



2015-2016 COURSE
CATALOG

MOUNT
MERCY 
UNIVERSITY

Table of Contents

Academic and Student Resources	4	Healthcare Administration	96
Welcome to Mount Mercy University	4	Healthcare Leadership	97
University Admission	5	History	97
First Year Student	6	Honors Seminars	98
Transfer	7	Human Resource Management	98
International	7	International Studies	100
Online	8	Journalism	101
Accelerated	9	Legal Studies	102
Graduate	9	Management	102
2015-16 Academic Calendar	11	Marketing	107
College Expenses	13	Mathematics	108
Financial Aid	16	Medical Laboratory Science	109
Academic and Personal Services	28	Mercy Experience	110
Policies	30	Music	110
Campus Buildings	43	Nursing	111
Directories	44	Outdoor Conservation	113
Curriculum	51	Philosophy	114
Academic Center Courses	57	Physical Science	115
Accounting	57	Political Science	115
Actuarial Science	58	Pre-Law	116
Applied Management	59	Psychology	116
Art	59	Public Relations	118
Art and Design	61	Religious Studies	119
Biology	62	Science Marketing	119
Business Administration	64	Service Learning	120
Career Development	66	Social Science	120
Chemistry	66	Social Work	
Communication	67	Sociology	120
Computer Science	69	Spanish	121
Creative Writing	70	Visual Arts and Business Interdisciplinary	121
Criminal Justice	70	Writing	121
Economics	72	Online	122
Education	72	Admissions	122
English	90	Policies	122
Environmental Justice	92	Tuition and Fees	124
Film Studies	92	Financial Aid	125
Finance	93	Curriculum	126
General Studies	94	Business	128
Graphic Design	94	Human Resource Management	129
		RN to BSN	129
		Block Academic Calendar	130
		Accelerated Programs	131

Admissions	131	Criminal Justice (CJ)	172
Policies	132	Economics (EC)	174
Tuition and Fees	133	Education (ED)	174
Financial Aid	134	English (EN)	181
Curriculum	135	Film Studies (FS)	184
Accounting	137	General Studies (GS)	185
Applied Management	138	Healthcare Administration (HS)	189
Business	139	History (HI)	189
Computer Science	139	Honors Seminars (HO)	191
Economics	140	Legal Studies (LW)	193
Finance	140	Management (BN)	193
Healthcare Administration	141	Marketing (BK)	194
Healthcare Leadership	142	Marriage and Family Therapy (MF)	195
Human Resource Management	142	Mathematics (MA)	195
Management	143	Mercy Education (ME)	197
Management Information Systems	144	Music (MU)	199
Marketing	144	Nursing (NU)	201
RN to BSN	145	Philosophy (PL)	203
Block Academic Calendar	146	Physics (PH)	204
Graduate Programs	147	Political Science (PO)	204
Admission	147	Psychology (PS)	206
Graduate Policies	149	Religious Studies (RS)	208
Tuition and Fees	151	Service Learning (SL)	209
Financial Aid	151	Social Work (SW)	210
Programs	152	Sociology (SO)	212
Master of Arts in Criminal Justice	152	Spanish (SP)	214
Master of Arts in Education	153	Faculty	215
Master of Arts in Marriage and Family Therapy	155	Index	218
Master of Business Administration	155	The Good Book	221
Master of Science in Nursing	157	Welcome	221
Master of Strategic Leadership	158	Mission and Goals	221
Block Academic Calendar	159	Mission and Ministry	222
Courses of Instruction	160	Departments	222
Academic Development (AD)	160	Campus Ministry	225
Accounting (BC)	160	Student Governance and Communication	226
Art (AR)	161	Student Services	226
Biology (BI)	164	Academic Policies	227
Business Administration (BA)	166	Mount Mercy Policies	231
Career Development (CD)	168	Code of Conduct	245
Chemistry (CH)	168	Safety and Security	250
Communication (CO)	169	Parking	251
Computer Science (CS)	171	Snow Removal Policy	253

Title IX	254
----------------	-----

Academic and Student Resources

Mount Mercy strives to provide all the resources students need to succeed on their educational journey. This section provides information about admission, tuition, financial aid, services, and policies of the university. It also includes a directory of University administration and faculty.

Welcome to Mount Mercy University

Mount Mercy University Mission and Goals

Mount Mercy is a Catholic University providing student-focused baccalaureate and graduate education in the spirit of the Sisters of Mercy.

As a Catholic university founded and sponsored by the Sisters of Mercy, Mount Mercy welcomes women and men of all beliefs to join our community in the pursuit of baccalaureate and graduate education and service to those in need.

Mount Mercy promotes reflective judgment, strategic communication, the common good, and purposeful living through a core curriculum, liberal arts and professional majors, and student development programs.

We strive for excellence in accomplishing our mission through our four interdependent goals:

Using Reflective Judgment

The abilities to think clearly and carefully, argue coherently, and evaluate competing truth claims critically are fundamental to a college education. Reflective judgment requires a knowledge of basic fact, examination and evaluation of assumptions, adequate justification for drawing a conclusion, and understanding implications of drawing that conclusion. With these skills, individuals can solve problems creatively and integrate knowledge across disciplines.

1. Students will demonstrate a knowledge of content, assumptions, terminology, and methodology of a broad range of academic disciplines needed for informed and meaningful participation in society, including literature, fine arts, history, mathematics, science, philosophy, religious studies, and social sciences.
2. Students will demonstrate a depth of understanding in their major field that successfully prepares them for graduate study or a career following graduation.
3. Students will evaluate their points of view by analyzing multiple perspectives.
4. Students will integrate knowledge across the disciplines.
5. Students will apply creative, logical, and scholarly processes in the pursuit of truth to form reasoned judgments and explain the implications of drawing those conclusions.

Engaging in Strategic Communication

Strategic communication requires selecting from a range of options in order to accomplish a chosen goal in an ethical manner. These options include construction and interpretation of messages in the written, oral, and aesthetic forms using appropriate technology.

1. Students will generate, collect, organize, and present ideas and information in written, oral, and visual modes for chosen purposes and audiences.
2. Students will meet appropriate standards of quality when they communicate.
3. Students will demonstrate respect and responsibility in communication with others.

Serving the Common Good

The common good is at the heart of Catholic social teaching. Because persons are social by nature, every individual's good relates necessarily to the common good, the sum of social conditions that allows all people to reach their human potential more fully. It includes respect for and ethical interaction with every person and the natural environment and, in the spirit of the Sisters of Mercy, service for the well-being of all humanity and action in the cause of justice in the world.

1. Students will recognize the challenges and opportunities of living in a changing, complex, global society and demonstrate inclusivity and sensitivity to the diverse human conditions.
2. Students will explain the significance of personal and social responsibility and be prepared to take action in modes of service, civic participation, advocacy, and system change.
3. Students will articulate an ethical framework based on a respect for all human beings and the natural environment.
4. Students will examine the core values of social justice, particularly the Mercy commitment to advocate for persons who are vulnerable and marginalized.

Promoting Purposeful Living

A liberal education enables persons to achieve a greater degree of freedom upon which to act purposefully. Since development of purpose entails planning for life based on a set of priorities, Mount Mercy University provides opportunities for spiritual growth, intellectual engagement, vocational clarity, social development, physical well-being, emotional maturity, and responsible community leadership.

1. Students will discern and clarify their vocational choices.
2. Students will recognize the services and support available to assist them and others in determining which commitments will guide their lives.
3. Students will demonstrate the ways in which their abilities and knowledge enable them to be responsible leaders or participants.
4. Students will acknowledge the importance of a healthy and balanced life including social, physical, emotional, and spiritual well-being.
5. Students will recognize the importance of life-long learning.
6. Students will analyze the evolving nature of relationships in their lives, professions, and communities.

Statement of Values

As members of the Mount Mercy University community, grounded in the tradition of the Sisters of Mercy and our Catholic identity, we are committed to:

Lifelong Learning and Education of the Whole Person

We believe that education is a lifelong experience where learning empowers the whole person, intellectually, spiritually, emotionally, and physically.

Pursuit of Truth and Dignity

We foster free inquiry in a compassionate culture where our dedication to faith, truth, and mercy supports the dignity of each person within the human community.

Commitment to Students

We acknowledge and affirm that our students' needs are central to decisions that affect community life.

Justice

We advocate for equality by actively creating just and healthy relationships in our learning community and in our global society.

Gratitude

We celebrate with humility all gifts and talents bestowed by God and faithfully share these blessings with the wider community.

Hospitality

We accomplish our work in the spirit of Catherine McAuley's graciousness and inclusion that welcomes all people and perspectives.

Service

We instill a sense of responsibility and caring that calls us to serve the common good.

Accreditation

Mount Mercy University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504; phone: 800-621-7440), the Council on Social Work Education (1725 Duke Street, Suite 500, Alexandria, VA 22314-3457), and The State Board of Nursing and the Commission on Collegiate Nursing Education (One Dupont Circle NW, Suite 530, Washington, DC 20036). Mount Mercy University is approved by the Iowa Department of Education (Grimes State Office Bldg., Des Moines, IA 50319-0146) to offer programs leading to teacher certification in both elementary and secondary education and endorsements in several areas including early childhood education, Strategist I K-6 and 7-12, and Strategist II K-12.

History of Mount Mercy University

The Sisters of Mercy of Cedar Rapids, Iowa, founded Mount Mercy as a two-year college for women in 1928. Its mission is based on the heritage of its founders, a religious community of women who came to Cedar Rapids in 1875. Catherine McAuley started the order in Dublin,

Ireland, in 1831. One of her concerns was the education of women and the service of human needs as they exist.

In 1957 Mount Mercy began a four-year program, awarded the first bachelor's degrees in 1959, and was accredited by the North Central Association of College and Schools as a baccalaureate institution in 1960. Since then, Mount Mercy has become coeducational, has established new academic programs, including new graduate programs in 2008, and has tripled its enrollment, drawing its board members, faculty, staff, and students from all faiths and backgrounds. Through their ongoing sponsorship, the Sisters of Mercy, through the Conference of Mercy Higher Education, continue to support Mount Mercy in carrying out Catherine McAuley's original vision of service.

Mount Mercy University has close ties with the Cedar Rapids community, placing interns and graduates in profit and non-profit institutions and using the city's cultural, religious, political, and economic resources to enhance the institution's programs.

University Admission

Mount Mercy University is a nationally recognized, private Catholic university founded in the spirit of the Sisters of Mercy. We seek qualified applicants who have prepared themselves academically for the rigors of a challenging liberal arts-based education and have demonstrated leadership in their school activities and community involvement. Mount Mercy does not consider race, color, creed, religion, national origin, gender, age, marital status, or handicap unrelated to ability in admission or access to, or treatment or employment in, its programs and activities.

Readmission

Students who withdraw from Mount Mercy and are interested in returning to the institution must apply for readmission. The readmission application is available in the Office of Admissions or online at www.mtmercy.edu. If courses have been completed at other institutions, those official transcripts must be sent directly to the Office of Admissions. All required documents that constitute a completed admission file for re-admission should be received by the Office of Admissions at least two weeks prior to the start of classes.

Special Students

Students who are interested in taking one or two courses at Mount Mercy are categorized as special students. If the student currently is pursuing a degree at another institution, it is recommended that permission be obtained from the home institution before enrolling at Mount Mercy. Special students must first complete the special student application available from the Office of Admissions or online at www.mtmercy.edu. Any student who is registered for a Mount Mercy course under the cross registration policy with Coe College is not eligible for special student status. If a prerequisite course is needed for the course, an official transcript must be sent to the Office of Admissions to show successful completion of that prerequisite. Any special student that wishes to continue at Mount Mercy after completing two courses must complete the regular transfer application process. All required documents that constitute a completed admission file for special students should be received by the Office of Admissions at least two weeks prior to the start of classes.

PSEO – Post Secondary Enrollment Opportunity for High School Students

Students currently enrolled as juniors or seniors in high school, and freshmen or sophomores in high school deemed talented and gifted by the state of Iowa, are eligible to participate in the PSEO program if they meet the requirements below. Homeschool students must also satisfy these requirements. To be eligible, students must:

- Submit a national qualifying test score on the ACT with a 20 composite or higher and/or SAT score of 940 or higher (verbal and math) or PSAT score of 114 (verbal, math, and writing), and be ranked in the top 25% of their class (when ranked).
- Have exhausted the high school curriculum and meet necessary pre-requisites for the desired course.

Courses are not guaranteed and are open to full and part-time Mount Mercy students first. **Deadline to submit applications for PSEO for the fall semester is August 1, and for spring semester is December 1.**

Academic Degree Programs

Students may not simultaneously be admitted to, or concurrently enrolled in, multiple academic degree programs. Undergraduate, post-baccalaureate, non-degree, and graduate student designations, and related sub-categories, are mutually-exclusive.

First Year Student

Freshman Admissions - Process and Standards

Admission to Mount Mercy University is selective, competitive, and based upon a full review process. Admissions files are reviewed on a rolling admission basis prior to the first day of classes. Applications may be obtained from the Office of Admissions, Mount Mercy University, 1330 Elmhurst Drive NE, Cedar Rapids, Iowa 52402-4797, 319-368-6460 or 800-248-4504, or online at www.mtmercy.edu. A completed admissions file includes:

- Application for undergraduate admission
- Official standardized test scores - Mount Mercy's ACT code is 1340 and SAT code is 6417
- Official high school transcripts
- An official transcript of any collegiate coursework taken

Mount Mercy evaluates all files on an individual basis. Each entering student needs to be a graduate of an accredited secondary school or its equivalent. While specific courses are not required for admission, a student's transcript will be evaluated to ensure that a well-rounded college preparatory curriculum has been taken. Students applying to Mount Mercy are encouraged to complete the following coursework in high school:

- Four years of English
- Three years of Mathematics
- Three years of Social Studies
- Three years of Science

Strong consideration will be given to applicants who have a:

- Cumulative grade point average of 2.75 (on a 4.00 scale) or higher
- Composite score of at least 20 on the ACT (940 SAT) with sub-scores of 17 or higher
- Class rank in the top half of graduating class

A variety of additional factors are also considered (the quality and nature of the courses taken, the sub-scores earned on the standardized test, extracurricular and community involvement, strength of the personal statement, motivation, personal circumstances, etc.) to ensure that the students admitted to the institution are those who are the best fit for Mount Mercy and whose preparation and experiences suggest that they have the best likelihood of succeeding here.

Home Schooled Students

In lieu of high school transcripts, applicants must submit records of high school or college-level studies, either in a transcript form (if available) or a detailed account of the subjects studied and materials used. Standardized test scores (ACT or SAT) also are required and must be submitted directly to the Office of Admissions.

Admissions Committee

The Admissions Committee will review files for students who do not meet the minimum admission standards. Students, who demonstrate strong potential and motivation for undergraduate success, may be admitted to Mount Mercy by providing additional information to the Admissions Committee for use in the evaluation process (additional grades, personal statement, letters of recommendation, personal interview, etc.). Some students may be admitted to Mount Mercy with conditions, which must be satisfied during their freshman year in order to remain an enrolled student of Mount Mercy. Specific conditions and recommendations will be determined on an individual basis by the Admissions Committee.

Offer and Acceptance of Admission

An offer of admission to Mount Mercy University is contingent upon the student maintaining a satisfactory record and completing graduation requirements – as noted on the final high school transcript (official transcript to be sent upon completion of the diploma). Mount Mercy reserves the right to withdraw its offer of admission when information received after the original admission decision indicates the student no longer meets the minimum admission standards.

A \$200 deposit will be required to confirm attendance at Mount Mercy. The deposit will be used to reserve the student's place at course registration and will be credited toward the student's tuition and housing accounts.

Residency Requirements

Mount Mercy has a two-year residency expectation. Students must live in campus housing during their first four semesters of full-time university attendance. Students may be exempt from this requirement if: living with parents; if "independent" status with regard to federal financial aid regulations; or if they turned 21 years old before July 1st preceding their second year. An exemption request must be filed with the institution, and approved, in order for the exemption to be made.

Transfer

Transfer Admissions - Process and Standards

A transfer applicant is considered to be anyone who has obtained a high school diploma, GED, or equivalent and who has attempted college course work beyond high school. College-level credits earned at regionally accredited institutions are evaluated and accepted as credit toward graduation from Mount Mercy. However, because some majors require a minimum grade point average, course work is evaluated according to departmental requirements. Please consult individual department information included in this *Catalog*.

Applications may be obtained from the Office of Admissions, Mount Mercy University, 1330 Elmhurst Drive NE, Cedar Rapids, Iowa 52402-4797, 319-368-6460 or 800-248-4504, or online at www.mtmercy.edu. Admissions files are reviewed on a rolling admission basis prior to the first day of classes. A completed admission file includes:

- Application for undergraduate admission
- Transcripts from all previous institutions of higher education attended. Updated transcripts need to be sent prior to actual enrollment if the student applies for admission while enrolled at another institution
- Official high school transcripts, or equivalent, (for applicants who have not earned an associate degree or higher from an accredited college or university)
- All required documents that constitute a completed admission file should be received by the Office of Admissions at least two weeks prior to the start of classes

In accordance with an articulation agreement with Kirkwood Community College, Associate of Arts or Associate of Science graduates, who have at least a 2.00 cumulative grade point average, will be automatically accepted for admission.

Mount Mercy reviews all files on an individual basis. While specific courses are not required for admission, the transcripts will be evaluated to ensure that a strong college curriculum has been successfully completed. Strong consideration will be given to applicants who have a cumulative transfer grade point average of 2.50 (on a 4.00 scale) from an accredited institution.

However, a variety of additional factors are considered (the quality and nature of the courses taken, strength of the personal statement, intended major, student motivation, personal circumstances, etc.).

Admissions Committee

The Admissions Committee will review all admission files for students who do not meet the minimum admissions standards. Students, who demonstrate strong potential and motivation for undergraduate success, may be admitted to Mount Mercy by providing additional information to the Admissions Committee for use in the evaluation process (most recent transcripts of college-level work, personal statement, letters of recommendation, personal interview, etc.). Some students may be admitted to Mount Mercy with conditions, which must be satisfied during their first year at the institution in order to remain an enrolled student at Mount Mercy. Conditions and specific

recommendations will be determined on an individual basis by the Admissions Committee.

Offer and Acceptance of Admission

An offer of admission to Mount Mercy is contingent upon the student maintaining a satisfactory record and completing class requirements (official transcript to be sent upon completion of the semester). Mount Mercy reserves the right to withdraw its offer of admission when information is received that indicates the student no longer meets the minimum admission standards.

A \$200 deposit will be required to confirm attendance at Mount Mercy. The deposit will be used to reserve the student's place at course registration and will be credited toward the student's tuition and housing account.

Residency Requirements

Mount Mercy has a two-year residency expectation. Students must live in campus housing during their first four semesters of full-time university attendance. Students may be exempt from this requirement if: living with parents; if "independent" status with regard to federal financial aid regulations; or if they turned 21 years old before July 1st preceding their second year. An exemption request must be filed with the institution, and approved, in order for the exemption to be made.

International

International Admissions

Applications for international undergraduate admission may be obtained from the Office of Admissions, Mount Mercy University, 1330 Elmhurst Drive NE, Cedar Rapids, Iowa 52402-4797, 319-368-6460 or 800-248-4504, or online at www.mtmercy.edu. Admissions files are reviewed on a rolling basis.

All required documents listed below must be on file by the following deadlines:

Fall Semester – August 1st
Spring Semester – January 2nd

Freshman International Admissions

For consideration as an International Freshman, a completed admissions file must include:

- Application for undergraduate admission with a personal statement
- Official high school transcripts translated into English by a foreign credit evaluation agency or by an official English language translator (must have cumulative GPA of 2.75 or equivalent)
- Official scores from standardized tests* that will be considered for admissions decisions include:
 - TOEFL (550 PBT, 213 CBT, 79 IBT)
 - IELTS (6.5)
 - STEP Eiken (Grade 1)
 - ACT (20)
 - SAT (940)

*Test scores are waived for students completing Level 112 of ELS's English for Academic Purposes program.

- Certificate of Finance or letter/affidavit from the bank certifying funds are available

Transfer International Admissions

For consideration as an international transfer student, a completed file must include:

- Application for undergraduate admission with a personal statement
- All official college and/or foreign university transcripts translated into English and evaluated by a foreign credit evaluation agency (college-level GPA of 2.50 or equivalent required)
- Official high school transcripts translated into English by a foreign credit evaluation agency (for applicants who have not earned an associates degree or higher from an accredited college or university)
- Official scores from standardized tests* that will be considered for admissions decisions include:
 - TOEFL (550 PBT, 213 CBT, 79 IBT)
 - IELTS (6.5)
 - STEP Eiken (Grade 1)
 - ACT (20)
 - SAT (940)
- Certificate of Finance or letter/affidavit from the bank certifying funds are available

* Test scores are waived for students completing Level 112 of ELS's English for Academic Purposes program.

Online

General Admission Requirements to Mount Mercy University Online Programs

For students with less than 12 graded semester hours of prior college coursework:

- Completed online application
- Official transcripts from all schools previously attended
- Cumulative H.S. grade point average of 2.75 (on a 4.0 scale)
- Composite ACT score of 20 (940 SAT) with sub-scores of 17 or higher
- Class rank in the top half of graduating class
- Mount Mercy applicants are encouraged to complete the following high school coursework:
 - Four years of English
 - Three years of Mathematics
 - Three years of Social Studies
 - Three years of Science

For students with 12 or more graded semester hours of prior college coursework:

- Completed online application
- Official transcripts from all schools previously attended
- Cumulative GPA requirement of 2.5 (on a 4.0 scale*)

*In accordance with articulation agreements, students who have earned an associate degree from Kirkwood Community College or Hawkeye Community College, and who have at least a 2.00 cumulative grade point average, are allowed admission to Mount Mercy.

For international students:

- Completed online application
- All official college and/or foreign university transcripts translated into English and evaluated by a foreign credit evaluation agency (college-level GPA of 2.50 or equivalent required)
- Official high school transcripts translated into English by a foreign credit evaluation agency (for applicants who have not earned an associates degree or higher from an accredited college or university)
- Official scores from standardized tests that will be considered for admissions decisions include:
 - TOEFL (550 PBT, 213 CBT, 79 IBT)
 - IELTS (6.5)
 - STEP Eiken (Grade 1)
 - ACT (20)
 - SAT (940)

Any student who does not meet the above criteria will be evaluated by the Admissions Committee for closer examination. Admission conditions and/or course recommendations will be determined on an individual basis by the Committee.

Application Procedures for the Online Programs

You may begin the application process by visiting our web site at <https://onlineprograms.mtmercy.edu/>. Complete the online application and if you have any previous college coursework, request official transcripts to be sent to: Accelerated Office, 1330 Elmhurst Drive NE, Cedar Rapids, IA 52402-4797.

Federal regulations require that student files contain a certificate of the highest degree earned. A high school transcript is required for applicants who have not yet obtained a post-secondary associate or higher degree.

Application Procedure for Readmission to Online Programs

Students who exit from Mount Mercy, do not attend for one or more consecutive semesters, or have graduated from Mount Mercy and wish to reenter the program, pursue a second major, pursue a second degree or add a minor, must complete a new application prior to resuming coursework at Mount Mercy. The application is available at <https://onlineprograms.mtmercy.edu/>. If any coursework has been completed at other institutions since last attending Mount Mercy, official transcripts documenting coursework must be requested by the applicant and sent directly from the institution to the Accelerated Office.

Special Student Application

Students interested in taking just one or two online courses at Mount Mercy may complete an application for special student status. If the student is currently pursuing a degree at another institution, it is recommended that the student seeks permission

from the home college before enrolling at Mount Mercy. Students must first complete the application form available online at <https://onlineprograms.mtmercy.edu/>. If a prerequisite course is needed for the course(s) selected to be taken through Mount Mercy, an official transcript must be sent to the Accelerated Office to verify successful completion of that prerequisite. Any special student that wishes to continue at Mount Mercy must complete the regular admission process for the online programs.

Accelerated

General Admission Requirements to Mount Mercy University Accelerated Programs

1. Must be at least 23 years of age
2. Must have a minimum of three years full-time relevant work experience
3. Minimum cumulative grade point average of 2.50 or higher on 4.00 scale.*

Applicants not meeting the above criteria may qualify for admission upon consideration by the Mount Mercy Admission Committee.

- * In accordance with articulation agreements, students who have earned an associate degree from Kirkwood Community College or Hawkeye Community College, and who have at least a 2.00 cumulative grade point average are allowed admission to Mount Mercy.

Application Procedures for the Accelerated Programs

You may begin the application process by visiting our web site at www.mtmercy.edu/adult. Complete the online application, and if you have any previous college coursework, request official transcripts to be sent to: Accelerated Office, 1330 Elmhurst Drive NE, Cedar Rapids, IA 52402-4797.

Federal Regulations require that student files contain a certificate of the highest degree earned. A high school transcript is required for applicants who have not yet obtained post-secondary associate, or higher degree.

Application Procedure for Readmission to Accelerated Programs

Students who exit from Mount Mercy, do not attend for one or more consecutive semesters, or have graduated from Mount Mercy and wish to reenter the program, pursue a second major, pursue a second degree, or add a minor, must complete a new application prior to resuming coursework at Mount Mercy. The application is available at www.mtmercy.edu/adult. If any coursework has been completed at other institutions since last attending Mount Mercy, official transcripts documenting coursework must be requested by the applicant and sent directly from the institution to the Accelerated Office.

Special Student Application

Students interested in taking just one or two accelerated courses at Mount Mercy may make an application for special student status. If the student is currently pursuing a degree at another institution, it

is recommended that the student seeks permission from the home college before enrolling at Mount Mercy. Student must first complete the application form available online at www.mtmercy.edu/adult. If a prerequisite course is needed for the course(s) selected to be taken through Mount Mercy, an official transcript must be sent to the Accelerated Office to verify successful completion of that prerequisite. Any special student that wishes to continue at Mount Mercy must complete the regular admission process for the accelerated programs.

See the Accelerated section (<http://catalog.mtmercy.edu/adultaccelerated/admissions>) of this *Catalog* for more information on admission.

Graduate

Admission as a Degree Seeking Student

Applicants desiring admission to Mount Mercy graduate programs apply through the Graduate Admissions Office and must meet the graduate admissions criteria. Final admission decisions rest with the academic program. To be considered for admission, an applicant must:

1. Hold an undergraduate degree from a regionally accredited college or university or an equivalent degree from an accredited institution outside the United States. Documentation of degree equivalencies must be submitted by an agency authorized to do so.
2. Have a minimum cumulative grade point average of 3.00 and an undergraduate record that reflects ability to be successful in graduate studies. (Students with a GPA less than 3.00 will be considered on a case-by-case basis.)
3. Provide a personal statement that demonstrates solid writing skills and motivation for graduate studies. (See application form for further instruction.)
4. Submit two letters of recommendation, preferably from faculty and/or work supervisors, who can attest to an applicant's ability to be successful in graduate studies. (See application form for further instruction.)
5. Complete any requirements from the specific area of study.

Program specific requirements are as follows:

Master of Arts in Criminal Justice

1. Resume that documents educational background, professional experience, and volunteer involvements.

Master of Arts in Education

1. Bachelor's degree in education (special education and reading only)
2. A valid teaching license or be eligible for a teaching license if seeking an endorsement in special education or reading.
3. Resume that lists past and current teaching or work experience.

Master of Arts in Marriage and Family Therapy

1. Personal interview with program director.
2. Resume that documents volunteer or professional experience in a human service area.
3. Personality inventory test.

Master of Business Administration

1. At least 24 years old.
2. Three years of full-time work experience. (Provide a resume to document this work experience).
3. Currently working at least part-time in the field of business (ongoing requirement for at least part-time work during program). *Requirement can be waived by Program Director.*

Master of Science in Nursing

1. Current and valid Iowa registered nurse (RN) license. NOTE: Nursing courses with a clinical component may not be taken by a person: a) Who has been denied license by the Board; b) Whose license is currently suspended, surrendered, or revoked in any U.S. jurisdiction; c) Whose license or registration is currently suspended, surrendered, or revoked in another country due to disciplinary action. International students without current Iowa RN license may be admitted based on review by Program Director.
2. Currently working at least part-time as a nurse (ongoing requirement for at least part-time work during program).
3. Bachelor of Science in Nursing (BSN) from an accredited nursing program, other undergraduate degree from a regionally accredited college or university, or an equivalent degree from an accredited institution outside of the United States. Undergraduate record should reflect ability to be successful in graduate studies. If undergraduate degree is not a BSN, a BA or BS, an associates degree in nursing, and the Mount Mercy RN-BSN courses, NU 470 Population Based Nursing, NU 471 Professional Aspects of Nursing, and NU 472 RN-BSN Practicum Seminar.
4. Undergraduate statistics course with a minimum grade of C (C- not acceptable).
5. All Master of Science in Nursing (MSN) students must meet administrative requirements including criminal background check, health insurance coverage, immunization status compliance, CPR, and malpractice insurance prior to starting their capstone practicum.
6. All non-native English speakers are required to take TOEFL and complete interview with Program Director.

Master of Strategic Leadership

1. At least 24 years old.
2. Three years of full-time work experience (provide a resume to document this work experience).
3. Currently working at least part-time in the field of business (ongoing requirement for at least part-time work during program). *Requirement can be waived by Program Director.*

An application is complete when the applicant submits the following required items:

1. A completed Mount Mercy application, including personal statement and two letters of recommendation.
2. Official transcripts of all previous academic work from which undergraduate and graduate grade point averages can be computed. Transcripts should be mailed directly to the Graduate Admissions Office. Official transcripts must be submitted in a

sealed envelope and display the appropriate seal and signature of the institution.

MBA Admission

A student may be admitted to the MBA program prior to completing the prerequisite courses. Upon admission, the student will meet with an academic advisor who will provide the student with an advising form that indicates the prerequisite courses that need to be completed and in what order. The student may enroll in either accelerated or traditional classes to complete prerequisite courses at the tuition rate for those classes. However, the MBA grading policies will be in effect for all MBA and prerequisite classes taken at Mount Mercy.

MSN Admission

A student may be admitted to the MSN program prior to completing the prerequisite courses (statistics or NU 470 Population Based Nursing, NU 471 Professional Aspects of Nursing, and NU 472 RN-BSN Practicum Seminar for RN students who do not have a BSN). Students will need to complete all prerequisite courses with acceptable grades, prior to taking MSN courses.

International Students

Mount Mercy welcomes international students to its campus, recognizing that they enrich the educational experience for all students by contributing to the intellectual, social, and cultural diversity of the Mount Mercy community. The following additional items are required for admission for international students:

1. Official or true certified copies of the applicant's post-secondary academic record (transcripts, examination scores, mark sheets, etc.) evaluated by a Foreign Credential Evaluation Agency
2. Documentation of English language proficiency for all non-native speakers of English. (TOEFL, Step Eiken, IELTS or equivalent). TOEFL test scores accepted:
 - a. 550 on the paper-based version (scores between 500-550 may be accepted upon an interview with the Program Director) or 79 on internet version (iBT) or 213 on computer-based total.
 - b. Proof of comprehension and conversational proficiency as indicated by a 23 or higher on the TOEFL speaking sub-section and interview with the Program Director (phone interview can be substituted). Program Directors may waive the English language proficiency test scores upon interviewing a student who meets one of the following criteria:
 - i Undergraduate education in English
 - ii Worked in United States in a professional job for more than 1 year
 - iii Studied for at least two semesters in the United States
 - iv English is native language
3. Students who are applying for an F-1 visa must also provide a Certificate of Finance form or letter with Affidavit from the Bank stating that they have sufficient funds to study in the U.S. The Certificate of Finance (https://www.mtmercy.edu/sites/default/files/uploads/MMU_Certificate%20of%20Finance.pdf) form can be found and downloaded from our web site.

Graduate Special Student Status (or Non-degree Status)

A student with a baccalaureate degree who wishes to earn graduate credit, but not a graduate degree, may be accepted for admission

to study as a graduate student with special status. Up to 9 semester hours earned as a graduate student with special status with a grade of "B" or above may be applied to a graduate degree at Mount Mercy upon admission to the program and with the approval of both the Associate Provost and the Program Director. Special student status students are not eligible for financial aid.

Transfer Policies

Upon admission to the program, students may transfer in graduate courses with the approval of the Program Director. The maximum number of transferable credit hours is 9. Credit allowance for graduate courses is considered on an individual basis; however, students must have earned a "B" or higher for the course to be considered. Course syllabi, college catalog, and a sample of previous course work may be requested for consideration of a class. While enrolled at Mount Mercy, students should not enroll for academic credit at other institutions without the permission of the Associate Provost. Approval, via a petition, must be granted prior to a course being taken at another institution and will only be granted for extenuating circumstances.

Readmission

When a student withdraws or is terminated from any of the graduate programs at Mount Mercy, a recommendation will be made by the Program Director at the time of withdrawal or termination about whether the student will be eligible for readmission. Documentation of this recommendation will be maintained. The student who has withdrawn or has been terminated from any graduate program and wishes to be readmitted will be considered for readmission by the Program Director according to the following criteria: the recommendation made by the Program Director at the time of the

2015-16 Academic Calendar

Fall Semester 2015

August 26 - December 17, 2015

Description	Date
Founders Day/Convocation	August 24
Classes begin	August 26
Labor Day - no classes	September 7
Last day to add classes	September 2
Last day to declare pass/fail	September 2
Midterm	October 20
Fall break	October 21-25
Thanksgiving break	November 25-29
Last day to drop classes (W grade)	December 4
Pass/Fail opportunity	December 7-11
Last day of classes	December 11
Final exams	December 14-17
Graduation date - Degree conferral	December 20

Winter Semester 2016

January 4 - January 22, 2016

Description	Date
Classes begin	January 4
Last day to add classes	January 5
Last day to declare pass/fail	January 5

student's withdrawal or termination and evidence the student has improved in all needed areas. Students who wish to be readmitted to a graduate program must complete the application process.

Policy on Undergraduate students taking graduate classes

Mount Mercy seniors who meet the following criteria may take graduate courses for credit. Students must have:

1. Senior status
2. Be eligible for admission to graduate study or secure permission from the Program Director
3. Limit their load to a maximum of 15 credits for the semester, including undergraduate and graduate credits
4. Secure the approval of the department in which they wish to earn graduate credit. Undergraduate students may earn a maximum of 12 graduate credits.

Graduate credits earned under this policy may be applied to a graduate program only with the approval of the appropriate Program Director. Students are not permitted to pursue a graduate and undergraduate degree concurrently.

Delayed Admissions

Students have one year from date of acceptance to begin classes. Students who do not enroll for classes within the year deadline must reapply for admission.

Last day to drop classes (W grade)	January 18
Pass/Fail opportunity	January 21-22
Last day of classes	January 22
Snow make-up day	January 25
Graduation date - Degree conferral	February 7

Spring Semester 2016

January 27 - May 19, 2016

Description	Date
Classes begin	January 27
Last day to add classes	February 2
Last day to declare pass/fail	February 2
Midterm	March 15
Spring break	March 21-24
Good Friday - no class	March 25
Easter Monday - no class	March 28
Last day to drop classes (W grade)	May 6
Pass/Fail opportunity	May 9-13
Last day of classes	May 13
Final exams	May 16-19
Commencement ceremony	May 22
Graduation date - Degree conferral	May 22

Summer Semester 2016

June 6 - August 11, 2016

Term I

Description	Date
Classes begin	June 6
Last day to add classes	June 7
Last day to declare pass/fail	June 7
Last day to drop classes (W grade)	July 1
Pass/Fail opportunity	July 6-7
Last day of classes	July 8

Term II

Description	Date
Classes begin	July 11
Last day to add classes	July 12
Last day to declare pass/fail	July 12
Last day to drop classes (W grade)	August 5
Pass/Fail opportunity	August 9-10
Last day of classes	August 11
Graduation date - Degree conferral	August 21

Block	Start	End	Last day to add/drop*	Holidays/no class
Block 01	08/24/2015	10/3/2015	08/21/2015	9/7/2015 (Labor Day)
Block 12	08/24/2015	11/7/2015	08/21/2015	9/7/2015 (Labor Day)
Block 13	08/24/2015	12/19/2015	08/21/2015	9/7/2015 (Labor Day)
Block 02	10/5/2015	11/7/2015	10/2/2015	
Block 23	10/5/2015	12/19/2015	10/2/2015	11/25-11/29/2015 (Thanksgiving)

Block 03	11/9/2015	12/19/2015	11/6/2015	11/25-11/29/2015 (Thanksgiving)
Block 04	1/4/2016	2/6/2016	12/21/2015	
Block 05	2/8/2016	3/12/2016	2/5/2016	
Block 56	2/8/2016	4/23/2016	2/5/2016	3/25/2016 (Good Friday)
Block 57	2/8/2016	6/4/2016	2/5/2016 ¹	3/25/2016 (Good Friday)
Block 06	3/14/2016	4/23/2016	3/11/2016	3/25/2016 (Good Friday)
Block 67	3/14/2016	6/4/2016	3/11/2016 ¹	3/25 (Good Friday); 5/30 (Memorial Day)
Block 07	4/25/2016	6/4/2016	4/22/2016 ¹	5/30/2016 (Memorial Day)
Block 08	6/6/2016	7/16/2016	6/3/2016	7/4/2016 (Independence Day)
Block 89	6/6/2016	8/20/2016	6/3/2016	7/4/2016 (Independence Day)
Block 09	7/18/2016	8/20/2016	7/15/2016	

* Friday prior to the start of every block. Dates subject to change depending upon program. Check with Program Director or Registrar's Office for final date.

¹ Graduation date for students completing a course in block 7: June 5, 2016

College Expenses

Students will receive eBills monthly while they are attending Mount Mercy. It is the student's responsibility to check their eBill online each month. Fall tuition, room and board fees must be paid in full by August 15th and Spring tuition, room and board fees by January 15th, unless the student enrolls in the Mercy Payment Plan. If the student is not enrolled in the Mercy Payment Plan and their tuition, room, and board is not paid in full, all future course registrations and financial aid will be cancelled. If additional financial aid is received after the full payment has been made, the student may request a refund of the credit balance of his/her account. Payments may be made by cash, check, debit, or credit card (Visa, MasterCard or Discover).

Other charges, for example bookstore purchases and additional food charges, are payable in full by the due date indicated on the monthly statement (i.e. they are not eligible for the Mercy Payment Plan). If payments are not received by the due date, a late fee will be added to the student's account. Late fees can only be waived due to University responsibility causing a delay in payment or the failure to act by a student because of sudden disabling illness or accident.

Late Fees

Type	Cost
\$500 - \$1,000 Outstanding Balance	\$10 Late Fee
\$1,000 - \$2,500 Outstanding Balance	\$25 Late Fee
\$2,500 - \$5,000 Outstanding Balance	\$50 Late Fee
\$5,000 - \$7,500 Outstanding Balance	\$75 Late Fee
\$7,500 - \$10,000 Outstanding Balance	\$100 Late Fee
>\$10,000 Outstanding Balance	\$150 Late Fee

Because of rapidly changing economic conditions, it may become necessary to alter tuition and fee structure before the next edition of this *Catalog* is published.

Tuition, Room and Board and Other Fees 2015-16

Full-time students

A student is considered full-time if she or he is registered for 12 or more hours per semester. Enrollment in more than 16 credit hours will result in additional tuition being charged at a rate equivalent to the part-time tuition rate per hour.

Full-time Fees	Fall semester	Spring semester	Total
Tuition (12-16 hours)	\$14,113	\$14,113	\$28,226
Room & Board*	\$4,300	\$4,300	\$8,600
Total	\$18,413	\$18,413	\$36,826

* Blue Meal Plan (avg. 2 meals per day) and Double Occupancy Room.

Mount Mercy has a two year residency requirement because it considers the residential program integral to the educational experience. Students are expected to live in campus housing during their first four semesters of full-time college attendance (typically freshmen and sophomores). These students will automatically be charged for room and board.

Students may request an exemption from this requirement if the student:

- Lives with parents
- Has "independent status" with regard to federal financial aid regulations
- Turned 21 years old *before* July 1st of the current year

An exemption request must be approved by the Office of the Vice President of Enrollment and Student Life. Upon approval of the exemption request, the room and board charges will be removed from the student's account. Exemption request forms are available from the Admissions and Student Services Offices. Exemption forms will be available at registration.

Winter Term Tuition

Winter term tuition for three credit hours is included in the full-time tuition rate for students who are enrolled full-time in *both* fall and spring semesters. Students must be enrolled and billed as a full time Mount Mercy student in both semesters. (This does not apply to students in Accelerated, Graduate, or Online programs). Students enrolled in a winter term course that are not full time in both the fall and spring will be billed at the part time tuition rate. Students taking more than three credit hours will be responsible for the cost of the additional credit hours. Students who are full time in both fall and spring and are taking a winter term course(s) at no additional charge, are still responsible for any course related fee such as lab fees. There will be no refund of tuition or room and board for winter term if a full time student chooses not to enroll in winter term.

Part-time Students

A student is considered part-time if he or she is enrolled in less than 12 hours per semester. Tuition for part-time students is assessed based upon the number of hours for which a student is registered.

Type	Cost
Part-time tuition (1-11.5 semester hours)	\$768/semester hour

Accelerated Program Students

Tuition for students in the Accelerated Program is due the first night of class. If you are reimbursed by your employer, and you have a completed Deferred Payment Plan Enrollment Form on file in the Student Financial Services Office, tuition is due 45 days from the end of each block. Please refer to the Adult Accelerated section of this *Catalog* for a description of this program for non-traditional, working students.

Type	Cost
Accelerated	\$445/semester hour
PREP and TEACH Program	\$445/semester hour

Online Program Students

Tuition for students in the Online Program is due the first night of class. If you are reimbursed by your employer, and you have a completed Deferred Payment Plan Enrollment Form on file in the Student Financial Services Office, tuition is due 45 days from the end of each block. Please refer to the Online section of this *Catalog* for a description of this program.

Type	Cost
Online Program	\$465/semester hour

Graduate Program Students

Tuition for students in the Graduate Program is due the first night of class. If you are reimbursed by your employer, and you have a completed Deferred Payment Plan Enrollment Form on file in the

Student Financial Services Office, tuition is due 45 days from the end of each block. Please refer to the Graduate Programs section of this *Catalog* for a description of these programs.

Type	Cost
MBA, MSL, MSN	\$570/semester hour
MA in Criminal Justice / Education / Marriage & Family Therapy	\$445/semester hour

Room and Board Options

Academic Year:

Students have a number of options regarding both room and board. Please note that the charges below are adjustments to the room and board charges previously detailed.

Residence Halls:

Room Type	Amount per semester
Regina Double and McAuley Triple	\$2,100.00
Single Room, Regina	\$2,465.00
Single-in-double McAuley, Andreas House, and Lower Campus	\$4,015.00
Double, Andreas House, Lower Campus, and McAuley	\$2,465.00
Double-in-triple McAuley	\$2,465.00

Board Plans:

Board type	Amount per semester
Blue Plan - an average of 14 meals per week	\$2,200.00
Gold Plan - an average of 19 meals per week	\$2,350.00
Mustang Plan - an average of 7 meals per week	\$1,800.00

Other Board Options

Summer Housing: Current Mount Mercy students (were enrolled spring semester) who are enrolled in summer courses or have pre-enrolled for fall semester classes may choose to live on campus in either Andreas or Lower Campus. There is no board plan for the summer. Summer housing rates:

Room Type	Amount per semester
Double, Andreas House, and Lower Campus	\$1,370.00
Single-in-double, Andreas House, and Lower Campus	\$1,650.00

If the student ceases enrollment during the summer, he or she will be asked to move out of campus housing. Students new to Mount Mercy must be enrolled in summer courses in order to choose summer housing on campus.

12-month Housing: Students may sign a 12-month housing contract. A student who elects this option is not required to be enrolled in summer courses; however, the student must have been enrolled in spring semester courses and be pre-enrolled for fall semester classes.

The 12-month contract begins in May and is in effect until the end of the following spring semester in May. Students who choose this option will be able to live in their current housing until their preferred room is available. 12-month contracts receive a 5% discount on total room rates for summer and academic year, based on room type selected.

Please contact Residence Life for more information on either of these options.

Special Fees

(All fees are non-refundable except where noted.)

Student Cost	Amount
Application Fee (payable on application by all except non-degree special students)	\$25
Art Fees	Varies by course, see individual course description
Assessment of Prior Learning Experience Assessment Fee	\$60 per semester hour
Audit Fee for a Regular Course	\$500
Audit Fee for Activity or Lab Course	\$550
Challenge Exam Fee	\$15 per semester hour
Housing Damage Deposit (refundable if conditions met)	\$50
Lab Course Fee (applies to all lab courses except Nursing and Biology)	\$25
Lab Fee - Biology	\$50
Medical Laboratory Science Fee	\$100
Mercy Payment Plan Enrollment Fee	\$50 per semester
Mount Mercy I.D. Card Replacement Fee	\$25
Music Lesson Fee	Refer to Curriculum/Music section of catalog
Nursing Fee - Sophomore	\$500 per semester
Nursing Fee - Junior	\$400 per semester
Nursing Fee - Senior	\$500 per semester
Official Transcript	\$7
Parking Fees	See the Good Book
Replacement Diploma	\$75
Returned Check	\$25
Room Contract Cancellation Fee	\$500
Tuition Deposit for all Full-time Students (paid at time of acceptance and credited to tuition)	\$200
Other student costs include:	
Books and Supplies	est. \$1,200
Transportation (full-time students living on campus)	est. \$1,400
Transportation (full-time students living with parents)	est. \$2,280
Transportation (full-time students living off campus)	est. \$3,360

Mercy payment plan

The Mercy Payment Plan allows each semester's tuition, room, and board to be paid in 4 equal installments due on the 15th of August, September, October, and November for fall semester and the 15th of January, February, March, and April for spring semester. The Mercy Payment Plan can only be used for the payment of tuition, room, and board. All other charges, for example bookstore purchases and additional food charges, are payable in full by the due date indicated on the monthly statement. Students who have not paid their account in full by September 15 for the Fall semester or by January 15 for the Spring semester will automatically be enrolled in the Mercy Payment Plan. There is an enrollment charge of \$50 per semester to participate in this plan.

All enrolled students are eligible for the Mercy Payment Plan unless:

1. The student is enrolled in the Accelerated, Online, or Graduate Programs.
2. The student is reimbursed by their employer.
3. The student's account is considered delinquent (see below).
4. A student at anytime has declared bankruptcy in which a Mount Mercy account has been written off.

Delinquent accounts

All students, except those receiving employer reimbursement, are required to have their entire account paid in full by the end of the term (November 15th for fall semester, April 15th for spring semester, and by the end of the term for all other sessions). Any balance remaining after the above dates will be considered delinquent.

Students who are reimbursed by their employers are required to have their entire account paid in full within 45 days from the end of class or their account will be considered delinquent.

Students with delinquent accounts may be subject to the following actions until the balance is paid in full.

1. All current and future registrations will be cancelled.
2. All financial aid for future terms will be cancelled.
3. All student account privileges will be revoked.
4. Student will no longer be able to reside in student housing.
5. Student will not be able to obtain official transcripts.
6. Reimbursed students will be required to have their account paid in full before class starts.
7. Interest of 18% per annum will be assessed on the unpaid balance.
8. Delinquency may be reported to a credit bureau.
9. Account may be referred to a collection agency for the full amount due plus all collection costs and legal fees.

Graduation Policy

No diplomas will be issued and no official transcripts will be released until all financial obligations to Mount Mercy have been paid in full. Graduating seniors who have an outstanding balance will not be allowed to participate in the commencement ceremonies.

Refunds

Tuition and Fees

Fall and Spring Semesters

A student's final bill will be determined on the last day to add classes for each semester. This is generally 7 days after the beginning of the semester and is referred to as the final bill date. Before the final bill date students may adjust their class schedules without incurring add/drop fees. Students who drop classes after the final bill date will not be eligible to receive a refund of any of the tuition charged for that class unless they withdraw from Mount Mercy.

Students who withdraw from Mount Mercy after the final bill date may be eligible to receive a refund of a portion of the tuition charged for the semester. The tuition refund schedule follows the federal financial aid guidelines. Please contact the Student Financial Services Office for more information regarding tuition refund amounts.

Winter Term and Summer Sessions

A student's final bill will be determined on the last day to add classes for each term which is generally one to two days after the beginning of the term (final bill date). Students may adjust their class schedules without incurring add/drop fees before the final bill date.

Students who drop classes after the final bill date will not be eligible to receive a refund of any of the tuition charged for that class unless they withdraw from Mount Mercy.

Room and Board

The room and board terms and conditions are stated in the contract signed by the student. During the semester there may be a proportional refund of room and board charges if the student officially withdraws from Mount Mercy or moves off campus with the approval of the Director of Residence Life. There is a \$500 contract cancellation fee that will be imposed on any student who does not fulfill the room and board contract.

Transcripts

Official transcripts will not be released until student account charges (tuition, room & board, and miscellaneous charges) have been paid in full.

Financial Aid

Financial Aid Awards

It is the goal of the Student Financial Services Office to make it financially possible for all qualified students to attend Mount Mercy. The financial aid programs at Mount Mercy are administered in conjunction with the policy that the family is the primary and responsible resource for helping students meet their educational costs. The financial aid programs are available to assist in meeting the difference between potential resources and college expenses.

Financial Aid Award Notification

The amount of the financial aid award (federal, state, and institutional grants, scholarships, and loans) depends on the student's enrollment status. The amount will vary depending on full-time (12-16 credit hours); three-quarter time (9-11 hours); half-time (6-8 credit hours); or less than half-time status (1-5 credit hours). Within an academic

year, students must complete at least 50% of their coursework in their chosen program.

If there are any questions about the amount of aid to which the student is entitled, please contact the Student Financial Services Office for a review of the student's awards. The student should retain the award letter for his or her records and to use as a reference whenever there are questions about the financial aid package.

Incoming Students

Mount Mercy's financial aid award letter will serve as official notification of the student's financial aid eligibility. The award letter, while not a commitment of funds, is an initial indication of state, federal, institutional, and outside agency funds available. The award letter will include the amounts of federal, state, and institutional aid for which the student is awarded and the award period.

The award letter is extremely important. A student's aid will not be applied to his or her billing account until the student has accepted the award. To accept an offer, sign on the appropriate lines within the Student's Statement of Acceptance and return to the Student Financial Services Office no later than 20 days from the receipt of the letter. Any portion of the award may be declined by drawing a line through the item and initialing it to confirm that decision. A student may reduce an item by drawing a line through it, writing in the reduced amount, and initialing. Also, the student needs to sign the accept line to confirm that he or she wishes to receive the rest of the award. Awards that are declined will not be replaced with other sources. If the financial aid award letter is not returned to the Student Financial Services Office by the first day of class, the student's financial aid may be cancelled, and the student will be responsible for paying all tuition, room, and board charges. If a student's account becomes delinquent prior to the first day of class, his or her course registration will be cancelled.

Accepting the awards by the due date reserves funding in the student's name. Mount Mercy does not guarantee that funds will be available to the student beyond the due date. Mount Mercy supports the National Candidate Reply Date, which allows admitted students to choose, without penalty, among offers of admission and financial aid until May 1st.

The financial aid award letter is designed to give the student a complete summary of his/her financial assistance. Scholarships and grants listed on the award letter may be contingent on the maintenance of a specific grade point or other academic or performance benchmarks. Please be aware that the award letter may be revised if the student does not achieve specific scholarship or grant criteria.

Continuing Students

Mount Mercy's financial aid award letter for continuing students will serve as official notification of the student's financial aid eligibility. The award letter, while not a commitment of funds, is an initial indication of state, federal, institutional, and outside agency funds available. The award letter will include the amounts of federal, state, and institutional aid for which the student is awarded and the award period.

There is no need for a continuing student to sign an award letter. If the student wishes to decline any of the awards, they should draw a line through the award, initial it, and return the award letter to the Student Financial Services Office. Awards that are declined will not be replaced with other sources of aid. A student may reduce an item by drawing a

line through the item, writing in the reduced amount, initialing it, and returning the award letter to the Student Financial Services Office.

The financial aid award letter is designed to give the student a complete summary of his or her financial assistance. Scholarships and grants listed on the award letter may be contingent on the student maintaining a specific grade point average or performance benchmarks. Please be aware that the award letter may be revised if the student does not achieve specific scholarship and grant criteria.

Enrollment Changes

Changes in enrollment status can affect the financial aid award. Please contact the Student Financial Services Office prior to increasing or reducing a course load. It is the student's responsibility to notify the Student Financial Services Office of any changes. Notification prior to the beginning of the term will facilitate proper disbursement of financial aid. For example, the academic award is based on whether the student's enrollment status is half-time (6-8.5 hrs.), three-quarter time (9-11.5 hrs.) or full-time (12 hrs. or more). Awards are prorated reduced to 25% for half-time and 33% for three-quarter time of the full-time amount. For example, if an academic award for full-time is \$8,000, the award will be \$2,000 if the student changes to half-time, or \$2,640 if the student changes to three-quarter time.

Students who are enrolled in the accelerated program (block program) should speak with a Financial Aid Counselor prior to dropping any courses. Per federal regulations for this program, we are required to revise Pell grant any time a student adds or drops a course throughout the semester, regardless if the student attended the course or not. For example, if a student is enrolled in 9 credit hours for the semester and they are eligible for \$1500 in Pell grant funds, then drops to 6 credit hours, the Student Financial Services Center will be required to reduce the Pell grant to \$1000. This may result in a balance being owed to Mount Mercy.

Funding

A student's financial aid award is based on projected funding from institutional, state, and federal sources and is therefore subject to change. Employer reimbursement must be taken into account when determining your eligibility for these funds.

Pell Grant

The amount shown on an award is an estimate of the grant a student will receive. This amount can change as a result of any federal regulation.

Iowa Tuition Grant

In the event that available state funds are insufficient to pay the full amount of each approved grant, the Iowa College Student Aid Commission has the authority to administratively reduce the award.

TEACH Grant

The amount shown on an award is an estimate of the grant a student will receive. This amount can change as a result of any federal regulation or failure to maintain a cumulative GPA of 3.25 or higher.

Employer Reimbursement

It is the students responsibility to notify the Student Financial Services Office if they will be receiving employer reimbursement. Per Federal regulations, this must be used in calculating other eligibility.

Verification

Federal regulations require that designated applicants for financial aid must complete a verification process. Students may be selected for this process by the U.S. Department of Education or by Mount Mercy. If a student is selected for the verification process, the student is required to provide the Student Financial Services Office with supporting documents (i.e. copies of the student's and their parent's, if applicable, federal tax transcripts, W-2's, verification worksheet, proof of child support paid, proof of receipt of food stamps, etc.) that confirm the information reported on the Free Application for Federal Student Aid (FAFSA). It is important to provide Mount Mercy with any requested materials as soon as possible. A student's financial aid package is not final until all requested materials have been submitted to the Student Financial Services Office. The Student Financial Services Office will verify the information reported and make any necessary corrections. The student will receive a new student aid report if corrections are made. The financial aid award is subject to change if verification procedures result in a different calculation of need. If the student is selected for verification, financial aid will not be posted to their billing account until the process has been completed.

Types of Financial Aid

Financial aid consists of two types of assistance: gift aid and self-help aid. Gift aid is in the form of scholarships, grants, and awards that do not need to be repaid. The sources of gift aid are Mount Mercy, the federal government, the State of Iowa, and private donors. Self-help aid refers to student employment and loans. A student assisted by employment must work a specific number of hours in order to receive the aid. Loans will need to be repaid. The following is a description of various programs that are available.

Deadlines for Institutional Assistance

In order to be eligible for institutional aid from Mount Mercy, the Student Financial Services Office must receive all necessary documents for processing aid by October 1st for the Fall Semester and March 1st for the Spring Semester. This policy applies to incoming students as well as continuing students.

Institutional Assistance

Mount Mercy institutional financial aid is available for only the fall and spring semesters. If a student receives 100% tuition reimbursement, they are not eligible for institutional funds. (Please see pg. 25 for renewal criteria).

Sister Mary Ildephonse Holland Scholarship

The Holland Scholarship is a competitive four-year, full-tuition scholarship for entering freshmen. Requirements include: 26 ACT or above; 3.50 or greater high school GPA; evidence of active extracurricular participation; admission process must be completed by December 31st of the preceding year; FAFSA filed by July 1st; and participation at Mount Mercy Scholarship Day. On campus residency is also required of Holland Scholarships. The scholarship applies only

to the fall and spring semesters. Overloads and summer school are not covered by the scholarship.

Academic Scholarships, Grants, and Awards*

Academic scholarships and awards are awarded to accepted students on the basis of their previous academic performance and potential for achievement at Mount Mercy. These awards include the Presidential Scholarship, Distinguished Scholarship, Dean's Scholarship, Honor Scholarship, Collegiate Award, and Founder's Award.

A student who is currently enrolled in his or her first semester of college after graduation from high school or who has completed only one semester of college after graduation from high school will be awarded academic scholarships based upon his or her high school GPA and ACT.

A student must be enrolled for at least 6 semester hours to be eligible for an academic scholarship or grant.

Academic scholarships and awards are available for only fall and spring semester. A separate application is not required.

Scholarships and awards are generally available for four, full-time academic years as long as the renewal criteria are met.

* A student's Academic scholarship or award may be funded, in whole or part, by Mount Mercy's endowed and annual funds. These funds are a result of the generous contributions made to the institution by both individuals and corporations. To encourage the continued support of these donors and to obtain funding for future students, some students may be asked to write a thank you to those that have helped fund the student's academic award.

Catherine McAuley Scholarship

Catherine McAuley scholarships are open to new, first year students entering the University from high school. To be eligible for the scholarship a student must be an Iowa resident, have graduated from an Iowa high school, have completed the Free Application for Federal Student Aid (FAFSA), and have a family income (both student and parent income are considered) of \$45,000 or less annually as determined by the FAFSA form. Recipients are also required to be Pell grant eligible, file the FAFSA prior to July 1, and reside all four years on Mount Mercy's campus during the academic year. Recipients must also participate in Mount Mercy's College Success Program during their first year on campus. The Catherine McAuley Scholarship supersedes all other institutional scholarships and grants.

Art and Design Scholarships

Art and Design scholarships are open to new, first-year students entering the University from high school and transfer students. The scholarship is based on the students' potential skills and interest in the visual arts which are evidenced by performance in high school courses. Students must provide a portfolio of 10-12 artworks (any medium) plus any sketchbooks and complete an interview session to review these. Digital images of artworks may substitute for actual artworks. An application must be submitted along with a personal statement that speaks to creative interests and experiences and contact information for a reference (teacher, coach, or instructor who is familiar with the student's work).

Creative Writing Scholarships

Creative Writing scholarships are open to new, first-year students entering the University from high school and transfer students. An application must be submitted along with a personal statement that speaks to creative interests and experiences and contact information for a reference (teacher, coach, or instructor who is familiar with the student's work). A demonstration of skill and achievement is also required. This includes submitting three to ten pages of sample work. This submission may include more than one piece, and the samples may be from different categories of writing (fiction, editorials, poetry, features, essays about literature, etc).

Instrumental Music Scholarships

Instrumental Music Scholarships are open to new, first-year students entering the University from high school and transfer students. The scholarship is based on the students' potential skills and interest. An application must be submitted along with a personal statement that speaks to creative interests and experiences and contact information for a reference (teacher, coach, or instructor who is familiar with the student's work). A demonstration of skill and achievement is also required. This includes an in-person audition or recording of your performance.

Vocal Music Scholarships

Vocal Music Scholarships are open to new, first-year students entering the University from high school and transfer students. The scholarship is based on students' potential skills and interest. An application must be submitted along with a personal statement that speaks to creative interests and experiences and contact information for a reference (teacher, coach, or instructor who is familiar with the student's work). A demonstration of skill and achievement is also required. This includes an in-person audition or recording of your performance.

Social Work Scholarships

Social Work scholarships are awarded to entering full or part-time students intending to complete a major in Social Work. Selection of recipients is based on academic ability, demonstrated interest in issues relevant to social work, and involvement in social services. A major purpose for the scholarship is to support students from groups that have been under represented in the department, including those experiences and perspectives that can add diversity to the classroom experience. Scholarship application deadline is February 1st. However, scholarships will be awarded until funding is exhausted.

Theatre Arts Scholarships

Theatre Arts Scholarships are open to new, first-year students entering the University from high school. The scholarship is based on the students' potential skills and interests. An application must be submitted along with a personal statement that speaks to creative interests and experiences and contact information for a reference (teacher, coach, or instructor who is familiar with the student's work). A demonstration of skill and achievement is also required. This includes an in-person audition or recording for performers or an interview and portfolio review for technicians and designers.

Honors Program Scholarships

Honors Program Scholarships are available to students entering from high school (new freshmen) who are enrolled full-time. Students eligible for the Honors Program are generally from the upper quarter

of their high school class, have ACT scores of 26 or above, and have high school GPA's of 3.60 or above. To participate in the program students are expected to complete honors-designated coursework.

Phi Theta Kappa and Kappa Beta Delta Transfer Scholarships

A limited number of scholarships are awarded to incoming community college students who are members of Phi Theta Kappa or Kappa Beta Delta national honor fraternities. Applicants must be seeking full-time enrollment at Mount Mercy, be transferring at least 45 credit hours, and have a cumulative grade point average of 3.25 or higher. To be considered for this scholarship, the student must submit a Mount Mercy Application for the Phi Theta Kappa or Kappa Beta Delta Transfer Scholarship.

Athletic Scholarships

Athletic Scholarships are awarded each year to entering, full-time students who are academically eligible to compete in NAIA athletic events, based on the student's current and potential ability. Coaches of each sport will work with the Athletic Director and Student Financial Services Office to award the scholarships. Students will keep their scholarships for the length of their stay at Mount Mercy as long as they remain a member of their respective team and are in good standing. If a student chooses to leave the team or is removed from the team for disciplinary or academic reasons (as determined by NAIA by-laws), his or her athletic scholarship will be withdrawn immediately. The scholarship will be prorated at the time of dismissal. A student will have the right to appeal the decision to withdraw the Athletic Scholarship by a committee composed of the Director of Athletics, Vice President for Enrollment and Student Life, and the Faculty Athletics Representative.

Catholic Education Grant

The Catholic Education Grant is available to students entering from high school (new freshmen) who have graduated from a Catholic High School.

Archdiocese of Dubuque Parish Award

The Archdiocese of Dubuque Parish Award is available to incoming freshman or transfer students. The recipients must be nominated by their Parish priest. A student must be enrolled full time to receive this award.

Sibling and Legacy Scholarships

The Sibling and Legacy Scholarships are available to entering full-time students completing their first baccalaureate degree. The student must have a sibling who is currently attending or is an alum, or have a parent or grandparent who is an alum. Online application is required.

Out-of-State Grant

Out-of-State Grants are available for students whose state of legal residency is not the state of Iowa. In order to be eligible, you must file the FAFSA by July 1st and demonstrate specific financial need. Students are required to live on campus to receive the full amount of the grant and maintain full time status. Students living off-campus may receive a reduced amount and are also required to maintain full time status.

Outstanding International Student Award

The International Grant is awarded to international students not eligible for federal financial aid.

One-Course Grant

Students enrolled for one course (3-5 hours) are eligible for a special \$300 grant. This grant is available only during fall and spring semesters. Students must complete the course with a grade of C or better (C- does not count), maintain a cumulative grade point average of 2.30, and apply for fall grants by December 30th and spring grants by May 31st. Those individuals receiving employer reimbursement or other financial aid are not eligible. A letter from your employer stating you are not reimbursed must be submitted to the Student Financial Services Office with the application.

Campus Employment

Employment is available to students not eligible for federal work-study. The procedural guidelines for campus employment are the same as for the federal work-study program.

AmeriCorps Matching Scholarship

To be eligible for the AmeriCorps Matching Scholarship, a student must have completed one year of service after July 1, 2008. Supporting documentation of service may be required. The maximum award is \$1200 per academic year.

McElroy Loan

The McElroy loan is designed to assist students who do not qualify for loans that are based on financial need. The amount a student can borrow is based on the amount of funds available. A typical award is \$2,000. The interest rate on new loans is currently at 4.9%.

Interest and principal are deferred while the student is in school, and the borrower must begin making payment no later than three (3) months after ceasing to be enrolled at least six (6) semester hours. This loan does require that a parent or legal guardian serve as a co-signer.

Federal Programs

To receive aid from the major federal student aid programs, a student must:

1. Be enrolled as a regular student in an eligible program. A regular student is someone who is enrolled for the purpose of obtaining a degree.
2. Have a high school diploma or its recognized equivalent or pass a U.S. Department of Education-approved test. Home-school students are also eligible under certain circumstances.
3. Be making satisfactory academic progress as defined later in this section (pg. 23).
4. Be a U.S. citizen or eligible non-citizen.
5. Certify that he or she is not in default on any Federal Student Aid (FSA) loan or owe an overpayment on any FSA grant or loan.
6. Provide a correct Social Security number.
7. Register with Selective Service, if required.
8. File the Free Application for Federal Student Aid (FAFSA). The result yielded from this form is an Expected Family Contribution (EFC).

9. Provide federal tax returns, W-2's verification worksheets, and any other information if requested.
10. Attend class on a regular basis.

All federally funded programs are subject to change as a result of legislative action.

Federal Pell Grant

This grant is available to undergraduate students who meet certain financial need qualifications and meet the other FSA requirements as stated above. Application is made by filing a FAFSA. The final amount a student receives is determined by the number of credit hours that he or she is enrolled in at the end of the refund period and the Expected Family Contribution (EFC). No repayment is required unless the student changes credit hours or withdraws from school. The maximum grant is determined by federal legislation.

Federal TEACH Grant

To be eligible for the Federal TEACH Grant a student must be a U.S. citizen enrolled in a qualified teacher education program. Students must also sign an Agreement to Serve (ATS) that obligates them to teach for 4 years within 8 years of completing or ceasing enrollment in a TEACH grant eligible program. A student must teach in a low income elementary or secondary school in a high need field. A cumulative GPA of 3.25 must be maintained.

Federal Supplemental Education Opportunity Grant (FSEOG)

A Federal Supplemental Educational Opportunity Grant (FSEOG) is awarded to undergraduates with exceptional financial need, that is, students with the lowest Expected Family Contributions. There is no guarantee every eligible student will be able to receive a FSEOG. Awards are based on the availability of funds at Mount Mercy.

Federal College Work-Study (FWS)

The Federal Work-Study program is based on need. Application is made by filing the FAFSA. The student's eligibility depends upon the need for employment to defray educational expenses, with preference given to those with the highest financial need. Many students are offered employment as part of their financial aid award. The student is expected to work during those hours agreed upon with the supervisor and cannot work while they are scheduled for class. Every effort will be made to place the student in a job related to her or his field of interest and/or past experience. However, there is no guarantee of employment or the amount the student will earn. A student can only earn up to the amount awarded. The funds are only disbursed when the student works the required hours.

Federal Perkins Loans

These loans are available to students who show exceptional financial need. Application is made to Mount Mercy by filing the FAFSA. The amount of a student's Federal Perkins Loan will depend upon the student's financial need and the available funds. A student may not borrow more than a total of \$5,500 per year with a maximum of \$27,500 as an undergraduate. The borrower must begin payment no later than nine (9) months after ceasing to be enrolled at least six (6) credit hours. The interest rate is 5%. No interest accrues until nine (9) months after the student discontinues taking at least six (6) credit hours. The institution may require a repayment of no less than \$40 per month. Deferments are available if the student continues to be enrolled

on at least a half-time basis, demonstrates economic hardship, or is unemployed. When the student enters repayment status on his or her Federal Perkins Loan, certain cancellation provisions are available. The standard repayment period is ten (10) years. Further details regarding repayment obligations can be found on the Perkins Loan promissory note.

William D. Ford Federal Direct Loan Program

The Direct Loan Program helps students meet their education costs. The Direct Loan Program offers both Federal Direct Subsidized and Unsubsidized Stafford Loans.

A subsidized loan is awarded on the basis of financial need. If the student qualifies for a subsidized loan, the federal government pays interest on the loan ("subsidizes" the loan) until the student begins repayment and during authorized periods of deferment thereafter.

An unsubsidized loan is not awarded on the basis of need. If the student qualifies for an unsubsidized loan, the student will be charged interest from the time the loan is disbursed until it is paid in full. The student can choose to pay the interest or allow it to accumulate. If the student allows the interest to accumulate, it will be capitalized. This means interest will be added to the principal amount of the loan and will increase the amount repaid. If the student pays the interest as it accumulates, the student will repay less during the loan repayment period.

The student can receive a subsidized and an unsubsidized loan for the same enrollment period.

If the student is a regular (degree-seeking) student enrolled in an eligible program of study at least half-time, the student may receive a Direct Loan. The student also must meet other general FSA eligibility requirements as noted previously.

The current interest rate is fixed at 4.66% for undergraduate subsidized and unsubsidized loans and 6.21% for graduate level unsubsidized loans.

The loans have an origination fee of 1.073%.

A dependent student can borrow on a subsidized loan up to: \$3,500 if the student is a first-year student; \$4,500 if the student has completed 30 semester hours; \$5,500 a year if the student has completed 60 semester hours and the remainder of the program is at least a full academic year. Students may also borrow up to \$2,000 per academic year on an unsubsidized loan. Graduate level students may borrow up to \$20,500 on an unsubsidized loan per academic year. However, students are encouraged not to take a loan for an amount larger than necessary.

If the student is an independent undergraduate student or a dependent student whose parents are unable to qualify for a PLUS loan, the student can borrow an additional amount in unsubsidized loan: \$4,000 a year if the student has earned less than 60 semester hours; \$5,000 a year if the student has earned at least 60 semester hours. This is in addition to the original \$2,000 awarded.

The total debt the student can have outstanding from all Direct Loans is: \$31,000 for a dependent undergraduate student (no more than \$23,000 of this amount may be in subsidized loans); \$57,500 as an independent undergraduate student (no more than \$23,000 of this amount may be in subsidized loans); \$138,500 as a Professional or

Graduate student (no more than \$65,000 of this amount may be in subsidized loans).

The student must complete the required Master Promissory Note and entrance interview session online. Instructions for these procedures will be sent from the Student Financial Services Office. The loan proceeds will be applied to the student accounts in two or three disbursements – one each semester. The loan proceeds will first be applied to any outstanding balance on your student account. Any excess funds can be obtained by requesting a check through the Student Financial Services Office.

Federal Direct PLUS Loans

For parent or graduate student borrowers, the Direct Loan Program offers the Federal Direct PLUS loan (Direct PLUS Loan). This enables a parent or graduate student with good credit history to borrow to pay for educational expenses. For a parent borrower, a PLUS loan can be used for each child who is a dependent undergraduate student enrolled at least half-time. A graduate student must be enrolled at least half-time.

