-line learning units that incorporate personal reflection, case studies, small group work, independent research and interviews with clients and professionals. Corequisite: PT 8973.

PT 8830. Reflective Practice III (3)
This is the third in a series of four courses meant to develop the skills of reflection in the physical therapist student and professional. In Reflective Practice III, students will analyze the knowledge and strategies consistent with the reflective practitioner to develop a deeper and broader understanding of clients, practice settings and the profession of physical therapy. The focus of the course will be on the analysis and synthesis of knowledge and tools related to reflective practice to optimize physical therapy services for clients across a minimum of two practice settings. Students will integrate theory and clinical practice through on-line learning units that incorporate personal reflection, case studies, small group work, independent research and interviews with clients and professionals. Corequisite: PT 8974 and PT 8975.

PT 8840. Reflective Practice IV (1)
In this final course of a four course series, students will emerge with a broad and deep understanding of the value of reflective practice for today’s physical therapist. Students will have experiences that chal-
lunge their status as part of the profession and the larger public that necessitates responding to societal needs for health and wellness. Students will critique themselves and their peers and offer suggestions for development as professionals with a duty for social responsibility and advocacy in the field of physical therapy. Courses will be presented on-line through independent research, consultation, and interviews with clients and professionals. Corequisite: PT 8976.

PT 8845. Professional Development IV (2)
This fourth and final course in the professional development series further expands the scope of influence by focusing on developing leadership skills and social action. Student initiated action projects in legislative and leadership arenas provide the basis for self directed learning.

PT 8973. Clinical Education III (3)
This course is the first nine-week, full-time clinical experience in which the student is expected to advance to a minimum level of competency in the basic elements of patient/client management including: client examination, evaluation, diagnosis, prognosis, and intervention application. Students are provided with opportunities to engage in primary prevention as well as secondary and tertiary healthcare activities during these clinical experiences. Students are scheduled for internships in a variety of settings that include inpatient and outpatient rehabilitation departments, schools, and specialty areas (pediatrics, burns, wounds, etc.). A clinical instructor (CI) will supervise each physical therapy student during each clinical internship. Corequisite: PT 8820.

PT 8974. Clinical Education IV (3)
This course is the second nine-week full-time clinical experience in which the student is expected to advance to a minimum level of competency in the basic elements of patient/client management including: client examination, evaluation, diagnosis, prognosis, and intervention application. Students are provided with opportunities to engage in primary prevention as well as secondary and tertiary healthcare activities during these clinical experiences. Students are scheduled for internships in a variety of settings that include inpatient and outpatient rehabilitation departments, schools, and specialty areas (pediatrics, burns, wounds, etc.). A clinical instructor (CI) will supervise each physical therapy student during each clinical internship. Corequisite: PT 8830 and PT 8975.

PT 8975. Clinical Education V (3)
This is the final of three nine-week full-time clinical experiences in which the student is expected to advance to a minimum level of competency in the basic elements of patient/client management including: client examination, evaluation, diagnosis, prognosis and intervention application. Students are provided with opportunities to engage in primary prevention as well as secondary and tertiary healthcare activities during these clinical experiences. Students are scheduled for internships in a variety of settings that include inpatient and outpatient rehabilitation departments, schools, and specialty areas (pediatrics, burns, wounds, etc.). A clinical instructor (CI) will supervise each physical therapy student during each clinical internship. Corequisite: PT 8830 and PT 8974.

PT 8976. Clinical Education VI (2)
This is a six-week full-time clinical education experience. Students will participate in a final clinical experience in an area of interest. The student will practice all basic elements of patient/client management including examination, diagnosis, prognosis, and intervention application. Students will also participate in case management, administrative, quality improvement efforts as well as consultation activities at their assigned facility. Students will be required to complete a case study or project within their specialty area that will be presented to clinic staff and faculty as appropriate prior to the conclusion of their clinical experience. Corequisite: PT 8840.
GRADUATE STUDIES IN THE
HELZBERG SCHOOL OF MANAGEMENT

Academic Administration

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Cheryl McConnell, M.P.A., C.P.A.

Associate Dean
Richard D. Graham, M.B.A.

Chair, Faculty Development
Cheryl McConnell, M.P.A., C.P.A.

Discipline Coordinator, Accounting, Finance
Anthony L. Tocco, Ph.D.

Discipline Coordinator, Business
Myles P. Gartland, Ph.D.

Discipline Coordinator, Management, Marketing
Martin Stack, Ph.D.

M.B.A. Program Coordinator
Myles P. Gartland, Ph.D.

E.M.B.A. Program Coordinator
Craig M. Sasse, Ph.D.

Healthcare Leadership Program Coordinator
Martin H. Stack, Ph.D.

Full-time Faculty

Associate Professor of Production
Shahid Ali, Ph.D.

Operations Management
James F. Dockins, Ed.D.

Assistant Professor of Management
Brian D. Fitzpatrick, Ph.D.

Professor of Finance
Laura E. Fitzpatrick, Ph.D.

Associate Professor of Economics
Myles P. Gartland, Ph.D.

Visiting Assistant Professor of Management
Daniel H. Jensen, M.B.A.

Visiting Assistant Professor of Management
Anna C. Lampe, Ph.D.

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Martin H. Stack, Ph.D.

Michael J. Stellern, Ph.D.

Assistant Professor of Marketing
Wedbin Sun, Ph.D.

Professor of Economics
Michael M. Tansey, Ph.D.

Associate Professor of Accounting
Anthony L. Tocco, Ph.D.

David B. Vicknair, D.B.A., C.P.A.

J. Turner White, M.B.A.

Advancement to positions of major responsibility today depends increasingly on education beyond the bachelor’s degree. Whether working in public or private institutions, large or small, those seeking achievement of career goals and the long-term success of their organizations often look to graduate education in some area of business administration.

The Rockhurst Master of Business Administration meets this demand for competent, confident leaders with management skills necessary to lead successful organizations in dynamic, rapidly changing environments. Faculty use a wide variety of teaching approaches with emphasis on reality-based action learning case studies, projects, simulations and
team-based activities. Courses blend theory and application to ensure both a broad-based understanding of contemporary business, and the capacity to appreciate how technology, globalization and social change are shaping the future business environment.

Rockhurst MBA graduates possess the business management skills necessary to effectively manage people, processes and programs. They also possess the leader’s ability to discern, envision, empathize, communicate, and lead in an ethical, socially responsible manner.

**Helzberg School of Management Vision, Mission, and Core Values**
The Helzberg School of Management exists to prepare leaders to make a positive difference in the world. Our mission is to be the driving force in the community to educate and develop leaders of competence and conscience, based upon the Jesuit tradition of learning, leadership and service.

We will teach, practice, and be guided by:

- Reverence for dignity of the human person;
- Respect for the intellectual and spiritual aspects of education;
- Commitment to the community and its progress;
- Honesty, integrity, and ethics in every aspect of the educational endeavor.
- Commitment to engaged learning and applied business interactions.

**Program Overview**
Since 1933, Rockhurst business education and leader development have been characterized by innovation and responsiveness to a changing environment. Significant “firsts” include Kansas City’s first co-educational business degree for working adults (1933), the city’s first part-time MBA program (1976) and first executive MBA program (1978), and participation in Kansas City University of Medicine and Biosciences’ ground-breaking DO/MBA Dual Degree program featuring a Rockhurst MBA in Health Care Leadership (2001). For more than 70 years, Rockhurst has met the demand for competent, confident leaders with management skills necessary to lead successful organizations in dynamic, rapidly changing environments.

The Helzberg School of Management offers an accelerated or part-time evening Master of Business Administration (MBA), with concentration areas in accounting, finance, health care management, international business, and management. Rockhurst BSBA students with a concentration in Accounting may use the accelerated MBA to meet CPA exam requirements. In collaboration with Kansas City University of Medicine and Biosciences Doctor of Osteopathy program, the Helzberg School of Management offers a dual degree DO/MBA. In collaboration with the School of Graduate and Professional Studies, the Helzberg School of Management offers a dual degree DPT/MBA.

The Helzberg School of Management offers a unique focus on executive education within the greater Kansas City area through its executive program, the Executive Fellows MBA. As part of its commitment to lifelong learning within the Catholic, Jesuit tradition, the Helzberg School of Management also provides educational and developmental programs for managers within the metropolitan area.
The Executive Fellows Program

The Executive Fellows Program at Rockhurst University is designed to serve local and regional firms in developing executive capability. The program awards a Master of Business Administration degree.

The Helzberg School of Management offers this program as a mid-career development experience for middle- and upper-level managers to enhance their general management abilities. A new cohort begins each fall and meets all day on alternate Saturdays throughout the fall and spring semesters, for four semesters. The Helzberg School admissions selection process is competitive and caps its cohort class size at 25 students.

The Executive Fellow gains skills and knowledge from lectures, case studies, projects, and interaction with peers, guests and experienced faculty.

The Rockhurst University Executive Fellows program, begun in 1978, was the first executive program in the Kansas City metropolitan area. The program of study allows the executive to step beyond his or her current position to explore and test personal and professional capabilities for new and greater growth and responsibility.

Applicants should contact the Executive Fellows Office at (816) 501-4091 for more information.

Executive Fellows courses are designated by 7000-level course numbers. Students must complete the entire degree with a minimum of 48 hours and a 3.0 grade point average.

Master of Business Administration (MBA)

Helzberg’s MBA Programs are designed to meet the needs of Rockhurst University undergraduates with a minor in Business Administration or BSBA degree wishing to complete their graduate degree and for working professionals. Students come from a variety of professional backgrounds with diverse personal goals. Some are improving their professional skills to enhance chances for advancement; others are preparing for a complete career change. To accommodate the dual role of employee-student, MBA classes are offered in the evenings and include some Saturdays or on-line.

MBA Objectives

The Helzberg School of Management strives to be the preeminent applied leadership, general management and competency-building institution in the Midwest. We seek to do this by developing technically competent managers with a broader understanding of their leadership roles as agents of change in solving problems of society and in improving social justice. To educate leaders and to make a positive difference in the world, the Rockhurst MBA incorporates the following five themes in the program: Leadership, Ethical Behavior/Corporate Social Responsibility, International/Global, Information Analysis and Application, and Communication.

Length of Program

Students must complete the requirements for an MBA degree within six years of beginning their Prerequisite courses, or, if no prerequisites are required, from their 6000-level Managerial Perspectives courses. Students may complete the degree in as little as one calendar year by enrolling full-time or 8 terms by enrolling part-time. Classes are offered during 5 terms throughout the calendar year with entry points in January, March, June,
August, and October. At one course per term, the student would still graduate within
the allotted six years. Students taking more than 8 hours of MBA-level courses in any
one term, or six hours during a summer session, must have Dean’s or Dean’s designee
approval.

Curriculum
The Rockhurst MBA normally consists of a minimum 30 semester hours beyond the Pre-
requisites, divided into Core Managerial Perspectives and Electives.

MBA Prerequisite Courses (0-18 hours)
These courses are designed to prepare students for MBA study. The Prerequisite require-
ment is typically satisfied by an undergraduate degree in business or a Rockhurst Univer-
sity undergraduate degree with a minor in business administration. Otherwise, a student’s
Prerequisite requirement is determined during his/her initial credit evaluation at the time
of admission.

Students meet MBA Prerequisite requirements by:
1. Earning a C or better in applicable undergraduate business courses.
2. Completing specified Rockhurst MBA Prerequisite courses.
3. Or by receiving a waiver from the Dean or the Dean’s designee based on prior
work experience or professional achievement. In all cases, the student is
responsible for proficiency in all work discussed in those courses.

Rockhurst offers six 3-credit hour Prerequisite courses:
AC 4500 Principles of Accounting  FN 3000 Essentials of Finance
EC 4500 Applied Quantitative Methods  EC 4550 Principles of Economics
MK 3000 Principles of Marketing  BUS 3100 Management Information
Systems

Prerequisite courses may also be taken by individuals seeking background in basic areas
of business or by those wanting to review specific subjects before moving into the Core
Managerial Perspective courses. Students are expected to satisfy Prerequisite requirements
before moving into Core Managerial Perspective coursework.

MBA Proficiencies
In addition to meeting Prerequisite requirements, students are expected to demonstrate a
basic proficiency in computers, written communication, and oral communication.
These proficiencies are assessed upon initial application. The computer proficiency
requirement, to include a basic understanding of word processing and spreadsheet pack-
ages, may be met by successful completion (with a grade of C or better) of a college-level
computer course, or by providing evidence of achievement based on relevant experience.
The written communications proficiency requirement may be met 1) by successful com-
pletion (with a grade of C or better) of six hours of undergraduate composition or 2) by
providing evidence of achievement based on relevant experience. The oral communica-
tions proficiency requirement may be met by the successful completion (with a grade of
C or better) of three hours of undergraduate speech, or by other relevant experience. The
Dean or the Dean’s designee will approve proficiency waivers.
Core Managerial Perspective Courses (30 hours)
The part-time evening Masters in Business Administration (MBA) program will require students to take 24 hours of graduate education coursework which will form the Core of the program. The student will then choose 6 additional hours of elective coursework for a total of 30 credit hours to earn the degree. All students must take the following courses as the Core of the program:

- MG 6110      Compass Learning Community (1)
- BUS 6000    Managerial Communications (2)
- EC 6300      Competititive Analysis (2)
- ACFN 6110  Financial Analysis (2)*
- BUS 6110     Global Markets (2)
- ACFN 6310  Financial Strategy & Decision Making (2)
- MG 6310     Leadership & Organizational Behavior (2)
- BUS 6110     Corporate Social Responsibility (2)
- MK 6410      Marketing Strategy (2)
- MG 6410     Professional Development: Contemplation in Action (2)
- MG 6490      MBA Capstone (2)

Total: 22 credit hours

* Accounting students are waived from ACFN 6110 Financial Analysis, and must take BUS 6330 Corporate Law for Managers (2) in order to meet requirements for the CPA Exam.

In addition to the Core courses listed above, students must select one 2 credit hour course from the list below:

- MG 6320     Project Management (2)
- BUS 6300 Business Intelligence (2)
- BUS 6310 Supply Chain and Logistics Management (2)

Electives (6 hours)
The student pursuing the MBA degree must also choose 6 additional hours of elective credit for the 30-hour degree.

The student pursuing a concentration within the MBA will take 8 prescribed credit hours outside of the Core. Elective hours may be counted toward the concentrations listed below.

**Concentration Areas**

<table>
<thead>
<tr>
<th>Accounting Concentration</th>
<th>Minimum of 8 hours of 6000-level AC or ACFN courses outside of the MBA Core.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finance Concentration</td>
<td>Minimum of 8 hours of 6000-level FN or ACFN courses outside of the MBA Core.</td>
</tr>
<tr>
<td>Health Care Management Concentration</td>
<td>Minimum of 8 hours of 6000-level HCM courses outside of the MBA Core.</td>
</tr>
<tr>
<td>International Business Concentration</td>
<td>Minimum of 8 hours of 6000-level International courses outside of the MBA Core. Examples include International Accounting, International Marketing, International Finance.</td>
</tr>
</tbody>
</table>
| Management Concentration  | 2 6000-level MG courses outside of the MBA Core.  
1 6000-level BUS course outside of the MBA Core.  
1 6000-level MG, BUS, or MK course outside of the MBA Core. |
MBA Admission
Anyone holding a bachelor’s degree in any field from a regionally accredited college or university may apply for admission to the MBA Program of Rockhurst University. Applications are accepted continuously throughout the year.

To be considered for the program, official copies of transcripts from all undergraduate and graduate work, a completed application form and official GMAT scores should be forwarded to the Admission Office, Attn: MBA Admission, Rockhurst University, 1100 Rockhurst Road, Kansas City, Missouri, 64110-2561. For further information, please call the MBA Admission Office at (816) 501-4731.

Admission Requirements for the Accelerated Evening MBA Option

CPA Certification
Full admission to the MBA Program for students who have not yet completed a Rockhurst bachelor’s degree requires:

1. Completion of the Rockhurst University undergraduate Liberal Core, the HSOM prerequisite requirements, and the following HSOM BSBA Core course requirements: AC 3500, BUS 3200, FN 3000, MK 3000.
2. A minimum overall GPA of 2.75 for all HSOM BSBA Core courses.
3. A minimum overall GPA of 3.0 in all upper-division accounting courses completed at the time of application.
4. The GMAT must be taken to be accepted into the program and should be taken during the student’s junior year. The score on the GMAT must meet the standard MBA admission requirements.

Transfer Credit
A maximum of nine semester hours may be transferred from other accredited graduate business programs. Rockhurst University credit is based on the semester hour. A grade of at least 3.0 on a 4.0 scale is required on all transferred hours. Decisions on transfer credit are made at the time of admission as part of the initial credit evaluation.

When the student is already pursuing a graduate degree at Rockhurst, and wishes to take a graduate course at another institution and apply the credit toward their Rockhurst degree, the student must first request permission to transfer the credit. The student submits for approval a Pre-Approval of Transfer Credit form, course descriptions, and other supporting materials requested to the Helzberg School of Management MBA Advisor for approval by the Dean or Dean’s designee. In some cases coursework accepted may result in an extension of the six-year time limit. Once approved by the program, the student may take the course at the other institution. Approval for transfer will be forwarded to the Registrar’s Office. Once the coursework has been completed, the student must request that a sealed official transcript from the other institution be sent directly to the Registrar’s Office at Rockhurst University so that the pre-approved credit will be applied to their Rockhurst degree.
Registration
A priority system of enrollment is used for those students needing 3 terms or less hours to
be graduated to help ensure that those students are enrolled in the classes required to
complete their degree requirements. Specific dates and times of enrollment are listed
for each semester on-line on the Rockhurst University website, www.rockhurst.edu. Early
registration is urged in order to avoid class closings, especially for those students who lack
flexibility in class selection.

Students who register early will be billed by the Business Office. However, all
students are responsible for payment in accordance with regulations published online
whether they receive a bill or not. Refer to the website for complete information.

Standards and Policies

Grade Requirements
A cumulative GPA of at least 3.0 in all 6000-7000 level courses is required in order to
receive the MBA degree. The cumulative GPA calculation will also include all MBA Pre-
requisite courses required for degree completion.

Academic Probation and Dismissal
All students are expected to maintain a GPA of 3.00 both cumulative and by term. If a
student’s GPA falls below 3.00 for either a term or cumulative, he/she will be placed on
academic probation and are provided up to two semesters of enrollment in no more than
six credit hours per semester to bring his/her cumulative GPA to 3.00. Failure to meet
probation conditions generally will result in dismissal from the MBA program.

A grade of “F” in any MBA prerequisite course or courses at the 5000-7000 levels will
result in dismissal from the MBA program. A student has the right to appeal the dismissal
by submitting a letter to the Helzberg School of Management Dean or Dean’s designee.

If subsequently reinstated, the dismissed student must retake the course in which he/
she received the “F” grade and successfully pass with a grade of “B” or better before earning
credit in any other courses. A course may be retaken only once and a grade of “B” or
higher must be attained. If these requirements are not satisfied, termination of enrollment
will become final. The grade of “F” will remain on the transcript, but only the newer
grade will be factored into graduate GPA computation.

Course Repetition
If a student must repeat a course because the original course is over six years old, both
grades will remain on the transcript but only the newer grade will be factored into gradu-
ate GPA computation. If a student is not required to repeat a course, but desires to do so,
the original and newer grade will remain on the transcript but only the newer grade will
be factored into graduate GPA computation.

Incompletes
Students are encouraged to complete courses during the assigned semester. A grade of “I”
(Incomplete) may be assigned only for serious reasons by the course instructor. The time
frame for the removal of an “Incomplete” shall be established by the faculty member in
consultation with the appropriate dean and communicated to the student, but must be
removed within six weeks or less or it automatically becomes an “F”. The initiative in
arranging for the removal of the “I” rests with the student. (Refer to the grading policy in
Graduate Academic Policies.)
MBA in Health Care Leadership
Offered within Kansas City University of Medicine and Biosciences
DO/MBA Dual Degree Program

DPT/MBA Dual Degree Program Offered within Rockhurst University

Since June 2001, Rockhurst has provided its Master of Business Administration as a featured component in a DO/MBA Dual Degree Program offered with Kansas City University of Medicine and Biosciences (KCUMB). The MBA in Health Care Leadership is designed to complement KCUMB students’ medical education by helping develop physician-managers of competence and conscience, with the business management skills necessary to provide quality holistic care in a dynamic health care environment.

KCUMB students are accepted into the DO/MBA Dual Degree Program during their first year of medical school. Over the next three years they take 48 hours of prerequisite and MBA coursework on the Rockhurst University campus, and complete the final six hours of their MBA on-line during the last nine months of medical school. Dual Degree students receive both a Doctor of Osteopathic Medicine degree and a Rockhurst University MBA diploma. Prospective KCUMB dual degree students are encouraged to contact the Health Care Leadership program director at (816) 501-3448 for more information.

DO/MBA along with select DPT/MBA students complete their MBA coursework as a cohort. However, on a space-available basis, other Kansas City healthcare professionals enrolled in the evening MBA program may elect to take Health Care Leadership MBA courses with KCUMB medical students toward receipt of a Rockhurst MBA with a focus in Health Care Leadership. See Focus Areas above for more information.

Detailed information can be found at www.rockhurst.edu/hcl.

Prerequisite courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>AC 5025</td>
<td>Foundations of Managerial Accounting</td>
</tr>
<tr>
<td>BUS 5025</td>
<td>Management Information Systems</td>
</tr>
<tr>
<td>EC 4500</td>
<td>Applied Quantitative Methods</td>
</tr>
<tr>
<td>FN 5025</td>
<td>Foundations of Finance</td>
</tr>
<tr>
<td>MK 5025</td>
<td>Foundations of Marketing</td>
</tr>
</tbody>
</table>

Total Prerequisite hours: 15

Managerial Perspective courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 6020</td>
<td>Effective Communication for Leaders</td>
</tr>
<tr>
<td>EC 6000</td>
<td>Managerial Economics</td>
</tr>
<tr>
<td>HC 6225</td>
<td>Strategic Analysis for Health Services</td>
</tr>
<tr>
<td>HC 6425</td>
<td>Health Care Leadership Capstone</td>
</tr>
<tr>
<td>MG 6100</td>
<td>Leadership and Organizational Behavior</td>
</tr>
<tr>
<td>MG 6200</td>
<td>Human Resource Management</td>
</tr>
<tr>
<td>MG 6225</td>
<td>Law and Social Responsibility</td>
</tr>
<tr>
<td>MG 6360</td>
<td>Leadership, Ethics and Teams</td>
</tr>
<tr>
<td>MG 6500</td>
<td>International Business</td>
</tr>
</tbody>
</table>
Industry Perspective courses

HC 6125  Health Systems  
HC 6260  Medical Practice Management  
HC 6325  Policy and Politics of Health Care

Total Perspective hours: 36

Total Program hours: 51

Course Listing

**Accounting**

**AC 5025. Foundations of Managerial Accounting (3)**
Students enrolled in the Health Care Leadership program or focus only. An introduction to how accounting captures and reports the effects of business activity and facilitates business planning and control. Health care-related cases are used to simulate the environment in which business decisions are actually made. Students work individually and in teams. Basic computer and spreadsheet skills are expected.