To be eligible to receive a Direct PLUS loan, the student's parent or graduate student borrower will be required to pass a credit check. If the credit check is not passed, the borrower might still be able to receive a loan if someone (such as a relative or friend who is able to pass the credit check) agrees to co-sign the loan, promising to repay it if the borrower should fail to do so. The student and/or parent must also meet other general federal student aid eligibility requirements.

The yearly limit on a PLUS loan is equal to the student's cost of attendance less any other financial aid for which the student is eligible. For example, if the student's cost of attendance is \$18,000 and the student is eligible for \$15,000 in other financial aid, the student's parent or graduate student borrower could borrow up to, but no more than \$3,000.

The current interest rate is 7.21% and subject to change.

The PLUS loan has a fee of 4.292% which will be subtracted from the loan proceeds.

Repayment begins within 60 days after the loan is fully disbursed, unless a deferment condition applies. More information on the loan can be obtained by contacting the Student Financial Services Center.

State Assistance

To be eligible for state financial aid programs, a student must be: a resident of Iowa (as defined by the State Board of Regents) and a United States citizen; or residing in the United States on a permanent visa; or a refugee (as defined by the U.S. Citizenship and Immigration Services); and currently enrolled or planning to enroll at least part-time (3 hours minimum) in an undergraduate degree program.

Iowa Tuition Grants

The Iowa Tuition Grant is based on financial need with priority given to the most needy applicants. The maximum grant is set annually by the State Legislature. The grant is available for up to four years of full-time undergraduate study and may be adjusted for less than full-time study. The maximum grant award is contingent on available state funds and is subject to modest across-the-board reductions. To be considered for

an Iowa Tuition Grant, the Department of Education processor must receive the student's FAFSA form no later than July 1st.

Iowa Grants

The Iowa Grant is based on financial need with priority given to the neediest applicants. The maximum grant is \$1,000 per year for up to four years of full-time undergraduate study and may be adjusted for less than full-time study. The number of grants awarded each year is based on the availability of funds from the State of Iowa.

Additional Financial Aid Programs

Special Programs

The Division of Vocational Rehabilitation of the Iowa Department of Public Instruction or a similar division in other states make assistance available to physically and mentally challenged students who are residents of the state. More information is available from the Iowa Vocational Rehabilitation Services, 510 East 12th St., Des Moines, IA 50309, or the student's home state office.

Veterans or dependents of veterans planning to enroll should contact their Regional VA office and the Registrar's Office at Mount Mercy to ensure proper certification of status and benefits.

Outside Scholarships

An outside scholarship is one awarded by an independent grant source such as a civic organization or a foundation. This scholarship is considered a part of the student's financial assistance award and must be reported to the Student Financial Services Office.

Scholarships and grants administered and regulated by the State of Iowa and the federal government are not considered outside scholarships.

If the student's financial aid is based on financial need and contains federal and/or state funds, the financial aid award cannot exceed the student's financial need from any source. If a student's financial need has not been met in full, the outside scholarship will be added to a student's financial aid award. If the student's need has been met in full, reductions will be made in the Federal Direct Subsidized loan. If the financial aid award does not contain a Federal Direct Subsidized loan, but does contain federal or state funds, and the need has been met in full, the federal or state funds will be reduced by the value of the outside scholarship. This is mandatory in order that the institution not exceed the student's financial need and stay in compliance with state and federal regulations.

A student receiving Mount Mercy scholarships or grant aid will receive the outside scholarship in addition to any financial aid offered by the institution, providing the total financial assistance award does not exceed the cost of attendance at Mount Mercy for the academic year awarded.

It is the responsibility of the student receiving the outside scholarship or the donor of the scholarship to notify the Student Financial Services Office of all the details pertaining to the scholarship. At that time, the appropriate adjustments will be made in the student's financial aid award. No student may receive financial aid in excess of the budgeted cost of attending Mount Mercy.

Private Loans

Privately-funded loans from various agencies are available to students who require additional financial aid in order to fund their education. For further information about these loans, please contact the Mount Mercy Student Financial Services Office.

Summer Financial Aid

Summer financial aid eligibility is based on the preceding academic year's FAFSA and aid already awarded during that academic year. Students seeking financial aid through the Federal Direct Stafford and/or Federal Direct Plus Loan programs must be enrolled in at least six credit hours, while students may be eligible for Federal Pell Grants with only three credit hours of enrollment. Mount Mercy does not award institutional or state financial aid for the summer term. However, summer campus employment opportunities are available.

Student Accounts

Student accounts are maintained by the Student Financial Services Office. Tuition, room, and board are charged to your student account each semester. Students are also able to charge books and meals.

Applying Financial Aid to a Student's Account

Upon completion of a student's financial aid file, institutional, federal, and state scholarships and grants are credited directly to the student's account in two equal installments, once each semester. This happens approximately ten (10) days prior to the start of each semester.

Campus employment awards (federal work-study and institutional campus employment) reflect a student's eligibility. Until a student secures a job on campus and works the assigned hours, he or she will not receive these funds. First year students will receive an award if they have indicated on their FAFSA that they are interested in working on campus. A campus employment application will be included with the student's award letter. The application must be returned to the Student Financial Services Office so that the student will be assigned a work-study position. Notification of the student's placement will be mailed out the first week of August. For returning students, it is the student's responsibility to secure a work-study position prior to leaving school each spring. Campus employment is earned by working 6 - 10 hours per week. Payments for campus employment are paid directly to the student by check each month for the hours the student has worked. Payment DOES NOT show as a credit on the student's account until the student endorses the check in the Student Financial Services Office and applies it to his or her account.

If you are awarded a Perkins or McElroy Student Loan, a separate application needs to be completed. A promissory note must be signed and entrance interview must be completed before the loan proceeds are applied to the student's account. The loans are disbursed in two equal installments, once each semester.

Students awarded a loan through the William D. Ford Federal Direct Loan Program must have a Master Promissory Note (MPN) on file with the Department of Education. An entrance interview must be completed prior to the first disbursement of funds. The loans are disbursed in two equal installments, once each semester.

Any outside scholarships the student has earned will not be credited to his or her account until the check is received.

Vocational Rehabilitation funds are available when the funds are received from the state. This usually occurs after the mid-point of the semester.

Student Account Credit Balances

Federal regulations authorize Mount Mercy to apply Title IV federal financial aid funds to allowable charges on a student's billing account. These allowable charges include tuition, lab fees, room, and board. During the year, a student may also have other non-allowable charges such as bookstore charges, library fines, parking tickets, student club charges, or dining charges added to the student's account. Without the student's authorization, Title IV financial aid funds can not be applied to these non-allowable charges.

Federal regulations require Mount Mercy to refund all excess Title IV financial aid funds to the student within 14 days of Title IV funds being applied to the student's billing account. To help a student manage his or her account, the student may authorize the institution to hold the excess funds on the student's account to pay for any future charges that may be added during the semester. This authorization means that Mount Mercy will not automatically send the student the excess amount within 14 days; instead the institution will hold the excess to be applied to future charges unless the student requests all or a portion of the funds to be paid to them. A student may make this request at any time.

Payment Options

If there is a portion of the student's bill not covered by financial aid, there are several options available to the student. Cash, check, VISA, MasterCard, or Discover Card can be used to pay the net amount the student owes Mount Mercy. There is also a monthly payment plan available. See the Student Financial Services Office for the full description of the credit policy.

Satisfactory Academic Progress

The U.S. Department of Education and the State of Iowa require students to maintain satisfactory academic progress toward their degree objectives to be eligible for federal, state, and institutional aid. In compliance with prescribed regulations, Mount Mercy has established guidelines that are designed to ensure students successfully complete courses and advance toward degree objectives. These requirements serve as standards against which to evaluate student progress, grade point average and overall time period in which a student must complete their program.

Mount Mercy's Satisfactory Academic Progress standards apply to all students who want to establish or maintain financial aid eligibility. These standards apply to a student's entire academic transcript, including terms for which financial aid was not applied or disbursed. These standards require that students successfully complete a specific number of credit hours each academic school year and maintain a minimum grade point average as defined by the standards. These are minimum standards that must be attained. **Specific aid programs or department standards may require more than these minimum standards.**

The academic progress of financial aid recipients is monitored a minimum of once each academic year. Students should contact the Student Financial Services Center with questions regarding the intent and/or interpretation of these standards.

Completion Rate and Grade Point Average (GPA) Requirements

Full-time students (students attempting 12 or more credit hours each semester) must progress according to the following schedule:

Year	Minimum Credits Successfully Completed	Minimum Required Cumulative GPA
Year 1	24	2.00
Year 2	48	2.00
Year 3	72	2.00
Year 4	96	2.00
Year 5	123	2.00

These credit hours must be earned during the academic year (fall, winter, and spring). However, if a student does not meet these required hours, they may be earned during the following summer session(s). Failure to achieve this standard by the end of the summer will result in the loss of financial aid eligibility until the completed cumulative hours meet the minimum standards. Loss of aid is not the same as academic suspension, which is handled by the Provost's Office.

Part-time students must successfully complete 67% or two-thirds of the credit hours they attempt. Students blending terms of full- and part-time enrollment must achieve a cumulative total that satisfies the combined full- and part-time standards.

Students will be notified by letter if they fail to meet Satisfactory Academic Process and may be eligible to appeal the decision.

Maximum Timeframe

Undergraduate and graduate students will be considered for financial aid eligibility for up to 150% of their program time. At the end of each academic year, each student's credits earned are reviewed to ensure that satisfactory academic progress is occurring at the required rate. Students will be notified when they are within two semesters of reaching the expiration of the allowable time-frame. Once the time-frame has expired, students will not be eligible for additional federal, state, or institutional financial aid.

Incomplete Coursework

Courses with a grade of incomplete must be completed in the following semester. An Incomplete grade will not be considered as credits completed toward qualitative or quantitative academic progress until the faculty member assigns the grade. Financial aid may be revoked until a satisfactory letter grade has been assigned.

Withdrawals

Withdrawal from courses that result in a grade of "W" will be included in the calculation of the completion rate. For example, if a student withdraws from a course after the add/drop period, this course will be assigned a "W" grade and will be counted toward completion rate.

Grade Changes

If we receive notification of a grade change after Satisfactory Academic Progress (SAP) has been reviewed, we will recheck SAP utilizing the updated grade information.

Changing Majors

When students change majors, all attempted coursework will be included when assessing academic progress. All coursework, regardless of changing majors, must be completed in a reasonable length of time, which is defined as no more than 150% of the credit hours required for graduation in that program.

Additional Degrees

Coursework applicable to the additional degree will be taken into consideration in determining satisfactory academic progress compliance.

Transfer Students

Transfer students will be assumed to be maintaining satisfactory academic progress at the time of admission. Transfer credits and GPA that are accepted at Mount Mercy are counted toward the total attempted credits and cumulative GPA in determining satisfactory academic progress compliance.

Repeated Coursework

When students repeat a course, the most recent grade received is used in the calculation of the cumulative grade point average. The credit hours for the class are not counted in the minimum credit requirement.

Non-credit Coursework

Non-credit coursework is not counted in the minimum credit requirement.

Appeal Process, Probation, Suspension

Extenuating circumstances that result in a student failing to achieve the minimum completed credit hours and/or GPA requirements are evaluated by Committee. To appeal, a student must request an appeal form from the Student Financial Services Office, complete the form as instructed, and submit it with documentation to the Student Financial Services Office. The student will receive written notification of the appeal decision.

If a student's appeal is approved, he or she will be placed on Financial Aid Probation, and their financial aid eligibility will be reviewed each semester for continued aid eligibility until minimum SAP requirements have been achieved. For full-time students, failure to complete a minimum semester GPA of 2.00 and 12 credits each of these semesters will result in immediate suspension of future financial aid. Part-time students must maintain a minimum semester GPA of 2.00 and complete at least two-thirds of the credits attempted in order to retain future financial aid.

In certain cases, a student may be placed on probation for more than one semester and will be required to develop an academic plan. The student's progress will be reviewed at the end of one semester to determine if the student is meeting the requirements of the academic plan. If the student is meeting the requirements of the academic plan, the student will be eligible to receive aid as long as they continue to meet those requirements and are reviewed according to the requirements specified in the plan.

A student may file a SAP appeal form on the basis of the following reasons; death of a relative, injury or illness of the student, or other

special circumstances, such as; difficult transition to Mount Mercy, family issues, legal troubles, work, or budget problems, etc.

Please Note: Up to three appeals may be accepted. Per federal financial aid regulations, appeals are not automatically accepted and may be denied based on the failure to maintain the Satisfactory Academic Progress standards set forth at Mount Mercy University.

Reestablishing Eligibility

Students who have lost financial aid eligibility after failing to successfully complete their probationary period will have their aid revoked. However, they can regain eligibility by achieving the minimums established in this policy. In cases where the student's aid has been revoked, it is the student's responsibility to notify the Student Financial Services Office when this has been accomplished in order to request the aid to be reinstated.

Renewal of Awards

Each year the student must fully complete the FAFSA. Electronic filing is also available online at www.fafsa.ed.gov. You may fill out the FAFSA anytime after January 1st for the upcoming school year. We encourage students to apply early so they do not miss the state deadline of July 1st. We will begin to process awards for the upcoming school year after students have registered.

Renewal of aid is also contingent on all Financial Aid forms and documents being received by the Student Financial Services Office by October 1st for the Fall Semester and March 1st for the Spring Semester.

Sister Mary Ildephonse Holland Scholarship

The student must maintain a minimum cumulative Mount Mercy grade point of 3.00 at the end of each year. The student is eligible to receive the scholarship for only four (4) years. If the student fails to maintain the minimum cumulative grade point average requirements but meets the Presidential grade point requirements, the student will then receive the Presidential award for which the student was initially eligible. If the student does not meet the minimum grade point or hour requirements of the Presidential Scholarship, the student will not receive the scholarship until eligibility is restored.

The student must be enrolled as a full-time student. Holland Scholarship winners must also reside on campus.

Presidential, Distinguished, Dean's, Honor and Collegiate Scholarship's

The student must maintain a minimum cumulative Mount Mercy grade point of 2.0 at the end of each year.

Founder's Award

The student must maintain a minimum cumulative Mount Mercy grade point of 2.0 at the end of each year.

Catherine McAuley Scholarship

The student must maintain a minimum cumulative Mount Mercy grade point of 2.0 at the end of each year, file the FAFSA by May 1st, be Pell grant eligible, and reside on campus.

Honors Program, Special Talent, and Other Scholarships and Grants

The appropriate departments or committees determine the renewal of the Honors Program, Art & Design, Creative Writing, Instrumental Music, Social Work, Theatre Arts, and Vocal Music Scholarships.

Honors Program Scholarships may be renewed annually contingent upon continuing successful participation in the Honors Program. Students must maintain full-time status.

Art & Design Scholarship recipients are required to be an active member in the Art Club and participate in Art Club events and receptions. Students must also take at least one class per year that focuses on fine arts, graphic design, or art education.

Creative Writing Scholarship recipients are required to serve on, and contribute to, at least one student publication each year, such as the creative writing magazine, literary journal or newspaper. Students must take one writing or literature class per year beyond composition and participate in at least two *Visiting Writer Series* events per year.

Instrumental Music Scholarship recipients are required to be a member of the University Band and participate in ensembles every semester.

Social Work Scholarship recipients are expected to maintain a minimum cumulative grade point average of 2.75 and be working toward the completion of a social work major. Scholarship recipients who fall below those expectation will be reviewed on an individual basis.

Theatre Arts Scholarship recipients must be an active member of the Drama Club and participate in at least two theatrical activities per year.

Vocal Music Scholarship recipients must be a member of the University Choir and participate in ensembles every semester.

Out of State Grant eligibility is determined annually upon meeting the July 1st FAFSA deadline, demonstrating specific financial need, and whether the student is residing on or off campus.

Athletic, Legacy, and Sibling Scholarship recipients are required to maintain full-time status.

Federal and state aid will be determined each year by filing the FAFSA. Thus, this aid can change each year depending on the family's financial situation.

In addition to the above requirements set by the federal government, department, or committee, students must maintain satisfactory academic progress.

Financial Aid Refund Policies

Return of Title IV Funds – Semester Based Programs

A student earns aid based solely on the length of time he or she attends. Until a student has passed the 60% point in the semester, only a portion of the student's dispersible aid has been earned. If a student completely withdraws or is expelled prior to the 60% point, then the Return of Title IV funds policy applies.

Title IV funds refer to the Federal financial aid programs authorized under the Higher Education Act of 1965 (as amended) and include

the following programs: Direct Unsubsidized loans, Direct Subsidized loans, Direct Plus loans, Federal Perkins loans, Federal Pell Grant, Federal SEOG, and Federal TEACH Grant. Though the Federal Work-Study Program is also included in Title IV funds, it is not included when calculating the Return of Title IV funds.

A student starts the withdrawal process in the office of Academic Affairs. This can be done either in person or over the phone. The withdrawal date is the date on which the student starts the withdrawal process or the date that the student otherwise provides official notification to Mount Mercy of his or her intent to withdraw. However, if Mount Mercy can document an academically related activity different than the date the student officially withdrew, that date may be used.

If a student leaves school and fails to follow the withdrawal process or fails all of their courses, it is assumed the student withdrew at the midpoint of the period of enrollment, unless academically related activity can be documented past the 60% point. The Student Financial Services Office is responsible for the calculation of the amount of Title IV funds a student has earned at the point of withdrawal. The software provided by the Department of Education is used and review of the software is available upon request from the Student Financial Services Office.

Mount Mercy will return any unearned aid that was applied to a student's institutional charges. The student must return any unearned funds allocated to a loan program under the terms and conditions of the promissory note. If a student owes a grant overpayment, the student must make satisfactory repayment arrangements with the Student Financial Services Office at Mount Mercy.

In accordance with Federal regulations, the student (or parent for a PLUS loan) must return unearned aid for which the student is responsible by repaying funds to the following sources in order: Direct Unsubsidized Stafford Loan, Direct Subsidized Stafford Loan, Perkins Loan, Direct PLUS Loan, Pell Grant, FSEOG, and other Title IV programs.

Example of Return of Title IV, State, and Institutional Funds Calculation

This example is for illustration purposes only. Actual charges and refund amounts may vary. The following is an example of a return of funds for a student who totally withdrew from classes on the 42nd day of a 102 day fall term (42/102 = 41.2%).

The student would have earned 41.2% of the financial aid for the fall semester.

The remaining amount would have to be returned to the appropriate source.

Original Financial Aid	Loan Name	Revised Financial Aid	Total Original Aid	Total Revised Aid
\$1,698	Direct Stafford Loan (received amount)	\$0		
\$1,000	Perkins Loan	\$700		
\$700	Pell Grant	\$700		
\$2,000	Iowa Tuition Grant	\$1,176		

\$4,500 Honor Scholarship \$2,646 \$9,898 \$5,222

Return of Mount Mercy and State Aid

In calculating the unearned Mount Mercy and State aid, the procedure for determining the withdrawal date is the same as the federal policy. Once the federal policy has been applied, the Mount Mercy and State aid will be returned using the same unearned percentage as calculated in the federal policy.

Partial Refunds

Partial refunds will be calculated during the add period each semester as posted in the academic calendar. After that time, if a student withdraws from a class, no financial aid adjustment will be made. For periods of enrollment that are less than the full semester, partial refunds will be calculated during the add period as posted in the academic calendar.

Refund of Institutional Charges

A description of the refund of institutional charges when a student withdraws is available from the Student Financial Services Office or on the Mount Mercy web site.

Return of Title IV Funds – Block Programs

A student earns aid based solely on the length of time he or she attends. Until a student has passed the 60% point of the days they are scheduled to attend only a portion of the student's dispersible aid has been earned. If a student completely withdraws prior to the 60% point, then the Return of Title IV Funds policy applies.

Title IV funds refer to the Federal financial aid programs authorized under the Higher Education Act of 1965 (as amended) and include the following programs: Direct Unsubsidized loans, Direct Subsidized loans, Direct PLUS loans, Federal Perkins loans, Federal Pell Grant, Federal SEOG, and Federal TEACH Grant. Though the Federal Work Study program is also included in Title IV funds, it is not included when calculating the Return of Title IV Funds.

A student starts the withdrawal process with their Program Director. This can either be done in person or over the phone. The withdrawal date is the date on which the student starts the withdrawal process or the date that the student otherwise provides notification to Mount Mercy of his or her intent to withdraw. However, if Mount Mercy can document an academically related activity different than the date the student officially withdrew, that date may be used.

If a student leaves school and fails to follow the withdrawal process or fails all of their courses, it is assumed the student withdrew at the midpoint of the period of enrollment unless academically related activity can be documented past the 60% point. The Student Financial Services Office is responsible for the calculation of the amount of Title IV funds a student has earned at the point of withdrawal. The software provided by the Department of Education is used and review of this software is available upon request from the Student Financial Services Office.

Mount Mercy will return any unearned aid that was applied to a student's institutional charges. The student must return any unearned funds allocated to a loan program under the terms and conditions of the promissory note. If a student owes a grant overpayment, the

student must make satisfactory repayment arrangements with the Student Financial Services Office at Mount Mercy.

In accordance with Federal regulations, the student (or parent for a PLUS loan) must return unearned aid for which the student is responsible by repaying funds to the following sources in order: Direct Unsubsidized Stafford loan, Direct Subsidized Stafford loan, Perkins loan, Direct PLUS loan, Pell Grant, FSEOG, and other Title IV programs.

Example of Return of Title IV Calculation

This example is for illustration purposes only. Actual charges and refund amounts may vary. The following is an example of a return of funds for a student who totally withdrew from classes. This student was enrolled in Blocks 1, 2, and 3 so the total days of attendance for the Fall semester would be 105 days. The student withdrew in the first week of Block 2 and completed 45 days of the semester. The student completed 42.9% of the semester ($45/105=42.9\%$).

The student would have earned 42.9% of the financial aid for the Fall semester. The remaining amount would have to be returned to the appropriate source.

Original Financial Aid	Loan Name	Revised Financial Aid	Total Original Aid	Total Revised Aid
\$6,219	Direct Stafford Loans	\$1,812		
\$1,500	Pell Grant	\$1,500		
\$1,300	Iowa Tuition Grant	\$558	\$9,019	\$3,870

Return of State Aid

In calculating the unearned state aid, the procedure for determining the withdrawal date is the same as the federal policy. Once the federal policy has been applied the state aid will be returned using the same unearned percentage as calculated in the federal policy.

Partial Refunds

Partial refunds will be calculated during the add period each semester as posted in the academic calendar. After that time, if a student withdraws from a class, no financial aid adjustment will be made. For periods of enrollment that are less than a full semester, partial refunds will be calculated during the add period as posted in the academic calendar.

Refund of Institutional Charges

A description of the refund of institutional charges when a student withdraws is available from the Student Financial Services Office or on the Mount Mercy web site.

Rights and Responsibilities

Student Rights

A student has the right to ask Mount Mercy:

- The names of accrediting and licensing organizations.
- About its programs; its instructional, laboratory, and other physical facilities; and its faculty.

- What the cost of attending is and the policy on refunds to students who drop out.
- What financial assistance is available, including information on all federal, state, local, private, and institutional financial aid programs.
- What the procedures and deadlines are for submitting applications for each available financial aid program.
- How it selects aid recipients.
- How it determines the student's financial need. This process includes how costs for tuition and fees, room and board, travel, books and supplies, and personal and miscellaneous expenses are considered in the cost of education. It also includes the resources considered in calculating need (such as parental contribution, other financial aid, assets, etc.).
- How much of a student's financial need, as determined by the school, has been met.
- To explain each type and amount of assistance in the student's financial aid award and how a student was selected as a recipient.
- What the interest rate is on any student loan the student has, the total amount the student must repay, the length of time the student has to repay, when the student must start repaying, and what cancellation or deferment provisions apply.
- If the student is offered a Federal work-study job, what kind of job it is, what hours the student must work, what the student's duties will be, what the rate of pay will be, and how and when the student will be paid.
- To reconsider the student's aid package if the student believes a mistake has been made or if the student's enrollment or financial circumstances have changed.
- How the school determines whether the student is making satisfactory academic progress and what happens if the student is not.
- What special facilities and services are available to the disabled.
- Completion, graduation and job placement rates and how they are calculated.
- Terms and conditions of loan deferments for service in the Peace Corps and Volunteer Service.

Student Responsibilities

It is the student's responsibility to:

- Review and consider all information about Mount Mercy's programs before the student enrolls.
- Pay special attention to the student's application for student financial aid, complete it accurately, and submit it on time to the right place. Errors can delay or prevent the student from receiving aid.
- Know all the deadline dates for applying or reapplying for aid, and meet them.
- Provide documentation, corrections, and/or new information requested by either the Student Financial Services Office or the agency to which the student submitted the student's application.
- Notify Mount Mercy of any information that has changed since the student applied.
- Read, understand and keep copies of all forms the student is asked to sign.
- Submit a valid Student Aid Report or release the information electronically while still enrolled.

- Report any additional financial aid that the student received, but that is not listed on the current award letter from Mount Mercy.
- Maintain good academic standing as discussed previously in this publication.
- Repay any student loans the student has received. When the student signs the promissory note, the student is agreeing to repay their loan.
- Participate in an entrance interview for Federal student loan applicants.
- Complete the financial aid exit interview if the student received a federal student loan or a McElroy Loan while attending Mount Mercy. Academic transcripts and diploma will be held until the exit interview is complete.
- Notify the school of change in the student's name, address, or attendance status (i.e. full-time to part-time attendance). If the student has a loan, the student also must notify their lender of these changes.
- Satisfactorily perform the work agreed upon in a Mount Mercy work-study job.
- Understand the Mount Mercy refund policy.
- Understand the Mount Mercy overaward policy.

Consumer Information

You may request a copy of any of the following Mount Mercy policies or reports by contacting the Student Financial Services Office.

Voter Registration

You may receive voter registration forms at Busse Library.

Drug and Alcohol Policy

This policy will describe acceptable conduct, applicable legal sanctions for unlawful activities, health risks associated with the use of illicit drugs/alcohol, and available counseling related to drug or alcohol abuse.

Report on Athletic Program Participation Rates and Financial Support Data

This report details items such as the number of participants in each sport, total operating expenses, and revenue.

Campus Security Report

This report details occurrences of offenses reported to campus security personnel or local police and other security issues dealing with campus facilities and safety.

Family Education Rights and Privacy Act (FERPA)

This policy deals with the rights of students and parents to inspect records, procedures to request amendments to those records, rights concerning disclosure of personally identifiable information, and rights concerning filing a complaint with the Department of Education for a school's failure to comply with FERPA requirements.

Student Right-To-Know Act

Graduation Rate

The Registrar's Office calculates the graduation rates of degree seeking, first-time, full-time freshmen that complete their program 150% of the normal time for graduation.

Job Placement Rates

The Career Services office annually prepares the statistics on the prior year's graduating class. The report details the profile of the students and job placement rates.

Clery Act

In compliance with the Clery Act, the Mount Mercy Community is advised that the Iowa Sex Offender Registry is available at <http://www.iowasexoffender.com>

Additional Information

Questions

Mount Mercy's Student Financial Services Office has staff members who can assist students in understanding financial aid, budgeting resources, and loan management. Students are encouraged to contact the Student Financial Services Office at 800-248-4504 ext. 6467, locally at 368-6467, or on campus at ext. 6467 to schedule an appointment. Students are also welcome to stop into the office at anytime. Other services provided by the office include assessing eligibility for financial aid, awarding aid, and processing student loans.

Financial Aid for Continuing Students at Mount Mercy

In general, if the calculated financial need and academic standing remain consistent from year to year, a student's financial aid package should also remain consistent from year to year. Calculation of eligibility for financial aid is based upon the information the student and his or her family provide on the FAFSA. If family situation changes, such as another sibling enters college or the family's income or assets significantly increase or decrease, the financial aid award(s) may change. Meeting the FAFSA filing priority deadline of March 1st is important to insure the consistency of your package from year to year.

Students have the right to expect equitable treatment in the awarding of financial aid. A student's application is individually analyzed by one of the staff in the Student Financial Services Office. The award may also be changed because of changes in federal, state, or institutional funding or regulations. Please call the Student Financial Services Office with questions about the financial aid package.

Study Abroad or Off Campus Study

If a student is studying or planning to study abroad, he or she must visit with a staff member of the Student Financial Services Office early in the process to determine what aid can be applied to the student's study abroad program and to complete the appropriate forms. Many federal grants and loans in the package may apply to the student's study abroad program. Mount Mercy institutional funding and state aid may apply to the study abroad program. Whether portions of a student's financial aid will transfer, depends upon the type of aid that has been awarded and the cost of the study abroad program. In general, enrollment in a study abroad program that is approved for

credit by Mount Mercy may be considered “enrollment” for purposes of a student applying for federal financial aid.

Students participating in the Washington Semester Program at American University must meet with a staff member of the Student Financial Services Office during the pre-approval process to determine what aid can be used to cover the costs of the program. A number of scholarships and funding opportunities are also available directly through the Washington Semester Program and students are advised to consult the program’s web page for information and deadlines.

Office Location and Hours

The Student Financial Services Office is located in Warde Hall, Room 112. The office is open:

8:00 a.m. - 5:00 p.m. Monday - Thursday
8:00 a.m. - 4:30 p.m. Friday
After hours by appointment

For All Institutional Scholarships and Grants

The following apply to all institutional scholarships and grants:

- Scholarships only apply to fall and spring semesters.
- Each year full-time students must successfully complete 24 semester hours prior to the start of the next academic year.
- Each year part-time students must successfully complete at least half of all semester hours attempted prior to the start of the next academic year.
- Hours completed prior to starting at Mount Mercy are not counted toward the annual hour completion requirement, but do count toward graduation.
- Hours completed prior to starting at Mount Mercy are not used when calculating the cumulative Mount Mercy grade point average for scholarship requirements.
- For all academic scholarships, other than Holland (refer to Holland section above), if a student fails to meet the minimum GPA or hours required, the student will not receive the scholarship until eligibility is restored.
- The regaining of eligibility does not enable retroactive funding of scholarships.
- A student may appeal the loss of a scholarship by writing a letter to the Director of Financial Aid. The appeal will be reviewed by the Director of Financial Aid, Vice President for Enrollment and Student Life, Vice President for Finance, and Provost.

All financial aid information is subject to change per Department of Education and federal regulations.

While Mount Mercy University believes that the information contained herein is accurate and factual, this publication has not been reviewed or approved by the U.S. Department of Education.

Mount Mercy University does not discriminate based on race, color, creed, religion, national origin, age, disability, sexual orientation, gender identity or genetic information in regard to admissions, programs, activities or employment. Any person having inquiries concerning Mount Mercy University’s compliance with local, state and federal laws and regulations is directed to contact the Equal Opportunity Officer, Mount Mercy University, 1330 Elmhurst Drive NE, Cedar Rapids, Iowa 52402-4797, 319-363-8213, who has been

designated by Mount Mercy to coordinate the institution’s efforts to comply with the federal and state regulations concerning equal opportunity in admissions, programs, activities and employment.

Academic and Personal Services

Library

Busse Center is the learning resource center for the campus, housing both print and nonprint materials and a variety of electronic resources. The library’s online catalog, WorldCat, and full-text periodical indexes are available online. Library services include reference, interlibrary loan, and library instruction. The campus media center, computer center, curriculum center, and Mac lab also are housed in the Busse Library.

Computer Center

The Busse Computer Center is one of two campus computer labs. In the computer center, students have access to e-mail, the internet, the Microsoft Office Professional suite of software, and a variety of software designed for specific courses. Workshops and handouts are available to students. A computer classroom/lab is available in Basile Hall, and a Mac lab is also available in the Busse Library.

Academic Center For Excellence (ACE)

Academic assistance is available to all students to help build their capabilities in writing, reading, learning skills, and specific content areas. Classes and individual guidance are provided, along with workshops, study sessions, and course-specific discussion groups. The Peer Tutoring program provides tutoring in a wide range of fields with flexible scheduling. The ACE Writing Center provides drop-in writing support, with a schedule posted each semester. Disability Services are coordinated through the Center to help assure individual support, technology assistance, and alternative testing or other accommodations where needed.

Disabilities Contact Information

Mount Mercy is committed to equality of educational opportunity for all students. The Academic Center for Excellence, located in the University Center, houses and facilitates academic accommodations and services for students with disabilities. Core functions include:

- Establishing and communicating criteria for disability services at Mount Mercy
- Providing assessment to verify eligibility for services
- Facilitating academic accommodations for qualified students with disabilities
- Supporting disability-related services and opportunities for students with disabilities

Students seeking academic accommodations first meet with Disability Services staff, who provide assessment, review documentation, and determine eligibility for services. Together they discuss academic needs, use of appropriate forms, and process for working with instructors and the Center.

Students who request accommodations but have not registered with the Center need to be referred to the office to complete the registration process before accommodations are arranged. If students suspect they might have a disability but have not been evaluated previously, they should contact Disability Services for referrals. Accommodations

are determined on a case-by-case basis. For further information regarding services available for students with disabilities, please contact ACE at 319-363-8213 ext. 1208.

University Center Information Desk

The University Center Information Desk is an information and service area dedicated to assisting students by providing programs, services, and general information. Located on the first floor of the Sisters of Mercy University Center, information and referrals are available regarding Mount Mercy programs and services. ID cards may be obtained at the Information Desk.

Academic Advising

Upon entering Mount Mercy, students are assigned to faculty advisors from their major program who meet with the students individually to help facilitate the transition to Mount Mercy and the ongoing progress toward degree completion. Students are expected to meet with their advisors prior to registration to discuss course selections and to consult with them as needed. Advisors serve as the most knowledgeable resource for students in their major programs of study.

Continuing Education

Mount Mercy seeks to identify and respond to the special needs of the non-traditional student. Evening class offerings, and two back-to-back day and evening summer sessions, are some of the many ways the institution serves non-traditional students. (See the section on the Accelerated Programs (<http://catalog.mtmercy.edu/adultaccelerated>) for additional information).

Health Services

Health Services is staffed by a registered nurse available for consultation and referral. Services include assessments, referrals, vaccinations, and health education programs. The programs are available to all Mount Mercy students, faculty, and staff. Most programs and services are offered free or available at a nominal fee.

Wellness Program

Mount Mercy's Wellness Program is designed to encourage wise choices for a healthy lifestyle and is open to all students, faculty, and staff. Programs sponsored throughout the year include wellness week, walking programs, aerobics, yoga, breast cancer awareness, healthy eating habits, relaxation techniques, and massage therapy. A fitness center is located in the upper level of Lundy and is equipped with aerobic exercise machines, free weights, and weight equipment.

Residence Life

The mission of Residence Life at Mount Mercy is to enhance student success, personal development, and satisfaction with the total educational experience.

All residence rooms have cable TV and computer ports linked to a state-of-the-art network system. The department currently houses students in two residence halls, an apartment area, and our three-building complex of suites. Graduate Assistant Area Coordinators live in campus housing, administer the Residence Life program, and assist students as needed.

Residency Requirement

Mount Mercy has a two-year residency expectation. Students are expected to live in campus housing during their first four semesters of full-time college attendance. Students may be exempt from this requirement if: living with parents; if "independent" status with regard to federal financial aid regulations; or if they turned 21 years old **before** July 1st preceding their second year. An exemption request must be filed with the Office Residence Life, and approved, in order for an exemption to be made.

Athletics and Intramurals

Mount Mercy has a well-rounded athletic department. Athletic opportunities for men include: golf, basketball, baseball, track, cross-country, soccer, and bowling. Opportunities for women include: golf, volleyball, basketball, softball, track, cross-country, soccer, and bowling. The intramural program offers many activities such as co-ed volleyball and basketball for both on-campus and off-campus students.

Campus Ministry

Campus Ministry is a place where everyone is welcome. Campus Ministry is housed in the Busse building. Students can stop by and gather around the cozy fireplace for sharing, study, interactions, and fun times. Campus Ministry promotes purposeful and merciful living according to the Gospel and Mercy values. As a Catholic and Mercy university we nurture visions by which to walk and live. Campus Ministry is part of the Catholic intellectual tradition, a world view that inspires innovative thinking, probing inquiry, supportive interaction, and a strong belief in diversity – including religious diversity. Campus Ministry hosts a variety of student-generated activities that tap into people's thirst for a healthy relationship with God, self, and others:

- Sunday evening and Thursday noon celebrations of the Eucharist
- Sacramental preparation
- Reconciliation
- Inter-faith and inter-religious worship services
- Retreats and vocation discernment activities
- Service and volunteer opportunities at home and away
- Formation in social justice
- Education for growth in one's faith
- Peer Ministry Club & Team to reach out and support fellow students
- Music Ministry for worship and spiritual growth

Campus Ministry is open to all faiths and those with no faiths. Campus Ministry engages in many activities that help empower leaders for the future and also are transformative. Students, faculty, and staff experience the hospitable characteristic of the Sisters of Mercy who founded Mount Mercy. We are witness to authentic Catholic culture, its inclusiveness, its concern for justice and peace, and its keen awareness of the footprint of a loving Creator in the world around us.

Counseling

Confidential counseling is available during fall, winter, and spring terms at no charge to all registered students of Mount Mercy University. Counseling includes, but is not limited to, such areas as: personal and social growth, depression, interpersonal relationships, anxiety, stress, sexuality, sexual abuse, and family issues. Students learn self-

management and coping skills. The type of counseling offered is brief in nature with referral to other professionals when deemed appropriate.

The Gerald & Audrey Olson Marriage & Family Therapy Clinic

Student interns in the Marriage and Family Therapy graduate program are able to address a wide range of mental health concerns, including (but not limited to): Depression, Anxiety, Mood Disorders, Attention Deficit / Hyperactivity Disorder, Pervasive Developmental Disorders, Oppositional Defiant Disorder, Sexual Dysfunction, and Eating Disorders.

In addition to working with general mental health problems, student interns in the Gerald & Audrey Olson Marriage & Family Therapy Clinic provide assistance to those wishing to improve relationship functioning and/or parenting skills.

Mail and Telephone Services

The Public Safety Director coordinates the operation of the Mount Mercy switchboard. All mail services are coordinated through the mail room located in Lundy. Campus mailboxes for students are available through the mail room.

Career Services

The Career Services Office provides comprehensive career development advising and programming to assist students in every major from freshman year through graduation. The office's services also are available to Mount Mercy alumni. The approach used in the career planning process is individualized and developmental. The office serves as a clearinghouse for a wide range of employment and internship opportunities and maintains ongoing communication with employers and graduate schools from all sectors.

Services include: CareerClicks, a digital job posting site that employers and students can access via the Internet, as well as the resources available on the Career Services web page; assistance in searching for full-time, part-time, and summer employment; internship assistance; career resource library; career counseling; assistance in deciding on a major; administration and interpretation of career interest inventories; graduate school information; resumé critique; interview preparation; career fairs and workshops.

International Student Services

The International Student Advisor consults with international students on their immigration status and serves as a contact throughout their enrollment at Mount Mercy. The International Club serves as a campus organization for all students interested in learning about different cultures and nationalities around the world.

Office of International Programs

The Office of International Programs encourages students of every major to consider studying abroad. Study abroad programs can be as short as ten days or as long as a semester. They provide students with an excellent opportunity to increase global awareness and experience personal growth. The Office of International Programs provides information on study, intern, and volunteer opportunities, and on scholarships for study abroad.

Policies

Academic Policies

Online Learning

Undergraduate courses offered online will be open to all students admitted to Mount Mercy University and eligible to enroll. It is recommended that students have at least sophomore status. Current students will enroll through the normal registration processes applicable based on their program (e.g. traditional, adult accelerated.)

Students should consult with their advisors to determine whether an online course, for example in the Summer term, would be a good choice as part of their academic planning. Students considering an online course will be expected to complete a self-assessment tool that will be made available prior to registration. Administered online, this type of self-evaluation is designed to help students consider their readiness for the responsibilities of online learning and will alert them to possible concerns as well as resources available for further advice.

Students will be expected to complete an online orientation or tutorial session before enrolling in their first online course. The purpose of the online course orientation session is to familiarize students with the learning management system (Moodle) used for delivering these courses. Tutorials for using Moodle will be available as part of the electronic course pages for all online courses.

Online courses will typically be 5 or 10 weeks in duration. Students will need to pay close attention to the start and end dates for each online class considered, as these will not necessarily be the same as their other classes.

The standard to be used for determining attendance in cases of a withdrawal or drop will be the last date that the student logged in to the course, unless regulations dictate otherwise.

Assessment of Prior Experiential Learning (APEL)

Mount Mercy offers an opportunity for students to request that substantial work-related or other prior learning experiences and accomplishments be evaluated for potential academic credit. The Assessment of Prior Experiential Learning (APEL) process requires that eligible students submit a portfolio documenting specific learning outcomes attained through previous personal or professional experiences. Qualifications for students seeking APEL review include:

1. They must be at least 25 years of age. Students who do not meet the age guidelines but feel they should be considered for assessment may petition the Provost for consideration.
2. They must be officially enrolled in a degree program at Mount Mercy.
3. They must be able to demonstrate that the experiential learning for which they intend to seek credit is related to their educational goals at Mount Mercy.
4. They must complete the assessment process, including the credit evaluation, prior to their final semester.

Students participating in the APEL process are allowed to submit a revised portfolio for consideration just one time. The maximum number of credits to be granted through portfolio assessment is 30 semester hours, and it is possible that no credit will be granted. Faculty

evaluators will recommend the amount of assessed credit, within the maximum noted above, to the Provost for final approval. The credit may be applied to core curriculum, electives, or majors or minors depending on: 1) the content and level of learning assessed; and 2) the approval and recommendation of the appropriate academic departments. Credits earned through the APEL process are NOT considered part of the 30 semester hours required to be taken at Mount Mercy.

Once the credit has been approved, it will be recorded on the transcript as credit hours in experiential learning with a title specified by the faculty evaluators. The credit will be listed on the transcript with a grade of Pass (P) and is not calculated in the cumulative GPA. Credit will not be granted when it will duplicate college credits previously earned, nor will students receive Mount Mercy credit when it will duplicate credit previously earned through an assessment or prior experiential learning.

College Level Examination Program

Credit may be earned by demonstrating academic achievement as measured by the College Level Examination Program (CLEP).

A full-course credit (three semester hours) may be earned in each of the 34 subject examinations by scoring at or above a specific score level; course credit varies in the general examinations. Information explaining the procedures and passing test scores can be obtained in the Registrar's Office, 211 Warde Hall.

Any Mount Mercy student or prospective student is eligible to earn up to a maximum of 60 semester hours through CLEP exams*. In those cases where CLEP scores are 10 years old or older, students must petition the Provost's Office. CLEP scores over 10 years old will be considered on a case-by-case basis. Please see CLEP guidelines available in the Registrar's Office for passing scores, credit awards and fees.

* CLEP credits do not count against the 63 hour maximum transferable from a 2-year college.

Challenge Examination

Various departments in Mount Mercy offer challenge examinations to validate previous college course credit work or independent learning.

The examinations are scheduled and administered through the individual departments. Students should contact the Provost's Office to obtain the Challenge Examination approval form. There is a fee assessed to the student for the Challenge Exam. Please refer to the Tuition and Fees section.

Cross-Registration at Coe College

Mount Mercy University has a cross-registration agreement with Coe College that permits Mount Mercy students to enroll in no more than one course per fall or spring semester at Coe College. There is no cross-registration agreement during the winter or summer terms. The cross-registration agreement enables students to take courses not offered at Mount Mercy, and is dependent on course and space availability at Coe College. Mount Mercy students must be full-time; in good standing academically, financially, and behaviorally; and must have fulfilled any prerequisite or other requirements for a course at Coe College. The student will pay tuition and apply for financial aid at Mount Mercy.

Mount Mercy students enrolled in a Coe College course who are accused of academic dishonesty will follow Coe College's academic dishonesty policy. Mount Mercy's Americans with Disabilities Act (ADA) Officer is permitted to work with Coe College when Mount Mercy students who have requested accommodations through Mount Mercy's ADA Officer enroll in a Coe College course.

To enroll in a Coe College course, the following process must be followed:

1. Seek approval of your advisor and department chair.
2. Fill out an approval form obtained from the Provost's Office to enroll and count credit toward a requirement at Mount Mercy.
3. Once approved, register for the course at Coe College.
4. Submit a copy of the registration to the Registrar's Office at Mount Mercy to ensure you are also registered at Mount Mercy.
5. To drop a course, follow Coe College procedures and provide a copy of the Coe College drop slip to the Registrar's Office at Mount Mercy for official course withdrawal.

If Coe College's grade choices do not coincide with grade choices at Mount Mercy, the grade will be converted to the most appropriate grade at Mount Mercy (e.g. A+ will be converted to A).

Advanced Placement

Entering freshmen who have successfully completed college-level courses in high school and who earn a rating of three, four or five on the Advanced Placement Test of the College Entrance Examination Board will be given credit for an equivalent college-level course. Students seeking admission to Mount Mercy may be considered for advanced placement by having a report of their examination sent to the Registrar's Office. Persons wishing information about test centers, test dates, etc., should visit: apcentral.collegeboard.com (<http://apcentral.collegeboard.com>).

Military Education

Military education will be evaluated upon the receipt of an AARTS transcript, other military transcript or discharge papers, including DANTES.

Second Major

Mount Mercy current students: A student taking two separate majors while working toward a first baccalaureate degree at Mount Mercy earns a second major, not two degrees. Both majors shall be recorded on the student's transcript, but only one baccalaureate degree shall be granted. If the two majors lead to separate degrees (e.g., B.A. and B.S.), the student shall make the decision of which degree to pursue and that degree shall be recorded on the transcript once the work is completed.

Mount Mercy graduates and graduates of other institutions: A person holding a baccalaureate degree from Mount Mercy or a person who holds a baccalaureate degree from a regionally accredited institution may earn a second major at Mount Mercy by fulfilling the following requirements:

1. The student must be admitted or readmitted to Mount Mercy and to a major other than his or her original major.
2. The student must complete the requirements for the major as described in the *Catalog* in effect at the time of admission or readmission to Mount Mercy.

- Students must earn 12 semester hours or more at the upper level at Mount Mercy toward the second major, not used toward a previous major.

A second major, whether taken while working toward the first degree or subsequently, is not to be confused with a second baccalaureate degree. Earning a second major is generally more economical in time and money than earning a second baccalaureate degree.

A student already possessing a Bachelor's degree and completing a second major will not receive a diploma, will not be eligible to earn honors, nor will the student be eligible to participate in graduation ceremonies.

Second Baccalaureate Degree

Mount Mercy current students: Current students are not eligible for a second baccalaureate degree. See Second Major section preceding this section.

A Mount Mercy graduate or a person who holds a baccalaureate degree from an institution whose accreditation is comparable to that granted by Mount Mercy may earn a second baccalaureate degree at Mount Mercy by fulfilling the following requirements:

- The student must be admitted or readmitted to Mount Mercy and to a major other than the major of the original degree.
- The original degree must be completed and not in progress before the student begins work toward the second degree.
- The student must earn at least 30 consecutive semester hours at Mount Mercy beyond the original degree, with a cumulative grade point average of at least 2.00 (or higher, if the designated major requires a higher average).
- The student must fulfill all of the requirements of a major (different than the original major) as described in the *Catalog* in effect at the time of admission or readmission, including at least 12 semester hours numbered 200 or above, in the major earned at Mount Mercy.
- Pass/Fail grades in courses used for completion of the second degree are unacceptable unless the course is designated in this *Catalog* solely as a Pass/Fail course.

Core curriculum requirements at Mount Mercy do not apply to students earning a second degree. Social Work students' core curriculum will be reviewed in the Department of Social Work with regard to any request for a second baccalaureate degree. Teacher Education students may have additional core curriculum or prerequisite requirements and should consult with the Teacher Education department. Nursing students may have additional core curriculum or prerequisite requirements and should consult with the Nursing department.

The student who earns a second baccalaureate degree will receive a Mount Mercy diploma and may participate in graduation ceremonies. The student shall not be eligible for graduation honors, with exceptions granted by petition through the Provost's office. An important consideration in the decision will be the cumulative GPA from the previous degree.

Second-Grade Option

The second-grade option occurs when a student repeats a course previously taken at Mount Mercy or previously transferred into Mount Mercy. If the student repeats a Mount Mercy course with another Mount Mercy course, both grades stay on the permanent record. The

first grade is not calculated into the grade point average, and the last grade stands as the official grade and is the only grade calculated into the grade point average. If a student transfers in a course from another institution prior to repeating the course at Mount Mercy, both grades stay on the permanent record. The first grade is not calculated into the grade point average, and the Mount Mercy grade stands as the official grade and is calculated into the grade point average. If a student transfers in a course from another institution after taking the course at Mount Mercy, both grades stay on the permanent record, and the grades of the two courses are averaged for purpose of the cumulative grade point average. Approval for this action must be given by the Registrar.

Students who wish to use the second grade option must complete a form in the Registrar's Office. If the course was taken for a grade the first time, it must be taken for a grade the second time. If the course was taken pass/fail the first time, it may be taken pass/fail or for a grade the second time.

A student may only use the second-grade option once per course. Courses that are a part of the Bachelor's degree earned at Mount Mercy are not approved for second grade options after the degree has been awarded.

Audit

If students desire to attend a course without working for or expecting credit for the course, they may do so by audit. There is a fee to audit a regular class and a separate fee for a laboratory or activity-type class such as photography, graphic design, painting, play production, creative writing, etc. Please see the section on tuition and fees.

Current students must request an application to audit form from the Provost's Office and upon approval must use the add form and submit it to the Registrar's Office to register for the course. Individuals not currently enrolled at Mount Mercy who wish to audit a course are required to complete an application with the Admissions Office and must request an application to audit form from the Provost's Office. This application must be completed and returned to the Provost's Office where approval must be given before the student will be allowed to register for the course(s).

In all cases, students auditing a course are required to have the paperwork properly approved and registration submitted to the Registrar's Office by the end of the add period for each semester. Students have the option to change a registered course to an audit or an audit course to a registered course up to the last day of the add period for a given semester. Changes will not be allowed past the last day of the add period. Students auditing a course are required to follow the normal drop procedure to officially withdraw from a course.

Catalog Year

Catalog year determines the set of academic program/curriculum requirements (core, major, minor, etc.) that must be fulfilled for graduation. In general, students must meet the degree requirements of the catalog in effect at the time of matriculation. However, if the degree requirements for graduation change, a student may request to change to a more recent catalog year. A student must meet all the degree requirements for graduation set forth in the newer catalog. A student cannot qualify for graduation by meeting degree or program requirements from two different catalogs.

To change catalog years, a student should first meet with an advisor to determine whether such a change is in the best interest of the student's degree plan. The student will be required to submit a catalog year change request form, signed by his/her advisor, to the Office of the Registrar. This form is available to students via the Registrar's Office.

Students who leave the university for 1 year (Fall and Spring term) or more and apply for re-entry will fall under the catalog policies at the time of re-entry. These students must submit a petition to the Provost if they wish to request a different catalog year.

Students are held to all other University policies (academic or otherwise) in the **current** catalog regardless of their catalog year.

Administrative Policies

Calendar, Course Patterns and Student Load

The academic calendar is divided into a 14-week fall semester (August–December), a four-week winter term (January), and a 14-week spring semester (February–May). Mount Mercy also offers a summer program. The summer program includes two, individual five-week sessions, that combine to make the summer semester.

Summer-school students may take up to two courses during each five-week session.

Mount Mercy employs variable credit. Each course carries its own credit value. The unit of credit is the semester hour. One semester hour of credit is awarded for each 50-minute class meeting per week per term. Each two-hour laboratory session per week per semester awards one semester hour credit.

Full-time status at Mount Mercy is designated by the enrollment in 12 or more semester hours per semester. Part-time status at Mount Mercy is designated by enrollment in less than 12 semester hours in a given semester. The winter term is included with the spring semester for calculation of full-time status.

Winter Term

As part of the mission of liberal education at Mount Mercy, winter term and the courses offered are designed to provide students with an unusual opportunity to move outside the formal structure of the academic disciplines in order to broaden their knowledge, to explore values and interrelationships, to seek new perspectives, and to develop new skills and interests.

Winter term includes courses that may meet requirements for the major, minor, core curriculum, or general electives.

Full-time students are not required to enroll in winter term, but are expected to enroll in winter term in order to make progress toward graduation. Tuition for one winter term class is waived for those students who pay full-time tuition for both the fall and spring semesters. If a student chooses not to enroll in winter term, the tuition is not refunded. Students are encouraged to make good use of winter term.

Student Status and Progress

Academic Standing

Academic standing is expressed by the cumulative grade point average. (Determined by dividing the grade points by the total number of graded semester hours). Satisfactory academic status is maintained when this ratio is 2.00, a C average or above.

Academic Probation

Students will be placed on probation when they have not achieved a cumulative grade point average of 2.00. If there are pending 'Incomplete' grades at the end of the term, probation and dismissal notification will occur after those grades are submitted, typically at the end of the allocated thirty (30) day period.

Freshman students, as determined by credit hours earned, are not placed on probation until they have attempted two semesters; however, they are warned of probation at the end of their first term if the cumulative grade point average is below 2.00. When placed on probation or warned of it, students will be directed to meet with the Academic Center for Excellence Director. At this time, issues affecting performance will be identified and an Academic Improvement Plan will be agreed upon by the student, the Director, and the faculty advisor.

Dismissal From Mount Mercy

In order to safeguard its scholastic integrity and its moral atmosphere, Mount Mercy reserves the right to remove any student from a residential facility and/or suspend or dismiss any student. See the *Good Book* for a discussion of policies governing student behavior and academic integrity.

Academic Dismissal

A student is subject to academic dismissal for either of two reasons: 1) Students on academic probation who have attempted an additional two semesters will be dismissed if the cumulative grade point average has not been raised to 2.00; or 2) students who complete any semester (after their first semester) with a semester grade point average below .50 and a cumulative grade point average below 2.00 will be dismissed.

Students receive a letter of notification of academic dismissal from the Provost. Students who have been dismissed may not enroll at Mount Mercy until they have been reinstated or readmitted.

Reinstatement

Dismissed students may submit a written appeal to the Provost within two weeks of receipt of the dismissal letter. The Academic Review Committee will review the appeal for immediate reinstatement. The Academic Review Committee consists of the student's academic advisor, the academic department chairperson(s), the Registrar, the Vice President for Enrollment and Student Life, the Director of Financial Aid, and the Provost.

Readmission

Dismissed students may apply for readmission to Mount Mercy after two 14-week semesters (fall/spring) and must demonstrate to the Admission Committee a reasonable capability to raise and maintain their cumulative grade point average to at least a 2.00. The Admission

Committee will either approve or deny readmission of the dismissed student based on information provided.

Enrollment at Other Institutions

Students who have begun their studies at Mount Mercy are expected to complete the remainder of their coursework at the University. Exceptions may be granted based on applicable cross-registration agreements, participation in approved study abroad programs, Washington Semester Program at American University*, requirements of a major, or special circumstances affecting student progress in the major.

Mount Mercy students should not enroll for academic credit at other collegiate institutions without the permission of the Provost. The procedure is as follows: 1) petition acceptance of the course, 2) list the course to be taken and attach a course description to the petition, 3) state how the course is to be applied toward the Mount Mercy degree – core curriculum, major, minor, or elective credit, and 4) provide a rationale for the request. Petition forms are available in the Provost's Office or Registrar's Office. Failure to seek prior approval may result in a course not being accepted for transfer credit.

Upon course completion, students must request an official transcript documenting the course be sent to the Registrar's Office at Mount Mercy. Note: a minimum of 30 consecutive semester hours must be completed at Mount Mercy immediately preceding graduation.

*Washington Semester Program at American University

The Washington Semester Program is a distinguished and long-standing off-campus study opportunity now available to Mount Mercy students in any major. Through the Washington Semester Program at American University in Washington, D.C., students can complete an 8-credit hour seminar combined with a 4-credit internship. In addition, students may complete a 4-credit research paper or a 3-credit elective course. In total, students may transfer up to 18 semester hours to Mount Mercy from the Washington Semester Program. Transferred courses may be applied towards a major, a minor, or core curriculum requirements with the approval of the student's advisor and the Provost's Office by petition. Students who wish to participate in the program must be enrolled full-time, have completed a minimum of 60 credits, have completed at least one semester at Mount Mercy, possess a minimum of 3.0 cumulative GPA, be in good academic and financial standing, and gain preapproval to apply for the program from the Washington Semester Coordinator on campus, Dr. Adriana Buliga-Stoian.

Duration of Program

Students will be allowed 10 years to complete their initial program. The 10 year period will begin with the student's initial start date at the institution. If a student stops out and then returns within the 10 year period, the student has the option of changing to any current program in effect or completing the original program within the original 10 year period. If the student does not complete the initial program within the 10 year period, the student will be required to complete the current program in effect at the end of the 10 year period, or the program in effect at the time the student re-admits to Mount Mercy after the 10 year period has expired. For programs leading to certification or licensure, or in cases where courses are no longer available, changes may be required earlier.

Classification

Students are classified according to the number of semester hours earned toward the degree. Those who meet the entrance requirements and have earned 29 semester hours or less toward the degree are classified as freshmen. Students must have 30 semester hours before they may be classified as sophomores, 60 semester hours before they may be classified as juniors and 90 semester hours before they may be classified as seniors.

Attendance

Students are expected to attend all classes. They are responsible for work missed through any absence. Only those who have enrolled in the course may attend the class meetings.

A student who appears on the class list for a fall or spring class, but who has not attended the first two class meetings (or the first class session for classes meeting just once per week) and has not notified the course instructor as to the reason for his/her absence will be reported to the Registrar's Office as a "no show" and will be dropped from the course. Official attendance is taken twice during the fall and spring semesters for purposes of validating class rosters and meeting Federal regulations. Attendance is not recorded for winter or summer courses, nor are students dropped for "no show".

Students who do not attend the first class session in a block class will be reported to the Registrar's Office as a "no show" and will receive a grade of NA (Never Attend). See the Accelerated (<http://catalog.mtmercy.edu/adultaccelerated>) section of this *Catalog* for tuition charges involving No Shows. This is implemented in order to free up class space for students waiting to enroll in class.

Adding and Dropping Courses

During the add period of each semester or term, changes in registration will not result in a course change fee. In order to add a course, a student must submit to the Registrar's Office a completed Add/Drop Form, which requires the advisor's signature and the instructor's signature of the class being added. No course may be added after the date posted in the academic calendar as the last day to add a course. To drop a course during this period, the advisor's signature is required. Students can also add and drop courses online before the semester begins.

Students desiring to drop a course, but remain enrolled in other classes for the given semester, may contact the Registrar's Office for the drop form. Students should consider how the decision to drop will affect any of the following: tuition charges, financial aid, social security, employer reimbursement, veteran's benefits, or scholarships. The ability to maintain athletic eligibility, to maintain a student visa (international students), or to purchase insurance as a student may also be affected as a result of the decision to drop, and should adhere to deadlines for this procedure.

Enrollment in the class officially ceases when a student submits a completed Drop Form to the Registrar's Office. A grade of "W" will appear on the student's grade report and official transcript if the course was dropped after the last day of the add period. The official date of the drop is the date used for figuring tuition refund, if applicable. The last days to add or drop a class are listed in the academic calendar.

See the Accelerated (<http://catalog.mtmercy.edu/adultaccelerated>) or Graduate (<http://catalog.mtmercy.edu/graduateprograms>) sections of this *Catalog* for applicable add/drop policies.

Withdrawal from Mount Mercy

Students who decide to leave Mount Mercy after the semester or term has begun must officially withdraw through the Academic Center for Excellence (ACE) Retention Director. Withdrawing from all courses in a given semester constitutes a withdrawal from Mount Mercy.

Students should initiate the withdrawal process by contacting the Academic Center for Excellence (ACE) Retention Director. The official date of the withdrawal will be the date that the student initiates the withdrawal process. Withdrawing from Mount Mercy will change the student's status. Students should consider how the decision to withdraw will affect any of the following: tuition charges, financial aid, social security, employer reimbursement, veteran's benefits, or scholarships. The ability to maintain athletic eligibility, to maintain a student visa (international students), or to purchase insurance as a student may also be affected as a result of the decision to withdraw.

Students withdrawing from Mount Mercy before the last day of class receive "W" grades (withdraw) in their courses for the given semester. The students will be removed (deleted) from all registered courses in subsequent terms/semesters. Students that do not withdraw from the institution but quit attending all classes will receive the grade they earn in their courses. Any student desiring to return to Mount Mercy after withdrawal will be required to re-apply for admission through the Admissions Office.

Declining to Attend

If new Mount Mercy students notify the Admissions Office that they will not be entering Mount Mercy (decline to attend), prior to the first day of their beginning semester or term, they will have any registrations for the beginning semester or term and any subsequent registrations for upcoming semesters or terms dropped and no tuition charge will be assessed.

No Show

Any student who is determined to be in non-attendance or "No Show" in all of his or her classes for a given semester (Winter and Summer terms excluded) will be considered as withdrawn from Mount Mercy and subject to the withdrawal guidelines.

Stop-Out

A student who stops-out for a semester (meaning not enrolled for a semester but has not gone through the official withdrawal process) will be subject to the same guidelines as having officially withdrawn from the institution. Any student stopping-out for a semester will be required to re-apply for admission through the Admissions Office. Additionally, the student should consider how the decision to stop-out will affect tuition charges, financial aid, social security, employer reimbursement, veteran's benefits, or scholarships. The ability to maintain athletic eligibility, to maintain a student visa, or to purchase insurance as a student may also be affected as a result of the decision to stop-out.

See the Accelerated and Graduate Programs sections of this *Catalog* for withdrawal policies for those programs.

Veterans Services

Students eligible for educational benefits from the Veterans Administration should report to the Registrar's Office prior to the first term of attendance. After the veteran has supplied the necessary documents, enrollment certification will be submitted to the regional VA office. It is the student's responsibility to notify the Registrar of any changes in registration. Failure to properly alert the Registrar of changes in enrollment may result in loss, delay, or repayment of educational benefits.

Disclaimer

The course offerings, requirements, and policies of Mount Mercy University are under continual examination and revision. This catalog presents the offerings, requirements, and policies in effect at the time of publication and in no way guarantees that the offerings, requirements, and policies will not change.

Honors Program

The Honors Program offers outstanding students the opportunity to go beyond traditional disciplinary boundaries. Honors courses feature small class size, hands-on learning, and high levels of interaction between students and professors. Students graduating with Distinction in Honors will be awarded honors cords to be worn at graduation and will receive recognition on their transcripts and diplomas.

Admission to the Honors Program

The Honors Program is open to first year students with a minimum ACT composite standard score of 26, a minimum high school GPA of 3.60, and a high school class rank in the top quartile. Transfer or continuing students with a sophomore standing and a minimum GPA of 3.40 may apply for admittance to the Honors Program by contacting the Honors Director. Students who do not meet the stated criteria but feel they could do well in the Honors Program may petition the Honors Director for probationary admittance to the Honors Program.

Transferring Honors Courses from Other Colleges and Universities

Transfer students who have successfully completed honors courses at other colleges and universities may petition for the courses to apply towards Honors requirements at Mount Mercy.

Graduating with Distinction in the Honors Program

In order to graduate with distinction in the Honors Program, a student must:

1. Complete a minimum of 12 semester hours in classes designated Honors. At least six semester hours (two courses) must be Honors Seminars;
2. Have a minimum cumulative grade point average of 3.40; and
3. Earn a minimum 3.00 grade point in each Honor Seminar and each honors course used in the required 12 semester hours.

Core Curriculum Honors Sections

First year students admitted to the Honors Program may enroll in honors sections of core curriculum courses. Students are encouraged

to complete as many of their core curriculum requirements as they wish within the Honors Program.

Upper Division Honors Seminars

Honors seminars are unique interdisciplinary courses taught by faculty from diverse disciplines. Students participate in interactive learning and examine topics from a variety of perspectives. Continuing honors students with sophomore standing and minimum cumulative grade point average of 3.00 are eligible to enroll in honors seminars. Students must complete at least two honors seminars to graduate with Distinction in the Honors Program.

Honors Articulation with Kirkwood Community College

Mount Mercy University and Kirkwood Community College (KCC) Honors Program have developed a partnership which allows a KCC Honors program student to take either one Mount Mercy Honors section course or any three-credit hours course free of charge. For specific requirements and details contact the Honors Director at Mount Mercy University.

Grading System

Unit of Credit

The unit of credit is the semester hour. Most courses are three semester hours and represent approximately three hours per week in class with additional work outside of class during the regular terms. Winter term contact hours are approximately equal to that of the regular terms. Accelerated courses meet for approximately one-half the usual contact hours but require adult students to do significant additional independent work.

Grading System

Mount Mercy uses the letter system of grading, as well as pass-fail, which is given the following interpretation:

Grade	Grade Points	Description
A	4.00	A grade of "A" indicates varying degrees of extraordinary achievement and intellectual initiative.
A-	3.67	A grade of "A" indicates varying degrees of extraordinary achievement and intellectual initiative.
B+	3.33	A grade of "B" indicates gradations of high achievement - definitely better than average.
B	3.00	A grade of "B" indicates gradations of high achievement - definitely better than average.

B-	2.67	A grade of "B" indicates gradations of high achievement - definitely better than average.
C+	2.33	A grade of "C" indicates a range of average achievement with students having grasped at least the essential objectives.
C	2.00	A grade of "C" indicates a range of average achievement with students having grasped at least the essential objectives.
C-	1.67	A grade of "C" indicates a range of average achievement with students having grasped at least the essential objectives.
D+	1.33	A grade of "D" indicates that course work is inferior in quality, but passing.
D	1.00	A grade of "D" indicates that course work is inferior in quality, but passing.
D-	0.67	A grade of "D" indicates that course work is inferior in quality, but passing.
F	0.00	A grade of "F" indicates failure to meet the requirements of the course.
NA		Non-attendance
W		Withdrawal from course
I		Students whose work had been satisfactory, but who for acceptable reasons have been unable to complete courses, may be given marks of I (incomplete). The courses must be completed and a new grade submitted to the registrar no later than one calendar month from the original due date for grades. If no change is reported, the I becomes an F.

Changes in Course Grades

Course grades will not be changed after one full semester has elapsed following the issued grade. Students who believe that a change of their grade is warranted must initiate the appropriate steps to appeal their grade and must complete any subsequent work the instructor agrees to consider within this time period.

Grade Point Average

The cumulative grade point average is calculated by dividing cumulative grade points by cumulative hours graded.

Pass/Fail Policy

In order to encourage exploration into academic disciplines, Mount Mercy offers a pass/fail grade option. There are two instances in which a course may be graded pass/fail:

1. Instructor-designated, in which the course is offered pass/fail for all students in a class, (i.e. lab or field experience).
2. Student-elected, in which the student chooses pass/fail rather than a letter grade on an individual basis.

A grade of pass (P) denotes academic achievement equivalent to a grade of D- or better; a grade of fail (F) does not increase credits. A pass or fail grade does not affect the term or cumulative grade point average for instructor-designated pass/fail. A fail (F) grade for student-elected pass/fail does affect the term and cumulative grade point average.

Student-Elected Pass/Fail: The pass/fail option cannot be applied to courses that students must take to fulfill requirements in the major, minor, or core curriculum. Students may elect pass/fail grading for a maximum of 18 semester hours during their college career. Any transferred pass/fail hours from other institutions are considered part of this 18 semester hour total. Transferred courses with grades of pass/fail will not be applied to any requirement in the major, minor, or core curriculum.

Procedure: Students elect pass/fail through the Registrar's Office. The instructor is not officially notified of whether a student is on regular letter grading or pass/fail. The instructor submits all grades as letter grades; the registrar transposes letter grades to a grade of pass (P) or fail (F).

Students can elect to take a class pass/fail until the last day to add for the respective semester. Students have the option toward the end of the course, during dates posted by the Registrar's Office, which is the last week of classes (prior to finals week) for the respective semester, to take either the grade of pass (P) or fail (F) or the letter grade submitted by the instructor. Students may not change pass/fail designation after the deadline.

Instructor-Designated Pass/Fail: A grade of pass (P) means satisfactory mastery of the expected skills, knowledge and competencies of the course; a grade of fail (F) means failure to meet the expected skills, knowledge, and competencies of the course. There is no limit on this type of pass/fail credit.

Non-Course Pass Credit: CLEP tests and Mount Mercy Challenge exams are considered instructor-designated pass/fail courses. A maximum of 60 semester hours may be earned using these options, as well as any other non-course credit awarded on a pass/fail basis.

Fresh Start Rule

Students who have been absent from Mount Mercy for three or more years may petition for the Fresh Start Rule. By this rule, only courses with grades of C or better (C- does not count) will be counted for credit toward graduation. However, all courses, affected by the fresh start rule, (including transfer coursework) and the grade earned for each course, will remain on the student's permanent record but will not factor into the cumulative GPA or be counted toward graduation.

The petition is submitted to the Provost for a fresh start. If the petition is approved, the students resume their program with a cumulative grade point/hour ratio or grade point average consisting of C grades or better (C- does not count).

Midterm, Final Grade Reports, and Official Transcripts

Midterm reports are available online to freshmen and to students who are not doing satisfactory work. Final grade reports are available online through myMountMercy for viewing at the end of each academic term. Students who need a hard copy grade report for reimbursement purposes may contact the Registrar's Office.

Official transcripts of credits will be sent by the Registrar's Office upon online or written request by the student. The student's signature is required for the release of a transcript. Fees are \$7.00 for an official transcript and must be paid in advance. No transcript can be sent if the student has not paid his or her financial account in full, or has outstanding paperwork with the Student Financial Services Office. Please allow for appropriate processing time.

Academic Integrity

Mount Mercy values integrity and honesty in all aspects of academics and campus life. As part of the academic mission, the institution provides the following definitions and procedures for which all students are responsible. The Mount Mercy community encourages all students to carefully consider these definitions, to adhere to these standards, and to ask for guidance if in doubt.

Cheating

Cheating is an act or an attempted act of dishonesty that includes but is not limited to the following:

- Copying:
 - another person's work, in whole or in part, in an examination or for an assignment, with or without their consent, or
 - allowing another person to copy your work, in whole or in part, on an examination or for an assignment.
- Using unauthorized materials or technology:
 - during an examination. (Examples would be answers passed to you, view of a calculator output, or text messages on a cell phone; however, other instances may apply).
 - to complete an assignment.
- Collaboration during an assignment or during an examination when prohibited by the instructor.
- Taking an examination for another person or letting a person take an exam for you.
- Completing an assignment for another person or letting a person complete an assignment for you.

- Forging needed signatures on academic work.
- Altering of grades or other official educational records.
- Obtaining a copy of an examination without permission from the class instructor.
- Fabricating or falsifying information or data; or deliberately misrepresenting information for an assignment.

Plagiarism

Plagiarism is using another person's words, expression of ideas, data, images, or other creative products without acknowledgment or attribution. Plagiarism includes but is not limited to the following:

- Copying, paraphrasing, or blending words, images, or ideas that are not common knowledge without acknowledging the source.
- Providing false, insufficient, or incomplete acknowledgment of sources.
- Claiming authorship of a work that is not one's own or that is the result of unauthorized joint effort, including purchasing, downloading, or otherwise acquiring the work.

Academic Misconduct

Academic misconduct includes acts that are considered unethical, dishonest, deceitful, or inappropriate. Academic misconduct includes but is not limited to the following:

- Attempting to gain an advantage over another individual by preventing access to needed books, materials, or aids.
- Planning with another individual to commit any act of academic dishonesty.
- Forging signatures on official college documents.
- Breaking or entering an office or building to attempt to obtain an exam or other materials.
- Submitting the same work for different classes without disclosure to and approval from the class instructor.
- Receiving credit on group assignments without contributing.
- Misrepresenting illness or personal crises, or otherwise intentionally misleading instructors as an excuse for missed or late academic work.

Academic cheating, plagiarism, and misconduct may be referred to collectively as "academic dishonesty." There are varying degrees of academic dishonesty. Suggested consequences for infractions are included below in order to promote consistency and equity. ***Mount Mercy reserves the right to act upon incidents of academic dishonesty that are not explicitly defined in the above policy.***

Procedures

Faculty and Student Commitment To Policy

Students will sign an acknowledgment at the beginning of their enrollment at Mount Mercy that they have been informed of Mount Mercy's Academic Integrity Policy. At the initial registration, each student will receive a copy of the policy and will sign an acknowledgment form to be retained in the advising folder.

Students will sign a form with the following language:

- I have been informed that Mount Mercy has an Academic Integrity Policy.

- As part of the Academic Integrity Policy, definitions for cheating, plagiarism, and academic misconduct are provided, along with a list of possible consequences for committing these violations.
- I understand that violations of the Academic Integrity Policy are subject to serious consequences.
- I understand that the Academic Integrity Policy provides procedures for resolving disputes regarding academic dishonesty.
- I am aware that this policy is available for review in both the *Good Book* and on myCampus.

All instructors are expected to cultivate integrity on campus and to affirm Mount Mercy's policy by introducing and discussing the Definitions of Academic Dishonesty and Misconduct at the beginning of each course and directing students to sources where the definitions can be found. Instructors should speak to the particular ways that Mount Mercy's Academic Integrity Policy applies to their courses.

The Academic Integrity Committee

Mount Mercy will form an Academic Integrity Committee to investigate and evaluate cases of suspected academic dishonesty and misconduct as well as to recommend to the Provost methods to promote a culture of academic integrity on campus.

Membership: Three (3) faculty members from three (3) different departments, elected by the faculty annually for staggered two-year terms; an alternate faculty member from a different department; two (2) student representatives from two (2) different majors appointed by the Student Government Association; an alternate student from a major in a different department; Director of the Academic Center for Excellence; Provost and Director of Faculty Development, ex-officio. In cases involving students in accelerated programs, the Associate Provost will serve as a member of the Committee, replacing one faculty member. If the Associate Provost has a conflict with parties involved, the Assistant Provost will serve as the alternate. Graduate students who have questions should contact the Associate Provost. The voting members will elect co-chairs. During an evaluation of suspected academic dishonesty, faculty members or students directly involved in the case or within the same department as the student(s) and faculty involved will excuse themselves and be replaced by their alternates. Members of the committee should recuse themselves from deliberation and decisions if there is a potential conflict of interest, and the alternate will take their place. At least three (3) voting members must be present for the Committee to take formal action.

The Committee will maintain minutes of its meetings.

Suspected Violations of the Academic Integrity Policy

All information regarding cases of suspected or confirmed academic dishonesty will be provided to only those with a need to know. Any suspected incident or dispute shall be raised to the appropriate party within five (5) business days of obtaining knowledge of the alleged violation. When allegations of academic dishonesty involve two or more students, each student will be evaluated on an individual basis. The following defines procedures, responsibilities, and timelines for reporting suspected incidences of academic dishonesty.

Informal Faculty Resolution

Mount Mercy encourages faculty members and students to informally resolve incidents of alleged academic dishonesty. Faculty members have the discretion to resolve cases of suspected academic dishonesty

or misconduct on their own, including determining the consequence imposed outlined below. Faculty are urged to consult the suggested consequences outlined below. Faculty should check with the Academic Affairs Office to determine if the student(s) in question have a pattern of academic dishonesty before informally resolving a case of academic dishonesty.

A written record of a faculty resolved incident of academic dishonesty or misconduct, signed by the student, will be sent to the Academic Affairs Office by the faculty member. The record will detail the suspected academic dishonesty and the outcome. This report is not for purposes of reviewing an individual incident and resolution, but rather for the Academic Integrity Committee to monitor patterns of dishonesty (i.e., types of cheating, types of resolutions, identifying students who become "repeat offenders"). The Academic Affairs Office will collect and retain these reports solely for purposes of data analysis and pattern monitoring.

Upon accusation of academic dishonesty or misconduct, the student or the faculty member have the right to refer the incident to the department chair or the Academic Integrity Committee.

Department Chair Resolution

The department chair may attempt to mediate and resolve a dispute over the suspected academic dishonesty or misconduct. If either the student or faculty member is not satisfied with the outcome, either party has the right to refer the incident to the Academic Integrity Committee.

A written record of a chair resolved incident of academic dishonesty or misconduct will be sent to the Provost's Office by the chair. The record will detail the suspected academic dishonesty and the outcome, and will be signed by the student. This report is not for purposes of reviewing an individual incident and resolution, but rather for the Academic Integrity Committee to monitor patterns of dishonesty (i.e., types of cheating, types of resolutions, identifying students who become "repeat offenders").

Academic Integrity Committee Resolution

Referral

Self-Referral: Students who commit acts of academic dishonesty or misconduct may refer themselves to the Provost within five (5) business days of their violation. Students in the accelerated programs may refer themselves to the Adult Accelerated Office, 207 Basile, and the matter will be forwarded to the Provost. The incidence will be reported to the instructor as well as the Academic Integrity Committee which will maintain a record of the incident. If agreeable with the instructor, a first offense will not meet with disciplinary action; however, the committee may refer the student for counseling and/or wish to speak with the student about the offense. The student will still be required to complete the assignment or complete a different assignment after consultation with the instructor. Repeated offenses, although self-reported, will not be tolerated and will require a decision by the Academic Integrity Committee as to appropriate action.

Faculty/Student: In the event that an alleged incident of academic dishonesty or misconduct cannot be resolved informally with the student and faculty member, and/or the department chair, the student or faculty member shall provide written documentation of their concerns to the Provost, within five (5) business days of the faculty

member or chair's decision. Students in the accelerated programs may refer themselves to the Adult Accelerated Office, 207 Basile, and the matter will be forwarded to the Provost.

Procedure Following Referral to the Academic Integrity Committee

1. The Provost shall notify the Academic Integrity Committee within six (6) business days of receipt of a complaint.
2. The Provost shall notify the interested parties in writing of the specific allegations of academic dishonesty within six (6) business days of the referral to the Office of the Provost, including a request for the submission of relevant written materials. Interested parties will then have six (6) business days to submit any relevant materials to the Provost's office.
3. The Provost will provide all materials to the Academic Integrity Committee. Upon receipt, the voting members will decide within six (6) business days whether the allegations warrant a hearing. A vote of one of these members will warrant a hearing, otherwise the allegations will be closed because there is not sufficient evidence to proceed.
4. If a hearing is warranted, the chair will notify all parties and schedule a hearing within ten (10) business days. If a hearing is not warranted, the chair will contact all parties in writing, through the Provost's Office, providing a brief statement of why a hearing was not warranted.
5. Within these ten (10) business days, the Academic Integrity Committee may gather relevant information to the case. The Academic Integrity Committee may solicit information from other students in the class or other members of the Mount Mercy community at their discretion or upon request of any person involved in the allegation. At the hearing, the Academic Integrity Committee will meet with all parties and witnesses. The proceedings will be recorded; this record will be available on a need to know basis and maintained in the Provost's Office.
6. If the student wishes to challenge the allegations of academic dishonesty, he/she must appear before the Academic Integrity Committee at the hearing. If a student does not appear at the hearing, the student waives all rights of appeal. In the event of a conflicting schedule, a faculty member may choose not to attend the hearing and allow his/her written materials to state his/her side of the case.
7. If the student wishes to admit to the charges, he/she must state so in writing to the Academic Integrity Committee, which will consult with the student and instructor to determine the appropriate action.
8. A decision, by majority vote of the voting members present at the hearing, shall be made based on the evidence presented at the hearing, along with other relevant materials gained through investigation by the Academic Integrity Committee. A written letter with findings and recommendations shall be prepared by the Committee and submitted to the Provost, along with copies sent to both parties, within six (6) business days of the hearing. The Committee shall refer to the list below for possible consequences.
9. Once the findings and recommendations of the Academic Integrity Committee are submitted, within six (6) business days the Provost shall issue a final decision and notify in writing the interested parties and the Academic Integrity Committee. The Provost may consider additional information prior to making the decision.
10. After receiving the final written decision of the Provost, any party to the dispute may appeal this decision. A written letter summarizing

the grounds for contesting this decision must be submitted to the President of Mount Mercy, 210 Warde, within three (3) business days. Within 30 business days, the President shall render a final written decision based upon review of the submitted information, findings, and recommendations. A copy shall be provided to the involved parties, the Provost, and the Academic Integrity Committee. The decision of the President is final.

11. In cases where an allegation of academic dishonesty is submitted towards the end of a fall, winter, or spring semester and members of the Academic Integrity Committee are not able to convene, the above-mentioned procedure will require special modifications by the Provost. This may include but is not limited to modifications in the timeline for responding at each level of the process and may involve a reconfiguration of the membership of the Academic Integrity Committee so that decisions are rendered in an equitable manner.

Consequences for Academic Dishonesty or Misconduct

Based upon the gravity of the academic dishonesty, different academic sanctions may be appropriate. For instance, the nature of the incident and the personal history or prior offenses by an individual student are relevant factors to weigh. A suggested spectrum of offenses and examples are included below. Faculty are urged to consider these suggested sanctions in order to promote consistency and equity.

Simple offense

Example: Student fails to properly cite sources one or two times in a paper, but the remainder of the paper is cited properly.

Types of Sanctions: The student is given the opportunity to re-do the assignment, or an alternate assignment, for a reduced grade. The student is required to meet with the Director of the Academic Center for Excellence and commit to a plan for improvement.

Serious offense

Examples: Student is caught looking over at another student's test. Significant parts of a paper are not properly quoted and cited.

Types of Sanctions: The student receives a failing grade for the assignment, but is allowed to continue in the course.

Aggravated offense

Examples: Student submits an entire paper from the Internet that is not his/her own. Organized cheating with multiple students. Stealing tests.

Types of Sanctions: The student receives a failing grade for the course.

Repeated offenses

Example: Student engages in academic misconduct in more than one course. *Note:* To monitor this type of misconduct, it is essential that faculty submit Academic Dishonesty Reports for each incident.

Types of Sanctions: Expulsion from Mount Mercy is warranted.

A more complete list of possible consequences is detailed below. One or more consequences may be appropriate.

Counseling: The student(s) may be referred to appropriate counseling for assistance and education that will help prevent future incidences of academic dishonesty.

Educational sanction: The student(s) may be required to attend an educational program on academic integrity, ethics, or related subject. The student may receive instructions, re-do the assignment with consultation from the instructor, or complete a new, alternative assignment with consultation from the instructor. The student may be responsible for related expenses, including expenses for education, counseling, or treatment, if any expense is entailed.

Forfeiture of Grade on the Assignment: For the assignment to be given no credit, and the student(s) may continue the class with zero points for the assignment.

Failure of the Course: The student(s) will receive a grade of 'F' for the course.

Exclusion from Mount Mercy facilities or activities: The student(s) may be prohibited from attending a class, undertaking Mount Mercy employment, entering a building, participating in an extracurricular activity sponsored by the institution, representing Mount Mercy in an official capacity, or using other services provided by the institution. Such exclusion may be for a definite or indefinite period of time.

Probation: The student may be placed on probation for academic dishonesty. If further incidents of academic dishonesty occur, the student will be recommended for expulsion.

Disciplinary suspension: The student(s) may be involuntarily separated from Mount Mercy for a stated period of time after which readmission is possible. The Provost shall determine when the suspension will become effective. A student with one or more violations may be suspended from Mount Mercy for an indefinite period of time. A student suspended indefinitely may petition the Provost for reinstatement.

Expulsion: For a serious violation of the Academic Integrity Policy or repeated violations, the student(s) may be dismissed from Mount Mercy permanently.

Honors and awards

Mount Mercy awards honors to students who maintain a high academic standing and who are distinguished for their loyalty, cooperation, and service. These honors include the following:

Dean's List

The Dean's List is compiled at the end of the fall and spring semesters. All students with a semester GPA of 3.60 or better and who are enrolled in six (6) or more graded semester hours are eligible for inclusion on the Dean's List. Note: credit hours taken as pass/fail do NOT qualify for the Dean's List. Students with Incomplete (I) grades are ineligible for consideration during that term.

Latin Honors

Academic honors are awarded at graduation in recognition of superior scholarship:

1. The distinction summa cum laude is given to students whose cumulative grade point average is 3.80 or above.
2. The distinction magna cum laude is given to students whose cumulative grade point average is 3.60 to 3.79.

3. The distinction cum laude is given to students whose cumulative grade point average is 3.40 to 3.59.

These honors are announced at commencement and are inscribed on the diplomas of the recipients. The diploma and transcript will bear honors based on the official, final cumulative GPA.

Students participating in the Medical Laboratory Science program will be recognized at commencement if they have earned academic honors at the end of their junior year of studies at Mount Mercy.

Students earning second baccalaureate degrees will not be eligible for honors except by approval of petition.

The Mary Catherine McAuley Award

Mary Catherine McAuley founded the Sisters of Mercy in Ireland in 1831. This award, the highest honor given a student attending Mount Mercy for four years, is conferred upon the graduate who, in addition to a high scholastic rating (3.00 or above), has exemplified to a marked degree cooperation with administration, faculty, and students; integrity in his/her personal relationships; and leadership and loyalty in furthering the ideals of Mount Mercy. This award is presented at commencement exercises held in May.

The Mary Frances Warde Award

Mary Frances Warde founded the Sisters of Mercy in America in 1843. This award, the highest honor given a student who has transferred into Mount Mercy for their first degree and has acquired a minimum of 30 semester hours at the institution, is conferred upon the graduate who, in addition to a high scholastic rating (3.00 or above), has exemplified to a marked degree cooperation with administration, faculty, and students; integrity in his/her personal relationships; and leadership and loyalty in furthering the ideals of Mount Mercy. This award is presented at commencement exercises held in May.

Honor Societies

Alpha Kappa Delta is the national honor society for students in Sociology.

Alpha Phi Sigma is the national honor society for students in Criminal Justice.

Kappa Gamma Pi is the National Catholic College Graduate Honor Society. Membership, which is limited to not more than 10 percent of the graduating class, is based on scholarship, leadership, and service. Members are selected not only for recognition of past accomplishments, but also in anticipation of future service.

Kappa Xi Chapter, Sigma Theta Tau International represents Mount Mercy's chapter of Sigma Theta Tau International, the honor society of nursing. Founded in 1922, the society is committed to recognizing excellence in nursing education and practice. Membership is limited to senior nursing students and community nursing professionals.

Pi Sigma Alpha is the national honor society for students in Political Science.

Psi Chi is the national honor society for students in Psychology.

Awards

Recognition in specific areas is given to graduating students for outstanding academic performance. Graduation recognitions include the following:

The Outstanding Accounting Student Award

Given by the Iowa Society of Certified Public Accountants, Hawkeye Chapter.

The Outstanding Economics Student Award

Given by the business department to a graduating senior for superior academic performance in economics courses.

The Outstanding Finance Student Award

Given by the business department to a graduating senior for superior academic performance in finance courses.

The Dale Harrison Outstanding Management Student Award

Given to the graduating senior in the business department who has compiled the most outstanding scholastic record.

The Outstanding Human Resource Management Student Award

Given by the business department to a graduating senior for superior academic performance in human resource management courses.

The Outstanding Marketing Student Award

Given by the business department to a graduating senior for superior academic performance in marketing courses.

The Outstanding ENACTUS [SIFE] Student Award

Given by the business department to a graduating senior for superior performance as a member of ENACTUS (formerly SIFE.)

The Sister Mary Norbert Karnik Award

Given to a senior art student who has demonstrated exceptional ability as an artist and support for the profession of art.

The Biology Award

Given to the outstanding graduate in biology. The award is based on academic achievement and on participation in campus and/or community programs and activities.

The Sister Immaculata Business Award

Given to the outstanding graduating senior in the business department.

The Computer Science Award

Given to a graduating senior who has demonstrated outstanding achievement and involvement in computer science and who shows the potential for making a significant contribution to the field.

The Criminal Justice Award

Given for outstanding performance in the criminal justice major, promise of professional competence, and contribution to the Mount Mercy criminal justice program.

The Sister Mary Xavier Award

Given to a student who has demonstrated exceptional ability in creative writing.

The Sister Mary Ildephonse Award

Named after the first president of Mount Mercy and long-time teacher of English, and was established to recognize excellence in English. It is given annually to the graduating English major who has demonstrated

talent and perception in analyzing and writing about language and literature.

The John P. Barthel Memorial Poetry Award

Established in 1985 by Mrs. Mildred Barthel in honor of her late husband, who practiced medicine for many years in the Cedar Rapids area. It is awarded to the student who wins the Barthel poetry competition.

The History Award

Given to a graduate in history for outstanding academic achievement in that field.

The Outstanding Honors Student Award

Given to a graduating senior who has excelled in honors classes and has made a positive contribution to Mount Mercy.

The Outstanding Journalism Student Award

Given to a graduate in journalism for outstanding academic achievement in that field.

The Mathematics Award

Given to a graduating senior who has demonstrated not only outstanding scholastic achievement in mathematics but also extraordinary insight into the nature of mathematics as an intellectual discipline.

The Music Award

Given to the outstanding graduating senior in music. The award is based on performances, scholastic ability, and personal integrity.

The Sister Mary Edward Nursing Award

Given to the graduating senior who has best demonstrated high scholastic ability, professional integrity, and the spirit of nursing.

The Sister Monica Ryan Philosophy Award

Given to the junior or senior who has done outstanding work in the study of philosophy.

The Political Science Award

Given to a major in political science for outstanding academic achievement in that field.

The Christine L. Woodruff Psychology Award

Given to a major in psychology for outstanding academic achievement in that field.

The Sister Mary Agnes Hennessey Award

For excellence in communication, this award is given annually to the graduating senior who personally, academically, and practically has demonstrated, throughout the program, exceptional achievement, leadership, and promise as a communication major.

The Sister Siena Davis Religious Studies Award

Named in honor of Sister Siena Davis, chairperson of the department of religious studies at the time of her death in 1982, this award is given to a graduate majoring in religious studies who has demonstrated academic excellence by achieving above average grades in religious studies and who has demonstrated a spirit of Christian service through participation in ministerial activities on and off campus.

The Anne K. Stenzel Social Work Award

Given to a graduating senior majoring in social work for distinguished academic achievement and the promise of professional competence.

The Nancy LaMorgese Sociology Award

Given to the senior graduating in sociology who has demonstrated a high level of proficiency in the development of a sociological research paper, has played an active role within the major and/or within the sociological forum, and has shown a high quality of development and interest in the area of sociology.

The Sister Mary Lorenz Award

Given to a graduate in speech and drama for performance and cooperation in that field.

The Sister Roseline Kos Senior Education Award

Honoring an esteemed educator and leader of the teacher preparation program from 1975-1985, was established to help mark her 70th anniversary as a Sister of Mercy. The award is granted to a graduating senior in education who exemplifies the spirit of the Sisters of Mercy, demonstrates commitment to the mission, and meets all department requirements for licensure recommendation.

The Artists of Dionysus Award

A special award given to a student who, though not a speech and drama major, supported and participated in the Mount Mercy drama productions over the last four years. Like the Greek theatre artists who formulated the original theatre union, the Artists of Dionysus, they kept theatre alive in the last years of Greece. It is awarded to a student who helped perpetuate and improve theatre at Mount Mercy.

The President's Award

Given to the graduating senior who has demonstrated during his/her tenure years at the institution outstanding perseverance and diligence in pursuing his/her goals.

The Co-Curricular Service Award

Given to those graduating seniors who have participated extensively and positively in campus and/or community programs and activities.

The Sister Mary Roberta Lyness Award

Given to a graduating senior who has best demonstrated commitment to public service and volunteer projects in the community.

The Sisters of Mercy Award

Given to a Mount Mercy student who exemplifies the mission of the Sisters of Mercy. This student has shown compassionate and respectful service to God's people, has actively engaged in the work of justice through at least one or more of the Sisters of Mercy Critical Concerns: Earth, Immigration/Migration, Nonviolence, Poverty, Racism, Women.

SGA Leadership Recognition

Inspired by the contributions of D. Allan Boettger, former Student Activities Director. Underclass student who is a behind the scenes worker displaying leadership skills in their personal and extra curricular lives, actively involved in campus organization(s), and responsible for spearheading projects and/or organizing and implementing activities. (GPA of 2.00 or above.)

Who's Who in American Universities and Colleges

Seniors whose academic standing is above average (GPA of 3.00 or above) and who demonstrate outstanding leadership in college activities and community service.

Underclass Recognitions

Scholar Recognitions

Full-time students who have maintained a cumulative grade point average (GPA) of 4.00.

Freshman Honors Program Recognition

First-year, full-time students who successfully completed an honors course with excellence.

Freshman of the Year

Freshman student with accomplishments beyond requirements in addition to setting a positive example for his/her peers. The student should be active on campus, serve the community, and display leadership. The recipient must have an annual GPA of 2.75 or above.

Sophomore of the Year

Sophomore student with accomplishments beyond requirements in addition to setting a positive example for his/her peers. The student should be active on campus, serve the community, and display leadership. The recipient must have an annual GPA of 2.75 or above.

Junior of the Year

Junior student with accomplishments beyond requirements in addition to setting a positive example for his/her peers. The student should be active on campus, serve the community, and display leadership. The recipient must have an annual GPA of 2.75 or above.

SGA Service Award

Underclass student(s) who demonstrated outstanding service to the campus or the outside community beyond requirements. The student should be active on campus, serve the community, and display leadership. The recipient must have a cumulative GPA of 2.50 or above.

SGA Organization of the Year

Recognition given to the campus organization that most benefits the campus through its membership, community service, and sponsored campus activities.

SGA Faculty Award for Student Advocacy

Inspired by 'the kid, the myth, the legend' Dale Harrison, the award is presented to the faculty member that is most committed to the Mount Mercy community and dedicates the greatest level of advocacy for students.

SGA Most Improved Club of the Year

Awarded to the club that has improved the most over the course of one year through; membership, community service, and sponsored activities.

SGA Leadership Recognition

Inspired by the contributions of D. Allan Boettger, former Student Activities Director. Presented to the underclass student who is a worker displaying leadership skills in their personal and extracurricular lives, actively involved in campus organization(s), and responsible for spearheading projects and/or organizing and implementing activities. Nominees considered for the recognition must be in good standing with Mount Mercy and have a cumulative GPA of 2.00 or above.

The Freshman Chemistry Achievement Award

Given to the freshman student in recognition for outstanding achievement in the sciences.

Nurses of Vision and Action (NOVA) Recognition for Nursing Students

The NOVA recognition program acknowledges the efforts made by nursing students throughout their educational program and

will inspire students to continue to reach for their highest level of achievement. NOVA recognition centers around five elements of vision and action: scholarship, leadership, innovation, professionalism, and service. Students are notified through the department of Nursing of Opportunities to be recognized.

Campus Buildings

Andreas House: Opened in 1999, the three suite-style residential halls have brought a new level of campus living to Mount Mercy. Each suite promotes community living, with four bedrooms housing eight students, two full bathrooms, a kitchen, a living room, and storage space. The furnished suites also feature amenities including cable TV, campus network connections, and programmable heating and air conditioning. A connecting middle building has an exercise facility and full kitchen. Martin L. Andreas is a long-time trustee of Mount Mercy.

Basile Hall: Opened in 2003, Basile Hall is the newest campus academic building designed to house Mount Mercy's business and science programs. It contains technology-ready classrooms and teaching laboratories, seminar rooms, a computer teaching laboratory, a large multi-purpose meeting room, and faculty offices. Business and academic classrooms are housed on the second and third floors; sciences are located on first floor. The Mount Mercy Institute, which administers Mount Mercy's accelerated programs, is also located in Basile Hall. Basile Hall is named for Columbus "Cal" Basile, a former trustee, businessman, and long-time friend of Mount Mercy.

Busse Center: Opened in February 1993, the Busse Center is named for Lavern and Audrey Busse. Mr. Busse is a trustee emeritus of Mount Mercy. It houses the Library, Computer Center, Campus Ministry Center, Academic Center for Excellence, and the Chapel of Mercy. In addition to its collection of over 125,000 volumes listed on a computerized catalog, the library offers comfortable study areas, group study rooms, computerized catalog and periodical guides, a media viewing room, and the computer center. The Campus Ministry Center provides a place for the Mount Mercy community to come together for prayer, socializing, and service. Students of all faiths are invited to attend services in the Chapel of Mercy.

Betty Cherry Heritage Hall: Named in honor of a long-time trustee of Mount Mercy, this Hall serves multiple purposes for the Mount Mercy Community. It is located on the terrace level of McAuley Hall and offers spectacular views of the campus. Some of the activities that take place here are guest speakers and lecturers, fitness classes, and student development activities.

CRST International Graduate Center: The Mount Mercy University CRST International Graduate Center is located on the NE side of Cedar Rapids about 1.5 miles from main campus, just off Wenig Road. The Center houses Mount Mercy's graduate programs, including: Master of Arts in Criminal Justice, Master of Arts in Education, Master of Business Administration, Master of Arts in Marriage and Family Therapy, and Master of Science in Nursing. The Graduate Center also houses Mount Mercy's Marriage and Family Therapy Clinic, which includes 10 therapy rooms and two observation rooms. The building has 14 classrooms and 17 faculty offices, and is designed to fit the needs of working adults with easy access, ample study and lounge space, and wireless access.

Donnelly Center: Opened in December 1975, the Donnelly Center was named in honor of its benefactors, Mr. and Mrs. M.J. Donnelly, major donors to Mount Mercy and friends to the Sisters of Mercy for

over seventy years. The building houses the health sciences division and offers numerous classrooms, laboratories, and faculty offices.

Hennessey Recreation Center: Opened in 1985, the Hennessey Recreation Center's 2,000 seat gymnasium with regulation basketball and volleyball courts, a racquetball court, a Universal weight room, and locker rooms are available to students, faculty, staff, and alumni. The Center is named after Sr. Mary Agnes Hennessey, the fifth president of Mount Mercy.

Lower Campus Apartments: Opened in September 1976, the lower campus apartments consist of four buildings named after Sisters of Mercy: Mullany House, after Sister Mary Agatha Mullany, first mother superior of the Cedar Rapids Sisters of Mercy; McCullough House, after Sister Mary Gertrude McCullough, the mother superior who purchased the Mound Farm property that is currently Mount Mercy; Holland House, after Sister Mary Ildephonse Holland, foundress and first president of Mount Mercy; and Reilly House, after Sister Mary Xavier Reilly, Mount Mercy's first dean and long-time member of the English department. Four-person apartments are available for junior and senior students. The apartments feature furnished living rooms, kitchens, bedrooms, and bathrooms. All apartments are air-conditioned.

Lundy: Located adjacent to the terrace level of McAuley Hall, Lundy provides a mixture of curricular and co-curricular activities. The upper level houses the music department and exercise and fitness rooms. The lower level houses classrooms and faculty offices. J. Edward Lundy served Mount Mercy as a trustee from 1957 until his death in 2007.

McAuley Hall: Opened in 1956, McAuley Hall was named in honor of Catherine McAuley, foundress of the Sisters of Mercy. This hall features double room suites with adjoining private baths. Rooms in McAuley are furnished with beds, dressers, desks, and desk chairs. Some students may choose to arrange their rooms as four-person suites. Kitchens in the Regina Lounge and the McAuley penthouse are available to students who live in McAuley Hall. This residence hall is co-educational with men and women living on separate floors.

Regina Hall: Opened in September 1964, Regina Hall is home to mostly freshmen students and features traditional two-person rooms complete with studio beds, desks and chairs, dressers, private sinks, and closets. Kitchens in the Regina Lounge and the McAuley penthouse are available to students who live in Regina Hall. This residence hall is co-educational with men and women living on separate floors.

Sisters of Mercy University Center: Opened in September 2011, the Sisters of Mercy University Center, built between the twin pillars of Regina and McAuley Halls, is the gathering place for the Mount Mercy University community. It's flexible design creates an environment that fosters collaboration, integrates technology, encourages learning beyond the classroom, and builds community. The Sisters of Mercy University Center houses several offices including: Admissions, Residence Life, Student Activities, Leadership, Counseling Services, Career Services, Public Safety, Health Services, International Programs and International Student Services, Academic Center for Excellence, the Student Government Association, and club offices. The Dining Center, Hilltop Grill, the Campus Store, Mail Center, Copy Center, conference rooms, a large seating area with large screen TVs, and a game room can all be found in the Sisters of Mercy University

Center. University IDs and parking permits may be obtained from the Information Desk.

University House: Located at 305 Nassau Street SE, this distinguished home serves as the official residence of the President of Mount Mercy, as well as the venue for numerous meetings, receptions, and other official college events. Purchased by Mount Mercy in 2006, the home is located in Cedar Rapids' historic Brucemore neighborhood.

Warde Hall: Built in 1924, Warde Hall is the oldest building on the Mount Mercy campus. The building itself was originally called Mount Mercy College, but its name was changed to Warde Hall when McAuley Hall was built. The building is named after Frances Warde, the first Sister of Mercy in America. It is home to the Provost's Office, Business Office, Communications & Marketing Office, Development and Alumni Relations Office, President's Office, the Registrar's Office, and the Student Financial Services Office, as well as classroom and office space.

Directories

Board of Trustees

Brandt A. Worley
Chair

Barbara A. Barhamand '77
Vice Chair

Sr. Mary Lou Podzimek AC'52,'66
Secretary

Sr. Margaret Weigel '66
Assistant Secretary

Martin L. Andreas
Thomas C. Barbee
F. James Bradley
Michele M. Busse
Terri A. Christoffersen
Loren L. Coppock
Magda M. Golobic
Camela C. Greif '88
Laurie M. Hamen, Ex-Officio
Sr. Delores Hannon '73
Ronald J. Herold
Nancy L. Kasperek
Robert F. Kazimour
Richard T. Kettelkamp '93
Bruce M. King
Barbara A. Knapp
Scott B. Lynch '85
Jane C. Meyer '82
James M. Nikrant
H. Thomas Reed
John M. Rinderknecht
Charles A. Rohde
Immediate Past Chair
Dyan C. Smith
Margee M. Stamper '77
Sr. Kathy R. Thornton '66
Ruth E. White

Emeritus Trustees

William A. Bloomhall II
Lavern T. Busse
Sr. James Marie Donahue '51, '59
Josefina L. Durin
Patrick E. Falconio
Carleen M. Grandon '72
Donald P. Hattery
James L. Justice '80
C. John Linge
JoAnn F. Meyer
Sr. Susan O'Connor '72
Judy S. O'Donnell
Theresa J. Robinson '67
Emmett J. Scherrman
Thomas J. Tauke
Rev. Msgr. Thomas E. Toale

Administration

Laurie M. Hamen, J.D.
 President

Janet R. Handler, Ed.D.
 Provost

Douglas V. Brock
 Vice President for Finance and Business Operations

Robert B. Callahan, Ph.D.
 Vice President for Enrollment and Student Services

Brenda K. Duello '96
 Vice President for Development and Alumni Relations

Emeritus Administrative Staff

Dr. Thomas R. Feld
 President Emeritus

Sister Mary Cephas Wichman, RSM
 Vice President Emeritus

Affiliated Professionals – Medical Laboratory Science

Kyla Dippold, M.S., M.L.S. (ASCP)^{CM}
 Interim Dean of the School of Allied Health
 Mercy College of Health Sciences

Lileah Harris, M.D.
 Medical Director, School of Medical Laboratory Science/Medical
 Technology
 Unity Point Health - St. Luke's Hospital

Lindsey Mullenbach, M.P.H, M.L.S. (ASCP)
 Program Director, School of Medical Laboratory Science/Medical
 Technology
 Unity Point Health - St. Luke's Hospital

Field Instructors –Social Work

Debra Ackerman

HACAP Housing

Whitney Alber
 The Arc of East Central Iowa

Brian Andeway
 Foundation 2 Youth Shelter

Stephenie Antonelli
 Four Oaks STOP Program

RaeAnn Barnhart
 Partnership for Safe Families

Tara Beck
 Waypoint Domestic Violence

Allen Bell
 Harambee House

Paula Burgmeier
 Mercy Hospital

Martha Carter
 Willis Dady Center

Tesha Dabling

Rachelle DuVall
 Foundation 2 After Care Program

Mandy Ellison
 Milestones in Marion

Erin Foster
 Area Substance Abuse Council

Patricia Gilbaugh
 Grace C. Mae Advocate Center

Crystal Hall
 Young Parents Network

Jenna Heath
 Aging Services

Lori Holman
 Madge Phillips Center

Ashley Hopkins
 Partnership for Safe Families

Betty Hopkins
 Juvenile Court Services

Chris Hurla
 Department of Human Services

Jennifer Husmann
 Area Substance Abuse Council- Jones County

Megan Isenberg
 Jane Boyd Community House/Johnson School for the Arts

Shannon Jamison
 Goodwill of the Heartland

Kathy Johnson

Abbe Center Mental Health Treatment

Kellie Elliott Kapparos
Heritage Agency on Aging

Kenae Koth
Foundation 2 Youth Shelter

Valarie Lovaglia
Iowa Department of Human Services

Jena Maloney
Unity Point Health

Chris Martin

Rachel Manternach
Tanager Place

Gina Olexa McHugh
Living Center East- New Horizons

Theresa Mineart
Abbe Center Transitional Living

Lisa Nelson
Heritage Nursing and Rehab

Martha Pierce
Domestic Violence Intervention Program

Kim Pinneke
St, Luke's Iowa Health Living Centers

Katie Ries
Aging Services

Cheryl Schatzle
Abbe Center Group Services

Dawn Schott
Linn County Juvenile Detention and Diversion

Edgar (Gary) Siguenza

Jackie Schropp
HACAP Housing

Chad Simmons
Diversity Focus

Carrie Slagle
Madge Phillips Center

Heidi Soethout
Department of Correctional Services

Jessica Stamper
Helping Hands Ministry

Mary Kay Stewart
Heritage Nursing & Rehab

Jennifer Tibbits
Catherine McAuley Center

Jennifer Holub Tischer

Mount Vernon Schools

Matthew White
HACAP Housing

Tim Wilson
Willis Dady Center

Emeritus Faculty

Dr. David J Ard
Dr. Charles J. Barth
Dr. Nancy Brauhn
Dr. Donald C. Damsteegt
A. Buelane Daugherty
Jane M. Gilmor
Dr. Joseph R. Givvin
Dr. Lyell D. Henry Jr.
Rosemary Jacobson
Dr. Willis L. Kirkland
Leonard L. Lim
Dr. Zinnia C. Lim
Dr. James C. McKean
Patricia D. Medley
William R. Medley
Robert A. Naujoks
Dr. Thomas H. Nickels
Kathleen J. Pudzuvelis
John P. Rogers
Dr. Merilee A. Rosberg
Jay Shuldiner
Dr. Anne K. Stenzel
Dr. David W. Van Allen
Sister Mary Wilma Wolf
Dr. Christine L. Woodruff
Dr. Tianzheng Wu
Richard Zingher

Faculty

Dr. Ceanne Alvine, 2014--
Assistant Professor of Nursing
B.S.N., University of Iowa
M.B.A., Arizona State University
Ph.D., University of Arizona

Dr. Ayman Amer, 2000-
Associate Professor of Economics
Graduate Diploma, Ain Shams University, Egypt
M.B.A, Indiana University-Pennsylvania
D.Sci., Univeristy of New Haven

Dr. Dawn Behan, 2008-
Professor of Education
Director of Graduate Program in Education
B.A., University of Northern Iowa
M.A., Ph.D., University of Iowa

Dr. Neil Bernstein, 1982-
Professor of Biology
B.S., Colorado State University
M.S., John Carroll University
Ph.D., University of Minnesota

Dr. Ryan Bezy, 2010-

Assistant Professor of Biology
B.A., DePauw University
Ph.D., Indiana University - Bloomington

Kim Bro, 2010-

Assistant Professor of Nursing
B.A., Mount Mercy College
M.S.N., Clarke College

Deb Brydon, 1999-

Associate Professor of Criminal Justice
B.A., M.A., J.D., University of Iowa

Dr. Adriana Buliga-Stoian, 2011-

Assistant Professor of Political Science
B.A., M.A., Babes-Bolyai University
M.A., Ph.D., Binghamton University

Dr. Mohammad Chaichian, 1994-

Professor of Sociology
M.S., University of Tehran, Iran
M.S., University of Michigan
Ph.D., Michigan State University

Candace Chihak, 2014--

Assistant Professor of Nursing
Director of the R.N. to B.S.N. Program
B.S.N., M.S.N., Mount Mercy University

Dr. Jacob Christenson, 2011-

Assistant Professor of Marriage and Family Therapy
Clinical Director for Marriage and Family Therapy Program
B.S., California Polytechnic State University
M.S., Brigham Young University
Ph.D., Brigham Young University

Jose Clemente, 2012-

Assistant Professor of Art
B.F.A, M.F.A, Kansas State University

Elaine Cook, 2012-

Assistant Professor of Nursing
B.S.N., University of Iowa
M.S.N., South Dakota State University

Kathryn Coulter, 1987-

Professor of Business
B.A., University of Iowa
M.B.A., Central Michigan University
J.D., University of Iowa

Dr. Bryan Cross, 2013-

Assistant Professor of Philosophy
B.S., University of Michigan - Anne Arbor
M. Div., Covenant Theological Seminary, St. Louis
Ph.D., St. Louis University

Dr. Christopher DeVault, 2009-

Associate Professor of English
B.A, Wake Forest University
M.A., Georgetown University
Ph.D., University of Miami

Dr. Dennis Dew, 2009-

Associate Professor of Psychology
B.S., John Carroll University
M.A., Ph.D., Loyola University-Chicago

Dr. April Dirks-Bihun, 2008-

Associate Professor of Social Work
B.A., M.S.W, Ph.D., University of Iowa

Dr. Mary Ducey, 1994-

Professor of Philosophy
Department Chair
B.A., Maryville College
M.A., St. Louis University
Ph.D., The Catholic University of America

Dr. Adam Ebert, 2009-

Associate Professor of History
B.S., M.A., Ph.D., Iowa State University

Dr. Ronald Feldt, 1980-

Professor of Psychology
B.S., Wisconsin State University
M.S., University of Wisconsin
Ph.D., University of Arkansas

Paula Ganzeveld, 2009-

Lecturer in Education
B.S., Iowa State University
M.A., University of Northern Iowa

Stephen Gilmour, 1985-

Associate Professor of Accounting
B.S., M.A.S., Northern Illinois University
CPA

Dr. James Grove, 1980-

Professor of English
B.A., University of Minnesota
M.A.T., College of St. Thomas
M.A., Ph.D., Southern Illinois University

Dr. Sharon Guthrie, 1999-

Assistant Professor of Nursing
Interim Director of Graduate Program in Nursing
B.S.N., M.S.N., Ph.D., University of Iowa

Kathryn Hagy, 2003-

Professor of Art
Department Chair
B.A., University of Washington
M.F.A., Rhode Island School of Design

Anne Hartman, 2012-

Lecturer in Nursing
B.S.N., M.S.N, University of Iowa

Eric Hearn, 2011-

Lecturer in Accounting
B.A., University of Northern Iowa
M.B.A., University of Iowa

Carol Heim, 1983-

*Associate Professor of Nursing
B.S., Mount Mercy College
M.A., University of Iowa*

Joni Howland, 1995-

*Associate Professor of Social Work
Department Chair
Director of the Social Work Program
B.A., Luther College
M.S.W., University of Iowa*

Dr. Alesia Hruska, 2007-

*Associate Professor of Biology
Department Chair
B.A., Luther College
Ph.D., Iowa State University*

Dr. Amanda Humphrey, 2006-

*Associate Professor of Criminal Justice
Director of Graduate Program in Criminal Justice
B.A., M.S., New Mexico State University
Ph.D., University of Nebraska-Omaha*

Jane Junge, 1983-

*Assistant Professor of Sociology
B.A.S., Mount Mercy College
M.A., University of Northern Iowa*

Dr. Kristopher Keuseman, 2009-

*Associate Professor of Chemistry
B.A., St. Olaf College
Ph.D., University of North Dakota*

Anne King, 2005-

*Assistant Professor of Marketing
B.A., Iowa State University
M.B.A., St. Ambrose University*

Dr. Elizabeth Kleiman, 2010-

*Assistant Professor of Computer Science
B.S., Ben-Gurion University
M.S., Ph.D., Iowa State University*

Dr. Nathan Klein, 2014--

*Assistant Professor of Business
B.B.A., Mount Mercy University
M.B.A., Emory University
Ed.D. Creighton University*

Dr. Daniel Kleinknecht, 1993-

*Associate Professor of Music
B.M., Oberlin College
M.M., Indiana University
D.M.A., University of Iowa*

Dr. David Klope, 2001-

*Associate Professor of Communication
B.A., Biola University
M.S., San Diego State University
Graduate Work in Rhetorical Studies, University of Iowa
Ph.D., University of Utah*

Dr. Jennifer Lee, 2012-

*Assistant Professor of Psychology
B.A., Luther College
M.A., University of Dayton
M.A., Ph.D., University of Iowa*

Dr. Chad Loes, 2001-

*Professor of Criminal Justice
B.A., Mount Mercy College
M.A., Western Illinois University
Ph.D., University of Iowa*

Dr. Randall Lyle, 2010-

*Associate Professor of Marriage and Family Therapy
Director of Graduate Program - Marriage and Family Therapy
B.A., Lorreto Heights College
M.Div., Seabury-Western Theological Seminary
Ph.D., University of Iowa*

Dr. Charlotte Martin, 1991-

*Professor of Religious Studies
B.A., College of St. Benedict
M.A., Ph.D., Vanderbilt University*

Dr. Norma Mattingly, 2000-

*Associate Professor of Education
B.A., University of Texas at Austin
M.Ed., U.T. - Pan America
M.Ed., University of Wisconsin
Ph.D., University of Iowa*

Dr. Marc McCoy, 2010-

*Assistant Professor of Education
B.A., University of Northern Iowa
M.A., Ph.D., University of Iowa*

Julie McIntosh, 2005-

*Lecturer in Nursing
B.S.N., Mount Mercy College
M.S.N., University of Phoenix*

Allison McNeese, 1990-

*Assistant Professor of History
B.A., M.A., University of Mississippi*

Dr. Ashley Merritts, 2014--

*Associate Professor of Marriage and Family Therapy
B.A., University of Iowa
M.S., Ph.D., Iowa State University*

Nancy Merryman, 1978-

*Associate Professor of Early Childhood Education
B.S., M.S., Iowa State University*

Janice Miller, 2014--

*Lecturer of Nursing
B.S.N., DeSales University
M.S.N., Mount Mercy University*

Antonino Mione, 2011-

*Assistant Professor of Computer Science
B.A., Rutgers University
M.S., Iowa State University*

Diane Mulbrook, 1989-

Assistant Professor of Nursing
B.S., Iowa State University
M.A., University of Iowa

Brendan Murphy, 2013-

Assistant Professor of Marketing
B.A., Marquette University
M.B.A., University of Iowa

Dr. Joseph Nguyen, 2010-

Assistant Professor of Chemistry
B.S., Creighton University
M.S., Indiana State University
Ph.D., University of Kansas

Dr. Joy Ochs, 2001-

Professor of English
Director of Honors Program
B.A., University of Wisconsin-Madison
M.A., Ph.D., University of Michigan

Dr. Debra Oliver, 2004-

Associate Professor of Business
Director of M.B.A. Program
B.A., University of Northern Iowa
M.A., Brigham Young University
Ph.D., Capella University

Dr. Edy Parsons, 2005-

Associate Professor of History
Director of Faculty Development
B.S., M.A., Ph.D., Iowa State University

Cathy Penn, 1988-

Associate Professor of Nursing
B.S., Mount Mercy College
M.A., University of Iowa

Malinda Poduska, 1991-

Assistant Professor of Nursing
B.S., Mount Mercy College
M.S.N., Drake University

Jennifer Rasmussen, 2007-

Associate Professor of Education
Department Chair
B.A., University of Northern Iowa
M.A.T., Nova Southeastern University

Jodee Reed, 2014--

Lecturer of Nursing
B.S.N., Mount Mercy University
M.S.N., Allen College

Janice Reily, 1990-

Assistant Professor of Business
B.B.A., Southern Methodist University
M.B.A., West Texas State University
M.A., Northeast Missouri State University

Robert Rittenhouse, 1985-

Associate Professor of Business
Department Chair
B.S., South Dakota State University
M.B.A., University of South Dakota
CFA, CPA

Dr. John Robeson, 2002-

Associate Professor of Mathematics
B.S., Bradley University
M.B.A., Ph.D., University of Iowa

Dr. Janet Rohner, 1992-

Professor of Education
B.S., Lindenwood College
M.A., Ph.D., University of Iowa

Darcey Rosenblum, 2013-

Lecturer in Nursing
B.S.N., University of Iowa
M.S.N., Mount Mercy University

Dr. Jennifer Schmidt, 2010-

Assistant Professor of Education
B.A., Earlham College
M.Ed., Lesley College/Shady Hill School
Ph.D., University of Iowa

Audrey Sheller, 2005-

Lecturer in Nursing
B.S.N., Marycrest College
M.S.N., University of Missouri - Columbia

Joseph Sheller, 2001-

Associate Professor of Communication
B.A., Marycrest College
M.A., University of Missouri - Columbia

Kelly Siems, 2014--

Lecturer of Nursing
B.S.N., Mount Mercy University
M.S.N., Regis University

Lisa Smith, 2009-

Assistant Professor of Education
B.A., Dana College
M.A., University of Northern Iowa

Dr. Belkis Suarez, 2011-

Assistant Professor of Spanish
B.A., Universidad Central de Venezuela
M.A., Ph.D., University of Florida

Dr. Mary Tarbox, 1977-

Professor of Nursing
Department Chair
B.S., Mount Mercy College
M.S., University of Minnesota
Ed.D., Columbia University

Tracy Tunwall, 2001-

Associate Professor of Business
B.A., University of Northern Iowa
M.B.A., St. Ambrose University

Dr. Carol Tyx, 2000-

Professor of English
B.A., Otterbein College
M.A., Wright State University
Ph.D., University of Iowa

Dr. Michelle Umbarger-Mackey, 2013-

Assistant Professor of Nursing
B.S.N., M.S.N., Ph.D., University of Iowa

Marcie Van Note, 2014--

Lecturer of Business
MBA Coordinator
B.A., Buena Vista University
M.S., Capella University

Dr. Mary Vermillion, 1994-

Professor of English
B.A., Saint Mary College
M.A., Ph.D., University of Iowa

Dr. Ellen Warrington, 1998--

Professor of Education
B.A., Rivier College, NH
M.A., University of Northern Colorado
Ph.D., University of Iowa

Dr. Anna Waterman, 2012-

Assistant Professor of Biology
B.A., M.A., Ph.D., University of Iowa

Dr. Thomas Wetzel, 2012-

Assistant Professor of Religious Studies
B.A., University of Wisconsin
M.A., Marquette University
M.A., Ph.D., University of Wisconsin

Curriculum

For purposes of reference, courses are listed alphabetically by department. Each department description contains examples of objectives the department seeks to achieve through its educational program, a statement of the requirements of a major and a minor in that department, and a list and description of the courses offered.

Courses numbered 200 and above are upper division. Courses numbered 100 to 199 are lower division.

The letters prefixed to the numbers are an abbreviation for the department in which the course is offered.

Independent Study (IS)

Independent study courses, which are specially designed by the student and the instructor, are listed under the course numbers 440-445 and are subject to the following regulations:

1. Independent study courses are ordinarily limited to juniors and seniors.
2. Not more than 2 courses may be taken independently in the major.
3. Not more than 4 independent study courses may be taken during the four years of college and not more than 2 independent studies in any one term.
4. Independent study credit is not given for a paid job.
5. The application form, which can be obtained from the Provost's Office, must fully describe the rationale and objectives of the course, the content and sources from which the content is to be obtained, methods and activities to be used, evaluation procedure, and any pertinent deadlines to be met by the student. The form is to be completed by the student in conference with the instructor who has agreed to direct the study.
6. A screening committee must give approval for the course. The committee consists of the instructor supervising the course, the chairperson of the department in which the course is being offered, and the academic advisor. The application also must bear the signature of the Provost. At the option of the department, the screening committee meets to discuss the course with the student, or the student personally takes the form to be signed to each member of the committee and answers any questions that a member may have about the course.
7. The application form with all the necessary signatures must be submitted to the Registrar's office in order for the registration to be completed.
8. Faculty members are not required to direct an independent study.

Directed Study (DS)

A Directed Study course is an individualized delivery of an existing course found in the *Catalog* and is only offered in exceptional circumstances. Course outcomes and objectives for the DS course are the same as if the course was being taken in the normal, classroom delivery mode. Contact the Registrar's office for the approval form prior to registering for the class.

Internships

An Internship offers the student an opportunity to gain valuable experience by applying skills and concepts learned in the classroom

to real, work-based problems. Other benefits include the ability to explore a career area, in-depth; and an opportunity to begin building a professional network. Most majors offer a course for which the student can register to earn credit for participation in an internship. Contact your academic advisor or the Career Services office to learn more about locating and applying for internships.

Upon receiving an offer to participate in an internship and securing faculty approval, the student should:

1. Meet with academic advisor to complete the Internship Registration and Release of Liability form for the appropriate course.
2. Submit the Internship Registration form to the Provost's office for approval.
3. Upon approval by the Provost, the Internship Registration form will be sent to the Registrar's office for processing.
4. Schedule an appointment with the Director of Career Services for an internship orientation.

Degrees and Majors

Mount Mercy offers the Bachelor of Arts, the Bachelor of Science, the Bachelor of Science in Nursing, the Bachelor of Business Administration, the Bachelor of Applied Science, and the Bachelor of Applied Arts degrees.

The **Bachelor of Arts (BA)** degree is the primary degree offered at a liberal arts university. It is awarded to graduates who major in:

Applied Philosophy
 Art
 Art – Education (Teacher Education Program)
 Communication
 Criminal Justice
 English
 English – Language Arts (Teacher Education Program)
 Graphic Design
 History
 International Studies
 Journalism
 Music
 Music – Education (Teacher Education Program)
 Outdoor Conservation
 Political Science
 Public Relations
 Religious Studies
 Secondary Education**
 Social Work
 Sociology
 Social Science – Sociology (Teacher Education Program)

The **Bachelor of Science (BS)** degree is typically for those majors/students who would enter a profession in that discipline upon graduation, or for those majors that are in the sciences and/or have a significant amount of quantitative or technical content. It is awarded to graduates who major in:

Actuarial Science
 Applied Management***
 Biology
 Biology – Education (Teacher Education Program)
 Chemistry
 Computer Science

Early Childhood Education
 Elementary Education
 Healthcare Administration
 Healthcare Leadership***
 Management Information Systems (Accelerated Only)
 Mathematics
 Mathematics – Education (Teacher Education Program)
 Medical Laboratory Science
 Outdoor Conservation
 Psychology
 Science Marketing
 Social Science – Psychology (Teacher Education Program)
 Social Science - Education (Teacher Education Program)

The **Bachelor of Business Administration (BBA)** degree is for those majors which fulfill the business core. It is awarded to graduates who major in:

Accounting
 Business (Accelerated Only)
 Business – Education (Teacher Education Program)
 Finance
 Human Resource Management
 Management
 Management Information Systems
 Marketing
 Secondary Education**

The **Bachelor of Science in Nursing (BSN)** degree is for nursing majors.

The **Bachelor of Applied Science (BAS)/Bachelor of Applied Arts (BAA)** degree program is designed specifically for persons with technical training who wish to broaden their specialized background to include a liberal arts education. The BAS or BAA degree is conferred when the student is using more than 16 hours of post-secondary technical credit and applies to any major in the catalog.

** Majors in Secondary Education must major in an Original Endorsement, which determines the type of degree. Please see the Education section for further details.

***Majors are only offered as a BAS or BAA.

Minors

- Accounting
- Art
- Biology
- Business Administration
- Chemistry
- Communication: Media
- Communication: Verbal
- Computer Science
- Creative Writing
- Criminal Justice
- Early Childhood
- Economics
- English
- English as a Second Language
- Environmental Justice

- Film Studies
- Finance
- History
- Human Resource Management
- International Studies
- Journalism
- Management Information Systems (Accelerated Only)
- Mathematics
- Music
- Philosophy
- Political Science
- Pre-Law
- Psychology
- Public Relations
- Religious Studies
- Social Science
- Sociology
- Spanish
- Special Education
- Writing

Original Endorsements

The following Original Endorsements, coupled with the secondary education major, may be completed as majors at Mount Mercy: Art-Education, Biology-Education, Business-Education, English-Language Arts, History, Mathematics-Education, Music-Education, Social Science-American Government, Social Science-American History, Social Science-Education, Social Science-Psychology, Social Science-Sociology, and Social Science-World History.

Departments

Mount Mercy is organized into eight departments:

- Department of Business
- Department of Communications, Literature and Arts
- Department of Education
- Department of History, Politics, and Justice
- Department of Natural and Applied Sciences
- Department of Nursing
- Department of Philosophy and Religion
- Department of Psychology, Sociology, and Social Work

Graduation Requirements

Students need to submit the Application for Graduation to the Registrar's office to be considered a candidate for graduation. The Application for Graduation should be submitted at the time the student registers for the final two semesters of study. The Application for Graduation is available on the Mount Mercy web site. Requirements include:

1. A minimum of 123 semester hours credit earned toward the degree.
2. A minimum cumulative grade point average of 2.00.
3. A minimum cumulative GPA of 2.00 for all credits earned at Mount Mercy.

4. Completion of the core curriculum requirements.
5. Completion of a major program of study.
6. At least 12 semester hours, above course number of 200, in the major must be completed at Mount Mercy.
7. A minimum of 30 semester hours completed at Mount Mercy.
8. Minimum of 30 consecutive semester hours completed at Mount Mercy immediately preceding graduation.
9. If graduating with a minor, nine (9) semester hours of the minor must be taken at Mount Mercy.

Major-minor programs. The major typically includes 30 or more semester hours, as indicated in individual requirements by field. The minor requires fewer semester hours. **The student is, in every case, responsible to see that he or she properly applies for graduation and meets the graduation requirements.**

Interdisciplinary Major

An Interdisciplinary Major is an individualized educational plan that a student and two faculty advisors, selected from significantly different majors, design to include coursework comparable to a single discipline major. The design must include the stated purpose and objectives of the major as well as a list of courses that assure that the objectives are met. The proposed major must include senior performance criteria and a method for how those performance criteria will be met by the student.

Students have the option of naming the interdisciplinary major. For example, a student might combine chemistry and political science for an interdisciplinary major and call it "Interdisciplinary major – chemistry/political science."

Students should begin planning their interdisciplinary major as soon as they have completed 60 semester hours and shall have completed the first step in the process by the time they have completed 75 semester hours. The plan should be completed and approved by departments involved in the interdisciplinary studies at this stage. The plan and title are then submitted to the Educational Policies Committee for approval and must carry the recommendation of the involved departments. Candidates must have their interdisciplinary major approved by the time they have earned 90 semester hours.

Candidates for the interdisciplinary major must have a minimum cumulative grade point average of 3.00 and a minimum Mount Mercy grade point average of 3.00 at the time they apply for the major. The interdisciplinary major must include a minimum of 30 semester hours, 21 semester hours of which must be upper division courses (200 level or above) taken at Mount Mercy, and all courses in the major must be passed with grades no lower than C (C- does not count). Only one core curriculum course can be included in the major.

The interdisciplinary major is not to be confused with the prestructured interdisciplinary majors of International Studies and Applied Philosophy.

Pre-Professional Curricula

The pre-professional curricula at Mount Mercy allow students to prepare for degrees not offered at Mount Mercy. Depending on the professional program, students can spend one to four years at Mount Mercy completing pre-professional requirements.

Students should be able to transfer from pre-professional study at Mount Mercy to professional study at Mount Mercy or another

institution with no loss of credit. However, students should find out the specific professional curriculum requirements before they undertake a pre-professional course of study. In consultation with the departmental advisor, students should then plan a course of study that meets requirements of the professional program. The departmental information in the next section of this *Catalog* contains planned pre-professional curricula.

Reflection and Action: The Core Curriculum

The Core Curriculum is the foundational piece of a Mount Mercy education. Regardless of one's major, every student at Mount Mercy can be assured of a broad course of study in the traditional liberal arts. The courses in the Core are designed to foster inquiry, critical thinking, personal reflection, and a spirit of service and citizenship. The Core emphasizes freedom of choice as each student creates an individualized plan to complete the core requirements according to his or her needs and interests. The Core Curriculum has four components:

- An introductory Portal Course
- A comprehensive survey of the seven Domains of Liberal Study
- A culminating Capstone experience
- Multiple ways to achieve Competency in writing, math, and oral communication

The Mount Mercy Portal

The portal course has two main objectives: to introduce students to the fields of liberal studies, priming them to make informed choices about their future core courses; and to foster a sense of community and service in the class, at Mount Mercy, and in the greater Cedar Rapids area. Students will examine questions from the Mercy Critical Concerns: earth, immigration, non-violence, poverty, racism, and women.

Through an interdisciplinary approach, students will gain experience examining problems from multiple perspectives. The interdisciplinary nature of the course fosters teamwork and leadership in the students. As they encounter questions from various liberal disciplines, students will be asked to reflect, then take action, as they articulate for themselves what it means to be a citizen in their various communities. During the portal course, students will outline an integrated plan for completing their course of liberal studies, as chosen from the Domains.

Transfer students who have an AA degree from an Iowa Community college, earned 60 hours or more transferable college credits, or have used transfer courses to fulfill 7 of the 10 domain requirements, are exempt from the portal course. Portal courses include:

ME 100	Sharing The Earth With Animals
ME 105	Rogues, Rebels, And Accidental Discoveries: The Crooked Path to Creativity
ME 110	Ethnic Iowans: Diversity Issues in the New Millennium
ME 115	Cities, Sewers And Shots: Health Protection
ME 120	Immigrants and Literacy: In Pursuit of the American Dream
ME 125	Avatars Of Good and Evil: Media Stereotypes vs. Reality
ME 130	Why A Mercy Education?

ME 135	Poor Women, Poor Family, Poor Work
ME 140	Screen Icons: A Cultural & Aesthetic Study
ME 145	The Religious Roots of Political Involvement
ME 150	Talking in "She" and "He": Gender Communication in College and Beyond
ME 155	Water - A Shared Responsibility
ME 160	Law Ungendered: History of the Legal Status of U.S. Women
ME 165	Terrorism, Violence and Conflict Resolution
ME 170	Perspectives on Recent Immigration to the United States
ME 175	Selfie Living in a Digital Age
ME 180	Environmental Responsibility

Note: Portal course waived for RN-BSN students.

Competencies

In addition to completing a Portal Course, a Capstone course and all of the Domains of Liberal Studies, students are required to demonstrate core competencies. These may be demonstrated by taking and earning at least a C- in particular courses, or a student may demonstrate competencies through previous experience and coursework. Students who think that they may be able to demonstrate a competency need to arrange assessment well in advance of beginning their Mount Mercy coursework. The competencies should be completed within a student's first two years of college. If a student demonstrates competency and one of the course requirements listed below is therefore waived, that does not grant the student the credit hours listed. Students transferring to Mount Mercy with an AA degree from an Iowa Community College are considered to have met the competency requirements in writing, math and speech.

The competencies are:

1. Writing Competency: Met by successful completion of four hours of college-level English Composition:

EN 101	Writing And History
EN 106	Writing And The Environment
EN 107	Writing And Popular Culture
EN 108	Writing and Issues of Health & Mortality
EN 111	Writing And Film
EN 112	Writing And Gender Studies
EN 114	Writing And Social Issues
EN 115	Writing And Other Cultures
EN 116	Writing And Life Stories
EN 117	Writing And Sports
EN 118	Writing And Place

Note: The writing course is a prerequisite to the literature courses.

2. Oral Communication competency: Met by successful completion of CO 101 Oral Communication.

3. Mathematics competency: Met by successful completion of the three-hour college-level math course including:

MA 120	Mathematics In Arts And Humanities
MA 125	Fundamentals Of Arithmetic & Logic

MA 130	Finite Mathematics
MA 132	Basic Mathematical Modeling
MA 135	Basic Statistics
MA 139	Pre-Calculus
MA 142	Mathematics Modeling
MA 164	Calculus I

4. Technology Competency: Met according to criteria set within the curriculum of each major.

The Mount Mercy Domains of Liberal Studies

The Mount Mercy Domains of Liberal Studies give all students in all majors a sense of breadth and connection among traditional liberal arts disciplines. These courses are grouped according to the overall concepts covered by courses in that domain: Expressive Arts, Global Awareness, Historical Roots, Holistic Health, The Natural World, Self and Society and Ultimate Questions.

Domain Requirements

Domain I: Expressive Arts – Great works of art, music, drama, and literature engage us emotionally and cognitively as they interrogate the ways we perceive and understand ourselves and the world around us. Studying literature and the fine arts strengthens habits of mind – observation, the ability to entertain multiple perspectives and discern significant patterns; envisioning, the ability to imagine and think innovatively; reflection, the ability to evaluate one's own perceptions; expression, the ability to communicate what is meaningful in the pursuit of purposeful living; and aesthetic judgment, the ability to appreciate the context in which fine art is created – that find application in every discipline of study.

Two courses, one from literature, one from fine arts. The courses included in this domain:

Literature courses:

EN 133	Topics In American Multiculture Literature
EN 154	Major World Writers
EN 170	Introduction To Literature
EN 175	American Drama
EN 176	American Literature Survey: Colonial to 1914
EN 178	Major American Writers
EN 180	Literature and Gender
EN 190	British Literature and Culture ¹
EN 195	Irish Literature & Culture ¹
EN/FS 150	Introduction to Film Adaptation

Fine arts courses:

AR 101	Introduction To Art
FS 101	Introduction To Film Studies
GS 151	Introduction to Dramatic Art
MU 189	Introduction To Music

Domain II: Historical Roots – The courses in this domain will enable students to gain a deeper understanding of the human condition and the relationship between historical developments and contemporary social and political trends. The curriculum provides opportunities for students to investigate the social, economic, political, and cultural

development of diverse peoples from the beginnings of civilization to the present. Emphasis is placed on reading, writing, researching, speaking, and on critical and analytical thinking. The courses included in this domain include:

HI 114	History of Early America
HI 115	History Of Modern America
HI 120	Origins Of The Western Tradition
HI 130	Emergence Of The West, 800-1648
HI 140	History Of Western World Since 1648

Domain III: The Natural World – Courses in this domain will give students a basic understanding of the natural world and how it functions. Students will learn to employ the scientific method as they engage with specific fields of inquiry, such as the central processes of biological systems, the energetics and chemical reactions underlying all processes in living and non-living systems, the global role of geologic, hydrologic and atmospheric systems in supporting life on earth, and the impact of human activity on the environment. Students are required to take a course and an accompanying lab, but transfer students who have earned at least six hours of approved science credits do not have to meet the lab requirement. The courses included in this domain:

BI 110	Natural World Domain Laboratory *
BI 123	Biology Of Human Concern
BI 125	Foundations of Biology & Scientific Inquiry I
BI 125L	Biostatistics and Scientific Investigation I
BI 150	Basic Microbiology ²
CH 111	General Chemistry I
PH 114	Natural Science-Physical
PH 115	Introduction To Earth Science

Domain IV: Ultimate Questions – This domain introduces students to the study of the ultimate questions of human experience. It invites consideration of possible answers to those questions through philosophical or religious reflection about the existence of God, the meaning of human life, ethical responsibility, the common good, and social justice. These courses provide significant encounters in key places with the Catholic intellectual tradition in philosophy and religious studies, including sources, fundamental questions, and developmental stages. As liberal arts courses, they also engage students in critical analysis of ideas and symbols, and foster a variety of skills including critical thinking, finding key concepts in the midst of complex information, evaluating ideas, and communicating effectively.

Two courses, one from Philosophy, one from Religious Studies. The courses included in this domain:

Philosophy courses:

PL 251	Introduction to Western Philosophy
PL 261	Introduction to Philosophy of the Human Person
PL 269	Introduction to Ethics

Religious Studies courses:

RS 111	Introduction To The Bible: Old Testament
RS 113	Introduction To The Bible: New Testament
RS 114	Introduction to Christianity
RS 115	Introduction To World Religions

RS 118	Christians Divided:Conservative Versus Liberal Battles
RS 119	Christian Action:Moral Responsibility, Charitable Service, Social Justice

Domain V: Self and Society – This domain is designed to expose students to the study of society and the manner in which people behave and impact the world around us. It introduces students to the concepts and methods of social science, the scientific inquiry into human behavior and social, political and economic problems within institutions. Students will appreciate the interconnectedness and complexity of human interaction as represented in the various social science disciplines. The courses included in this domain:

Two of the following courses from different disciplines:

CJ 101	Introduction To Criminal Justice
EC 251	Macroeconomics Principles
PO 111	Introduction To American Politics
PS 101	Introductory Psychology
SO 122	Introduction To Sociology
SO 155	Social Problems
SW 265	Diversity in America

Domain VI: Global Awareness– Courses in the Global Awareness Domain address the basic question of what it means to live in a globalized world. Courses in this Domain address at least one of three areas: multicultural sensitivity as individuals come in contact with cultures that are different from their own; the interconnectedness of global political and economic policies; and an understanding of ecological and resource issues that transcends national borders.

AR 295	Survey Of Mexican Culture Today
BI 210	Biology And Human Culture
CO 260	Intercultural Communication
EN 190	British Literature and Culture ¹
EN 195	Irish Literature & Culture ¹
GS 260	European Union: Culture, Politics & Economics
HI 213	Recent China In Global Economy
HI 230	Modern East Asia
HI 265	Latin American History
PL 270	Introduction to Asian Thought
PO 102	Government and Politics Around the World
PO 103	Introduction to International Relations
PO 112	Globalization and Human Survival
SL 165	Service Learning Abroad
SO 183	Introduction to Cultural Anthropology
SO 235	Social Inequalities
SO 330	Global Race Relations
SP 200	Intermediate Spanish I

Domain VII: Holistic Health – Courses in this domain explore health-related theories and research and address various aspects of the six dimensions of wellness including physical, emotional, social, environmental, intellectual, and spiritual. Courses aim to increase students' knowledge within the dimensions of wellness to enable them to enhance health-related aspects of their own lives and perhaps the lives of others. The courses included in this domain:

BA 240	Personal Financial Planning
ED 164	Health Awareness and PE Methods
GS 115	Women's Health
GS 119	Healthy Lifestyle
GS 120	Complementary Therapy & Wellness
GS 157	American Food
GS 171	Meditation And Its Benefits
GS 179	Psychology Of Eating
GS 195	Men's Health
PS 205	Psychology Of Adjustment
SW 250	Human Sexuality

The Mount Mercy Capstone

The 400-level Mercy Experience Capstone course (ME 450 Mercy Experience Capstone) is intended as a culminating experience in the liberal studies. Students need to register for this course along with the senior seminar (or another designated course) within their major, typically during the year in which they plan to graduate. During the Mercy Experience Capstone, students will integrate knowledge they have acquired from each of the core domains and will reflect on their Mercy education in the context of their major discipline. In addition, they will examine one of the Mercy critical concerns identified by the Sisters of Mercy from a disciplinary, interdisciplinary, and global perspective and will actively participate in a related capstone project.

- 1 Course counts in only one area in the core requirements, it will not satisfy two core requirements.
 - 2 For nursing majors only.
- * BI 110 Natural World Domain Laboratory is a 1 credit laboratory course that fulfills the requirement of the Natural World domain for transfer students who have taken a non-laboratory based non-major course before transferring into Mount Mercy.

Note: Students should consult accelerated and traditional course schedules to determine course availability and delivery format.

Transfer Credits

Developmental, remedial, vocational, test out, or experiential learning college credit is not transferable to Mount Mercy. A maximum of 63 semester hours (non-technical) from two-year, regionally-accredited, associate degree granting institutions will be accepted. (See exceptions for business department majors, early childhood majors, and outdoor conservation majors). There is no limit to the number of semester hours that will be accepted from a four-year, regionally-accredited institution. Credit earned at non-regionally accredited institutions may be accepted in transfer on a case by case basis.

Transfer courses meeting the requirements noted above and completed with a grade of D- or better will be accepted at Mount Mercy. Whether or not the D- grade counts toward the major is up to the individual department. (See department description.) Transfer course grades will be listed on the Mount Mercy transcript but will not count toward the cumulative grade point average.

Transfer courses marked with a double grade meeting the requirements noted above will have the higher grade transferred to

Mount Mercy. For example, if a grade of CD has been assigned, the higher grade, C, will be placed on the Mount Mercy transcript.

Transfer of Technical Credit

Transfer Credits Specific to BAA/BAS Degree

A maximum of 63 semester hours from regionally-accredited, postsecondary technical institutions will be transferred to Mount Mercy for students pursuing majors available under the Bachelor of Applied Arts or Bachelor of Applied Science degrees, unless otherwise designated for a specific major. A maximum of 16 semester hours from postsecondary technical courses will be transferred to Mount Mercy for students pursuing majors not available under the Bachelor of Applied Arts or Bachelor of Applied Science degrees.

* NOTE: Computer science courses taken seven or more years ago are subject to review by the department before awarding credit for a major or minor in computer science.

Iowa Community College AA Transfer Articulation

Students who transfer to Mount Mercy with an AA degree from an Iowa community college will have all Core Curriculum requirements waived except the Mercy Capstone and one course in the Ultimate Questions domain. These two requirements must be taken at Mount Mercy.

Business Department Transfer Articulation

Mount Mercy accepts a maximum of 75 semester hours from an Iowa community college for all transfers planning to pursue either a BBA degree, BAS degree, or BS degree with a major in the business area, provided that the student has completed an AA, AS/CO (Career Option) or AAS degree from an Iowa community college. This is an exception to the general policy of accepting a maximum of 63 semester hours from any community college. The courses comprising the 75 credits will count toward the total 123 semester hours required for graduation with the BBA, BAS, or BS. Iowa community college transfers into Mount Mercy's BBA, BAS, or BS degree program will be required to meet all the graduation requirements of that degree.