**AC 6050 (AC 4050). Advanced Accounting (3)**
Survey of advanced topics in financial accounting and reporting. Topics may include equity method, business combinations and consolidated financial statements, accounting for routine operations of state and local government entities and other non-business entities, translation of foreign currency financial statements and foreign currency transactions, and partnerships. The graduate-level course requires independent, accelerated, or additional work appropriate for the graduate level. Prerequisite: AC 3000.

**ACFN 6110. Financial Analysis (2)**
A practical, activity-based course involving the definition, creation, interpretation, and evaluation of financial statements, including effects of key financial decisions, construction of financial metrics, application of basic valuation tools, and determination of relevant costs for decision making. Prerequisite: AC 2000 and AC 2100, or AC 4500; FN 3000 or equivalent.

**ACFN 6300. Contemporary Issues in Accounting and Finance (2)**
Course examines the modern practices and methods used in accounting and finance by bringing in a wide range of speakers who are experts in their field. Topics will include cash and working capital management, key financial metrics, capital acquisition, joint ventures, mergers and acquisitions, risk assessment and management, and new valuation models and financial products. The Wall Street Journal is required for this course. Prerequisite: ACFN 6310.

**AC 6350 (AC 4350). International Accounting Issues (3)**
This course examines the accounting and reporting of multinational corporations; the impact of culture and capital markets on countries’ accounting concepts and standards; and the development and use of international accounting standards. The graduate level course requires independent, accelerated, or additional work appropriate for the graduate level. Prerequisite: AC 3000, BUS 3350, FN 3000.

**AC 6600 (AC 4600). Corporate and Partnership Taxation (3)**
Course studies major taxes and taxation issues as they pertain to corporations, partnerships and sole proprietorships. Emphasis is given to concepts, practice, research and communication of tax issues. The graduate-level course requires independent, accelerated, or additional work appropriate for the graduate level. Prerequisite: AC 3000.

**AC 6650 (AC 4650). Individual Taxation (3)**
This course exposes the student to the rules and regulations of tax laws implemented by the IRS. The student will be expected to prepare a multitude of different tax forms using a tax program selected by the instructor. Some of the topics include: gross income, deduction for adjusted gross income, itemized deductions, credits, taxes payable, tax withholding and credits. Some of the forms the student will have to know and prepare are: Form 1040, 1040A, 1040EZ, Schedules A,B,C,D,E.
graduate-level course requires independent, accelerated, or additional work appropriate for the graduate level. Prerequisite: AC 3000.

AC 6750 (AC 4750). Auditing (3)
Auditing integrates ethics, accounting practice, business perspectives and environments, and auditing standards and procedures. Upon completion of the course, students will have demonstrated their ability to assess client business risk, perform an industry analysis, gather and evaluate audit evidence, evaluate internal control systems, and prepare audit reports. Analytical, written, and oral presentation skills are essential in this course. The graduate-level course requires independent, accelerated or additional work appropriate for the graduate level. Prerequisite: AC 3500 or BUS 3100.

ACFN 6850. Essentials of Fraud Examination (2)
This course provides students the ability to identify, detect, investigate, and prevent financial fraud. Special topics include who commits fraud and why, fraud prevention, data-driven fraud detection, investigating theft acts, investigating concealment acts, financial statement fraud, fraud against organizations, consumer fraud, and legal resolutions.

AC 7000. Accounting for the General Manager (3)
Executive Fellows Program only. Course examines accounting systems for executive decision making, including a general, theoretical description and analysis of the financial statements, how they relate to one another, and how information is presented for financial, managerial and tax reporting. The course is very contemporary, using current and actual companies to illustrate how theory and practice work, and at times, do not work.

Business Administration

BUS 5025. Management Information Systems (3)
Students enrolled in the Health Care Leadership program only. Course reviews past developments and emerging trends within the general discipline of Managerial Information Systems (MIS), and within the specific discipline of Health Care Information Technology (HCIT). Students explore the business management processes required for successful Information Systems planning, design and implementation within health care organizations of various sizes and types. Field visits and case studies expose students to the practical challenges involved in systems selection, implementation and ongoing utilization, including ethical issues, human responses to change, and best practices in project management.

BUS 6000. Managerial Communications (2)
To explore the various techniques, instruments, processes, and styles employed by leaders to communicate effectively within organizations. Students write, give oral presentations, and learn how to employ electronic media effectively. Exercises employ numerous real or simulated business situations that require communication in different styles, using a variety of forms and methods. This course is designed to provide an introductory experience and orientation to the MBA and establish common communication protocols, determine critical self-awareness profiles, and identify the Rockhurst themes that will be applied throughout the program.

BUS 6020. Effective Communication for Leaders (3)
Students enrolled in the Health Care Leadership program only. To explore the various techniques, instruments, processes, and styles employed by leaders to communicate effectively within organizations. Students write, give oral presentations, and learn to employ electronic media effectively. Exercises employ numerous real or simulated business situations that require communication in different styles, using a variety of forms and methods. This course is designed to provide an introductory experience and orientation to the MBA and establish common communication protocols, determine critical self-awareness profiles, and identify the Rockhurst themes that will be applied throughout the program. The course must be taken in the first six hours of the MBA program.

BUS 6091. Global Business Issues (3)
This course explores international business issues, including those related to selected foreign countries. The course will span multiple semesters and requires international travel. Students will be involved in the planning and organization of the international travel component of the class. Students will identify, explain and analyze differences and similarities among international business management and practices. There is a course fee to cover partial travel costs. Prerequisite: Complete minimum of nine hours of graduate level coursework (6000 level or higher).

BUS 6100. Global Markets (2)
This course focuses on two broad themes: the globalization of production and the globalization of markets. At the core is this class is the study of the Multinational Enterprise. Participants will develop an understanding of the key cultural, legal, political, financial, and economic forces that shape how firms enter new markets and how firms manage their increasingly complex supply chains. Students will focus on issues in cross cultural management and strategic entry into foreign markets. Prerequisite: An undergraduate course in microeconomics and a course in macroeconomics, or EC 4550.

BUS 6110. Corporate Social Responsibility (2)
Corporate social responsibility is the formation and stewardship of policies and processes that lead to a culture of good decision making. The scope of these decisions impacts both the very functioning of the company and its constituencies and the society in which the firm exists. Stakeholder analysis
plays an important role in the course not only in examination of internal business decisions and processes, but also externally in understanding, anticipating, and incorporating impacts and responses from social, governmental, and environmental actors into decision making. Prerequisite: ACFN 6110, BUS 6100, EC 6300.

**BUS 6201 (EC 4001). Forecasting and Data Analysis for Decision Making** (3)

This course will provide students with the practical business and market research tools required for today’s data-driven decision needs. Understanding your products, customers, competitors, employees and processes is essential to achieve competitive advantage. These business intelligence tools include market research, data mining, forecasting, financial modeling and industry research. This course will focus on the processes and analysis of data using software, not the mathematics. The graduate-level course requires independent, accelerated, or additional work appropriate for the graduate level. Not available for credit for those who have taken EC 4000 or EC 4001. Prerequisite: Six hours of undergraduate economics (EC 1000 and EC 1100, or EC 1050 or EC 1150, or EC 4550; introductory statistics, and skills in using Windows-based software.

**BUS 6300. Business Intelligence** (2)

Business leaders must have the ability to collect and interpret information concerning customers, suppliers, competitors, and make decisions that affect their company’s performance. Business Intelligence is a set of methodologies, processes, architectures, and technologies that transform raw data into meaningful and useful information used to enable more effective strategic, tactical, and operational insights and decision-making with an emphasis on knowledge management. Using the case study approach in combination with contemporary software tools, students will apply the concepts of business process analysis, quality control and improvement, performance monitoring through performance dashboards and balanced scorecards and process simulation. Prerequisite: ACFN 6110.

**BUS 6310. Supply Chain and Logistics Management** (2)

Supply chain management examines the complex array of interactions between suppliers and customers regarding goods, services, and information. Rapid changes in globalization and electronic commerce continually shape these supplier-customer interactions. Topics in this class include value chain analyses, supply chain analytics, logistics and transportation, supplier relationships, and information technology. Prerequisite: ACFN 6610.

**BUS 6330. Corporate Law for Managers** (2)

Course focuses on law as it affects the corporation and other business enterprises. The topics include the formation of various business enterprises, the rules of agency, shareholder rights and liabilities, securities regulations, bankruptcy and an overview of government regulation. Where appropriate, the connections between ethics and law are explored.

**BUS 6500. International Strategy** (3)

Course draws from the fields of managerial economics, organizational theory, marketing and strategy used to determine a firm’s source(s) of competitive advantage. This class will show students how to analyze and evaluate a firm’s source(s) of competitive advantage by examining the interplay of the various internal and external factors. Topics to include horizontal and vertical boundaries, resource based views of the firm, dynamic firm capabilities, knowledge based resources, incentives, strategic groups and clusters. The focus will be on global firms. Prerequisite: EC 6000; MK 6100 and MG 6100, or MGMK 6101. It is recommended that this course be taken prior to MG 6910 Business Policy.

**BUS 7000. Data Analysis for Managers** (2)

Executive Fellows Program only. This course introduces managers to some basic analytic tools that form the basis for data analysis in areas such as finance, operational and supply chain decision making, and competitive analysis. With an applied focus, the course will cover the concepts of basic descriptive statistics such as mean, standard deviation, and coefficient of variation. Also basic distribution relationships (e.g., normal distribution) and correlation.

**BUS 7410. Supply Chain and Logistics Management** (3)

Executive Fellows Program only. Course addresses supply chain and logistics management and its implications, with a focus on what firms can do to maintain competitiveness in the quickly changing global business landscape. Topics will include value chain analyses, marketing business-to-business, supply chain analytics, logistical processes, the drivers of supply chain performance, and the impact on a firm’s overall performance. Emphasis will be placed on global manufacturing processes and services-based industries as well.

**BUS 7720. The Global Marketplace** (3)

Executive Fellows Program only. Globalization presents both new opportunities and new challenges, and executives must gain experience in evaluating and analyzing these new developments. This course focuses on two broad themes: the globalization of production and the globalization of markets. Participants will develop an understanding of the key cultural, legal, political, financial, and economic forces that shape how firms enter new markets and how firms manage their increasingly complex supply chains.
**Economics**

**EC 6000. Managerial Economics** (3)
Students enrolled in the Health Care Leadership program only. Course explores economic concepts and analysis for making business decisions. Topics can include demand and supply, forecasting, competition, sales strategies, production, efficiency, integration, cost and pricing, as well as macro and global issues in relation to how they impact business decisions and firms. Prerequisite: Six hours of undergraduate micro and macroeconomics (EC 1000 or EC 1050 and EC 2100 or EC 1100), or EC 4550.

**EC 6300. Competitive Analysis** (2)
Competitive Analysis applies economic concepts and ideas to the study of firm and industry performance. It draws upon a number of analytical tools such as strategic mapping, survival analysis, game theory, and transaction cost economics to examine how and why firms and markets perform and evolve. It examines a number of issues including the “make vs. buy” decision process, cooperation vs. competition, changing vertical and horizontal boundaries, and internal vs. external analysis and lead to competitive advantage. Prerequisite: an undergraduate course in microeconomics, a course in macroeconomics, and a course in statistics.

**EC 7000. Economic and Competitive Analysis** (3)
Executive Fellows Program only. This course explores the interplay of managerial economics and strategic management. It is designed to provide students with an understanding of the competitive analysis tools underlying strategy formulation. Based on an analysis of the factors shaping the industry environment, firms assess their position relative to their rivals, and formulate strategies in order to achieve a durable competitive advantage. The course covers various topics in strategy formulation, such as product positioning and differentiation, diversification, vertical integration, scale and scope, pricing, strategic commitments, entry deterrence, and creative destruction.

**EC 7150. Economics for Managers** (2)
For Executive Fellows Program Only. Course explores basic macro and micro-economic concepts that are critical for managerial analysis of business problems. Micro topics include demand and supply, forecasting, competition, cost and pricing; Macro concepts that describe issues of GDP (inputs and outputs) are among topics also covered.

**Finance**

**FN 5025. Foundations of Finance** (3)
Students enrolled in the Health Care Leadership program or focus only. An introduction to financial concepts at work in various healthcare organizations and the basic tools available to the financial manager. Health care-related cases are used to simulate the environment in which financial decisions are actually made. Students work individually and in teams. Computer and basic spreadsheet skills are expected. Prerequisite: AC 5025 or equivalent.

**FN 6600. Investments** (3)
Course explores how securities markets work, and how individual investors employ systematic methodologies to accomplish investment objectives. Topics include environmental analysis, evaluation of equities, analysis of fixed income securities, fundamental and technical analysis of the stock market and capital market theory. Prerequisite: FN 6100 or equivalent (ACFN 6001).

**FN 6650. Essentials of International Finance** (2)
Course addresses both theory and application of international finance. Emphasis is placed on foreign exchange management, including foreign exchange markets and instruments, measuring of foreign exchange exposure, and hedging open foreign exchange positions. The Wall Street Journal is required. Prerequisite: ACFN 6310.

**FN 7100. Financial Management** (3)
Executive Fellows Program only. Course enables student to complete an accounting and finance project by assessing his or her own organization. Students also practice accounting and financial decision-making at a senior-management level, using a financial simulation, and cover the theories and tools, and develop the skills necessary to understand finance from a senior management/leadership perspective. The project and simulation will allow the student to practice and learn about all the finance functions including treasury and cash management, capital budgets, pro forma financial statements, capital structure, working capital and growth issues.
Health Care Leadership/Health Care Management

HC 6125. Health Systems (3)
Students enrolled in the Health Care Leadership program or focus only. Course surveys the major components and organizational interrelationships of the United States health care system. Students examine the various health care organizations (HCOs), personnel issues, delivery systems, policy, and payment mechanisms. This course introduces students to the public policy and business practice issues associated with access, cost, and quality.

HC 6225. Strategic Analysis for Health Services (3)
Students enrolled in the Health Care Leadership program or focus only. Course employs financial and organizational research methods to analyze situations faced by contemporary health service organizations. Through quantitative and qualitative analysis, students learn to apply different techniques to strategic business decisions. Prerequisite: HC 6125; FN 3000 or FN 5025; MK 3000 or MK 5025.

HC 6260. Medical Practice Management (3)
Students enrolled in the Health Care Leadership program only. Course surveys the major components and organizational interrelationships of medical practice management in the United States. Students will examine medical practice benchmarking, reimbursement, contract analysis and negotiation, operations management, quality management, budgeting and forecasting in medical practice environments. Prerequisites: HC 6125, FN 5025, AC 5025.

HC 6325. Policy and Politics of Health Care (3)
Students enrolled in the Health Care Leadership program or focus only. Course examines political issues affecting contemporary health care services by analyzing policy goals, public policy formulation processes, and external environments. Analysis blends the use of managerial epidemiology, biostatistics, political and economic analysis, with an understanding of public health initiatives. Future health care leaders also gain an appreciation for how political structures determine interactions with local and national governments. Prerequisite or concurrent: HC 6125.

HC 6425. Health Care Leadership Capstone (3)
Students enrolled in the Health Care Leadership program or focus only. Course integrates core business concepts and managerial perspectives mastered earlier in the MBA program. Students write, present and critique business plans that define organizational processes and practices, including leadership, management, motivation, morale, group dynamics, interpersonal communications, conflict, and group problem-solving. The course provides conceptual insights and behavioral skills needed for successful leadership of continuous improvement in individual, team, and organizational performance.

MG 6100. Leadership and Organizational Behavior (3)
Students enrolled in the Health Care Leadership program only. Course increases students’ awareness of organizational processes and practices, including leadership, management, motivation, morale, group dynamics, interpersonal communications, conflict, and group problem-solving. The course provides conceptual and practical tools necessary for managers and leaders to make effective decisions, manage resources, and organize people to achieve organizational goals.

MG 6110. Compass Learning Community (1)
This course provides an orientation to Rockhurst, HSOM and the MBA program. The distinct traditions, values and principles of Jesuit education are discussed in light of their connection to the MBA program. Students will receive an introduction to adult learning theory, personal development, business ethics and team building. Students will complete a number of assessment instruments and begin assignments that will continue to be developed and engaged in subsequent courses. Prerequisite: This course must be taken during the first semester of the program.

MG 6225. Law and Social Responsibility (3)
Students enrolled in the Health Care Leadership program or focus only. Course explores basic business law and regulatory compliance, with a focus on key laws and regulations impacting health care. This course also introduces students to contracting and contracting law pertaining to real estate, IT, vendor decisions, medical malpractice, property and casualty insurance, and managed care. Students examine how health care leaders integrate regulatory compliance and social responsibility into the formulation of organizational strategy.

MG 6260. Quality Improvement Processes for Management (3)
Performance measurements and quality improvement have become integral to management. “Report cards” are widely available as tools for evaluating the care and service offered by companies and by individual employees. It is paramount that managers understand the meaning and importance of performance measures, as well as how to implement quality improvement programs to enhance service and outcomes. This topic area will help learners to define meaningful quality parameters; describe quality from the perspectives of customers, purchasers, regulators and other stakeholders; and apply basic tools and techniques of quality improvement.

MG 6310. Leadership and Organizational Behavior (2)
Course increases students’ awareness of organizational processes and practices, including leadership, management, motivation, morale, group dynamics, interpersonal communications, conflict, and group problem-solving. The course provides conceptual
insights and behavioral skills needed for successful leadership of continuous improvement in individual, team, and organizational performance.

**MG 6320. Project Management** (2)
This course introduces students to the process of project management that includes planning, implementation, progress measurement and performance, results and evaluation. Students will learn the knowledge, skills and technical tools for identifying project requirements, establishing project objectives and scheduling, balancing constraints and resources, and considering the needs and expectations of key stakeholders. Students will learn the trade-offs and balance of project scope, resources and schedule and will learn how to compose an effective project management team. Producing project documentation, such as scope, requirements, design, and testing documentation. Prerequisite: ACFN 6110.

**MG 6370. Introduction to Healthcare Management Principles** (3)
Students enrolled in the Health Care Leadership program. This course explores basic principles and tools of management, including the planning, organizing, influencing and controlling functions of organizations. This course will further explore competencies, behavioral styles, and values of leadership, as well as roles of leadership and teamwork in driving organizational effectiveness. Ethical challenges often faced by managers and leaders will be highlighted, with identification of frameworks to guide organizations in fulfillment of their responsibilities to serve various stakeholders. Applications specific to leading and managing healthcare organizations, and to leading teams within those organizations, will be addressed.

**MG 6410. Professional Development: Contemplation in Action** (2)
Professional Development: Contemplation in Action is a course which demonstrates and documents the broad variety of academic, experiential and application-based learning experiences the student has had across the MBA program, and assesses the growth each student has attained as a result of the journey, and points them towards the future as they graduate. At the beginning of the MBA program, students are assigned a “Passport” of activities to be completed prior to the culminating activities of this course. These “Passport” activities may include: content-based workshops; assessment instrumentation to prepare students for personal and professional success in the modern workplace; one-on-one leadership coaching; mentoring; and, career management. The portfolio is developed throughout each semester of the MBA program, and is finalized and evaluated as a “Professional Development Presentation Portfolio” during this final course. Prerequisite: MG 6410 is normally taken concurrently with (or can be taken directly after) the MBA Capstone (MG 6490). As such, all prerequisites for MG 6490 must be met prior to enrolling in MG 6410.

**MG 6490. MBA Capstone** (3)
In this capstone experience students integrate and apply learnings gained in mentoring, self-assessment and the more functionally based courses in their MBA program. Key processes include integrative case study, classroom practitioner interactions, consultative team projects, the leadership credo event, and focus on the dynamics of organizational change and strategy implementation. Summative learning assessment is accomplished through completion of integrative writing assignments and assessment of team projects by a panel of faculty and business practitioners. This course should be taken within the last semester of the program.

**MG 7120. Leadership and Organizational Behavior** (3)
Executive Fellows Program only. This course studies personal, social, technological, and organizational aspects of human behavior and examines effective leadership and management processes within organizations. The student will learn to integrate the cognitive, emotional, interpersonal, physical, moral and spiritual components of effective leadership. Competencies of leadership, communication, conflict management, and team development will be explored through experiential learning activities including simulations, cases and small group activities, and supplemented by various instruments.

**MG 7300. Strategy Formulation and Corporate Governance/Ethics** (3)
Executive Fellows Program only. Course focuses on organizational structure and the executive’s ability to successfully implement an organization’s mission, goals, objectives and strategies. The role of corporate governance and ethical decision making within the context of guiding values and support systems of the organization are explored. The course examines the executive function using successful and unsuccessful “real” cases to observe the decision and execution processes. Both text cases and “live” cases, as well as industry information are used extensively. The course is heavily oriented to the case method, and supported by conceptual and applied readings.

**MG 7501. Professional Development for Managers I** (2)
For Executive Fellows Program Only. This course is an integrated component throughout the Executive Fellows cohort-based learning process specifically designed to provide students with professional development as organizational leaders and agents of change. Using formal, comprehensive self-assessment, various personality profiles, and 360-degree feedback as a foundation, students develop a Professional Development Plan to focus their learning goals for the program. A one-on-one executive coaching relationship is used to create
clear focus on both professional development and the ability to meet the day-to-day challenges of leadership. Students will also explore their learning goals in the context of mentoring, and will be introduced to executives and other potential mentors from the community.

**MG 7502. Professional Development for Managers II**

For Executive Fellows Program Only. This course builds on the Professional Development Plan created in PDE-I, and extends into team and organizational leadership challenges. Students identify and articulate an organizational issue to be analyzed and addressed in the form of an Executive Project. This will set-up planning and implementation that will take place through the second year of the program. Additionally, students will go through a formal identification and matching process to establish mentoring relationships. Ongoing exploration of team and cohort dynamics, and the executive coaching process will continue throughout the semester.

**MG 7503. Professional Development Colloquium**

For Executive Fellows Program Only. This course builds on the Executive Project identified in previous semester. Students will learn and practice using research methodologies that will aid in action research specific to their executive projects.

**MG 7504. Professional Development for Managers III**

For Executive Fellows Program Only. This course explores concepts of change agency and Corporate Social Responsibility through community-based intervention. It provides tools of analysis and engagement in order to meet the diverse needs of multiple stakeholders and society while simultaneously creating value for the firm. Focused on the knowledge and skills necessary to recognize organizational interdependencies and to balance the increasingly complex interactions among competing stakeholder groups, students will begin work with Cohort Clients to assess current needs, analyze organizational dynamics, provide alternatives, and contract for services. Also, as an extension of the work completed in PDE-II, students will conduct organizational research for an independent Executive Project, including recommendations for action, which is presented to key stakeholder(s). Ongoing exploration of team and cohort dynamics, and the executive coaching/mentoring processes will continue throughout the semester.