Early Childhood Education Major Transfer Articulation

Mount Mercy accepts a maximum of 75 semester hours from Kirkwood Community College for all transfers planning to pursue either a BS degree with a major in early childhood education. This is an exception to the general policy of accepting a maximum of 63 semester hours from any community college. The courses comprising the 75 credits will count toward the total 123 semester hours required for graduation with the BS. Kirkwood Community College transfers into Mount Mercy's BS degree program will be required to meet all the graduation requirements of that degree.

Healthcare Leadership Major Transfer Articulation

Mount Mercy accepts a maximum of 75 semester hours from an Iowa community college for all transfers planning to pursue a BAS degree in healthcare leadership, provided that the student has completed

an AAS degree in a healthcare related field from an Iowa community college. This is an exception to the general policy of accepting a maximum of 63 semester hours from any community college. The courses comprising the 75 credits will count toward the total 123 semester hours required for graduation with the BAS. Iowa community college transfers into Mount Mercy's BAS degree program will be required to meet all the graduation requirements of that degree.

Outdoor Conservation Major Transfer Articulation

Mount Mercy accepts a maximum of 75 semester hours from Kirkwood Community College for all transfers planning to pursue either a BAS degree or BS degree with a major in outdoor conservation, provided that the student has completed an AAS in Parks and Recreation from Kirkwood Community College. This is an exception to the general policy of accepting a maximum of 63 semester hours from any community college. The courses comprising the 75 credits will count toward the total 123 semester hours required for graduation with the BAS or BS. Kirkwood Community College transfers into Mount Mercy's BAS or BS degree program will be required to meet all the graduation requirements of that degree.

Academic Center Courses

The courses offered through the Academic Center for Excellence (ACE) are designed to assist students in developing skills essential for success in the college curriculum and beyond. Small classes and individualized attention are characteristics of these courses.

Accounting

The **accounting major** prepares students for professional positions in all areas of accounting. Recent graduates are currently employed as staff accountants in CPA firms, financial and management accountants for corporations, controllers for small to medium-sized businesses, financial analysts, accounting managers for larger businesses, and agents for the Internal Revenue Service. The accounting major at Mount Mercy is designed to give students the necessary course work for preparation for all professional exams including the Certified Public Accountant (CPA) and Certified Management Accountant (CMA) exams. Mount Mercy offers a Master of Business Administration degree and has an articulation agreement with the University of Iowa's Master of Accountancy program providing attractive options for satisfying the 150-hour requirement for CPA certification in the State of Iowa.

Objectives established for students in this major include, among others: organize and process complex financial information; apply knowledge to reach appropriate fact-based decisions; and communicate information effectively and professionally.

ACADEMIC REQUIREMENTS FOR THE ACCOUNTING PROGRAM

- All **accounting majors or minors** must achieve a minimum grade of C- in all accounting courses required for the major or minor. This requirement applies equally to any course equivalents that may be accepted by transfer from any other college/university.
- All accounting majors must complete a minimum of 12 semester hours of upper-level accounting coursework [accounting courses numbered BC 300 or higher] at Mount Mercy University.

- All accounting minors must complete a minimum of 9 semester hours of upper-level accounting coursework [accounting courses numbered BC 300 or higher] at Mount Mercy University.
- See the additional academic requirements for all Business Department majors and minors found in the Business Administration (<http://catalog.mtmercy.edu/curriculum/businessadministration>) section of the *Catalog*.

See the Graduate section (<http://catalog.mtmercy.edu/graduateprograms>) of this *Catalog* for more information on Graduate programs offered at Mount Mercy.

Core Requirements for all Business Majors

BA 203	Principles Of Law	3
BA 250	Technology & Communication In Business	3
BA 270	Business Statistics	3
BA 379	Financial Management	3
BA 435	Senior Sem - Business	3
or BA 436	Applied Business Strategy	
BC 265	Principles Of Accounting I	3
BC 266	Principles Of Accounting II	3
BN 204	Principles Of Management	3
BK 208	Principles Of Marketing	3
EC 251	Macroeconomics Principles	3
EC 252	Microeconomic Principles	3
Select one of the following:		3
MA 130	Finite Mathematics	
MA 132	Basic Mathematical Modeling	
MA 139	Pre-Calculus	
MA 142	Mathematics Modeling	
MA 160	Business Calculus	
MA 164	Calculus I (Required for Actuarial Science Majors)	
Total Hours		36

Accounting Major (Core business requirements plus 24 additional semester hours)

BC 315	Cost Accounting	3
BC 325	Intermediate Accounting I	3
BC 326	Intermediate Accounting II	3
BC 440	Auditing Principles and Practices	3
BC 442	Tax Accounting	3
BC 444	Advanced Accounting	3
Select two of the following:		6
BC 316	Advanced Cost Accounting	
BC 330	Government & Not-for-Profit Accounting	
BC 441	Advanced Auditing	
BC 443	Advanced Tax Accounting	
Total Hours		24

ACADEMIC REQUIREMENTS FOR THE ACCOUNTING PROGRAM

1. All **accounting majors or minors** must achieve a minimum grade of C- in all accounting courses required for the major or minor. This

requirement applies equally to any course equivalents that may be accepted by transfer from any other college/university.

2. **See the additional Academic Requirements** for all business department majors and minors found in the Business Administration (<http://catalog.mtmercy.edu/curriculum/businessadministration>) section of the *Catalog*.

Accounting Minor

BC 265	Principles Of Accounting I	3
BC 266	Principles Of Accounting II	3
BA 250	Technology & Communication In Business	3
EC 251	Macroeconomics Principles	3
EC 252	Microeconomic Principles	3
Select four of the following:		12
BC 315	Cost Accounting	
BC 316	Advanced Cost Accounting	
BC 325	Intermediate Accounting I	
BC 326	Intermediate Accounting II	
BC 330	Government & Not-for-Profit Accounting	
BC 440	Auditing Principles and Practices	
BC 441	Advanced Auditing	
BC 442	Tax Accounting	
BC 443	Advanced Tax Accounting	
BC 444	Advanced Accounting	
Total Hours		27

The following is the typical sequence of courses required for the major*:

Freshman

Fall	Hours Winter	Hours Spring	Hours
BC 265	3 Elective	3 BC 266	3
Portal	3	MA 130 (or above)	3
Writing Competency	4	CO 101	3
Fine Arts Domain	3	History Domain	3
		Natural World Domain	4
13		3	16

Sophomore

Fall	Hours Winter	Hours Spring	Hours
BC 325	3 BC 315	3 BC 326	3
BC 442	3	EC 252	3
BA 250	3	BA 270	3
BA 203	3	BN 204	3
EC 251	3	Accounting Elective	3
15		3	15

Junior

Fall	Hours Winter	Hours Spring	Hours
BC 444	3 Elective	3 BA 240 (or another Holistic Health course)	3
BA 379	3	Elective	3
BK 208	3	Accounting Elective	3
Literature Domain	3	Global Awareness Domain	3
Philosophy Domain	3	Self and Society Domain	3
15		3	15

Senior

Fall	Hours Winter	Hours Spring	Hours
BC 440	3 N/A	BA 435	3
Religion Domain	3	ME 450	1
2 Electives	6	3 Electives	9
12		0	13

Total Hours: 123

Note: Elective courses could be used for a second major, a minor, a course of interest, internship or study abroad experience.

*Disclaimer

The course offerings, requirements, and policies of Mount Mercy University are under continual examination and revision. This *Catalog* presents the offerings, requirements, and policies in effect at the time of publication and in no way guarantees that the offerings, requirements, and policies will not change.

This plan of study represents a typical sequence of courses required for this major. It may not be applicable to every student. Students should contact a department faculty member to be sure of appropriate course sequence.

Actuarial Science

The **actuarial science** major prepares students for a career as an actuary. Actuaries evaluate, measure, and manage risk. This career field is in high demand and is expected to grow at a higher than average rate according to the Bureau of Labor Statistics. The coursework required for this major gives students a well rounded background in mathematics and finance. The curriculum is based on the recommended curriculum of the Society of Actuaries and includes course offerings within both the math and business departments. This curriculum will help prepare students for successful completion of the first two actuarial exams – the probability exam and the financial mathematics exam.

See the Graduate section (<http://catalog.mtmercy.edu/graduateprograms>) of this *Catalog* for more information on Graduate programs offered at Mount Mercy.

Core requirements for all Business Majors

BA 203	Principles Of Law	3
BA 250	Technology & Communication In Business	3
BA 270	Business Statistics	3
BA 379	Financial Management	3
BA 435	Senior Sem - Business	3
or BA 436	Applied Business Strategy	
BC 265	Principles Of Accounting I	3
BC 266	Principles Of Accounting II	3
BN 204	Principles Of Management	3
BK 208	Principles Of Marketing	3
EC 251	Macroeconomics Principles	3
EC 252	Microeconomic Principles	3
Select one of the following:		3
MA 130	Finite Mathematics	
MA 132	Basic Mathematical Modeling	
MA 139	Pre-Calculus	
MA 142	Mathematics Modeling	
MA 160	Business Calculus	
MA 164	Calculus I (Required for Actuarial Science Majors)	
Total Hours		36

Actuarial Science Major (Business Core plus 25 additional hours)

BA 101	Business 101	1
BA 344	Investments	3
EC 366	Money and Banking	3
CS 105	Fundamentals Of Computer Science	4
MA 165	Calculus II	4
MA 166	Calculus III	3
MA 202	Linear Algebra	4
Select one of the Following:		3
BA 360	Securities Analysis	
BA 350	Risk Management	
BA 420	Cases In Finance	
BA 425	Finance Internship	
CS 106	Data Structures	
MA 245	Differential Equations	
Total Hours		25

See **Academic Requirements** for all business department majors and minors found in the Business Administration (<http://catalog.mtmercy.edu/curriculum/businessadministration>) section of the *Catalog*.

Applied Management

The **applied management** major has been designed for students transferring to Mount Mercy from a two-year institution who have a background in a technical specialty with an Associates of Applied Science degree. The major provides students the opportunity to broaden their knowledge of business environments and to understand and manage the forces of change affecting organizations in a business

environment. The applied management major prepares students for a broad variety of career options by building on their previous technical training and/or work experience.

This degree prepares students, for example, to: apply strategic planning principles to a technical specialty area; prepare a comprehensive strategic plan; and develop analytical and critical-thinking skills and apply those skills to the management of a business.

See the Graduate section (<http://catalog.mtmercy.edu/graduateprograms>) of this *Catalog* for more information on Graduate programs offered at Mount Mercy.

Applied Management Major

BA 203	Principles Of Law	3
BA 250	Technology & Communication In Business	3
BA 379	Financial Management	3
BA 435	Senior Sem - Business	3
BC 202	Accounting: Information for Decisions	4
BK 208	Principles Of Marketing	3
BN 204	Principles Of Management	3
BN 304	Human Resource Management	3
EC 251	Macroeconomics Principles	3
MA 135	Basic Statistics	3
One upper-level business elective		3
Total Hours		34

Completion of an AA, AS, or AAS degree in one of the following programs from an approved Community College is required. Examples: Construction Management, Information Systems Management, Restaurant Management, LAN Management, Agricultural Production Management, Legal Assistant/Paralegal, Web Design and Development, Natural Resources Management, Legal Office Assistant, Ag Business Management, Architectural and Construction. Other programs may qualify with the permission of the department chair.

Art

The Art and Design program offers courses that provide students with the technical and aesthetic instruction necessary for visual expression of all types. An environment conducive to the student's total involvement as a developing artist is provided with offerings in art history and appreciation, and studio work in fine arts plus the possibility of taking graphic design courses. An Art major prepares students for careers involving the visual arts or further study in graduate or professional schools.

The program maintains studios for sculpture, ceramics, drawing, painting, textiles and printmaking. Photographic darkrooms, and a Macintosh computer lab, with 16 networked machines, support the program. The Janalyn Hanson White Art Gallery schedules professional exhibitions and visiting artists throughout the year. View virtual tours (<https://www.mtmercy.edu/virtual-tour>) of our studios and labs on the "Panorama" tab and scroll to Ceramic Studio, Darkroom, Drawing Studio, Janalyn Hanson White Gallery, Mac Lab, Painting Studio, Printmaking Studio, or Sculpture Studio.

Transfer students in Art may be asked to submit a portfolio of work to the chairperson to identify students' best placement in Art and Design classes.

Students in any of the Art and Design majors build the appropriate and necessary skills to: verbally articulate analysis of artworks; think visually and creatively; and present their art and design work in a professional manner.

Career Opportunities

Professional artist; basis for graduate work in visual arts; preparation for work in museums and educational agencies, media, publications and various businesses; government or public agencies requiring people with cultural knowledge. Optional internships prepare students for employment.

Sophomore/Transfer Student Portfolio Review

By the end of the sophomore year or the end of a transfer student's first year at Mount Mercy, Art majors are required to have a portfolio review to check progress and be advised on continuing in the Art & Design Program. The portfolio will be the major consideration, but the grade point average in art courses and the grade point average in all courses also will be reviewed. By the end of the sophomore year all Art/Design-related majors should have taken the foundational art curriculum courses: AR 102 Drawing I, AR 103 Art & Graphic Design Fundamentals, AR 105 Introduction to the Studio, and at least one other studio or graphic design courses. This will give students an opportunity to assemble a varied portfolio for review.

Admission to the Internship

Internships for Art majors are not required but if a student is interested in pursuing one, she/he should apply for it in the winter preceding the internship desired. Students should meet the requirements for the internship before making application. Application forms are available from the Art and Design faculty, who make the admission to the internship decision. Acceptance into the internship is based on the following:

1. The minimal admission prerequisite requires completion of the foundational Art & Design courses: AR 102 Drawing I, AR 103 Art & Graphic Design Fundamentals, AR 105 Introduction to the Studio, and at least two other beginning-level studio or graphic design courses with grades of no less than C (2.00) with a cumulative grade point average of no less than 2.00.
2. An internship in Arts Management requires that in addition to the minimal admission prerequisites AR 202 Drawing II, AR 212 Art History 1, AR 213 Art History II and one other art history course be completed or taken concurrently with the internship with grades of no less than C (2.00) with a cumulative grade point average of no less than 2.00.
3. A brief summary stating why the student wishes to participate in the internship.
4. Possession of personal qualities considered necessary for a successful art professional including personal and professional integrity; a demonstrated ability to organize work and to work under the pressure of deadlines; craftsmanship in producing artwork; creativity; assertiveness; clarity in speaking, writing, and accurate

spelling; and a willingness to cooperate with others and to accept the benefit from criticism.

5. Presentation of a professional quality portfolio that includes art work relative to the internship is desired.

Decisions of Art and Design faculty shall be transmitted to the applicants and to other appropriate persons at Mount Mercy promptly and in writing.

Students whose applications are refused may discuss the matter with the Art and Design Program Coordinator. Further recourse may be had by contacting the Chair of the Department of Communication, Literature and the Arts.

Major in Art

AR 102	Drawing I	3
AR 103	Art & Graphic Design Fundamentals	3
AR 105	Introduction to the Studio	3
AR 141	Painting I	3
AR 151	Printmaking I	3
AR 161	Ceramics I	3
AR 171	Sculpture I	3
AR 109	Art Environments	3
AR 202	Drawing II	3
AR 212	Art History 1	3
AR 213	Art History II	3
Select one of the following:		3
AR 216	History Of Non-Western Art (Select one of the following)	
AR 315	Contemporary Art and Theory	
AR 295	Survey Of Mexican Culture Today (We allow this course to double count in the core Global Awareness domain)	
Select one of the following:		3
AR 106	Photography I	
AR 120	Visual Technology	
AR 280	Video on the Computer	
AR 410	Senior Thesis Preparation	1
AR 415	Senior Thesis & Exhibit	3
Total Hours		43

All Art and Design majors should elect AR 101 Introduction To Art for their core curriculum fine arts requirement. Art students are required to select an area of emphasis in two- or three-dimensional studio art. This is done by electing to take three additional courses in either 2-D or 3-D classes. These should be upper-level courses. For example, a student with a 2-D emphasis might elect to take AR 251 Printmaking II, AR 206 Photography II and Independent Study in Drawing. Other recommended courses for Art are BK 208 Principles Of Marketing; BK 305 Professional Selling; or additional History and Art History courses for students interested in museum work and graduate school.

Academic Requirements

All Art majors must earn a grade of C- and above in all required courses for the major, including two- and three-dimensional emphasis areas.

The following is the typical sequence of courses required for the major*:

Freshman			
Fall	Hours Winter	Hours Spring	Hours
AR 102	3 AR 101	3 AR 141	3
AR 103	3	AR 151	3
Writing Competency	4	CO 101	3
Portal	3	Domain (Literature suggested)	3
		Domain ¹	3
	13	3	15

Sophomore			
Fall	Hours Winter	Hours Spring	Hours
AR 161	3 Math Competency	3 AR 202	3
AR 212	3	AR 213	3
Domain ¹	3	Domain ¹	3
Domain ¹	3	Domain ¹	3
AR 105	3	CD 004 (Recommended)	1
	15	3	13

Junior			
Fall	Hours Winter	Hours Spring	Hours
AR 216 or 315	3 Study-abroad or Domain	3 AR 171	3
AR 261	3	AR 241 or 251 ³	3
AR 120 ²	3	Domain ¹	3
Domain ¹	3	Domain ¹	3
Domain ¹	3		
	15	3	12

Senior			
Fall	Hours Winter	Hours Spring	Hours
AR 410	1 Domain ¹	3 AR 415	3
AR 425 (Optional)	3	AR 271 ³	3
AR 109	3	Domain ¹	3
ME 450	1	Domain ¹	3
CD 007 (Recommended)	1		
Domain ¹	3		
Domain ¹	3		
	15	3	12

Total Hours: 122

¹ Could also be an elective or foundation course for a second major/minor

² Or AR 106 Photography I or AR 280 Video on the Computer

³ Or other Fine Arts Emphasis Area

*Disclaimer

The course offerings, requirements, and policies of Mount Mercy University are under continual examination and revision. This *Catalog* presents the offerings, requirements, and policies in effect at the time of publication and in no way guarantees that the offerings, requirements, and policies will not change.

This plan of study represents a typical sequence of courses required for this major. It may not be applicable to every student. Students should contact a department faculty member to be sure of appropriate course sequence.

Art and Design

The Art and Design program offers courses that provide students with the technical and aesthetic instruction necessary for visual expression of all types. An environment conducive to the student's total involvement as a developing artist is provided with offerings in art history and appreciation, studio work in art and graphic design, and art education. An Art major (<http://catalog.mtmercy.edu/curriculum/finearts>) prepares students for careers involving the visual arts or further study in graduate or professional schools. An Art Education (<http://catalog.mtmercy.edu/curriculum/education>) major prepares students to teach art in grades K-12. The Graphic Design major (<http://catalog.mtmercy.edu/curriculum/graphicdesign>) provides a strong background for commercial or applied art careers. Additionally, the Art and Communication programs offer a Communication: Media major (<http://catalog.mtmercy.edu/curriculum/communication>). It is also possible to minor in Art to include coursework in fine arts and/or graphic design.

The program maintains studios for sculpture, ceramics, drawing, painting, textiles and printmaking. Photographic darkrooms, and a Macintosh computer lab, with 16 networked machines, support the program. The Janalyn Hanson White Art Gallery schedules professional exhibitions and visiting artists throughout the year. View virtual tours (<https://www.mtmercy.edu/virtual-tour>) of our studios and labs on the "Panorama" tab and scroll to Ceramic Studio, Darkroom, Drawing Studio, Janalyn Hanson White Gallery, Mac Lab, Painting Studio, Printmaking Studio, or Sculpture Studio.

Transfer students in Art, Graphic Design, and Art Education may be asked to submit a portfolio of work to the chairperson to identify students' best placement in Art and Design classes.

Transfer students in Art Education and students with a BA, BFA, or BS degree returning for an art K-12 original endorsement must be admitted to the program by a screening committee of Art and Education faculty who will review college transcripts, a portfolio of artwork, and recommendations from three past employers or instructors. For entry into the program, they must pass CBASE or Praxis I and complete ED232/4 Principles of Education.

Students in any of the Art and Design majors build the appropriate and necessary skills to: verbally articulate analysis of artworks; think visually and creatively; and present their art and design work in a professional manner.

Art and Design majors:

- Art
- Art Education (<http://catalog.mtmercy.edu/curriculum/education>)
- Graphic Design (<http://catalog.mtmercy.edu/curriculum/graphicdesign>)

Career Opportunities

Professional artist; graphic designer; art teacher, grades K-12; web designer; basis for graduate work in visual arts; preparation for work in museums and educational agencies, media, publications and various businesses; government; or public agencies requiring graphic arts. Optional internships for Art and Graphic Design majors and required student teaching for Art Education majors prepare students for employment.

Sophomore/Transfer Student Portfolio Review

By the end of the sophomore year or the end of a transfer student's first year at Mount Mercy, Art, Graphic Design, and Art Education majors are required to have a portfolio review to check progress and be advised on continuing in the Art & Design Program. The portfolio will be the major consideration, but the grade point average in art courses and the grade point average in all courses also will be reviewed. By the end of the sophomore year all Art/Design-related majors should have taken the foundational art curriculum courses: AR 102 Drawing I, AR 103 Art & Graphic Design Fundamentals and at least two other studio or graphic design courses. This will give students an opportunity to assemble a varied portfolio for review.

Admission to the Internship

Students should apply for an internship in the winter preceding the internship desired. Students should meet the requirements for the internship before making application. Application forms are available from the Art and Design faculty, who make the admission to the internship decision. Acceptance into the internship is based on the following:

1. The minimal admission prerequisite requires completion of the foundational Art & Design courses: AR 102 Drawing I, AR 103 Art & Graphic Design Fundamentals, AR 141 Painting I, AR 151 Printmaking I and AR 171 Sculpture I with grades of no less than C (2.00) with a cumulative grade point average of no less than 2.00.
2. An internship in Arts Management requires that in addition to the minimal admission prerequisites AR 202 Drawing II, AR 212 Art History 1, AR 213 Art History II and one other art history course be completed or taken concurrently with the internship with grades of no less than C (2.00) with a cumulative grade point average of no less than 2.00.
3. An internship in Graphic Design requires that in addition to the minimal admissions prerequisites AR 106 Photography I, AR 120 Visual Technology, AR 130 Graphic Design I, AR 230 Graphic Design II: Theory and Concepts and AR 220 Typography & Design be completed or taken concurrently with the internships with grades of no less than a C (2.00) with a cumulative grade point average of no less than 2.00.
4. A brief summary stating why the student wishes to participate in the internship.

5. Possession of personal qualities considered necessary for a successful art professional including personal and professional integrity; a demonstrated ability to organize work and to work under the pressure of deadlines; craftsmanship in producing artwork; creativity; assertiveness; clarity in speaking, writing, and accurate spelling; and a willingness to cooperate with others and to accept the benefit from criticism.
6. Presentation of a professional quality portfolio that includes art work relative to the internship is desired.

Decisions of Art and Design faculty shall be transmitted to the applicants and to other appropriate persons at Mount Mercy promptly and in writing.

Students whose applications are refused may discuss the matter with the Art and Design Program Coordinator. Further recourse may be had by contacting the Chair of the Department of Communication, Literature and the Arts.

See the Graduate section (<http://catalog.mtmercy.edu/graduateprograms>) of this *Catalog* for more information on Graduate programs offered at Mount Mercy.

Art Minor

With the number of course choices available in the Art Minor, it is possible for a student to specialize in either Fine Arts or Graphic Design.

AR 102	Drawing I	3
AR 103	Art & Graphic Design Fundamentals	3
Select one of the following:		3
AR 212	Art History 1	
AR 213	Art History II	
Any other four Art and Design courses except for AR 101		12
Total Hours		21

All art minors should elect AR 101 Introduction To Art for their core curriculum fine arts requirement.

Biology

The biology major deepens students' appreciation for the health profession and life sciences and increases their concern for living things and their environment in addition to developing intellectual competence and technical skills necessary in their chosen careers.

After completing the biology requirements, students will be able to employ the scientific method to summarize scientific information and coherently communicate logical conclusions; understand living systems from the molecular level through the organismal level and their ecological interactions, and be able to employ a broad range of analytic and scientific techniques to further their studies.

Career Opportunities

Medical and other health professions such as physical therapy, physician assistant, and occupational therapy. Also, dentistry, veterinary medicine, and pharmacology. Teaching, academic and professional research, industry, park and wildlife management, environmental education, conservation, and many other fields.

See the Graduate section (<http://catalog.mtmercy.edu/graduateprograms>) of this *Catalog* for more information on Graduate programs offered at Mount Mercy.

Major

BI 125	Foundations of Biology & Scientific Inquiry I ¹	3
BI 125L	Biostatistics and Scientific Investigation I ¹	1.5
BI 126	Foundations of Biology & Scientific Inquiry II ¹	4.5
BI 127	Foundations of Biology & Scientific Inquiry III ¹	4.5
BI 303	Genetics	4.5
BI 310	Ecology	4.5
Any three upper division courses ²		9
CH 111	General Chemistry I	4.5
CH 112	General Chemistry II	4.5
CH 211	Organic Chemistry I	4.5
MA 135	Basic Statistics ³	3
Select one of the following:		3-4
MA 139	Pre-Calculus	
MA 142	Mathematics Modeling	
MA 164	Calculus I	

Total Hours

51-52

- 1 If students earn a C or above (C- does not count), then they do not need to take a statistics course for this major.
- 2 One of which may be CH 302 Biochemistry and at least two major electives courses must be lab courses.
- 3 MA 135 Basic Statistics is not required if students complete BI 125 Foundations of Biology & Scientific Inquiry I, BI 125L Biostatistics and Scientific Investigation I, BI 126 Foundations of Biology & Scientific Inquiry II, and BI 127 Foundations of Biology & Scientific Inquiry III at Mount Mercy. With permission, PS 325 Statistics For Behavioral Sciences can be substituted for MA 135 Basic Statistics.

To research and improve the program, all entering and graduating majors are periodically required to take an anonymous assessment examination based upon general biological knowledge. This exam will only be used to assess major strengths, goals, and weaknesses. Results of this exam will not appear on students' records, nor will the results be used to determine academic progress. An attitudinal survey also will be taken by first-year and senior students.

Academic Requirements

A grade of C or above (C- does not count) in all required courses for the major and the minor. A grade of C or above (C- does not count) is also required in all prerequisite courses for majors and minors before enrolling in required biology, chemistry, and math courses. A cumulative GPA of 2.25 is required in all major and minor courses.

Students planning to pursue teacher education should follow the program guidelines within the education section of this *Catalog* and contact an advisor in the Education department for assistance.

Biology Minor

BI 125	Foundations of Biology & Scientific Inquiry I ¹	3
BI 125L	Biostatistics and Scientific Investigation I ¹	1.5
BI 126	Foundations of Biology & Scientific Inquiry II ¹	4.5
BI 127	Foundations of Biology & Scientific Inquiry III ¹	4.5
Any two upper division courses, one of which must be a laboratory course		6
CH 111	General Chemistry I	4.5
CH 112	General Chemistry II	4.5
MA 135	Basic Statistics ²	3
Total Hours		31.5

- 1 If students earn a C or above (C- does not count), then they do not need to take a statistics course for this minor.
- 2 MA 135 Basic Statistics is not required if students complete BI 125 Foundations of Biology & Scientific Inquiry I, BI 125L Biostatistics and Scientific Investigation I, BI 126 Foundations of Biology & Scientific Inquiry II, and BI 127 Foundations of Biology & Scientific Inquiry III at Mount Mercy. With permission, PS 325 Statistics For Behavioral Sciences can be substituted for MA 135 Basic Statistics.

Pre-Professional Programs in Biology

Mount Mercy also offers several Pre-professional Tracks through the biology program.

Students interested in pre-professional programs should notify the Chair of the pre-professional program, early, during the fall semester of the decision year.

Pre-Medicine/Pre-Dental

Students interested in pre-med areas can choose between three majors and minors. Majors in biology, chemistry and chemistry: biochemistry are available along with minors in biology and chemistry. Double majors or combinations of a major and minor are easy to accomplish with planned advising from the first term and steady progress. Suggested electives are:

BI 273	Human Anatomy	4.5
BI 274	Human Physiology	3
BI 274L	Human Physiology Laboratory	1.5
BI 315	General Microbiology	4.5
BI 370	Cell and Molecular Biology	5
CH 212	Organic Chemistry II	4.5
CH 302	Biochemistry	5
PH 151	Principles of Physics I	4
PH 152	Principles of Physics II	4
Additional suggested courses:		
SO 122	Introduction To Sociology	3
*SO122 not required for Pre-Dental		
MA 164	Calculus I	4
PS 124	Developmental Psychology	3

Pre-Physician Assistant

Students pursuing admission to physician assistant programs should follow a similar program to the pre-medical students (above), but they should take MA 142 Mathematics Modeling as their mathematics, and more courses in psychology. Some programs require PS 306 Abnormal Psychology. Most physician assistant programs require a BS degree.

Pre-Physical Therapy

Most physical therapy programs require a BS degree, which our biology major satisfies. Courses needed include:

BI 273	Human Anatomy	4.5
BI 274	Human Physiology	3
BI 274L	Human Physiology Laboratory	1.5
PH 151	Principles of Physics I	4
PH 152	Principles of Physics II	4
BI 355	Exercise Physiology and Biomechanics	3
Additional suggested courses		
MA 139	Pre-Calculus	4
or		
MA 142	Mathematics Modeling	3
PS 124	Developmental Psychology	3
PS 306	Abnormal Psychology	3

Pre-Occupational Therapy

Admission requirements for occupational therapy programs differ depending on whether the degree sought is graduate or undergraduate. Graduate programs require a BS degree, preferably with a major in biology, but other majors are also a possibility, such as psychology. Students wishing to pursue a graduate degree in occupational therapy should carefully plan a four-year course of study with their advisor that is based upon programs to which they will apply. Most occupational therapy programs require a BS degree.

Pre-Pharmacology

BI 273	Human Anatomy	4.5
BI 274	Human Physiology	3
BI 274L	Human Physiology Laboratory	1.5
BI 315	General Microbiology	4.5
BI 370	Cell and Molecular Biology	5
CH 212	Organic Chemistry II	4.5
PH 151	Principles of Physics I	4
PH 152	Principles of Physics II	4
CH 302	Biochemistry	5
Additional suggested courses		
MA 164	Calculus I	4
EC 252	Microeconomic Principles	3
EC 251	Macroeconomics Principles	3

Business Administration

The mission of the Business Department at Mount Mercy University is to provide students who major within the Department an educational foundation that will help them to achieve their professional aspirations. This is accomplished through the delivery of a curriculum that is

challenging and grounded in proven theory and that is relevant and applicable to the modern and dynamic business world. Woven throughout the curriculum are the values of integrity and transparency and a sense of responsibility beyond oneself.

The Business Department offers majors in accounting (BC), actuarial science, finance, healthcare administration (HS), marketing (BK), management (BN), human resource management, and business (Accelerated) and minors in accounting, finance, economics (EC), human resources, and business administration (for non-business majors). While offering students the opportunity for specializing in a particular major, the program maintains a broad base that includes exposure to various phases of business and the use of information technology in a business setting.

Upon graduating, Business majors will have the ability to succeed, for example, in: preparing a comprehensive strategic plan; developing a global business perspective; and identifying and interpreting laws affecting labor in the workplace.

The **accounting major** prepares students for professional positions in all areas of accounting. Recent graduates are currently employed as staff accountants in CPA firms, financial and management accountants for corporations, controllers for small to medium-sized businesses, financial analysts, accounting managers for larger businesses, and agents for the Internal Revenue Service. The accounting major at Mount Mercy is designed to give students the necessary course work for preparation for all professional exams including the Certified Public Accountant (CPA) and Certified Management Accountant (CMA) exams. Mount Mercy offers a Master of Business Administration degree and has an articulation agreement with the University of Iowa's Master of Accountancy program providing attractive options for satisfying the 150-hour requirement for CPA certification in the State of Iowa.

Objectives established for students in this major include, among others: organize and process complex financial information; apply knowledge to reach appropriate fact-based decisions; and communicate information effectively and professionally.

The **actuarial science major** prepares students for a career as an actuary. Actuaries evaluate, measure, and manage risk. This career field is in high demand and is expected to grow at a higher than average rate according to the Bureau of Labor Statistics. The coursework required for this major gives students a well rounded background in mathematics and finance. The curriculum is based on the recommended curriculum of the Society of Actuaries and current course offerings within both the math and business departments. This curriculum will help prepare students for successful completion of the first two actuarial exams – the probability exam and the financial mathematics exam.

The **finance major** prepares students to work in any of the major areas of the field of finance. These areas include commercial banking, financial planning, investment analysis, corporate financial analysis, investment banking, etc. Many of these areas are expected to grow in demand for the foreseeable future. The coursework required for this major gives students a well rounded background in business and finance. Students will learn core financial skills and how to apply them. They will also learn to think analytically and solve problems in an uncertain environment.

Upon graduating, Finance majors should be able, for example, to: compute the cost of capital for a company and make capital budgeting

decisions; make financial forecasts and analyze financial statements; and use metrics to value companies and their stocks.

The **healthcare administration major** prepares students for professional administration position in all areas of healthcare and healthcare services. Positions in healthcare facilities could include physician's offices and practices, chiropractic clinics, hospital administration, rehabilitation and long-term care facilities. The demand for healthcare professionals and administrators is expected to grow for the foreseeable future. The coursework required for this major provides the students with a well-rounded background in business with a concentration in health services issues including regulation, law, compliance, informatics, and financial issues. Healthcare administration majors are required to do an internship or practicum experience. A long-term care track is available for those students pursuing a long-term care license.

The **human resource management major** prepares students for professional positions in leadership, as well as those who are interested in a career in the human resources field. The ability to lead and understand an organization's human resources is key to success in today's knowledge based economy. Students will learn to evaluate ethical, social, civic, legal, cultural, and political issues, and how they impact the human resources of an organization. Students will develop effective human resource strategy for innovation in a global environment. Our human resource management major is endorsed by the Society for Human Resource Management (SHRM), based on the guidelines created by the Association to Advance Collegiate Schools of Business (AACSB). Thirteen major content areas prepare students to lead employees in high performance work practices.

Students in this major develop skills and knowledge that enable them, for example, to: identify and interpret laws affecting labor in the workplace; utilize HR metrics to justify employee programs; and demonstrate an understanding of compensation issues.

The **management major** prepares students to lead in a competitive and dynamic business environment. The focus is on developing in students the skills necessary for effective and efficient leadership and management of profit and not-for-profit organizations. The major provides flexibility for students to double major in other business fields including marketing and finance. Minors are also available in economics within the business department and others outside of business. These choices can lead to great career opportunities.

Management majors cultivate specific skills that enable them, for example, to: collaborate with others in analyzing real business cases and developing strategic business plans; correctly identify and employ cognitive motivational theories; and explain the basic management functions in organizations. Management Majors can choose from five Management Tracks: Management, International Management, Operations Management, Sports Management or Sustainability/Corporate Responsibility. Students may elect to pursue the general Management degree, or select one of the specific tracks to focus their coursework. Management majors may also take up to three graduate classes that will count toward both their undergraduate degree and a future graduate degree.

Marketing is the functional area of business that deals with the creation, communication and delivery of value to customers. As a **marketing major** students study the core marketing areas of marketing research, consumer behavior and marketing management. Major elective courses allow students to tailor the program to their

individual interests. Emphasis is placed on developing communication, creative, analytical and problem solving skills, Students use their marketing knowledge and skills in decision making situations with a goal of developing effective solutions. Internships are encouraged.

Career opportunities for students earning a marketing degree include sales, product/service management, retail management, merchandising, marketing research, and promotions/marketing communications.

This degree prepares students, for example, to: think critically by conducting appropriate research to assess marketing problems, identify market needs and evaluate buying behaviors; identify the link between Mount Mercy University's mission and the study of the discipline; and design and implement effective results-producing marketing plans.

Academic Requirements for all Business Department Majors and Minors

- All majors and minors within the Business Department must achieve a minimum cumulative grade point average of 2.25 in major and minor courses taken at Mount Mercy University. A transfer student must achieve a minimum cumulative grade point average of 2.25 in all major and minor courses, including those transferred in as well as those taken at Mount Mercy University.
- All majors within the Business Department must complete a minimum of 12 semester hours of upper level coursework in their major at Mount Mercy University.
- All minors within the Business Department must complete a minimum of 9 semester hours of upper level coursework in their minor at Mount Mercy University.
- All majors within the Business Department may not minor in Business Administration but may minor in any other Business Department minor outside of their major.

Core Requirements for all Business Majors

BA 203	Principles Of Law	3
BA 250	Technology & Communication In Business	3
BA 270	Business Statistics	3
BA 379	Financial Management	3
BA 435	Senior Sem - Business	3
or BA 436	Applied Business Strategy	
BC 265	Principles Of Accounting I	3
BC 266	Principles Of Accounting II	3
BN 204	Principles Of Management	3
BK 208	Principles Of Marketing	3
EC 251	Macroeconomics Principles	3
EC 252	Microeconomic Principles	3
Select one of the following:		3
MA 130	Finite Mathematics	
MA 132	Basic Mathematical Modeling	
MA 139	Pre-Calculus	
MA 142	Mathematics Modeling	
MA 160	Business Calculus	

MA 164	Calculus I (Required for Actuarial Science Majors)	
Total Hours		36

See the Graduate section (<http://catalog.mtmercy.edu/graduateprograms>) of this *Catalog* for more information on Graduate programs offered at Mount Mercy.

Business Administration Minor

BA 203	Principles Of Law	3
BA 250	Technology & Communication In Business	3
BC 202	Accounting: Information for Decisions	4
BK 208	Principles Of Marketing	3
BN 204	Principles Of Management	3
EC 251	Macroeconomics Principles	3
EC 252	Microeconomic Principles	3
Select two of the following:		6
BK 300	Advertising and Creative Campaign Strategies	
BK 310	Consumer Behavior	
BA 305	Employment Law and Labor Relations	
BA 310	Dispute Resolution	
BA 379	Financial Management	
BN 304	Human Resource Management	
BN 340	Management Information Systems	
BN 350	International Management	
BN 380	Organizational Behavior	
BN 384	Strategic Management	
Total Hours		28

This minor is available to non-business majors only.

Career Development

Courses are offered through Mount Mercy's career services office to assist students in identifying interests and skills that will direct them on a career path, and assist them with a successful job search.

Chemistry

The chemistry major aims to deepen students' appreciation for and understanding of the atomic and molecular nature of matter, which informs us about our universe and ourselves to conserve and enhance our world. The chemistry major offers three tracks to the bachelor's degree: a chemistry track, a biochemistry track, and a forensic science track. All programs provide coursework for students that help them develop the intellectual competence and technical skills necessary in their chosen careers.

Career Opportunities

A chemistry degree is excellent preparation for a wide variety of career goals, such as:

- Medicine (MD or DO)
- Dentistry
- Pharmacy
- Veterinary medicine

- Physician's Assistant (PA)
- Graduate school in chemistry or chemical engineering
- Industrial research careers
- Quality Assurance and Control
- Formulations chemistry
- Forensic science/criminal investigations
- Pharmaceutical, biological, chemical, or technical sales or support
- Patent and Intellectual Property Law
- Medical/Clinical laboratory science

See the Graduate section (<http://catalog.mtmercy.edu/graduateprograms>) of this *Catalog* for more information on Graduate programs offered at Mount Mercy.

Major

Chemistry Track

CH 111	General Chemistry I	4.5
CH 112	General Chemistry II	4.5
CH 211	Organic Chemistry I	4.5
CH 212	Organic Chemistry II	4.5
CH 251	Analytical Chemistry	5
CH 302	Biochemistry	5
CH 370	Physical Chemistry	4.5
MA 164	Calculus I	4
PH 151	Principles of Physics I	4
PH 152	Principles of Physics II	4
Choose Two: *		6-9
CH 303	Biochemistry II	
CH 334	Instrumental Analysis	

Total Hours **50.5-53.5**

* More electives will be added at a later date. Check with chemistry advisor for most up-to-date offerings.

Biochemistry Track

CH 111	General Chemistry I	4.5
CH 112	General Chemistry II	4.5
CH 211	Organic Chemistry I	4.5
CH 212	Organic Chemistry II	4.5
CH 251	Analytical Chemistry	5
CH 302	Biochemistry	5
CH 303	Biochemistry II	3
MA 164	Calculus I	4
BI 125	Foundations of Biology & Scientific Inquiry I	3
BI 125L	Biostatistics and Scientific Investigation I	1.5
BI 126	Foundations of Biology & Scientific Inquiry II	4.5
BI 303	Genetics	4.5
Choose One: *		3-5
CH 334	Instrumental Analysis	
CH 370	Physical Chemistry	
BI 315	General Microbiology	

BI 370	Cell and Molecular Biology	
Total Hours		51.5-53.

* More electives will be added at a later date. Check with chemistry advisor for most up-to-date offerings.

Forensic Science Track

CH 111	General Chemistry I	4.5
CH 112	General Chemistry II	4.5
CH 211	Organic Chemistry I	4.5
CH 212	Organic Chemistry II	4.5
CH 251	Analytical Chemistry	5
CH 302	Biochemistry	5
CJ 101	Introduction To Criminal Justice	3
CJ 350	Trial Evidence	3
BI 273	Human Anatomy	4.5

Choose one set: 12.5-13.5

Set A:

BI 125	Foundations of Biology & Scientific Inquiry I
BI 125L	Biostatistics and Scientific Investigation I
BI 126	Foundations of Biology & Scientific Inquiry II
BI 303	Genetics

Set B:

PH 151	Principles of Physics I
PH 152	Principles of Physics II
CH 370	Physical Chemistry

Total Hours 51-52

Academic Requirements

A grade of C or above (C- does not count) in each required course for the major. To count toward the major, required chemistry courses must have been taken within the last five (5) years. Alternatively a student may elect to take standard examinations for specific courses provided by the ACS Division of Chemical Education and pass with a minimum 60% of the total score.

Students planning to pursue teacher education should follow the program guidelines within the Education section (<http://catalog.mtmercy.edu/curriculum/education>) of this *Catalog* and contact an advisor in the education division for assistance.

Minor

(30.5-31.5 hours with a minimum of 27.5 semester hours in chemistry courses):

CH 111	General Chemistry I	4.5
CH 112	General Chemistry II	4.5
CH 211	Organic Chemistry I	4.5
CH 212	Organic Chemistry II	4.5
CH 251	Analytical Chemistry	5
Select one of the following:		4.5
CH 302	Biochemistry	
CH 334	Instrumental Analysis	
Select one of the following:		3
MA 139	Pre-Calculus	

MA 142	Mathematics Modeling	
MA 164	Calculus I	
Total Hours		30.5

Academic Requirements

A grade of C or above (C- does not count) in each required course for the minor. To count toward the minor, required chemistry courses must have been taken within the last five (5) years. Alternatively a student may elect to take standard examinations for specific courses provided by the ACS Division of Chemical Education and pass with a minimum 60% of the total score.

Students planning to pursue teacher education should follow the program guidelines within the Education section (<http://catalog.mtmercy.edu/curriculum/education>) of this *Catalog* and contact an advisor in the education division for assistance.

Communication

Study in the field of communication involves learning how humans employ widely varied media to produce understanding between people (or not). Learning in the field focuses on balancing general, theoretical studies of communication functions with the critical capacity to evaluate real world practice, and adding to this the enhanced ability to perform varied communication skills.

The core of the major emphasizes courses that introduce students to key concepts for communicating in the 21st century. The core courses provide vital foundations for work in the three areas of study, while the major-specific courses enable students to engage in integration, critical reflection, and application of all they have learned.

As the modes of communication are diverse, so too are the careers in the field, and the three majors (Communication, Journalism, and Public Relations) allow students to choose more specialized arenas of study to better prepare them for their chosen careers.

Communication--verbal and media tracks: The Communication major is designed to enhance students' skills and understanding of either verbal or media communication in preparation for any career that heavily emphasizes communication practice. This two-track major gives students the opportunity to choose what form of communication they will emphasize: it includes a verbal track and a media track.

The verbal track includes skills courses in a variety of oral genres, including public speaking and interpersonal communication. In addition, since "verbal" means "with words," the major includes a three-class writing skill set.

The media track emphasizes communication in a variety of media modes, including publication design, web site development, computer video production, and photography.

Objectives for this major include for students to interpret the process of communication and employ communication in real-world practice as they strategically and competently apply verbal or media skills. This major is an excellent second major when packaged with a related field of study in either liberal arts or a professional field.

Career Opportunities

One strength of the three Communication program majors is that they prepare the individual for a wide variety of careers. For example,

students who graduate with a Communication major must choose to complete the verbal track or the media track. Communication majors in the verbal track are prepared for careers that focus on communication practice, ranging from law to ministry, politics, business, and more. Communication majors in the media track are prepared for careers in media aspects of organizations (e.g. desktop publishing, video production, web page design) as well as the design and production of corporate publications (e.g. magazines, newsletters and annual reports).

See a full list of course descriptions on the Courses of Instruction (<http://catalog.mtmercy.edu/coursesofinstruction>) page.

See the Graduate section (<http://catalog.mtmercy.edu/graduateprograms>) of this *Catalog* for more information on Graduate programs offered at Mount Mercy.

Communication: Verbal Track

CO 101	Oral Communication	3
CO 102	Public Speaking	3
CO 111	Introduction to Communication Studies	3
CO 130	Basic Media Grammar for Professional Writing	1
CO 242	Media Theory	3
CO 360	Law, History and Ethics of Mass Media	4
CO 311	Communication Analysis	3
CO 380	Internship in Communication	3
CO 480	Seminar in Communication	3
CO 120	Introduction to Journalism	3
or CO 280	Writing For Public Relations	
EN 123	Professional Writing	4
or EN 203	Creative Writing	
Any one:		3
EN 210	Writing And Analysis Of Literature	
EN 320	Intermediate Creative Writing	
EN 321	Topics In Creative Writing	
Literature course numbered 225-309		
any FS 200-level course		
Any two:		6
CO 250	Effective Group Communication	
BK 305	Professional Selling	
BA 310	Dispute Resolution	
ED 135	Storytelling	
GS 250	Business Etiquette	
SW 245	Basic Helping Skills	
SP 220	Spanish for the Profession	
Total Hours		42

Communication: Media Track

AR 103	Art & Graphic Design Fundamentals	3
AR 106	Photography I	3
AR 120	Visual Technology	3
AR 130	Graphic Design I	3
AR 220	Typography & Design	3
AR 280	Video on the Computer	3
CO 111	Introduction to Communication Studies	3

CO 120	Introduction to Journalism	3
or CO 280	Writing For Public Relations	
CO 130	Basic Media Grammar for Professional Writing	1
CO 242	Media Theory	3
CO 290	News Processing for Journalism and Public Relations	4
CO 311	Communication Analysis	3
CO 360	Law, History and Ethics of Mass Media	4
CO 380	Internship in Communication	3
CO 480	Seminar in Communication	3
CS 103	Introduction To Web Site Development	3
Total Hours		48

NOTE: Students majoring in the Communication Program can pursue an additional major or minor in the Communication Program ONLY if they also earn, at minimum, some other non-communication department minor.

Academic Requirements

A grade of C or above (C- does not count) is required in each of the communication department course requirements.

Communication: Verbal

CO 111	Introduction to Communication Studies	3
CO 130	Basic Media Grammar for Professional Writing	1
CO 311	Communication Analysis	3
Choose Two:		6
CO 102	Public Speaking	
CO 250	Effective Group Communication	
BK 305	Professional Selling	
BA 310	Dispute Resolution	
SP 220	Spanish for the Profession	
Choose One:		3
CO 120	Introduction to Journalism	
CO 280	Writing For Public Relations	
Choose One:		3-4
EN 123	Professional Writing	
EN 203	Creative Writing	
Total Hours		19-20

Communication: Media

CO 111	Introduction to Communication Studies	3
CO 242	Media Theory	3
CO 130	Basic Media Grammar for Professional Writing	1
AR 120	Visual Technology	3
CS 103	Introduction To Web Site Development	3
Choose One:		3
AR 106	Photography I	
AR 220	Typography & Design	
AR 280	Video on the Computer	
Choose One:		3
CO 120	Introduction to Journalism	

CO 280	Writing For Public Relations	
Total Hours		19

Computer Science

Computer Science Major (CS)

The computer science major prepares students to be professional computer programmers and (with the proper area of specialization) to enter graduate school in Computer Science. Students will learn both the theory and practice of the profession, how to work in groups to complete large software projects and appropriate ethical standards. Computer science is a rapidly changing profession and the Mount Mercy computer science program endeavors to teach, model and demonstrate the most modern professional practices. Students with a computer science degree find excellent employment opportunities in almost all industries.

* NOTE: Computer science courses taken seven or more years ago are subject to review by the department before awarding credit for a major or minor in computer science.

Objectives established for students in this major include, among others: use programming languages to explain fundamental computer science concepts; design and analyze algorithms; and understand the process of software engineering (i.e. writing specifications.)

Computer Science Website

For more detailed information about MMU computer science program, visit our website: CS Lab (<http://cslab.mtmercy.edu/cslab/cslab.php>) . This website was created by CS faculty and students. The site contains information about CS faculty, the CS lab facility, examples of projects completed by MMU CS students, and much more.

Student Opportunities

MMU CS students are engaged to participate in STEM events, undergraduate research projects with our faculty, and CS club activities. Opportunities for internships and/or competitions may be available.

Career Opportunities

Graduates of the MMU computer science program find excellent employment in almost all industries. Our students are also successful in continuing on to graduate programs. See the Graduate section (<http://catalog.mtmercy.edu/graduateprograms>) of this *Catalog* for more information on Graduate programs offered at Mount Mercy.

Major

MA 150	Discrete Mathematics	3
CS 105	Fundamentals Of Computer Science	4
CS 106	Data Structures	4
CS 112	Introduction to Object Oriented Programming ¹	3
CS 190	Computer Organization	4
CS 203	Information Ethics	3
CS 235	Systems Programming Concepts	4
CS 389	Algorithm Analysis	3
CS 435	Senior Project: Computer Science	4

Plus one area of specialization	19-26
Total Hours	51-58

¹ NOTE: The student will have a chance to take a challenge test to get credit for CS 112.

Area of specialization

CS electives (2-4 courses) and specialization courses (2-4 courses in a discipline other than CS).

The intent of the "Area of Specialization" is to allow students to create their own programs of study in Computer Science. A traditional computer science program is possible by selecting the Computational Science Specialization. Other programs of study are outlined beginning on the next page, but this list is incomplete. Potential students are encouraged to "think outside the box" as they, with the advice and approval of their Computer Science faculty advisor, create their personal computer science majors at Mount Mercy.

The area of specialization must be declared by the end of the Spring term of your sophomore year (can be changed later).

Sample Areas of Specialization for the Computer Science Major

Computational Science

This specialization is intended for those considering graduate school in computer science and/or double major with mathematics.

CS 302	Programming Languages	4
CS 399	Special Topics in Computer Science	3
MA 164	Calculus I	4
MA 165	Calculus II	4
MA 202	Linear Algebra	4
Total Hours		19

Information Security

Individuals choosing information security are encouraged to complete a mathematics minor.

CS 399	Special Topics in Computer Science (Cryptography)	3
CS 399	Special Topics in Computer Science (Any)	3
MA 164	Calculus I	4
MA 165	Calculus II	4
MA 214	Probability And Statistics	3
CJ 297	Criminal Law	3
Total Hours		20

Web Development

This specialization is for individuals interested in creating websites and/or databases for business.

CS 315	Web Programming	4
CS 388	Database Systems	4
BK 208	Principles Of Marketing	3
AR 120	Visual Technology	3
AR 130	Graphic Design I	3

AR 330	Web and Motion Graphics	3
Total Hours		20

Software Development

This is a more CS intensive version of MIS.

CS 326	Information Systems Analysis	3
CS 388	Database Systems	4
CS 399	Special Topics in Computer Science (Any)	3
BA 250	Technology & Communication In Business	3
BN 204	Principles Of Management	3
BN 377	Project Management	3
Total Hours		19

Embedded Systems

This specialization prepares the student for a career developing embedded software.

CS 399	Special Topics in Computer Science (Embedded Systems)	3
CS 399	Special Topics in Computer Science (Robotics)	3
CS 399	Special Topics in Computer Science (Any)	3
MA 164	Calculus I	4
MA 210	Introduction To Graph Theory	3
PH 151	Principles of Physics I	4
Total Hours		20

Software Engineering

This is the most technical CS area of specialization.

CS 302	Programming Languages	4
CS 399	Special Topics in Computer Science (Any)	3
MA 164	Calculus I	4
MA 165	Calculus II	4
MA 210	Introduction To Graph Theory	3
PH 151	Principles of Physics I	4
PH 152	Principles of Physics II	4
Total Hours		26

Academic Requirements

A grade of C or above (C- does not count) is required in all courses in the major and their prerequisites. A cumulative grade point average (all courses) of 2.00 or higher is required for graduation with a major in Computer Science. CS 101 Using Computers in Research Settings, CS 103 Introduction To Web Site Development and CS 226 Programming in Visual Basic do not count towards major requirements(including area of specialization).

Computer Science Minor

In an era of increasing technology, the MMU computer science minor provides a valuable skill set for almost any major.

MA 150	Discrete Mathematics	3
CS 105	Fundamentals Of Computer Science	4
CS 106	Data Structures	4
CS 112	Introduction to Object Oriented Programming	3

CS 190	Computer Organization	4
CS 235	Systems Programming Concepts	4
Plus two courses in CS above CS 235		6
Total Hours		28

Creative Writing

Creative Writing Minor

EN 203	Creative Writing	3
EN 215	Major English Writers	3
EN 278	American Literature Survey: 1914 to Present	3
EN 320	Intermediate Creative Writing	3
EN 321	Topics In Creative Writing	3

Select one of the following: ¹

EN 101	Writing And History	
EN 106	Writing And The Environment	
EN 107	Writing And Popular Culture	
EN 108	Writing and Issues of Health & Mortality	
EN 111	Writing And Film	
EN 112	Writing And Gender Studies	
EN 114	Writing And Social Issues	
EN 115	Writing And Other Cultures	
EN 116	Writing And Life Stories	
EN 117	Writing And Sports	
EN 118	Writing And Place	

Select one of the following: ²

EN 133	Topics In American Multiculture Literature	
EN 154	Major World Writers	
EN 170	Introduction To Literature	
EN 175	American Drama	
EN 176	American Literature Survey: Colonial to 1914	
EN 178	Major American Writers	
EN 180	Literature and Gender	
EN 190	British Literature and Culture	
EN 195	Irish Literature & Culture	
FS/EN 150	Introduction to Film Adaptation	

Total Hours **22**

¹ Selected course will double count for the Writing Competency.

² Selected course will double count for Literature Domain.

See the Graduate section (<http://catalog.mtmercy.edu/graduateprograms>) of this *Catalog* for more information on Graduate programs offered at Mount Mercy.

Criminal Justice

The criminal justice major is designed to educate students to be critical thinkers, ethical problem solvers, and effective communicators. The program offers a comprehensive study of the criminal justice system, including law enforcement, criminal law and the judiciary, and corrections. Moreover, students will understand how these complex and interrelated systems relate to the total society.

Students graduating from the program pursue diverse paths. Students have advanced to graduate and law schools. Other graduates have pursued careers in law enforcement, judicial administration, corrections, juvenile justice, and private security. Regardless of a student's orientation to the study of criminal justice, the program provides a unique blend of required and elective courses taught by experienced faculty. Students will be provided with a balanced and broad program of study, rooted in the liberal arts and social sciences. In addition, the curriculum offers opportunity for learning about practical applications in criminal justice, particularly through field trips and internships.

Criminal Justice majors are also encouraged to supplement their education with studies in others areas. The major is structured to facilitate a student's ability to pursue a double-major or minor, which allows students to extend their knowledge as well as their flexibility with future career options. Students have pursued additional studies in business, psychology, political science, and social work, for instance. Students interested in forensic work may want to consider a double-major or minor in biology or chemistry. Courses in computer science or accounting may be particularly relevant for students interested in careers combating white-collar crime. The legal studies minor is also available for pre-law students and/or those interested in learning more about the U.S. legal system

The criminal justice major consists of 10 required and 3 elective courses, which provide students with a comprehensive understanding of criminal justice. All majors, including transfers, must complete CJ 299 Criminal Justice Information, Communication and Ethics (with a grade of C- or higher) as a prerequisite for 300 and 400 criminal justice courses.

Upon graduating, Criminal Justice majors should be able, for example, to: integrate and synthesize various content areas of criminal justice; critically analyze ethical dilemmas and make principled choices; and recall and demonstrate knowledge of the scientific approach.

Career Opportunities

Law enforcement, legal and judicial administration, corrections, juvenile justice, private security. See the Graduate section (<http://catalog.mtmercy.edu/graduateprograms>) of this *Catalog* for more information on Graduate programs offered at Mount Mercy.

Major

CJ 101	Introduction To Criminal Justice	3
CJ 154	Criminal Justice Theory	3
CJ 203	Policing	3
CJ 244	Corrections	3
CJ 297	Criminal Law	3
CJ 299	Criminal Justice Information, Communication and Ethics	3
CJ 302	Criminal Justice Research Methods	3
CJ 305	White Collar Crime	3
CJ 365	Diversity and the Criminal Justice System	3
CJ 410	Senior Thesis	3
Select three of the following:		9
CJ 228	Juvenile Justice	
CJ 246	Criminal Investigation	
CJ/HI 340	Crime & Punishment in England 1550-1875	

CJ 350	Trial Evidence	
CJ 355	Criminal Procedure	
CJ 372	Drugs and Crime	
CJ 390	Special Topics in Criminal Justice	
CJ 420	Victims of Crime	
CJ 422	Women and Crime	
CJ 426	Media and Crime	
CJ 428	Internship	
EN 314	Law and Literature	
HI 245	Recent American History	
HI 306	20th Century American History of Race and Gender	
PO 326	Politics and Public Policy	
PO 342	Politics Public Administration	
PO 335	State and Local Government	

Total Hours **39**

Academic Requirements

Transfer students must take a minimum of 15 semester hours in their criminal justice major or minor at Mount Mercy. A grade of C- or better is required for each course in the major and minor. A student may enroll in and complete a maximum of 6 semester hours for CJ 428 Internship, although only 3 semester hours may be counted toward the major. Majors should follow a sequence of completion in order:

CJ 101	Introduction To Criminal Justice	3
CJ 299	Criminal Justice Information, Communication and Ethics	3
CJ 302	Criminal Justice Research Methods	3
CJ 410	Senior Thesis	3

In addition, criminal justice majors and minors must complete CJ 101 Introduction To Criminal Justice before enrolling in other criminal justice courses.

Criminal Justice Minor

CJ 101	Introduction To Criminal Justice	3
CJ 203	Policing	3
CJ 244	Corrections	3
CJ 297	Criminal Law	3
CJ 299	Criminal Justice Information, Communication and Ethics	3
One additional course from the criminal justice major curriculum		3
Total Hours		18

Note: Students must meet semester hour requirements and course prerequisites

The following is the typical sequence of courses required for the major*:

Freshman	Hours Winter	Hours Spring	Hours
Fall			
Portal Course	3 Domain	3 CO 101	3

Writing Competency	4	CJ 154	3
MA 132 or 135	3	Domain	3
CJ 101	3	Domain	3
Domain	3	Elective	3
	16	3	15

Sophomore

Fall	Hours Winter	Hours Spring	Hours
CJ 297	3 CJ 203	3 CJ 244	3
CJ 299	3	Criminal Justice Elective	3
Domain ¹	4	Domain ²	
Domain	3	Domain	3
Elective	3	Elective	3
	16	3	12

Junior

Fall	Hours Winter	Hours Spring	Hours
CJ 302	3 Elective	3 CJ 305	3
CJ 365	3	CJ 428	3
Domain	3	Elective	3
Elective	3	Elective	3
Elective	3		
	15	3	12

Senior

Fall	Hours Winter	Hours Spring	Hours
CJ 410	3 Criminal Justice Elective	3 Elective	3
ME 450	1	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3		
	13	3	12

Total Hours: 123

Note: Elective courses could be used for a second major, a minor, a course of interest, internship or study abroad experience.

¹ Recommend Natural World Domain

² Recommend Philosophy Domain

***Disclaimer**

The course offerings, requirements, and policies of Mount Mercy University are under continual examination and revision. This *Catalog* presents the offerings, requirements, and policies in effect at the time of publication and in no way guarantees that the offerings, requirements, and policies will not change.

This plan of study represents a typical sequence of courses required for this major. It may not be applicable to every student. Students should contact a department faculty member to be sure of appropriate course sequence.

Economics

The curriculum in the economics minor is designed to provide our students with an understanding of the US economics systems of production and distribution with an emphasis on the political and social context of economics.

See the Graduate section (<http://catalog.mtmercy.edu/graduateprograms>) of this *Catalog* for more information on Graduate programs offered at Mount Mercy.

Minor

EC 251	Macroeconomics Principles	3
EC 252	Microeconomic Principles	3
EC 366	Money and Banking ²	3
EC 376	International Economics ¹	3
BA 270	Business Statistics	3
Select two of the following:		6
BA 344	Investments ¹	
BK 321	Market Research ¹	
BN 364	Production & Operations Management	
BN 360	Business & Society ¹	
PO 111	Introduction To American Politics	
PO 112	Globalization and Human Survival	
PO 312	Politics of International Economic Relations	
PO 326	Politics and Public Policy	
PO 353	Politics and Economic Policy in the United States	

Total Hours 21

¹ Can NOT double count these courses for the management, marketing, or business majors or the finance major or minor.

² Cannot double count for management or business majors but does double count for the finance major or minor..

Education

The Mount Mercy Education program prepares reflective teachers and leaders informed by scholarship, grounded in best practice, enriched by caring, and committed to responsive service in the "Mercy Tradition." In order to achieve this mission, Mount Mercy provides for each prospective teacher a program of core curriculum, concentration in a major field of learning, varied field based experiences and a sequence of education courses leading to professional licensure by the State of Iowa. The curriculum for the Education majors, including endorsement areas, is under regulation and accreditation from the Department of Education in Iowa and is subject to change upon changes in regulation made by the State.

The Education major aims to prepare students to: create equitable instructional opportunities; demonstrate knowledge of subject areas; use assessment to monitor student learning and inform their planning and decisions; and display positive dispositional qualities of effective teachers.

Career Opportunities

Graduates may select licensure and specific endorsements authorizing them to teach in a range of programs from preschool through secondary school. Public and parochial schools are the main employers of teacher education graduates. Additional career opportunities include service organizations and day care centers.

An Invitation to Teaching

All students should enroll in ED 106 An Invitation to Teaching, during the first semester or term in which they take education courses. They will obtain a Teacher Education Program (TEP) handbook at this time along with specific information about policies and the Performance Assessment System (PAS). Students will review the handbook, complete certifications necessary for field work, develop an awareness of the dispositional qualities of effective teachers, and an understanding of TEP program and screening requirements.

Field Experiences

Supervised field experiences with children prior to student teaching are an integral component of the Mount Mercy Teacher Education Program. A minimum of four field experiences are required of all students in education. Field experience is done on a regular weekly basis over the course of the term at state-approved public and non-public schools in the metropolitan area with certified teachers. These experiences provide students with opportunities to observe and to implement educational activities with individual pupils, small groups, and large groups under direct supervision of a certified teacher who models professional skills. Our standard practice is to avoid placing students in a school where they are employed, where a relative works, or where their children attend. Pass/Fail grading is used for field experience. Each field experience is associated with a specific course and a passing grade is required of all field experiences. Students are to attend field experiences throughout the entire semester. Field experience expectations are specified within courses and in the *Teacher Education Handbook*.

Field Experience Requirements:

1. Enroll in ED 106 An Invitation to Teaching, as a co-requisite with the first education course taken at Mount Mercy.
2. Successful completion of certification in: blood borne pathogens, mandatory reporting and Virtus training
3. Comply with health and safety guidelines established by the Education Department. (FE Manuals)
4. Sign voluntary disclosure and waiver forms.
5. All field experiences are considered an integral component of the associated core courses and, therefore, successful completion of the course requires students to meet the stated performance criteria for course **and** field work. Students who fail to successfully complete either the course or the associated field are required to **retake both** the course and the field experience (see TEP Handbook).

Students seeking additional field experiences may enroll in ED 417 Field Experience for Education (see catalog course description).

Professional Development School Model

Junior level Education students will have the opportunity to participate in PDS. Traditionally, students in methods classes have attended those classes on campus and then gone into classrooms for their experience

in various districts in the surrounding area. Under this model, students would attend classes and have their experience in the local district building three mornings per week. This provides students with the possibility of more hands on experience as well as further observation of not only the classroom teachers teaching, but their instructors as well.

Transfer Students

A maximum of two field experiences will be considered for transfer to Mount Mercy for credit in the education program. Students who have had the equivalent content of ED 102 Foundations of Education and ED 263 Educating the Exceptional Person but lack the equivalent field experience should enroll in ED 415 Field Experience or ED 416 Field Experience Exceptional Persons respectively.

Correspondence Courses

Correspondence courses are not accepted for required education courses. Correspondence courses may only be applied as elective credits toward the baccalaureate degree.

Life Experience Credit

The Iowa Department of Education will not accept credits awarded for "life experience" for any purpose.

Grade Criteria

Students must have a 2.50 or above GPA to enroll in the following Education core courses:

ED 102	Foundations of Education	3
ED 106	An Invitation to Teaching	1
ED 132	Children's Literature	3
ED 253	Educational Psychology	3
ED 263	Educating the Exceptional Person	3

Endorsement courses may also have prerequisite grade requirements (see course descriptions). A GPA of 2.70 or above is required before starting ED 232 Principles of Early Childhood and Elementary Education or ED 234 Principles of Secondary Education and ED 309 Reading and Language Arts in the Primary Classroom and ED 345 Math Methods for Elementary Teachers I. Endorsement areas may require all courses be completed with a minimum grade of C (2.00). See endorsement details that follow.

Admission to the Teacher Education Program (TEP)

It is the responsibility of the Education faculty to admit to the teacher education program only those students who are academically capable and who have demonstrated a level of performance that indicates the ability to continue successfully in the program.

A Performance Assessment System, fully described in the *Teacher Education Handbook*, helps students monitor their progress in meeting established criteria for each phase of their preparation. Feedback is provided as students complete courses, field experiences, Level I screening and the admission screening process.

A state mandated basic proficiency test (C-BASE) in reading, writing and math is a requirement for admission to the teacher education program. The Department will also accept the PPST or CAAP

proficiency test. See TEP Handbook for passing score requirements. Students must meet the proficiency test (C-BASE) requirements prior to starting ED 232 Principles of Early Childhood and Elementary Education or ED 234 Principles of Secondary Education. Any student seeking an exception must meet with his/her education advisor and the department chair. Details of the testing procedure are provided in the *Teacher Education Handbook*. Test dates and registration materials are available in the Education Office. No section of the test may be taken more than three (3) times. It is the student's responsibility to obtain the necessary services/materials/coursework to remediate low scores on the C-BASE prior to retesting if necessary. The following are some resources which may be of assistance:

1. Private tutor.
2. Busse Library resources.
3. Kirkwood Community College offers some coursework.
4. Retaking a literature, math or writing course.
5. Mount Mercy Academic Center for Excellence.

During the junior level Fall Semester, application forms for the teacher education program are made available to students. Students must be enrolled in either ED 232 Principles of Early Childhood and Elementary Education or ED 234 Principles of Secondary Education. Students who have been denied admission to the teacher education program will not be permitted to enroll in:

ED 166	Art Methods Majors K-8 with reading	2
ED 268	Music Methods Majors K-8 with reading	2
ED 311	Reading and Language Arts in the Intermediate Classroom	3
ED 319	Social Studies Methods for Elementary Teachers	3
ED 322	Secondary General Methods with Reading	2
ED 323	Art Methods Majors 5-12 (with reading)	2
ED 324	Music Methods Music Majors 5-12 (with Reading)	2
ED 325	Methods 5-12 Business (with Reading)	2
ED 326	Methods 5-12 English/LA (with Reading)	2
ED 327	Methods 5-12 Mathematics (with Reading)	2
ED 328	Methods 5-12 Science (with Reading)	2
ED 329	Methods 5-12 Social Science (with Reading)	2
ED 333	Methods 5-12 Journalism	2
ED 346	Math Methods for Elementary Teachers II	3
ED 347	Science Methods for Elementary Teachers	3

The elementary education major grade point average is based on the following courses:

ED 102	Foundations of Education	3
ED 106	An Invitation to Teaching	1
ED 132	Children's Literature	3
ED 164	Health Awareness and PE Methods	3
ED 165	Art Methods K-8 for Classroom Teachers	1.5
ED 232	Principles of Early Childhood and Elementary Education	3
ED 253	Educational Psychology	3
ED 263	Educating the Exceptional Person	3
ED 269	Music Methods K-8 Classroom Teachers	1.5

ED 309	Reading and Language Arts in the Primary Classroom	3
ED 311	Reading and Language Arts in the Intermediate Classroom	3
ED 319	Social Studies Methods for Elementary Teachers	3
ED 345	Math Methods for Elementary Teachers I	3
ED 346	Math Methods for Elementary Teachers II	3
ED 347	Science Methods for Elementary Teachers	3
ED 370	Education Leadership Seminar	2
ED 375	Classroom Management for Education Majors	1
ED 379	Human Relations	3
PS 124	Developmental Psychology	3

(Art and Music majors ED 166 Art Methods Majors K-8 with reading or ED 268 Music Methods Majors K-8 with reading). A 2.70 cumulative GPA is required for entry, continuation and licensure.

The secondary education major grade point average is based on the following courses:

ED 102	Foundations of Education	3
ED 106	An Invitation to Teaching	1
ED 234	Principles of Secondary Education	4
ED 253	Educational Psychology	3
ED 263	Educating the Exceptional Person	3
ED 322	Secondary General Methods with Reading	2
One of the following:		2
ED 323	Art Methods Majors 5-12 (with reading)	
ED 324	Music Methods Music Majors 5-12 (with Reading)	
ED 325	Methods 5-12 Business (with Reading)	
ED 326	Methods 5-12 English/LA (with Reading)	
ED 327	Methods 5-12 Mathematics (with Reading)	
ED 328	Methods 5-12 Science (with Reading)	
ED 329	Methods 5-12 Social Science (with Reading)	
ED 370	Education Leadership Seminar	2
ED 375	Classroom Management for Education Majors	1
ED 379	Human Relations	3
PS 124	Developmental Psychology	3

A 2.70 cumulative GPA is required for entry, continuation and licensure.