**MG 7505. Professional Development for Managers IV**

For Executive Fellows Program Only. In this course, students are introduced to models of sustainable organizational change intervention, and will use these models to implement strategic transformational changes of lasting impact. Multiple interventions (both small- and large-system) will be designed and implemented; an individual change plan for the student’s own organization, as an extension of the Executive Research Project completed in PDE-III; and another group-based change plan for one or more of the selected Cohort Clients. Guidance from faculty is provided in the design, implementation and evaluation of the change project and in the preparation of a written report and formal presentation. Ongoing exploration of team and cohort dynamics, and the executive coaching/mentoring processes will continue throughout the semester, culminating with a new Professional Development Plan to carry the student forward from the program.

**MG 7815. Leadership Practicum**

Executive Fellows Program Only. This course provides students an experience so as to develop skills of leadership, organization, cooperation, and working through others. The course focuses on development and is sequenced at the mid-point of the program; the topics should be relevant also to the individual coaching students are receiving.

**MG 7830. Mensch Manager**

Executive Fellows program only. The fundamental premise is that a leader in the Jesuit tradition “manages like a mensch.” Mensch is Yiddish for a gentle, proper person of integrity, honor and humility, and is perceived by others to be decent, morally upright, and polite. This course explores how one can remain true to principles and personal values and still achieve professional success by focusing on how a mensch acts and interacts with other people to achieve results. The final deliverable for the course is the student’s Presentation Portfolio, with artifacts showing learning and progression in each of the Executive Fellows learning objectives.

**MG 7920. Worldviews and Ethical Principles in Business**

Executive Fellows Program only. This course is concerned with the general understanding and application of ethical principles in business. The aims of the course are to explain the nature of a worldview, and various philosophies of the human person, in order to provide an overall structure for an understanding of ethical approaches to business; to learn how to identify and apply these ideas both in life generally and in the business world; and, to help students to clarify, develop and support their own worldviews in order to cultivate a moral compass in business practice and decision-making. Many related issues will be discussed along the way including moral objectivism vs. moral relativism, freedom and pluralism, morality and law, issues of liability and practice, and consumerism and materialism and their effects on society, and on our understanding of the human person.
Management Information Systems
MIS 5025. Management Information Systems (3)
Students enrolled in the Health Care Leadership program or focus only. Course reviews past developments and emerging trends within the general discipline of Managerial Information Systems (MIS), and within the specific discipline of Health Care Information Technology (HCIT). Students explore the business management processes required for successful Information Systems planning, design and implementation within health care organizations of various sizes and types. Field visits and case studies expose students to the practical challenges involved in systems selection, implementation and ongoing utilization, including ethical issues, human responses to change, and best practices in project management.

Marketing
MK 5025. Foundations of Marketing (3)
Students enrolled in the Health Care Leadership program or focus only. Course examines the role of marketing in business strategy and planning. It covers marketing practices such as market research, environmental and competitive analysis, market segmenting and targeting, brand positioning and pricing. It also covers integration of marketing communications including advertising, promotion, publicity and sales—both online and traditional media. The course also covers product management in new, growing, mature and declining markets, both domestically and globally.

MK 6300. Marketing Strategy and Planning (3)
Course examines marketing management in the organization and its links to the overall corporate mission and strategy is examined. Concepts and techniques for environmental scanning, analysis of markets for opportunity, and design of marketing programs are also addressed. Prerequisite: MK 6100 or equivalent (MGMK 6101).

MK 6410. Marketing Strategy (2)
This strategic marketing course is designed to give you practice in the design, implementation, and control of marketing strategies. It is an operationally oriented course in which the application and not the definition, of marketing concepts, principles, and methods are important. In addition, the integration of the major decision areas of marketing will be stressed rather than the sequential discussion of these subjects. Prerequisite: ACFN 6110, BUS 6000, BUS 6100, EC 6300.

MK 7000. Strategic Marketing Management (3)
Executive Fellows Program only. This course examines the processes executives use to create, communicate, capture, and sustain value in their organizations. Using the case method, students analyze a variety of companies in different industries in order to gain insight into the process of value creation, and to provide them with management tools for sustaining it. Students learn how to use a market opportunity analysis in order to choose the right customers to target, find the best distribution channels for their products, price to capture value, and manage customers for profit.

MK 7900. Business Capstone (4)
Executive Fellows Program only. This course gives students experience integrating the concepts of marketing, accounting, finance, supply chain, organization behavior, communication, leadership, ethics, information analysis, and global awareness. Central to the course is a comprehensive simulation, international in scope, in which the students develop products, test-market products, develop business plans, secure venture capital, launch strategies, and monitor their performance. The simulation emphasizes the application, synthesis, and integration of all functional areas for the successful development and execution of marketing strategy. This course should be taken in the final semester of the program.
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B.B.A., Wichita State University, 1984; M.P.A., 1984; C.P.A. Instructor, 1988–91; Assistant Professor, 1991–96; Associate Professor, 1996–2008; Professor, 2008–

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Assistant Professor, 1991–95; Associate Professor, 1995–2001; Professor, 2001–; Dean, College of Arts and Sciences, 2009–

Renee L. Michael
Professor of Psychology
Assistant Professor, 1991–97; Associate Professor, 1997–2007; Associate Dean, College of Arts and Sciences, 2007–09; Professor, 2007–

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Professor of English
Assistant Professor, 1983–92; Associate Professor, 1992–2003; Professor, 2003–
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Assistant Professor of Exercise and Sport Science
B.S., Truman State University, 2003; M.S.Ed., Baylor University, 2006; Ph.D., University of Kansas, 2010.
Instructor, 2010–2011; Assistant Professor, 2011–

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Lecturer, 2008–

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Professor of Philosophy
Assistant Professor, 1996–2002; Associate Professor, 2002–09; Professor, 2009–

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Visiting Assistant Professor, 2011–

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Ph.D., University of Michigan

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Lecturer in Music
M.M., University of Missouri-Kansas City
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>University/Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helen Emmott</td>
<td>Lecturer in Theology</td>
<td>M.A., Loyola Chicago</td>
</tr>
<tr>
<td>Merritt A. Engel</td>
<td>Lecturer in Nonprofit Leadership Studies</td>
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</tr>
<tr>
<td>Claudine Evans</td>
<td>Lecturer in French</td>
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</tr>
<tr>
<td>Michael Fabrizio</td>
<td>Lecturer in Communication and English</td>
<td>M.A., Jersey City State College</td>
</tr>
<tr>
<td>Kimberly A. Flynn</td>
<td>Lecturer in Nonprofit Leadership Studies</td>
<td>M.S., Kansas State University</td>
</tr>
<tr>
<td>William Joseph Fossati</td>
<td>Lecturer in History</td>
<td>Ph.D., University of Kansas</td>
</tr>
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<td>A. Rex Gabbert</td>
<td>Lecturer in Paralegal Studies</td>
<td>J.D., Mississippi College School of Law</td>
</tr>
<tr>
<td>Marina Ganter</td>
<td>Lecturer in English</td>
<td>M.F.A., San Diego State University</td>
</tr>
<tr>
<td>Christine Garrett</td>
<td>Lecturer in Education</td>
<td>M.A., St. Mary College</td>
</tr>
<tr>
<td>Merrill Goldberg</td>
<td>Professor Emeritus in Mathematics</td>
<td>Ph.D., University of California-San Diego</td>
</tr>
<tr>
<td>Charles Golden</td>
<td>Lecturer in Education</td>
<td>M.A., Baylor University</td>
</tr>
<tr>
<td>Charles Gosselin</td>
<td>Lecturer in Physics</td>
<td>M.S., University of Missouri-Kansas City</td>
</tr>
<tr>
<td>Dennis V. Green</td>
<td>Lecturer in Exercise and Sport Science</td>
<td>M.S., University of Louisville</td>
</tr>
<tr>
<td>Sean Grube</td>
<td>Lecturer in Residence Living</td>
<td>M.Ed., University of Georgia</td>
</tr>
<tr>
<td>Ann Hakan</td>
<td>Lecturer in Psychology</td>
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</tr>
<tr>
<td>Robert Hamilton</td>
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</tr>
<tr>
<td>Kevin David Hanzlick</td>
<td>Lecturer in Nonprofit Leadership Studies</td>
<td>M.A., George Washington University</td>
</tr>
<tr>
<td>Keith D. Harris</td>
<td>Lecturer in Economics</td>
<td>M.A.B., Kansas State University</td>
</tr>
<tr>
<td>Allison Hartnett</td>
<td>Lecturer in Mathematics and Physics</td>
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</tr>
<tr>
<td>Stephen Heiner</td>
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</tr>
<tr>
<td>David P. Heller</td>
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<td>M.S., University of Kansas</td>
</tr>
<tr>
<td>Barnett Helzberg</td>
<td>Lecturer in Marketing</td>
<td>B.B.A., University of Michigan</td>
</tr>
<tr>
<td>Judith A. Hensley</td>
<td>Lecturer in Physical Therapy</td>
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</tr>
<tr>
<td>Zackary Hill</td>
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</tr>
<tr>
<td>Carol Hobbs</td>
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</tr>
<tr>
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<tr>
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<tr>
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</tr>
<tr>
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</tr>
<tr>
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<tr>
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J.D., University of Missouri-Kansas City

Christina Wisdom  
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Lisa Witcher  
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Sophie Woodworth  
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Herbert Woolley  
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Margarita Adler
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M.A., Monterey Institute of International Studies

Alice Amick
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Philip Baker
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Julia Gargallo
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Susan Helwig
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Mary Lou Johnson
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M.A., University of Kansas

Marilyn McSpadden
Lecturer in English
M.A., Wichita State University

Michael O'Leary
Lecturer in Biology
M.S., Kansas State University

Paul Peterson
Lecturer in Biology
M.A., University of Missouri-Kansas City

Brenton Sams
Lecturer in French
M.A., University of Kansas

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B.A., Quincy University; M.L.I.S., University of Missouri-Columbia

Danielle Theiss  
Head of Public Services  
B.S., Central Missouri State University; M.A., M.L.I.S., University of Missouri-Columbia

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Professor of Chemistry and Counselor  
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Rockhurst College, 1964–1999; Emeritus 1987

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Professor of Chemistry  
A.B., Saint Louis University, 1947; Ph.L., 1948; M.S.(R), 1952; S.T.L., 1956; Ph.D., University of Missouri-Kansas City, 1965; Rockhurst University, 1956–; Emeritus 2011
The 60-acre Rockhurst campus is in the heart of the cultural district of Kansas City. A mix of rustic stone and contemporary classroom buildings surrounded by beautiful, shaded walkways provide the perfect atmosphere for study and relaxation. The campus is a short stroll from Kansas City’s brightest cultural attractions, including the Nelson-Atkins Museum of Art, the Country Club Plaza, the Linda Hall Library of Science, Engineering and Technology, the Kansas City Repertory Theatre, the Stowers Institute of Medical Research and the Brush Creek Riverwalk.

Around the Kinerk Commons

◆ **Sedgwick Hall** (1914). Rockhurst’s oldest building on campus houses the Mabee Theater; classrooms; and faculty offices.

◆ **Conway Hall** (1938). Conway Hall houses the Helzberg School of Management, offering undergraduate business and economics as well as graduate programs, including the Helzberg Executive Fellows MBA. It also houses the business and human resource offices; computer services and physical plant operations, including computer laboratories; a large lecture hall; classrooms; and faculty offices.

◆ **Van Ackeren Hall** (1954). Administrative offices for the College of Arts and Sciences and the School of Graduate and Professional Studies are located in this building, as well as psychology and education laboratories and additional space for the physical therapy, occupational therapy and communication sciences and disorders programs. The Gervais Learning Center, faculty offices and faculty mailboxes are housed in Van Ackeren Hall.

◆ **Massman Hall** (1957). Massman Hall provides facilities to serve both the campus and the community. Space is provided for students, faculty, administration, alumni and guests of the University to mingle and relax. These facilities consist of the Thomas More Dining Room, a combination dining, banquet and meeting room; private dining rooms; the Mabee Chapel; the Rock Room, which provides Planet Sub and Starbucks along with lounge areas; an on-campus student pub; and general meeting rooms. The Office of the President, the Richardson Advancement Center, the Alumni Office, Rock Stop (the financial aid, registrar and and student accounts offices), the Barnes & Noble Bookstore, the IKON Mail and Copy Center, the Office of Admission, and Student Development offices. The Student Body workout center in Massman Hall features free weights and cardio equipment.

◆ **Greenlease Library** (1967). Greenlease Library contains approximately 400,000 items, with study and reading areas for 500 students. Group study areas, a computer laboratory and University archives are located in the library. More information about this building is detailed in the section “Library Facilities.”

◆ **St. Ignatius Science Center** (1996). This addition to the Rockhurst campus houses lecture halls, laboratories, student resource centers for physical therapy and occupational therapy, and faculty offices. The biology, chemistry, math and physics departments are housed here. More information about this building is detailed in the section “Science Laboratories.”
◆ **Student Activities Hall** (2000). Spacious and attractive, the Student Activities Hall is available for student and other university-sponsored events. It is located east of the Convocation Center and reservations for its use can be made through the physical plant.

◆ **Greenlease Art Gallery** (2000). The Greenlease Gallery is home to the University’s Van Ackeren collection of religious art. The collection comprises works from the 15th to 18th centuries. They include sculpture, textiles, paintings and altar pieces from the Gothic, Renaissance and Baroque periods. The gallery also features space for the series of temporary exhibitions Rockhurst shows each year. Many University receptions and social gatherings are held here.

◆ **Bell Tower and Pergola** (2000). The 93-foot tower, nearby pergola and fountain were added as part of the largest campus improvement and expansion plan in Rockhurst’s history. The project extended the central quadrangle, adding more green space and an attractive gathering place for the campus community. Reinforcing the Rockhurst mission, the bell tower bears the inscription, “Learning, Leadership and Service in the Jesuit Tradition.”

◆ **Kinerk Commons** (2006). As a parting tribute to outgoing Rockhurst University President the Rev. E. Edward Kinerk, S.J., the University named the campus quadrangle the Kinerk Commons. The dedication of the quadrangle honors eight years of service that Fr. Kinerk gave to the Rockhurst community. His legacy is commemorated with a stone bench and plaque on the southwest side of the Kinerk Commons.

### Physical Recreation Facilities

◆ **Mason-Halpin Fieldhouse** (1938) is home to varsity basketball, volleyball, and the athletic training room. The fieldhouse offers permanent seating for 1,500 and accommodates 2,000 for special events.

◆ The **Convocation Center** (1973) is adjacent to the Mason-Halpin Fieldhouse and contains a 10,065 square foot multipurpose room designed to accommodate basketball, volleyball, and general physical education activities. It also houses a weight room and two handball/racquetball courts. The Athletic Department offices are located in the center, as well as an equipment room, storage areas, and shower and locker facilities.

◆ The **Student Body** workout center in Massman Hall features free weights and cardio equipment.

◆ Outdoor physical recreation facilities include the **Wilfred C. Bourke Athletic Field**, an artificial turf soccer field; and the **Shaw Volleyball Court**.

◆ **Loyola Park** hosts a baseball field, softball field, and six tennis courts.
On-Campus Housing

◆ **Xavier-Loyola** (1958), **Corcoran** (1962) and **McGee** (1966) Halls. These student residence halls accommodate 640 students in double rooms. Each building contains a laundry, lounge, chapel, and computer facility. McGee was renovated in 2008 and Corcoran in 2009.

◆ **Town House Village** (1994). This housing option features residence for 200 students with priority given to juniors, seniors, and graduate students. The townhouses offer a mixture of 42 apartment-styled units with one, two or three bedrooms. The centrally located community center houses gathering areas, laundry facilities, and a computer room.

◆ **On-Campus Houses** (2006). Located just north and south of the main campus, these houses hold approximately 120 junior and senior students.

Adjacent to the Campus

◆ **Claver Jesuit Residence** (1991). The residence offers living, meeting and chapel facilities for 30 Jesuit priests, scholastics and brothers who staff and serve the University, the parish and Rockhurst High School.

◆ **North Garage** (2012). The 423 parking stall garage was erected in 2011 and provides much needed parking capacity to the campus. Completed in early 2012, it includes over 10,000 square feet of commercial retail space to support the campus as well as the surrounding neighborhoods. It was constructed using environmentally friendly methods and is pending LEED silver certification.

◆ **St. Francis Xavier Church** (1950). SFX is a parish church adjoining the campus, where students may attend Mass and which the University uses for some services.

Science Laboratories

Major grants from government and private sources have enabled the University to provide 70,000 square feet of modern facilities for teaching and research in the Division of Natural, Applied and Quantitative Sciences. Facilities within the St. Ignatius Science Center are designed to encourage faculty, student, or faculty-student cooperative research.

In the fall of 1996, the science center opened, housing the faculty and laboratories of the Departments of Biology, Chemistry, Mathematics and Physics. Additionally, this facility includes laboratories for the occupational therapy education and physical therapy graduate programs, two student resource centers, two computerized classrooms, two multimedia auditoriums, and two seminar rooms.

The Department of Biology has five laboratories equipped for general and advanced courses, and two student/faculty research laboratories in the facility.

The Department of Chemistry maintains seven instructional laboratories, including two devoted entirely to instrumentation, plus two research laboratories. Nuclear magnetic resonance, infrared, ultraviolet, visible and mass spectrometers, including Fourier transform instrumentation, are maintained for student use in all classes and individual research projects. Instrumentation is also available for gas and liquid chromatography, atomic absorption spectrometry, and electrochemistry.
The Department of Mathematics and Physics maintains three separate laboratories for general physics and advanced physics. In addition, the department maintains the James and Elizabeth Monahan Student/Faculty Research Laboratory for the use of students majoring in one or more of the two departmental disciplines.

The Departments of Occupational Therapy and Physical Therapy maintain two clinical procedures laboratories, two daily living laboratories, one gymnasium-type laboratory and one research laboratory.

All science students have access to hundreds of up-to-date computers across campus. In addition, students with their own computers can also access the Internet through the campus-wide wireless network.

**Library Facilities**

Greenlease Library
Fall and Spring semester hours:
Monday–Thursday 8 a.m.–12 midnight; Friday 8 a.m.–4:30 p.m.
Saturday 12 noon–4:30 p.m.; Sunday 12 noon–12 midnight

The Greenlease Library is on the northwest corner of the quadrangle. It is a member of MOBIUS, a consortium of more than 60 academic libraries in Missouri that share a common online catalog system which identifies more than 20 million items owned by member libraries. Students and staff may access books from member libraries by using an online request system. The library’s nearly 400,000 physical format items include: books, DVDs, CDs, videocassettes, audiocassettes, journals, newspapers, microfilm, microfiche, slides, and artwork. The electronic collection is accessible to students and staff both on and off campus and includes: more than 100 databases covering all areas of the curriculum; more than 50,000 periodicals; more than 2,000 electronic books. The library is a member of the Federal Depository Library Program and each year receives thousands of government documents in print or electronic formats. Additional services include: university archives; research assistance in person and through the Ask-A-Librarian chat reference service; interlibrary loan; online research guides and tutorials; computer lab and wireless Internet access; an assistive technology workstation; collaborative group study areas; seating for 500 and photocopiers/printers. More information can be found on the library website at [www.rockhurst.edu/services/library](http://www.rockhurst.edu/services/library).

The Carl Ferris Medical Library for Research College of Nursing is located on the A level of the Research Medical Center. Of the more than 400 journals to which the library subscribes, approximately 118 are directly related to nursing. The common indexes to nursing and health science literature are available. Courier services facilitate acquisition of desired material available through other Kansas City libraries. The reference librarians offer assistance in finding needed information, and an electronic search capability offers quick, complete bibliographic data on selected topics.
Computer Services

The academic and administrative computing systems that are supplied and supported by Computer Services are of great importance to the Rockhurst Community. Computer Services consists of fourteen staff members and encompasses the helpdesk, desktop support, computer programming, faculty development, and network administration.

The infrastructure at Rockhurst University is a hybrid system, providing both wired and wireless networking access from any building on campus. Every residence hall has a wired network port for every student that it houses, along with wireless access for convenient computing. The Rockhurst community has access to over 250 thin client computers running Windows 7 and Office 2010 in various labs across campus. There are a number of available open physical network ports, a campus-wide wireless network, and three twenty-four hour computer labs. As a result, network and internet resources are available anywhere on campus. Access to the campus network is not limited to the geographical boundaries of the campus thanks to a secure web-based VPN solution for all faculty and staff. One of the main focuses for Computer Services is making any technology asset available at any time and from anywhere. Computer Services also provides a robust 100mb Internet Connection for use by the campus.

Computer Services also offers single-sign on access to all the most important web resources available in one place called the campus portal. The portal is available by visiting https://my.rockhurst.edu and logging in with a Rockhurst username and password. Access to e-mail, WebCT, Livetext, and Rockweb are just some of the benefits of using the campus portal. Access to the library on-line databases was added in 2010.

Computer Services works closely with Dell, HP and Wyse as its core computing hardware platforms and Cisco as its core networking platform. Computer Services utilizes VMware to consolidate server resources and also provide a Virtual Desktop Environment in the computing labs that saves money, saves energy and works just like traditional servers and PCs. Computer Services supports a total of 45 servers running Microsoft Window Server and nearly 800 desktops, thin clients and laptops across the entire campus. The University’s administrative system runs on a Linux-based operating system. This system uses Oracle database software and front-end applications from SungardSCT and Evisions.

For more information about Computer Services and what we provide for the campus, please check us out on the web at http://help.rockhurst.edu.

Research College of Nursing Facilities

Since 1963, Research Medical Center has been located on a 60-acre site at 2316 East Meyer Boulevard in Kansas City, Missouri. As the largest of the HCA Midwest Division’s acute care facilities, this 511-bed facility provides a broad range of state-of-the-art services to patients within a 150-mile radius. Classrooms, computer labs, and a learning resource center are located in a newly-renovated building at 2525 East Meyer Boulevard.
Rockhurst Traditions

Historical Highlights

1908
Bishop John J. Hogan approved purchase of land for a Jesuit college.

1909

1910
Charter for awarding degrees was granted to Rockhurst by the state of Missouri.

1914
Academic life began with opening of high school in Sedgwick Hall.

1917
First college classes began with Rev. Alphonse Schwitalla, S.J., as the only faculty member.

1921
First class was graduated. First honorary degree was awarded to Marshal Ferdinand Foch. First Master's degree to J. Zack Miller III.