The teacher education screening committee reviews each application and notifies the student of the decision by letter.

Acceptance into the program is based on the following:

1. Pass the standardized proficiency test in reading, writing, and math with acceptable scores in each area.
2. At the time of application to the teacher education program students must have a minimum cumulative grade point average of 2.70 and a grade point average of 2.70 in the elementary and/or secondary majors and any other major or endorsement areas.
3. No grades below C (2.00) in any of the following courses:

ED 102	Foundations of Education	3
ED 106	An Invitation to Teaching	1
ED 132	Children's Literature	3

ED 232	Principles of Early Childhood and Elementary Education	3
ED 253	Educational Psychology	3
ED 263	Educating the Exceptional Person	3
PS 124	Developmental Psychology	3
ED 234	Principles of Secondary Education	4

- a. These courses must be completed prior to admission to the teacher education program.
4. Proficiency in composition and speech as evidenced by grades of at least C (2.00) in one core curriculum writing course and CO 101 Oral Communication . Proficiency in speech and writing must be demonstrated in education course work and field experience.
5. Proficiency in mathematics as evidenced by a grade of at least C (2.00) in MA 125 Fundamentals Of Arithmetic & Logic or other college-level mathematics course. This course must be completed prior to junior level methods courses.
6. Proficiency in meeting field experience criteria. (See TEP Handbook)
7. Written recommendations from three full-time Mount Mercy instructors. One recommendation must be from the current ED 232 Principles of Early Childhood and Elementary Education or ED 234 Instructor, and two others as directed on the application form.
8. All students must take either ED 232 Principles of Early Childhood and Elementary Education or ED 234 Principles of Secondary Education at Mount Mercy. These courses include an associated semester long field experience . The course and Field Experience must be successfully completed.
9. Demonstration of TEP performance criteria for knowledge, skills, and dispositions associated with professionalism in teaching. This includes satisfactory demonstration of the core performances designated for required courses in the program. Students shall document competency by submitting core assignments in Live Text. All core performance assignments are scored in the Live Text TEP assessment database. The criteria used for field experience evaluations are located in the field experience section of the TEP Handbook. Students receiving a score below 2.00 on a core performance are expected to initiate and receive instructor approval of a plan for demonstrating satisfactory performance by an agreed upon date, not later than the next applicable TEP screening process. Grades for the initial core performance will not be changed, but demonstration of satisfactory remediation will be noted in the Student Assessment Record.
10. The Teacher Education Program (TEP) Screening Committee reviews each candidate to consider his/her potential for successful program completion. A grade of C (2.00) or above in an education course is not the sole indicator of success in the class. A student may receive a C or above in one or more courses while needing to remediate numerous core assignments. A pattern of low core performance scores, repeated course enrollments, remediated/unremediated core assignments, and/or numerous conditional ratings on the faculty recommendation form may result in denial by the TEP Screening Committee.
11. Students need to provide pupils with a positive and safe learning environment. They must be able to meet the demands of teaching in a classroom. Frequent absences from the classroom and/or a student's inability to meet responsibilities to pupils and the cooperating teacher may delay or prevent admission to the program.

12. Students receiving a C- or below in any subject area methods course (ED 232 Principles of Early Childhood and Elementary Education or ED 234 Principles of Secondary Education, ED 309 Reading and Language Arts in the Primary Classroom, ED 345 Math Methods for Elementary Teachers I) may not continue into spring methods courses.

Student Progress Review Form

An instructor may request to meet with a student to discuss specific areas of concern in one or more of the Education Program goal areas. The form is used to develop student awareness of goal areas and develop a plan for strengthening student performance. A student's willingness to work with faculty on targeting goals, planning for improvement, and demonstrating progress may be an important step towards successful program completion. Student Progress forms are kept on file. It is the student's responsibility to follow the plan and set future meetings with the instructor.

Screening Process for the Teacher Education Program

A screening committee may approve or deny entrance into the teacher education program and student teaching, or the screening committee may recommend that a student withdraw his/her application and resubmit at a later date. Letters of acceptance or denial are sent to each applicant following the screening meeting. The screening committee includes full-time education faculty and two additional Mount Mercy faculty. Any student who is initially screened into the program but does not complete methods block or who has chosen to go at a slower pace and therefore does not complete methods block must apply to continue in the program the fall prior to continuation in methods.

Admission to Student Teaching

During the Spring Semester of the junior year, application forms are made available to students. The student is given the opportunity to state a preference of schools (public or non-public), grade and/or subjects. Placements are monitored to insure a range of field experience (grade levels, urban, rural...).

Acceptance for student teaching is based on the same requirements as for admission to the teacher education program including a minimum cumulative grade point average of 2.70 and a 2.70 in both the elementary and/or secondary majors and other major or endorsement areas at the time of application for permission to student teach. A minimum of a C (2.00) must be obtained in all methods courses and all endorsement area courses. Core performance expectations, outlined in number nine and ten above, must continue to be met. Secondary students must complete or be near completion of courses in their original endorsement areas prior to student teaching.

If a student's cumulative or endorsement GPA drops below 2.70 at the end of the spring methods semester the student has the following options: change majors, return and retake the course(s) the following spring to raise the GPA, or select the nonlicensure option. NOTE: if the GPA falls below 2.50 students will need to select another major.

Student Teaching

Student teaching is done only in state-approved public and non-public schools in the area with certified teachers. The education program is carefully sequenced to ensure student teaching during the fall

semester. Placements are based on student request, school/teacher availability, faculty judgment and supervisory responsibilities. Students are required to attend student teacher orientation in the spring prior to student teaching. Student teaching commences with fall in-service activities at the assigned school and both the cooperating teacher and student teacher workshop at Mount Mercy. Therefore, the student teaching calendar may differ from the Mount Mercy calendar. (A pass-fail grade is assigned for student teaching and a letter grade is assigned for ED 370 Education Leadership Seminar, ED 375 Classroom Management for Education Majors and ME 450 Mercy Experience Capstone).

Continuation in the Teacher Education Program

The Education Department reserves the right of retaining only those students who in the judgment of the faculty continue to demonstrate the standards expected of prospective members of the teaching profession.

Appeal

A student who is not accepted into the education program or to student teaching may appeal in accordance with the Academic/Administrative Grievance Procedure (See the Mount Mercy Grievance Policy in the *Good Book*). A student who is denied admission to the teacher education program has one additional opportunity to resubmit an application. This must occur within one year of the denial. Students who withdraw their application may resubmit at a later date.

Licensure

Two state mandated tests must be completed and passed with the minimum cut score required by the Iowa Department of Education in order for teacher candidates to be recommended for licensure. The Praxis II tests for specific content must be completed as well as a Principles of Learning and Teaching Test. There are several forms of these tests, so candidates should consult their advisor to ensure they are completing the appropriate tests for their major and endorsement areas. Upon successful completion of student teaching and all graduation requirements (including earning a minimum of 123.0 total semester hours), the University Certification Official recommends candidates to the State of Iowa for licensure. Applications for Licensure by the Iowa Department of Education are typically completed during ED 370 Education Leadership Seminar. A baccalaureate degree and completion of the sequence of professional education courses are not guarantees of recommendation for licensure. The student must be approved by the Education faculty, which will recommend only those who have maintained the scholastic standards required for admission to student teaching, successfully completed all student teaching requirements, and consistently have manifested a professional demeanor. Prior to initial licensure the state requires fingerprinting, criminal background checks, and passage of a state required pre-licensure exams. Students who fail Student Teaching but have met all other requirements for graduation can receive their degree, with permission of the Education Department, but cannot be recommended for licensure.

Students who are recommended by Mount Mercy may then apply to the Iowa Department of Education for licensure with the endorsements for which they are prepared; the initial license is valid for a two-year period, the substitute license is valid for a five-year period.

Mount Mercy offers programs to prepare students for the following original endorsements:

- Early Childhood (Iowa License #106)
- Elementary Education (K-6)
- Secondary Education (7-12) (specific content area)
- Elementary Art (K-8)
- Secondary Art (5-12)
- Elementary Music (K-8)
- Secondary Music (5-12)

Iowa state licensure requires courses that are already prescribed in the general core curriculum with the requirements including a college-level mathematics course, a natural science course, a history course, and a teacher education course in human relations to meet Iowa licensure requirements. Elementary majors must complete two science courses (a biological and a physical science).

If students plan to teach in a state other than Iowa, they are responsible for planning a program to meet the requirements in that state.

Non-Licensure Option

Non-licensure options are available for students who choose or are recommended by the screening committee or education faculty to select an alternative to state licensure. Students pursuing this path may receive their degree in Education but will not be recommended for an Iowa teaching licensure. Completion of program requirements/courses is required, with the exception of ED 370 Education Leadership Seminar and ED 375 Classroom Management for Education Majors, for an Education degree without licensure.

Students who choose the Non-licensure Option, withdraw from, or who fail student teaching may apply for subsequent permission to student teach under certain conditions. They must submit to the Education Department Chair written evidence of specific steps taken to improve in all major areas identified as interfering with prior performance, along with the outcomes of those steps. Evidence of improvement may be required in other than written form. The application will be considered by the Teacher Education Program Screening Committee which will also verify that all current requirements have been met. Due to the complexity of making substantial improvements in the performance areas that must be satisfactorily demonstrated, there is a one-year waiting period from the conclusion of their first student teaching/internship semester before a new application can be submitted.

Iowa Scholar Opportunity

The Education Department is required to identify the top 25% of each graduating class for the Iowa College Student Aid Commission. The Education Department has established procedures to identify these students including major and cumulative GPA, faculty letters of recommendation completed during the screening process, and senior portfolio presentation scores. Identified graduates teaching in Iowa in specified shortage areas would be eligible, pending funding, for the opportunity to receive a scholarship during their first year of teaching by applying through the schools in which they teach. Applications are provided by school districts during their first year.

*Note: a list of the current shortage areas can be found on the Iowa Department of Education website.

Paraeducator Certificate

Students in the Education department who have either chosen or have been advised the nonlicensure route in order to complete their degree may pursue the paraeducator certificate during the remainder of their tenure with us. This certificate has been approved by the Department of Education in Iowa and allows those who receive it additional benefits as they pursue positions as paraeducators. These benefits include higher salary as compared to those who do not have the certificate. The certificate is offered through the Iowa Department of Education and not as a part of the Mount Mercy University degree programs.

Post Baccalaureate

Individuals with a current Iowa teaching license who enroll at Mount Mercy to obtain additional endorsements must complete a minimum of one-third or 9 semester hours of the required course work in the desired endorsement at Mount Mercy. Students whose endorsement requires student teaching must complete applications for admission to the teacher education program and student teaching. Licensed individuals may need to complete only 8 weeks of student teaching in the new endorsement area.

Students with a prior bachelor's degree need to check their personal status in relation to second degree, second major, or other special status. Completion of a second degree (which minimally requires an additional thirty hours in teacher education beyond the original baccalaureate degree) entitles the student to participate in graduation. Note: the ME 450 Mercy Experience Capstone course is not required. Refer to the appropriate Catalog sections for further information on post-baccalaureate status.

PREP Program

PREP is a reduced tuition program designed for licensed teachers seeking additional endorsements or re-certification credit. PREP students are eligible for reduced tuition fees at the per credit rate currently approved for PREP Program. Teachers may apply for admittance into the program through the Mount Mercy Admissions office. Individuals participating in the PREP Program are not eligible for other forms of financial assistance from Mount Mercy. PREP students may be eligible for federal financial aid and should contact the Student Financial Services Office with questions. All endorsement areas require a minimum 2.70 grade point average for recommendation for licensure. Teachers seeking to add endorsements in reading or special education may want to consider applying to the Master of Arts in Education (<http://catalog.mtmercy.edu/graduateprograms/curriculum/ma-education>) program.

Title II Public Disclosure Requirements

1. Program Enrollment 2012-2013: 133
2. Student Teachers in 2012-2013: 40
3. 13 supervisory faculty for student teaching (10 full-time and 4 part-time)
4. Student to faculty ratio: 3 to 1
5. 40+ hours per week of student teaching for 16 weeks

The Mount Mercy Teacher Preparation Program is accredited by the State of Iowa and is in good standing.

See the Graduate section (<http://catalog.mtmercy.edu/graduateprograms>) of this *Catalog* for more information on Graduate programs offered at Mount Mercy.

The Education major aims to prepare students, among others, to: create equitable instructional opportunities; demonstrate knowledge of the subject areas for which they will be responsible as teachers; and use assessment to monitor student learning and inform their planning and decisions.

An alternative possible major for early childhood licensure is Elementary Education with one of two early childhood endorsements. This option allows for K-6 teaching rather than K-3 teaching under the Early Childhood major.

Major

(State of Iowa Teaching Endorsement #106)

ED 102	Foundations of Education	3
ED 106	An Invitation to Teaching	1
ED 117	Instructional Programs and Methods in Early Childhood Education (or ECE 103 at Kirkwood Community College)	3
ED 132	Children's Literature	3
ED 143	Child and Family Nutrition (or ECE 133 at Kirkwood Community College)	3
ED 164	Health Awareness and PE Methods	3
ED 165	Art Methods K-8 for Classroom Teachers	1.5
ED 232	Principles of Early Childhood and Elementary Education	3
ED 237	Language Development and Learning Experiences for Young Children	3
ED 253	Educational Psychology	3
ED 263	Educating the Exceptional Person	3
ED 269	Music Methods K-8 Classroom Teachers	1.5
ED 270	Care & Education of Infants & Toddlers (or ECE 221 at Kirkwood Community College)	3
ED 272	Creative Experiences for Young Children	4
ED 306	Learning Environments for Young Children	3
ED 309	Reading and Language Arts in the Primary Classroom	3
ED 319	Social Studies Methods for Elementary Teachers	3
ED 345	Math Methods for Elementary Teachers I	3
ED 332	Parent-School Relationships	3
ED 347	Science Methods for Elementary Teachers	3
ED 370	Education Leadership Seminar	2
ED 371	Special Education Foundations	3
or ED 210	English Language Learner: Reading/Writing Tutor	
ED 379	Human Relations	3
PS 124	Developmental Psychology	3
ED 352	Student Teaching in the Elementary School	6
or ED 359	Student Teaching in Kindergarten	
ED 363	Student Teaching in Pre-Kindergarten	6
Kirkwood Community College Courses		
ECE 170	KCC: Child Growth and Development	3
ECE 243	KCC: Early Childhood Guidance	3

ECE 290	KCC: ECE Program Administration	3
Total Hours		88

All courses in the major must be completed with a minimum grade of C (2.00). Students accepted for student teaching and recommended for licensure must meet all TEP standards and maintain a minimum cumulative GPA of 2.70.

Mount Mercy accepts a maximum of 75 semester hours from Kirkwood Community College for all Kirkwood transfers planning to pursue the Early Childhood Education major.

The Education major aims to prepare students, among others, to: create equitable instructional opportunities; demonstrate knowledge of the subject areas for which they will be responsible as teachers; and use assessment to monitor student learning and inform their planning and decisions.

Major

(State of Iowa Teaching Endorsement #102)

ED 102	Foundations of Education	3
ED 106	An Invitation to Teaching	1
ED 132	Children's Literature	3
ED 164	Health Awareness and PE Methods	3
ED 165	Art Methods K-8 for Classroom Teachers	1.5
ED 232	Principles of Early Childhood and Elementary Education	3
ED 253	Educational Psychology	3
ED 263	Educating the Exceptional Person	3
ED 269	Music Methods K-8 Classroom Teachers	1.5
ED 309	Reading and Language Arts in the Primary Classroom	3
ED 311	Reading and Language Arts in the Intermediate Classroom	3
ED 319	Social Studies Methods for Elementary Teachers	3
ED 345	Math Methods for Elementary Teachers I	3
ED 346	Math Methods for Elementary Teachers II	3
ED 347	Science Methods for Elementary Teachers	3
ED 352	Student Teaching in the Elementary School	6
or ED 353	Student Teaching in the Elementary School	
ED 370	Education Leadership Seminar	2
ED 375	Classroom Management for Education Majors	1
or ED 350	Classroom Management: Behavior Strategies	
ED 379	Human Relations	3
PS 124	Developmental Psychology	3
Total Hours		56

Each elementary education major must select an Iowa approved endorsement from the following list. Students also may select an institutional minor. Minor requirements are listed under the specific department requirements. All students receive a BS in Elementary Education.

Elementary Education Endorsements:

Art (K-8)

Early Childhood Education: Teacher – Prekindergarten-Kindergarten

Early Childhood Education: Teacher – Prekindergarten through Grade 3 including Special Education

English – Language Arts (K-8)

English as a Second Language (K-12)

Instructional Strategist I (K-8) (special education)*

Instructional Strategist II (K-12 BD and LD) (special education)**

Mathematics (K-8)

Middle School (5-8)

Music (K-8)

Reading (K-8)

Science – Basic (K-8)

Social Science – History (K-8)

Social Science – Social Studies (K-8)

*Instructional Strategist I (K-8)

Endorsement:

This endorsement is for students wishing to teach students with mild/moderate disabilities. This endorsement requires one eight-week student teaching placement in a special education classroom and one eight-week placement in a regular education classroom. Students must maintain a minimum 2.70 GPA in this endorsement. Courses in this endorsement must be completed with a minimum grade of C (2.00).

**Instructional Strategist II (K-12 BD and LD) Endorsement:

This endorsement is for students wishing to teach students with moderate to severe behavior disorders to include Autism/Asperger's as well as Learning Disabilities. The endorsement requires one eight-week student teaching placement in a special education classroom at level of endorsement (elementary or secondary), one eight-week placement in regular education and one four-week placement at the alternative level of endorsement. Students must maintain a minimum 2.70 GPA in this endorsement. Courses in this endorsement must be completed with a minimum grade of C (2.00).

Early Childhood Endorsements:

These endorsements are options for individuals seeking an Elementary Education (K-6) license

Teacher – Prekindergarten-Kindergarten (endorsement #103)

Teacher – Prekindergarten Through Grade 3 Including Special Education (endorsement #100)

The endorsements require one eight-week student teaching placement in a kindergarten (ED 359 Student Teaching in Kindergarten) or primary (grades 1-3) (ED 352 Student Teaching in the Elementary School) classroom, and one student teaching placement in a prekindergarten (ED 363 Student Teaching in Pre-Kindergarten). Students must maintain a minimum 2.70 GPA in these endorsements. Courses in these endorsements must be completed with a minimum grade of C (2.00).

Endorsement Requirements

English - Languages Arts Endorsement (K-8) End. #119: 28-29 semester hours

One course selected from core curriculum writing courses	3	
ED 132	Children's Literature	3

ED 309	Reading and Language Arts in the Primary Classroom	3
ED 311	Reading and Language Arts in the Intermediate Classroom	3
CO 101	Oral Communication	3
ED 135	Storytelling	3
Select one of the following:		3
ED 237	Language Development and Learning Experiences for Young Children	3
EN 125	Introduction To Language	3
Select one of the following:		3
EN 133	Topics In American Multiculture Literature	3
EN 175	American Drama	3
EN 176	American Literature Survey: Colonial to 1914	3
EN 123	Professional Writing	4
or EN 203	Creative Writing	
EN 278	American Literature Survey: 1914 to Present	3
Total Hours		46

Students must maintain a minimum 2.70 GPA in the endorsement. Courses in this endorsement must be completed with a minimum grade of C (2.00).

English as a Second Language (K-12) End. #104: 30 semester hours

EN 122	Grammar for Teaching English as a Second Language	3
SP 205	Linguistics & Second Language Acquisition	3
ED 307	Language, Culture, & Schooling	3
ED 308	Assessment in Teaching English as a Second Language	3
ED 316	ESL Methods for Teaching Academic Content	3
ED 317	ESL Reading & Language Arts Methods & Practicum	3
ED 352	Student Teaching in the Elementary School	6
ED 354	Student Teaching in the Secondary School	6
Total Hours		30

Students must maintain a minimum 2.70 GPA in the endorsement. Courses in this endorsement must be completed with a minimum grade of C (2.00).

Instructional Strategist I (K-8) End. #260: 36 semester hours

ED 237	Language Development and Learning Experiences for Young Children	3
ED 263	Educating the Exceptional Person	3
ED 313	Prescriptive Reading Instruction	4
ED 350	Classroom Management: Behavior Strategies	2
ED 371	Special Education Foundations	3
ED 376	Methods for Instructional Strategist I K-8	3
ED 380	Characteristics of Learners with Mild/Moderate Disabilities	3
ED 385	Tests, Measures, and Assessment	3
ED 352	Student Teaching in the Elementary School	6

ED 361	Student Teaching - Instructional Strategist I K-8	6
Total Hours		36

Students must maintain a minimum 2.70 GPA in the endorsement. Courses in this endorsement must be completed with a minimum grade of C (2.00).

Instructional Strategist II (K-12) End. #263 41 semester hours

ED 237	Language Development and Learning Experiences for Young Children	3
ED 263	Educating the Exceptional Person	3
ED 313	Prescriptive Reading Instruction	4
ED 350	Classroom Management: Behavior Strategies	2
ED 371	Special Education Foundations	3
ED 378	Transition	2
ED 382	Methods for Instructional Strategist II K-12	3
ED 383	Methods for Teaching LD & BD Students	3
ED 385	Tests, Measures, and Assessment	3
ED 352	Student Teaching in the Elementary School	6
ED 368	Student Teaching - Instructional Strategist II K-8	6
ED 392	Student Teaching - Instructional Strategist II 5-12	3
Total Hours		41

Students must maintain a minimum 2.70 GPA in the endorsement. Courses in this endorsement must be completed with a minimum grade of C (2.00).

Mathematics Endorsement (K-8) End. #142: 24-25 semester hours

MA 125	Fundamentals Of Arithmetic & Logic	3
MA 130	Finite Mathematics	3
MA 135	Basic Statistics	3
MA 145	History of Mathematics for Elementary Education	3
MA 150	Discrete Mathematics	3
CS 103	Introduction To Web Site Development	3
MA 132	Basic Mathematical Modeling	3
or MA 142	Mathematics Modeling	
MA 139	Pre-Calculus	4
or MA 164	Calculus I	
ED 345	Math Methods for Elementary Teachers I	3
ED 346	Math Methods for Elementary Teachers II	3
Total Hours		31

Students must maintain a minimum 2.70 GPA in the endorsement. Courses in this endorsement must be completed with a minimum grade of C (2.00).

Middle School Endorsement (5-8) End. #182: 36-37.5 semester hours

PS 214	Psychology of the Middle School Student	3
ED 311	Reading and Language Arts in the Intermediate Classroom	3
ED 315	Middle School Methods	3

Completion of work in two content areas consisting of 15 semester hours from one content area and 12 semester hours from a second

Total Hours 36

Students must maintain a minimum 2.70 GPA in the endorsement. Content areas include:

Middle School Language Arts (5-8)

CO 102	Public Speaking	3
EN 125	Introduction To Language	3
EN 203	Creative Writing	3
ED 305	Adolescent Literature	3
Select one of the following:		3
EN 133	Topics In American Multiculture Literature	3
EN 175	American Drama	3
EN 176	American Literature Survey: Colonial to 1914	3
EN 278	American Literature Survey: 1914 to Present	3

Total Hours 27

Middle School Mathematics (5-8)

MA 135	Basic Statistics	
MA 132	Basic Mathematical Modeling	
Select one of the following:		3
MA 125	Fundamentals Of Arithmetic & Logic	
MA 139	Pre-Calculus	
MA 142	Mathematics Modeling	
MA 150	Discrete Mathematics	

Total Hours 3

Middle School Science (5-8)

PH 115	Introduction To Earth Science	4
BI 125	Foundations of Biology & Scientific Inquiry I	3
BI 125L	Biostatistics and Scientific Investigation I	1.5
PH 114	Natural Science-Physical	4
Select one of the following:		3
PH 151	Principles of Physics I	4
CH 111	General Chemistry I	4.5

Total Hours 24.5

Middle School Social Studies (5-8)

PO 111	Introduction To American Politics	
Select two of the following:		6
HI 114	History of Early America	
HI 115	History Of Modern America	
HI 215	The American Nation, 1789-1877	

Choose from the following to meet credit requirements:

HI 120	Origins Of The Western Tradition	
HI 130	Emergence Of The West, 800-1648	
HI 140	History Of Western World Since 1648	
HI 213	Recent China In Global Economy	
HI 230	Modern East Asia	
HI 265	Latin American History	

Plus social studies elective as needed to fulfill credit hours requirements, and HI 100 if history courses not taken at Mount Mercy

Total Hours 6

Reading Endorsement (K-8) End. #148: 29 semester hours

ED 132	Children's Literature	3
ED 210	English Language Learner: Reading/Writing Tutor	3
or ME 120	Immigrants and Literacy: In Pursuit of the American Dream	
ED 237	Language Development and Learning Experiences for Young Children	3
ED 309	Reading and Language Arts in the Primary Classroom	3
ED 311	Reading and Language Arts in the Intermediate Classroom	3
ED 313	Prescriptive Reading Instruction	4
ED 314	Diagnostic Reading	3
One course from core curriculum writing courses:		3
CO 101	Oral Communication	3

Total Hours 28

Students must maintain a minimum 2.70 GPA in the endorsement. Courses in this endorsement must be completed with a minimum grade of C (2.00).

Science - Basic Endorsement (K-8) End. #150: 35-36.5 semester hours

BI 125	Foundations of Biology & Scientific Inquiry I	3
BI 125L	Biostatistics and Scientific Investigation I	1.5
BI 126	Foundations of Biology & Scientific Inquiry II	4.5
BI 127	Foundations of Biology & Scientific Inquiry III	4.5
CH 111	General Chemistry I	4.5
ED 347	Science Methods for Elementary Teachers	3
PH 114	Natural Science-Physical	4
PH 115	Introduction To Earth Science	4
Select one of the following and associated labs:		3
BI 274	Human Physiology	3
CH 112	General Chemistry II	4.5
PH 151	Principles of Physics I	4
Earth/Space Science		3

Total Hours 46.5

Students must maintain a minimum 2.70 GPA in the endorsement.

Social Science - History Endorsement (K-8) End. #162: 27 semester hours

HI 140	History Of Western World Since 1648	
ED 319	Social Studies Methods for Elementary Teachers	
Select one of the following:		3
HI 115	History Of Modern America	
HI 120	Origins Of The Western Tradition	

HI 130	Emergence Of The West, 800-1648	
Select three of the following:		9
HI 114	History of Early America	
HI 205	Colonial And Revolutionary America	
HI 215	The American Nation, 1789-1877	
HI 225	History Of Iowa	
HI 245	Recent American History	
Select three of the following:		9
HI 213	Recent China In Global Economy	
HI 230	Modern East Asia	
HI 250	Medieval Europe	
HI 260	Early Modern Europe 1450-1789	
HI 265	Latin American History	
HI 270	Nineteenth Century Europe	
HI 280	Twentieth Century Europe	
HI 380	Imperial Russia and the Soviet Era	
Total Hours		21

Students must maintain a minimum 2.70 GPA in the endorsement. Courses in this endorsement must be completed with a minimum grade of C (2.00).

Social Science - Social Studies Endorsement (K-8) End. #164: 27 semester hours

ED 319 Social Studies Methods for Elementary Teachers
 Plus 24 semester hours of work from at least three of the following areas: 24

History		
HI 114	History of Early America	
HI 115	History Of Modern America	
HI 130	Emergence Of The West, 800-1648	
HI 140	History Of Western World Since 1648	
HI 205	Colonial And Revolutionary America	
HI 215	The American Nation, 1789-1877	
HI 225	History Of Iowa	
HI 265	Latin American History	
American Government (political science)		
PO 111	Introduction To American Politics	
PO 201	The Presidency	
PO 202	Congress	
PO 203	The U.S. Supreme Court and the American Judiciary	
PO 205	History of American Political Thought	
PO 311	American Foreign Policy	
Sociology		
SO 122	Introduction To Sociology	
SO 176	Criminology	
SO 183	Introduction to Cultural Anthropology	
SO 202	Marriage and Family	
SO 251	Sociological Theories	
Economics		
EC 230	Humanistic Economics	

EC 251	Macroeconomics Principles	
EC 252	Microeconomic Principles	
Psychology		
PS 101	Introductory Psychology	
PS 205	Psychology Of Adjustment	
PS 214	Psychology of the Middle School Student	
or PS 215	Adolescent Psychology	
PS 221	Social Psychology	
PS 286	Biological Psychology	
PS 385	Cognitive Neuroscience	

Total Hours 24

Students must maintain a minimum 2.70 GPA in the endorsement. Courses in this endorsement must be completed with a minimum grade of C (2.00).

Teacher - Prekindergarten-Kindergarten End. #103: 31 semester hours

ED 117	Instructional Programs and Methods in Early Childhood Education	3
ED 143	Child and Family Nutrition	3
ED 237	Language Development and Learning Experiences for Young Children	3
ED 272	Creative Experiences for Young Children	4
ED 306	Learning Environments for Young Children	3
ED 332	Parent-School Relationships	3
ED 359	Student Teaching in Kindergarten	6
or ED 352	Student Teaching in the Elementary School	
ED 363	Student Teaching in Pre-Kindergarten	6
Total Hours		31

Students must complete all requirements for an Elementary Teaching License. One kindergarten field experience must be completed in association with a core course. Students must maintain a minimum 2.70 GPA in the endorsement. Courses in this endorsement must be completed with a minimum grade of C (2.00).

Teacher - Prekindergarten through Grade 3 including Special Education End. #100: 31 semester hours

ED 117	Instructional Programs and Methods in Early Childhood Education	3
ED 143	Child and Family Nutrition	3
ED 237	Language Development and Learning Experiences for Young Children	3
ED 270	Care & Education of Infants & Toddlers	3
ED 272	Creative Experiences for Young Children	4
ED 306	Learning Environments for Young Children	3
ED 332	Parent-School Relationships	3
ED 363	Student Teaching in Pre-Kindergarten	6
ED 371	Special Education Foundations	3
ED 376	Methods for Instructional Strategist I K-8	3
Choose 1 of the following:		6
ED 352	Student Teaching in the Elementary School	

ED 359	Student Teaching in Kindergarten	
Total Hours		40

CPR/First Aid certification required for licensure. Students must maintain a minimum 2.70 GPA in the endorsement. Courses in this endorsement must be completed with a minimum grade of C (2.00).

Original Endorsement in Art (K-8) End. #113: 31 semester hours

AR 102	Drawing I	3
AR 103	Art & Graphic Design Fundamentals	3
AR 141	Painting I	3
AR 151	Printmaking I	3
AR 171	Sculpture I	3
AR 202	Drawing II	3
AR 212	Art History 1	3
AR 213	Art History II	3
AR 410	Senior Thesis Preparation	1
AR 415	Senior Thesis & Exhibit	3
Select one of the following:		3
AR 106	Photography I	
AR 161	Ceramics I	
AR 181	Fiber Arts	
Plus the following Education Courses:		
ED 102	Foundations of Education	
ED 106	An Invitation to Teaching	
ED 166	Art Methods Majors K-8 with reading	
ED 232	Principles of Early Childhood and Elementary Education	
ED 253	Educational Psychology	
ED 263	Educating the Exceptional Person	
ED 370	Education Leadership Seminar	
ED 375	Classroom Management for Education Majors	
ED 379	Human Relations	
PS 124	Developmental Psychology	
Select one of the following:		3
ED 364	Student Teaching - Art K-8	
ED 351 & ED 356	Student Teaching - Art K-8 and Student Teaching - Art 5-12	
Total Hours		34

Students must maintain a minimum 2.70 GPA in the endorsement. Courses in this endorsement must be completed with a minimum grade of C (2.00).

Original Endorsement in Music (K-8) End. #144: 38-44 semester hours

MU 100	Seminar	0
MU 101	Music Theory I	4
MU 102	Music Theory II	4
MU 107	Instrumental Music Methods	2
MU 202	Music Theory III	3
MU 203	Music Theory IV	3
MU 251	Conducting	3

MU 257	Vocal Techniques	3
or MU 315	Piano Literature And Pedagogy	
or MU 322	Counterpoint	
MU 324	Form and Analysis	3
MU 332	Music History	3
MU 333	Music History	3
Plus ensemble and applied music every semester enrolled except when student teaching (6-12 semester hours)		
Plus the following Education Courses:		
ED 102	Foundations of Education	3
ED 106	An Invitation to Teaching	1
ED 232	Principles of Early Childhood and Elementary Education	3
ED 253	Educational Psychology	3
ED 263	Educating the Exceptional Person	3
ED 268	Music Methods Majors K-8 with reading	2
ED 366	Student Teaching in Music K-8	12
ED 370	Education Leadership Seminar	2
ED 375	Classroom Management for Education Majors	1
ED 379	Human Relations	3
PS 124	Developmental Psychology	3
Select one of the following:		3
ED 366	Student Teaching in Music K-8	
ED 357 & ED 358	Student Teaching - Music K-8 and Student Teaching - Music 5-12	

Total Hours **70**

Students must maintain a minimum 2.70 GPA in the endorsement. Courses in this endorsement must be completed with a minimum grade of C (2.00).

Early Childhood Minor: 25 semester hours

*Insufficient hours for licensure/endorsement

ED 117	Instructional Programs and Methods in Early Childhood Education	3
ED 143	Child and Family Nutrition	3
ED 237	Language Development and Learning Experiences for Young Children	3
ED 272	Creative Experiences for Young Children	4
ED 306	Learning Environments for Young Children	3
ED 332	Parent-School Relationships	3
PS 124	Developmental Psychology	3
ED 270	Care & Education of Infants & Toddlers	3

Total Hours **25**

Special Education Minor (K-8): 19-21 semester hours

*Insufficient hours for licensure/endorsement

ED 263	Educating the Exceptional Person	3
ED 350	Classroom Management: Behavior Strategies	2
ED 371	Special Education Foundations	3
ED 385	Tests, Measures, and Assessment	3
Select two of the following:		6

ED 313	Prescriptive Reading Instruction	
ED 380	Characteristics of Learners with Mild/Moderate Disabilities	
ED 383	Methods for Teaching LD & BD Students	
Total Hours		17

English as a Second Language Minor (K-12): 18 semester hours

***Insufficient hours for licensure/endorsement**

EN 122	Grammar for Teaching English as a Second Language	3
SP 205	Linguistics & Second Language Acquisition	3
ED 307	Language, Culture, & Schooling	3
ED 308	Assessment in Teaching English as a Second Language	3
ED 316	ESL Methods for Teaching Academic Content	3
ED 317	ESL Reading & Language Arts Methods & Practicum	3
Total Hours		18

Each secondary teacher must have an original endorsement of at least 30 semester hours in an academic field. The original endorsement is listed as major for degree and transcript purposes as specified below. In addition, the student must complete the secondary education major. A second teaching endorsement (minor area) is not required but highly recommended. Students must maintain a minimum 2.70 GPA in the original endorsements, the second teaching endorsements (minor areas) and in the Secondary Education Major.

Major

ED 102	Foundations of Education	3
ED 106	An Invitation to Teaching	1
ED 234	Principles of Secondary Education	4
ED 253	Educational Psychology	3
ED 263	Educating the Exceptional Person	3
ED 322	Secondary General Methods with Reading	2
Select one of the following:		2
ED 323	Art Methods Majors 5-12 (with reading)	
ED 324	Music Methods Music Majors 5-12 (with Reading)	
ED 325	Methods 5-12 Business (with Reading)	
ED 326	Methods 5-12 English/LA (with Reading)	
ED 327	Methods 5-12 Mathematics (with Reading)	
ED 328	Methods 5-12 Science (with Reading)	
ED 329	Methods 5-12 Social Science (with Reading)	
ED 354	Student Teaching in the Secondary School	6
or ED 355	Student Teaching in the Secondary School	
ED 370	Education Leadership Seminar	2
ED 375	Classroom Management for Education Majors	1
ED 379	Human Relations	3
PS 124	Developmental Psychology	3
Total Hours		33

Original endorsements (5-12):

- Art – Education
- Business – All
- English – Language Arts
- History
- Mathematics – Education
- Music – Education
- Science – Biological
- Social Science – All
- Social Science – American Government
- Social Science – American History
- Social Science – Psychology
- Social Science – Sociology
- Social Science – World History

Original Endorsement in Art (5-12) End. #114: 31 semester hours

AR 102	Drawing I	3
AR 103	Art & Graphic Design Fundamentals	3
AR 141	Painting I	3
AR 151	Printmaking I	3
AR 171	Sculpture I	3
AR 202	Drawing II	3
AR 212	Art History 1	3
AR 213	Art History II	3
AR 410	Senior Thesis Preparation	1
AR 415	Senior Thesis & Exhibit	3
Select one of the following:		3
AR 106	Photography I	
AR 120	Visual Technology	
AR 161	Ceramics I	
Plus the major in secondary education including ED 322 and ED 323 (reading included)		
Total Hours		31

The student will receive a Bachelor of Arts degree with majors in Art-Education and Secondary Education.

Original Endorsement in Business - All (5-12) End. #1171: 36 semester hours

BC 265	Principles Of Accounting I	3
BC 266	Principles Of Accounting II	3
BA 203	Principles Of Law	3
BA 250	Technology & Communication In Business	3
BA 300	Entrepreneurship	3
BA 379	Financial Management	3
BN 340	Management Information Systems	3
BN 204	Principles Of Management	3
EC 251	Macroeconomics Principles	3
EC 252	Microeconomic Principles	3
BK 208	Principles Of Marketing	3
Select one of the following:		3
BK 300	Advertising and Creative Campaign Strategies	
BK 301	Product, Brand and Category Management	

BK 305	Professional Selling	
BK 310	Consumer Behavior	
BK 311	International Marketing	
BK 331	Retail Management	

Plus the major in secondary education, including ED 322 and ED 325 (reading included)

Total Hours 36

The student will receive a Bachelor of Business Administration with majors in Business-Education and Secondary Education.

Original Endorsement in English - Language Arts (5-12) End. #120: 40 semester hours

ED 305	Adolescent Literature	3
EN 125	Introduction To Language	3
EN 203	Creative Writing	3
EN 210	Writing And Analysis Of Literature	4
EN 215	Major English Writers	3
EN 234	Shakespeare	3
EN 278	American Literature Survey: 1914 to Present	3
EN 303	Topics In American Literature	3
EN 325	Seminar: Independent Research	3

Select three of the following: 9

EN 225	Chaucer And The Middle Ages	
EN 236	Milton and the 17th Century	
EN 243	18th-Century Literature	
EN 254	The English Romantic Age	
EN 265	The Victorian Age	
EN 300	Topics in Literature	
EN 309	British Modernism	

Plus the major in secondary education including ED 322 and ED 326 (reading included)

Must also select a course from the core curriculum writing courses; SD 111 or SD 112.

Total Hours 37

The student will receive a Bachelor of Arts degree with majors in English-Language Arts and Secondary Education.

Original Endorsement in Mathematics (5-12) End. #143: 36 semester hours

MA 150	Discrete Mathematics	3
MA 164	Calculus I	4
MA 165	Calculus II	4
MA 166	Calculus III	3
MA 202	Linear Algebra	4
MA 214	Probability And Statistics	3
MA 323	Foundations Of Modern Geometry	3
MA 364	Modern Algebra	3
MA 380	History Of Mathematics	3
Electives in mathematics		3
Electives in computer programming		3

Plus the major in secondary education, including ED 327 (reading included)

Total Hours 36

The student will receive a Bachelor of Science degree with majors in Mathematics-Education and Secondary Education.

Original Endorsement in Music (5-12) End. #145: 38-44 semester hours

MU 100	Seminar	0
MU 101	Music Theory I	4
MU 102	Music Theory II	4
MU 107	Instrumental Music Methods	2
MU 202	Music Theory III	3
MU 203	Music Theory IV	3
MU 251	Conducting	3
MU 257	Vocal Techniques	3
or MU 315	Piano Literature And Pedagogy	
or MU 322	Counterpoint	
MU 324	Form and Analysis	3
MU 332	Music History	3
MU 333	Music History	3

Ensemble and applied music every semester enrolled except when student teaching

Plus the Education Courses:

ED 102	Foundations of Education	3
ED 106	An Invitation to Teaching	1
ED 234	Principles of Secondary Education	4
ED 253	Educational Psychology	3
ED 263	Educating the Exceptional Person	3
ED 324	Music Methods Music Majors 5-12 (with Reading)	2
ED 367	Student Teaching in Music 5-12	12
ED 370	Education Leadership Seminar	2
ED 375	Classroom Management for Education Majors	1
ED 379	Human Relations	3
PS 124	Developmental Psychology	3

Total Hours 68

The student will receive a Bachelor of Arts degree with majors in Music-Education and Secondary Education.

Original Endorsement in Science - Biological (5-12) End. #151: 34.5-36 semester hours

BI 125	Foundations of Biology & Scientific Inquiry I	3
BI 125L	Biostatistics and Scientific Investigation I	1.5
BI 126	Foundations of Biology & Scientific Inquiry II	4.5
BI 127	Foundations of Biology & Scientific Inquiry III	4.5
BI 303	Genetics	4.5
BI 310	Ecology	4.5
CH 111	General Chemistry I	4.5
CH 112	General Chemistry II	4.5

Select one of the following: 3

BI 225	Global Environmental Issues	
BI 242	Iowa Natural History	
BI 274	Human Physiology	
BI 315	General Microbiology	
CH 211	Organic Chemistry I	
Plus the major in secondary education, including ED 328 (reading included)		
BI 305 and a statistics course are also recommended		
Total Hours		34.5

The student will receive a Bachelor of Science degree with majors in Biology-Education and Secondary Education.

Original Endorsement in Social Sciences – All Social Sciences (5-12) End. # 186: 51 semester hours

Complete the following requirements: 9 semester hours in World History, 9 semester hours in American History, 9 semester hours in Government, 6 semester hours in Sociology, 6 semester hours in Psychology, other than educational psychology, 6 semester hours in Geography, 6 semester hours in Economics (see catalog pg. 93 for lists of courses). The student will receive a Bachelor of Science degree with majors in Secondary Education and Social Science-Education.

Original Endorsement in Social Sciences – Combining three (3) Social Science Areas (5-12): 45-49 semester hours

Choose three (3) of the social science areas below. For students choosing History, both American and World History must be completed. With the major in secondary education including ED 329 (<http://catalog.mtmercy.edu/curriculum/education>) Methods 5-12 Social Science (with Reading). The student will be eligible for Iowa Licensure in the three (3) areas completed. The student will receive a Bachelor of Science degree with majors in Secondary Education and Social Science-Education.

Social Sciences - American History: 15 semester hours

HI 115	History Of Modern America	3
HI 215	The American Nation, 1789-1877	3
HI 400	Seminar In Historical Research	3
Select two of the following:		6
HI 205	Colonial And Revolutionary America	
HI 225	History Of Iowa	
HI 245	Recent American History	
HI 278	History Of US Environmentalism	3
HI 285	US And The Vietnam War	
HI 306	20th Century American History of Race and Gender	
Total Hours		18

Social Sciences - World History: 15 semester hours

HI 140	History Of Western World Since 1648	3
Select two of the following:		6

HI 250	Medieval Europe	
HI 260	Early Modern Europe 1450-1789	
HI 270	Nineteenth Century Europe	
HI 280	Twentieth Century Europe	
Select two of the following:		6
HI 120	Origins Of The Western Tradition	
HI 130	Emergence Of The West, 800-1648	
HI 213	Recent China In Global Economy	
HI 230	Modern East Asia	
HI 265	Latin American History	
HI 380	Imperial Russia and the Soviet Era	
Total Hours		15

Social Sciences - American Government: 15 semester hours

PO 111	Introduction To American Politics	3
Select four of the following:		12
PO 201	The Presidency	
PO 202	Congress	
PO 203	The U.S. Supreme Court and the American Judiciary	
PO 204	Political Parties, Voters and Elections	
PO 205	History of American Political Thought	
PO 301	Constitutional Law I: Structure of Government	3
PO 302	Constitutional Law II: Civil Rights and Liberties	3
PO 311	American Foreign Policy	
PO 314	Contemporary Political Ideologies	3
PO 326	Politics and Public Policy	
PO 335	State and Local Government	
PO 342	Politics Public Administration	
PO 353	Politics and Economic Policy in the United States	
PO 445	Independent Study	
Total Hours		24

Social Sciences - Psychology: 19 semester hours

PS 101	Introductory Psychology	3
PS 325	Statistics For Behavioral Sciences	4
Select three of the following:		9
PS 205	Psychology Of Adjustment	
PS 221	Social Psychology	
PS 286	Biological Psychology	
PS 306	Abnormal Psychology	
PS 319	Classic Theories of Personality	
PS 371	Introduction To Counseling	
PS 385	Cognitive Neuroscience	
Select one of the following:		3
PS 214	Psychology of the Middle School Student	
PS 215	Adolescent Psychology	
Total Hours		19

Social Sciences - Sociology: 15 semester hours

SO 122	Introduction To Sociology	3
SO 235	Social Inequalities	3
SO 251	Sociological Theories	3
Select two of the following:		6
SO 155	Social Problems	
SO 176	Criminology	
SO 202	Marriage and Family	
SO 320	Sociology of Work	
SO 330	Global Race Relations	
Total Hours		15

Social Sciences - Economics: 15 semester hours

EC 251	Macroeconomics Principles	3
EC 252	Microeconomic Principles	3
Select three of the following:		9
EC 230	Humanistic Economics	
EC 366	Money and Banking	
EC 376	International Economics	
EC 445	Independent Study	
PO 312	Politics of International Economic Relations	
Total Hours		15

Original Endorsement in Social Science - American History (5-12) End. #158: 33 semester hours

18 semester hours in American history:

HI 115	History Of Modern America	3
HI 215	The American Nation, 1789-1877	3
HI 400	Seminar In Historical Research	3
Select three of the following:		9
HI 205	Colonial And Revolutionary America	
HI 225	History Of Iowa	
HI 245	Recent American History	
HI 278	History Of US Environmentalism	
HI 285	US And The Vietnam War	
HI 306	20th Century American History of Race and Gender	

Plus 15 semester hours in World History:

HI 140	History Of Western World Since 1648	3
Select two of the following:		6
HI 250	Medieval Europe	
HI 260	Early Modern Europe 1450-1789	
HI 270	Nineteenth Century Europe	
HI 280	Twentieth Century Europe	
Select two of the following:		6
HI 120	Origins Of The Western Tradition	
HI 130	Emergence Of The West, 800-1648	
HI 213	Recent China In Global Economy	
HI 230	Modern East Asia	
HI 265	Latin American History	

HI 380 Imperial Russia and the Soviet Era

Plus the major in secondary education, including ED 329 (reading included)

Total Hours **33**

At least seven history courses must be numbered 100 or above. Also qualifies for World History endorsement. The student will receive a Bachelor of Arts degree with majors in History and Secondary Education.

Original Endorsement in Social Science - Psychology (5-12) End. #163: 34 semester hours

PS 101	Introductory Psychology	3
PS 325	Statistics For Behavioral Sciences	4
Select three of the following:		9
PS 205	Psychology Of Adjustment	
PS 221	Social Psychology	
PS 286	Biological Psychology	
PS 306	Abnormal Psychology	
PS 319	Classic Theories of Personality	
PS 371	Introduction To Counseling	
PS 385	Cognitive Neuroscience	
PS 214	Psychology of the Middle School Student	3
or PS 215	Adolescent Psychology	
SO 122	Introduction To Sociology	3
SO 235	Social Inequalities	3
SO 251	Sociological Theories	3
Select two of the following:		6
SO 155	Social Problems	
SO 176	Criminology	
SO 202	Marriage and Family	
SO 320	Sociology of Work	
SO 330	Global Race Relations	

Plus the major in secondary education, including ED 329 (reading included)

Total Hours **34**

The student will receive a Bachelor of Science degree with majors in Social Science-Psychology and Secondary Education.

Original Endorsement in Social Science - Sociology (5-12) End. #165: 30 semester hours

SO 122	Introduction To Sociology	3
SO 235	Social Inequalities	3
SO 251	Sociological Theories	3
Select two of the following:		6
SO 155	Social Problems	
SO 176	Criminology	
SO 202	Marriage and Family	
SO 320	Sociology of Work	
SO 330	Global Race Relations	

Plus 15 semester hours selected from one of the following content areas: 15

- American Government
- Economics
- Psychology

Plus the major in secondary education, including ED 329 (reading included)

Total Hours 30

The student will receive a Bachelor of Arts degree with majors in Social Science-Sociology and Secondary Education.

Original Endorsement in Social Science - World History (5-12) End. #166: 33 semester hours

HI 140	History Of Western World Since 1648	3
HI 400	Seminar In Historical Research	3
Select two of the following:		6
HI 250	Medieval Europe	
HI 260	Early Modern Europe 1450-1789	
HI 270	Nineteenth Century Europe	
HI 280	Twentieth Century Europe	
Select two of the following:		6
HI 120	Origins Of The Western Tradition	
HI 130	Emergence Of The West, 800-1648	
HI 213	Recent China In Global Economy	
HI 230	Modern East Asia	
HI 265	Latin American History	
HI 380	Imperial Russia and the Soviet Era	
HI 115	History Of Modern America	3
HI 215	The American Nation, 1789-1877	3
Select three of the following:		9
HI 205	Colonial And Revolutionary America	
HI 225	History Of Iowa	
HI 245	Recent American History	
HI 278	History Of US Environmentalism	
HI 285	US And The Vietnam War	
HI 306	20th Century American History of Race and Gender	

Plus the major in secondary education, including ED 329 (reading included)

Total Hours 33

The student will receive a Bachelor of Arts degree with majors in History and Secondary Education.

Secondary Education Minor Endorsements (5-12)

Mount Mercy offers the following minor endorsement areas for 5-12; these differ from original endorsements in that they must accompany an original endorsement:

- English – Language Arts
- Instructional Strategist I (5-12)

(Special Education - must be paired with a subject area endorsement)

Instructional Strategist II (K-12 BD and LD)

(Special Education - must be paired with a subject area endorsement)

Journalism

Mathematics

Middle School (5-8)(must be paired with a subject area endorsement)

Science – Chemistry

Science – General Science

Science – Physical Science

Social Science – American Government

Social Science – American History

Social Science – Economics

Social Science – Psychology

Social Science – Sociology

Social Science – World History

Endorsement in English - Language Arts (5-12) (second teaching area) End. #120: 28 semester hours

EN 125	Introduction To Language	3
EN 176	American Literature Survey: Colonial to 1914	3
EN 178	Major American Writers	3
EN 203	Creative Writing	3
EN 210	Writing And Analysis Of Literature	4
EN 215	Major English Writers	3
EN 278	American Literature Survey: 1914 to Present	3
ED 305	Adolescent Literature	3
Select two of the following:		6
EN 225	Chaucer And The Middle Ages	
EN 234	Shakespeare	
EN 236	Milton and the 17th Century	
EN 243	18th-Century Literature	
EN 254	The English Romantic Age	
EN 265	The Victorian Age	
EN 300	Topics in Literature	
EN 309	British Modernism	
CO 101	Oral Communication	3
ED 326	Methods 5-12 English/LA (with Reading)	2

Total Hours 36

Instructional Strategist I (5-12) End. #261: 33 semester hours

ED 263	Educating the Exceptional Person	3
ED 350	Classroom Management: Behavior Strategies	2
ED 371	Special Education Foundations	3
ED 377	Methods for Instructional Strategist I 5-12	3
ED 378	Transition	2
ED 380	Characteristics of Learners with Mild/Moderate Disabilities	3
ED 385	Tests, Measures, and Assessment	3
ED 354	Student Teaching in the Secondary School	6

ED 362	Student Teaching - Instructional Strategist I 5-12	6
Total Hours		31

All coursework in this endorsement must be completed with a grade of C (2.00) or above. This endorsement must be paired with a subject area endorsement.

Instructional Strategist II (K-12) End. #264: 46 semester hours

ED 237	Language Development and Learning Experiences for Young Children	3
ED 263	Educating the Exceptional Person	3
ED 313	Prescriptive Reading Instruction	4
ED 350	Classroom Management: Behavior Strategies	2
ED 371	Special Education Foundations	3
ED 378	Transition	2
ED 382	Methods for Instructional Strategist II K-12	3
ED 383	Methods for Teaching LD & BD Students	3
ED 385	Tests, Measures, and Assessment	3
ED 354	Student Teaching in the Secondary School	6
ED 369	Student Teaching - Instructional Strategist II 5-12	6
ED 391	Student Teaching - Instructional Strategist II K-8	3
Total Hours		41

All coursework in this endorsement must be completed with a grade of C (2.00) or above. This endorsement must be paired with a subject area endorsement.

Endorsement in Journalism (5-12) (second teaching area) End. #141: 15 semester hours

CO 120	Introduction to Journalism	3
CO 281	Newspaper Reporting	3
CO 290	News Processing for Journalism and Public Relations	4
CO 372	Communication Practicum	1
AR 130	Graphic Design I	3
Methods course		3
Also recommended (but not required) to take:		
AR 106	Photography I	
CO 140	Introduction to Mass Media in the United States	
Total Hours		17

Endorsement in Mathematics (5-12) (second teaching area) End. #143: 24 semester hours

MA 150	Discrete Mathematics	3
MA 164	Calculus I	4
MA 165	Calculus II	4
MA 202	Linear Algebra	4
MA 214	Probability And Statistics	3
MA 323	Foundations Of Modern Geometry	3

CS 103	Introduction To Web Site Development	3
Total Hours		24

Endorsement in Middle School (5-8) End. #182: 36-37.5 semester hours

PS 214 Psychology of the Middle School Student, ED 311 Reading and Language Arts in the Intermediate Classroom, ED 315 Middle School Methods and work in two content areas consisting of 15 semester hours from one content area and 12 semester hours from a second. Students must maintain a minimum 2.70 GPA in the endorsement. Content areas include:

Middle School Language Arts (5-8)

CO 102	Public Speaking	3
EN 125	Introduction To Language	3
EN 203	Creative Writing	3
ED 305	Adolescent Literature	3
Select one of the following:		3
EN 133	Topics In American Multiculture Literature	
EN 175	American Drama	
EN 176	American Literature Survey: Colonial to 1914	
EN 278	American Literature Survey: 1914 to Present	3
Total Hours		18

Middle School Mathematics (5-8)

MA 135	Basic Statistics	3
MA 132	Basic Mathematical Modeling	3
Select one of the following:		3
MA 125	Fundamentals Of Arithmetic & Logic	
MA 139	Pre-Calculus	
MA 142	Mathematics Modeling	
MA 150	Discrete Mathematics	
Total Hours		9

Middle School Science (5-8)

PH 115	Introduction To Earth Science	4
BI 125	Foundations of Biology & Scientific Inquiry I	3
BI 125L	Biostatistics and Scientific Investigation I	1.5
PH 114	Natural Science-Physical	4
CH 111	General Chemistry I	4.5
Total Hours		17

Middle School Social Studies (5-8)

PO 111	Introduction To American Politics	3
Select two of the following:		6
HI 114	History of Early America	
HI 115	History Of Modern America	
HI 215	The American Nation, 1789-1877	
Select two of the following:		6
HI 120	Origins Of The Western Tradition	
HI 130	Emergence Of The West, 800-1648	
HI 140	History Of Western World Since 1648	
HI 213	Recent China In Global Economy	

HI 230	Modern East Asia	
HI 265	Latin American History	
Plus social studies elective as needed to fulfill credit hour requirements		
HI 100	Basic Geographic Principles	
Total Hours		15

Endorsement in Science - Chemistry (5-12) (second teaching area) End. #152: 24-25.5 semester hours

CH 111	General Chemistry I	4.5
CH 112	General Chemistry II	4.5
CH 203	Nutritional Biochemistry	3
CH 211	Organic Chemistry I	4.5
CH 212	Organic Chemistry II	4.5
CH 207	Inorganic Qualitative Analysis	3
Total Hours		24

Endorsement in Science - General Science (5-12) (second teaching area) End. #154: 27 semester hours

CH 111	General Chemistry I	4.5
CH 112	General Chemistry II	4.5
BI 125	Foundations of Biology & Scientific Inquiry I	3
BI 125L	Biostatistics and Scientific Investigation I	1.5
BI 126	Foundations of Biology & Scientific Inquiry II	4.5
or BI 127	Foundations of Biology & Scientific Inquiry III	
Total Hours		18

One course in analytical chemistry is strongly recommended.

Endorsement in Science - Physical Science (5-12) (second teaching area) End. #155: 24-25.5 semester hours

PH 115	Introduction To Earth Science	4
PH 151	Principles of Physics I	4
CH 111	General Chemistry I	4.5
CH 112	General Chemistry II	4.5
One elective course in Astronomy, Physical Science (Not PH 114) or Chemistry		
Total Hours		20.5

Students are recommended (not required) to take a course in Astronomy.

Endorsement in Social Science - American Government (5-12) (second teaching area) End. #157: 24 semester hours

PO 111	Introduction To American Politics	3
Select seven of the following:		
PO 201	The Presidency	21
PO 202	Congress	

PO 203	The U.S. Supreme Court and the American Judiciary	
PO 204	Political Parties, Voters and Elections	
PO 205	History of American Political Thought	
PO 311	American Foreign Policy	
PO 314	Contemporary Political Ideologies	
PO 326	Politics and Public Policy	
PO 335	State and Local Government	
PO 342	Politics Public Administration	
PO 353	Politics and Economic Policy in the United States	
PO 445	Independent Study	
Total Hours		24

Endorsement in Social Science - American History (5-12) (second teaching area) End. #158: 24 semester hours

HI 115	History Of Modern America	3
HI 215	The American Nation, 1789-1877	3
Select six of the following:		
HI 205	Colonial And Revolutionary America	18
HI 225	History Of Iowa	
HI 245	Recent American History	
HI 285	US And The Vietnam War	
HI 400	Seminar In Historical Research	
HI 306	20th Century American History of Race and Gender	
HI 445	History Independent Study	
Total Hours		24

Endorsement in Social Science - Economics (5-12) (second teaching area) End. #160: 30 semester hours

EC 251	Macroeconomics Principles	3
EC 252	Microeconomic Principles	3
Select three of the following:		
EC 230	Humanistic Economics	9
EC 366	Money and Banking	
EC 376	International Economics	
EC 445	Independent Study	
PO 312	Politics of International Economic Relations	
PO 353	Politics and Economic Policy in the United States	
Plus 15 semester hours in American government, Sociology or Business		
Total Hours		30

Endorsement in Social Science - Psychology (5-12) (second teaching area) End. #163: 25 semester hours

PS 101	Introductory Psychology	3
PS 325	Statistics For Behavioral Sciences	4
Select five of the following:		
PS 205	Psychology Of Adjustment	15

PS 221	Social Psychology	
PS 286	Biological Psychology	
PS 306	Abnormal Psychology	
PS 319	Classic Theories of Personality	
PS 371	Introduction To Counseling	
PS 385	Cognitive Neuroscience	
Select one of the following:		3
PS 214	Psychology of the Middle School Student	
PS 215	Adolescent Psychology	
Total Hours		25

Endorsement in Social Science - Sociology (5-12) (second teaching area) End. #164: 24 semester hours

SO 122	Introduction To Sociology	3
SO 155	Social Problems	3
SO 235	Social Inequalities	3
SO 251	Sociological Theories	3
SO 330	Global Race Relations	3
Select three of the following:		9
SO 176	Criminology	
SO 202	Marriage and Family	
SO 285	Islam And Politics	
SO 290	Urban Sociology	
SO 320	Sociology of Work	
Total Hours		24

Endorsement in Social Science - World History (5-12) (second teaching area) End. #166: 24 semester hours

HI 140	History Of Western World Since 1648	3
HI 120	Origins Of The Western Tradition	3
or HI 130	Emergence Of The West, 800-1648	
Select six of the following:		18
HI 213	Recent China In Global Economy	
HI 230	Modern East Asia	
HI 250	Medieval Europe	
HI 260	Early Modern Europe 1450-1789	
HI 265	Latin American History	
HI 270	Nineteenth Century Europe	
HI 280	Twentieth Century Europe	
HI 380	Imperial Russia and the Soviet Era	
HI 445	History Independent Study	
Total Hours		24

Special Education Minor (5-12): 18 semester hours

*Insufficient hours for licensure/endorsement

ED 263	Educating the Exceptional Person	3
ED 350	Classroom Management: Behavior Strategies	2
ED 371	Special Education Foundations	3

ED 378	Transition	2
ED 385	Tests, Measures, and Assessment	3
Select one of the following:		3
ED 380	Characteristics of Learners with Mild/Moderate Disabilities	
ED 383	Methods for Teaching LD & BD Students	
Total Hours		16

English

An English major and minor, and minors in creative writing and writing are offered.

The core curriculum courses in English introduce students to the basics of writing clearly and concisely and to an appreciation and understanding of literature.

Other courses emphasize 1) the study of literature by major British, American, and world writers; 2) the research and writing process; and 3) the student's own creative use of language.

English majors explore a range of literary genres and periods; they grapple with the complexities of literary texts; they hone their abilities to write, speak, think, and research; and they prepare portfolios for use in job interviews and/or graduate school applications.

The writing classes EN 101 to EN 118 fulfill the competency requirement in writing. Each course concentrates on the student's own writing but uses a different thematic content as a basis for the reading, writing, and research assignments. All courses use a workshop format, require several individual conferences with the instructor, and require the same number and scope of assignments. Students are advised to take one of these courses as early in their studies as possible because the courses stress writing and research skills needed for other competency courses. Students also may take these courses as electives.

Career Opportunities

English majors find employment in many professional areas, including education, business, publishing, communications, and government. They also continue their education in graduate and professional schools, majoring in English, journalism, creative writing, education, law, or other related studies.

Admission to the English Major or Minor

The student wishing to major or minor in English must have a cumulative grade point average of at least 2.00 and no grades below C- in any required English course.

See the Graduate section (<http://catalog.mtmercy.edu/graduateprograms>) of this *Catalog* for more information on Graduate programs offered at Mount Mercy.

Major

Select one of the following:		1	4
EN 101	Writing And History		
EN 106	Writing And The Environment		
EN 107	Writing And Popular Culture		
EN 108	Writing and Issues of Health & Mortality		

EN 111	Writing And Film	
EN 112	Writing And Gender Studies	
EN 114	Writing And Social Issues	
EN 115	Writing And Other Cultures	
EN 116	Writing And Life Stories	
EN 117	Writing And Sports	
EN 118	Writing And Place	
Select one of the following:		3-4
EN 123	Professional Writing	
BA 250	Technology & Communication In Business	
CO 120	Introduction to Journalism	
CO 280	Writing For Public Relations	
EN 176	American Literature Survey: Colonial to 1914 ²	3
EN 203	Creative Writing	3
EN 210	Writing And Analysis Of Literature (before the senior year)	4
EN 215	Major English Writers (before the senior year)	3
EN 234	Shakespeare	3
EN 278	American Literature Survey: 1914 to Present	3
EN 303	Topics In American Literature	3
EN 325	Seminar: Independent Research	3
Select three of the following:		9
EN 225	Chaucer And The Middle Ages	
EN 236	Milton and the 17th Century	
EN 243	18th-Century Literature	
EN 254	The English Romantic Age	
EN 265	The Victorian Age	
EN 300	Topics in Literature	
EN 305	Anglophone Literature	
EN 309	British Modernism	
EN 310	Contemporary British Literature	
EN 314	Law and Literature	
Select one of the following internships:		3
EN 424	Internship	
ED 354	Student Teaching in the Secondary School	
ED 355	Student Teaching in the Secondary School	
A three-credit internship in another discipline		

Total Hours 44-45

Students who cannot complete an internship will take EN 445 Independent Study with a focus on career preparation.

Students planning to pursue teacher education should follow the program guidelines within the education section of this *Catalog* and contact an advisor in the education department for assistance.

- 1 The course selected will double count as the Writing Competency.
- 2 This course double counts for the Literature Domain.

English Minor

Select one of the following: ¹		4
EN 101	Writing And History	
EN 106	Writing And The Environment	
EN 107	Writing And Popular Culture	

EN 108	Writing and Issues of Health & Mortality	
EN 111	Writing And Film	
EN 112	Writing And Gender Studies	
EN 114	Writing And Social Issues	
EN 115	Writing And Other Cultures	
EN 116	Writing And Life Stories	
EN 117	Writing And Sports	
EN 118	Writing And Place	
EN 278	American Literature Survey: 1914 to Present	3
EN 203	Creative Writing	3
EN 210	Writing And Analysis Of Literature	4
EN 215	Major English Writers	3
Select one of the following: ²		3
EN 133	Topics In American Multiculture Literature	
EN 154	Major World Writers	
EN 170	Introduction To Literature	
EN 175	American Drama	
EN 176	American Literature Survey: Colonial to 1914	
EN 178	Major American Writers	
EN 180	Literature and Gender	
EN 190	British Literature and Culture	
EN 195	Irish Literature & Culture	
FS/EN 150	Introduction to Film Adaptation	
Select one of the following:		3
EN 225	Chaucer And The Middle Ages	
EN 234	Shakespeare	
EN 236	Milton and the 17th Century	
EN 243	18th-Century Literature	
EN 254	The English Romantic Age	
EN 265	The Victorian Age	
EN 300	Topics in Literature	
EN 305	Anglophone Literature	
EN 309	British Modernism	
EN 310	Contemporary British Literature	
EN 314	Law and Literature	

Total Hours 23

The following is the typical sequence of courses required for the major*:

Freshman			
Fall	Hours Spring	Hours	
Writing Competency	4 EN 176	3	
<hr/>		<hr/>	
		4 3	
Sophomore			
Fall	Hours Spring	Hours	
EN 203	3 EN 215	3	
EN 210	4 EN 278	3	
		Elective (CO 120, CO 280, BA 250 or EN 123)	3-4
<hr/>		<hr/>	
		7 9-10	

Junior		
Fall	Hours Spring	Hours
EN 234	3 British Literature Elective (200 or higher)	3
British Literature Elective (200 or higher)	3 EN 424	3
6		6

Senior		
Fall	Hours Spring	Hours
EN 303	3 EN 325	3
British Literature Elective (200 or higher)	3 ME 450	1
6		4

Total Hours: 45-46

Note: Travel course EN 190 British Literature and Culture or EN 195 Irish Literature & Culture is recommended during January-term sophomore year.

*Disclaimer

The course offerings, requirements, and policies of Mount Mercy University are under continual examination and revision. This *Catalog* presents the offerings, requirements, and policies in effect at the time of publication and in no way guarantees that the offerings, requirements, and policies will not change.

This plan of study represents a typical sequence of courses required for this major. It may not be applicable to every student. Students should contact a department faculty member to be sure of appropriate course sequence.

Environmental Justice

Understanding the impact that human and natural systems have on each other will be an important area of study in the 21st century. The Environmental Justice curriculum combines scientific knowledge about the natural environment with an understanding of environmental policy and its impact on vulnerable populations. Integrating these disciplinary perspectives will prepare students to think critically about global environmental issues, to assess the effects human activity has on the natural environment, and to address issues of social injustice that arise when vulnerable populations are disproportionately impacted by environmental degradation. As whole new categories of Green jobs are being created, knowledge of environmental justice will become necessary in fields such as business, health care, social work, education, law, tourism, outdoor conservation, and policy making. The Environmental Justice minor can be easily paired with any major to create an area of emphasis for your bachelor's degree.

See the Graduate section (<http://catalog.mtmercy.edu/graduateprograms>) of this *Catalog* for more information on Graduate programs offered at Mount Mercy.

Environmental Justice Minor

BI 125	Foundations of Biology & Scientific Inquiry I ¹ *	3
BI 125L	Biostatistics and Scientific Investigation I ¹	1.5
PO 103	Introduction to International Relations *	3
PO 112	Globalization and Human Survival *	3
HI 278	History Of US Environmentalism	3
Choose One:		4.5
BI 225	Global Environmental Issues	
BI 242	Iowa Natural History	
Choose One:		3
SO 330	Global Race Relations *	
SW 265	Diversity in America *	
Total Hours		21

¹ Transfer students or students in majors requiring an alternative introductory science course may count BI 123 Biology Of Human Concern or PH 115 Introduction To Earth Science in lieu of BI 125 Foundations of Biology & Scientific Inquiry I and BI 125L Biostatistics and Scientific Investigation I.

* Students may count no more than two of these Core Curriculum requirements towards the Environmental Justice minor.

Outdoor Conservation Majors who wish to minor in Environmental Justice may not count Environmental Justice courses towards their elective requirements in the major.

Film Studies

The film studies minor offers courses designed to provide an overview of film culture: major historical and critical trends in film studies, analyses of cinematic form and style, and the relationship between film and culture. Through learning how to read, analyze, discuss, review and write about film, students will hone their skills in written/oral communication, analytical thinking, and critical judgment. They will learn how to evaluate this major art form of the 20th century that has had a profound influence on popular, intellectual, and artistic life.

See the Graduate section (<http://catalog.mtmercy.edu/graduateprograms>) of this *Catalog* for more information on Graduate programs offered at Mount Mercy.

Film Studies Minor

FS 101	Introduction To Film Studies	3
FS 240	History of Film	3
Select four of the following:		12
FS/EN 150	Introduction to Film Adaptation	
FS 210	Major Film Directors	
FS 220	Film Genres	
FS 230	Studies In Foreign Film	
FS 260	Spanish Conversation, Film and Culture	
FS 265	Politics and Film: The Art of the Message	
FS 280	Topics In Film Studies	
Total Hours		18

Finance

The **finance major** prepares students to work in any of the major areas of the field of finance. These areas include commercial banking, financial planning, fixed income analyst, equity analyst, corporate financial analyst, investment banking, etc. Many of these areas are expected to grow in demand for the foreseeable future. The coursework required for this major gives students a well-rounded background in business and finance. Students will learn core financial skills and how to apply them. They will also learn to think analytically and solve problems in an uncertain environment.

Upon graduating, Finance majors should be able to: compute the cost of capital for a company and make capital budgeting decisions; make financial forecasts and analyze financial statements; and use discounted cash flow analysis and valuation metrics to value companies and their stocks.

See the Graduate section (<http://catalog.mtmercy.edu/graduateprograms>) of this *Catalog* for more information on Graduate programs offered at Mount Mercy.

Core Requirements for all Business Majors

BA 203	Principles Of Law	3
BA 250	Technology & Communication In Business	3
BA 270	Business Statistics	3
BA 379	Financial Management	3
BA 435	Senior Sem - Business	3
or BA 436	Applied Business Strategy	
BC 265	Principles Of Accounting I	3
BC 266	Principles Of Accounting II	3
BN 204	Principles Of Management	3
BK 208	Principles Of Marketing	3
EC 251	Macroeconomics Principles	3
EC 252	Microeconomic Principles	3
Select one of the following:		3
MA 130	Finite Mathematics	
MA 132	Basic Mathematical Modeling	
MA 139	Pre-Calculus	
MA 142	Mathematics Modeling	
MA 160	Business Calculus	
MA 164	Calculus I (Required for Actuarial Science Majors)	
Total Hours		36

Finance Major (Core business requirements plus 18 additional semester hours)

BA 344	Investments ¹	3
BA 420	Cases In Finance	3
EC 366	Money and Banking ²	3
One BC course numbered 300 or above		3
Select two of the following:		6
BA 320	Applied Financial Reporting	
BA 350	Risk Management	
BA 360	Securities Analysis	

BA 425	Finance Internship	
EC 376	International Economics ¹	
Total Hours		18

- 1 Can NOT double count for the management or business majors or econ minor.
- 2 Cannot double count for management or business majors but does double count for economics minors.

Academic Requirements for the Finance Major

All finance majors must achieve a minimum grade of C- in each of the following courses: BC 265, BC 266, BA 344, BA 379, BA 420, EC 251, EC 252, EC 366, and the upper level accounting course. Finance majors must achieve a minimum grade of C- in both finance electives as well. This applies to equivalent courses transferred from other institutions.

Finance Minor

BA 344	Investments ¹	3
BA 379	Financial Management	3
BA 420	Cases In Finance	3
BC 265	Principles Of Accounting I	3
BC 266	Principles Of Accounting II	3
EC 251	Macroeconomics Principles	3
EC 252	Microeconomic Principles	3
EC 366	Money and Banking ²	3
One accounting course numbered 300 or above		3
Total Hours		27

- 1 Cannot double count for the management or business majors or economics minors.
- 2 Cannot double count for management or business majors but does count for economics minors.

All finance minors must achieve a minimum grade of C- in each of the following courses: BC 265, BC 266, BA 344, BA 379, BA 420, EC 251, EC 252, EC 366, and the upper level accounting course.

The following is the typical sequence of courses required for the major*:

Freshman				
Fall	Hours	Winter	Hours	Spring
Portal	3	Elective	3	BN 204
Writing Competency	4			BK 208
MA 130 (or higher)	3			BA 250
CO 101	3			Expressive Arts Domain: Literature
				Elective
	13		3	15

Sophomore

Fall	Hours Winter	Hours Spring	Hours
BC 265	3 Elective	3 BC 266	3
EC 251	3	EC 252	3
BA 203	3	Ultimate Questions Domain: Philosophy	3
Natural World Domain	4	Global Awareness Domain	3
		Elective	3
	13	3	15

Junior

Fall	Hours Winter	Hours Spring	Hours
BA 379	3 BC 315	3 EC 366	3
BA 344	3	Finance Elective	3
BA 270	3	Holistic Health Domain	3
Ultimate Questions Domain: Religious Studies	3	Self & Society Domain	3
Elective	3	Elective	3
	15	3	15

Senior

Fall	Hours Winter	Hours Spring	Hours
Finance Elective	3 Elective	3 BA 420	3
BA 435	3	Historical Roots Domain	3
Expressive Arts Domain: Fine Arts	3	Elective	3
Elective	3	Elective	3
		Elective	3
	12	3	15

Total Hours: 125

Note: Elective courses could be used for a second major, a minor, a course of interest, internship or study abroad experience.

***Disclaimer**

The course offerings, requirements, and policies of Mount Mercy University are under continual examination and revision. This *Catalog* presents the offerings, requirements, and policies in effect at the time of publication and in no way guarantees that the offerings, requirements, and policies will not change.

This plan of study represents a typical sequence of courses required for this major. It may not be applicable to every student. Students

should contact a department faculty member to be sure of appropriate course sequence.

General Studies

General Studies courses are courses that fall outside of the major disciplines. Some are included in the core curriculum offering, others are based on a faculty member's interest in the topic. Most are only offered during Winter Term, but may not be offered every Winter Term. Some are offered during the Fall or Spring terms. In most cases, these courses count for elective credit only.

Graphic Design

The Art and Design program offers courses that provide students with the technical and aesthetic instruction necessary for visual expression of all types. An environment conducive to the student's total involvement as a developing artist is provided with offerings in art history and appreciation, studio work in fine arts, and graphic design. The [Graphic Design major](#) provides a strong background for commercial or applied art careers. It is also possible to minor in Art to include coursework in fine arts and/or graphic design.

The program maintains studios for sculpture, ceramics, drawing, painting, textiles and printmaking. Photographic darkrooms, and a Macintosh computer lab, with 16 networked machines, support the program. The Janalyn Hanson White Art Gallery schedules professional exhibitions and visiting artists throughout the year. View virtual tours (<https://www.mtmercy.edu/virtual-tour>) of our studios and labs on the "Panorama" tab and scroll to Ceramic Studio, Darkroom, Drawing Studio, Janalyn Hanson White Gallery, Mac Lab, Painting Studio, Printmaking Studio, or Sculpture Studio.

Transfer students in Graphic Design may be asked to submit a portfolio of work to the chairperson to identify students' best placement in Art and Design classes.

Career Opportunities

Professional artist; graphic designer; art teacher, grades K-12; web designer; basis for graduate work in visual arts; preparation for work in museums and educational agencies, media, publications and various businesses; government; or public agencies requiring graphic arts. Optional internships prepare students for employment.

Sophomore/Transfer Student Portfolio Review

By the end of the sophomore year or the end of a transfer student's first year at Mount Mercy, Graphic Design majors are required to have a portfolio review to check progress and be advised on continuing in the Art & Design Program. The portfolio will be the major consideration, but the grade point average in art courses and the grade point average in all courses also will be reviewed. By the end of the sophomore year all Art/Design-related majors should have taken the foundational art curriculum courses: AR 102 Drawing I, AR 103 Art & Graphic Design Fundamentals and at least two other studio or graphic design courses. This will give students an opportunity to assemble a varied portfolio for review.

Admission to the Internship

Students should apply for an internship in the winter preceding the internship desired. Deadline dates will be posted. Students should meet the requirements for the internship before making application. Application forms are available from the Art and Design faculty, who make the admission to the internship decision. Acceptance into the internship is based on the following:

1. The minimal admission prerequisite requires completion of the foundational Art & Design courses: AR 102 Drawing I, AR 103 Art & Graphic Design Fundamentals, AR 141 Painting I, AR 151 Printmaking I and AR 171 Sculpture I with grades of no less than C (2.00) with a cumulative grade point average of no less than 2.00.
2. An internship in Graphic Design requires that in addition to the minimal admissions prerequisites AR 106 Photography I, AR 120 Visual Technology, AR 130 Graphic Design I, , AR 230 Graphic Design II: Theory and Concepts and AR 220 Typography & Design be completed or taken concurrently with the internships with grades of no less than a C (2.00) with a cumulative grade point average of no less than 2.00.
3. A brief summary stating why the student wishes to participate in the internship.
4. Possession of personal qualities considered necessary for a successful art professional including personal and professional integrity; a demonstrated ability to organize work and to work under the pressure of deadlines; craftsmanship in producing artwork; creativity; assertiveness; clarity in speaking, writing, and accurate spelling; and a willingness to cooperate with others and to accept the benefit from criticism.
5. Presentation of a professional quality portfolio that includes art work relative to the internship is desired.

Decisions of Art and Design faculty shall be transmitted to the applicants and to other appropriate persons at Mount Mercy promptly and in writing.

Students whose applications are refused may discuss the matter with the Art and Design Program Coordinator. Further recourse may be had by contacting the Chair of the Department of Communication, Literature and the Arts.

See the Graduate section (<http://catalog.mtmercy.edu/graduateprograms>) of this *Catalog* for more information on Graduate programs offered at Mount Mercy.

Major in Graphic Design

AR 102	Drawing I	3
AR 103	Art & Graphic Design Fundamentals	3
AR 106	Photography I	3
AR 120	Visual Technology	3
AR 130	Graphic Design I	3
AR 151	Printmaking I	3
AR 171	Sculpture I	3
AR 202	Drawing II	3
AR 212	Art History 1	3
AR 213	Art History II	3
AR 220	Typography & Design	3
AR 230	Graphic Design II: Theory and Concepts	3

CS 103	Introduction To Web Site Development	3
AR 330	Web and Motion Graphics	3
AR 410	Senior Thesis Preparation	1
AR 415	Senior Thesis & Exhibit	3
Select one of the following:		3
AR 109	Art Environments	
AR 141	Painting I	
AR 146	Silkscreen	
AR 161	Ceramics I	
AR 206	Photography II	
AR 295	Survey Of Mexican Culture Today	

Total Hours **49**

All Graphic Design majors should elect AR 101 Introduction To Art for their core curriculum fine arts requirement. Though it is not required, the graphic design student should plan to take AR 425 Art Internship Art Internship. Other recommended courses for Graphic Design are AR 280 Video on the Computer or BK 208 Principles Of Marketing.

Academic Requirements

All Graphic Design majors must earn a grade of C- and above in all required courses for the major.

The following is the typical sequence of courses required for the major*:

Freshman

Fall	Hours Winter	Hours Spring	Hours
AR 102	3 AR 101	3 AR 120 ²	3
AR 103	3	AR 151	3
Writing Competency	4	CO 101	3
Portal Course	3	Domain ¹	3
		BK 208 ¹	3
	13	3	15

Sophomore

Fall	Hours Winter	Hours Spring	Hours
AR 106	3 Domain ¹	3 AR 230	3
AR 130	3	AR 213	3
AR 212	3	AR 202	3
Domain ¹	3	Domain ¹	3
AR 161 or 280 (Recommended electives)	3	Domain ¹	3
	15	3	15

Junior

Fall	Hours Winter	Hours Spring	Hours
CS 103	3 Study Abroad Course	3 AR 171	3
AR 220	3	AR 141	3
BK 300 ¹	3	Domain ¹	3

Domain ¹	3	Domain ¹	3
Domain ¹	3	Domain ¹	3
	15	3	15
Senior			
Fall	Hours Winter	Hours Spring	Hours
AR 410	1 Domain ¹	3 AR 415	3
CD 007 (Recommended)	1	AR 330	3
AR 425 (Recommended)	3	Secondary Level of Studio Art ³	3
Domain ¹	3	Domain ¹	3
Domain ¹	3		
ME 450	1		
	12	3	12

Total Hours: 124

- 1 Could also be an elective or foundation course for a second major/minor
- 2 Prerequisite for all Graphic Design courses.
- 3 Or Independent Study

*Disclaimer

The course offerings, requirements, and policies of Mount Mercy University are under continual examination and revision. This *Catalog* presents the offerings, requirements, and policies in effect at the time of publication and in no way guarantees that the offerings, requirements, and policies will not change.

This plan of study represents a typical sequence of courses required for this major. It may not be applicable to every student. Students should contact a department faculty member to be sure of appropriate course sequence.

Healthcare Administration

The healthcare administration major prepares students for professional administration position in all areas of healthcare and healthcare services. Positions in healthcare facilities could include physicians' offices and practices, chiropractic clinics, hospital administration, rehabilitation and long-term care facilities. The demand for healthcare professionals and administrators is expected to grow for the foreseeable future. The coursework required for this major provides the students with a well-rounded background in business with a concentration in health services issues including regulation, law, compliance, informatics, and financial issues. Healthcare administration majors are required to complete an internship or practicum experience. A long-term care internship is available for those students pursuing a long-term care license.

See the Graduate section (<http://catalog.mtmercy.edu/graduateprograms>) of this *Catalog* for more information on Graduate programs offered at Mount Mercy.

Core Requirements for all Business Majors

BA 203	Principles Of Law	3
BA 250	Technology & Communication In Business	3
BA 270	Business Statistics	3
BA 379	Financial Management	3
BA 435	Senior Sem - Business	3
or BA 436	Applied Business Strategy	
BC 265	Principles Of Accounting I	3
BC 266	Principles Of Accounting II	3
BN 204	Principles Of Management	3
BK 208	Principles Of Marketing	3
EC 251	Macroeconomics Principles	3
EC 252	Microeconomic Principles	3
Select one of the following:		3
MA 130	Finite Mathematics	
MA 132	Basic Mathematical Modeling	
MA 139	Pre-Calculus	
MA 142	Mathematics Modeling	
MA 160	Business Calculus	
MA 164	Calculus I (Required for Actuarial Science Majors)	

Total Hours 36

Healthcare Administration Major (Core business requirements plus 27 additional semester hours):

BN 304	Human Resource Management	3
BA 305	Employment Law and Labor Relations	3
HS 200	Organization of Health Care Services	3
HS 201	Quality Patient/Resident Care	3
HS 320	Healthcare Law, Regulations and Compliance	3
HS 415	Health Care Informatics	3
HS 430	Financial Issues in Healthcare Organizations	3
HS 450	Internship in Health Services (3 semester hours required)	6
Select one of the following:		3
PO 326	Politics and Public Policy	
PO 342	Politics Public Administration	
PO 353	Politics and Economic Policy in the United States	
PS 349	Industrial/Organizational Psychology	
SO 240	Medical Sociology	
SW 225	Aging In America	
SW 235	Family Child Welfare	
SW 245	Basic Helping Skills	

Total Hours 30

Academic Requirements for the Healthcare Administration Major

All healthcare administration majors must achieve a minimum grade of C- in all major courses. This applies to equivalent courses transferred from other institutions.

Healthcare Leadership

This major is designed specifically for students who have an Associate of Applied Science (AAS) degree in an Allied Health profession from an accredited community college. It provides you with the leadership, strategic planning and management skills to take on leadership positions in the healthcare field.

See the Graduate section (<http://catalog.mtmercy.edu/graduateprograms>) of this *Catalog* for more information on Graduate programs offered at Mount Mercy.

Healthcare Leadership Major

BA 203	Principles Of Law	3
BN 204	Principles Of Management	3
BN 304	Human Resource Management	3
BC 202	Accounting: Information for Decisions ¹	4
HS 320	Healthcare Law, Regulations and Compliance	3
HS 415	Health Care Informatics	3
HS 430	Financial Issues in Healthcare Organizations ²	3
Total Hours		22-24

Completion of an AAS degree in a healthcare related field from an Iowa community college required. Eligible students can receive up to 75 hours of transfer credit. Enrollment in HS 450 Internship in Health Services is recommended but not required.

- ¹ or BC 265 Principles Of Accounting I and BC 266 Principles Of Accounting II
- ² BA 379 Financial Management is a prerequisite. It will add three more hours to the major if not transferred in.

History

The history curriculum provides opportunities for students to investigate the social, economic, political, and cultural development of diverse peoples from the beginnings of civilization to the present. The courses in the history curriculum will enable students to gain a deeper understanding of the human condition and the relationship between historical developments and contemporary social and political trends. Emphasis is placed on reading, writing, researching, speaking, and on critical and analytical thinking. Through their course of study, students will acquire the skills necessary to further their liberal arts education and to become thoughtful participatory members of society.

The history major serves as preparation for careers in education, business, journalism, government, and historic preservation as well as entrance into graduate and law school. The history minor provides an opportunity for students to combine an interest in history with one of the institution's other majors.

As a supplement to their classroom experiences, history students will have the opportunity to do independent study, internships, and to avail themselves of travel courses offered during Winter Term and some summer sessions.

Students in this major acquire knowledge that enables them, for example, to: demonstrate their grasp of historical methodology; gain a deeper understanding of the social, economic, political, and cultural

development of diverse people; and connect major historical events to our contemporary world.

Career Opportunities

Education, public service, law, library science, journalism, and historic preservation

See the Graduate section (<http://catalog.mtmercy.edu/graduateprograms>) of this *Catalog* for more information on Graduate programs offered at Mount Mercy.

Major

HI 140	History Of Western World Since 1648	3
HI 114	History of Early America	3
or HI 115	History Of Modern America	
HI 120	Origins Of The Western Tradition	3
or HI 130	Emergence Of The West, 800-1648	
Plus seven additional courses numbered HI 200 or above, one of which must be HI 400.		21
Total Hours		30

All History majors must earn at least a C or above (C- does not count) in HI 400 Seminar In Historical Research. Additionally, all History majors must take HI 400 Seminar In Historical Research at Mount Mercy.

Academic Requirements

Minimum cumulative grade point average of at least 2.00 in courses required for the major.

Minor

Select one of the following:		3
HI 115	History Of Modern America	
HI 120	Origins Of The Western Tradition	
HI 130	Emergence Of The West, 800-1648	
HI 140	History Of Western World Since 1648	
Five courses numbered HI 200 or above.		15
Total Hours		18

The following is the typical sequence of courses required for the major*:

Freshman			
Fall	Hours Winter	Hours Spring	Hours
Writing Competency	4 Elective ¹	3 HI 120 or 130	3
CO 101	3	Domain	3
HI 114 or 115	3	Domain	3
Portal	3	Math Competency	3
		Elective	3
13		3	15

Sophomore

Fall	Hours Winter	Hours Spring	Hours
HI 140	3 Elective ¹	History Elective (HI 200 or above)	3
History Elective (HI 200 or above)	3	History Elective (HI 200 or above)	3
Domain	3	Domain	3
Domain	3	Domain	3
Elective	3	Elective	3
	15	0	15

Junior

Fall	Hours Winter	Hours Spring	Hours
History Elective (HI 200 or above)	3 Elective ¹	History Elective (HI 200 or above)	3
History Elective (HI 200 or above)	3	Domain	3
Domain	3	Domain	3
Elective	3	Elective	3
Elective	3	Elective	3
	15	0	15

Senior

Fall	Hours Winter	Hours Spring	Hours
5 Electives	15 Elective ¹	HI 400	3
		ME 450	1
		Elective	3
		Elective	3
		Elective	3
		Elective	3
	15	0	16

Total Hours: 122

Note: Elective courses could be used for a second major, a minor, a course of interest, internship or study abroad experience.

¹ Students should complete electives in J-term as needed to meet graduation requirement

***Disclaimer**

The course offerings, requirements, and policies of Mount Mercy University are under continual examination and revision. This *Catalog* presents the offerings, requirements, and policies in effect at the time of publication and in no way guarantees that the offerings, requirements, and policies will not change.

This plan of study represents a typical sequence of courses required for this major. It may not be applicable to every student. Students should contact a department faculty member to be sure of appropriate course sequence.

Honors Seminars

Honor students are invited to participate in honors seminars. The seminars are interdisciplinary and are taught by faculty from a variety of disciplines. The specific structure of each seminar varies regarding meeting time, length of seminars, and number of class sessions. Successful completion of two honors seminars enables the student to fulfill part of the requirements for graduating in the honors program. See the Honors Program (<http://catalog.mtmercy.edu/academicpolicyinformation/#honorsprogramtext>) page for full list of requirements. Honors seminars do not count toward major, minor, or core curriculum credit.

Prerequisites for enrollment in any Honors Seminar:

1. The student must have at least sophomore standing (completed at least 30 credit hours)
2. The student must have a cumulative grade point average of at least 3.00.

Human Resource Management

The **human resource management major** prepares students for professional positions in leadership, as well as those who are interested in a career in the human resources field. The ability to lead and understand an organization's human resources is key to success in today's knowledge based economy. Students will learn to evaluate ethical, social, civic, legal, cultural, and political issues, and how they impact the human resources of an organization. Students will develop effective human resource strategy for innovation in a global environment. Our human resource management major is endorsed by the Society for Human Resource Management (SHRM), based on the guidelines created by the Association to Advance Collegiate Schools of Business (AACSB). Thirteen major content areas prepare students to lead employees in high performance work practices.

Students in this major develop skills and knowledge that enable them, for example, to: identify and interpret laws affecting labor in the workplace; utilize HR metrics to justify employee programs; and demonstrate an understanding of compensation issues.

See the Graduate section (<http://catalog.mtmercy.edu/graduateprograms>) of this *Catalog* for more information on Graduate programs offered at Mount Mercy.

Core Requirements for all Business Majors

BA 203	Principles Of Law	3
BA 250	Technology & Communication In Business	3
BA 270	Business Statistics	3
BA 379	Financial Management	3
BA 435	Senior Sem - Business	3
or BA 436	Applied Business Strategy	
BC 265	Principles Of Accounting I	3
BC 266	Principles Of Accounting II	3
BN 204	Principles Of Management	3
BK 208	Principles Of Marketing	3
EC 251	Macroeconomics Principles	3
EC 252	Microeconomic Principles	3

Select one of the following:	3
MA 130 Finite Mathematics	
MA 132 Basic Mathematical Modeling	
MA 139 Pre-Calculus	
MA 142 Mathematics Modeling	
MA 160 Business Calculus	
MA 164 Calculus I (Required for Actuarial Science Majors)	
Total Hours	36

Human Resource Management Major (Core business requirements plus 18 additional semester hours):

BN 304 Human Resource Management	3
BN 380 Organizational Behavior	3
BN 386 Compensation, Benefits, and Evaluations	3
BN 392 Advanced Topics in Human Resource Management ¹	3
BA 305 Employment Law and Labor Relations ¹	3
Select one of the following:	3
BA 310 Dispute Resolution	
BA 350 Risk Management	
BN 340 Management Information Systems	
BN 377 Project Management	
BN 425 Human Resource Internship	
CO 250 Effective Group Communication	
CO 260 Intercultural Communication	
CO 270 Interpersonal Communication	
PL 269 Introduction to Ethics	
PS 221 Social Psychology	
PS 349 Industrial/Organizational Psychology	
SW 265 Diversity in America	
Total Hours	18

¹ Can NOT double count as electives for the business, management, or marketing majors. Electives in the human resource major can NOT double count for either core curriculum requirements or the management major.

Academic Requirements for the Human Resource Management Major

All human resource management majors must achieve a minimum grade of C- in all courses required for the major (BN 304 Human Resource Management, BN 392 Advanced Topics in Human Resource Management, BN 380 Organizational Behavior, BN 386 Compensation, Benefits, and Evaluations, and BA 305 Employment Law and Labor Relations and the human resource management elective). This applies to equivalent courses transferred from other institutions.

Human Resource Management Minor

BN 204 Principles Of Management	3
BA 203 Principles Of Law	3

BN 304 Human Resource Management	3
BN 392 Advanced Topics in Human Resource Management ¹	3
BA 310 Dispute Resolution ¹	3
BN 380 Organizational Behavior	3
BN 386 Compensation, Benefits, and Evaluations	3
BA 305 Employment Law and Labor Relations	3
Select two of the following:	6
BA 350 Risk Management	
BN 340 Management Information Systems ¹	
BN 377 Project Management	
BN 425 Human Resource Internship	
CO 250 Effective Group Communication	
CO 260 Intercultural Communication ²	
CO 270 Interpersonal Communication	
PL 269 Introduction to Ethics	
PS 221 Social Psychology	
PS 349 Industrial/Organizational Psychology ¹	
SW 265 Diversity in America ²	
Total Hours	30

¹ Can NOT double count as the electives for business, management, or marketing majors.
² Can NOT double count for a core curriculum requirement.

The following is the typical sequence of courses required for the major*:

Freshman Student Plan

Freshman			
Fall	Hours Winter	Hours Spring	Hours
CO 101	3 Holistic Health Domain	3 BK 208	3
MA 130 (or above)	3	BN 204	3
Writing Competency	4	Literature Domain	3
Portal	3	Fine Arts Domain	3
		Historical Roots Domain	3
	13	3	15
Sophomore			
Fall	Hours Winter	Hours Spring	Hours
BC 265	3 Elective	3 BC 266	3
BA 270	3	BA 203	3
Natural World Domain	4	EC 251	3
Ultimate Questions Domain	3	Ultimate Questions Domain	3

		Self and Society Domain	3
	13	3	15

Junior

Fall	Hours Winter	Hours Spring	Hours
BA 250	3 Elective	3 BA 379	3
EC 252	3	BA 305	3
BN 304	3	BA 310	3
BN 380	3	Elective	3
Global Awareness Domain	3	Elective	3
	15	3	15

Senior

Fall	Hours Winter	Hours Spring	Hours
BN 392	3 Elective	3 BA 435	3
Elective	3	ME 450	1
Elective	3	BN 386	3
Elective	3	Elective	3
		Elective	3
	12	3	13

Total Hours: 123

Note: Elective courses could be used for a second major, a minor, a course of interest, internship or study abroad experience.

Transfer Student Plan

Junior

Fall	Hours Winter	Hours Spring	Hours
BN 204	3 BA 203	3 BK 208	3
BA 250	3	BN 304	3
BA 270	3	BN 380	3
BC 265	3	BC 266	3
EC 251	3	EC 252	3
	15	3	15

Senior

Fall	Hours Winter	Hours Spring	Hours
BN 392	3 N/A	BA 305	3
BA 379	3	BA 435	3
BN 425 (or HR Elective)	3	BN 386	3
	9	0	9

Total Hours: 51

***Disclaimer**

The course offerings, requirements, and policies of Mount Mercy University are under continual examination and revision. This *Catalog* presents the offerings, requirements, and policies in effect at the time of publication and in no way guarantees that the offerings, requirements, and policies will not change.

This plan of study represents a typical sequence of courses required for this major. It may not be applicable to every student. Students

should contact a department faculty member to be sure of appropriate course sequence.

International Studies

The International Studies major is an interdisciplinary program that combines courses in the social sciences, humanities, arts, and sciences that provide students with both a firm grounding in a discipline and the flexibility to permit exploration from alternative perspectives. Many faculty members who teach courses in the program are leaders in their fields as well as in interdisciplinary studies, both as educators and researchers.

Major themes presented in this program include globalization and development, global conflicts and issues of peace and justice, cross-cultural communication, international migration, postcolonial relations between the developing and developed countries, and the link between environmental and foreign policy issues.

Objectives established for students in this major include, among others: learn to connect local and global issues for agencies and companies; develop critical thinking and analysis to become responsible citizens in chosen profession; conduct research and communicate findings and ideas effectively.

Career Opportunities

The International Studies major will help students prepare for careers in business and with corporations involved in international trade, government agencies (Department of State, diplomatic services, and international aid agencies), non-profit and non-government organizations (NGOs), the United Nations and human rights organizations. Students may wish to pursue their studies at the graduate level and will be prepared for a variety of disciplines, including public administration, international relations, international law, and diplomatic and area studies.

See the Graduate section (<http://catalog.mtmercy.edu/graduateprograms>) of this *Catalog* for more information on Graduate programs offered at Mount Mercy.

Study Abroad

Mount Mercy offers travel courses during the Winter Term. Study abroad for a semester or a year is also a possibility through exchange programs or through other colleges. With the prior approval of the academic advisor these programs may be taken and credits transferred toward the fulfillment of concentration requirements. See the Policies (<http://catalog.mtmercy.edu/academicpolicyinformation>) page for more information on requirements when taking courses at other institutions.

Major

EC 376	International Economics	3
HI 140	History Of Western World Since 1648	3
PO 313	International Law and Organization	3
SO 330	Global Race Relations	3
or SO 420	Social Movements and Revolutions	
SO 215	Methods Of Social Research	3
or PO 307	Political Science Research Methods	
Select one of the following:		3

SO 441	Senior Seminar	
PO 441	Seminar In Political Research	
HI 445	History Independent Study	
Internship and 2 courses in foreign language at the intermediate level		18
Total Hours		36

Students are required to write a proposal for their thesis during the semester preceding their enrollment in SO 441 Senior Seminar, PO 441 Seminar In Political Research or HI 445 History Independent Study. The proposal has to be approved by the International Studies Coordinator, and students will work on their thesis while taking the Senior Seminar (or the Independent Study option).

Concentration Requirement

Student must complete an additional nine semester hours in art, history, sociology or political science and at least six of these credit hours must be in courses numbered 200 or above. Suggested Art courses:

AR 181	Fiber Arts	3
AR 212	Art History 1	3
AR 213	Art History II	3
AR 216	History Of Non-Western Art	3
AR 245	Relief Printmaking In Oaxaca, Mexico	3
AR 295	Survey Of Mexican Culture Today	3
Total Hours		18

Academic Requirements

A grade of C or above (C- does not count) in each required course for the major, including the Senior Thesis, internship, and study abroad courses.

International Studies Minor

Four courses from the following six disciplines:

BI 225	Global Environmental Issues	
Select one of the following:		
AR 212	Art History 1 ¹	
AR 216	History Of Non-Western Art	
AR 295	Survey Of Mexican Culture Today	
Select one of the following:		
EC 376	International Economics	
BN 350	International Management	
BK 311	International Marketing	
Select one of the following:		
HI 230	Modern East Asia	
HI 265	Latin American History	
HI 380	Imperial Russia and the Soviet Era	
Select one of the following:		
PO 311	American Foreign Policy	
PO 312	Politics of International Economic Relations	
PO 313	International Law and Organization	
Select one of the following:		
SO 285	Islam And Politics	

SO 327	Social Change and Technology	
SO 330	Global Race Relations	
SO 420	Social Movements and Revolutions	
Internship and one foreign language course at the intermediate level		6
Total Hours		18-19.5

Journalism

Study in the field of communication involves learning how humans employ widely varied media to produce understanding between people (or not). Learning in the field focuses on balancing general, theoretical studies of communication functions with the critical capacity to evaluate real world practice, and adding to this the enhanced ability to perform varied communication skills.

The core of the major emphasizes courses that introduce students to key concepts for communicating in the 21st century. The core courses provide vital foundations for work in the three areas of study (Communication, Journalism, and Public Relations), while the major-specific courses enable students to engage in integration, critical reflection, and application of all they have learned.

As the modes of communication are diverse, so too are the careers in the field, and three majors allow students to choose more specialized arenas of study to better prepare them for their chosen careers.

Journalism: This major puts communication in the context of the news media. Courses focus on the skills and background knowledge needed for a writing or editing career in a news medium, such as newspapers, magazines or internet news sites. Students who major in journalism can become beat reporters, specialty reporters, media critics, copy editors, corporate writers or in any number of other professional writing settings. In addition to classroom study and lab work, students gain hands-on experience through the *Mount Mercy Times* and the internship program.

12-13.5 Students in this major develop skills and knowledge that enable them, for example, to: create a multimedia portfolio that demonstrates several competencies; execute key journalism skills, such as writing a complete story package; and translate the essential defining elements of journalism.

One strength of the communication program majors is that they prepare the individual for a wide variety of careers. The Journalism major prepares students for a career in the news media or related professional writing fields such as corporate communications. It can open the door to working in newspapers, magazines, newsletters and/or specialized media-oriented careers in politics, government or the corporate realm. The Journalism major can also be used in new media, such as writing for Web-based e-publications. Journalism is also the degree of choice for students who are interested in a freelance writing career.

See a full list of course descriptions on the Courses of Instruction (<http://catalog.mtmercy.edu/coursesofinstruction>) page.

See the Graduate section (<http://catalog.mtmercy.edu/graduateprograms>) of this *Catalog* for more information on Graduate programs offered at Mount Mercy.

Journalism Major

CO 111	Introduction to Communication Studies	3
CO 120	Introduction to Journalism	3
CO 130	Basic Media Grammar for Professional Writing	1
CO 140	Introduction to Mass Media in the United States	3
CO 242	Media Theory	3
CO 360	Law, History and Ethics of Mass Media	4
CO 281	Newspaper Reporting	3
CO 290	News Processing for Journalism and Public Relations	4
CO 340	Newspaper/Magazine Copy Editing and Design	3
CO 372	Communication Practicum	1
CO 380	Internship in Communication	3
CO 480	Seminar in Communication	3
AR 106	Photography I	3
AR 120	Visual Technology	3
Select one of the following:		3-4
EN 123	Professional Writing	
EN 203	Creative Writing	
EN 210	Writing And Analysis Of Literature	
EN 321	Topics In Creative Writing	
An EN literature course numbered 225-309		

Total Hours 43-44

NOTE: Students majoring in the Communication Program can pursue an additional major or minor in the Communication Program ONLY if they also earn, at minimum, some other non-communication department minor.

Academic Requirements for the Journalism Major

A grade of C or above (C- does not count) is required in each of the communication department (CO) course requirements.

Journalism Minor

CO 111	Introduction to Communication Studies	3
CO 120	Introduction to Journalism	3
CO 130	Basic Media Grammar for Professional Writing	1
CO 242	Media Theory	3
CO 360	Law, History and Ethics of Mass Media	4
CO 281	Newspaper Reporting	3
CO 372	Communication Practicum	1

Total Hours 18

Academic Requirements for the Journalism Major

A grade of C or above (C- does not count) is required in each of the communication department (CO) course requirements.

Management

The **management major** prepares students to lead in a competitive and dynamic business environment. The focus is on developing in

students the skills necessary for effective and efficient leadership and management of profit and not-for-profit organizations. The major provides flexibility for students to double major in many other fields, for example: Psychology, Public Relations, or English, or in other business fields including Marketing and Finance. Minors are also available in Human Resource Management, Economics, Finance, and Accounting within the business department and many others outside of business such as Writing or Biology. These choices can lead to great career opportunities.

Management majors cultivate specific skills that enable them, for example, to: collaborate with others in analyzing real business cases and developing strategic business plans; correctly identify and employ cognitive motivational theories; and explain the basic management functions in organizations. Management Majors can choose from five Management Tracks: Management, International Management, Operations Management, Sports Management or Sustainability/Corporate Responsibility. Students may elect to pursue the general Management degree, or select one of the specific tracks to focus their coursework. Qualified Management majors may also take up to three graduate classes that will count toward both their undergraduate degree and a future graduate degree.

Management – The traditional management track prepares you for effective leadership, planning, supervising, and motivating employees within profit or not-for-profit organizations. It is a perfect major to combine with a second major or minor.

International Management – This track prepares you for working in multinational organizations, understanding the cultures of other people and the processes of working in an international setting. Employers are looking for people who have an international perspective and this coursework is designed to prepare students for those opportunities.

Operations Management – This track prepares you to be a leader in many settings, especially manufacturing or production, as a production, group or team leader. This track builds your skills to motivate your team as you plan, innovate, cost, and implement projects while maintaining quality and efficiency.

Sports Management – This track is designed for the person with a passion for athletics and the field of sport. This track will prepare you to manage, market, finance and plan for local, regional, and national teams or sports organizations.

Sustainability/Corporate Social Responsibility Management – This track will prepare you to lead with purpose and pride in your work. This track is for individuals with a passion for good, creating organizations with strong values and a commitment to our communities and the environment. This track particularly reflects the Mission of Mount Mercy University and the values of the Sisters of Mercy.

See the Graduate section (<http://catalog.mtmercy.edu/graduateprograms>) of this *Catalog* for more information on Graduate programs offered at Mount Mercy. The Graduate Admission (<http://catalog.mtmercy.edu/graduateprograms/admission>) section describes the policy on undergraduates taking graduate courses.

Core Requirements for all Business Majors

BA 203	Principles Of Law	3
BA 250	Technology & Communication In Business	3
BA 270	Business Statistics	3
BA 379	Financial Management	3

BA 435	Senior Sem - Business	3
or BA 436	Applied Business Strategy	
BC 265	Principles Of Accounting I	3
BC 266	Principles Of Accounting II	3
BN 204	Principles Of Management	3
BK 208	Principles Of Marketing	3
EC 251	Macroeconomics Principles	3
EC 252	Microeconomic Principles	3
Select one of the following:		3
MA 130	Finite Mathematics	
MA 132	Basic Mathematical Modeling	
MA 139	Pre-Calculus	
MA 142	Mathematics Modeling	
MA 160	Business Calculus	
MA 164	Calculus I (Required for Actuarial Science Majors)	
Total Hours		36

Management Track (Core business requirements plus 18 additional semester hours)

BN 304	Human Resource Management	3
BN 380	Organizational Behavior	3
BN 384	Strategic Management	3
Select three of the following (two of which must be either BA, BN, BC, or EC):		9
BA 300	Entrepreneurship	
BA 305	Employment Law and Labor Relations	
BA 310	Dispute Resolution	
BA 344	Investments ¹	
BA 350	Risk Management	
BN 340	Management Information Systems	
BN 350	International Management	
BN 360	Business & Society	
BN 364	Production & Operations Management	
BN 377	Project Management	
BN 392	Advanced Topics in Human Resource Management	
BN 424	Management Internship ²	
EC 366	Money and Banking ¹	
EC 376	International Economics ¹	
BC 315	Cost Accounting	
PO 326	Politics and Public Policy	
PS 349	Industrial/Organizational Psychology	
SO 320	Sociology of Work	
Total Hours		18

¹ Can NOT double count for the human resource management and finance majors or minors.

² Can NOT double count with the marketing major.

Management: International Management Track (Core business requirements plus 21 additional semester hours)

BN 304	Human Resource Management	3
BN 380	Organizational Behavior	3
BN 384	Strategic Management	3
Choose Three:		9
BN 350	International Management	
BK 311	International Marketing	
EC 376	International Economics	
BN 360	Business & Society	
BN 424	Management Internship	
Intermediate Foreign Language (200 level or higher) ³		3
Total Hours		21

³ Recommend additional courses in foreign language to enhance the degree (i.e., a minor in Spanish (<http://catalog.mtmercy.edu/curriculum/spanish>))

Management: Operations Management Track (Core business requirements plus 21 additional semester hours)

BN 304	Human Resource Management	3
BN 380	Organizational Behavior	3
BN 384	Strategic Management	3
Choose Three:		9
BN 364	Production & Operations Management	
BC 315	Cost Accounting	
BN 377	Project Management	
BA 305	Employment Law and Labor Relations	
BK 301	Product, Brand and Category Management	
BN 424	Management Internship	
Choose One:		3
PS 349	Industrial/Organizational Psychology	
SO 320	Sociology of Work	
Total Hours		21

Management: Sports Management Track (Core business requirements plus 21 additional semester hours)

BN 304	Human Resource Management	3
BN 380	Organizational Behavior	3
BN 384	Strategic Management	3
Choose Three:		9
BA 373	Sports Law	
BA 375	Financing Sports Organizations	
BK 378	Sports Marketing and Promotion	
BK 340	Contemporary Topics In Marketing	
BN 424	Management Internship	
Choose One:		3
CO 280	Writing For Public Relations	

Portal	3	Fine Arts Domain	3
		Historical Roots Domain	3
13		3	
Sophomore			
Fall	Hours Winter	Hours Spring	Hours
BC 265	3 Elective	3 BC 266	3
BA 270	3	BA 203	3
Natural World Domain	4	EC 251	3
Ultimate Questions Domain	3	Ultimate Questions Domain	3
		Self and Society Domain	3
13		3	
Junior			
Fall	Hours Winter	Hours Spring	Hours
BA 250	3 Elective	3 BA 379	3
EC 252	3	BN 384	3
BN 304	3	International Management Elective	3
BN 380	3	International Management Elective	3
Global Awareness Domain	3	Elective	3
15		3	
Senior			
Fall	Hours Winter	Hours Spring	Hours
Foreign Language Elective (200 or above)	3 Elective	3 BA 435	3
International Management Elective	3	ME 450	1
Elective	3	Elective	3
Elective	3	Elective	3
		Elective	3
12		3	

Total Hours: 123

Note: Elective courses could be used for a second major, a minor, a course of interest, internship or study abroad experience.

Operations Management Track

Freshman

Fall	Hours Winter	Hours Spring	Hours
CO 101	3 Holistic Health Domain	3 BK 208	3
MA 130 (or above)	3	BN 204	3
Writing Competency	4	Literature Domain	3
Portal	3	Fine Arts Domain	3
		Historical Roots Domain	3
13		3	

Sophomore

Fall	Hours Winter	Hours Spring	Hours
BC 265	3 Elective	3 BC 266	3
BA 270	3	BA 203	3
Natural World Domain	4	EC 251	3
Ultimate Questions Domain	3	Ultimate Questions Domain	3
		Self and Society Domain	3
13		3	

Junior

Fall	Hours Winter	Hours Spring	Hours
BA 250	3 Elective	3 BA 379	3
EC 252	3	BN 384	3
BN 304	3	Operations Management Elective	3
BN 380	3	Operations Management Elective	3
Global Awareness Domain	3	Elective	3
15		3	

Senior

Fall	Hours Winter	Hours Spring	Hours
Operations Management Elective	3 Elective	3 BA 435	3
Operations Management Elective	3	ME 450	1
Elective	3	Elective	3
Elective	3	Elective	3

	Elective	3
12	3	13

Total Hours: 123

Note: Elective courses could be used for a second major, a minor, a course of interest, internship or study abroad experience.

Sports Management Track

Freshman

Fall	Hours	Winter	Hours	Spring	Hours
CO 101	3	Holistic Health Domain	3	BK 208	3
MA 130 (or above)	3			BN 204	3
Writing Competency	4			Literature Domain	3
Portal	3			Fine Arts Domain	3
				Historical Roots Domain	3
	13		3		15

Sophomore

Fall	Hours	Winter	Hours	Spring	Hours
BC 265	3	Elective	3	BC 266	3
BA 270	3			BA 203	3
Natural World Domain	4			EC 251	3
Ultimate Questions Domain	3			Ultimate Questions Domain	3
				Self and Society Domain	3
	13		3		15

Junior

Fall	Hours	Winter	Hours	Spring	Hours
BA 250	3	Elective	3	BA 379	3
EC 252	3			BN 384	3
BN 304	3			Sports Management Elective	3
BN 380	3			Sports Management Elective	3
Global Awareness Domain	3			Elective	3
	15		3		15

Senior

Fall	Hours	Winter	Hours	Spring	Hours
Sports Management Elective	3	Elective	3	BA 435	3

Sports Management Elective	3	ME 450	1
Elective	3	Elective	3
Elective	3	Elective	3
		Elective	3
12	3		13

Total Hours: 123

Note: Elective courses could be used for a second major, a minor, a course of interest, internship or study abroad experience.

Sustainability/Corporate Social Responsibility Track

Freshman

Fall	Hours	Winter	Hours	Spring	Hours
CO 101	3	Holistic Health Domain	3	BK 208	3
MA 130 (or above)	3			BN 204	3
Writing Competency	4			Literature Domain	3
Portal	3			Fine Arts Domain	3
				Historical Roots Domain	3
	13		3		15

Sophomore

Fall	Hours	Winter	Hours	Spring	Hours
BC 265	3	BN 230	3	BC 266	3
BA 270	3			BA 203	3
Natural World Domain	4			EC 251	3
Ultimate Questions Domain	3			Ultimate Questions Domain	3
				Self and Society Domain	3
	13		3		15

Junior

Fall	Hours	Winter	Hours	Spring	Hours
BA 250	3	Elective	3	BA 379	3
EC 252	3			BN 384	3
BN 304	3			BN 382	3
BN 380	3			CSR Management Elective	3
Global Awareness Domain	3			Elective	3
	15		3		15

Senior			
Fall	Hours Winter	Hours Spring	Hours
CSR Management Elective	3 Elective	3 BA 435	3
Elective	3	ME 450	1
Elective	3	Elective	3
Elective	3	Elective	3
		Elective	3
	12	3	13

Total Hours: 123

Note: Elective courses could be used for a second major, a minor, a course of interest, internship or study abroad experience.

*Disclaimer

The course offerings, requirements, and policies of Mount Mercy University are under continual examination and revision. This *Catalog* presents the offerings, requirements, and policies in effect at the time of publication and in no way guarantees that the offerings, requirements, and policies will not change.

This plan of study represents a typical sequence of courses required for this major. It may not be applicable to every student. Students should contact a department faculty member to be sure of appropriate course sequence.

Marketing

Marketing is the functional area of business that deals with the creation, communication and delivery of value to customers. As a **marketing major** students study the core application of identifying market needs, evaluate buying behaviors, and develop strategies for successful product introduction. Major elective courses allow students to tailor the program to their individual interests and strengths while focusing on the latest trends in this fast-paced industry. Emphasis is placed on developing effective communication, creative, analytical and problem solving skills. Students use their marketing knowledge and skills in decision making situations with the goal of developing effective solutions. Internships are encouraged.

Career opportunities for students earning a marketing degree include sales, product, category and brand management, retail operations, merchandising, marketing research, creative promotion and marketing communications campaign development, event planning and analytical database management.

This degree prepares students, for example, to: think critically by conducting appropriate research to assess marketing problems, identify market needs and evaluate buying behaviors; identify the link between Mount Mercy University's mission and the study of the discipline; and design and implement effective results-producing marketing plans.

See the Graduate section (<http://catalog.mtmercy.edu/graduateprograms>) of this *Catalog* for more information on Graduate programs offered at Mount Mercy

Marketing Major (Core requirements plus 18 additional semester hours):

BA 203	Principles Of Law	3
BA 250	Technology & Communication In Business	3
BA 270	Business Statistics	3
BA 379	Financial Management	3
BA 435	Senior Sem - Business	3
or BA 436	Applied Business Strategy	
BC 265	Principles Of Accounting I	3
BC 266	Principles Of Accounting II	3
BN 204	Principles Of Management	3
BK 208	Principles Of Marketing	3
EC 251	Macroeconomics Principles	3
EC 252	Microeconomic Principles	3
Select one of the following:		3
MA 130	Finite Mathematics	
MA 132	Basic Mathematical Modeling	
MA 139	Pre-Calculus	
MA 142	Mathematics Modeling	
MA 160	Business Calculus	
MA 164	Calculus I (Required for Actuarial Science Majors)	

Total Hours 36

BK 310	Consumer Behavior	3
BK 321	Market Research	3
BK 431	Marketing Management	3
Select three of the following (two of which must be BK):		9
BK 300	Advertising and Creative Campaign Strategies	
BK 301	Product, Brand and Category Management	
BK 305	Professional Selling	
BK 311	International Marketing	
BK 331	Retail Management	
BK 340	Contemporary Topics In Marketing ²	
BK 421	Marketing Internship	
BN 377	Project Management ¹	
AR 120	Visual Technology	
AR 130	Graphic Design I	
CO 130	Basic Media Grammar for Professional Writing	
CS 101	Using Computers in Research Settings	
EN 123	Professional Writing	

Total Hours 18

¹ Can NOT double count for the management or human resource management major.

² Common topics include:

- Social Media
- Mobile Marketing
- Big Data and Analytics
- Video Marketing
- Storytelling
- Mad Men & Advertising
- Food Mania!

Academic Requirements for the Marketing Major

All marketing majors must achieve a minimum grade of C- in all marketing courses required for the major (BK 208 Principles Of Marketing , BK 310 Consumer Behavior, BK 321 Market Research ,BK 431 Marketing Management and the three required electives.) This applies to equivalent courses transferred from other institutions.

The following is the typical sequence of courses required for the major*:

Freshman

Fall	Hours	Winter	Hours	Spring	Hours
ME 175	3	GS 119	3	BK 208	3
EN 107	4			BN 204	3
CO 101	3			EN 178	3
MA 130	3			AR 101	3
				HI 115	3
	13		3		15

Sophomore

Fall	Hours	Winter	Hours	Spring	Hours
BC 265	3	BK 340	3	BC 266	3
BA 270	3			BA 203	3
PH 114	4			RS 115	3
PL 269	3			EC 251	3
				SW 265	3
	13		3		15

Junior

Fall	Hours	Winter	Hours	Spring	Hours
EC 252	3	Elective ¹	3	BK 331	3
BK 311	3			BK 378	3
BA 379	3			BK 310	3
SO 183	3			Elective ¹	3
Elective ¹	3			Elective ¹	3
	15		3		15

Senior

Fall	Hours	Winter	Hours	Spring	Hours
BK 321	3	Elective ¹	3	BK 431	3
BA 250	3			BA 435	3
BK 421	3			ME 450	1
BK 300	3			BK 305	3
				BK 301	3
	12		3		13

Total Hours: 123

¹ Elective courses could be used for a second major, a minor, a course of interest, internship or study abroad experience.

*Disclaimer

The course offerings, requirements, and policies of Mount Mercy University are under continual examination and revision. This *Catalog* presents the offerings, requirements, and policies in effect at the time of publication and in no way guarantees that the offerings, requirements, and policies will not change.

This plan of study represents a typical sequence of courses required for this major. It may not be applicable to every student. Students should contact a department faculty member to be sure of appropriate course sequence.

Mathematics

The mathematics major aims to give students insight into the nature of mathematics as an intellectual discipline and to develop the powers of clear and logical thinking, accuracy, flexibility in problem solving, and clarity and precision in expressing mathematical ideas. It further aims to prepare the prospective teacher, provide a sound basis for those students who plan to pursue graduate studies, and provide a background in computing for those students who wish to pursue opportunities in that field.

Mathematics is a requirement for a variety of fields, including actuarial science, operations research, statistics and quality control. In addition, mathematics emphasizes logic and precise communication, providing a good accessory background for students in rational thinking areas such as law and medicine. A Mount Mercy student who wishes to teach secondary mathematics earns the major Mathematics – Education. (See Education section of this *Catalog* for the major requirements).

Mathematic majors build skills that prepare them, for example, to: understand topics in pure and applied mathematics; perform rigorous mathematical proofs; apply mathematics and technology to solve problems in related fields such as science or business; and express mathematical ideas in standard English to a general audience.

Mathematics supports an interdisciplinary degree program in Actuarial Science (<http://catalog.mtmercy.edu/curriculum/actuariescience>) offered through the Business Department. (See Business Administration section of this *Catalog* for the major requirements).

See the Graduate section (<http://catalog.mtmercy.edu/graduateprograms>) of this *Catalog* for more information on Graduate programs offered at Mount Mercy.

Major

MA 164	Calculus I	4
MA 165	Calculus II	4
MA 166	Calculus III	3
MA 202	Linear Algebra	4
MA 245	Differential Equations	3
MA 380	History Of Mathematics	3
MA 364	Modern Algebra	3
or MA 374	Analysis I	
Mathematics electives (MA courses 150 or higher)		12

At least one course chosen from the following:	3
MA 214 Probability And Statistics	
MA 323 Foundations Of Modern Geometry	
MA 364 Modern Algebra	
MA 374 Analysis I	
Total Hours	39

Students planning to pursue teacher education should follow the program guidelines within the education (<http://catalog.mtmercy.edu/curriculum/education>) section of this *Catalog* and contact an advisor in the education department for assistance.

Academic Requirements

Minimum cumulative grade point average of 2.00 in courses required for the major. MA 364 Modern Algebra, MA 374 Analysis I and MA 380 History Of Mathematics must be passed with a grade of C- or better to be counted toward the major.

No major or minor credit is given in mathematics unless the course has the prefix MA and a number 150 or above, excluding MA 160 Business Calculus, with the following exception: one (*only one*) Computer Science course may be used as a mathematics elective: CS 105 Fundamentals Of Computer Science or higher, excluding CS 203 Information Ethics.

Mathematics Minor

MA 164 Calculus I	4
MA 165 Calculus II	4
MA 166 Calculus III	3
MA 202 Linear Algebra	4
MA 245 Differential Equations	3
Two elective courses, at least one chosen from the following:	6
MA 214 Probability And Statistics	
MA 323 Foundations Of Modern Geometry	
MA 364 Modern Algebra	
MA 374 Analysis I	
Total Hours	24

Academic Requirements

Minimum cumulative grade point average of 2.00 in courses required for the major. , and must be passed with a grade of C- or better to be counted toward the major.

No major or minor credit is given in mathematics unless the course has the prefix MA and a number 150 or above, excluding MA 160 Business Calculus, with the following exception: one (*only one*) Computer Science course may be used as a mathematics elective: CS 105 Fundamentals Of Computer Science or higher, excluding CS 203 Information Ethics.

Medical Laboratory Science

Mount Mercy offers a four-year major leading to the Bachelor of Science degree in medical laboratory science. The first three years are spent at the institution completing rigorous curriculum requirements, core curriculum requirements, and electives to total 91 semester hours. The fourth year is spent in a 12-month internship at an affiliated hospital school of clinical laboratory science and technology approved

by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). During this clinical year, a minimum of 32 hours of credit will be earned. An official transcript showing completion of the internship courses must be sent to the Registrar. Courses and grades will be evaluated and added to the student's official Mount Mercy transcript. Upon satisfactory completion of this year, the BS degree will be awarded by Mount Mercy, and the graduate should then take the National Board examination required for registration as a medical technologist by the American Society of Clinical Pathologists.

Admission to the medical laboratory science program at Mount Mercy does not ensure admission to the fourth year internship at the affiliated hospital. Each hospital internship program may accept or reject applicants on the basis of scholarship, health, personality, suitability for the profession, and enrollment limitations. Most hospital internship programs require a minimum science GPA of 2.50. A criminal background check is required prior to the fourth year internship.

Mount Mercy is affiliated with the NAACLS-approved programs of clinical laboratory science and technology of St. Luke's Methodist Hospital, Cedar Rapids and Mercy College of Health Sciences, Des Moines. Applicants who have completed a bachelor's degree which included the required science and mathematics courses may intern at any NAACLS-approved hospital school. Students will need to consent to a criminal background check prior acceptance of internship.

MLS majors should, for example, be able to: recall the fundamentals of chemistry and biology needed to work as a licensed Medical Laboratory Specialist; explain the basic safety principles in handling chemicals; and understand the key techniques of data collection.

Career Opportunities

Hospitals, clinics, and medical laboratories are prime employers of medical technologists. See the Graduate section (<http://catalog.mtmercy.edu/graduateprograms>) of this *Catalog* for more information on Graduate programs offered at Mount Mercy.

Major

12-month internship program also required outside the major:

Chemistry

CH 111	General Chemistry I	4.5
CH 112	General Chemistry II	4.5
CH 211	Organic Chemistry I	4.5
CH 212	Organic Chemistry II	4.5
CH 251	Analytical Chemistry	5
CH 302	Biochemistry	5

Biology

BI 125	Foundations of Biology & Scientific Inquiry I	3
BI 125L	Biostatistics and Scientific Investigation I	1.5
BI 126	Foundations of Biology & Scientific Inquiry II	4.5
BI 243	Immunology	3
BI 274	Human Physiology	3
BI 274L	Human Physiology Laboratory	1.5
BI 303	Genetics	4.5

BI 315	General Microbiology	4.5
BI 370	Cell and Molecular Biology	5

Math

MA 135	Basic Statistics	3
--------	------------------	---

Nursing

NU 211	Medical Terminology (Independent study)	1
--------	---	---

Philosophy

PL 269	Introduction to Ethics	3
--------	------------------------	---

Academic Requirements

A grade of C or above (C- does not count) in all required courses and a minimum cumulative GPA of 2.50 in required science courses.

Mercy Experience

Courses designated Mercy Experience (ME) are distinctive offerings within the Reflection and Action Core Curriculum (<http://catalog.mtmercy.edu/curriculum/#corecurriculumtext>). They provide an introduction and a culmination to the liberal arts core, complementing students' majors while offering a rich grounding in the priorities of a Mercy education. The introductory (100-level) Mercy Experience 'portal' courses engage students in an active learning environment, with course themes derived from critical social justice and global concerns of the Sisters of Mercy. The 400-level Mercy Experience Capstone course is intended as a culminating experience in the liberal studies. Students need to register for this course along with the senior seminar (or another designated course) within their major, typically during the year in which they plan to graduate. During the Mercy Experience Capstone, students will integrate knowledge they have acquired from each of the core domains and will reflect on their Mercy education in the context of their major discipline. In addition, they will examine one of the Mercy critical concerns identified by the Sisters of Mercy from a disciplinary, interdisciplinary, and global perspective and will actively participate in a related capstone project.

Music

The music major offers two possible areas of study leading to the baccalaureate degree: the Bachelor of Arts in Music and the Bachelor of Arts in Music-Education (<http://catalog.mtmercy.edu/curriculum/education>). Students majoring in music have the option of either a performance or music history concentration. Students wishing to pursue the music history concentration will substitute a bachelor's thesis for the full senior recital.

The music major prepares the student to continue music studies at the graduate level and to become a studio teacher and performer. The offerings in music education are designed for teacher certification at the elementary and secondary school level (grades K-12). Students majoring in music have two concentration options: 1) Performance, which requires a half recital (30 minutes) during the junior year and a full recital (60 minutes) during the senior year, or 2) Music History, which requires a half recital during the junior or senior years and a substantial research project culminating in a thesis during the senior year. Students with a concentration in music history must enroll for MU

445 Music Independent Study during at least one semester of their senior year.

An interview and musical audition with the music faculty is required so proper placement and advice may be given.

As part of their applied music experience, all Music and Music-Education majors are required to attend student, faculty, and guest recitals and perform at least once each semester in the weekly music seminar.

All music majors and minors enrolled full-time must register for MU 168 Mount Mercy University Choir or MU 170 University Band.

Objectives established for students in this major include, among others: write 4-part chorales using proper voice leading techniques of the 18th century; critically analyze large-scale musical forms; and distinguish among the major genres of Western art music (e.g. symphony, opera, choral works).

Career Opportunities

Teaching in schools, performing or teaching privately are the areas in which most music majors are employed. Many opportunities are also available in fields of music publishing and commercial music.

Course Offerings

Applied Music

Private lessons are available in the following areas, and may be taken for various duration and credit. All students enrolling for private lessons must obtain approval of the music department chair.

Piano

MU 145	Piano	0
MU 146	Piano	1
MU 147	Piano	2

Voice

MU 155	Voice	0
MU 156	Voice	1
MU 157	Voice	2

Applied music lessons are free to full-time music majors. Non-music majors may take private lessons as time and schedules of music faculty permit. The following fees are charged for non-major lessons:

No credit (half-hour lesson per week): \$275.00 per semester

One semester hour credit (half-hour lesson per week): \$275.00 per semester

Two semester hours credit (one hour lesson per week): \$450.00 per semester

Students will be assigned teachers by the music faculty. The amount of college credit allowed will be determined by the music faculty.

Appearance in jury examination, recital, or other performance is required of all applied music students who are studying for credit. In addition these students will attend regularly scheduled seminars for performance preparation. Students majoring in music normally enroll for applied lessons in their major area of concentration for two credit hours per semester, they may elect to take up to 4.5 semester hours

each year without a fee; those majoring in music education normally enroll for one credit hour per semester.

See the Graduate section (<http://catalog.mtmercy.edu/graduateprograms>) of this *Catalog* for more information on Graduate programs offered at Mount Mercy.

Major

MU 100	Seminar	0
Applied Music for eight terms		
MU 101	Music Theory I	4
MU 102	Music Theory II	4
MU 202	Music Theory III	3
MU 203	Music Theory IV	3
MU 257	Vocal Techniques	3
or MU 315	Piano Literature And Pedagogy	
MU 322	Counterpoint	3
MU 324	Form and Analysis	3
MU 332	Music History	3
MU 333	Music History	3
Total Hours		29

Students with piano as their major concentration are required to take MU 315 Piano Literature And Pedagogy; those with voice as their major concentration are required to take MU 257 Vocal Techniques.

Academic Requirements

Music majors must maintain a 2.60 cumulative average in all music courses and are required to pass a piano proficiency examination in their senior year.

Major in Music-Education

MU 100	Seminar	0
MU 101	Music Theory I	4
MU 102	Music Theory II	4
MU 107	Instrumental Music Methods	2
MU 202	Music Theory III	3
MU 203	Music Theory IV	3
MU 251	Conducting	3
MU 257	Vocal Techniques	3
or MU 315	Piano Literature And Pedagogy	
or MU 322	Counterpoint	
MU 324	Form and Analysis	3
MU 332	Music History	3
MU 333	Music History	3
Plus Education Courses *		
Total Hours		31

* See the Education section (<http://catalog.mtmercy.edu/curriculum/education>) for full list of required courses.

Music majors must enroll for applied lessons and an ensemble every semester except for the student teaching semester. Students majoring in Music-Education with an instrumental concentration will select MU 322 Counterpoint. Students majoring in Music with a piano

concentration will select MU 315 Piano Literature And Pedagogy. Students majoring in Music with a vocal concentration will select MU 257 Vocal Techniques.

Students planning to pursue Music-Education should follow the program guidelines within the Education section (<http://catalog.mtmercy.edu/curriculum/education>) of this *Catalog*. Music-Education majors will be assigned an advisor in the education division to ensure that all requirements for certification are met.

Academic Requirements

Music education majors should consult the Education section (<http://catalog.mtmercy.edu/curriculum/education>) of this *Catalog* for GPA requirements. Music education majors are required to pass a piano proficiency examination in their senior year.

Music Minor

MU 100	Seminar	0
MU 101	Music Theory I	4
MU 102	Music Theory II	4
MU 202	Music Theory III	3
MU 203	Music Theory IV	3
MU 332	Music History	3
MU 333	Music History	3
Four semesters of Applied Music		
Total Hours		20

Nursing

The nursing major is approved by the Iowa Board of Nursing and accredited by the Commission on Collegiate Nursing Education to provide an educational program that builds on natural and behavioral sciences and integrates the liberal arts with professional courses. Students complete degree requirements for the Bachelor of Science in Nursing. Graduates are prepared to enter the profession of nursing in a variety of areas and are prepared for graduate education.

The baccalaureate curriculum is based on the belief of the faculty that socialization of nursing students into the profession is a *journey* that continues throughout and beyond their baccalaureate education. The faculty has adopted "the hero's journey" as presented by anthropologist Joseph Campbell as a unifying theme for the nursing curriculum.

Additional information is available at www.mtmercy.edu/nursing

Licensed registered nurses who wish to complete the baccalaureate degree may do so through the RN to BSN program (<http://catalog.mtmercy.edu/adultaccelerated/curriculum/nursing>) in the accelerated programs or online. Please refer to those sections of the Mount Mercy University *Catalog*.

Procedure for Admission into the Nursing Major:

Students must complete an application for the nursing major by following the procedures below. (In the spring semester of the first year. Students are required to meet the admission criteria that are most current for the semester in which they wish to be admitted).

1. Complete the application form for the major. Prior to filing this application the student must:
 - a. Have completed or be in the process of completing the following prerequisite courses or their equivalent with a grade of C or above (C- does not count) in: BI 125 Foundations of Biology & Scientific Inquiry I, BI 150 Basic Microbiology, CH 110 Introduction to Chemistry, CH 110L Introduction to Chemistry Laboratory, NU 111 Call To Adventure I, NU 114 Call To Adventure II, or NU 115 Call to Adventure: Transitions, English Composition, and at least two of the following courses: PS 101 Introductory Psychology, PS 124 Developmental Psychology, CO 101 Oral Communication, SO 122 Introduction To Sociology.
 - b. Achieve a minimum cumulative grade point average of 2.70 based on a 4.00 scale.
2. Additional requirements for the nursing major:
 - a. Physical exam and immunization update (physical form is available online at www.mtmercy.edu/nursing-0);
 - b. Proof of current Healthcare Provider Basic Cardiac Life Support (CPR) fro American Heart Association;
 - c. Proof of current health insurance;
 - d. Proof of completion of Certified Nursing Assistant Course;
 - e. Proof of completion of Mandatory Reporter Certification (course is available at Mount Mercy);
 - f. VIRTUS training for volunteers in parochial schools (course taught at Mount Mercy)
 - g. Complete criminal background check including adult and child abuse. (Instructions will be provided for completing this task.). Any concerns with background checks will be reviewed on an individual basis.

Fulfillment of these specific requirements for admission does not ensure admission to the Department of Nursing. For those applicants who meet the minimum requirements, the department's Admissions, Promotion, and Graduation Committee will select the applicants who in its judgment are best qualified physically, emotionally, and scholastically and best meet the standards expected of prospective members of the nursing profession.

The student is responsible for transportation to and from clinical experiences and field trips.

Nursing courses with a clinical component may not be taken by a person: a) who has been denied licensure by the Board; b) whose license is currently suspended, surrendered or revoked in any U.S. jurisdiction; c) whose license/registration is currently suspended, surrendered or revoked in another country due to disciplinary action.

Students in the nursing major incur additional fees that are charged to account throughout the time the student is in the major. (See current nursing fee charges in catalog)

Nursing students may not fulfill prerequisite requirements by taking CLEP exams for credit in place of courses that have been attempted and not successfully completed.

The number of students admitted to the nursing major may be limited due to available faculty and clinical resources. In the event that more students qualify for admission than can be accepted, the Admissions,

Promotion, and Graduation Committee will determine the number of students to be admitted.

A student who is not accepted into the nursing major may appeal in accordance with the Academic/Administrative Grievance Procedure for Students as stated in the *Good Book*.

Students wishing to transfer from another baccalaureate nursing program will be considered on an individual basis. This process begins with a meeting with the chairperson of the department and the application will be considered by the Admissions, Promotion, and Graduation Committee.

Procedure for Continuation in the Major

Once admitted to the Department of Nursing, in order to progress, the student must maintain a C or above (C- does not count) in BI 273 Human Anatomy, BI 274 Human Physiology, PS 124 Developmental Psychology, SO 122 Introduction To Sociology and CO 101 Oral Communication and a C or above (C- does not count) in all nursing courses. The student must maintain a cumulative grade point average of 2.00. The faculty of the nursing department also reserves the right of retaining only those students who in the judgment of the faculty satisfy the requirements of scholarship and health and meet the standards expected of prospective members of the nursing profession.

All nursing courses are expected to be taken in an uninterrupted sequence until completed. If interruptions occur the student must seek readmission to the nursing major. In order to be considered for re-admission to the nursing major following any interruption of progression in the program, the student must have a minimum cumulative grade point average of 2.70 or above and submit in writing to the chair of the department of nursing the request to re-enter the nursing program. Each application for re-admission will be reviewed on an individual basis by the department's Admissions, Promotion, and Graduation Committee.

Specific guidelines for the readmission procedure are described in the Nursing Student Handbook. A student may only repeat a course at the discretion of The Admissions, Promotion, and Graduation Committee based on the student's application for readmission to the major. Students who are academically unsuccessful in a nursing course may repeat the course once; however, only one nursing course may be repeated.

Additional details about policies and procedures related to the Department of Nursing may be found in the current edition of the Nursing Student Handbook on the department's web site.

Career Opportunities

Hospitals, public health agencies, and various other community health services represent the major career openings for graduates. See the Graduate section (<http://catalog.mtmercy.edu/graduateprograms>) of this *Catalog* for more information on Graduate programs offered at Mount Mercy.

Prerequisites

BI 125	Foundations of Biology & Scientific Inquiry I	3
BI 150	Basic Microbiology	4.5
BI 273	Human Anatomy	4.5
BI 274	Human Physiology	3

CO 101	Oral Communication	3
CH 110	Introduction to Chemistry	3
CH 110L	Introduction to Chemistry Laboratory	1.5
Writing course		4
PS 101	Introductory Psychology	3
PS 124	Developmental Psychology	3
SO 122	Introduction To Sociology	3
Total Hours		35.5

Major

For Four-Year (pre-licensure) Nursing students: Admission to the major plus:

NU 111	Call To Adventure I	0.5
NU 114	Call To Adventure II	0.5
NU 224	Nursing Skills for the Journey	3
NU 230	Pharmacotherapeutics	3
NU 232	Holistic Human Assessment	4
NU 240	Disease Paths	4
NU 260	Pathways To Professional Nursing	5
NU 320	Essentials of Nutrition	2
NU 330	Beginnings: Maternal Newborn Nursing	3
NU 332	Challenges Along the Journey: Nursing Interventions for Clients with Mental Illness	3
NU 350	Challenges Along the Journey: Interventions for Core Body System Alterations	6
NU 352	Challenges Along the Journey: Intervention for Alterations in Regulatory and Protective Mechanisms	6
NU 411	Professional Preparation	1
NU 465	Integrating Journey: Complex Concepts and Clinical Immersion	5
NU 470	Population Based Nursing	3
NU 471	Professional Aspects of Nursing	4
Total Hours		53

Academic Requirements

Students must maintain a C or above (C- does not count) in all nursing courses, and maintain a cumulative grade point average of 2.00.

The following is the typical sequence of courses required for the major*:

Freshman			
Fall	Hours Winter	Hours Spring	Hours
BI 125	3 Domain	3 BI 150	4.5
CH 110	3	PS 101	3
CH 110L	1.5	NU 114	0.5
NU 111	0.5	CO 101 ¹	3
Writing Competency	4	PS 124 ¹	3
Portal Course	3		
	15	3	14

Sophomore

Fall	Hours Winter	Hours Spring	Hours
BI 273	4.5 NU 224	3 BI 274	3
NU 232	4	NU 240	4
SO 122 ¹	3	NU 260	5
Math	3		
Competency or Domain			
	14.5	3	12

Junior

Fall	Hours Winter	Hours Spring	Hours
NU 350	6 Domain	3 NU 352	6
NU 230	3	NU 330	3
NU 320	2	Domain	3
Math	3	Domain	3
Competency or Domain			
	14	3	15

Senior

Fall	Hours Winter	Hours Spring	Hours
NU 470	3 Elective	3 NU 332	3
NU 471	4	NU 411	1
NU 465	5	ME 450	1
		Domain	3
		Domain	3
		Elective	3
	12	3	14

Total Hours: 122.5

¹ CO 101 Oral Communication, SO 122 Introduction To Sociology, and PS 124 Developmental Psychology can be taken in any combination in either term.

*Disclaimer

The course offerings, requirements, and policies of Mount Mercy University are under continual examination and revision. This *Catalog* presents the offerings, requirements, and policies in effect at the time of publication and in no way guarantees that the offerings, requirements, and policies will not change.

This plan of study represents a typical sequence of courses required for this major. It may not be applicable to every student. Students should contact a department faculty member to be sure of appropriate course sequence.

Outdoor Conservation

The Outdoor Conservation major offers three tracks to the bachelor's degree: a natural resources track, a law enforcement track, and a general studies track. All three provide coursework for students who wish to pursue careers in parks, natural resources, environmental education, or outdoor careers. The curriculum includes courses in fundamentals of the natural world, conservation of resources, communication, and analytical thinking.

Students in this major acquire knowledge that enables them, for example, to: analyze environmental problems from various viewpoints;

employ various methodologies and equipment for sampling terrestrial and aquatic environments; and use computers to present scientific information.

See the Graduate section (<http://catalog.mtmercy.edu/graduateprograms>) of this *Catalog* for more information on Graduate programs offered at Mount Mercy.

Major

Natural Resources Track:

BI 125	Foundations of Biology & Scientific Inquiry I	3
BI 125L	Biostatistics and Scientific Investigation I	1.5
BI 126	Foundations of Biology & Scientific Inquiry II	4.5
or MA 135	Basic Statistics	
BI 127	Foundations of Biology & Scientific Inquiry III	4.5
BI 310	Ecology	4.5
Select three of the following:		9
BI 225	Global Environmental Issues	
BI 242	Iowa Natural History	
BI 305	Evolution	
BI 357	Animal Behavior	
Select one of the following:		3
AAS in Parks and Recreation from Kirkwood Community College		
BI 440	Biology Internship	
An approved course at a field station		
Total Hours		30

Law Enforcement Track

BI 125	Foundations of Biology & Scientific Inquiry I	3
BI 125L	Biostatistics and Scientific Investigation I	1.5
BI 126	Foundations of Biology & Scientific Inquiry II	4.5
or MA 135	Basic Statistics	
BI 127	Foundations of Biology & Scientific Inquiry III	4.5
BI 225	Global Environmental Issues	4.5
BI 242	Iowa Natural History	4.5
CJ 101	Introduction To Criminal Justice	3
CJ 203	Policing	3
CJ 355	Criminal Procedure ¹	3
Select one of the following:		3
AAS in Parks and Recreation from Kirkwood Community College		
BI 440	Biology Internship	
An approved course at a field station		
Total Hours		34.5

General Studies Track

PH 115	Introduction To Earth Science	4
BI 225	Global Environmental Issues	4.5
BI 242	Iowa Natural History	4.5
1 credit hour Independent Study		1
BI 445	Independent Study	
MA 135	Basic Statistics	3

Choose 5: 15

BC 202	Accounting: Information for Decisions
BN 204	Principles Of Management
EN 123	Professional Writing
HI 278	History Of US Environmentalism
MA 132	Basic Mathematical Modeling
or MA 142	Mathematics Modeling
PL 141	Logic
PO 326	Politics and Public Policy
PO 301	Constitutional Law I: Structure of Government
or PO 302	Constitutional Law II: Civil Rights and Liberties
SW 265	Diversity in America

One of the following:

AAS in Parks and Natural Resources from Kirkwood Community College	
BI 440	Biology Internship
An approved course at a field station	

Total Hours 32

¹ 9 hours of Criminal Justice courses must be taken at Mount Mercy. If a student transfers these courses other CJ courses can be selected.