1922
Dowling Hall, the first college building, was completed.

1927
Rockhurst Circle was organized. Wilfred C. Bourke Field was completed.

1931
Honorary Directors Association was formed.

1933
Evening Division of College was established.

1937
Conway Hall classroom building was completed.

1938
Mason-Halpin Fieldhouse was dedicated to former Hawk coaches.

1939
North Central Association granted accreditation to Rockhurst College.

1940
First resident students were housed in Dowling Hall.

1946
Division of Business Administration was organized.

1950
St. Francis Xavier Church was dedicated.

1953
Francis Cardinal Spellman was honored guest at first Rockhurst Day.

1954
Jesuit faculty residence was dedicated.

1955
Board of Regents was established.

1956
Visiting Scholar Lecture Series was initiated.

1957
Massman Hall and Xavier-Loyola Hall, student residence, were dedicated.

1959
Fourth floor was added to Conway Hall.

1962
Honors program was initiated. Corcoran Hall, student residence, was completed. Rockhurst High School moved to Greenlease Memorial Campus.

1964
Hawks won N.A.I.A. basketball championship.

1965
Cooperative Education Program was established.

1966
McGee Hall, student residence, was dedicated. Junior Year Abroad program was introduced.

1967
Greenlease Library was dedicated.

1968
Library Guild was founded.

1969
College became coeducational in all divisions. President's Roundtable was formed.

1973
Physical Education and Convocation Center was completed.
1975
Van Ackeren Gallery of Religious Art opened. Graduate business courses initiated.

1976
Master of Business Administration degree program initiated. Jesuit residence named Van Ackeren Hall in honor of Father Van Ackeren’s 25th year as president.

1977
Lay members added to Board of Trustees; the Rev. Maurice E. Van Ackeren, S.J., appointed chancellor; the Rev. Robert F. Weiss, S.J., inaugurated as 10th president. Season of the Arts program was established.

1978
Executive Fellows Program began.

1979
Bachelor of Science in Nursing degree program was approved in conjunction with Research College of Nursing.

1980
Major renovation of Conway and Sedgwick halls was completed. Mabee Theater and campus entryway were dedicated.

1982
Corcoran Hall and Massman Hall Rock Room were renovated. First annual Rockhurst Week was held.

1983
School of Management was established. The Heritage Society was initiated. The Bachelor’s program in Physical Therapy was established.

1984
Conference Center addition to Massman Hall was completed. Mabee Chapel was dedicated.

1985
75th anniversary of the Rockhurst College charter was celebrated. Harry B. Kies Award was established to honor exemplary members of the College community.

1986
First endowed academic chairs were established—the Joseph M. Freeman, S.J., Chair in Philosophy and the George and Gladys Miller Chair in Business Administration. Thomas F. Eagleton Visiting Professorship was established.

1987
Research College of Nursing received North Central Association accreditation. Jesuit community established a scholarship for minority students and students with financial need.

1988
Rev. Thomas J. Savage, S.J., was inaugurated as 11th president. Research College of Nursing received National League for Nursing Accreditation. Global Studies offered.

1989
Master’s program in Occupational Therapy established. Center for Arts and Letters was established.

1990
A Campus Master Plan was announced. The plan takes the College into the next century and was developed with input from students, faculty, staff and the neighborhood.

1991
Rockhurst College Continuing Education Center, Inc., was established. RCCEC acquired National Seminars, Inc. A new Jesuit residence was built and renovation of Van Ackeren Hall for academic use initiated.

1992
The $35 million “Renewing Commitments” Campaign for Rockhurst was announced.

1993
Rockhurst joined Saint Louis University in opening Ignatius Center, the south campus location, one block south of I-435 at 106th and Wornall Road. Master’s program in Physical Therapy was established.

1994
Construction began on the Science Center. Town House Village opened. “Sacred Encounters: Father DeSmet and the Indians of the Rocky Mountain West,” a major exhibit, opened at Ignatius Center. A new core curriculum was implemented, organized around the seven classical modes of inquiry.

1995
Rockhurst approved a new five-year strategic plan. The Rev. Thomas J. Savage, S.J., announced a search process for his successor after leading the College to eight years of growth in students, in the size of the campus and in national recognition.
1996
Rockhurst completed the “Renewing Commitments” Campaign with the first Rockhurst Gala. The campaign raised $41.4 million for new and renovated facilities, endowed scholarships, faculty chairs and other projects. The College also opened the Science Center. The Rev. Peter B. Ely, S.J. was inaugurated as 12th president.

1997
Rockhurst opened the School of Professional Studies, offering baccalaureate degrees in organizational leadership, organizational communication and computer technology.

1998
Rev. Edward Kinerk, S.J., ’64, became the 13th president of Rockhurst College. A campus-wide technology plan was approved by the Board of Trustees. A new Communication Sciences and Disorders bachelor’s degree program was offered in partnership with Saint Louis University.

1999
Rockhurst changed its name from Rockhurst College to Rockhurst University. Construction began on quadrangle expansion, Greenlease Gallery of Art, and Student Activities Center. University completed purchase of properties needed for Loyola Park expansion.

2000
The University celebrated completion of a $10 million construction project, which included: moving the main entrance from 53rd to 54th St.; creation of a pedestrian mall at 53rd St.; construction of a 90-foot bell tower; a new pergola and fountain; and the Greenlease Gallery of Art. A Catholic Studies Center was established to explore and study the rich traditions of the Catholic Church.

2001
A $50 million capital campaign was launched, with most of the funds slated for construction and renovation of facilities. The School of Management changed its named to the Helzberg School of Management, in recognition of donors Barnett and Shirley Helzberg. The University launched a master of education degree in an effort to address the national teacher shortage.

2002
Conway Hall was reopened following a $6.5 million renovation. The renovation included technological improvement such as computer labs and “smart” classrooms with multimedia capabilities. The School of Professional Studies became part of the new School of Graduate and Professional Studies, new home to graduate programs that had formerly been part of the College of Arts and Sciences (communication sciences and disorders, education, occupational therapy, and physical therapy) and undergraduate programs in communication sciences and disorders, and education.

2003
The completion of the Excellence in the City $50 million campaign was celebrated, with $50.5 million raised. Rockhurst Day was renewed as a campus tradition. The Loyola Park Baseball stadium was inaugurated. A clinical doctorate (DPT) was established in Physical Therapy.

2004
Rockhurst launched a bachelor’s degree in biochemistry. Softball was inaugurated as the 11th varsity sport on campus.

2005
The University completed installation of the first campus-wide wireless network of any university in the Kansas City area. The campus welcomed the largest freshman class in 10 years, 370 students, up 50 percent from 2003.

2006
Rev. Thomas B. Curran, O.S.F.S., became the 14th president of the University. Rockhurst named the campus quadrangle the Kinerk Commons in honor of the Rev. Edward Kinerk, S.J., 13th president of the University. The campus welcomed the second largest freshman class in University history, with 396 students.

2007
Rockhurst began a comprehensive strategic planning process and introduced a new shared vision, which was developed with broad input from the University community. Rockhurst established a bachelor’s degree in sports science.
Endowment Fund
To improve its fiscal stability, Rockhurst has developed a permanent endowment fund invested to provide continuing income in support of various programs and activities of the University. The major portion affords financial assistance to students as directed by the donors.

Cultural Opportunities
◆ The Robert R. Lakas, S.J., Memorial Fund was established by friends of the late Rev. Lakas, Rockhurst English professor, whose desire was to share his appreciation of the fine arts—literature, music, art, and theater. Support from this fund provides opportunities for students and the community to enjoy special programs and performances annually.

◆ The Helen G. Bonfils Endowment for the Fine and Performing Arts was established at Rockhurst University in 1976. Inspired by the Victor Hugo apothegm inscribed on the south face of the Nelson-Atkins Museum of Art — “It is by the real that man exists; it is by the ideal that he lives”—Rockhurst University has used the endowment to promote contact between its students and the fine and performing arts.

Presidents of Rockhurst University

1910-1915
Rev. Michael P. Dowling, S.J.

1915-1918
Rev. Aloysius A. Breen, S.J.

1918-1924
Rev. John A. Weiand, S.J.

1924-1928
Rev. Arthur D. Spillard, S.J.

1928-1933
Rev. William P. Manion, S.J.

1933-1940
Rev. Daniel H. Conway, S.J.

1940-1945
Rev. William H. McCabe, S.J.

1945-1951
Rev. Thomas M. Knapp, S.J.

1951-1977
Rev. Maurice E. Van Ackeren, S.J.

1977-1988
Rev. Robert F. Weiss, S.J.

1988-1996
Rev. Thomas J. Savage, S.J.

1996-1997
Rev. Peter B. Ely, S.J.

1997-1998
Janet Watson Sheeran, Ph.D. (Interim)

1998-2006
Rev. E. Edward Kinerk, S.J., ’64

2006-
Rev. Thomas B. Curran, O.S.F.S.

2009
The University welcomed the largest freshman class in its history—417 students.

2010
Rockhurst celebrated the centennial anniversary of its charter with the theme “Learn, Lead, Serve, Celebrate!” A criminal justice degree program was established.

2011
The Carnegie Foundation for the Advancement of Teaching recognized Rockhurst University with its prestigious community engagement classification. The University broke ground in March for a new multi-use parking garage and retail facility, which was completed in December.

2012
A branding campaign was launched featuring the tagline, “Where leaders learn.” An extensive redesign of the University’s website accompanied the campaign.

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The Visiting Scholar Lecture Series was established in 1955-56 in order to enrich the intellectual life of the University and to provide free public lectures for the Rockhurst and Kansas City communities. Guests of national and international repute discuss timely and timeless subjects. Permanent funds endowing the program have been established by Roy A. Roberts, former editor of The Kansas City Star; by the Honorable Henry Bundschu, judge and member of a pioneer family in Independence and Kansas City; by the Kansas City Association of Trusts and Foundations; by Jo Zach Miller, Jr., in honor of Charles M. Charroppin; by the family of the Rev. William L. Rossner, S.J., long-time professor of philosophy at Rockhurst; and by a gift from Edwin G. Borserine to honor both the Rev. Vincent F. Daues, S.J., founder and long-time director of the Series, and Alpha Sigma Nu, the Jesuit Honor Society.

The Richard and Jane Bruening Endowed Fund for the Arts underwrites an annual concert, lecture or reading each academic year.

The Visiting Scholars

1955-1956
André Mercier
Père Paul Henry, S.J.
Rev. Josef Nuttin

1956-1957
Rev. John Courtney Murray, S.J.
Rev. John C. Ford, S.J.
Rev. Joseph Owens, C.Ss.R.
Rev. John L. Thomas, S.J.

1957-1958
Saul S. Weinberg
Lt. Gen. James H. Doolittle
Col. Thomas G. Lanphier Jr.
Senator Stuart Symington
Edward Teller
Sister M. Madeleva, C.S.C.
Clarence K. Streit
Rev. Henri Renard, S.J.

1958-1959
Erik Ritter von Kuehnelt-Leddihn
Rev. Bruce Vawter, C.M.
Rev. Gerald B. Phelan
Rev. Thurston N. Davis, S.J.

1959-1960
Robert Frost
Anton Charles Pegis
Samuel Eliot Morison
William F. Albright

1960-1961
Rev. Joseph M. Bochenski, O.P.
Francis J. Braceland
Harlow M. Shapley
Allan Nevins
Etienne Gilson

1961-1962
Cleath Brooks
Jerome Gregory Kerwin
Henry A. Kissinger
Dexter Perkins
Barbara Ward
R. Buckminster Fuller
André Girard
Hans Schwieger
Rev. C.J. McNaspy, S.J.

1962-1963
Rev. Clifford Howell, S.J.
Clinton Rossiter
Roger D. Reid
George Bagshawe Harrison

1963-1964
Peter J.W. DeBye
Douglas Hyde
Paul Engle
James D. Collins

1964-1965
Marguerite Higgins
Harold Clurman
Rev. Virgil C. Blum, S.J.
Hon. Charles Malik
Rev. Roland de Vaux, O.P.
Bernard Cardinal Alfrink

1965-1966
Samuel John Hazo
Ferenc Nagy
Ruth Mary Fox
Rev. Francis X. Murphy, C.Ss.R.
John Canaday

1966-1967
Rev. Hans Kung
Cornelius Ryan
Edward Albee
Alan Lomax

1967-1968
Maynard Mack
Edward Schillebeeckx, O.P.
Robert C. Weaver
Constantinos Doxiadis
Ian L. McHarg
James B. Reston
Walter W. Heller

1968-1969
Bernard J. Lonergan, S.J.
Haynes Johnson
Rollo May
Sir Tyrone Guthrie

1969-1970
John A. McLaughlin
Victor C. Ferkiss
Rev. Walter J. Ong, S.J.
James A. Lovell

1970-1971
Harry A. Schwartz
George Marek
Fernando Belaunde-Terry
Michael Harrington
1971-1972
Edwin O. Reischauer
James M. Gustafson
John Kenneth Galbraith

1972-1973
Gail and Thomas Parker
George Romney
Arthur Schlesinger Jr.
Nathan A. Scott Jr.

1973-1974
Rev. Robert North, S.J.
Nila Magidoff
Cornelio Fabro
Paul Ramsey

1974-1975
Bill Schustik
John Hope Franklin
Howard James
Hon. Floyd R. Gibson
Russell Millin
Willard Bunch
Hon. Harold Holliday Sr.
Ralph Martin
Robert Sigman
Austin Van Buskirk
John F. Mee

1975-1976
Elizabeth Janeway
Martin E. Marty
Anthony Burgess
Daniel Bell
Henry Steele Commager

1976-1977
Louis L’Amour
John T. Noonan Jr.
Claire Hollingworth
Herbert Baunel
Alfonzo Ortiz

1977-1978
Frank Manley
Rev. David Tracy
Clarence C. Walton
Captain Grace Murry
Hopper, U.S.N.
L’Abbé Germain Marc’hadour

1978-1979
Rev. Walter J. Burghardt, S.J.
David S. Broder
Jack Reynolds
Thomas Hoving

1979-1980
John Macquarrie
Wayne Clayson Booth
Lerone Bennett Jr.
Garry Wills
Rev. William Sloane Coffin, Jr.
Admiral Elmo R. Zumwalt, Jr.

1980-1981
Anthony Lewis
Ralph McInerny
Rev. Robert Drinan, S.J.
Lester Carl Thurow
Paul Craig Roberts
Natalie Hinderas
Yale Brozen

1981-1982
Rev. Joseph A. Fitzmyer, S.J.
David D. Burns
Fritjof Capra
Robert E. White

1982-1983
Mortimer J. Adler
Stanley Siegel
Erik Ritter von Kuehnelt-Leddihn
Malcolm Toon
James MacGregor Burns
Alfred Kahn

1983-1984
Rev. Jared Wicks, S.J.
Rev. Ladislas Orsy, S.J.
Jonathan D. Spence
Jerry Lee Jordan
Ernest L. Boyer
Edmund S. Wehrle

1984-1985
Vernon J. Bourke
Rev. David Gill, S.J.
Jean-Michel Cousteau
Robert Farris Thompson
Stanton Samenow
William Poole

1985-1986
Col. John Cortell
Jeremy Rifkin
Rev. Avery Dulles, S.J.
Jaroslav Pelikan
Rabbi Marc H. Tanenbaum
Rev. William Byron, S.J.
Jean Dietz Moss
Rev. William Wallace, O.P.
Owen Gingerich
Malcolm Miller
Leif Olsen

1986-1987
Amb. Philip Habib
Rev. Piet Schoonenberg, S.J.
Rev. Robert C. Baumiller, S.J.
Bert Hornback
Malcolm Miller
Rev. W. Norris Clarke, S.J.

1987-1988
Loret Miller Ruppe
Guido Fernandez
James P. Scott
Rev. James Hennesey, S.J.
Rev. Leo Sweeney, S.O.
John T. Noonan Jr.

1988-1989
Richard Neuhaus
Rev. Martin McCarthy, S.J.
Fred Barnes
Thomas Flanagan
Rev. Theodore M. Hesburgh, C.S.C.

1989-1990
Rev. Peter Milward, S.J.
Monika Hellwig
Arthur L. Caplan
Robert Jay Lifton
John M. Merriman
Harry Edwards
Rev. Jon Sobrino, S.J.

1990-1991
Rev. Marvin R. O’Connell
Julie Roy Jeffrey
Robert Collier
Rev. Robert Brungs, S.J.
Charles E. Rice
Rev. John Powell, S.J.
Rev. George Hunt, S.J.

1991-1992
Sr. Mary Clark, R.S.C.J.
Adele Dutton Terrell
Marion Montgomery
Rev. Richard P. McBrein
Sidney Callahan
Eoin McKiernan

1992-1993
Clarence Page
Catharine Stimpson
Theodore Hamerow
James Shenton
Mary Jo Nye
Rev. Gerald McCool, S.J.
Rev. Carl Starkloff, S.J.
1993-1994
Rev. Robert Barth, S.J.
Rev. Stanley Jaki
Bel Kaufman
Al Eaton
Joseph Pappin
Jacob Neusner

1994-1995
Zev Kedem
Rev. Richard Blake, S.J.
Christina Hoff Sommers
Rev. Brian Davies, O.P.
Paula Rothenberg
Cardinal Joseph Bernardin
Rev. J. Bryan Hehir

1995-1996
Paul Lombardo
H. James Birx
Rev. John Kavanaugh, S.J.
William Eckhardt
Toinette Eugene
Cardinal Roger Mahony
Rev. Michael Himes

1996-1997
Michael Medved
Professor Timothy McDermott
Rev. Leonid Kishkovsky
James Q. Wilson

1997-1998
Stanley Fish
Rev. Raymond Brown
Dallas Willard
Gertrude Himmelfarb

1998-1999
Joseph E. Persico
Peter Awn
Leroy Hood
David Lehman
Rt. Rev. Msgr. Robert Sokolowski

1999-2000
Helen Thomas
Richard Bernstein
Jody Williams
Cyprian Davis, O.S.B.
Maxine Greene
Linda Zagzebski

2000-2001
The Rev. Kevin Burke, S.J.
Mary E. Shaw
Rigoberta Menchú Tuma
Steven Benson
Jean B. Elshtain
David J. O’Brien
The Rev. Robert J. Schreiter
Daniel Callahan

2001-2002
Edmund Pellegrino
Mairead Corrigan Maguire
Kenneth Goodpaster
The Rev. Terrence Dempsey, S.J.
The Rev. James V. Shall, S.J.
J. Matthew Ashley

2002-2003
Garry Wills
Oscar Arias
Daniel Dombrowski
R. Scott Appleby
John L. Esposito
Bill Kurtis

2003-2004
Chris Hedges
Corey Flintoff
Adolfo Pérez Esquivel
Tom Fox
Jorge Gracia
Michael Cuneo

2004-2005
John Foreyt
Terrence Roberts
Mark Nanos
José Ramos-Horta
The Rev. Ronald Rolheiser, O.M.I.
Dava Sobel
Jude Dougherty
Kathleen Mahoney

2005-2006
David A. Prentice
Kevin Willmott
Sen. George J. Mitchell
The Rev. Charles M. Shelton, S.J.

2006-2007
Rev. Joseph Koterski, S.J.
Carolyn Maher
Christina Chan
Rev. George Coyne, S.J.
Robert L. Wilken
Gerald Coles

2007-2008
Paul G. Schervish
Ralph McInerny
Kevin Fox Gotham
Lt. Cmdr. Charles D. Swift (Ret.)
Rev. Jan Michael Joncas
Deborah Burger
Diana L. Hayes

2008-2009
James Sterba
Jon Coleman
Leonard Kristalka
Richard Lindzen
Rev. James Profit, S.J.
Tissa Hami

2009-2010
Andrew Card
Thomas Hibbs
Jon Lee Anderson
Rev. Greg Boyle, S.J.
Lisa Wagner

2010-2011
Luis E. Lugo
The V. Rev. Douglas Marcouiller, S.J.
David Nichols
Stephen Barr
Rev. John Haughey, S.J.
Claire Gaudiani
Juan Cole
Rev. Robert Spitzer, S.J.
Brenda Cárdenas

2011-2012
Reza Aslan
Daniel Sulmasy, O.F.M.
Peter Sacks
Melissa Harris-Perry
Rev. Joseph Tetlow, S.J.
Endowed Scholarships
Generous friends have made gifts and bequests to establish the following permanent scholarship funds, providing stability of income for student tuition assistance.

- The AFL-CIO Scholarship (William Green Memorial), established to honor the former president of the American Federation of Labor, William Green. Open to all full-time undergraduate students.

- The Andrews Endowed Scholarship, established in 2003 by Kathleen W. Andrews to assist full-time undergraduate students with need of financial assistance.

- The Paul D. Arend Scholarship, created through the estate of Paul Arend, who was associated with Rockhurst for more than 35 years as a student, teacher of economics and Registrar. Mr. Arend believed strongly in a Catholic education. Although Mr. Arend did not have children of his own, he devoted over 50 years to the Boy Scouts of America as scoutmaster. Open to full-time undergraduate students.

- The Athletic Assistants’ Scholarship—established by members of the Rockhurst University Athletic Hall of Fame to provide tuition assistance to students who act in a supportive role to an athletic team and who contribute in some significant way to athletics at Rockhurst University. The scholarship recognizes that students can participate in the Rockhurst athletic program without competing on an athletic field.

- The Megan Lynn Barnett Scholarship, this scholarship is named in memory of Megan Barnett, a student in the PT class of 2008, before her untimely death in December 2006. As a student, Megan demonstrated remarkable growth in knowledge, self-confidence and all aspects of professional behavior. This scholarship is awarded annually to a 2nd year DPT student who meets the qualifications and who can articulate a similar growth while enrolled as a student in the PT program.

- The Ronald Virgil Bartels Scholarship, established in 2000 by Monica Bartels, sister of 1963 Rockhurst alumnus, Ronald Bartels, for deserving Rockhurst University students.

- The William F. Bartholome Scholarship, established in 1972 by the friends of William F. Bartholome, a Rockhurst administrator for 25 years, to provide financial assistance to students, with special consideration given to those from large families.

- The Edward and Margaret Bessenbacher Scholarship, established by Jim Bessenbacher and his sister, Helen, in honor of their parents, Edward and Margaret, for students who meet the requirements for admission to Rockhurst.

- The Edward L. Biersmith III Scholarship, founded by Edward L. Biersmith III, ’63 and his mother, Helen Kramer Biersmith, for students majoring in philosophy. Recipients must have and maintain a 3.0 GPA or better in courses in theology and philosophy.


- The Louis H. Borserine, Jr. Scholarship, was established in memory of Louis Borserine, Jr., a Rockhurst alumnus and benefactor, by his wife, Kathleen and his brother, Edwin. Open to full-time undergraduate students.


- The Dr. Joseph F. Bredeck Memorial Scholarship, founded by his family to honor a distinguished health commissioner of St. Louis, Missouri, 1933-1948. Open to full-time undergraduate students.

- The John W. Breidenthal Memorial Scholarship—established by Mrs. John W. Breidenthal in memory of her husband, a Kansas banker and civic leader, to provide financial assistance to help students achieve a good college education. Open to full-time undergraduate students.

- The Joseph G. and Linda Buehler Scholarship—founded by the family in 2001 in appreciation of Rockhurst University. Preference is given to full-time students with outstanding academic potential who demonstrate need for financial assistance.