Academic Requirements

A grade of C or higher (C- does not count) in all Mount Mercy University major courses and a cumulative major GPA of 2.25 or higher is required for graduation.

Philosophy

The philosophy curriculum gives students the opportunity to understand and to answer the most important questions of human existence: How do we know what we know? What does it mean to exist? Is there a Supreme Being? What is a human being? What are ethical ways to live? What is the meaning of life? With particular focus on the perennial philosophies of Plato, Aristotle, Augustine, and Thomas Aquinas, who built the foundations of the Catholic intellectual tradition in philosophy, the major assists students in integrating personal experience with philosophical reflection, as these thinkers did.

Career Opportunities

The most obvious career path in philosophy is graduate school and then professorship. However, philosophy students generally excel at a variety of skills, including critical and higher-order thinking, finding key concepts in the midst of complex information, evaluating ideas, clarifying ethical dimensions, and communicating effectively. As a result, our majors have succeeded in graduate schools in many disciplines, especially law school. In addition, philosophy students have found that these skills have contributed to their success in whatever field they enter.

See the Graduate section (<http://catalog.mtmercy.edu/graduateprograms>) of this *Catalog* for more information on Graduate programs offered at Mount Mercy.

Major in Applied Philosophy

This major provides a flexible framework for students interested in philosophical questions. The applied philosophy major emphasizes critical thinking and practical ethics, and thus is designed to be a useful second major, which becomes the area of 'application' for interdisciplinary study in the student's senior research.

The philosophy faculty must approve all programs in applied philosophy. The approval procedure requires that each student complete a plan for the major which must explain the reasons why he/she is undertaking this program and include a list of the courses to be taken in philosophy and from other departments.

Major

PL 141	Logic	3
PL 269	Introduction to Ethics	3
PL 270	Introduction to Asian Thought	3
PL 310	Special Topics: Applied Ethics	3
PL 400	Senior Independent Research and Writing	3
6 additional semester hours in philosophy courses, at least 3 of which are numbered above 200		6
9 semester hours in approved courses from another department or other departments, 6 of which are numbered above 200		9
Total Hours		30

Philosophy Minor

PL 141	Logic	3
PL 269	Introduction to Ethics	3
PL 310	Special Topics: Applied Ethics	3
6 additional semester hours of philosophy electives, at least 3 of them numbered above 300		6
One upper division theory course from the student's major ¹		3
Total Hours		18

¹ Approval from philosophy advisor required

Physical Science

Physical science is the study of the nature and properties of energy and nonliving matter. "Matter" is the scientific term for anything that has mass and volume. There are two sub-categories in physical science: natural science and earth science. Natural science includes the study of astronomy, chemistry and physics; whereas earth science includes geology and natural history. A basic understanding of physical science is needed for study of the applied sciences (such as computer science and engineering) and life sciences (such as biology and ecology).

Political Science

The political science major seeks to meet student needs for both liberal education and career preparation. Students majoring in political science take foundation courses in four major fields – American politics, comparative politics, international politics, and political theory. A required advanced seminar, normally taken in the senior year, is intended to give students valuable experience in conducting independent study. The remaining five courses required for a major in political science may be chosen by students to fit their varying

intellectual interests, educational goals, or career objectives. Two of these elective courses, selected in consultation with departmental staff, must be taken from other departments; they are intended to supplement students' specific interests in political science and strengthen preparation for career or graduate study.

For students wanting practical experience or a chance to explore their interests in public service careers, the program offers a public service internship, in which students receive academic credit for supervised field training in public agencies.

Upon graduating, Political Science majors will have the ability to succeed, for example, in: concisely verbalizing political science theories, research, analysis, and conclusions; conducting research; and effectively communicating political science concepts in written form.

Career Opportunities

Law; education; public administration; international, state, and local governments; foreign service; journalism; specialized librarianship.

See the Graduate section (<http://catalog.mtmercy.edu/graduateprograms>) of this *Catalog* for more information on Graduate programs offered at Mount Mercy.

Major

PO 111	Introduction To American Politics (Core Curriculum)	3
PO 307	Political Science Research Methods	3
PO 441	Seminar In Political Research	3
Select two (2) of the following:		6
PO 101	Introduction To Political Philosophy	
PO 102	Government and Politics Around the World (Core Curriculum)	
PO 103	Introduction to International Relations (Core Curriculum)	

Electives: Four (4) of the five (5) electives must be courses at 200-level or above 15

Three (3) other political science courses, and

Two (2) courses from other departments HI, CJ, SW, EC, PS, SO

Or,

Five (5) other political science courses

Total Hours **30**

Students planning to pursue teacher education should follow the program guidelines within the Education (<http://catalog.mtmercy.edu/curriculum/education>) section of this *Catalog* and contact an adviser in the education division for assistance.

Academic Requirements

Students majoring in political science must achieve at least a final grade of C or above (C- does not count) in each of the five required courses, at least a 2.00 average in the three elective courses in political science (and a passing grade in each); and a least a 2.00 average in the two elective courses chosen from other departments (and a passing grade in each).

Political Science Minor

PO 111	Introduction To American Politics	3
PO 307	Political Science Research Methods	3
One American politics and public policy course selected from:		3
PO 201	The Presidency	
PO 202	Congress	
PO 203	The U.S. Supreme Court and the American Judiciary	
PO 204	Political Parties, Voters and Elections	
PO 326	Politics and Public Policy	
One international/comparative course selected from:		3
PO 102	Government and Politics Around the World	
PO 103	Introduction to International Relations	
PO 112	Globalization and Human Survival	
PO 312	Politics of International Economic Relations	
PO 313	International Law and Organization	
PO 314	Contemporary Political Ideologies	
Two other political science courses		6
Total Hours		18

Pre-Law

The pre-law minor is designed for students interested in pursuing law school. The minor is interdisciplinary, including courses drawn from a variety of relevant disciplines. Some of the courses emphasize the development of skills, such as strong communication and argumentation, which are critical to legal analysis. Still other courses introduce students to the different aspects of the U.S. legal system. Students must also complete a major in another area of interest; for pre-law students, this is consistent with recommendations from the American Bar Association, and the Law School Admission Council, which administers the Law School Admission Test (LSAT). The pre-law advisor also provides guidance to students preparing for the LSAT and applying to law school. Note the pre-professional programs are not recorded on a student's transcript at Mount Mercy University; to acknowledge completion of this minor, the student's transcript will record a "Legal Studies" minor.

See the Graduate section (<http://catalog.mtmercy.edu/graduateprograms>) of this *Catalog* for more information on Graduate programs offered at Mount Mercy.

Minor

PL 141	Logic (suggested in spring of junior year to prepare for LSAT)	3
EN 210	Writing And Analysis Of Literature	4
BA 203	Principles Of Law	3
CJ 297	Criminal Law	3
PO 203	The U.S. Supreme Court and the American Judiciary	3
PL 269	Introduction to Ethics ¹	3
Total Hours		19

¹ Course also satisfies a Core requirement.

Academic Requirements

Transfer students must complete a minimum of 9 semester hours in the pre-law minor at Mount Mercy. A grade of C or above (C- does not count) is required for each course in the minor.

Psychology

The psychology major presents a scientific approach to the study of individual behavior and experience. The goal of the major is to provide an empirical and theoretical understanding of the basic knowledge, concepts, and methods of psychology. Though such understanding may lead to greater personal insight, the study of psychology is focused primarily on a body of empirical knowledge and theoretical formulations that aim to predict and explain behavior. The approach emphasizes both critical evaluation of evidence and awareness of the implications of psychological knowledge and theory for the lives of persons. Most psychology courses emphasize self-awareness and critical thinking.

A major in psychology is intended to prepare students for advanced study or entry into pre-professional employment. A psychology major also may function as the core of an educational program in preparation for continuing informal learning. Courses in basic skills for human service workers and internship in psychology are included to facilitate application of basic knowledge in real-life settings.

A minor in psychology may be related to a wide variety of career preparations or may serve as part of a general liberal arts degree program.

Psychology majors use critical thinking to solve human behavioral problems, they develop insight into their values and career goals, they develop good oral and written communication skills, and they develop skills in understanding and using statistics and research methods.

Additional courses from the Perspectives or Focused courses may also count toward the Topics courses. Students must complete a minimum of 12 semester hours in the major at Mount Mercy. A Bachelor of Science (BS) degree will be awarded. Students planning to pursue teacher education should follow the program guidelines within the Education section (<http://catalog.mtmercy.edu/curriculum/education>) of this catalog and contact an advisor in the Education major for assistance.

Academic Requirements

A grade of 'C' or above (C- does not count) must be earned in each course counted toward the major or minor (including PS 101 Introductory Psychology.)

Career Opportunities

Social service agencies, government agencies and businesses are the prime employers of psychology majors.

See the Graduate section (<http://catalog.mtmercy.edu/graduateprograms>) of this *Catalog* for more information on Graduate programs offered at Mount Mercy.

Major

Required courses:

PS 101	Introductory Psychology	3	PS 319	Classic Theories of Personality	
PS 102	Orientation To Psychology	1	PS 371	Introduction To Counseling	
PS 124	Developmental Psychology	3	One Focus course:		3
PS 325	Statistics For Behavioral Sciences	4	PS 221	Social Psychology	
PS 345	Psychological Research Methods	4	PS 259	Health, Exercise & Sport Psychology: Health & Wellness Applied	
PS 450	Senior Seminar	3	PS 286	Biological Psychology	
Two of the following Perspectives courses:		6	PS 385	Cognitive Neuroscience	
PS 306	Abnormal Psychology		One Topics course:		3
PS 319	Classic Theories of Personality		PS 214	Psychology of the Middle School Student	
PS 371	Introduction To Counseling		or PS 215	Adolescent Psychology	
Two of the following Focus courses:		6	SW 245	Basic Helping Skills	
PS 221	Social Psychology		PS 349	Industrial/Organizational Psychology	
PS 259	Health, Exercise & Sport Psychology: Health & Wellness Applied		PS 401	Directed Reading in Psychology	
PS 286	Biological Psychology		or PS 402	Directed Reading Psychology	
PS 385	Cognitive Neuroscience		or PS 403	Directed Readings Psychology	
Two of the following Topics courses:		6	PS 411	Psychology in Practicum	
PS 214	Psychology of the Middle School Student		or PS 413	Internship in Psychology	
or PS 215	Adolescent Psychology		PS 425	Research Seminar	
SW 245	Basic Helping Skills		PS 441	Independent Study in Psychology	
PS 349	Industrial/Organizational Psychology		or PS 442	Independent Study in Psychology	
PS 401	Directed Reading in Psychology		or PS 443	Independent Study in Psychology	
or PS 402	Directed Reading Psychology		Any college-level statistics course:		3
or PS 403	Directed Readings Psychology		MA 135	Basic Statistics	
PS 411	Psychology in Practicum		BA 270	Business Statistics	
or PS 413	Internship in Psychology		Total Hours		18
PS 425	Research Seminar				
PS 441	Independent Study in Psychology				
or PS 442	Independent Study in Psychology				
or PS 443	Independent Study in Psychology				
BI 357	Animal Behavior				
ED 253	Educational Psychology				
Total Hours		36			

Additional courses from the Perspectives or Focused courses may also count toward the Topics courses. Students must complete a minimum of 12 semester hours in the major at Mount Mercy. A Bachelor of Science (BS) degree will be awarded. Students planning to pursue teacher education should follow the program guidelines within the Education section (<http://catalog.mtmercy.edu/curriculum/education>) of this catalog and contact an advisor in the Education major for assistance.

Academic Requirements

A grade of C or above (C- does not count) in each course counted toward the major or minor including PS 101 Introductory Psychology. Other options for the study of psychology include endorsements in Elementary and Secondary Education.

Minor

PS 101	Introductory Psychology	3
PS 124	Developmental Psychology	3
One Perspectives course:		3
PS 306	Abnormal Psychology	

PS 319	Classic Theories of Personality	
PS 371	Introduction To Counseling	
One Focus course:		3
PS 221	Social Psychology	
PS 259	Health, Exercise & Sport Psychology: Health & Wellness Applied	
PS 286	Biological Psychology	
PS 385	Cognitive Neuroscience	
One Topics course:		3
PS 214	Psychology of the Middle School Student	
or PS 215	Adolescent Psychology	
SW 245	Basic Helping Skills	
PS 349	Industrial/Organizational Psychology	
PS 401	Directed Reading in Psychology	
or PS 402	Directed Reading Psychology	
or PS 403	Directed Readings Psychology	
PS 411	Psychology in Practicum	
or PS 413	Internship in Psychology	
PS 425	Research Seminar	
PS 441	Independent Study in Psychology	
or PS 442	Independent Study in Psychology	
or PS 443	Independent Study in Psychology	
Any college-level statistics course:		3
MA 135	Basic Statistics	
BA 270	Business Statistics	

Total Hours **18**

Academic Requirements

A course from either the Perspectives or Focus courses may also count toward the Topics course requirement.

A grade of 'C' or above (C- does not count) must be earned in each course counted toward the major or minor (including PS 101 Introductory Psychology). Other options for the study of psychology include endorsements in Elementary and Secondary Education.

The following is the typical sequence of courses required for the major*:

Freshman

Fall	Hours Winter	Hours Spring	Hours
PS 101	3 Elective	3 PS 124	3
Portal	3	Literature Domain	3
Writing Competency	3	MA 135	3
PS 102	1	CO 101	3
BI 123 or 125 ¹	4		
	14	3	12

Sophomore

Fall	Hours Winter	Hours Spring	Hours
PS 221	3 PS 349	3 PS 345	4
PS 325	4	PS 286	3

Self and Society Domain	3	Global Awareness Domain	3
Historical Roots Domain	3	Religion Domain	3
Holistic Health Domain	3	Fine Arts Domain	3
	16	3	16

Junior

Fall	Hours Winter	Hours Spring	Hours
PS 319	3 Elective	3 PS 371	3
PS 259	3	Philosophy Domain	3
PS 306	3	Three Electives	9
SW 245	3		
Elective	3		
	15	3	15

Senior

Fall	Hours Winter	Hours Spring	Hours
Five Electives	15 N/A	PS 413	3
		PS 450	3
		ME 450	1
		Elective	3
		Elective	3
	15	0	13

Total Hours: 125

Note: Elective courses could be used for a second major, a minor, a course of interest, internship or study abroad experience.

- ¹ Students who elect to take BI 125 Foundations of Biology & Scientific Inquiry I will also need to complete BI 125L Biostatistics and Scientific Investigation I.

***Disclaimer**

The course offerings, requirements, and policies of Mount Mercy University are under continual examination and revision. This *Catalog* presents the offerings, requirements, and policies in effect at the time of publication and in no way guarantees that the offerings, requirements, and policies will not change.

This plan of study represents a typical sequence of courses required for this major. It may not be applicable to every student. Students should contact a department faculty member to be sure of appropriate course sequence.

Public Relations

Study in the field of communication involves learning how humans employ widely varied media to produce understanding between people (or not). Learning in the field focuses on balancing general, theoretical studies of communication functions with the critical capacity

to evaluate real world practice, and adding to this the enhanced ability to perform varied communication skills.

The core of the major emphasizes courses that introduce students to key concepts for communicating in the 21st century. The core courses provide vital foundations for work in the three areas of study (Communication, Journalism, and Public Relations), while the major-specific courses enable students to engage in integration, critical reflection, and application of all they have learned.

As the modes of communication are diverse, so too are careers in the field, and the three majors allow students to choose more specialized arenas of study to better prepare them for their chosen careers.

Public Relations: This major demonstrates how communication is involved in helping organizations communicate with their publics. Students develop competence through understanding key concepts and strategic planning in public relations, and through mastering skills used in traditional public relations tactics. Real world projects and internships promote the linkage between classroom theory and everyday public relations practice.

Upon graduating, Public Relations majors should be able, for example, to: execute key PR communication skills, such as writing of press releases; identify and engage in the traditional steps of strategic planning for PR; and understand the history and ethical trajectory of the Public Relations field. Students who graduate with a Public Relations major may be employed in a variety of public relations positions, which include: media relations, employee relations, community relations, event planning, fund raising, and corporate communications, as well as others.

See a full list of course descriptions on the Courses of Instruction (<http://catalog.mtmercy.edu/coursesofinstruction>) page.

See the Graduate section (<http://catalog.mtmercy.edu/graduateprograms>) of this *Catalog* for more information on Graduate programs offered at Mount Mercy.

Public Relations Major

AR 120	Visual Technology	3
CO 111	Introduction to Communication Studies	3
CO 120	Introduction to Journalism	3
CO 130	Basic Media Grammar for Professional Writing	1
CO 140	Introduction to Mass Media in the United States	3
CO 180	Introduction to Public Relations	3
CO 242	Media Theory	3
CO 280	Writing For Public Relations	3
CO 282	Research In Public Relations	3
CO 290	News Processing for Journalism and Public Relations	4
CO 345	Strategies and Tactics in Public Relations	3
CO 350	Contemporary Perspectives on Public Relations	3
CO 360	Law, History and Ethics of Mass Media	4
CO 380	Internship in Communication	3
CO 480	Seminar in Communication	3

Total Hours **45**

NOTE: Students majoring in the Communication Program can pursue an additional major or minor in the Communication Program

ONLY if they also earn, at minimum, some other non-communication department minor.

Public Relations Minor

CO 111	Introduction to Communication Studies	3
CO 180	Introduction to Public Relations	3
CO 242	Media Theory	3
CO 280	Writing For Public Relations	3
CO 350	Contemporary Perspectives on Public Relations	3
CO 360	Law, History and Ethics of Mass Media	4
Total Hours		19

Religious Studies

Religious ideas and symbols contribute to many people a sense of purpose in life. The courses engage students in critical analysis of such ideas and symbols. While this study often brings students personal enrichment, the academic study of religion focuses especially on developing skills of critical thinking and clear communication in relation to knowledge of religions. Because of the way that contemporary scholars in this kind of a Roman Catholic department study religion, courses also include serious learning from other Christian perspectives and World Religions. Each option for the core curriculum required course introduces students to these skills in a significant area of knowledge about religious life. Advanced courses allow deeper study of central issues in Christian thought. These courses help to prepare majors for many career opportunities or graduate school programs and help non-majors develop their thinking and communication skills.

Upon graduating, Religious Studies majors should be able, for example, to: understand how religious belief entails ethical responsibility to seek justice for poor and vulnerable people; explain historical influences on theological theories and beliefs; and appreciate the diversity in our world.

Career Opportunities

Religious studies majors may enter law school, study politics or engage in political activism for peace and justice, and become journalists or chaplains in campus or hospital settings. They also find church-related careers as teachers of religion, directors of religious education programs, youth or family-life ministers, directors of volunteers or of social justice activities, liturgical ministers and pastoral associates.

See the Graduate section (<http://catalog.mtmercy.edu/graduateprograms>) of this *Catalog* for more information on Graduate programs offered at Mount Mercy.

Major

RS 111	Introduction To The Bible: Old Testament	3
RS 113	Introduction To The Bible: New Testament	3
RS 211	Who Is Jesus?	3
RS 312	Modern Christian Thought	3
RS 321	Faith And Moral Life	3
Three of the following: ¹		9
RS 114	Introduction to Christianity	

RS 115	Introduction To World Religions
RS 284	Topics in Religious Studies
RS 445	Independent Study
PL 375	Faith and Reason

Total Hours **24**

¹ Chosen in consultation with the religious studies advisor

Religious Studies Minor

15 semester hours in Religious Studies electives with at least 6 of the hours numbered at the upper level.

RS 111	Introduction To The Bible: Old Testament	3
RS 113	Introduction To The Bible: New Testament	3
RS 114	Introduction to Christianity	3
RS 115	Introduction To World Religions	3
RS 118	Christians Divided:Conservative Versus Liberal Battles	3
RS 119	Christian Action:Moral Responsibility, Charitable Service, Social Justice	3
Upper Level		6
RS 321	Faith And Moral Life	
RS 445	Independent Study	
RS 211	Who Is Jesus?	
RS 284	Topics in Religious Studies	
RS 312	Modern Christian Thought	

Science Marketing

The Science Marketing program is a hybrid major that provides students an opportunity to utilize knowledge from two different fields and apply the concepts from both in a truly integrated approach.

Students in the Science Marketing major take fundamental biology and chemistry courses to develop a rich understanding of scientific principles and the scientific method. The science content of the major provides students with the background to understand how scientific products and technology work and technical needs of clients. Courses taken in the business department provide students with an understanding of the fundamental principles of marketing to consumers, assessing consumer demand and needs, and management of employees.

Career Opportunities

The Cedar Rapids to Iowa City "Corridor" is home to many STEM-based businesses that employ a STEM-educated workforce. A sample of possible employers in Eastern Iowa include: ACT, ADM, Cambrex, Cargill, DuPont, General Mills, John Deere, Kemin Industries, Monsanto, Novartis Pharmaceuticals, Penford Products, Proctor and Gamble, Rockwell Collins, Siemens, and Vermeer Corporation among others. Students graduating from the Science Marketing program will be excellent potential employees for many of these companies.

See the Graduate section (<http://catalog.mtmercy.edu/graduateprograms>) of this *Catalog* for more information on Graduate programs offered at Mount Mercy.

Major

CH 111	General Chemistry I	4.5
CH 112	General Chemistry II	4.5
CH 211	Organic Chemistry I	4.5
CH 212	Organic Chemistry II	4.5
BI 125	Foundations of Biology & Scientific Inquiry I	3
BI 125L	Biostatistics and Scientific Investigation I	1.5
BI 126	Foundations of Biology & Scientific Inquiry II	4.5
BI 303	Genetics	4.5
BK 208	Principles Of Marketing	3
BK 301	Product, Brand and Category Management	3
BK 305	Professional Selling	3
BK 421	Marketing Internship	3
Choose one set of electives:		9
Set A:		
BI 273	Human Anatomy	
BI 274	Human Physiology	
BI 274L	Human Physiology Laboratory	
Set B:		
BK 310	Consumer Behavior	
BK 321	Market Research	
BA 250	Technology & Communication In Business	
Total Hours		52.5

Service Learning

Serving the common good is at the heart of Catholic social teaching and part of Mount Mercy's mission and goals. Service learning courses have been developed to give students the opportunity to practice service while travelling. Service learning courses are normally offered in the Winter term.

Social Science

The curriculum in the social science minor is designed to provide a broad exposure through course selection from several disciplines.

Minor

The student is required to complete courses in each of three departments listed below (18 semester hours). Those seeking exceptions to the specified courses, or students wishing to apply courses taken elsewhere to the minor, must receive approval of the chairperson of the department of Psychology, Sociology and Social Work. (*Note:* this minor does not satisfy Secondary Education approval for social studies; see Secondary Education (<http://catalog.mtmercy.edu/curriculum/education/#secondaryeducationtext>) section of this *Catalog* for courses that do. This does not satisfy the requirements for an elementary education area of concentration/ minor).

Economics

EC 251	Macroeconomics Principles	3
EC 252	Microeconomic Principles	3

Political Science

PO 102	Government and Politics Around the World	3
PO 204	Political Parties, Voters and Elections	3
PO 406	Major Political Problems	3

Psychology

PS 205	Psychology Of Adjustment	3
PS 221	Social Psychology	3
PS 306	Abnormal Psychology	3
PS 319	Classic Theories of Personality	3

Sociology

SO 176	Criminology	3
SO 202	Marriage and Family	3
SO 327	Social Change and Technology	3

History

Any two upper division courses, preferably one in American history and one in world history.

Sociology

Sociology studies various aspects of human interaction and social phenomena. The sociology major addresses sociological issues pertaining to self; social groups; social and cultural values; family and community relations; economic and political relations; race, ethnic, gender, and class stratification; the city and the nature of social organizations. The comparative/historical approach of the program enables students to analyze these issues in the United States, as well as in other societies with varied cultural values and at different levels of development.

The sociology curriculum addresses the educational objectives of students who wish to: 1) develop skills in critical thinking and analysis; 2) learn the ways in which sociological thinking can contribute to one's active and constructive participation in society; and 3) apply sociological theories to social public policy, planning, and administration.

After completing the sociology requirements, more students will, for example, be able to: apply sociological analysis in real world situations; assess the validity of statements; and employ critical thinking skills in conducting sociological research and conveying ideas and findings to the public.

Career Opportunities

Graduates in sociology will be prepared to seek careers in: 1) local and state governments, planning agencies, community-based organizations; and 2) research positions in government, private businesses and corporations, organized labor and labor-management councils. In addition, the program provides the basis for graduate studies in sociology leading to teaching and research positions in higher education.

See the Graduate section (<http://catalog.mtmercy.edu/graduateprograms>) of this *Catalog* for more information on Graduate programs offered at Mount Mercy.

Major

SO 122	Introduction To Sociology	3
SO 215	Methods Of Social Research	3
SO 251	Sociological Theories	3

SO 430	Experiential Learning Internship	3
SO 441	Senior Seminar	3
Total Hours		15

Students are strongly advised to complete SO 122 Introduction To Sociology and SO 251 Sociological Theories by the end of their sophomore year.

Analytical/Topical Electives: two courses from each of the following three areas:

1. Social Groups and Organizations:		
SO 176	Criminology	3
SO 202	Marriage and Family	3
SO 320	Sociology of Work	3
SO 245	Sociology Of Law	3
2. Social Stratification:		
SO 155	Social Problems	3
SO 235	Social Inequalities	3
SO 240	Medical Sociology	3
SO 290	Urban Sociology	3
SO 310	Sociology Of Sex And Gender	3
SO 330	Global Race Relations	3
3. Historical/Comparative:		
SO 183	Introduction to Cultural Anthropology	3
SO 285	Islam And Politics	3
SO 327	Social Change and Technology	3
SO 420	Social Movements and Revolutions	3

In consultation with an advisor, students may substitute one of the following for one of the analytical/topical electives: CJ 365 Diversity and the Criminal Justice System, or PS 221 Social Psychology.

Students preparing for graduate studies in sociology should emphasize skills in quantitative analysis, and may consider electing one of the following: BA 270 Business Statistics, MA 135 Basic Statistics, or PS 325 Statistics For Behavioral Sciences.

Note: Students planning to pursue teacher education should follow the program guidelines within the Education (<http://catalog.mtmercy.edu/curriculum/education>) section of this *Catalog* and contact an advisor in the education division for assistance.

Academic Requirements

SO 122 Introduction To Sociology is a prerequisite for all sociology courses. Students must maintain a grade of C or above (C- does not count) in each required course for the major and minor, this includes SO 122 Introduction To Sociology.

Sociology Minor

SO 122	Introduction To Sociology	3
SO 215	Methods Of Social Research	3
SO 251	Sociological Theories	3
One elective from each of the analytical/topical areas listed in the major		9
Total Hours		18

Spanish

The Spanish minor introduces students to the language, literature, and cultures of Spanish-speaking populations. Expertise in Spanish will aid preparations for study abroad, service opportunities, graduate school,

future occupations, living in an increasingly global society, and a better understanding of a student's major. The minor requires a minimum of 15 credits. (Courses numbered SP 200 Intermediate Spanish I and above count toward the minor).

See the Graduate section (<http://catalog.mtmercy.edu/graduateprograms>) of this *Catalog* for more information on Graduate programs offered at Mount Mercy.

Spanish Minor

SP 100 Elementary Spanish I, SP 101 Elementary Spanish II, and SP 120 Accelerated Spanish Review do not count for the minor, but may be required as prerequisites depending upon transfer work and placement test scores.

Please contact Spanish Minor Coordinator about placement tests prior to selecting courses.

SP 200	Intermediate Spanish I ¹	3
SP 201	Intermediate Spanish II	3
SP 300	Spanish Grammar & Composition	3
Two of the following		6
SP 220	Spanish for the Profession	
SP 240	Spanish Conversation ²	
SP 260	Spanish Conversation, Film and Culture	
SP 310	Advanced Communicative Spanish Abroad	
SP 320	Spanish Phonology	
SP 325	Independent Study	
SP 331	Introduction to Hispanic Literature	
SP 369	Hispanic Culture & Civilization	
SP 425	Spanish Internship	
Total Hours		15

¹ Double counts for Global Awareness Domain

² Native Spanish speakers cannot receive credit for SP 240 Spanish Conversation.

Writing

Writing Minor

BA 250	Technology & Communication In Business	3
EN 203	Creative Writing	3
EN 210	Writing And Analysis Of Literature	4
CO 120	Introduction to Journalism	3
CO 280	Writing For Public Relations	3
or CO 281	Newspaper Reporting	
Any additional English course numbered 200 or above		3
Total Hours		19

See the Graduate section (<http://catalog.mtmercy.edu/graduateprograms>) of this *Catalog* for more information on Graduate programs offered at Mount Mercy.

Online

Mount Mercy University offers online bachelor's degree programs in three majors:

- Business
- Human Resource Management
- RN to BSN

Online classes are offered in nine, five-week sessions throughout the academic year, allowing students to focus on one course at a time.

The online courses do not require any face-to-face meetings and are delivered entirely through the online learning platform.

Admissions

General Admission Requirements to Mount Mercy University Online Programs

For students with less than 12 graded semester hours of prior college coursework:

- Completed online application
- Official transcripts from all schools previously attended
- Cumulative H.S. grade point average of 2.75 (on a 4.0 scale)
- Composite ACT score of 20 (940 SAT) with sub-scores of 17 or higher
- Class rank in the top half of graduating class
- Mount Mercy applicants are encouraged to complete the following high school coursework:
 - Four years of English
 - Three years of Mathematics
 - Three years of Social Studies
 - Three years of Science

For students with 12 or more graded semester hours of prior college coursework:

- Completed online application
- Official transcripts from all schools previously attended
- Cumulative GPA requirement of 2.5 (on a 4.0 scale*)

*In accordance with articulation agreements, students who have earned an associate degree from Kirkwood Community College or Hawkeye Community College, and who have at least a 2.00 cumulative grade point average, are allowed admission to Mount Mercy.

For international students:

- Completed online application
- All official college and/or foreign university transcripts translated into English and evaluated by a foreign credit evaluation agency (college-level GPA of 2.50 or equivalent required)
- Official high school transcripts translated into English by a foreign credit evaluation agency (for applicants who have not earned an associates degree or higher from an accredited college or university)
- Official scores from standardized tests that will be considered for admissions decisions include:
 - TOEFL (550 PBT, 213 CBT, 79 IBT)
 - IELTS (6.5)
 - STEP Eiken (Grade 1)

- ACT (20)
- SAT (940)

Any student who does not meet the above criteria will be evaluated by the Admissions Committee for closer examination. Admission conditions and/or course recommendations will be determined on an individual basis by the Committee.

Application Procedures for the Online Programs

You may begin the application process by visiting our web site at <https://onlineprograms.mtmercy.edu/>. Complete the online application and if you have any previous college coursework, request official transcripts to be sent to: Accelerated Office, 1330 Elmhurst Drive NE, Cedar Rapids, IA 52402-4797.

Federal regulations require that student files contain a certificate of the highest degree earned. A high school transcript is required for applicants who have not yet obtained a post-secondary associate or higher degree.

Application Procedure for Readmission to Online Programs

Students who exit from Mount Mercy, do not attend for one or more consecutive semesters, or have graduated from Mount Mercy and wish to reenter the program, pursue a second major, pursue a second degree or add a minor, must complete a new application prior to resuming coursework at Mount Mercy. The application is available at <https://onlineprograms.mtmercy.edu/>. If any coursework has been completed at other institutions since last attending Mount Mercy, official transcripts documenting coursework must be requested by the applicant and sent directly from the institution to the Accelerated Office.

Special Student Application

Students interested in taking just one or two online courses at Mount Mercy may complete an application for special student status. If the student is currently pursuing a degree at another institution, it is recommended that the student seeks permission from the home college before enrolling at Mount Mercy. Students must first complete the application form available online at <https://onlineprograms.mtmercy.edu/>. If a prerequisite course is needed for the course(s) selected to be taken through Mount Mercy, an official transcript must be sent to the Accelerated Office to verify successful completion of that prerequisite. Any special student that wishes to continue at Mount Mercy must complete the regular admission process for the online programs.

Policies

Assessment of Prior Experiential Learning (APEL)

Mount Mercy offers an opportunity for students to request that substantial work-related or other prior learning experiences and accomplishments be evaluated for potential academic credit. The Assessment of Prior Experiential Learning (APEL) process requires that eligible students submit a portfolio documenting specific learning outcomes attained through previous personal or professional experiences. Qualifications for students seeking APEL review include:

1. Must be at least 25 years of age.
2. Must be officially enrolled in a degree program at Mount Mercy.
3. Must be able to demonstrate that the experiential learning for which they intend to seek credit is related to their educational goals at Mount Mercy.

4. Must complete the assessment process, including the credit evaluation, prior to their final semester.

Students participating in the APEL process are allowed to submit a revised portfolio for consideration just one time. The maximum number of credits to be granted through portfolio assessment is 30 semester hours, and it is possible that no credit will be granted. Faculty evaluators will recommend the amount of assessed credit, within the maximum noted above, to the Provost for final approval. The credit may be applied to core curriculum, electives, or majors or minors depending on: 1) the content and level of learning assessed; and 2) the approval and recommendation of the appropriate academic departments. Credits earned through the APEL process are NOT considered part of the 30 semester hours required to be taken at Mount Mercy.

Once the credit has been approved, it will be recorded on the transcript as credit hours in experiential learning with a title specified by the faculty evaluators. The credit will be listed on the transcript with a grade of Pass (P) and is not calculated in the cumulative GPA. Credit will not be granted when it will duplicate college credits previously earned, nor will students receive Mount Mercy credit when it will duplicate credit previously earned through an assessment or prior experiential learning.

College Level Examination Program

Credit may be earned by demonstrating academic achievement as measured by the College Level Examination Program (CLEP).

A full-course credit (3 semester hours) may be earned in each of the 34 subject examinations by scoring at or above a specific score level; course credit varies in the general examinations. Information explaining the procedures and passing test scores can be obtained in the Registrar's Office, 211 Warde.

Any Mount Mercy student or prospective student is eligible to earn up to a maximum of 60 semester hours through CLEP exams. In those cases where CLEP scores are 10 years old or older, students must petition the Provost. CLEP scores over 10 years old will be considered on a case-by-case basis. Please see CLEP guidelines available in the Registrar's Office for passing scores, credit awards and fees.

Military Education/Credit

Please be sure to identify your military service in your initial advising appointment as credit hours may have been earned for your military training. Military education is evaluated by the Registrar's Office upon the receipt of an AARTS transcript, a SMART transcript, a DANTES transcript, or official transcript from Community College of the Air Force. Each branch of the service has its own form of documentation. Be sure to contact your respective branch office to learn more about having your transcripts sent.

It is important to have your military transcripts reviewed by the Registrar during your initial review prior to admission. The number of hours that you are able to pursue through Mount Mercy's partner institutions may be affected by the number of hours transferring from your military education. Some military education credits transfer as two-year institutional credits.

For more detailed information, please contact the Registrar's Office at 319-363-1323 ext. 1553.

Second Baccalaureate Degree Declaration

A Mount Mercy graduate or a person who holds a baccalaureate degree from another institution, whose accreditation is comparable to that granted by Mount Mercy, may earn a second baccalaureate degree at Mount Mercy by fulfilling the following requirements:

1. Must be admitted or readmitted to Mount Mercy and to a major other than the major of the original degree.
2. Original degree must be completed and not in progress before the student begins work toward the second degree.
3. Must earn at least 30 consecutive hours at Mount Mercy beyond the original degree, with a cumulative grade point average of 2.00 (or higher, if the designated major requires a higher average).
4. Must fulfill all requirements of a major (different than the original major) as described in this *Catalog* in effect at the time of admission or readmission to Mount Mercy and at least 12 semester hours, above course number 199, in the major must be completed at Mount Mercy. (*Note:* the core curriculum requirements are waived).
5. Pass/Fail grades in courses used for completion of the second degree are unacceptable unless the course is designated in this *Catalog* as solely as a Pass/Fail course.

The student who earns a second baccalaureate degree will receive a Mount Mercy diploma and may participate in graduation ceremonies. The student is not eligible for graduation honors with exceptions granted by petition through the Provost's Office. An important consideration in the decision will be the cumulative GPA from the previous degree.

Second Major

If you are interested in pursuing a double major during your program of study be sure to discuss this with your program advisor to strategically plan your course schedule. A student taking two separate majors while working toward a first baccalaureate degree at Mount Mercy earns a second major, not two degrees. Both majors will be recorded on your official transcript, but only one baccalaureate degree shall be granted. If the two majors lead to separate degrees (e.g., BBA and BS), the student shall make the decision of which degree to pursue and that degree shall be recorded on the transcript once the work is completed. Once you have decided to pursue a second major and/or minor during your program of study, complete the declaration of major/minor form. Mount Mercy graduates, and/or graduates from other institutions whose accreditation is comparable to that granted by Mount Mercy may earn a second major at Mount Mercy by fulfilling the following requirements:

1. The student must be admitted or readmitted to Mount Mercy and to a major other than his or her original major.
2. The student must complete the requirements for the major as described in this *Catalog* in effect at the time of admission or readmission to Mount Mercy.
3. Students must earn 12 semester hours or more, at the upper level at Mount Mercy toward the second major, not used toward a previous major.

A second major, whether taken while working toward the first degree or subsequently, is not to be confused with a second baccalaureate degree. Earning a second major is generally more economical in time and money than earning a second baccalaureate degree. A student already possessing a baccalaureate degree and completing a second major will not receive a diploma, will not be eligible to earn honors, nor will the student be eligible to participate in graduation ceremonies.

Second-Grade Option

The second-grade option occurs when a student repeats a course previously taken at Mount Mercy or previously transferred in to Mount Mercy. If the student repeats a course previously taken at Mount Mercy, both grades stay on the permanent record, but the first grade is not calculated into the grade point average and the last grade stands as the official grade and is the only grade calculated into the grade

point average. If a student transfers a course from another institution prior to repeating the course at Mount Mercy, both grades stay on the permanent record, but the first grade is not calculated into the grade point average and the Mount Mercy grade stands as the official grade and is calculated into the grade point average. If a student repeats a Mount Mercy course with a course from another institution, transferred into Mount Mercy after the course was taken at Mount Mercy, both grades stay on the permanent record and the grades of the two courses are averaged for the purpose of the cumulative grade point average. Approval for this action must be given by the Registrar. Students who wish to use the second grade option must complete a form in the Registrar's Office. If the course was taken for a grade the first time, it must be taken for a grade the second time. If the course was taken pass/fail the first time, it may be taken pass/fail or for a grade the second time.

A student may only use the second grade option ONCE per course. Courses that are a part of the Bachelor's degree earned at Mount Mercy are not approved for second grade options after the degree has been awarded.

Classification

Students are classified according to number of semester hours earned toward the degree. Those who meet the entrance requirements and have earned 29 semester hours or less are classified as freshman. Students must have 30 semester hours before they may be classified as sophomores, 60 semester hours before they may be classified as juniors and 90 semester hours before they may be classified as seniors.

Applying for Graduation

Students need to submit the Application for Graduation to the Registrar's Office to be considered a candidate for graduation. The Application for Graduation should be submitted at the time the student registers for the final six blocks in the accelerated format. The application is available on the Registrar's Office webpage. Students must satisfy the following requirements prior to graduation from Mount Mercy:

1. A minimum of 123 semester hours of credit earned toward the degree.
2. A minimum cumulative grade point average of 2.00.
3. A minimum cumulative grade point average of 2.00 for all credits earned at Mount Mercy.
4. Completion of the core curriculum requirements.
5. Completion of a major program of study.
6. At least 12 semester hours, above course number 200, in the major must be completed at Mount Mercy
7. A minimum of 30 semester hours completed at Mount Mercy.
8. Minimum of 30 consecutive semester hours completed at Mount Mercy immediately preceding graduation.
9. If graduating with a minor, 9 semester hours of the minor must be taken at Mount Mercy.

Major-Minor Programs

The major typically includes 30 or more semester hours, as indicated in individual requirements by field. The minor requires fewer semester hours. The student is, in every case, responsible to see that he or she properly applies for graduation and meets the graduation requirements.

Tuition and Fees

Online Programs — Enrollment Status

To determine enrollment status, blocks 1, 2 and 3 comprise the Fall semester; block 4 is the Winter term; blocks 5, 6 and 7 comprise the Spring semester; and blocks 8 and 9 comprise the Summer semester. *Note:* Loan Servicers use the enrollment status to defer loans. Students must be enrolled in a minimum of 12 semester hours per semester to be considered full-time status. Enrollment of less than 6 semester hours per semester is considered less than half-time status. Students should contact the Mount Mercy Student Financial Services Office to determine hours needed to be eligible for state or federal financial assistance.

Deferred Billing

Tuition for students in the online program is due the first night of class. If you are reimbursed by your employer, and you have a completed Deferred Payment Plan Enrollment Form on file in the Student Financial Services Office, tuition is due 45 days from the end of each block.

Online Programs —Add/Drop Policy AND Tuition Refund Policy

Please refer to the academic calendar for specific add/drop dates. To drop a course without charge, a student must drop prior to the first day of the block in order to have the registration dropped and no tuition charge assessed. If the course is dropped on, or after the block start date, but before the first week ends (Sunday 11:59pm CST), the student will receive a grade of "W" on the academic transcript reflecting the withdrawal, but will not be charged. Students dropping a given course during the second week of class or after will be charged 100% of the tuition.

If a student wishes to withdraw from an online course, they must do so by the fourth Sunday (11:59pm CST) of a five week block, or the ninth Sunday (11:59pm CST) of a ten week block to receive a "W". Students who do not withdraw from a course by these deadlines will receive a letter grade for the course.

Attendance is taken the first week of class for Department of Education requirements. Online students must actively engage in the course by the end of the first Thursday (11:59pm CST). Simply logging in to the class does not count as engagement for attendance purposes. Students that are "No-Showed" (removed from the class due to non-attendance) for a given course, after the course has started, will receive a grade of NA and will not be charged.

Dual Program Enrollment

Students are not allowed to pursue dual programs – a major or minor in the traditional program and a major or minor in the online program – at the same time. Students desiring to mix programs must first complete one program and then apply to the second program for completion of the second major or minor.

Online Programs — Withdrawal Policy

Students exiting from Mount Mercy during a block in which they are registered, will receive a grade of "W" for the course. Students withdrawing during the first week of the block (before Sunday 11:59 pm CST) will receive a tuition refund. Students withdrawing during the second week of the block or after will not receive a tuition refund. Registrations in subsequent blocks will be dropped and there will be no tuition charge for the dropped registrations. Students should contact the Adult Accelerated Office to initiate the exit process. Withdrawing from Mount Mercy will change the student's enrollment status, and students should consider how the decision to withdraw will impact any

of the following: tuition charges, financial aid, social security, employer-reimbursement, veteran's benefits, or scholarships (Please refer to the Financial Aid section (<http://catalog.mtmercy.edu/online/financialaid>) for more information). The student's ability to maintain a student visa or to purchase insurance as a student may also be impacted as a result of the decision to withdraw from coursework at Mount Mercy. Students withdrawing from the institution will be required to re-apply for admission if they desire to return.

Financial Aid

Online Programs – Financial Aid

A student enrolled in any of the online programs at Mount Mercy is eligible to apply for federal and state financial aid. Institutional financial aid is not available for online program students. To qualify for any financial aid at Mount Mercy, students must:

1. Receive notification from the Adult Accelerated Office at Mount Mercy of acceptance as a REGULAR student for admission into an eligible degree program as defined by the U. S. Department of Education.
2. File the Free Application for Federal Student Aid (FAFSA) or Renewal Application to be eligible for most federal and state programs. Iowa applicants must have their application at the processing center by July 1st in order to be eligible for State of Iowa funds.

Currently enrolled students may obtain information and applications for financial aid in the Student Financial Services Office. New students to Mount Mercy must inform the Student Financial Services Office of their interest in receiving financial aid once they are registered for coursework at Mount Mercy. To be eligible for loan assistance, the student is required to be enrolled at least half-time for each semester in which the loan is to be received, and must be half-time to continue deferments on most student loans. The following chart illustrates how the block schedule equates to the semester format:

Blocks 1, 2, and 3 = Fall Semester
 Block 4 = Winter Term
 Blocks 5, 6 and 7 = Spring Semester
 Blocks 8 and 9 = Summer Semester

For example, a student must be enrolled in at least 6 credit hours during blocks 1, 2, and 3 combined to be eligible for a loan during the Fall Semester. Taking one 3-credit course in block 1 and one 3-credit course in either block 2 or 3 would satisfy the 6-hour requirement for financial aid.

Block 4 is combined with the Spring Semester to determine financial aid eligibility. Students are encouraged to contact the Student Financial Services Office if they have questions regarding financial aid.

The Summer Semester (blocks 8 and 9) is considered the end of the academic year at Mount Mercy for financial aid purposes. If you are interested in financial aid for the summer blocks, students are required to have completed the FAFSA form for the current school year and are encouraged to register for these blocks up front. During the summer session, only federal financial aid is available. Because the summer session is at the end of the academic year, many students have exhausted their annual eligibility in the federal loan and Pell grant programs. Many students utilize private loan programs for summer funding. For more information contact the Mount Mercy Student Financial Services Office at 368-6467. Please see the main Financial Aid (<http://catalog.mtmercy.edu/financialaid>) page of this *Catalog* for complete details

Enrollment Changes

Students who are enrolled in an online program should speak with a Financial Aid Counselor prior to dropping any courses. Per federal regulations for this program, we are required to revise Pell Grant any time a student adds or drops a course throughout the semester, regardless if the student attended the course or not. For example, if a student is enrolled in 9 credit hours for the semester which makes them eligible for \$1500 in Pell grant funds and drops to 6 credit hours, the Student Financial Services Office will be required to reduce the Pell grant to \$1000. This may result in a balance owed to Mount Mercy.

Return of Title IV Funds – Block Programs

A student earns aid based solely on the length of time he/she attends. Until a student has passed the 60% point of the days they are scheduled to attend only a portion of the student's dispersible aid has been earned. If a student completely withdraws prior to the 60% point, then the Return of Title IV Funds policy applies.

Title IV funds refer to the Federal financial aid programs authorized under the Higher Education Act of 1965 (as amended) and include the following programs: Direct Unsubsidized loans, Direct Subsidized loans, Direct PLUS loans, Federal Perkins loans, Federal Pell Grant, Federal SEOG, and Federal TEACH Grant. Though the Federal Work Study program is also included in Title IV funds, it is not included when calculating the Return of Title IV Funds.

A student starts the withdrawal process with their Program Director. This can either be done in person or over the phone. The withdrawal date is the date on which the student starts the withdrawal process or the date that the student otherwise provides notification to Mount Mercy of his or her intent to withdraw. However, if Mount Mercy can document an academically related activity different than the date the student officially withdrew, that date may be used.

If a student leaves school and fails to follow the withdrawal process or fails all of their courses, it is assumed the student withdrew at the midpoint of the period of enrollment unless academically related activity can be documented past the 60% point. The Student Financial Services Office is responsible for the calculation of the amount of Title IV funds a student has earned at the point of withdrawal. The software provided by the Department of Education is used and review of this software is available upon request from the Student Financial Services Office.

Mount Mercy will return any unearned aid that was applied to a student's institutional charges. The student must return any unearned funds allocated to a loan program under the terms and conditions of the promissory note. If a student owes a grant overpayment, the student must make satisfactory repayment arrangements with the Student Financial Services Office at Mount Mercy.

In accordance with Federal regulations the student (or parent for a PLUS loan) must return unearned aid for which the student is responsible by repaying funds to the following sources in order: Direct Unsubsidized Stafford loan, Direct Subsidized Stafford loan, Perkins loan, Direct PLUS loan, Pell Grant, FSEOG, and other Title IV programs.

Example of Return of Title IV Calculation

This example is for illustration purposes only. Actual charges and refund amounts may vary. The following is an example of a return of funds for a student who completely withdrew from their courses. This student was enrolled in Blocks 1, 2 and 3 so the total days of attendance for the Fall semester would be 105 days. The student withdrew in the first week of Block 2 and completed 45 days of the semester. The student completed 42.9% of the semester ($45/105=42.9\%$).

The student would have earned 42.9% of the financial aid for the Fall semester. The remaining amount would have to be returned to the appropriate source.

Original Financial Aid	Loan Name	Revised Financial Aid	Total Original Aid	Total Revised Aid
\$6,219	Direct Stafford Loans	\$1,812		
\$1,500	Pell Grant	\$1,500		
\$1,300	Iowa Tuition Grant	\$558	\$9,019	\$3,870

Curriculum

Students transferring courses to Mount Mercy from other institutions will have their coursework evaluated by the Registrar's Office to determine whether a transfer course will satisfy a specific core requirement. Applicable transfer policies based on degree status will also be considered.

Reflection and Action: The Core Curriculum

The Core Curriculum is the foundational piece of a Mount Mercy education. Regardless of one's major, every student at Mount Mercy can be assured of a broad course of study in the traditional liberal arts. The courses in the Core are designed to foster inquiry, critical thinking, personal reflection, and a spirit of service and citizenship. The Core emphasizes freedom of choice as each student creates an individualized plan to complete the core requirements according to his or her needs and interests. The Core Curriculum has four components:

- An introductory Portal Course
- A comprehensive survey of the seven Domains of Liberal Study
- A culminating Capstone experience
- Multiple ways to achieve Competency in writing, math, and oral communication

The Mount Mercy Portal

The portal course has two main objectives: to introduce students to the fields of liberal studies, priming them to make informed choices about their future core courses; and to foster a sense of community and service in the class, at Mount Mercy, and in the greater Cedar Rapids area. Students will examine questions from the Mercy Critical Concerns: earth, immigration, non-violence, poverty, racism, and women.

Through an interdisciplinary approach, students will gain experience examining problems from multiple perspectives. The interdisciplinary nature of the course fosters teamwork and leadership in the students. As they encounter questions from various liberal disciplines, students will be asked to reflect, then take action, as they articulate for themselves what it means to be a citizen in their various communities. During the portal course, students will outline an integrated plan for completing their course of liberal studies, as chosen from the Domains. Transfer students who have an AA degree from an Iowa Community college, earned 60 hours or more transferable college credits, or have used transfer courses to fulfill 7 of the 10 domain requirements, are exempt from the portal course. Portal courses include:

ME 100	Sharing The Earth With Animals
ME 105	Rogues, Rebels, And Accidental Discoveries: The Crooked Path to Creativity

ME 110	Ethnic Iowans: Diversity Issues in the New Millennium
ME 115	Cities, Sewers And Shots: Health Protection
ME 120	Immigrants and Literacy: In Pursuit of the American Dream
ME 125	Avatars Of Good and Evil: Media Stereotypes vs. Reality
ME 130	Why A Mercy Education?
ME 135	Poor Women, Poor Family, Poor Work
ME 140	Screen Icons: A Cultural & Aesthetic Study
ME 145	The Religious Roots of Political Involvement
ME 150	Talking in "She" and "He": Gender Communication in College and Beyond
ME 155	Water - A Shared Responsibility
ME 160	Law Ungendered: History of the Legal Status of U.S. Women
ME 165	Terrorism, Violence and Conflict Resolution
ME 170	Perspectives on Recent Immigration to the United States
ME 175	Selfie Living in a Digital Age
ME 180	Environmental Responsibility

Note: Portal course waived for RN-BSN students.

Competencies

In addition to completing a Portal Course, a Capstone course and all of the Domains of Liberal Studies, students are required to demonstrate core competencies. These may be demonstrated by taking and earning at least a C- in particular courses, or a student may demonstrate competencies through previous experience and coursework. Students who think that they may be able to demonstrate a competency need to arrange assessment well in advance of beginning their Mount Mercy coursework. The competencies should be completed within a student's first two years of college. If a student demonstrates competency and one of the course requirements listed below is therefore waived, that does not grant the student the credit hours listed. Students transferring to Mount Mercy with an AA degree from an Iowa Community College are considered to have met the competency requirements in writing, math and speech.

The competencies are:

1. Writing Competency: Met by successful completion of four hours of college-level English Composition:

EN 101	Writing And History
EN 106	Writing And The Environment
EN 107	Writing And Popular Culture
EN 108	Writing and Issues of Health & Mortality
EN 111	Writing And Film
EN 112	Writing And Gender Studies
EN 114	Writing And Social Issues
EN 115	Writing And Other Cultures
EN 116	Writing And Life Stories
EN 117	Writing And Sports
EN 118	Writing And Place

Note: The writing course is a prerequisite to the literature courses.

2. Oral Communication competency: Met by successful completion of CO 101 Oral Communication.

3. Mathematics competency: Met by successful completion of the three-hour college-level math course including:

MA 120	Mathematics In Arts And Humanities
MA 125	Fundamentals Of Arithmetic & Logic
MA 130	Finite Mathematics
MA 132	Basic Mathematical Modeling
MA 135	Basic Statistics
MA 139	Pre-Calculus
MA 142	Mathematics Modeling
MA 164	Calculus I

4. Technology Competency: Met according to criteria set within the curriculum of each major.

The Mount Mercy Domains of Liberal Studies

The Mount Mercy Domains of Liberal Studies give all students in all majors a sense of breadth and connection among traditional liberal arts disciplines. These courses are grouped according to the overall concepts covered by courses in that domain: Expressive Arts, Global Awareness, Historical Roots, Holistic Health, The Natural World, Self and Society and Ultimate Questions.

Domain Requirements

Domain I: Expressive Arts – Great works of art, music, drama, and literature engage us emotionally and cognitively as they interrogate the ways we perceive and understand ourselves and the world around us. Studying literature and the fine arts strengthens habits of mind – observation, the ability to entertain multiple perspectives and discern significant patterns; envisioning, the ability to imagine and think innovatively; reflection, the ability to evaluate one's own perceptions; expression, the ability to communicate what is meaningful in the pursuit of purposeful living; and aesthetic judgment, the ability to appreciate the context in which fine art is created – that find application in every discipline of study.

Two courses, one from literature, one from fine arts. The courses included in this domain:

Literature courses:

EN 133	Topics In American Multiculture Literature
EN 154	Major World Writers
EN 170	Introduction To Literature
EN 175	American Drama
EN 176	American Literature Survey: Colonial to 1914
EN 178	Major American Writers
EN 180	Literature and Gender
EN 190	British Literature and Culture ¹
EN 195	Irish Literature & Culture ¹
EN/FS 150	Introduction to Film Adaptation

Fine arts courses:

AR 101	Introduction To Art
FS 101	Introduction To Film Studies
GS 151	Introduction to Dramatic Art
MU 189	Introduction To Music

Domain II: Historical Roots – The courses in this domain will enable students to gain a deeper understanding of the human condition and the relationship between historical developments and contemporary social and political trends. The curriculum provides opportunities for

students to investigate the social, economic, political, and cultural development of diverse peoples from the beginnings of civilization to the present. Emphasis is placed on reading, writing, researching, speaking, and on critical and analytical thinking. The courses included in this domain include:

HI 114	History of Early America
HI 115	History Of Modern America
HI 120	Origins Of The Western Tradition
HI 130	Emergence Of The West, 800-1648
HI 140	History Of Western World Since 1648

Domain III: The Natural World – Courses in this domain will give students a basic understanding of the natural world and how it functions. Students will learn to employ the scientific method as they engage with specific fields of inquiry, such as the central processes of biological systems, the energetics and chemical reactions underlying all processes in living and non-living systems, the global role of geologic, hydrologic and atmospheric systems in supporting life on earth, and the impact of human activity on the environment. Students are required to take a course and an accompanying lab, but transfer students who have earned at least six hours of approved science credits do not have to meet the lab requirement. The courses included in this domain:

BI 110	Natural World Domain Laboratory [*]
BI 123	Biology Of Human Concern
BI 125	Foundations of Biology & Scientific Inquiry I
BI 125L	Biostatistics and Scientific Investigation I
BI 150	Basic Microbiology ²
CH 111	General Chemistry I
PH 114	Natural Science-Physical
PH 115	Introduction To Earth Science

Domain IV: Ultimate Questions – This domain introduces students to the study of the ultimate questions of human experience. It invites consideration of possible answers to those questions through philosophical or religious reflection about the existence of God, the meaning of human life, ethical responsibility, the common good, and social justice. These courses provide significant encounters in key places with the Catholic intellectual tradition in philosophy and religious studies, including sources, fundamental questions, and developmental stages. As liberal arts courses, they also engage students in critical analysis of ideas and symbols, and foster a variety of skills including critical thinking, finding key concepts in the midst of complex information, evaluating ideas, and communicating effectively. Two courses, one from Philosophy, one from Religious Studies. The courses included in this domain:

Philosophy courses:

PL 251	Introduction to Western Philosophy
PL 261	Introduction to Philosophy of the Human Person
PL 269	Introduction to Ethics

Religious Studies courses:

RS 111	Introduction To The Bible: Old Testament
RS 113	Introduction To The Bible: New Testament
RS 114	Introduction to Christianity
RS 115	Introduction To World Religions
RS 118	Christians Divided:Conservative Versus Liberal Battles

RS 119 Christian Action: Moral Responsibility, Charitable Service, Social Justice

Domain V: Self and Society – This domain is designed to expose students to the study of society and the manner in which people behave and impact the world around us. It introduces students to the concepts and methods of social science, the scientific inquiry into human behavior and social, political and economic problems within institutions. Students will appreciate the interconnectedness and complexity of human interaction as represented in the various social science disciplines. The courses included in this domain:

Two of the following courses from different disciplines:

CJ 101	Introduction To Criminal Justice
EC 251	Macroeconomics Principles
PO 111	Introduction To American Politics
PS 101	Introductory Psychology
SO 122	Introduction To Sociology
SO 155	Social Problems
SW 265	Diversity in America

Domain VI: Global Awareness– Courses in the Global Awareness Domain address the basic question of what it means to live in a globalized world. Courses in this Domain address at least one of three areas: multicultural sensitivity as individuals come in contact with cultures that are different from their own; the interconnectedness of global political and economic policies; and an understanding of ecological and resource issues that transcends national borders.

AR 295	Survey Of Mexican Culture Today
BI 210	Biology And Human Culture
CO 260	Intercultural Communication
EN 190	British Literature and Culture ¹
EN 195	Irish Literature & Culture ¹
GS 260	European Union: Culture, Politics & Economics
HI 213	Recent China In Global Economy
HI 230	Modern East Asia
HI 265	Latin American History
PL 270	Introduction to Asian Thought
PO 102	Government and Politics Around the World
PO 103	Introduction to International Relations
PO 112	Globalization and Human Survival
SL 165	Service Learning Abroad
SO 183	Introduction to Cultural Anthropology
SO 235	Social Inequalities
SO 330	Global Race Relations
SP 200	Intermediate Spanish I

Domain VII: Holistic Health – Courses in this domain explore health-related theories and research and address various aspects of the six dimensions of wellness including physical, emotional, social, environmental, intellectual, and spiritual. Courses aim to increase students' knowledge within the dimensions of wellness to enable them to enhance health-related aspects of their own lives and perhaps the lives of others. The courses included in this domain:

BA 240	Personal Financial Planning
ED 164	Health Awareness and PE Methods
GS 115	Women's Health

GS 119	Healthy Lifestyle
GS 120	Complementary Therapy & Wellness
GS 157	American Food
GS 171	Meditation And Its Benefits
GS 179	Psychology Of Eating
GS 195	Men's Health
PS 205	Psychology Of Adjustment
SW 250	Human Sexuality

The Mount Mercy Capstone

The 400-level Mercy Experience Capstone course (ME 450 Mercy Experience Capstone) is intended as a culminating experience in the liberal studies. Students need to register for this course along with the senior seminar (or another designated course) within their major, typically during the year in which they plan to graduate. During the Mercy Experience Capstone, students will integrate knowledge they have acquired from each of the core domains and will reflect on their Mercy education in the context of their major discipline. In addition, they will examine one of the Mercy critical concerns identified by the Sisters of Mercy from a disciplinary, interdisciplinary, and global perspective and will actively participate in a related capstone project.

- 1 Course counts in only one area in the core requirements, it will not satisfy two core requirements.
- 2 For nursing majors only.

* BI 110 Natural World Domain Laboratory is a 1 credit laboratory course that fulfills the requirement of the Natural World domain for transfer students who have taken a non-laboratory based non-major course before transferring into Mount Mercy.

Note: Students should consult accelerated and traditional course schedules to determine course availability and delivery format.

Business

The business major offers students the opportunity to integrate theoretical constructs with practical experience gained outside of the classroom. Coursework offers students a broader understanding of management, accounting, finance, marketing, communication, economics, legal and ethical practices and research within the context of a business organization. By design, the program prepares students for professional positions in the public or private sectors, or preparation for graduate study within the business discipline.

See the Graduate section (<http://catalog.mtmercy.edu/graduateprograms>) of this *Catalog* for more information on Graduate programs offered at Mount Mercy.

BN 204	Principles Of Management	3
BN 304	Human Resource Management	3
BN 380	Organizational Behavior	3
BC 202	Accounting: Information for Decisions (or BC 265 and BC 266)	4
BA 379	Financial Management	3
BK 208	Principles Of Marketing	3
BK 311	International Marketing ¹	3
EN 123	Professional Writing	4
EC 251	Macroeconomics Principles	3
EC 252	Microeconomic Principles	3
BA 203	Principles Of Law	3
BA 270	Business Statistics	3

BA 305	Employment Law and Labor Relations	3
BA 436	Applied Business Strategy	3
PL 269	Introduction to Ethics	3
MA 130	Finite Mathematics	3
Select two business electives		6
Total Hours		56

¹ Cannot double count as an elective in the marketing major.

Human Resource Management

The **human resource management major** prepares students for professional positions in leadership, as well as those who are interested in a career in the human resources field. The ability to lead and understand an organization’s human resources is key to success in today’s knowledge based economy. Students will learn to evaluate ethical, social, civic, legal, cultural, and political issues, and how they impact the human resources of an organization. Students will develop effective human resource strategy for innovation in a global environment. Our human resource management major is endorsed by the Society for Human Resource Management (SHRM), based on the guidelines created by the Association to Advance Collegiate Schools of Business (AACSB). Thirteen major content areas prepare students to lead employees in high performance work practices.

Students in this major develop skills and knowledge that enable them, for example, to: identify and interpret laws affecting labor in the workplace; utilize HR metrics to justify employee programs; and demonstrate an understanding of compensation issues.

See the Graduate section (<http://catalog.mtmercy.edu/graduateprograms>) of this *Catalog* for more information on Graduate programs offered at Mount Mercy.

Human Resource Management Major (Core business requirements plus 18 additional semester hours):

BA 203	Principles Of Law	3
BA 250	Technology & Communication In Business	3
BA 270	Business Statistics	3
BA 379	Financial Management	3
BA 435	Senior Sem - Business	3
or BA 436	Applied Business Strategy	
BC 265	Principles Of Accounting I	3
BC 266	Principles Of Accounting II	3
BN 204	Principles Of Management	3
BK 208	Principles Of Marketing	3
EC 251	Macroeconomics Principles	3
EC 252	Microeconomic Principles	3
Select one of the following:		3
MA 130	Finite Mathematics	
MA 132	Basic Mathematical Modeling	
MA 139	Pre-Calculus	
MA 142	Mathematics Modeling	
MA 160	Business Calculus	
MA 164	Calculus I (Required for Actuarial Science Majors)	
Total Hours		36

BN 304	Human Resource Management	3
BN 380	Organizational Behavior	3
BN 386	Compensation, Benefits, and Evaluations	3
BN 392	Advanced Topics in Human Resource Management ¹	3
BA 305	Employment Law and Labor Relations ¹	3
Select one of the following:		3
BA 310	Dispute Resolution	
BA 350	Risk Management	
BN 340	Management Information Systems	
BN 377	Project Management	
BN 425	Human Resource Internship	
CO 250	Effective Group Communication	
CO 260	Intercultural Communication	
CO 270	Interpersonal Communication	
PL 269	Introduction to Ethics	
PS 221	Social Psychology	
PS 349	Industrial/Organizational Psychology	
SW 265	Diversity in America	
Total Hours		18

¹ Can NOT double count as electives for the business, management, or marketing majors. Electives in the human resource major can NOT double count for either core curriculum requirements or the management major.

Academic Requirements for the Human Resource Management Major

All human resource management majors must achieve a minimum grade of C- in all courses required for the major (BN 304, BN 392, BN380, BN386, and BN 305). This applies to equivalent courses transferred from other institutions.

RN to BSN

In accordance with the Iowa Articulation Plan for Nursing Education: RN to Baccalaureate, Mount Mercy offers the RN to BSN Completion Program tailored for RNs who are interested in returning to college for a Bachelor of Science degree in Nursing (BSN). The program is designed to include the granting of credit for past learning and consideration of the needs of adult learners. Applicants must hold a current and active RN license.

Objectives established for students in this major include, among others: learning respect and value of the dignity of human life; implementing appropriate nursing interventions; and integrating knowledge derived from the liberal arts and sciences in professional nursing practices.

Admission to the RN to BSN Online Program

Applicants to the RN to BSN program must meet the following admission criteria:

1. Hold an Associate’s Degree or Diploma in nursing from a regionally accredited college or an equivalent degree from an accredited institution outside of the United States.
2. Hold a current and active RN license.

- a. Submit a copy of current nursing license.
- b. Nursing courses with a clinical component may not be taken by a person: a) who has been denied licensure by the Board; b) whose license is currently suspended, surrendered or revoked in any U.S. jurisdiction; c) whose license/registration is currently suspended, surrendered or revoked in another country due to disciplinary action.
3. Currently working at least part time as a nurse.
4. Cumulative GPA of 2.70 or higher for transferable college credit.
 - a. Official transcripts from all previously attended schools must be submitted to Mount Mercy University
5. Complete a background check done by a third party company selected by the Department of Nursing. Any concerns will require a meeting with the program director.
6. Complete a health examination by a physician or nurse practitioner (within the past two years), receive and/or update the recommended immunization. (Forms for filing this information should be requested from the Department of Nursing prior to the physical examination).
7. Show proof of current certification for Basic Cardiac Life Support (BCLS) from the American Heart Association.
8. Show proof of health insurance coverage.
9. Show proof of nursing liability insurance coverage (beyond coverage provided by your employer).

Major

For RN to BSN students entering Mount Mercy in the Fall of 2015 and later: Admission to the major plus:

NU 230	Pharmacotherapeutics	3
NU 242	Concepts in Baccalaureate Nursing Education	4
NU 425	Pathophysiology, Assessment & Genetics RNs	3
NU 470	Population Based Nursing	3
NU 471	Professional Aspects of Nursing	4
NU 472	RN-BSN Practicum Seminar	3

Academic Requirements

Students must maintain a C or above (C- does not count) in all nursing courses, and maintain a cumulative grade point average of 2.00.

Block Academic Calendar

Block	Start	End	Last day to add/drop*	Holidays/no class
Block 01	08/24/2015	10/3/2015	08/21/2015	9/7/2015 (Labor Day)
Block 12	08/24/2015	11/7/2015	08/21/2015	9/7/2015 (Labor Day)
Block 13	08/24/2015	12/19/2015	08/21/2015	9/7/2015 (Labor Day)
Block 02	10/5/2015	11/7/2015	10/2/2015	
Block 23	10/5/2015	12/19/2015	10/2/2015	11/25-11/29/2015 (Thanksgiving)
Block 03	11/9/2015	12/19/2015	11/6/2015	11/25-11/29/2015 (Thanksgiving)
Block 04	1/4/2016	2/6/2016	12/21/2015	
Block 05	2/8/2016	3/12/2016	2/5/2016	

Block 56	2/8/2016	4/23/2016	2/5/2016	3/25/2016 (Good Friday)
Block 57	2/8/2016	6/4/2016	2/5/2016 ¹	3/25/2016 (Good Friday)
Block 06	3/14/2016	4/23/2016	3/11/2016	3/25/2016 (Good Friday)
Block 67	3/14/2016	6/4/2016	3/11/2016 ¹	3/25 (Good Friday); 5/30 (Memorial Day)
Block 07	4/25/2016	6/4/2016	4/22/2016 ¹	5/30/2016 (Memorial Day)
Block 08	6/6/2016	7/16/2016	6/3/2016	7/4/2016 (Independence Day)
Block 89	6/6/2016	8/20/2016	6/3/2016	7/4/2016 (Independence Day)
Block 09	7/18/2016	8/20/2016	7/15/2016	

* Friday prior to the start of every block.

¹ Graduation date for students completing a course in block 7: June 5, 2016

Accelerated Programs

Mount Mercy has become a leading choice of adult students seeking a baccalaureate degree while maintaining full-time employment. Our accelerated programs are tailored to meet the needs of the non-traditional student, age 23 or older with at least three years of work experience.

Recognizing that life experience is a valid source of knowledge, and the premise that adults are self-directed and intrinsically motivated, accelerated courses are formatted into five or ten week block periods in which students attend class one night per week for three or four hours.

In-class hours are supplemented with a range of cooperative and individual learning opportunities outside of the classroom to allow students an opportunity to maintain the balance between personal and professional life while pursuing a baccalaureate degree.

Mount Mercy offers accelerated programs in the following: Accounting, Applied Management, Business, Computer Science, Finance, Healthcare Administration, Healthcare Leadership, Human Resource Management, Management, Management Information Systems, Marketing, and RN to BSN Completion.

Admissions

General Admission Requirements to Mount Mercy University Accelerated Programs

1. Must be at least 23 years of age
2. Must have a minimum of three years full-time relevant work experience
3. Minimum cumulative grade point average of 2.50 or higher on 4.00 scale.*

*Applicants not meeting the above criteria may qualify for admission upon consideration by the Mount Mercy Admission Committee.

Application Procedures for the Accelerated Programs

You may begin the application process by visiting our web site at www.mtmercy.edu/adult. Complete the online application and if you have any previous college coursework, request official transcripts to be sent to: Accelerated Office, 1330 Elmhurst Drive NE, Cedar Rapids, IA 52402-4797.