- The James E. Burke Scholarship was founded by the family of James E. Burke in 1982 to honor him. Open to full-time undergraduate students.

- The Mary Therese Byrne Puchi and Dr. Joseph B. Byrne, Sr. Scholarship Fund—established by family and friends of Mary Therese Byrne Puchi, including Dr. Joseph B. Byrne ’37 (father), Katherine Byrne (mother), Edmund Puchi (husband), and Eddie and Katherine Puchi (children). The scholarship is awarded to young women on the basis of academic accomplishment.
• The George B. Byrnes Scholarship—established by George B. Byrnes, former Rockhurst student, in appreciation of the support that was given him by the Jesuits and his classmates during the Depression years. The scholarship is awarded to students showing financial need who are interested in extra-curricular activities, with preference to those with physical conditions that may impair their ability to work in support of their tuition requirements.

• The Tommy Joe Caenen Memorial Scholarship—funded by Mr. and Mrs. Thomas J. Caenen in memory of their son. Recipients shall be seniors majoring in the sciences and pre-medical studies, alternating annual awards with pre-legal studies or business. Preference given to qualified students in evening programs.

• The Charles Family Scholarship, established in 2002 by Dan Charles, class of 1988, and Mary Brady Charles, class of 1989, to assist deserving students at Rockhurst University.

• The Herbert and Maxine Christensen Scholarship—created by a bequest from Mr. Herbert Christensen in 2001. Open to full-time undergraduate students.

• The St. Peter Claver Scholarship was established in 2006 by the friends, family and colleagues of Fr. Edward Kinerk, S.J., 13th president of Rockhurst University, in recognition of his unselfish devotion to the students of the University. At the request of Fr. Kinerk, the scholarship bears the name of St. Peter Claver, a 17th century Jesuit who devoted his life to the poor and oppressed. This scholarship is to be awarded to an entering undergraduate student who shows significant financial need.

• The Virginia L. Coleman Endowed Scholarship was established by Ms. Coleman in 2010 to assist deserving students who demonstrate need of financial assistance. A long-standing love of Rockhurst and a strong desire to make a difference in the lives of students prompted Ms. Coleman to establish the scholarship. Recipients shall be full-time undergraduates. Preference is given to graduates of private high schools located in Wichita, Kansas.

• The Louetta M. Cowden Scholarship was established in memory of Louetta M. Cowden by the trustees of the Louetta M. Cowden Foundation. Open to full-time undergraduate students.

• The Critical Investments Scholarship Program—established in 1995 to provide educational assistance for non-traditional women students (over the age of 24) who have experienced disadvantages in the pursuit of their education. Undergraduate students enrolled in the School of Graduate and Professional Studies are invited to apply for awards from this fund along with other undergraduates enrolled at Rockhurst University.

• The Edith and Harry Darby Scholarship, established by the Edith and Harry Darby Foundation to provide assistance to students who exemplify academic excellence and leadership qualities. Preference is given to students in their junior and senior years.

• The Vincent P. Dasta, Sr. Scholarship, established by Vince Dasta, Jr., in honor of his father, to assist full-time undergraduate students who demonstrate need of financial assistance.

• The Graham Davis Memorial Scholarship, created in memory of Graham Davis, an ‘88 MBA graduate and PT student at the time of his death. The scholarship is for non-traditional students (those over the age of 24) enrolled in the Physical Therapy Program. Students must submit a completed application to the Chair of the Physical Therapy Department by October 1 of each year.

• The Ilus W. Davis Fund—initiated through gifts of Ilus W. Davis, former mayor of Kansas City, Missouri, and member of Rockhurst’s Board of Trustees and Regents. Open to full-time undergraduate students.

• The Mary A. DeClerk Memorial Scholarship—established by a bequest to assist deserving students. Open to undergraduate students.

• The Denzer Family Scholarship was established to provide tuition assistance to students who might not otherwise be able to complete their undergraduate degree at Rockhurst University. The Denzer Scholarship is to be awarded to students in their junior and/or senior year who are pursuing a baccalaureate degree in accounting, economics, or finance.

• The Francis McDonnell Dierks and Margaret Muser Dierks Scholarship, funded by a bequest of Francis McDonnell Dierks, an alumnus, and by gifts of his wife, Margaret Muser Dierks, in support of deserving Rockhurst students. Open to full-time undergraduate students.

• The Gary Dierks Family Scholarship, established in 2004 by Gary A. Dierks, a 1990 Rockhurst alumnus. The scholarship assists students from the St. Louis metropolitan area who graduate from Catholic High Schools and whose declared major is business administration, accounting, finance or economics. Recipients will be enrolled full time and demonstrate significant financial need. Preference given to students who graduate from St. Pius X High School.

• The James R. Dierks Scholarship, created by a bequest from the estate of James R. Dierks, a 1937 alumnus, and gifts from his wife, Jeanne.
• The Alfred J. and Helene M. Dill Scholarship—established by the bequest of Mrs. Helene Dill in 2001. The fund provides a deserving full-time student enrolled at Rockhurst University with a partial or full tuition scholarship. Open to full-time undergraduate students.

• The Joseph and Catherine Donnelly Scholarship, established in 2003 by Michael F. Donnelly, class of 1963, to honor the memory of his parents. The scholarship will assist worthy students attending Rockhurst University who demonstrate significant financial need.

• The William C. Doyle Memorial Scholarship honors the memory of Rev. William C. Doyle, S.J., whose dedication and deep concern for others were an example to students and faculty for 45 years as a professor of mathematics and physics. The fund assists deserving mathematics and physics majors.

• The Duncan Family Scholarship—established to honor the Duncan family and provide tuition assistance to students who might not otherwise be able to complete their undergraduate degree at Rockhurst University. Awarded to juniors and seniors who are majoring in a liberal arts or science program, who demonstrate need for financial assistance and have a cumulative grade point average of 2.9 or better. Recipients must be enrolled full-time. If recipients are juniors, they must reside in campus housing. Preference is given to descendants of Naomi I. Long and Linda I. Duncan in awarding the scholarship.

• The Charles L. and Carol E. Dunlap Scholarship was established in 2006 to provide tuition assistance to students who might not otherwise be able to complete their undergraduate degrees at Rockhurst University. Mr. Dunlap, Class of 1965, was active in leadership roles in student government and was a member of the NAIA National Championship Basketball team. Open to full-time undergraduate students.

• The J. Ernest Dunn, Sr., Memorial Fund—founded by Mrs. Rose Dunn to honor her husband, a charter member of the Rockhurst Regents. Provides grants to worthy students, with special consideration given to Latino-American students.

• The Stanley H. Durwood Foundation Endowed Scholarship was established in 2010 by the Trustees of the Stanley H. Durwood Foundation to provide tuition assistance to deserving students who are seeking undergraduate degrees at Rockhurst University. Qualified Durwood Scholars shall meet admission requirements and criteria for academic scholarships and be enrolled as full-time students.

• The Donna Edell Scholarship—established by her husband, Jack Shumway, for students working in the field of natural sciences, demonstrating financial need and without restriction to academic merit.

• The G. Berenice Elders Fund was established by the bequest of G. Berenice Elders to honor the memory of her parents, Dr. and Mrs. H. Will Elders, and other members of her extended family. The fund was created to support the Jesuit community and Rockhurst University in providing a Catholic, Christian education for deserving students.

• The Philip J. Erbacher Trust—established by the estate of Philip J. Erbacher. Mr. Erbacher, a 1935 graduate and valedictorian of Rockhurst University, was a distinguished lawyer, university professor and author. Open to full-time undergraduate students.

• The Anthony Fasenmyer Scholarship, founded by A.C. Fasenmyer III to honor the memory of his father. Open to full-time undergraduate students.

• The T. J. Fleming Scholarship, established by his wife in memory of this longtime friend and Honorary Director of Rockhurst. Open to undergraduate students.

• The Arthur A. Forster Scholarship—established by Arthur A. Forster, member of the first graduating class of Rockhurst. The scholarship will assist students who are academically qualified and who have need of financial assistance.

• The Rev. Joseph M. Freeman, S.J., Scholarship—established by (Ret.) Col. Martin J. and Lilyan Flaherty and in 2001 to honor the Rev. Joseph M. Freeman, S.J., a long-time professor at Rockhurst University. Preference is given to honorably discharged veterans of a U.S. military service branch or individuals still serving in the U.S. military, National Guard, or Reserves, without regard to need or academic status, who have families to support.

• The Friedl-Kies Scholarship—established by Mr. and Mrs. Harry Bonfils for students who are interested in studying economics.

• The Genevieve Geiger Nursing Scholarship, established in 1999 by a bequest of Ms. Geiger. This fund supports pre-nursing and nursing students at Rockhurst University and Research College of Nursing.

• The May S. Geiger Scholarship Fund, established by gifts and a bequest of a longtime friend of Rockhurst University to aid worthy students. Open to full-time undergraduate students.
- The R. McRae “Mac” Geschwind Scholarship Fund, established in 2000 by Mr. R. McRae Geschwind, class of 1963, member of the Board of Regents and the Heritage Society at Rockhurst University, for deserving full-time undergraduate students who have demonstrated financial need. “Mac” was involved in student government, campus media and campus theatre. Geschwind Scholars will have a sound academic record and extraordinary involvement in school and community. Recipients will be expected to exemplify “Learning, Leadership and Service in the Jesuit Tradition.” Preference given to nieces or nephews of R. McRae or Elaine Geschwind.

- The Dr. Don E. Gibbs Memorial Research Scholarship Fund was established in 2008 by his wife Linda Gibbs, family, friends and colleagues as a fitting way to honor the exemplary life and service of Dr. Gibbs. Don Gibbs was a consummate teacher of chemistry, the Bible and life, beloved by all who knew him. Students majoring in the Division of Natural, Applied and Quantitative Sciences and conducting science research while enrolled at Rockhurst University are eligible to receive this scholarship.

- The Dr. Joseph P. Glas Scholarship, established in 1994 by Dr. Joseph P. Glas, class of 1960, for declared biology, chemistry or physics majors with demonstrated financial need.

- The Mary Agnes Goecke Scholarship, established in 2001, to assist hard working young women and men in obtaining a Catholic education at Rockhurst University. Open to full-time graduate students who demonstrate need for financial assistance.

- The Golden Hawks Scholarship, created by Rockhurst alumni who graduated at least 50 years ago. The scholarship aids students who encounter financial difficulties while enrolled at Rockhurst. Open to full-time undergraduate students.

- The Golden Hawks Class of 1958 Scholarship, established by the 1958 Golden Hawks on the occasion of their 50-year reunion in 2008. 1958 Golden Hawks Scholars are high school or transfer students who are enrolled full-time, demonstrate need for financial assistance and maintain a minimum GPA of 3.0. Letters to Golden Hawks, Class of 1958.

- The Goppert Scholarship Fund, established by Mr. and Mrs. Clarence H. Goppert and the Goppert Foundation to provide assistance to students demonstrating significant financial need. Open to full-time undergraduate students.

- The Gordon, Killiger and Tallman Memorial Scholarship was established in 2007 to honor Norman P. Gordon, John G. Killiger, Jr. and Francis J. Tallman. This scholarship will assist deserving students.

- The Eleanor V. Gray Scholarship, established in 2002 by Miss Gray to assist full-time undergraduates at Rockhurst University who demonstrate need for financial assistance and wish to prepare for a career as a teacher.

- The Ralph L. Gray Memorial Scholarship, established by Anna Gray, wife of Ralph L. Gray, in honor of his 41-year membership in, and presidency of, the Honorary Directors Association, his membership in Regents, and his work as a civic leader and former chairman of Armco Steel. Open to full-time undergraduate students.

- The Michael J. Hardy Memorial Scholarship, established by friends and family to honor the memory of Mike Hardy, a Rockhurst University student and rugby team member. Open to full-time undergraduate students.

- The John and Gene Hayes Scholarship was established in 1999 to assist deserving students at Rockhurst University. Recipients will be full-time undergraduates who have demonstrated need for financial assistance. Preference is given to students from ethnic or racial minority backgrounds and may be first-generation college attendees.

- The William Randolph Hearst Scholarship, established in 1984 by the William Randolph Hearst Foundation to assist deserving Rockhurst students. Open to full-time undergraduate students.

- The Thomas F. Heitlinger Scholarship, established in 1998 by Louis J. Heitlinger in honor of his brother Thomas, who died at a young age. This scholarship supports English majors with a minimum grade point average of 3.2 who demonstrate financial need.

- The Anthony J. Heydon Memorial Scholarship, established by his wife, Ivah, and friends to honor the memory of Anthony J. Heydon, investment banker and Honorary Director. Open to full-time undergraduate students.

- The Mark B. and Patrick M. Higgins Memorial Fund provides grants to worthy students with particular consideration given to members of Alpha Delta Gamma fraternity. Established by the family of Mark B. and Patrick M. Higgins.

- The Hilke Scholarship, in memory of the Rev. George C. Hilke, S.J., who served Rockhurst University in many different capacities and who helped establish the Rockhurst Alumni Association. Open to full-time undergraduate students.

- The Lloyd and Sue Ann Hill Scholarship was established in 2006 to provide tuition assistance to deserving students. Mr. Hill earned his Rockhurst M.B.A. in 1985 and is a former...
member of the Rockhurst University Board of Trustees. This scholarship is open to academically qualified full-time undergraduate students.

- **The Robert F. Hoefer Memorial Fund** honors Robert F. Hoefer, 1953 alumnus and Trustee, and provides financial assistance to students with special consideration given to those interested in finance or business administration.

- **The Honorary Directors Association Scholarships**, provided through the perpetual memberships of more than 320 persons in their own names or as memorials to former directors. Established in 1931. Open to full-time undergraduate students.
  - **Honorary Directors Rod J. Cyr Fund**, created in 1998 by Roderick J. Cyr, a member of the Honorary Directors Association.
  - **Honorary Directors Jerome Patrick Dobel Fund**, established in 2002 by his family, to pay tribute to his life and to affirm the values and priorities that guided him in all that he did.
  - **Honorary Directors Daniel Haake Fund**, established in 2001 by Daniel Haake, a 1973 alumnus and member of the Honorary Directors Association.
  - **Honorary Directors Barnett Helzberg Fund**, established by Barnett and Shirley Helzberg in 1999.
  - **Honorary Directors Al and Mary Helen Kleinman Fund**, established in 2003 by Michael and Patricia Kleinman, to honor his parents Al and Mary Helen Kleinman.
  - **Honorary Directors John A. Magers Fund**, created by John Magers, a 1940 alumnus and member of the Honorary Directors Association.
  - **Honorary Directors Jo Zach Miller Fund**, established in 1999 by Jo Zach Miller, a perpetual member of the Honorary Directors Association.
  - **Honorary Directors Ruth H. O’Neil Fund**, established in 1999 to assist worthy young persons who might not otherwise be able to attend Rockhurst University.
  - **Honorary Directors Leonora M. Seck Fund**, established in 2002 by James and Lawrence Seck in loving memory of their mother.
  - **The J. Frank Hudson Memorial Scholarship**, established by Mrs. J. Frank Hudson in honor of her husband, the first chairman of Rockhurst Regents and the chairman of the University’s first major fund drive. The scholarship assists students interested in business careers.
  - **The Josephine Hudson Scholarship**, funded by Josephine Hudson, charter member of the Library Guild, member of Honorary Directors Association and former Rockhurst Regent. Open to full-time undergraduate students.
  - **The Thomas Francis Imbs Scholarships**, established by the family of Thomas Francis Imbs in memory of the father of Rev. Robert Imbs, S.J., a member of the Rockhurst Jesuit community. Father Imbs was professor of history and political science for 28 years, coach of the Rockhurst Debate Team and founder of the Rockhurst Discussion Club. Open to full-time undergraduate students.
  - **The Isemann Family Endowed Scholarship** was established in 2011 by Shelly Isemann ’89, and Andy Isemann, ’87 and ’93. Their purpose is to assist deserving students in earning a Catholic, Jesuit education at Rockhurst University. Recipients will be full-time undergraduate students with demonstrated need of financial assistance and a record of commitment to the Catholic faith.
  - **The Jesuit Community Scholarship Fund** assists needy students with preference given to minority students.
  - **The Sandra E. Jiles Scholarship** was established in 2004 by Sandra E. Jiles, class of 1993. The purpose of this scholarship is to provide tuition assistance to African-American female students who would not otherwise be able to attend Rockhurst. The scholarship will be awarded to junior or senior students majoring in accounting who demonstrate significant financial need.
  - **The John M. and Mary A. Joyce Scholarship**, established by John M. Joyce Jr., ’25, in memory of his parents, to assist future students in obtaining a Catholic, Jesuit education at Rockhurst. Open to all Catholic students.
  - **The Lois H. Keller Endowed Scholarship**, established in 2003 by the estate of Lois H. Keller, one of two women who graduated from Rockhurst University in 1967. Open to full-time undergraduate students.
  - **The Leo J. Kelley Memorial Scholarship**, established in 1991 for students with demonstrated financial need. Preference given to student athletes.
  - **The Mr. and Mrs. Simon C. Kelly Memorial Scholarship**, funded by a bequest of Agnes C. Kelly in recognition of her nephew, the Rev.
Francis J. Carey, S.J., and honoring Mrs. Simon C. Kelly. Preference given to relatives of members of the Jesuit community at Rockhurst University; to relatives of members of the Jesuit community at Rockhurst High School; to relatives of members of the Missouri Province Jesuits; and, finally, to relatives of any Jesuit. Recipients must be full-time students.

- The Dr. Samuel L. Kennedy Scholarship, established in 2005 to honor "Doc K" who served as the Faculty Moderator of the Sigma Alpha Epsilon Chapter from 1972 to 1987. "Doc K" touched the lives of countless SAE’s, as well as other students. Recipients will be members of Sigma Alpha Epsilon at Rockhurst who are enrolled full time and have a 2.5 cumulative grade point average.

- The Kieffer Scholarship, founded by Miss Catherine Shore in memory of Rev. Eugene C. Kieffer, S.J. Open to full-time undergraduate students.

- The Harry B. Kies Memorial Scholarship, established by the family of Harry B. Kies and by Rockhurst faculty and students. Harry B. Kies co-founded the Institute of Social Order and taught history at Rockhurst for 42 years. Open to full-time undergraduate students.

- The Kirwan-Hartigan Memorial Scholarship, established in memory of Francis and Clara Louise Kirwan, to assist worthy students.

- The Knipscher Chemistry Scholarship, founded to honor the memory of the Rev. John K. Knipscher, S.J., who founded the chemistry department at Rockhurst. Open to all chemistry majors.

- The Julian J. Knopke Scholarship—established in 2000 by the Knopke family in honor of Julian J. Knopke, a gifted and generous businessman and loving father. The fund is dedicated to assisting students in financial need who want to change their lives through desire and hard work.

- The Robert F. Kuhnlein Scholarship, founded in memory of Robert F. Kuhnlein, an alumnus and member of the Rockhurst Regents. Open to full-time undergraduate students.

- The Dr. Thomas A. Kyner Memorial Fund, established in 1970 by bequest of Dr. Thomas A. Kyner, a member of Rockhurst Honorary Directors. Open to full-time undergraduate students.

- The William F. and James B. Laughlin Memorial Scholarship, created in 1997 by Eugene Laughlin to honor his brothers, William and James. The award assists deserving full-time juniors or seniors in the Helzberg School of Management who demonstrate financial need and who meet the criteria for academic scholarships.

- The Max Leupold Memorial Scholarship, created by bequest of Max Leupold, a Kansas City banker, civic leader and Honorary Director. Max Leupold developed corporate support for Rockhurst and our students over the course of ten years as a Senior Ambassador. Open to full-time undergraduate students.

- The Robert L. Lueking Memorial Scholarship, established by Gus W. Lueking in memory of his son, Robert L. Lueking, a former Rockhurst student, and his wife, Edna Lueking. Open to students who demonstrate financial need, were born in and presently reside in Missouri, maintained a B average or above in high school, and continue to maintain a B average or above in collegiate studies. Preference is given to students pursuing study in business, accounting, or economics.

- The William E. and Mary Margaret Mangold Scholarship, created in 1996 to assist deserving graduates of Bishop Miege High School in Shawnee Mission, Kansas. Recipients must be enrolled full-time. Financial need is not a criterion for selection. Preference is given to incoming freshmen who plan to earn a degree in accounting. Scholarship is renewable for students who continue to meet all criteria.

- The Mason Family Scholarship honors Patrick W. Mason, 1921 alumnus and Rockhurst athletic coach, and members of the Mason family who supported the University and its students over many years. Open to full-time undergraduate students.

- The Henry J. Massman, Sr. Scholarship honors Henry J. Massman, Sr., whose dedication to promoting Jesuit education galvanized support for the building of Conway Hall and Mason-Halpin Fieldhouse. Mr. Massman served as president of the Honorary Directors Association for 24 years. The scholarship provides tuition assistance for needy students. Open to full-time undergraduate students.

- The Lucie Jane Desloge McAnany Scholarship, a permanent trust, established by one of the first women attending evening courses in the 1930s, that assists deserving students in obtaining a Catholic college education. Open to all Catholic undergraduate students.

- The George & Mary McCullough and Ray & Lillian Enright Scholarship was established in 2005 by Thomas A. McCullough to honor his and his wife’s parents. The purpose of this scholarship is to provide tuition assistance to students who might not otherwise be able to complete their undergraduate degree at Rockhurst University. Tom McCullough, Class of 1964, was a member and Chair of the Board of Trustees, and served on the alumni board and on numerous committees throughout the years. Recipients will
be graduates of Catholic high schools on either side of the state line or will have attended one of the Central City Catholic schools or one of the Gardner Plan inner-city Catholic grade schools. McCullough/Enright Scholars will be enrolled full time and demonstrate significant financial need.

• The Robert A. McCune Memorial Fund, established by Thomas J. McCune in memory of his son, Robert A. McCune, a former Rockhurst faculty member, to provide financial assistance to junior and senior accounting students.

• The Mr. and Mrs. Robert H. McDonnell Scholarship assists deserving students, particularly those interested in engineering, with preference given to the children of employees of Burns-McDonnell.

• The Frank and Margaret McGee Scholarship, established by Thomas F. McGee in honor of his parents. Open to full-time undergraduate students.

• The Thomas McGee Scholarship, founded by Louis B. McGee in honor of his father, Thomas McGee, for students majoring in business administration.

• The Meeks Family Foundation Scholarship for African-American Students, established by Judge and Mrs. Cordell Meeks, Jr., to provide tuition assistance to students who might not otherwise be able to pursue an undergraduate degree at Rockhurst University. Open to incoming freshmen who are African-American, reside in the Greater Kansas City Metropolitan five-county area, demonstrate financial need and meet criteria for academic scholarships.

• The Chester C. and Addiebell Michael Scholarship, provided by the estate of a 27-year member of the Honorary Directors. Open to full-time undergraduate students.

• The James E. and Jane G. Millard Memorial Scholarship, established by their children in memory of their parents’ love and support of Catholic, Jesuit education. Preference will be given to a descendant of the Millards, then to Catholic students.

• The Bernadette and Richard Miller Scholarship, a grant to be awarded annually to full-time students who spent the prior summer doing voluntary social service for the less fortunate and needy. The fund was established by Richard W. Miller, a 1952 alum, past member of Rockhurst University’s Board of Trustees, prominent Kansas City attorney, and co-founder of the Christmas in October project, and his wife, Bernadette Miller, who is active in Rockhurst University’s Library Guild and other volunteer committees.

• The Robert W. and Mary Jane Miller Memorial Scholarship, founded by their children: Mr. and Mrs. Robert E. Miller, Mr. and Mrs. Richard W. Miller, Mr. and Mrs. John Hinse, and Mr. and Mrs. Charles Roult. Robert W. Miller was a 30-year member of the Rockhurst Evening faculty and his wife, Mary Jane Miller, was a member and president of the Rockhurst Circle. The scholarship was established to provide tuition support for students who spent the previous summer in voluntary service to the less fortunate and needy. In this way, the children of Robert W. and Mary Jane Miller hope to encourage and assist people in following the example of their parents.

• Paul A. Mistretta Memorial Scholarship, established by the Mistretta family to honor their son, Paul, a former Rockhurst student who loved music, especially the trombone. The scholarship benefits students in Rockhurst’s Music Department. Recipients must be nominated by the Chair of the Music Department, demonstrate financial need, and maintain good academic standing. Preference is given to students of Italian heritage.

• The William Moore Scholarship, founded by Mrs. Genevieve Moore in memory of her husband William, class of 1928. Open to full-time undergraduate students.

• The Harry F. Murphy Memorial Scholarship, established by family and friends of Harry F. Murphy, 1925 alumnus, Honorary Director, lawyer and judge. Open to full-time undergraduate students.

• The Murphy-Holman Scholarship—established to honor Jim and Susan Murphy’s families as well as to provide tuition assistance to students who might not otherwise be able to complete their undergraduate degree at Rockhurst University. James W. Murphy is a 1957 graduate of Rockhurst University. The scholarship is awarded to students in the Helzberg School of Management who are in their junior or senior year of undergraduate study, demonstrate need for financial assistance, are preparing for a career in business, have demonstrated progress towards attainment of their baccalaureate degree, are average academic students, and are enrolled full time. Preference is to be given to students who are first generation college students.

• The George M. O’Connor Memorial Scholarship, established in 2005 by family, friends and colleagues to create a perpetual memorial for Professor George M. O’Connor, who taught biology to Rockhurst students for 35 years. The scholarship was founded so that his legacy will live on through the type of student he most enjoyed teaching.
• The Laurence R. O’Donnell Memorial Scholarship, honoring Laurence R. O’Donnell, a charter member of the Rockhurst Regents and a dedicated friend of education and the Jesuits. Open to full-time undergraduate students.

• The Vincent O’Flaherty Scholarship, established in 2003 by Michael O’Flaherty, class of 1959 and Rockhurst University Trustee, to honor his father.

• The Josephine A. Oldani Memorial Scholarship—established in memory of the mother of a Jesuit member of the Rockhurst faculty to provide tuition assistance to undergraduate students who demonstrate financial need.

• The Walter Ong, S.J. Scholarship, established in 2003 to honor Father Ong’s contributions as one of the founding members of the Alpha Delta Gamma Zeta Chapter Fountain City and in recognition of his later accomplishments as renowned teacher, scholar and author. The scholarship will assist deserving students at Rockhurst University. Preference given to members of the fraternity, as well as sons and daughters of ADG alumni.

• The James R. Owens, Jr. International Scholarship, established in 2001 by Mr. Owens, class of 1972, to encourage enrollment of international students from Ukraine.

• The Sebastian Patti Scholarship, founded by Mrs. Sebastian Patti in memory of her husband, for students preparing for careers in engineering.

• The Permanent Memorial Fund, a continuing source of support for the University that may be used in the area of most need. This permanent memorial provides lasting and appropriate honor for deceased persons through friends of Rockhurst.

• The Physical Therapy Scholarship—initiated by a gift from the first graduating class in physical therapy and continues to be primarily supported by graduates and their families. Assistance is awarded to the most financially needy year two and/or year three students in the Physical Therapy Education Program.

• The Edward T. Powers Scholarship, founded by Miss Marie F. Powers in memory of her parents, Amanda and Edward Powers. Open to full-time undergraduate students.

• The Dr. James F. Ragan Scholarship was established by his family in 2011 to honor his memory. The Ragan Scholarship is to provide tuition assistance to deserving students pursuing an undergraduate degree in English at Rockhurst University. Dr. Ragan, Class of 1949, was a professor in Rockhurst’s English Department from 1956-1966. Recipients will be juniors or seniors majoring in English.

• The Olivia Raya Scholarship was established in 2006 by Mr. and Mrs. Louis Raya in honor of their daughter Olivia, whose life journey ended at the young age of 26. Through hard work and determination, Olivia accomplished her greatest goal and received her undergraduate degree at Rockhurst University. The scholarship will assist Latina women who are from Clay, Platte, Jackson, Wyandotte or Johnson county who have significant financial need. Recipients will be sophomores, juniors or seniors who are enrolled full time. Renewal of the scholarship will not be permitted.

• The Regular Investors in Rockhurst Scholarship—established by members of the Alumni Association from a portion of their regular annual support and is restricted to the children of alumni.

• The Mr. and Mrs. John A. Reid Scholarship Fund was established by Mr. and Mrs. George Reid in honor of Mr. Reid’s parents. Open to full-time undergraduate students.

• The Reiter Family Scholarship, established in 2003 by Bob Reiter, class of 1964, and Rockhurst University Regent.

• The Robert A. Ridgway Scholarship Fund, founded in memory of Robert A. Ridgway by his wife. Open to full-time undergraduate students.

• The Dr. Sam E. Roberts Fund, established in memory of Dr. Sam E. Roberts by a bequest of his wife, Mary, a member of the Regents. Preference is given to juniors who demonstrate leadership ability.

• The Rockhurst Circle Scholarship, established as a permanent fund in 1972 from projects and gifts of the first (1927) women’s organization of the University, comprised of the mothers, wives and friends of students. Open to full-time undergraduate students.

• The RubinBrown/James and Karen Castellano Scholarship, established in 2004 by Jim Castellano, 1973 alumnus, and member of the Board of Trustees. The scholarship will assist deserving students at Rockhurst. Recipients will be MBA students who are enrolled full time and preparing for a career in accountancy.

• The Rues Occupational Therapy Scholarship, provides tuition support to occupational therapy students through the generosity of Drs. Larry and Jane Rues. Preference is given to occupational therapy students, who are also parents, with a minimum 3.0 GPA.

• The St. Francis de Sales Scholarship, established in 2006 by the Rev. Thomas B. Curran, O.S.F.S., 14th President of Rockhurst University and the Oblates of St. Francis de Sales, provides tuition assistance to successful graduates from Cristo Rey and/or Nativity-San Miguel schools.
• The Thomas J. Savage, S.J. Scholarship, established in 1999 in honor of former Rockhurst University President Thomas J. Savage, S.J., to assist deserving students from the Kansas City area.

• The Justin X. Schmitt, S.J. Memorial Scholarship honors Fr. Justin X. Schmitt, a 26-year member of the faculty and professor and former chairman of the Department of Theology, by his friends and the Jesuit community. Open to full-time undergraduate students.

• The Seiber Family Scholarship Fund established in 2001 by John Seiber, class of 1956, and his wife, Patricia. The purpose of the scholarship is to enable potential civic and business leaders, who would not otherwise be able to attend Rockhurst, to enroll for University studies in the Jesuit tradition. Open to students with demonstrated financial need.

• The Professor Richard D. Shaw Scholarship, established in 2003 by friends, family and former students to honor Dick Shaw, class of 1960, Professor of Marketing and recipient of The Missouri Governor’s Award for Excellence in Teaching; The Harry B. Kies Award for Service to Rockhurst and The Rockhurst Board of Regents Award for Service. Professor Shaw was twice-voted Teacher of the Year by Rockhurst’s undergraduate students and in 2003, was voted Faculty Member of the Year by MBA students. Shaw Scholars will be juniors and seniors enrolled full time, and pursuing an undergraduate major or program in the Helzberg School of Management. Candidates will be recommended by faculty or staff in the School and actively engaged in the Rockhurst community through lively participation in extra- and co-curricular activities in a manner that reflects Rockhurst Jesuit ideals.

• The Dr. and Mrs. John Albert Sheahan Scholarship will assist deserving undergraduate students studying science at Rockhurst University who demonstrate need for financial assistance.

• The Agnes Shirk Scholarship, created by the sons of Agnes Shirk, Paul and James, in recognition of her association with Rockhurst from 1924 to 1991 and her strong belief in Catholic education. Open to full-time undergraduate students with financial need.

• The William H. Small Scholarship, established in 2004 by William Small, class of 1963. Mr. Small attributes much of his personal and professional success to the academic disciplines and Christian values that were developed during his years at Rockhurst. The scholarship will assist students who have the academic potential to attain a Rockhurst degree; a degree he values highly. Recipients will be full-time undergraduate students with demonstrated financial need.

• The Sosland Foundation Scholarship provides tuition assistance to needy students showing academic potential with special preference to Latinos.

• The Southwestern Bell Foundation Scholarship—awarded to students from geographical areas served by Southwestern Bell corporation including Missouri, Kansas, Arkansas, Oklahoma and Texas, with preference to students majoring in computer science, mathematics or accounting.

• The Sovereign Military Hospitaller Order of St. John of Jerusalem, of Rhodes and of Malta Scholarship Fund, established by Mr. Thomas J. McCune, The Stanley Works, and Mr. and Mrs. Stephen A. Ziller, Sr., in honor of the Sovereign Military Hospitaller Order of St. John of Jerusalem, of Rhodes and of Malta. Tuition assistance is provided to worthy students practicing the Catholic faith with preference to majors in philosophy and theology.

• The Strachan Scholarship Fund, established by Robin Strachan in 1999 in honor of her mother, daughters, grandmothers, sisters, aunts, and nieces in recognition of their life accomplishments. Deserving non-traditional students will benefit from the scholarship. Preference is given to female undergraduate students enrolled in the School of Graduate and Professional Studies.

• The Kenneth J. Sullivan Scholarship, established in 1997 by family and friends to honor the memory of Kenneth J. Sullivan, class of 1952, to assist deserving students attain a Rockhurst degree. Recipients will be full-time undergraduates who intend to pursue an academic major in the field of English.

• The William J. Sullivan Memorial Scholarship, established by the family and friends to honor William J. Sullivan, a 28-year Honorary Director and Kansas City businessman. Open to full-time undergraduate students.

• The Sutherland Memorial Scholarship, honoring Alexander G. Sutherland. Open to full-time undergraduate students.

• The Tau Kappa Epsilon (TKE) Scholarship, established by the Tau Kappa Epsilon social fraternity for its members. Open to active members in good standing of the Tau Kappa Epsilon social fraternity.

• The James I. Threatt Scholarship, created in honor of James I. Threatt, a well-known civic leader in Kansas City. Preference is given to minority students from an urban background with a B+ or higher high school GPA who intend to pursue a full-time course of study in business. Recipients should be interested in giving special consideration to the study of, or career interest in, public administration or urban development.
• The Ted Tobin Scholarship, created through the estate of Ted Tobin, a former Senior Ambassador for Rockhurst, who died in 1993. Open to full-time undergraduate students.

• The Bernard G. Tonquest and Thomas E. Tonquest Memorial Scholarship, established by gifts and bequests in honor of Bernard G. Tonquest and Thomas E. Tonquest, who were students in the early years of Rockhurst. The scholarship provides assistance to deserving students. Open to full-time undergraduate students.

• The Robert and Louise Tritt Scholarship, established in 2003 by Bob and Louise to assist deserving students at Rockhurst University. Bob received his undergraduate degree in 1977, his MBA in 1984, and is a member of the Board of Regents. Louise earned an undergraduate degree in 1981 and served as a member of the Rockhurst University Alumni Board. Recipients will be Catholic students from Catholic high schools who are full-time undergraduate students with demonstrated need of financial assistance.

• The Charles and Catherine Truitt Scholarship, established in 1994 by his family to honor Charles Truitt, a gifted business leader and family man and his wife, Catherine. The fund is dedicated to helping young men and women who seek to change their own lives through desire and hard work. Open to full-time undergraduate or graduate students in the Helzberg School of Management who are Kansas or Missouri residents and work 20 or more hours per week.

• The Fred P. Turner Memorial Scholarship honors Fred P. Turner, who shared his banking and investment experience in a very practical way. Grants from this scholarship are made to students who express the intention of obtaining an undergraduate degree in business, management, economics, accounting or related subjects, and evidence some need for tuition assistance.

• The Mr. and Mrs. Rudolph J. Valenta Scholarship, established by the family of Mr. and Mrs. Rudolph J. Valenta to recognize graduates of Saint Louis University High School showing academic ability and promise and who have demonstrated financial need.

• The Maurice Van Ackeren Scholarship, initiated in 1966 by the Rockhurst Circle in recognition of the fifteenth anniversary of the Rev. Maurice E. Van Ackeren, S.J., as president of Rockhurst University. Open to full-time undergraduate students.

• The Frank Vanost Scholarship, founded in memory of Frank Vanost, a 1961 alumnus, by a friend and classmate, to provide assistance to fatherless students.

• The William Volker Scholarship, provided by a grant from a fund established in 1932 by Mr. Volker, a successful Kansas City businessman and generous philanthropist. Limited to residents and high school graduates of Jackson, Clay, Platte, Cass, and Ray counties in Missouri, and Johnson and Wyandotte counties in Kansas, who display outstanding leadership skills and scholarship ability, demonstrate financial need, and are pursuing an undergraduate education at Rockhurst University.

• The Vowells Family Scholarship, created in 1997 by Mr. Joseph Vowells in honor of Brother Henry Poiner Vowells, S.J., Henry Poiner Vowells, Mary Jo Vowells, Joseph Poiner Vowells, and John Joseph Vowells, S.J. The scholarship is to assist Catholic students with demonstrated financial need, who are enrolled as full-time undergraduates.

• The Leo F. and Jean H. Weber Memorial Scholarship Fund was established by the family and friends of Leo F. Weber and grants from the Bayvet Division of Miles Laboratories where Mr. Weber was Director of finance and administration. Leo received his MBA degree from Rockhurst in 1982. Jean, class of 1983, received a BSBA degree with an emphasis in marketing. Open to full-time undergraduate students.

• The Clyde Wendel Family Scholarship, established in 2005 by Clyde and Katie Wendel to provide tuition assistance to full-time undergraduate students with demonstrated need from the Kansas City or St. Louis metropolitan urban core communities. Preference given to students who have attended Catholic high schools in the urban core of St. Louis or the DeLaSalle Education Center of Kansas City.

• The Margaret Whalen Scholarship, founded by the bequest of Mrs. Margaret Whalen. Open to full-time undergraduate students.

• The Rev. James Wheeler, S.J., Endowed Scholarship Fund, created in 1999 to honor Father Wheeler, a long-time Rockhurst University professor of chemistry. The scholarship is for deserving students who pursue the study of chemistry.

• The Paul C. Wheeler Scholarship, established in 2003 by his wife, Dr. Patricia Wheeler, family and friends, to honor the memory of Paul C. Wheeler, class of 1963. Dr. Paul Wheeler lived his Jesuit education as a “man for others.” He was highly respected as a leader in the field of nuclear physics, as a volunteer in community service and a devoted husband and father. The scholarship will assist full-time undergraduate students with outstanding academic performance, who are majoring in physics. Financial need is not a consideration.
• The Dr. John F. White III Memorial Scholarship, established in 1989 to assist deserving students. Open to full-time undergraduates from farming or rural communities.

• The Wiesner Family Scholarship, established in 1998 by the family of Jack Wiesner to provide financial support to students in need with a GPA of 2.0 or above.

• The Helen E. Williams Memorial Scholarship was established by a bequest from Helen E. Williams that was directed by her son, Rev. William W. Williams, S. J., to provide tuition assistance to Rockhurst students in financial need, with preference given to students of Mexican ancestry.

• The Victor H. Zahner Scholarship Fund was established by a bequest of Victor H. Zahner in order to provide financial aid for students in need. Open to full-time undergraduate students.

Sponsored Scholarships

Each year certain institutions, companies and individuals provide funds for scholarships for qualified students. Among those which have been given on a regular basis are the following:

• The Alpha Sigma Nu Scholarship benefits undergraduate students with financial need and academic excellence.

• The Megan Lynn Barnett Scholarship in Business Administration was established to honor the memory of Megan Lynn Barnett. This sponsored scholarship is designated for juniors in the Helzberg School of Management who have completed 60 credits with a high level of academic success. Preference will be given to students majoring in advertising or marketing.

• The Virginia L. Coleman Scholarship was established by Ms. Coleman in 2010 to assist deserving students who demonstrate need of financial assistance. A long-standing love of Rockhurst and a strong desire to make a difference in the lives of students prompted Ms. Coleman to establish the scholarship. Recipients shall be full-time undergraduates. Preference is given to graduates of private high schools located in Wichita, Kansas.

• The Construction Financial Management Association Scholarship was established in 2008, to assist deserving Rockhurst students in the Helzberg School of Management who are in their junior or senior year of undergraduate study in Accounting. Preference will be given to students who are planning a career in the construction industry or who have a parent employed in some capacity in the construction industry.

• The Helen F. Wiggins Scholarship, established by her husband, Dr. John M. Wiggins, her son, Senator Harry Wiggins, class of ‘53, friends and relatives to honor a lady who recognized the value of a Catholic, Jesuit education, and who served as an example of a Christian wife and parent that others might emulate. The grants from this scholarship provide assistance to students who otherwise would not be able to obtain a Rockhurst education. Open to full-time undergraduate students.

• The James F. and Judith R. Gleeson Family Sponsored Scholarship was established in 2009 to assist students who experience a family emergency that may be a barrier to completing their education at Rockhurst. Recipients shall be enrolled full time as a sophomore, junior or senior. Jim Gleeson is a 1957 Golden Hawk, Rockhurst Regent, member of the Heritage Society and volunteer.

• The Adolph Heine Scholarship was established in 2009 to honor Mr. Adolph L. Heine, an esteemed Kansas City entrepreneur and close friend of the Rev. Maurice Van Ackeren, S.J., former President of Rockhurst University. Mr. Heine was a 1997 Honorary Alumnus, Member of the Rockhurst University Heritage Society and Perpetual Honorary Director. This scholarship assists graduates of Bishop Ward High School and/or program participants from the Guadalupe Center who might not otherwise be able to attend Rockhurst University.

• The Iseman Family Sponsored Scholarship was established in 2011 by Shelly Iseman, ‘89, and Andy Iseman, ‘87 and ‘93. Their purpose is to assist deserving students in earning a Catholic, Jesuit education at Rockhurst University. Recipients will be full-time undergraduate students with demonstrated need of financial assistance and a record of commitment to the Catholic faith.
• The Robert A. Long Sponsored Scholarship for Nursing was established in 2011 by Mrs. Mazie Long to honor the memory of her husband, Bob. Mr. Long assisted six Rockhurst University presidents. His outstanding service to Rockhurst included membership in the Honorary Directors Association, the Board of Regents, and as a University Trustee. The purpose of the Long Scholarship is to provide tuition assistance to young men and women who are seeking undergraduate degrees in Nursing through Rockhurst University and Research College of Nursing.

• The Catherine V. Merrill Scholarship was established by the Catherine V. Merrill Foundation. The awards are for Catholic graduates from high schools in the Kansas City area. Students must demonstrate significant financial need. Preference is given to students who aspire to a role in church leadership, for example, as a youth minister. Students must be academically qualified to attend Rockhurst University and enrolled full time. Renewal of the scholarship will be expected for three years as long as the student has a 2.5 cumulative GPA at the end of each academic year, and there has been no significant improvement in their financial need.

• E. E. Newcomer Enterprises Foundation Scholarship assists deserving students with demonstrated financial need.

• The Thomas McGee Reardon, Sr. Sponsored Scholarship, established in 2011 by the Terry Reardon and Dan Reardon families, to honor their father, Thomas M., class of 1939. The purpose of this scholarship is to provide tuition assistance to deserving students who are seeking undergraduate degrees at Rockhurst University. Recipients shall be enrolled full time and have demonstrated need for financial assistance.

• The St. John’s College, Belize Sponsored Fund was established to provide graduates of St. John’s College in Belize with the financial means to complete their undergraduate studies at Rockhurst University. Upon completion of their baccalaureate degree, they will return to Belize to help their fellow countrymen.

• The St. Louis ArchAngels Assistance Program, established in 2004 by a group of St. Louis Rockhurst alumni to assist St. Louis area students from low income families who are motivated to earn an undergraduate degree at Rockhurst, but lack the financial means to do so. Candidates are recommended by officials of their high schools. Candidates submit essays as part of the selection process.

• The Rosalie Tilles Fund provides full tuition assistance to young men and women who desire, but are not financially able, to attend college. Rockhurst University nominates one candidate and an alternate nominee each spring. Nominees must be incoming freshmen and reside within the City or County of St. Louis, Missouri. Nominees must demonstrate capability of maintaining a cumulative 3.0 GPA on a 4.0 scale and a cumulative average of a 2.75 GPA each semester.

• The Visiting Nurse Association Occupational Therapy Scholarship was established in 2010 to assist non-traditional students in the Occupational Therapy program at Rockhurst University. Qualified students are currently enrolled and in good standing in the OT program. Recipients are selected from a pool of applicants who are pursuing a career change and who have a documented record of service, leadership and/or scholarship.

• The Visiting Nurse Association Physical Therapy Scholarship was established in 2010 to assist non-traditional students in the Physical Therapy program at Rockhurst University. Qualified students are currently enrolled and in good standing in the PT program. Recipients are selected from a pool of applicants who are pursuing a career change and who have a documented record of service, leadership and/or scholarship.

• The Suzanne Feld Zalk Scholarship provides tuition assistance to aid a worthy African-American student of high scholastic aptitude who otherwise would be unable to pursue studies at Rockhurst.
Endowments to Support the Rockhurst Community

Several special endowment programs have been established by friends of the University to provide a variety of support funds and services to faculty, staff, and students.

- **Accounting Department DHS**, established by Deloitte, Haskins, and Sells in 1988 to support the needs of the Accounting Department.

- **The James F. Andrews Memorial Fund** provides continuing support of the Department of Communications through the generosity of the family and friends of James F. Andrews and Andrews McMeel Universal.

- **The Audley Family Fund** was established to encourage an overall climate of service in the Jesuit tradition to colleagues through daily work, among the staff at Rockhurst. This fund seeks to recognize Rockhurst staff below the level of Deans and Vice Presidents who have demonstrated they conduct their work in a manner that accepts and reflects the dignity of each individual as uniquely gifted by God, especially in a manner that helps to develop the gifts of fellow staff and faculty. Thomas J. Audley served the University as Director of Admission from 1974 to 1990. Since 1990, Tom has been assisting people in making gifts to Rockhurst as Director of Gift Planning.

- **Elizabeth Bonfils Tuition Grants for Essays on Child Labor** encourage Rockhurst University’s undergraduate students to think about public policy issues related to national and international laws addressing issues of child labor.

- **The Breen Endowment for Faculty Development**, with a focus on understanding international finance, is a fund that provides a week-long experience for Helzberg School of Management faculty with business and government leaders in foreign countries.

- **The Daniel L. Brenner Faculty Scholarship** was established in 1987 by Daniel L. Brenner, longtime Regent and friend of Rockhurst, to support and recognize outstanding faculty.

- **Daniel Brenner Student Leadership Award**, established by the Estate of Daniel Brenner in 2003.

- **The Richard and Jane Bruening Arts Endowment Fund for the Arts** presents an annual event in one of the following Rockhurst University’s programs: Musica Sacra, Visiting Scholars Lecture Series or Midwest Poets Series.

- **The Center for Arts and Letters** was created in 1996 to support the Center for Arts and Letters.

- **The Center for Corporate Governance and Ethics** through the Helzberg School of Management focuses on improving the quality of life for members of our community through the development of principled leaders. Consistent with Rockhurst’s mission of learning, leadership and service, the center embraces ideas such as strategic philanthropy, in which organizations respond to real community needs in a way that aligns with their organizational mission and is good for business.

- **The James Emmet & Elizabeth Ann Monahan Student-Faculty Research Endowed Fund in Physics**. An understanding of physical phenomena is essential in all fields of science; thus the study of physics seeks to provide science students with a competence and base of knowledge sufficient for their development as budding scientists. The purpose of the fund is to expand the horizons of everyone involved in physics at Rockhurst—faculty and students across the science division. The income from this perpetual endowed scholarship assists in funding student/faculty research programs focusing on physics at Rockhurst University.

- **The Francis Chair in the Helzberg School of Management** is used to recruit and retain top quality faculty in the Helzberg School of Management. Funding came from the Parker B. Francis III Foundation in the 1980s.

- **The Rev. Joseph M. Freeman, S.J., Chair in Philosophy**, established by Mrs. Robert C. Greenlease, honors her long-time friend and supports the study of philosophy, a hallmark of Jesuit education and the framework of liberal studies.

- **The Rev. Joseph M. Freeman, S.J., Philosophy Fund**, established by Mr. and Mrs. Byron G. Thompson to honor the Rev. Joseph M. Freeman, S.J., a member of the Rockhurst University faculty, whose years of teaching and friendship have influenced the lives of many people. The fund encourages the continued improvement of the Department of Philosophy by supporting faculty study, library holdings and expanded programs, but not for ordinary expenses of the department.

- **The Greenlease Gallery Facility Upkeep Endowment** was established through the generosity of Virginia Greenlease to support the needs of the Greenlease Gallery.
• **Greenlease Library Fund**, to support the Greenlease Library, affording additional holdings and equipment so that the library will continue as a center of learning for all disciplines. This permanent fund is maintained through gifts and through perpetual memberships in the Library Guild.

• **Robert A. and Marion C. Haake Faculty Enrichment**, Funds from this account assist Rockhurst in providing enrichment opportunities to assist faculty in developing exciting and creative learning environments that reinforce and enhance teaching and learning in the Jesuit tradition.

• **The Joseph A. Hoskins Memorial Fund for Faculty Development**, established in honor of this 1933 alumnus, charter member of the Regents, founder and chairman of the Gift and Bequest Council, 26-year Honorary Director, member of the President’s Roundtable, and dedicated leader in the advancement of Jesuit education.

• **The Gregory C. Huger, S.J., Memorial Fund** honors a 25-year professor of history, a Jesuit dedicated to instilling social responsibility and appreciation of mankind in his students and friends.

• **The Ingrisano Library Fund** was established in 2002 by Nancy and Michael N. Ingrisano, Jr. Mike, a 1948 alumnus, retired from the U.S. Customs Service in Washington, D.C. where he was Director of Public Relations. Mike is an author and has published books on the Civil War. The Ingrisano Library Fund provides resources that enhance the educational mission of Rockhurst University.

• **The Jesuit Endowment for Rockhurst University** was created in 1999.

• **The Brian K. Jones Memorial HIV/AIDS Educational Fund** was created in 1996 at Brian K. Jones’ request to provide continuing HIV and AIDS education at his alma mater, Rockhurst University, and in our surrounding community.

• **The Rev. Wilfred L. LaCroix, S.J., Philosophy Fund** is an endowed fund to benefit the continued improvement of faculty in the departments of philosophy and theology. The fund is named in honor of long time philosophy professor Father LaCroix through a gift arranged by his parents.

• **Elaine Bourke Lally Fund for Teaching Humanities**, an endowed fund for the support of teachers of humanities at Rockhurst University, has been established by Elaine Bourke Lally, a long-time friend of Rockhurst University. A monetary award will be given annually to one faculty member from the humanities area of Rockhurst to provide special opportunities to the faculty member.

• **The Lally Family Tennis Fund** was established in 2000 by Dr. and Mrs. James Lally and their son, Mark, to support the Rockhurst University’s tennis program.

• **The Dr. Thomas Lyon and Nicholas S. Rashford, S.J. Fellowship for Faculty Scholarship** was established to honor Dr. Tom Lyon and Fr. Nick Rashford, S.J. Awards shall be made at the discretion of the Dean of the Helzberg School of Management and in accordance with achieving HSOM’s mission and learning objectives. The funds are used to support teaching, case writing and faculty development.

• **The McGee Chair**, a gift of the Joseph and Anne McGee family to support an instructional development program for faculty designed to enhance teaching and learning. Workshops and teaching consultant assistance are available for skill development in interactive learning, using technology for learning, assigning and assessing student oral and written work, using case method teaching, and enhancing student listening skills.

• **The McMeel Service-Learning/Faculty Development Endowment**, the McMeel Family Faculty Institute on Service-Learning provides support to faculty to incorporate service-learning into their classes. The institute includes a course design workshop where participants develop a service-learning project that meets authentic community needs with academic learning outcomes. McMeel Family Faculty Institute participants contribute to service-learning at Rockhurst through their engagement in compelling and stimulating community-based learning experiences for students, and by disseminating knowledge to their colleagues.

• **The George and Gladys Miller Chair in Business Administration**, established by a well-known Kansas City businessman and Rockhurst supporter, acknowledges the strong ties between the University and the business community while strengthening business management rooted in a liberal education.

• **The Patricia Morgan Memorial Fund**, to honor Patricia Morgan, one whose love of God and fellow men was exemplified in her life, for the purpose of supporting the teaching of philosophy and theology.

• **The Physical Therapy/Occupational Therapy Resource Center** funded by Georgeann Mulhern, longtime friend of the University, provides books, supplies, equipment and other resources to support the Physical Therapy and Occupational Therapy Resource Center.
• The Paul Quigley Fund was established in memory of Paul J. Quigley, Rockhurst graduate and Honorary Director.

• The Rigby-Knickerbocker Faculty Development Fund, for development of faculty in the psychology and English departments, established in 1990 by the estate of Dr. Marilyn Rigby, beloved professor of psychology from 1950 to 1988. Dr. Rigby contributed substantially to the development of the University’s psychology department. To many, students and faculty colleagues alike, she was also a wise and compassionate counselor. Both Dr. Rigby and Professor Knickerbocker were recipients of the Harry B. Kies Award for distinguished service. Over the years, gifts from faculty, family, and friends have increased this faculty development fund.

• The Rev. Paul O. Smith, S.J., Athletic Endowment Project was established in 1987 by Rockhurst in honor of the Rev. Paul O. Smith, S.J., longtime athletic director, to provide financial stability to athletic programs and to enhance and maintain our athletic facilities.

• The Reva Servoss Fund was established in 1996 to assist young women who, like Dr. Servoss, through desire and hard work, seek to appreciate and master the study of chemistry. As a professor of chemistry at Rockhurst for more than thirty years, Dr. Servoss served as a dedicated mentor to her students. Along with her years of teaching and mentoring, Dr. Servoss established this endowment as a legacy to be passed on to future generations.

• The Rockhurst University Faculty Development Fund, established to provide a continuing source of support to advance teaching skills and recognizing outstanding academic accomplishments of the University faculty.

• The Rossner Fund for Jesuit Development, named in honor of the Rev. William L. Rossner, S.J., professor of philosophy at the University from 1956 until his death in 1974. This fund regularly makes financial support available to members of the Jesuit community for research, special projects, and spiritual and educational endeavors.

• The Rossner Fund for the Library, established in honor of Mr. and Mrs. William M. Rossner to provide financial support for the Greenlease Library, primarily for the acquisition of philosophy and theology books.

• The Rossner Fund for the Promotion of Religion, established by a bequest of Mrs. Blanche M. Rossner to provide a permanent trust fund to promote the intellectual, spiritual and religious development of the students, faculty and administration in the Roman Catholic faith.

• The Barbara M. Wynne Memorial Award Fund, established by her family and friends who honor this 1980 summa cum laude graduate. The fund will provide continuing support of the Department of Biology where she earned her major degree, and honors outstanding students in biology.

• The Linda Z. Solomon, Ph.D., Memorial Award was established by family and friends to honor Dr. Solomon, whose life was devoted to helping people with neurological disorders recover their ability to communicate and maximize their quality of life. Dr. Solomon’s focus was to provide effective and compassionate care to patients and to train the next generation of practitioners to do the same. This award supports one student each year with the financial means to attend the national convention of the American Speech-Language-Hearing Association.

• Dr. Jane Rues Distinguished Teacher Fellowship was established in 2008 to recognize Dr. Jane Rues’ 18 years of outstanding service to Rockhurst, as founder of the Occupational Therapy program in 1990, as Rockhurst University Teacher of the Year in 2007 and Jane’s lifelong commitment to teaching, learning and mentoring. This Fellowship recognizes individuals who are not only exemplary teachers, but those who also serve as an inspiration to other faculty to enrich their own teaching skills.
Alumni Association

The Rockhurst University Alumni Association, organized in 1917, is the official organization of graduates and former students of Rockhurst University. The Association promotes strong ties between the University and its more than 18,000 living former students. The Alumni Association has earned national acclaim as a leader among Jesuit and peer universities in terms of the percentage of alumni who support the University annually.

The Office of Alumni and Constituent Relations has established several constituent clubs to more fully serve the needs of its diverse alumni base. Alumni chapters have been officially chartered in Kansas City, St. Louis, Washington, D.C., and Omaha. Alumni outreach also includes various geographic locations such as Chicago, New York City, Denver, Florida, San Diego, San Francisco, Wichita, Dallas, Houston and Springfield, Missouri.

The Office of Alumni and Constituent Relations hosts numerous events and activities that actively engage our alumni through networking, leadership, service and learning. A sample of these programs include reunions, Family and Alumni Weekend, Palm Sunday Mass, receptions, speakers, athletic events, travel programs, alumni achievement awards and service projects throughout the country.

Rockhurst alumni also assist in admission recruitment, career placement, mentoring, philanthropy and educational programs.

Rockhurst University alumni are located in all 50 states and more than 30 countries worldwide. They are leaders in their respective communities and professions. Rockhurst alumni are committed to the traditions of a Jesuit education and demonstrate these core values through their volunteer and financial support to the University and their communities.

To enhance alumni outreach for graduates from The Research College of Nursing a separate Alumni Association serves their distinctive alumni base. The Research College of Nursing Alumni Association works to promote strong ties between the University and its graduates through college recruitment, fund raising for scholarship programs and community service projects.

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**Outstanding Alumnus Award**

1982  Vincent J. O’Flaherty, Jr. ’21
1983  James Spellman ’30
1984  William H. Dunn ’46
1985  John Harry Wiggins ’53
1986  Gil P. Bourk ’48
1987  John J. Sullivan, Jr. ’39
1988  John H. Bolin, Jr. ’48
1989  Louis DeFeo, Jr. ’57

*In 1991, the Outstanding Alumnus Award was divided into two categories: Alumnus of the Year for Outstanding Achievement, and Alumnus of the Year for Outstanding Service.*

**Outstanding Achievement Award**

1991  Joseph P. Glas ’60
1992  Godfrey S. Kobets ’39
1993  Salvatore J. Enna ’65
1994  Joseph A. Flaherty, Jr. ’52
1995  Thomas A. McDonnell ’66
1996  Rev. George K. Fitzsimons ’48
1997  Dr. Veron Rice ’57
1998  Mr. Louis W. Smith ’80
1999  Mr. Blake B. Mulvany ’57
2000  Mark C. Lamping ’80
2001  James Castellano ’73
2002  Hector V. Barreto, Jr. ’83
2003  Thomas M. Downs ’64
2004  Richard T. Sullivan, Jr. ’73
2005  Daniel C. Prefontaine, QC, ’61
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<th>Year</th>
<th>Outstanding Service Award</th>
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<td>1991</td>
<td>Joseph McGee, Jr. ’41</td>
<td>Samuel J. Kennedy</td>
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<td>1992</td>
<td>Robert E. Miller ’49</td>
<td>Ilus W. Davis</td>
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<td>Richard W. Miller ’52</td>
<td>Byron G. Thompson</td>
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<td>1993</td>
<td>Gerard Meiners ’59</td>
<td>Rev. Maurice Van Ackeren, S.J.</td>
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<td>1994</td>
<td>Robert Cunningham ’49</td>
<td>Robert J. Dineen</td>
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<td>1995</td>
<td>D. Eugene (Gene) Hart ’50</td>
<td>Joseph S. Rydzel</td>
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<td>1996</td>
<td>Raymond W. Sonnenberg ’69</td>
<td>Adolph Heine</td>
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<td>1999</td>
<td>Mr. Maurice M. McNellis ’49</td>
<td>Mary Sue Karl</td>
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<td>2000</td>
<td>Michael Bahlinger ’85</td>
<td>Reva R. Servoss, Ph.D.</td>
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<td>2001</td>
<td>Jerry Haake ’70</td>
<td>Larry Moore</td>
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<td>2002</td>
<td>G. Lawrence Blankinship, Jr. ’83</td>
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<td>Michael A. Kleinman ’63</td>
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<td>2004</td>
<td>Kathleen A. and P. Scott Hummel ’85</td>
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<td>2005</td>
<td>Richard A. Ruiz ’92</td>
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<td>Bernard J. Muller-Thym</td>
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<td>1997</td>
<td>D.A.</td>
<td>William McGlaughlin</td>
</tr>
<tr>
<td>1997</td>
<td>D.H.L.</td>
<td>William McSweeney, Jr.</td>
</tr>
<tr>
<td>1998</td>
<td>D.P.S.</td>
<td>Sen. Thomas Eagleton</td>
</tr>
<tr>
<td>1999</td>
<td>D.H.</td>
<td>Monika K. Hellwig</td>
</tr>
<tr>
<td>1999</td>
<td>D.P.S.</td>
<td>Ferdinand Mahfood</td>
</tr>
<tr>
<td>1999</td>
<td>D.H.</td>
<td>Monika K. Hellwig</td>
</tr>
<tr>
<td>2001</td>
<td>D.H.</td>
<td>Máiread Corrigan Maguire</td>
</tr>
<tr>
<td>2002</td>
<td>D.H.</td>
<td>Oscar Arias, Ph.D.</td>
</tr>
<tr>
<td>2003</td>
<td>D.P.S.</td>
<td>Adolfo Pérez Esquivel</td>
</tr>
<tr>
<td>2004</td>
<td>D.M.</td>
<td>Most Rev. Raymond J. Boland, D.D.</td>
</tr>
<tr>
<td>2006</td>
<td>D.H.L.</td>
<td>Robert A. Long</td>
</tr>
</tbody>
</table>
Athletic Hall of Fame

1981  James J. Gleeson ’33
1981  Patrick W. Mason ’21
1981  Paul O. Smith
1981  Raymond J. Sonnenberg, Sr. ’34
1981  John S. Sullivan ’30
1981  Ralph Telken ’64
1982  Patrick J. Caldwell ’66
1982  Godfrey S. Kobets ’39
1982  Raymond T. McKee ’29
1982  Terry M. Michler ’69
1982  John M. Mitchell ’46
1982  Victor H. Zahner ’31
1983  James F. Healey, Jr. ’69
1983  Owen F. Murphy ’36
1984  Paul J. Martel ’48
1985  John P. Scanlon, Sr. ’42
1986  D. Eugene Hart ’50
1987  John W. Maline ’78
1986  John J. Reichmeier ’53
1987  James J. Ryan, Jr. ’49
1988  Robert aCastaneda ’60
1989  1964 N.A.I.A. National Championship
      Basketball Team: Pat Caldwell, Chuck Dunlap, Tom Fisher, Joel Frisch, Rich
      Graver, Dick Hennier, Al Payne, Dennis Rabbit, Jim Selzer, Ralph
      Telken, Walt Tyllicki, Harry Witte
      Coaches: Joe Brehmer and Dolor
      Rehm Managers: Dennis Alieksaites, Pat Campbell, Chuck Plague
1990  James E. Kopp ’72
1990  George W. Richter, Jr. ’48
1990  Robert J. Williams ’53
1991  Amos H. Hutchin ’40
1992  Thomas F. Callahan ’43
1992  James F. Karl ’57
1992  Donald J. Klein ’58
1993  Joseph F. Keiman ’47
1993  Dennis C. Lee ’77
1994  John A. Steck, Jr. ’46
1994  Richard A. Suit ’74
1995  Kathryn R. Anderson ’89
1996  Francis "Buzz" Muckenthaler ’47
1996  Michael G. Powers ’80
1997  Maureen Walsh Herrman ’81
1997  Mark R. Teahan ’82
1998  Richard E. Donahue ’53
1999  Craig A. Stahl ’81
1999  Anthony L. Tocco
2000  Dennis Luber ’83
2001  Doug Wemhoff, ’89
2002  John Sanderson ’49
      John Stapler ’50
      Larry Fitzgerald ’51
      Thomas Holton ’50
      William “Honey” Spurck ’36
      Robert Aylward ’50
      Barney Byard ’50
      Bishop George Fitzsimons ’48
      Clarence Deitchman ’49
      Thomas O’Brien ’50
      Joseph Mallon ’51
2003  Susan Konop Malisch ’86
2004  Joseph M. Grantham ’56
2004  Kristine Rehm Nusbaum ’91
      Sid E. Bordman ’54
2005  John Williams ’54

Science Hall of Fame

1996  William G. Bartholome, M.D. ’65
1996  Joseph A. Flaherty, Ph.D. ’52
1996  Joseph M. Jaklevic, Ph.D. ’62
1996  Joseph P. Glas, Ph.D. ’60
1996  A. Donald Goedeke ’56
1996  James Emmett Monahan, Ph.D. ’48
1997  James B. Kring, Ph.D.
1997  Henry N. Wellman, M.D.
1998  Lawrence J. Marnett, Ph.D. ’69
1999  Robert C. Jaklevic, Ph.D. ’56
2001  Sam Enna ’65
2005  Dr. Paul Wheeler ’63
2005  William Haggerty, Ph.D. ’54
2011  Dr. Chatten Cowherd, Jr. ’60

St. Thomas More Academy of Scholars

1992  Rev. Walter Ong, S.J. ’33
1994  Daniel Ferritor, Ph.D. ’62
2000  Mark Curran, Ph.D. ’63
2000  Robert T. Crossley ’67
2003  Dr. Edward A. Purcell, Jr. ’62
Faculty and Staff Recognition

Daniel L. Brenner Scholarly Achievement Award

<table>
<thead>
<tr>
<th>Year</th>
<th>Recipients</th>
</tr>
</thead>
<tbody>
<tr>
<td>1988</td>
<td>William F. McInerny, Ph.D.</td>
</tr>
<tr>
<td>1990</td>
<td>Frank J. Smist Jr., Ph.D.</td>
</tr>
<tr>
<td>1991</td>
<td>Don E. Gibbs, Ph.D.</td>
</tr>
<tr>
<td>1992</td>
<td>Curtis L. Hancock, Ph.D.</td>
</tr>
<tr>
<td>1993</td>
<td>Richard G. Newman, Ph.D.</td>
</tr>
<tr>
<td>1994</td>
<td>Patricia Cleary Miller, Ph.D.</td>
</tr>
<tr>
<td>1995</td>
<td>Steven W. Brown, Ph.D.</td>
</tr>
<tr>
<td>1996</td>
<td>Jean M. Hiebert, Ph.D.</td>
</tr>
<tr>
<td>1997</td>
<td>Jules M. Brady, S.J., Ph.D.</td>
</tr>
<tr>
<td>1998</td>
<td>Timothy L. McDonald, Ph.D.</td>
</tr>
<tr>
<td>1999</td>
<td>Don E. Gibbs, Ph.D.</td>
</tr>
<tr>
<td>2000</td>
<td>Sudhakar S. Raju, Ph.D.</td>
</tr>
<tr>
<td>2001</td>
<td>Risa J. Stein, Ph.D.</td>
</tr>
<tr>
<td>2002</td>
<td>Thomas Ward, Ph.D.</td>
</tr>
<tr>
<td>2003</td>
<td>Daniel F. Stramara, Ph.D.</td>
</tr>
<tr>
<td>2004</td>
<td>Craig Prentiss, Ph.D.</td>
</tr>
<tr>
<td>2005</td>
<td>Paula Shorter, Ph.D.</td>
</tr>
<tr>
<td>2006</td>
<td>Charlotte K. Shelton, Ed.D.</td>
</tr>
<tr>
<td>2007</td>
<td>Laura Janusik, Ph.D.</td>
</tr>
<tr>
<td>2008</td>
<td>no award presented</td>
</tr>
<tr>
<td>2009</td>
<td>Craig Prentiss, Ph.D.</td>
</tr>
<tr>
<td>2010</td>
<td>Margaret Wye, Ph.D.</td>
</tr>
<tr>
<td>2011</td>
<td>James Chapman, Ph.D.</td>
</tr>
</tbody>
</table>

Hall Family Foundation Chair

<table>
<thead>
<tr>
<th>Year (Start-Year-End)</th>
<th>Recipients</th>
</tr>
</thead>
<tbody>
<tr>
<td>1987-89</td>
<td>Bryce J. Jones, Ph.D.</td>
</tr>
<tr>
<td>1991-92</td>
<td>Cheryl A. McConnell</td>
</tr>
<tr>
<td>1995-96</td>
<td>Richard Hunt, Ph.D.</td>
</tr>
<tr>
<td>1996-98</td>
<td>Gail A. Hoover, Ed.D.</td>
</tr>
<tr>
<td>1998-99</td>
<td>Randolph R. Schwerin, Ph.D.</td>
</tr>
<tr>
<td>1999-00</td>
<td>Peter D. Nugent, Ph.D.</td>
</tr>
<tr>
<td>2000-02</td>
<td>Brian D. Fitzpatrick, Ph.D.; Sudhakar S. Raju, Ph.D.</td>
</tr>
<tr>
<td>2002-04</td>
<td>Charlotte K. Shelton, Ed.D.</td>
</tr>
<tr>
<td>2006-09</td>
<td>Myles P. Gartland II, Ph.D.</td>
</tr>
<tr>
<td>2009-12</td>
<td>Laura Fitzpatrick, Ph.D.</td>
</tr>
</tbody>
</table>

Harry B. Kies Award for Distinguished Service

<table>
<thead>
<tr>
<th>Year</th>
<th>Recipients</th>
</tr>
</thead>
<tbody>
<tr>
<td>1985</td>
<td>Paul D. Arend</td>
</tr>
<tr>
<td></td>
<td>Charles P. Cahill, S.J.</td>
</tr>
<tr>
<td></td>
<td>Thomas F. Denzer, S.J.</td>
</tr>
<tr>
<td></td>
<td>M. Robert Knickerbocker</td>
</tr>
<tr>
<td>1987</td>
<td>Bryce J. Jones</td>
</tr>
<tr>
<td></td>
<td>Reva R. Servoss</td>
</tr>
<tr>
<td>1988</td>
<td>Thomas L. Lyon</td>
</tr>
<tr>
<td></td>
<td>Marilyn K. Rigby</td>
</tr>
<tr>
<td></td>
<td>Joyce A. Smith</td>
</tr>
<tr>
<td>1989</td>
<td>Richard E. Wilson</td>
</tr>
<tr>
<td></td>
<td>Rev. Francis J. Murphy, S.J.</td>
</tr>
<tr>
<td>1990</td>
<td>Janet Watson Sheeran</td>
</tr>
<tr>
<td></td>
<td>Sr. Rosemary Flanigan, C.S.J.</td>
</tr>
<tr>
<td>1991</td>
<td>Anthony L. Tocco</td>
</tr>
<tr>
<td></td>
<td>Rev. Vincent Daues, S.J.</td>
</tr>
<tr>
<td>1992</td>
<td>Delores J. Curry</td>
</tr>
<tr>
<td>1993</td>
<td>Edward S. Kos</td>
</tr>
<tr>
<td>1994</td>
<td>Marilyn N. Carroll</td>
</tr>
<tr>
<td>1995</td>
<td>Weslynn S. Martin</td>
</tr>
<tr>
<td>1996</td>
<td>Anita Salem</td>
</tr>
<tr>
<td>1997</td>
<td>Adolphine C. Shaw</td>
</tr>
<tr>
<td></td>
<td>Richard D. Shaw</td>
</tr>
<tr>
<td>1998</td>
<td>Gerald L. Miller</td>
</tr>
<tr>
<td>1999</td>
<td>John G. Koelzer</td>
</tr>
<tr>
<td>2000</td>
<td>Mary Anne Beck</td>
</tr>
<tr>
<td>2001</td>
<td>Marian Nigro</td>
</tr>
<tr>
<td>2003</td>
<td>Dr. James and Margaret Millard</td>
</tr>
<tr>
<td>2004</td>
<td>Charlie F. Morris</td>
</tr>
<tr>
<td>2005</td>
<td>Thomas J. Audley</td>
</tr>
<tr>
<td>2006</td>
<td>Ellen Spake</td>
</tr>
<tr>
<td>2007</td>
<td>Jeanne Langdon</td>
</tr>
<tr>
<td>2008</td>
<td>Timothy L. McDonald</td>
</tr>
<tr>
<td>2009</td>
<td>Charles M. Kovach</td>
</tr>
<tr>
<td>2010</td>
<td>Paula Shorter</td>
</tr>
<tr>
<td>2011</td>
<td>Wilburn T. Stancil</td>
</tr>
</tbody>
</table>

Joseph and Anne McGee Chair in Communication

<table>
<thead>
<tr>
<th>Year (Start-Year-End)</th>
<th>Recipients</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-03</td>
<td>Weslynn S. Martin</td>
</tr>
<tr>
<td>2004-present</td>
<td>Laura A. Janusik</td>
</tr>
</tbody>
</table>
George and Gladys Miller Chair in Business Administration

1988-91 Anthony L. Tocco, Ph.D.
1991-92 Marlene S. Donahue, Ph.D.
1992-93 James E. Puetz, Ph.D.
1993-95 Gerald L. Miller, Ph.D.
1995-96 Keith B. Myles, Ph.D.
1996-97 Faye S. McIntyre, Ph.D.
1997-98 Sudhakar Satyanarayan, Ph.D.
1999-2002 Randolph E. Schwering, Ph.D.
2002-05 Cheryl McConnell, M.P.A./C.P.A.; David B. Vicknair, Ph.D.
2005-11 Martin Stack, Ph.D.
2011-13 Sudhakar Raju, Ph.D.

Teaching Excellence Award

1990 Anita Salem
1991 Marshall Andersen, Ph.D.
1992 Weslynn S. Martin
1993 Will Valk
1994 Gerald L. Miller, Ph.D.
1995 Donna J. Calvert, Ph.D.
1996 Judith C. Richards, Ph.D.
1997 Edward S. Kos, Ph.D.
1998 Rev. W.L. LaCroix, S.J.
1999 Cheryl A. McConnell
2000 William J. Ryan
2001 Paula M. Shorter, Ph.D.
2002 Robert Hegarty, Ph.D.
2003 Joseph A. Cirincione, Ph.D.
2005 Rev. Robert J. Mahoney, Ph.D.
2006 Jean Hiebert, Ph.D.
2007 Jane Rues, Ed.D.
2008 Brian D. Fitzpatrick, Ph.D.
2009 John Kerrigan, Ph.D.
2010 Dan Martin, Ph.D.
2011 Rocio Duncan, Ph.D.

Joseph M. Freeman, S.J. Chair in Philosophy

1998-present Curtis L. Hancock, Ph.D.

John J. and Laura J. Sullivan Chair in Ethics

1992-96 Rev. Wilfred L. LaCroix, S.J.
2000-02 Gerald L. Miller, Ph.D.
2003-05 Randolph E. Schwering, Ph.D.
2006-12 John P. Meyer

Breen International Fellowship

1995 Gerald L. Miller, Ph.D.
1996 Thomas L. Lyon, Ph.D.
2000 Thomas L. Lyon, Ph.D.
2000-02 Sudhakar S. Raju, Ph.D.
2000-04 Brian D. Fitzpatrick, Ph.D.

University Faculty Senate Chair

2000-02 William Sturgill, Ph.D.
2002-04 Marshall Andersen, Ph.D.
2004-06 Michael Stellern, Ph.D.
2006-08 Timothy McDonald, Ph.D.
2008-10 Ellen Spake, Ph.D.
2010-11 Cheryl McConnell, MPA/CPA
2011-14 Paula Shorter, Ph.D.

Community Recognition—The Chancellor’s Award

1959 Harry B. Kies
1969 Vanston H. Ryan
1970 David Sarnoff
1974 Robert Frost
1980 Samuel Eliot Morison
1981 Etienne Gilson
1971 Joyce Hall
1978 L’Abbé Germain Marc’hadour
1981 Ilus W. Davis
1986 Rev. William Byron, S.J.
1996 Rev. Thomas J. Savage, S.J.
1998 Rev. Thomas F. Denzer, S.J.
1999 M. Robert Knickerbocker
Excellence in Teaching Award from
Missouri Governor’s Conference on Higher Education

1992  Anita Salem
1993  Richard D. Shaw
1994  Weslynn Martin
1995  William F. Haefele
1996  Robin E. Bowen
1997  Curtis L. Hancock

1998  Cheryl A. McConnell
1999  Joseph A. Cirincione
2000  Anthony L. Tocco
2001  Donna J. Calvert
2002  Rev. Wilfred LaCroix, S.J.
2003  Sudhakar Raju
2004  Renee Michael

Pro Meritis Award

Aug. 27, 1959  James Hazlett
Dr. Elmer Ellis
Sister Rose Carmel, S.C.L.

Mar. 24, 1960  Edwin G. Borserine
Willard J. Breidenthal
Mrs. Ethel B. Francisco
Mrs. Clarence Kivett
Arthur Mag
Albert A. Ridge
Herbert H. Wilson

Mar. 29, 1960  Dr. Floyd Shoemaker

April 25, 1960  John R. Cauley
Louis B. McGee
Vincent J. O’Flaherty Jr.
Charles L. Aylward
Lathrop G. Backstrom
J. Frank Hudson
Henry J. Massman Sr.
Robert J. Muntzel
J. Ernest Dunn

May 10, 1967  Nathan J. Stark

1968  J.F. Hughes
J.E. Couture


May 14, 1970  Lester Milgram
Jerome A. Smith
Homer C. Wadsworth
Rev. John W. Williams

May 17, 1973  Thomas Hart Benton
Frederick James
Wiktor Labunski
Patricia McIlrath

Pro Meritis Award

July 11, 1978  Roy K. Dietrich
Jan. 11, 1979  Dr. C. Kermit Phelps
May 13, 1979  John Herman Tietze
May 14, 1980  Mary McGuirk
May 16, 1982  Rev. Patrick Tobin
Sept. 22, 1982  Dr. Elbert C. Cole
May 15, 1983  Godfrey S. Kobets
Oct. 3, 1985  Aubrey E. Richardson
Mar. 12, 1987  Maurice E. McNellis
May 17, 1987  Stuart L. Simmons

May 15, 1988  Sr. Mary Margaret Sneddon, M.M.B.
April 29, 1990  Charles W. Gusewelle
Betty Taliaferro

May 5, 1991  Sr. Barbara Moore, C.S.J.
Cynthia Siebert
May 2, 1993  James T. Nunnely
May 1, 1994  Scott and Kathleen Hummel

May 7, 1995  Rabbi Michael R. Zedek
May 5, 1996  Miyo Wagner
May 3, 1998  Michael V. Meyer
May 2, 1999  Sr. Rosemary Flanigan, C.S.J.

William Bartholome
May 13, 2001  Larry Moore
General Policies

Section 1—Equal Employment and Anti-discrimination

Equal Opportunity
Rockhurst University welcomes persons from all backgrounds and beliefs to join our staff and University community. We seek to create and foster a sense of community that facilitates the development, both personal and professional, of all our members, including faculty, staff, students and others who participate in our programs and activities.

Rockhurst University is committed to providing equal opportunities for all persons regardless of race, color, creed, religion, sex, pregnancy status, sexual orientation, marital status, national origin or ancestry, age, gender, disability, citizenship or intending citizenship status, gender identity, veteran status, or any other status protected by law (“protected status”). This is reflected in all policies, programs and procedures of the University.

Rockhurst University complies with federal, state and local equal opportunity laws and strives to keep the workplace, and all programs and activities, free from all forms of illegal discrimination and harassment, as well as free from all forms of disrespectful conduct based on protected status even where such conduct does not constitute a legal violation.

As part of its commitment to equal opportunity, the University is committed to providing qualified individuals with disabilities, reasonable accommodation. Any applicant for employment or an employee, who requires reasonable accommodation to complete the application process, and/or to perform the essential functions of the job, should contact the Director of Human Resources. Accommodations may include, among other things, modification of policies, including but not limited to policies concerning attendance, flextime and leaves of absence. Faculty may also contact the Vice President of Academic Affairs to discuss accommodation issues. Any student or other program participant with a disability, who requires assistance to ensure access to educational opportunities and activities, should contact the Dean of Students.

Additionally, as part of its commitment to equal opportunity, the University is “committed to providing reasonable accommodations to staff, faculty and students whose sincerely held religious belief, practice, or observance conflicts with a work, education, or other University requirement, unless doing so would create an undue hardship. If students, staff, faculty and others participating in our programs have any questions, or wish to request an accommodation, please contact, as appropriate, the Director of Human Resources, the Dean of Students, or the Vice President of Academic Affairs.

Consistent with the requirements of Title IX of the Education Amendments of 1972* and its implementing regulations, and Section 504 of the Rehabilitation Act of 1973* and its implementing regulations, Rockhurst University has designated three individuals responsible for coordinating the University’s Title IX and Section 504 compliance. Students, staff, faculty and others participating in our programs, with concerns or complaints about discrimination on the basis of sex or disability in employment or an education program or activity, may contact any one of the following Title IX/Section 504 coordinators:
Individuals may also contact the Office for Civil Rights of the U.S. Department of Education.

Please see the Harassment, Discrimination and Professional Conduct Policy for more information about reporting concerns and applicable procedures.

*Title IX says, that no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

* Section 504 says no otherwise qualified individual in the United States shall, solely by reason of his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

**Harassment, Discrimination and Professional Conduct**

**Commitment to Non-Discrimination, Non-Harassment and Non-Retaliation**

The purpose of this policy is to uphold the University’s mission in preserving the fundamental dignity and rights of all individuals employed or seeking to be employed by, or otherwise involved in or seeking to be involved in programs or activities of, Rockhurst University.

Discrimination, harassment and retaliation are contrary to the values of Rockhurst University. Preventing discrimination, harassment and retaliation, as well as other disrespectful conduct based on one’s protected status, is the responsibility of all members of the Rockhurst University community. Violations of this policy must be reported as soon as possible to designated personnel as stated in this policy. Every effort will be made to respond to concerns of perceived prohibited conduct (“Concerns”) in a reasonable, thorough and timely manner. If any one feels that the University has not met its obligations under this policy, that person should contact the Director of Human Resources, Dean of Students, or Vice President of Academic Affairs.

**Prohibited Conduct**

**Discrimination**

It is a violation of this policy to discriminate on the basis of race, creed, color, religion, national origin, sex, gender, age, disability, pregnancy status, sexual orientation, veteran status or other status protected by law, in any educational program or activity, and employment opportunities.
Harassment

Rockhurst prohibits unwelcome verbal or physical conduct that denigrates or shows hostility or aversion toward staff, students, faculty members, or other individuals participating in our community because of race, color, sex, religion, age, national origin, disability, pregnancy status or any other protected status. This prohibition applies to all individuals who work for or with the University, students, and others participating in the Rockhurst community, including parents, relatives, associates of a student, vendors, suppliers or other persons doing business with Rockhurst.

Examples of conduct prohibited by this policy include, but are not limited to, employment decisions made based on an employee’s protected status; admission or participation decisions based on an employee’s protected status; verbal conduct such as racial epithets, derogatory comments, hostile or demeaning slurs or comments based on one’s protected status; visual conduct such as posters, e-mail, drawings, cartoons, or postings on social media that denigrate based on a protected status; and unwanted physical conduct based on one’s protected status.

Sexual Harassment

As part of the above-stated policy, no staff, student, faculty member or other individual participating in our Rockhurst community may sexually harass another individual. Prohibited sexual harassment includes conduct described above based on one’s sex. It also includes unwelcome sexual advances, requests for sexual favors, and other unwelcome verbal or physical or other non-verbal conduct of a sexual nature, including when (1) submission to or rejection of such conduct is made either explicitly or implicitly a term or condition of any educational program, activity or employment; (2) submission to or rejection of such conduct by an individual is used as a basis for any education or employment decision affecting such individual; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual’s education or work performance or creating an intimidating or hostile learning or working environment.

Retaliation

Rockhurst prohibits retaliation against anyone for reporting discrimination, harassment or retaliation, assisting in making a complaint, or cooperating in an investigation. Rockhurst also prohibits retaliation against anyone because he/she is closely associated with someone who reported, assisted, or cooperated with a discrimination, harassment or retaliation complaint or investigation. Retaliation prohibited by this policy includes, but is not necessarily limited to, disparaging comments, uncivil behavior, or other negative treatment.

Concerns of Prohibited Discrimination, Harassment, and Retaliation.

Any student, faculty, staff or other person who believes he/she has experienced or witnessed conduct prohibited by this policy must immediately notify the Director of Human Resources, the Dean of Students, or the Vice President of Academic Affairs, all of whom are also designated as our Title IX and Section 504 Coordinators. Please see the Equal Opportunity and Anti-Discrimination Policy for more information.

All Concerns of inappropriate conduct will be promptly and thoroughly investigated by the appropriate University official. Rockhurst University will act to ensure a respectful environment, which includes ensuring that any improper conduct ceases immediately, and taking corrective action to prevent recurrence of the inappropriate conduct. Any student,
faculty, staff or other person subject to this policy found to have engaged in inappropriate conduct will be subject to the full range of corrective action, up to and including discharge, expulsion or removal from the University. Rockhurst will inform the alleging party of the conclusion of the investigation, as appropriate.

All Concerns will be held in confidence to the extent practicable for effective resolution. However, confidentiality cannot be guaranteed. All participants in any Concern are encouraged to respect confidentiality to protect the privacy and reputations of all individuals involved. Obviously, individuals may have appropriate and confidential discussions with the counseling center regarding the matter. Any breach of confidentiality may result in disciplinary proceedings up to and including expulsion from the University and discharge from employment.

No person will suffer employment, educational or other program consequences as a result of making a good faith report or taking part in the investigation of a Concern. An individual who knowingly alleges a knowingly false or frivolous concern against another will be subject the full range of corrective action, up to and including discharge, expulsion, and removal from the University.

**Appeals from Concerns**

**Basis for Appeal**

Appeals of decisions, including corrective action if any, on Concerns may be taken on the following basis:

There is substantial likelihood that newly discovered information, not available at the time of presentation of information, which supports or opposes the Concern would result in a different decision.

**Where and When to Bring an Appeal of a Concern.**

**Appeals of Concerns Against Students.**

The appeal procedures are outlined in the Student Code of Conduct and are incorporated by reference in this policy.

**Appeals of Concerns Against Faculty.**

The Complainant or Respondent may appeal a decision, including corrective action if any, to the Vice President for Academic Affairs within a reasonable period of time, typically ten (10) business days of the decision, absent extenuating circumstances. The decision of the Vice President for Academic Affairs is final.

**Appeals of Concerns Against Staff including Administrators.**

The Complainant or Respondent may appeal a decision, including corrective action if any, to the Vice President for Finance and Administration within a reasonable period of time, typically ten business (10) days of that decision absent extenuating circumstances. The decision of the Vice President for Finance and Administration is final except:

In cases of resolution of a Concern against a dean, the Complainant or Respondent may appeal that decision to the President and the decision of the President is final.

In cases of resolution of a Concern against a vice president, the Complainant or Respondent may seek reconsideration of the President’s decision and the President may, in
his/her discretion, designate another individual or individuals to recommend a decision on reconsideration. The decision of the President or the President’s designee on reconsideration is final.

In cases of resolution of a Concern against the President, Complainant or Respondent may seek reconsideration of the Chair of the Board’s decision and the Chair may designate an individual or individuals to recommend a decision on reconsideration. The decision of the Chair of the Board or the Chair’s designee on reconsideration is final.

Appeals must be in writing and contain the following information:

- Name, university address and email address of Complainant.
- Name, university address and email address of Respondent.
- A statement of all decisions, including corrective action if any, at all levels in the process.
- A detailed statement of the basis for the appeal including the specific facts and circumstances in support of the appeal.
- Requested action, if any.

Review of the Appeal

The university official or her/his designee may take any and all actions which in his/her discretion she/he determines is in the interest of a fair and just decision. The Complainant or Respondent may request a meeting with the university official. However, the decision to grant a meeting is at the discretion of the university official. The university official may uphold, reverse or modify any decision or corrective action, forward the matter for action under any applicable university policy, or take any other action in the interest of a full and fair resolution of the appeal. The university official will make her/his decision and notify Complainant, Respondent, underlying decision maker and others on a need to know basis in writing as soon as practicable under the circumstances.

Equal opportunity extends to all aspects of the administration of educational policies, admissions policies, scholarship and loan programs, athletics, and other school-administered policies and programs, and in its employment related policies and procedures.

**Weapon Free Policy**

**Background**

Missouri’s Concealed Carry Law permits individuals to obtain a license to carry a concealed handgun; however, a permit holder cannot carry a concealed firearm on to “any higher education institution or elementary or secondary school facility without the consent of the governing body” [R.S.Mo. 571.107.1(10).] In addition, there continues to be a national awareness of the harmful and destructive potential of other weapons including any and all firearms, ammunition, explosives/incendiary devices, dangerous chemicals, hazardous materials, or flammable materials.

**Policy**

In the interest of maintaining a safe academic and employment environment free of violence and danger for all students, faculty, staff and visitors, Rockhurst University prohibits the possession, transportation, storage, or use of any and all weapons including firearms,
ammunition, explosives/incendiary devices, dangerous chemicals, hazardous materials, or flammable materials on any University owned or leased property (including in motor vehicles) or at any University sponsored function (regardless of whether or not the party has a permit to carry a concealed firearm). The policy applies to all University students, faculty, staff, contract employees, vendors, and visitors on University property or at any University-sponsored function. This policy does not apply to any law enforcement personnel engaging in official duties.

Definitions

- “Any Rockhurst property” includes the main campus, all academic and administrative buildings, all residence life facilities, all recreational facilities, all parking areas, and any and all other property owned or leased by Rockhurst.
- “Any and all weapons” includes without limitation any firearm, knife, or other agents/instruments (i.e. explosives/incendiary devices, chemicals, hazardous materials, flammable materials, etc.) capable of lethal use - whether in plain view or concealed, and whether with or without a concealed carry endorsement, permit, or license. Should anyone have a question regarding whether an item is covered by this policy, they should contact Security, Human Resources, or the Dean of Students Office.
- “Explosives/incendiary devices” includes any and all devices capable of driving or bursting out with violence/noise or capable of causing destruction/injury - whether or not detonated or capable of being detonated on site/from a remote location.

Reporting Obligations/Enforcement

If students, faculty, or staff believe another person covered by this policy possesses a concealed handgun or other weapons in violation of this policy, they will immediately report this information to the Security Department. Students, faculty and staff should be aware that the enforcement of this policy might involve confronting individuals carrying dangerous weapons. They should not take any unnecessary risks or compromise their safety in enforcing this policy.

Failure to abide by this policy, or to report knowledge of a possible violation of it, will subject a student or faculty/staff member to disciplinary action including, but not limited to, expulsion from the University (student), termination of the faculty/staff member (in accordance with Code of Conduct and Employee Handbook guidelines), and disclosure of the incident to appropriate law enforcement authorities.

The University reserves the right to search all personal and college-owned or leased vehicles, packages, containers, briefcases, purses, backpacks, lockers, desks, enclosures, offices, or other University owned/leased property for the purpose of determining whether any weapon has been brought onto its premises in violation of this policy. These searches will only be conducted in the event of probable cause or reasonable suspicion, and will be conducted in accordance with appropriate search procedures.

The President, President’s Staff, Deans, Department Chairs, Directors, and other managers/supervisors are responsible for assuring compliance with this policy. The Security Department, Office of Human Resources, and Dean of Students Office are jointly responsible for the administration of the policy.
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