Federal Regulations require that student files contain a certificate of the highest degree earned. A high school transcript is required for applicants who have not yet obtained post-secondary associate, or higher degree.

Application Procedure for Readmission to Accelerated Programs

Students who either exit from Mount Mercy, or who do not attend for one or more consecutive semesters, or who have graduated from Mount Mercy and wish to reenter the program; pursue a second major; pursue a second degree or add a minor, must complete a new application prior to resuming coursework at Mount Mercy. The application is available at www.mtmercy.edu/adult. If any coursework has been completed at other institutions since last attending Mount Mercy, official transcripts documenting coursework must be requested by the applicant and sent directly from the institution to the Accelerated Office.

Special Student Application

Students interested in taking just one or two accelerated courses at Mount Mercy may make an application for special student status. If the student is currently pursuing a degree at another institution, it is recommended that the student seek permission from the home college before enrolling at Mount Mercy. Student must first complete the application form available online at www.mtmercy.edu/adult. If a prerequisite course is needed for the course(s), selected to be taken through Mount Mercy, an official transcript must be sent to the Accelerated Office to verify successful completion of that prerequisite. Any special student that wishes to continue at Mount Mercy must complete the regular admission process for the accelerated programs.

International Students

1. Official or true certified copies of the applicant's post-secondary academic record (transcripts, examination scores, mark sheets, etc.) evaluated by a Foreign Credential Evaluation Agency
2. Documentation of English language proficiency for all non-native speakers of English. (TOEFL, Step Eiken, IELTS or equivalent). TOEFL test scores accepted:
 - a. 550 on the paper-based version (scores between 500-550 may be accepted upon an interview with the Program Director) or 79 on internet version (iBT) or 213 on computer-based total.
 - b. Proof of comprehension and conversational proficiency as indicated by a 23 or higher on the TOEFL speaking sub-section and interview with the Program Director (phone interview can be substituted). Program Directors may waive the English language proficiency test scores upon interviewing a student who meets one of the following criteria:
 - i Undergraduate education in English
 - ii Worked in United States in a professional job for more than 1 year
 - iii Studied for at least two semesters in the United States
 - iv English is native language
3. Students who are applying for an F-1 visa must also provide a Certificate of Finance form or Letter with Affidavit from the Bank stating that they have sufficient funds to study in the U.S. The Certificate of Finance form can be found and downloaded from our Web site at www.mtmercy.edu/admission/international.html.

Admission to the RN to BSN Program

Applicants to the RN to BSN program must meet the following admission criteria:

1. Currently working at least part time as a nurse.
2. Cumulative GPA of 2.70 or higher for transferable college credit.
3. Current and valid RN license. Nursing courses with a clinical component may not be taken by a person: a) who has been denied licensure by the Board; b) whose license is currently suspended, surrendered or revoked in any U.S. jurisdiction; c) whose license/ registration is currently suspended, surrendered or revoked in another country due to disciplinary action.
4. Complete a background check done by a third party company selected by the Department of Nursing. Any concerns will require a meeting with the program director.
5. Complete a health examination by a physician or nurse practitioner (within the past two years), receive and/or update the recommended immunization, and forward this information to the Department of Nursing. (Forms for filing this information should be requested from the Department of Nursing prior to the physical examination).

6. Show proof of current certification for Basic Cardiac Life Support (BCLS) from the American Heart Association.
7. Show proof of health insurance coverage.
8. Show proof of nursing liability insurance coverage (beyond what is provided by your employer).
9. Submit a copy of current, active nursing license.

Policies

Assessment of Prior Experiential Learning (APEL)

Mount Mercy offers an opportunity for students to request that substantial work-related or other prior learning experiences and accomplishments be evaluated for potential academic credit. The Assessment of Prior Experiential Learning (APEL) process requires that eligible students submit a portfolio documenting specific learning outcomes attained through previous personal or professional experiences. Qualifications for students seeking APEL review include:

1. Must be at least 25 years of age.
2. Must be officially enrolled in a degree program at Mount Mercy.
3. Must be able to demonstrate that the experiential learning for which they intend to seek credit is related to their educational goals at Mount Mercy.
4. Must complete the assessment process, including the credit evaluation, prior to their final semester.

Students participating in the APEL process are allowed to submit a revised portfolio for consideration just one time. The maximum number of credits to be granted through portfolio assessment is 30 semester hours, and it is possible that no credit will be granted. Faculty evaluators will recommend the amount of assessed credit, within the maximum noted above, to the Provost for final approval. The credit may be applied to core curriculum, electives, or majors or minors depending on: 1) the content and level of learning assessed; and 2) the approval and recommendation of the appropriate academic departments. Credits earned through the APEL process are NOT considered part of the 30 semester hours required to be taken at Mount Mercy.

Once the credit has been approved, it will be recorded on the transcript as credit hours in experiential learning with a title specified by the faculty evaluators. The credit will be listed on the transcript with a grade of Pass (P) and is not calculated in the cumulative GPA. Credit will not be granted when it will duplicate college credits previously earned, nor will students receive Mount Mercy credit when it will duplicate credit previously earned through an assessment or prior experiential learning.

College Level Examination Program

Credit may be earned by demonstrating academic achievement as measured by the College Level Examination Program (CLEP).

A full-course credit (3 semester hours) may be earned in each of the 34 subject examinations by scoring at or above a specific score level; course credit varies in the general examinations. Information explaining the procedures and passing test scores can be obtained in the Registrar's Office, 211 Warde.

Any Mount Mercy student or prospective student is eligible to earn up to a maximum of 60 semester hours through CLEP exams. In those cases where CLEP scores are 10 years old or older, students must petition the Provost. CLEP scores over 10 years old will be considered on a case-by-case basis. Please see CLEP guidelines available in the Registrar's Office for passing scores, credit awards and fees.

Military Education/Credit

Please be sure to identify your military service in your initial advising appointment as credit hours may have been earned for your military training. Military education is evaluated by the Registrar's Office upon the receipt of an AARTS transcript, a SMART transcript, a DANTES transcript, or official transcript from Community College of the Air Force. Each branch of the service has its own form of documentation, be sure to contact your respective branch office to learn more about having your transcripts sent.

It is important to have your military transcripts reviewed by the Registrar during your initial review prior to admission. The number of hours that you are able to pursue through the articulated Accelerated program with Kirkwood Community College and the program with Hawkeye Community College may be affected by the number of hours transferring from your military education. Some military education credits transfer as two-year institutional credits.

For more detailed information, please contact the Registrar's Office.

Second Baccalaureate Degree Declaration

A Mount Mercy graduate or a person who holds a baccalaureate degree from another institution, whose accreditation is comparable to that granted by Mount Mercy, may earn a second baccalaureate degree at Mount Mercy by fulfilling the following requirements:

1. Must be admitted or readmitted to Mount Mercy and to a major other than the major of the original degree.
2. Original degree must be completed and not in progress before the student begins work toward the second degree.
3. Must earn at least 30 consecutive hours at Mount Mercy beyond the original degree, with a cumulative grade point average of 2.00 (or higher, if the designated major requires a higher average).
4. Must fulfill all requirements of a major (different than the original major) as described in this *Catalog* in effect at the time of admission or readmission to Mount Mercy and at least 12 semester hours, above course number 199, in the major must be completed at Mount Mercy. (*Note:* the core curriculum requirements are waived).
5. Pass/Fail grades in courses used for completion of the second degree are unacceptable unless the course is designated in this *Catalog* as solely as a Pass/Fail course.

The student who earns a second baccalaureate degree will receive a Mount Mercy diploma and may participate in graduation ceremonies. The student is not eligible for graduation honors with exceptions granted by petition through the Provost. An important consideration in the decision will be the cumulative GPA from the previous degree.

Second Major

If you are interested in pursuing a double major during your accelerated program of study be sure to discuss this with your program advisor to strategically plan your course schedule. A student taking two separate majors while working toward a first baccalaureate degree at Mount Mercy earns a second major, not two degrees. Both majors will be recorded on your official transcript, but only one baccalaureate degree shall be granted. If the two majors lead to separate degrees (e.g., BBA and BS), the student shall make the decision of which degree to pursue and that degree shall be recorded on the transcript once the work is completed.

Once you have decided to pursue a second major and/or minor during your program of study, complete the declaration of major/minor form. Mount Mercy graduates, and/or graduates from other institutions whose accreditation is comparable to that granted by Mount Mercy

may earn a second major at Mount Mercy by fulfilling the following requirements:

1. The student must be admitted or readmitted to Mount Mercy and to a major other than his or her original major.
2. The student must complete the requirements for the major as described in this *Catalog* in effect at the time of admission or readmission to Mount Mercy.
3. Students must earn 12 semester hours or more, at the upper level at Mount Mercy toward the second major, not used toward a previous major.

A second major, whether taken while working toward the first degree or subsequently, is not to be confused with a second baccalaureate degree. Earning a second major is generally more economical in time and money than earning a second baccalaureate degree. A student already possessing a baccalaureate degree and is completing a second major will not receive a diploma, will not be eligible to earn honors, nor will the student be eligible to participate in graduation ceremonies.

Second-Grade Option

The second-grade option occurs when a student repeats a course previously taken at Mount Mercy or previously transferred in to Mount Mercy. If the student repeats a course previously taken at Mount Mercy, both grades stay on the permanent record, but the first grade is not calculated into the grade point average and the last grade stands as the official grade and is the only grade calculated into the grade point average. If a student transfers a course from another institution prior to repeating the course at Mount Mercy, both grades stay on the permanent record, but the first grade is not calculated into the grade point average and the Mount Mercy grade stands as the official grade and is calculated into the grade point average. If a student repeats a Mount Mercy course with a course from another institution, transferred into Mount Mercy after the course was taken at Mount Mercy, both grades stay on the permanent record and the grades of the two courses are averaged for the purpose of the cumulative grade point average. Approval for this action must be given by the Registrar. Students who wish to use the second grade option must complete a form in the Registrar's Office. If the course was taken for a grade the first time, it must be taken for a grade the second time. If the course was taken pass/fail the first time, it may be taken pass/fail or for a grade the second time.

A student may only use the second grade option ONCE per course. Courses that are a part of the Bachelor's degree earned at Mount Mercy are not approved for second grade options after the degree has been awarded.

Classification

Students are classified according to number of semester hours earned toward the degree. Those who meet the entrance requirements and have earned 29 semester hours or less are classified as freshman. Students must have 30 semester hours before they may be classified as sophomores, 60 semester hours before they may be classified as juniors and 90 semester hours before they may be classified as seniors.

Applying for Graduation

Students need to submit the Application for Graduation to the Registrar's Office to be considered a candidate for graduation. The Application for Graduation should be submitted at the time the student registers for the final six blocks in the accelerated format. The application is available on the Registrar's Office website. Students must satisfy the following requirements prior to graduation from Mount Mercy:

1. A minimum of 123 semester hours of credit earned toward the degree.
2. A minimum cumulative grade point average of 2.00.
3. A minimum cumulative grade point average of 2.00 for all credits earned at Mount Mercy.
4. Completion of the core curriculum requirements.
5. Completion of a major program of study.
6. At least 12 semester hours, above course number 200, in the major must be completed at Mount Mercy
7. A minimum of 30 semester hours completed at Mount Mercy.
8. Minimum of 30 consecutive semester hours completed at Mount Mercy immediately preceding graduation.
9. If graduating with a minor, 9 semester hours of the minor must be taken at Mount Mercy.

Major-Minor Programs

The major typically includes 30 or more semester hours, as indicated in individual requirements by field. The minor requires fewer semester hours. The student is, in every case, responsible to see that he or she properly applies for graduation and meets the graduation requirements.

Tuition and Fees

Accelerated Programs — Enrollment Status

To determine enrollment status, blocks 1, 2 and 3 comprise the Fall semester; block 4 is the Winter term; blocks 5, 6 and 7 comprise the Spring semester; and blocks 8 and 9 comprise the Summer semester. *Note:* Loan Servicers use the enrollment status to defer loans. Students must be enrolled in a minimum of 12 semester hours per semester to be considered full-time status. Enrollment of less than 6 semester hours per semester is considered less than half-time status. Students should contact the Mount Mercy Student Financial Services Office to determine hours needed to be eligible for state or federal financial assistance.

Deferred Billing

Tuition for students in the Accelerated Program is due the first night of class. If you are reimbursed by your employer, and you have a completed Deferred Payment Plan Enrollment Form on file in the Student Financial Services Office, tuition is due 45 days from the end of each block.

Accelerated Programs —Add/Drop Policy AND Tuition Refund Policy

Please refer to the online calendar for specific add/drop dates. To drop a course without charge, a student must drop prior to the first day of the block in order to have the registration dropped and no tuition charge assessed. If the course is dropped on, or after the block start date, but before the second night of class, the student will receive a grade of "W" on the academic transcript reflecting the withdrawal, but will not be charged.

Students dropping a given course after the course has started, during the second night of class or after will be charged 100% of the tuition. Attendance is taken the first night of the block for Department of Education requirements. Students that are "No-Showed" (removed from the class due to non-attendance) for a given course, after the course has started, will receive a grade of "NA" and will not be charged.

If a student wishes to withdraw from an accelerated course, they must do so by the fourth Sunday (11:59 pm CST) of a five week block, or

the ninth Sunday (11:59 pm CST) of a ten week block to receive a "W". Students who do not withdraw from a course by these deadlines will receive a letter grade for the course.

Dual Program Enrollment

Students are not allowed to pursue dual programs – a major or minor in the traditional program and a major or minor in the accelerated program – at the same time. Students desiring to mix programs must first complete one program and then apply to the second program for completion of the second major or minor.

Accelerated Programs — Withdrawal Policy

Students exiting from Mount Mercy during a block in which they are registered, will receive a grade of "W" for the course and there will be no tuition refund. Registrations in subsequent blocks will be dropped and there will be no tuition charge for the dropped registrations. Students should contact the Adult Accelerated Office to initiate the exit process. Withdrawing from Mount Mercy will change the student's enrollment status, and students should consider how the decision to withdraw will impact any of the following: tuition charges, financial aid, social security, employer-reimbursement, veteran's benefits, or scholarships (Please refer to the Financial Aid section of this catalog for more information). The student's ability to maintain a student visa or to purchase insurance as a student may also be impacted as a result of the decision to withdraw from coursework at Mount Mercy. Students withdrawing from the institution will be required to re-apply for admission if they desire to return.

Financial Aid

Accelerated Programs – Financial Aid

A student enrolled in any of the accelerated programs at Mount Mercy is eligible to apply for federal and state financial aid. Institutional financial aid is not available for accelerated program students. To qualify for any financial aid at Mount Mercy, students must:

1. Receive notification from the Adult Accelerated Office at Mount Mercy of acceptance as a REGULAR student for admission into an eligible degree program as defined by the U. S. Department of Education.
2. File the Free Application for Federal Student Aid (FAFSA) or Renewal Application to be eligible for most federal and state programs. Iowa applicants must have their application at the processing center by July 1st in order to be eligible for State of Iowa funds.

Currently enrolled students may obtain information and applications for financial aid in the Student Financial Services Office. New students to Mount Mercy must inform the Student Financial Services Office of their interest in receiving financial aid once they are registered for coursework at Mount Mercy. To be eligible for loan assistance, the student is required to be enrolled at least half-time for each semester in which the loan is to be received, and must be half-time to continue deferments on most student loans. The following chart illustrates how the block schedule equates to the semester format:

Blocks 1, 2, and 3 = Fall Semester
 Block 4 = Winter Term
 Blocks 5, 6 and 7 = Spring Semester
 Blocks 8 and 9 = Summer Semester

For example, a student must be enrolled in at least 6 credit hours during blocks 1, 2, and 3 combined to be eligible for a loan during the Fall Semester. Taking one 3-credit course in block 1 and one 3-credit

course in either block 2 or 3 would satisfy the 6-hour requirement for financial aid.

Block 4 is combined with the Spring Semester to determine financial aid eligibility. Students are encouraged to contact the Student Financial Services Office if they have questions regarding financial aid.

The Summer Semester (blocks 8 and 9) is considered the end of the academic year at Mount Mercy for financial aid purposes. If you are interested in financial aid for the summer blocks, students are required to have completed the FAFSA form for the current school year, and are encouraged to register for these blocks up front. During the summer session, only federal financial aid is available. Because the summer session is at the end of the academic year, many students have exhausted their annual eligibility in the federal loan and Pell grant programs. Many students utilize private loan programs for summer funding. For more information contact the Mount Mercy Student Financial Services Office at 368-6467. Please see the main Financial Aid (<http://catalog.mtmercy.edu/financialaid>) page of this *Catalog* for complete details regarding financial aid.

Return of Title IV Funds – Block Programs

A student earns aid based solely on the length of time he/she attends. Until a student has passed the 60% point of the days they are scheduled to attend only a portion of the student's dispersible aid has been earned. If a student completely withdraws prior to the 60% point, then the Return of Title IV Funds policy applies.

Title IV funds refer to the Federal financial aid programs authorized under the Higher Education Act of 1965 (as amended) and include the following programs: Direct Unsubsidized loans, Direct Subsidized loans, Direct PLUS loans, Federal Perkins loans, Federal Pell Grant, Federal SEOG, and Federal TEACH Grant. Though the Federal Work Study program is also included in Title IV funds, it is not included when calculating the Return of Title IV Funds.

A student starts the withdrawal process with their Program Director. This can either be done in person or over the phone. The withdrawal date is the date on which the student starts the withdrawal process or the date that the student otherwise provides notification to Mount Mercy of his or her intent to withdraw. However, if Mount Mercy can document an academically related activity different than the date the student officially withdrew, that date may be used.

If a student leaves school and fails to follow the withdrawal process or fails all of their courses, it is assumed the student withdrew at the midpoint of the period of enrollment unless academically related activity can be documented past the 60% point. The Student Financial Services Office is responsible for the calculation of the amount of Title IV funds a student has earned at the point of withdrawal. The software provided by the Department of Education is used and review of this software is available upon request from the Student Financial Services Office.

Mount Mercy will return any unearned aid that was applied to a student's institutional charges. The student must return any unearned funds allocated to a loan program under the terms and conditions of the promissory note. If a student owes a grant overpayment, the student must make satisfactory repayment arrangements with the Student Financial Services Office at Mount Mercy.

In accordance with Federal regulations the student (or parent for a PLUS loan) must return unearned aid for which the student is responsible by repaying funds to the following sources in order: Direct Unsubsidized Stafford loan, Direct Subsidized Stafford loan, Perkins loan, Direct PLUS loan, Pell Grant, FSEOG, and other Title IV programs.

Example of Return of Title IV Calculation

This example is for illustration purposes only. Actual charges and refund amounts may vary. The following is an example of a return of funds for a student who completely withdrew from their courses. This student was enrolled in Blocks 1, 2 and 3 so the total days of attendance for the Fall semester would be 105 days. The student withdrew in the first week of Block 2 and completed 45 days of the semester. The student completed 42.9% of the semester (45/105=42.9%). The student would have earned 42.9% of the financial aid for the Fall semester. The remaining amount would have to be returned to the appropriate source.

Original Financial Aid	Loan Name	Revised Financial Aid	Total Original Aid	Total Revised Aid
\$6,219	Direct Stafford Loans	\$1,812		
\$1,500	Pell Grant	\$1,500		
\$1,300	Iowa Tuition Grant	\$558	\$9,019	\$3,870

Enrollment Changes

Students who are enrolled in an accelerated program should speak with a Financial Aid Counselor prior to dropping any courses. Per federal regulations for this program, we are required to revise Pell Grant any time a student adds or drops a course throughout the semester, regardless if the student attended the course or not. For example, if a student is enrolled in 9 credit hours for the semester which makes them eligible for \$1500 in pell grant funds and drops to 6 credit hours, the Student Financial Services Office will be required to reduce the Pell grant to \$1000. This may result in a balance owed to Mount Mercy.

Curriculum

Students transferring courses to Mount Mercy from other institutions will have their coursework evaluated by the Registrar's Office to determine whether a transfer course will satisfy a specific core requirement. Applicable transfer policies based on degree status will also be considered.

Reflection and Action: The Core Curriculum

The Core Curriculum is the foundational piece of a Mount Mercy education. Regardless of one's major, every student at Mount Mercy can be assured of a broad course of study in the traditional liberal arts. The courses in the Core are designed to foster inquiry, critical thinking, personal reflection, and a spirit of service and citizenship. The Core emphasizes freedom of choice as each student creates an individualized plan to complete the core requirements according to his or her needs and interests. The Core Curriculum has four components:

- An introductory Portal Course
- A comprehensive survey of the seven Domains of Liberal Study
- A culminating Capstone experience
- Multiple ways to achieve Competency in writing, math, and oral communication

The Mount Mercy Portal

The portal course has two main objectives: to introduce students to the fields of liberal studies, priming them to make informed choices

about their future core courses; and to foster a sense of community and service in the class, at Mount Mercy, and in the greater Cedar Rapids area. Students will examine questions from the Mercy Critical Concerns: earth, immigration, non-violence, poverty, racism, and women.

Through an interdisciplinary approach, students will gain experience examining problems from multiple perspectives. The interdisciplinary nature of the course fosters teamwork and leadership in the students. As they encounter questions from various liberal disciplines, students will be asked to reflect, then take action, as they articulate for themselves what it means to be a citizen in their various communities. During the portal course, students will outline an integrated plan for completing their course of liberal studies, as chosen from the Domains. Transfer students who have an AA degree from an Iowa Community college, earned 60 hours or more transferable college credits, or have used transfer courses to fulfill 7 of the 10 domain requirements, are exempt from the portal course. Portal courses include:

ME 100	Sharing The Earth With Animals
ME 105	Rogues, Rebels, And Accidental Discoveries: The Crooked Path to Creativity
ME 110	Ethnic Iowans: Diversity Issues in the New Millennium
ME 115	Cities, Sewers And Shots: Health Protection
ME 120	Immigrants and Literacy: In Pursuit of the American Dream
ME 125	Avatars Of Good and Evil: Media Stereotypes vs. Reality
ME 130	Why A Mercy Education?
ME 135	Poor Women, Poor Family, Poor Work
ME 140	Screen Icons: A Cultural & Aesthetic Study
ME 145	The Religious Roots of Political Involvement
ME 150	Talking in "She" and "He": Gender Communication in College and Beyond
ME 155	Water - A Shared Responsibility
ME 160	Law Ungendered: History of the Legal Status of U.S. Women
ME 165	Terrorism, Violence and Conflict Resolution
ME 170	Perspectives on Recent Immigration to the United States
ME 175	Selfie Living in a Digital Age
ME 180	Environmental Responsibility

Note: Portal course waived for RN-BSN students.

Competencies

In addition to completing a Portal Course, a Capstone course and all of the Domains of Liberal Studies, students are required to demonstrate core competencies. These may be demonstrated by taking and earning at least a C- in particular courses, or a student may demonstrate competencies through previous experience and coursework. Students who think that they may be able to demonstrate a competency need to arrange assessment well in advance of beginning their Mount Mercy coursework. The competencies should be completed within a student's first two years of college. If a student demonstrates competency and one of the course requirements listed below is therefore waived, that does not grant the student the credit hours listed. Students transferring to Mount Mercy with an AA degree from an Iowa Community College are considered to have met the competency requirements in writing, math and speech.

The competencies are:

1. Writing Competency: Met by successful completion of four hours of college-level English Composition:

EN 101	Writing And History
EN 106	Writing And The Environment
EN 107	Writing And Popular Culture
EN 108	Writing and Issues of Health & Mortality
EN 111	Writing And Film
EN 112	Writing And Gender Studies
EN 114	Writing And Social Issues
EN 115	Writing And Other Cultures
EN 116	Writing And Life Stories
EN 117	Writing And Sports
EN 118	Writing And Place

Note: The writing course is a prerequisite to the literature courses.

2. Oral Communication competency: Met by successful completion of CO 101 Oral Communication.

3. Mathematics competency: Met by successful completion of the three-hour college-level math course including:

MA 120	Mathematics In Arts And Humanities
MA 125	Fundamentals Of Arithmetic & Logic
MA 130	Finite Mathematics
MA 132	Basic Mathematical Modeling
MA 135	Basic Statistics
MA 139	Pre-Calculus
MA 142	Mathematics Modeling
MA 164	Calculus I

4. Technology Competency: Met according to criteria set within the curriculum of each major.

The Mount Mercy Domains of Liberal Studies

The Mount Mercy Domains of Liberal Studies give all students in all majors a sense of breadth and connection among traditional liberal arts disciplines. These courses are grouped according to the overall concepts covered by courses in that domain: Expressive Arts, Global Awareness, Historical Roots, Holistic Health, The Natural World, Self and Society and Ultimate Questions.

Domain Requirements

Domain I: Expressive Arts – Great works of art, music, drama, and literature engage us emotionally and cognitively as they interrogate the ways we perceive and understand ourselves and the world around us. Studying literature and the fine arts strengthens habits of mind – observation, the ability to entertain multiple perspectives and discern significant patterns; envisioning, the ability to imagine and think innovatively; reflection, the ability to evaluate one’s own perceptions; expression, the ability to communicate what is meaningful in the pursuit of purposeful living; and aesthetic judgment, the ability to appreciate the context in which fine art is created – that find application in every discipline of study.

Two courses, one from literature, one from fine arts. The courses included in this domain:

Literature courses:

EN 133	Topics In American Multiculture Literature
EN 154	Major World Writers
EN 170	Introduction To Literature
EN 175	American Drama

EN 176	American Literature Survey: Colonial to 1914
EN 178	Major American Writers
EN 180	Literature and Gender
EN 190	British Literature and Culture ¹
EN 195	Irish Literature & Culture ¹
EN/FS 150	Introduction to Film Adaptation

Fine arts courses:

AR 101	Introduction To Art
FS 101	Introduction To Film Studies
GS 151	Introduction to Dramatic Art
MU 189	Introduction To Music

Domain II: Historical Roots – The courses in this domain will enable students to gain a deeper understanding of the human condition and the relationship between historical developments and contemporary social and political trends. The curriculum provides opportunities for students to investigate the social, economic, political, and cultural development of diverse peoples from the beginnings of civilization to the present. Emphasis is placed on reading, writing, researching, speaking, and on critical and analytical thinking. The courses included in this domain include:

HI 114	History of Early America
HI 115	History Of Modern America
HI 120	Origins Of The Western Tradition
HI 130	Emergence Of The West, 800-1648
HI 140	History Of Western World Since 1648

Domain III: The Natural World – Courses in this domain will give students a basic understanding of the natural world and how it functions. Students will learn to employ the scientific method as they engage with specific fields of inquiry, such as the central processes of biological systems, the energetics and chemical reactions underlying all processes in living and non-living systems, the global role of geologic, hydrologic and atmospheric systems in supporting life on earth, and the impact of human activity on the environment. Students are required to take a course and an accompanying lab, but transfer students who have earned at least six hours of approved science credits do not have to meet the lab requirement. The courses included in this domain:

BI 110	Natural World Domain Laboratory [*]
BI 123	Biology Of Human Concern
BI 125	Foundations of Biology & Scientific Inquiry I
BI 125L	Biostatistics and Scientific Investigation I
BI 150	Basic Microbiology ²
CH 111	General Chemistry I
PH 114	Natural Science-Physical
PH 115	Introduction To Earth Science

Domain IV: Ultimate Questions – This domain introduces students to the study of the ultimate questions of human experience. It invites consideration of possible answers to those questions through philosophical or religious reflection about the existence of God, the meaning of human life, ethical responsibility, the common good, and social justice. These courses provide significant encounters in key places with the Catholic intellectual tradition in philosophy and religious studies, including sources, fundamental questions, and developmental stages. As liberal arts courses, they also engage

students in critical analysis of ideas and symbols, and foster a variety of skills including critical thinking, finding key concepts in the midst of complex information, evaluating ideas, and communicating effectively. Two courses, one from Philosophy, one from Religious Studies. The courses included in this domain:

Philosophy courses:

PL 251	Introduction to Western Philosophy
PL 261	Introduction to Philosophy of the Human Person
PL 269	Introduction to Ethics

Religious Studies courses:

RS 111	Introduction To The Bible: Old Testament
RS 113	Introduction To The Bible: New Testament
RS 114	Introduction to Christianity
RS 115	Introduction To World Religions
RS 118	Christians Divided:Conservative Versus Liberal Battles
RS 119	Christian Action:Moral Responsibility, Charitable Service, Social Justice

Domain V: Self and Society – This domain is designed to expose students to the study of society and the manner in which people behave and impact the world around us. It introduces students to the concepts and methods of social science, the scientific inquiry into human behavior and social, political and economic problems within institutions. Students will appreciate the interconnectedness and complexity of human interaction as represented in the various social science disciplines. The courses included in this domain:

Two of the following courses from different disciplines:

CJ 101	Introduction To Criminal Justice
EC 251	Macroeconomics Principles
PO 111	Introduction To American Politics
PS 101	Introductory Psychology
SO 122	Introduction To Sociology
SO 155	Social Problems
SW 265	Diversity in America

Domain VI: Global Awareness– Courses in the Global Awareness Domain address the basic question of what it means to live in a globalized world. Courses in this Domain address at least one of three areas: multicultural sensitivity as individuals come in contact with cultures that are different from their own; the interconnectedness of global political and economic policies; and an understanding of ecological and resource issues that transcends national borders.

AR 295	Survey Of Mexican Culture Today
BI 210	Biology And Human Culture
CO 260	Intercultural Communication
EN 190	British Literature and Culture ¹
EN 195	Irish Literature & Culture ¹
GS 260	European Union: Culture, Politics & Economics
HI 213	Recent China In Global Economy
HI 230	Modern East Asia
HI 265	Latin American History
PL 270	Introduction to Asian Thought
PO 102	Government and Politics Around the World
PO 103	Introduction to International Relations
PO 112	Globalization and Human Survival

SL 165	Service Learning Abroad
SO 183	Introduction to Cultural Anthropology
SO 235	Social Inequalities
SO 330	Global Race Relations
SP 200	Intermediate Spanish I

Domain VII: Holistic Health – Courses in this domain explore health-related theories and research and address various aspects of the six dimensions of wellness including physical, emotional, social, environmental, intellectual, and spiritual. Courses aim to increase students' knowledge within the dimensions of wellness to enable them to enhance health-related aspects of their own lives and perhaps the lives of others. The courses included in this domain:

BA 240	Personal Financial Planning
ED 164	Health Awareness and PE Methods
GS 115	Women's Health
GS 119	Healthy Lifestyle
GS 120	Complementary Therapy & Wellness
GS 157	American Food
GS 171	Meditation And Its Benefits
GS 179	Psychology Of Eating
GS 195	Men's Health
PS 205	Psychology Of Adjustment
SW 250	Human Sexuality

The Mount Mercy Capstone

The 400-level Mercy Experience Capstone course (ME 450 Mercy Experience Capstone) is intended as a culminating experience in the liberal studies. Students need to register for this course along with the senior seminar (or another designated course) within their major, typically during the year in which they plan to graduate. During the Mercy Experience Capstone, students will integrate knowledge they have acquired from each of the core domains and will reflect on their Mercy education in the context of their major discipline. In addition, they will examine one of the Mercy critical concerns identified by the Sisters of Mercy from a disciplinary, interdisciplinary, and global perspective and will actively participate in a related capstone project.

- 1 Course counts in only one area in the core requirements, it will not satisfy two core requirements.
 - 2 For nursing majors only.
- * BI 110 Natural World Domain Laboratory is a 1 credit laboratory course that fulfills the requirement of the Natural World domain for transfer students who have taken a non-laboratory based non-major course before transferring into Mount Mercy.

Note: Students should consult accelerated and traditional course schedules to determine course availability and delivery format.

Accounting

The **accounting major** prepares students for professional positions in all areas of accounting. Recent graduates are currently employed as staff accountants in CPA firms, financial and management accountants for corporations, controllers for small to medium-sized businesses, financial analysts, accounting managers for larger businesses, and agents for the Internal Revenue Service. The accounting major at Mount Mercy is designed to give students the necessary course work for preparation for all professional exams including the Certified Public Accountant (CPA) and Certified Management Accountant (CMA)

exams. Mount Mercy offers a Master of Business Administration degree and has an articulation agreement with the University of Iowa's Master of Accountancy program providing attractive options for satisfying the 150-hour requirement for CPA certification in the State of Iowa.

Objectives established for students in this major include, among others: organize and process complex financial information; apply knowledge to reach appropriate fact-based decisions; and communicate information effectively and professionally.

ACADEMIC REQUIREMENTS FOR THE ACCOUNTING PROGRAM

- All **accounting majors or minors** must achieve a minimum grade of C- in all accounting courses required for the major or minor. This requirement applies equally to any course equivalents that may be accepted by transfer from any other college/university.
- All accounting majors must complete a minimum of 12 semester hours of upper-level accounting coursework [accounting courses numbered BC 300 or higher] at Mount Mercy University.
- All accounting minors must complete a minimum of 9 semester hours of upper-level accounting coursework [accounting courses numbered BC 300 or higher] at Mount Mercy University.
- See the additional academic requirements for all Business Department majors and minors found in the Business Administration (<http://catalog.mtmercy.edu/curriculum/businessadministration>) section of the *Catalog*.

See the Graduate section (<http://catalog.mtmercy.edu/graduateprograms>) of this *Catalog* for more information on Graduate programs offered at Mount Mercy.

Core Requirements for all Business Majors

BA 203	Principles Of Law	3
BA 250	Technology & Communication In Business	3
BA 270	Business Statistics	3
BA 379	Financial Management	3
BA 435	Senior Sem - Business	3
or BA 436	Applied Business Strategy	
BC 265	Principles Of Accounting I	3
BC 266	Principles Of Accounting II	3
BN 204	Principles Of Management	3
BK 208	Principles Of Marketing	3
EC 251	Macroeconomics Principles	3
EC 252	Microeconomic Principles	3
Select one of the following:		3
MA 130	Finite Mathematics	
MA 132	Basic Mathematical Modeling	
MA 139	Pre-Calculus	
MA 142	Mathematics Modeling	
MA 160	Business Calculus	
MA 164	Calculus I (Required for Actuarial Science Majors)	
Total Hours		36

Accounting Major (Core business requirements plus 24 additional semester hours)

BC 315	Cost Accounting	3
BC 325	Intermediate Accounting I	3
BC 326	Intermediate Accounting II	3

BC 440	Auditing Principles and Practices	3
BC 442	Tax Accounting	3
BC 444	Advanced Accounting	3
Select two of the following:		6
BC 316	Advanced Cost Accounting	
BC 330	Government & Not-for-Profit Accounting	
BC 441	Advanced Auditing	
BC 443	Advanced Tax Accounting	
Total Hours		24

ACADEMIC REQUIREMENTS FOR THE ACCOUNTING PROGRAM

1. All **accounting majors or minors** must achieve a minimum grade of C- in all accounting courses required for the major or minor. This requirement applies equally to any course equivalents that may be accepted by transfer from any other college/university.
2. **See the additional Academic Requirements** for all business department majors and minors found in the Business Administration (<http://catalog.mtmercy.edu/curriculum/businessadministration>) section of the *Catalog*.

Accounting Minor

BC 265	Principles Of Accounting I	3
BC 266	Principles Of Accounting II	3
BA 250	Technology & Communication In Business	3
EC 251	Macroeconomics Principles	3
EC 252	Microeconomic Principles	3
Select four of the following:		12
BC 315	Cost Accounting	
BC 316	Advanced Cost Accounting	
BC 325	Intermediate Accounting I	
BC 326	Intermediate Accounting II	
BC 330	Government & Not-for-Profit Accounting	
BC 440	Auditing Principles and Practices	
BC 441	Advanced Auditing	
BC 442	Tax Accounting	
BC 443	Advanced Tax Accounting	
BC 444	Advanced Accounting	
Total Hours		27

Applied Management

The **applied management** major has been designed for students transferring to Mount Mercy from a two-year institution who have a background in a technical specialty with an Associates of Applied Science degree. The major provides students the opportunity to broaden their knowledge of business environments and to understand and manage the forces of change affecting organizations in a business environment. The applied management major prepares students for a broad variety of career options by building on their previous technical training and/or work experience.

This degree prepares students, for example, to: apply strategic planning principles to a technical specialty area; prepare a comprehensive strategic plan; and develop analytical and critical-thinking skills and apply those skills to the management of a business. The applied management major is offered at both Cedar Rapids and Hawkeye Community College Waterloo campuses.

See the Graduate section (<http://catalog.mtmercy.edu/graduateprograms>) of this *Catalog* for more information on Graduate programs offered at Mount Mercy.

Applied Management Major

BA 203	Principles Of Law	3
BA 250	Technology & Communication In Business	3
BA 379	Financial Management	3
BA 435	Senior Sem - Business	3
or BA 436	Applied Business Strategy	
BC 202	Accounting: Information for Decisions	4
BK 208	Principles Of Marketing	3
BN 204	Principles Of Management	3
BN 304	Human Resource Management	3
EC 251	Macroeconomics Principles	3
MA 135	Basic Statistics	3
One upper-level business elective		3
Total Hours		34

Completion of an AA, AS, or AAS degree in one of the following programs from an approved Community College required. Examples: Construction Management, Information Systems Management, Restaurant Management, LAN Management, Agricultural Production Management, Legal Assistant/Paralegal, Web Design and Development, Natural Resources Management, Legal Office Assistant, Ag Business Management, Architectural and Construction.

Business

The business major offers students the opportunity to integrate theoretical constructs with practical experience gained outside of the classroom. Coursework offers students a broader understanding of management, accounting, finance, marketing, communication, economics, legal and ethical practices and research within the context of a business organization. By design, the program prepares students for professional positions in the public or private sectors, or preparation for graduate study within the business discipline.

See the Graduate section (<http://catalog.mtmercy.edu/graduateprograms>) of this *Catalog* for more information on Graduate programs offered at Mount Mercy.

Business Major

BN 204	Principles Of Management	3
BN 304	Human Resource Management	3
BN 380	Organizational Behavior	3
BC 202	Accounting: Information for Decisions ²	4
BA 379	Financial Management	3
BK 208	Principles Of Marketing	3
BK 311	International Marketing ¹	3
EN 123	Professional Writing ¹	4
EC 251	Macroeconomics Principles	3
EC 252	Microeconomic Principles	3
BA 203	Principles Of Law	3
BA 270	Business Statistics	3
BA 305	Employment Law and Labor Relations	3
PL 269	Introduction to Ethics	3
BA 436	Applied Business Strategy	3
MA 130	Finite Mathematics	3

Select two business electives 6

Total Hours **56-58**

- 1 Cannot double count as an elective in the marketing major.
- 2 Or BC 265 Principles Of Accounting I and BC 266 Principles Of Accounting II

Computer Science

Computer Science Major (CS)

The computer science major prepares students to be professional computer programmers and (with the proper area of specialization) to enter graduate school in Computer Science. Students will learn both the theory and practice of the profession, how to work in groups to complete large software projects and appropriate ethical standards. Computer science is a rapidly changing profession and the Mount Mercy computer science program endeavors to teach, model and demonstrate the most modern professional practices. Students with a computer science degree find excellent employment opportunities in almost all industries.

* NOTE: Computer science courses taken seven or more years ago are subject to review by the department before awarding credit for a major or minor in computer science.

Objectives established for students in this major include, among others: use programming languages to explain fundamental computer science concepts; design and analyze algorithms; and understand the process of software engineering (i.e. writing specifications.)

Career Opportunities

Graduates of the computer science program may be employed in business and industry. See the Graduate section (<http://catalog.mtmercy.edu/graduateprograms>) of this *Catalog* for more information on Graduate programs offered at Mount Mercy.

Major

MA 150	Discrete Mathematics	3
CS 105	Fundamentals Of Computer Science	4
CS 106	Data Structures	4
CS 112	Introduction to Object Oriented Programming ¹	3
CS 190	Computer Organization	4
CS 203	Information Ethics	3
CS 235	Systems Programming Concepts	4
CS 389	Algorithm Analysis	3
CS 435	Senior Project: Computer Science	4
Plus one area of specialization		19-26
Total Hours		51-58

- 1 NOTE: The student will have a chance to take challenge test to get credit for CS 112.

Area of specialization

CS electives (2-4 courses) and specialization courses (2-4 courses in a discipline other than CS).

The intent of the "Area of Specialization" is to allow students to create their own programs of study in Computer Science. A traditional computer science program is possible by selecting the Computational Science Specialization. Other programs of study are outlined beginning on the next page, but this list is incomplete. Potential students are encouraged to "think outside the box" as they, with the advice and

approval of their Computer Science faculty advisor, create their personal computer science majors at Mount Mercy.

The area of specialization must be declared by the end of the Spring term of your sophomore year (can be changed later).

Sample Areas of Specialization for the Computer Science Major

Computational Science

This specialization is intended for those considering graduate school in computer science.

CS 302	Programming Languages	4
CS 399	Special Topics in Computer Science	3
MA 164	Calculus I	4
MA 165	Calculus II	4
MA 202	Linear Algebra	4
Total Hours		19

Information Security

Individuals choosing information security are encouraged to complete a mathematics minor.

CS 399	Special Topics in Computer Science (Cryptography)	3
CS 399	Special Topics in Computer Science (Any)	3
MA 164	Calculus I	4
MA 165	Calculus II	4
MA 214	Probability And Statistics	3
CJ 297	Criminal Law	3
Total Hours		20

Web Development

CS 315	Web Programming	4
CS 388	Database Systems	4
BK 208	Principles Of Marketing	3
AR 120	Visual Technology	3
AR 130	Graphic Design I	3
AR 330	Web and Motion Graphics	3
Total Hours		20

Software Development

This is a more CS intensive version of MIS.

This is the only area of specialization available in the evening accelerated program.

CS 326	Information Systems Analysis	3
CS 388	Database Systems	4
CS 399	Special Topics in Computer Science (Any)	3
BA 250	Technology & Communication In Business	3
BN 204	Principles Of Management	3
BN 377	Project Management	3
Total Hours		19

Embedded Systems

CS 399	Special Topics in Computer Science (Embedded Systems)	3
CS 399	Special Topics in Computer Science (Robotics)	3
CS 399	Special Topics in Computer Science (Any)	3
MA 164	Calculus I	4

MA 210	Introduction To Graph Theory	3
PH 151	Principles of Physics I	4
Total Hours		20

Software Engineering

This is the most technical CS area of specialization.

CS 302	Programming Languages	4
CS 399	Special Topics in Computer Science (Any)	3
MA 164	Calculus I	4
MA 165	Calculus II	4
MA 210	Introduction To Graph Theory	3
PH 151	Principles of Physics I	4
PH 152	Principles of Physics II	4
Total Hours		26

Academic Requirements

A grade of C or above (C- does not count) is required in all courses in the major and their prerequisites. A cumulative grade point average (all courses) of 2.00 or higher is required for graduation with a major in Computer Science.

Economics

The curriculum in the economics minor is designed to provide our students with an understanding of the US economics systems of production and distribution with an emphasis on the political and social context of economics.

Minor

EC 251	Macroeconomics Principles	3
EC 252	Microeconomic Principles	3
EC 366	Money and Banking ²	3
EC 376	International Economics ¹	3
BA 270	Business Statistics	3
Select two of the following:		6
BA 344	Investments ¹	
BK 321	Market Research ¹	
BN 364	Production & Operations Management	
BN 360	Business & Society ¹	
PO 111	Introduction To American Politics	
PO 112	Globalization and Human Survival	
PO 312	Politics of International Economic Relations	
PO 326	Politics and Public Policy	
PO 353	Politics and Economic Policy in the United States	
Total Hours		21

¹ Can NOT double count these courses for the management, marketing, or business majors or the finance major or minor.

² Cannot double count for management or business majors but does double count for the finance major or minor..

Finance

The **finance major** prepares students to work in any of the major areas of the field of finance. These areas include commercial banking, financial planning, fixed income analyst, equity analyst, corporate

financial analyst, investment banking, etc. Many of these areas are expected to grow in demand for the foreseeable future. The coursework required for this major gives students a well-rounded background in business and finance. Students will learn core financial skills and how to apply them. They will also learn to think analytically and solve problems in an uncertain environment.

Upon graduating, Finance majors should be able to: compute the cost of capital for a company and make capital budgeting decisions; make financial forecasts and analyze financial statements; and use discounted cash flow analysis and valuation metrics to value companies and their stocks.

See the Graduate section (<http://catalog.mtmercy.edu/graduateprograms>) of this *Catalog* for more information on Graduate programs offered at Mount Mercy.

Core Requirements for all Business Majors

BA 203	Principles Of Law	3
BA 250	Technology & Communication In Business	3
BA 270	Business Statistics	3
BA 379	Financial Management	3
BA 435	Senior Sem - Business	3
or BA 436	Applied Business Strategy	
BC 265	Principles Of Accounting I	3
BC 266	Principles Of Accounting II	3
BN 204	Principles Of Management	3
BK 208	Principles Of Marketing	3
EC 251	Macroeconomics Principles	3
EC 252	Microeconomic Principles	3
Select one of the following:		3
MA 130	Finite Mathematics	
MA 132	Basic Mathematical Modeling	
MA 139	Pre-Calculus	
MA 142	Mathematics Modeling	
MA 160	Business Calculus	
MA 164	Calculus I (Required for Actuarial Science Majors)	
Total Hours		36

Finance Major (Core business requirements plus 18 additional semester hours)

BA 344	Investments ¹	3
BA 420	Cases In Finance	3
EC 366	Money and Banking ²	3
One BC course numbered 300 or above		3
Select two of the following:		6
BA 320	Applied Financial Reporting	
BA 350	Risk Management	
BA 360	Securities Analysis	
BA 425	Finance Internship	
EC 376	International Economics ¹	
Total Hours		18

¹ Can NOT double count for the management or business majors or econ minor.

² Cannot double count for management or business majors but does double count for economics minors.

Academic Requirements for the Finance Major

All finance majors must achieve a minimum grade of C- in each of the following courses: BC 265, BC 266, BA 344, BA 379, BA 420, EC 251, EC 252, EC 366, and the upper level accounting course as well as both finance electives. This applies to equivalent courses transferred from other institutions.

Healthcare Administration

The healthcare administration major prepares students for professional administration position in all areas of healthcare and healthcare services. Positions in healthcare facilities could include physicians' offices and practices, chiropractic clinics, hospital administration, rehabilitation and long-term care facilities. The demand for healthcare professionals and administrators is expected to grow for the foreseeable future. The coursework required for this major provides the students with a well-rounded background in business with a concentration in health services issues including regulation, law, compliance, informatics, and financial issues. Healthcare administration majors are required to complete an internship or practicum experience. A long-term care internship is available for those students pursuing a long-term care license.

See the Graduate section (<http://catalog.mtmercy.edu/graduateprograms>) of this *Catalog* for more information on Graduate programs offered at Mount Mercy.

Core Requirements for all Business Majors

BA 203	Principles Of Law	3
BA 250	Technology & Communication In Business	3
BA 270	Business Statistics	3
BA 379	Financial Management	3
BA 435	Senior Sem - Business	3
or BA 436	Applied Business Strategy	
BC 265	Principles Of Accounting I	3
BC 266	Principles Of Accounting II	3
BN 204	Principles Of Management	3
BK 208	Principles Of Marketing	3
EC 251	Macroeconomics Principles	3
EC 252	Microeconomic Principles	3
Select one of the following:		3
MA 130	Finite Mathematics	
MA 132	Basic Mathematical Modeling	
MA 139	Pre-Calculus	
MA 142	Mathematics Modeling	
MA 160	Business Calculus	
MA 164	Calculus I (Required for Actuarial Science Majors)	
Total Hours		36

Healthcare Administration Major (Core business requirements plus 27 additional hours)

BN 304	Human Resource Management	3
BA 305	Employment Law and Labor Relations	3

HS 200	Organization of Health Care Services	3
HS 201	Quality Patient/Resident Care	3
HS 320	Healthcare Law, Regulations and Compliance	3
HS 415	Health Care Informatics	3
HS 430	Financial Issues in Healthcare Organizations	3
HS 450	Internship in Health Services (3 semester hours required)	6
Select one of the following:		3
PO 326	Politics and Public Policy	
PO 342	Politics Public Administration	
PO 353	Politics and Economic Policy in the United States	
PS 349	Industrial/Organizational Psychology	
SO 240	Medical Sociology	
SW 225	Aging In America	
SW 235	Family Child Welfare	
SW 245	Basic Helping Skills	
Total Hours		30

Academic Requirements for the Healthcare Administration Major

All healthcare administration majors must achieve a minimum grade of C- in all major courses. This applies to equivalent courses transferred from other institutions.

Healthcare Leadership

This major is designed specifically for students who have an Associate of Applied Science (AAS) degree in an Allied Health profession from an accredited community college. It provides you with the leadership, strategic planning and management skills to take on leadership positions in the healthcare field.

See the Graduate section (<http://catalog.mtmercy.edu/graduateprograms>) of this *Catalog* for more information on Graduate programs offered at Mount Mercy.

Healthcare Leadership Major

BA 203	Principles Of Law	3
BN 204	Principles Of Management	3
BN 304	Human Resource Management	3
BC 202	Accounting: Information for Decisions ¹	4
HS 320	Healthcare Law, Regulations and Compliance	3
HS 415	Health Care Informatics	3
HS 430	Financial Issues in Healthcare Organizations ²	3
Total Hours		22-24

Completion of an AAS degree in a healthcare related field from an Iowa community college required. Eligible students can receive up to 75 hours of transfer credit. Enrollment in HS 450 Internship in Health Services is recommended but not required.

¹ or BC 265 Principles Of Accounting I and BC 266 Principles Of Accounting II

² BA 379 Financial Management is a prerequisite. It will add three more hours to the major if not transferred in.

Human Resource Management

The **human resource management major** prepares students for professional positions in leadership, as well as those who are interested in a career in the human resources field. The ability to lead and understand an organization’s human resources is key to success in today’s knowledge based economy. Students will learn to evaluate ethical, social, civic, legal, cultural, and political issues, and how they impact the human resources of an organization. Students will develop effective human resource strategy for innovation in a global environment. Our human resource management major is endorsed by the Society for Human Resource Management (SHRM), based on the guidelines created by the Association to Advance Collegiate Schools of Business (AACSB). Thirteen major content areas prepare students to lead employees in high performance work practices.

Students in this major develop skills and knowledge that enable them, for example, to: identify and interpret laws affecting labor in the workplace; utilize HR metrics to justify employee programs; and demonstrate an understanding of compensation issues.

See the Graduate section (<http://catalog.mtmercy.edu/graduateprograms>) of this *Catalog* for more information on Graduate programs offered at Mount Mercy.

Core Business Requirements for all Business majors:

BA 203	Principles Of Law	3
BA 250	Technology & Communication In Business	3
BA 270	Business Statistics	3
BA 379	Financial Management	3
BA 435	Senior Sem - Business	3
or BA 436	Applied Business Strategy	
BC 265	Principles Of Accounting I	3
BC 266	Principles Of Accounting II	3
BN 204	Principles Of Management	3
BK 208	Principles Of Marketing	3
EC 251	Macroeconomics Principles	3
EC 252	Microeconomic Principles	3
Select one of the following:		3
MA 130	Finite Mathematics	
MA 132	Basic Mathematical Modeling	
MA 139	Pre-Calculus	
MA 142	Mathematics Modeling	
MA 160	Business Calculus	
MA 164	Calculus I (Required for Actuarial Science Majors)	
Total Hours		36

Human Resource Management Major (Core business requirements plus 18 additional semester hours)

BN 304	Human Resource Management	3
BN 380	Organizational Behavior	3
BN 386	Compensation, Benefits, and Evaluations	3
BN 392	Advanced Topics in Human Resource Management ¹	3
BA 305	Employment Law and Labor Relations ¹	3

Select one of the following:	3
BA 310	Dispute Resolution
BA 350	Risk Management
BN 340	Management Information Systems
BN 377	Project Management
BN 425	Human Resource Internship
CO 250	Effective Group Communication
CO 260	Intercultural Communication
CO 270	Interpersonal Communication
PL 269	Introduction to Ethics
PS 221	Social Psychology
PS 349	Industrial/Organizational Psychology
SW 265	Diversity in America

Total Hours **18**

¹ Can NOT double count as electives for the business, management, or marketing majors. Electives in the human resource major can NOT double count for either core curriculum requirements or the management major.

Academic Requirements for the Human Resource Management Major

All human resource management majors must achieve a minimum grade of C- in all courses required for the major (BN 304, BN 392, BN380, BN386, and BN 305). This applies to equivalent courses transferred from other institutions.

Human Resource Management Minor

BN 204	Principles Of Management	3
BA 203	Principles Of Law	3
BN 304	Human Resource Management	3
BN 392	Advanced Topics in Human Resource Management ¹	3
BA 310	Dispute Resolution ¹	3
BN 380	Organizational Behavior	3
BN 386	Compensation, Benefits, and Evaluations	3
BA 305	Employment Law and Labor Relations	3

Select two of the following: **6**

BA 350	Risk Management
BN 340	Management Information Systems ¹
BN 377	Project Management
BN 425	Human Resource Internship
CO 250	Effective Group Communication
CO 260	Intercultural Communication ²
CO 270	Interpersonal Communication
PL 269	Introduction to Ethics
PS 221	Social Psychology
PS 349	Industrial/Organizational Psychology ¹
SW 265	Diversity in America ²

Total Hours **30**

- ¹ Can NOT double count as the electives for business, management, or marketing majors.
- ² Can NOT double count for a core curriculum requirement.

Management

The **management major** prepares students to lead in an ever more competitive and dynamic business environment. The focus is on developing those skills necessary for managerial success in for profit and nonprofit organizations: analytical, decision making, conceptual, interpersonal and communication.

This major is only offered at the Hawkeye Community College Waterloo campus.

See the Graduate section (<http://catalog.mtmercy.edu/graduateprograms>) of this *Catalog* for more information on Graduate programs offered at Mount Mercy.

Core Business Requirements for all Business majors:

BA 203	Principles Of Law	3
BA 250	Technology & Communication In Business	3
BA 270	Business Statistics	3
BA 379	Financial Management	3
BA 435	Senior Sem - Business	3
or BA 436	Applied Business Strategy	
BC 265	Principles Of Accounting I	3
BC 266	Principles Of Accounting II	3
BN 204	Principles Of Management	3
BK 208	Principles Of Marketing	3
EC 251	Macroeconomics Principles	3
EC 252	Microeconomic Principles	3
Select one of the following:		3
MA 130	Finite Mathematics	
MA 132	Basic Mathematical Modeling	
MA 139	Pre-Calculus	
MA 142	Mathematics Modeling	
MA 160	Business Calculus	
MA 164	Calculus I (Required for Actuarial Science Majors)	

Total Hours **36**

Management Major (Core business requirements plus 18 additional semester hours)

BN 304	Human Resource Management	3
BN 384	Strategic Management	3
BN 380	Organizational Behavior	3

Select three of the following (two of which must be either BA, BN, BC, or EC): **9**

BA 300	Entrepreneurship
BA 305	Employment Law and Labor Relations
BA 310	Dispute Resolution
BA 344	Investments ¹
BA 350	Risk Management
BN 340	Management Information Systems

BN 350	International Management
BN 360	Business & Society
BN 364	Production & Operations Management
BN 377	Project Management
BN 392	Advanced Topics in Human Resource Management
BN 424	Management Internship ²
EC 366	Money and Banking ¹
EC 376	International Economics ¹
BC 315	Cost Accounting
PO 326	Politics and Public Policy
PS 349	Industrial/Organizational Psychology
SO 320	Sociology of Work
Total Hours	18

- ¹ Can NOT double count for the human resource management and finance majors or minors.
- ² Can NOT double count with the marketing major.

Students CAN NOT double major between the business major (Accelerated) and the management major.

Academic Requirements for the Management Major

All management majors must achieve a minimum grade of C- in all management courses required for the major (BN 204, BN 304, BN 384 and BN 380) and the three required electives. This applies to equivalent courses transferred from other institutions.

Management Information Systems

Management Information Systems (MIS), sometimes referred to as Information Management and Systems, is the discipline covering the application of people, technologies, and procedures — collectively called information systems — to solve business problems. Management Information Systems are distinct from regular information systems in that they are used to analyze other information systems applied in operational activities in the organization. See the Graduate section (<http://catalog.mtmercy.edu/graduateprograms>) of this *Catalog* for more information on Graduate programs offered at Mount Mercy.

Management Information Systems Major

BA 250	Technology & Communication In Business	3
BC 202	Accounting: Information for Decisions	4
BN 204	Principles Of Management	3
BN 340	Management Information Systems	3
BN 350	International Management	3
BN 377	Project Management	3
CS 203	Information Ethics	3
CS 226	Programming in Visual Basic	4
CS 326	Information Systems Analysis	3
CS 420	Management Information Systems Senior Thesis	3
or CS 435	Senior Project: Computer Science	
BA 270	Business Statistics	3
or MA 135	Basic Statistics	

Two of the following:	6
MA 132	Basic Mathematical Modeling
MA 139	Pre-Calculus
MA 142	Mathematics Modeling
MA 150	Discrete Mathematics
any MA course above 150	
Total Hours	41

Academic Requirement

A grade of C or above (C- does not count) is required in all courses in the MIS major and minor and all their prerequisites.

Management Information Systems Minor

BA 250	Technology & Communication In Business	3
BN 204	Principles Of Management	3
BC 202	Accounting: Information for Decisions	4
BN 340	Management Information Systems	3
CS 226	Programming in Visual Basic	4
CS 326	Information Systems Analysis	3
CS 420	Management Information Systems Senior Thesis	3
or CS 435	Senior Project: Computer Science	
Total Hours	23	

Marketing

Marketing is the functional area of business that deals with the creation, communication and delivery of value to customers. As a **marketing major** students study the core application of identifying market needs, evaluate buying behaviors, and develop strategies for successful product introduction. Major elective courses allow students to tailor the program to their individual interests and strengths while focusing on the latest trends in this fast-paced industry. Emphasis is placed on developing effective communication, creative, analytical and problem solving skills. Students use their marketing knowledge and skills in decision making situations with the goal of developing effective solutions. Internships are encouraged.

Career opportunities for students earning a marketing degree include sales, product, category and brand management, retail operations, merchandising, marketing research, creative promotion and marketing communications campaign development, event planning and analytical database management.

This degree prepares students, for example, to: think critically by conducting appropriate research to assess marketing problems, identify market needs and evaluate buying behaviors; identify the link between Mount Mercy University's mission and the study of the discipline; and design and implement effective results-producing marketing plans.

See the Graduate section (<http://catalog.mtmercy.edu/graduateprograms>) of this *Catalog* for more information on Graduate programs offered at Mount Mercy.

Core Business Requirements for all business majors

BA 203	Principles Of Law	3
BA 250	Technology & Communication In Business	3
BA 270	Business Statistics	3
BA 379	Financial Management	3
BA 435	Senior Sem - Business	3

or BA 436	Applied Business Strategy	
BC 265	Principles Of Accounting I	3
BC 266	Principles Of Accounting II	3
BN 204	Principles Of Management	3
BK 208	Principles Of Marketing	3
EC 251	Macroeconomics Principles	3
EC 252	Microeconomic Principles	3
Select one of the following:		3
MA 130	Finite Mathematics	
MA 132	Basic Mathematical Modeling	
MA 139	Pre-Calculus	
MA 142	Mathematics Modeling	
MA 160	Business Calculus	
MA 164	Calculus I (Required for Actuarial Science Majors)	
Total Hours		36

Marketing Major (Core requirements plus 18 additional semester hours)

BK 310	Consumer Behavior	3
BK 321	Market Research	3
BK 431	Marketing Management	3
Select three of the following (two of which must be BK):		9
BK 300	Advertising and Creative Campaign Strategies	
BK 301	Product, Brand and Category Management	
BK 305	Professional Selling	
BK 311	International Marketing	
BK 331	Retail Management	
BK 340	Contemporary Topics In Marketing	
BK 421	Marketing Internship	
BN 377	Project Management ¹	
AR 120	Visual Technology	
AR 130	Graphic Design I	
CO 130	Basic Media Grammar for Professional Writing	
CS 101	Using Computers in Research Settings	
EN 123	Professional Writing	
Total Hours		18

¹ Can NOT double count for the management or human resource management major.

Academic Requirements for the Marketing Major

All marketing majors must achieve a minimum grade of C- in all marketing courses required for the major (BK 208 Principles Of Marketing , BK 310 Consumer Behavior, BK 321 Market Research ,BK 431 Marketing Management and the three required electives.) This applies to equivalent courses transferred from other institutions.

RN to BSN

In accordance with the Iowa Articulation Plan for Nursing Education: RN to Baccalaureate, Mount Mercy offers the RN to BSN Completion Program tailored for RNs who are interested in returning to college for a Bachelor of Science degree in Nursing (BSN). The program

is designed to include the granting of credit for past learning and consideration of the needs of adult learners. Applicants must hold a current and valid RN license.

Objectives established for students in this major include, among others: respect and value the dignity of human life; appropriately implement selected nursing interventions; and integrate knowledge derived from liberal arts, science and nursing in professional nursing practice.

Admission to the RN to BSN Program Applicants to the RN to BSN program must meet the following admission criteria:

1. Hold an Associate's Degree or Diploma in nursing from a regionally accredited college or an equivalent degree from an accredited institution outside of the United States.
2. Hold a current and active RN license.
 - a. Submit a copy of current nursing license.
 - b. Nursing courses with a clinical component may not be taken by a person: a) who has been denied licensure by the Board; b) whose license is currently suspended, surrendered or revoked in any U.S. jurisdiction; c) whose license/registration is currently suspended, surrendered or revoked in another country due to disciplinary action.
3. Currently working at least part time as a nurse.
4. Cumulative GPA of 2.70 or higher for transferable college credit.
 - a. Official transcripts from all previously attended schools must be submitted to Mount Mercy University
5. Complete a background check done by a third party company selected by the Department of Nursing. Any concerns will require a meeting with the program director.
6. Complete a health examination by a physician or nurse practitioner (within the past two years), receive and/or update the recommended immunization. (Forms for filing this information should be requested from the Department of Nursing prior to the physical examination).
7. Show proof of current certification for Basic Cardiac Life Support (BCLS) from the American Heart Association.
8. Show proof of health insurance coverage.
9. Show proof of nursing liability insurance coverage (beyond coverage provided by your employer).

RS to BSN Major

For RN to BSN students entering Mount Mercy in the Fall of 2015 and later: Admission to the major plus:

NU 230	Pharmacotherapeutics	3
NU 242	Concepts in Baccalaureate Nursing Education	4
NU 425	Pathophysiology, Assessment & Genetics RNs	3
NU 470	Population Based Nursing	3
NU 471	Professional Aspects of Nursing	4
NU 472	RN-BSN Practicum Seminar	3
Total Hours		20

Academic Requirements

Students must maintain a C or above (C- does not count) in all nursing courses, and maintain a cumulative grade point average of 2.00.

Block Academic Calendar

Block	Start	End	Last day to add/drop*	Holidays/no class
Block 01	08/24/2015	10/3/2015	08/21/2015	9/7/2015 (Labor Day)
Block 12	08/24/2015	11/7/2015	08/21/2015	9/7/2015 (Labor Day)
Block 13	08/24/2015	12/19/2015	08/21/2015	9/7/2015 (Labor Day)
Block 02	10/5/2015	11/7/2015	10/2/2015	
Block 23	10/5/2015	12/19/2015	10/2/2015	11/25-11/29/2015 (Thanksgiving)
Block 03	11/9/2015	12/19/2015	11/6/2015	11/25-11/29/2015 (Thanksgiving)
Block 04	1/4/2016	2/6/2016	12/21/2015	
Block 05	2/8/2016	3/12/2016	2/5/2016	
Block 56	2/8/2016	4/23/2016	2/5/2016	3/25/2016 (Good Friday)
Block 57	2/8/2016	6/4/2016	2/5/2016 ¹	3/25/2016 (Good Friday)
Block 06	3/14/2016	4/23/2016	3/11/2016	3/25/2016 (Good Friday)
Block 67	3/14/2016	6/4/2016	3/11/2016 ¹	3/25 (Good Friday); 5/30 (Memorial Day)
Block 07	4/25/2016	6/4/2016	4/22/2016 ¹	5/30/2016 (Memorial Day)
Block 08	6/6/2016	7/16/2016	6/3/2016	7/4/2016 (Independence Day)
Block 89	6/6/2016	8/20/2016	6/3/2016	7/4/2016 (Independence Day)
Block 09	7/18/2016	8/20/2016	7/15/2016	

* Friday prior to the start of every block.

¹ Graduation date for students completing a course in block 7: June 5, 2016

Graduate Programs

Building on our tradition of excellence in undergraduate education, in 2008 Mount Mercy began offering graduate programs. These fully accredited programs are designed for working professionals with classes conveniently scheduled in the evening, weekends, and summer. Grounded in best practices, our programs prepare students for leadership in their chosen career.

Graduate Degrees

Master of Arts in Criminal Justice

This degree is designed for professionals working in the criminal justice system and pre-professionals who desire advanced knowledge and skills in the area of crime and justice.

Master of Arts in Education

Emphasis in Reading

This degree is designed to prepare teachers as reading specialists with a dynamic understanding of the reading process and to equip teachers with a variety of resources for enhancing literacy for all learners. The emphasis is designed for teachers and offers endorsements in K-8 and 5-12 Reading.

Emphasis in Special Education

Educators are trained with a deep understanding of the needs of students with learning and/or behavior disorders and are in high demand. This degree allows teachers to obtain an advanced degree in Special Education with endorsements in Instructional Strategist I and Instructional Strategist II.

Emphasis in Teacher Leadership

This emphasis in Teacher Leadership is designed for Prek-12 practitioners or others who wish to be teacher leaders outside the traditional administrative career path. It provides participants with immediately applicable knowledge, skills, and dispositions necessary to be teacher leaders.

Master of Arts in Marriage and Family Therapy

The MFT program trains highly qualified professionals at the master's level who possess the knowledge, skills and dispositions to improve the lives of individuals, couples and families. This degree prepares students for licensure eligibility as a Marriage and Family Therapist.

Master of Business Administration (MBA)

Characterized by its emphasis on ethical and socially responsible leadership, the Mount Mercy Master of Business Administration program challenges students to think globally and strategically while using a multi-disciplinary approach to solving business problems.

Emphasis in Human Resources

In this emphasis students will complete core MBA courses and 4 electives related to Human Resources. Elective options are: BN 640 Systems Theory & Organizational Design Methodology, EC 590 Labor Economics, BN 601 Workplace Learning & Development, BN 602 Employment Law, BN 603 Total Rewards Systems, and BN 599 Special Topics in Business.

Emphasis in Quality Management

In this emphasis students will complete core MBA courses and 4 electives related to Quality Management. Elective options are: BN 640 Systems Theory & Organizational Design Methodology, BN 630 Methods of Quality Management, BN 625 Sustainability & Growth, BN 575 Supply Chain Management, and BN 599 Special Topics in Business.

Master of Science in Nursing (MSN)

Focused on health promotion and disease prevention, the MSN program is dedicated to preparing graduates to lead the profession in meeting the challenges of an ever-changing, complex healthcare system.

Nursing Education Track

An innovative program developing tomorrow's nurse educators for academic and healthcare settings.

Health Advocacy Track

A unique program focusing on health promotion and disease prevention for populations in acute care and community settings.

Nursing Administration Track

A distinctive program focused on attaining the competencies necessary for leading and managing complex 21st century healthcare organizations.

Master of Strategic Leadership (MSL)

The Mount Mercy Master of Strategic Leadership (MSL) program is a second masters degree within business and utilizes a service learning approach through community projects, and is characterized by an emphasis on ethical and socially responsible leadership while encouraging students to work toward the common good. The program is designed to appeal to students of all majors and focuses on the knowledge and skills necessary to lead and motivate people, while developing "systemic" strategies.

Emphasis in Human Resources

In this emphasis students will complete core MSL courses and 4 electives related to Human Resources. Elective options are: EC 590 Labor Economics, BN 603 Total Rewards Systems, BN 601 Workplace Learning & Development, BN 599 Special Topics in Business, and BN 602 Employment Law.

Emphasis in Quality Management

In this emphasis students will complete core MSL courses and 4 electives related to Quality Management. Elective options are: BN 630 Methods of Quality Management, BN 625 Sustainability & Growth, BN 575 Supply Chain Management, BN 601 Workplace Learning & Development, and BN 599 Special Topics in Business.

Admission

Admission as a Degree Seeking Student

Applicants desiring admission to Mount Mercy graduate programs apply through the Graduate Admissions Office and must meet the graduate admissions criteria. Final admission decisions rest with the academic program. To be considered for admission, an applicant must:

1. Hold an undergraduate degree from a regionally accredited college or university or an equivalent degree from an accredited institution outside the United States. Documentation of degree equivalencies must be submitted by an agency authorized to do so.
2. Have a minimum cumulative grade point average of 3.00 and an undergraduate record that reflects ability to be successful in graduate studies. (Students with a GPA less than 3.00 will be considered on a case-by-case basis.)
3. Provide a personal statement that demonstrates solid writing skills and motivation for graduate studies. (See application form for further instruction.)
4. Submit two letters of recommendation, preferably from faculty and/or work supervisors, who can attest to an applicant's ability to be successful in graduate studies. (See application form for further instruction.)
5. Complete any requirements from the specific area of study.

Program specific requirements are as follows:

Master of Arts in Criminal Justice

1. Resume that documents educational background, professional experience, and volunteer involvements.

Master of Arts in Education

1. Bachelor's degree in education (special education and reading only)
2. A valid teaching license or be eligible for a teaching license if seeking an endorsement in special education or reading.
3. Resume that lists past and current teaching or work experience.

Master of Arts in Marriage and Family Therapy

1. Personal interview with program director.
2. Resume that documents volunteer or professional experience in a human service area.
3. Personality inventory test.

Master of Business Administration

1. At least 24 years old.
2. Three years of full-time work experience. (Provide a resume to document this work experience).
3. Currently working at least part-time in the field of business (ongoing requirement for at least part-time work during program). *Requirement can be waived by Program Director.*

Master of Science in Nursing

1. Current and valid Iowa registered nurse (RN) license. NOTE: Nursing courses with a clinical component may not be taken by a person: a) Who has been denied license by the Board; b) Whose license is currently suspended, surrendered, or revoked in any U.S. jurisdiction; c) Whose license or registration is currently suspended, surrendered, or revoked in another country due to disciplinary action. International students without current Iowa RN license may be admitted based on review by Program Director.
2. Currently working at least part-time as a nurse (ongoing requirement for at least part-time work during program).
3. Bachelor of Science in Nursing (BSN) from an accredited nursing program, other undergraduate degree from a regionally accredited college or university, or an equivalent degree from an accredited institution outside of the United States. Undergraduate record should reflect ability to be successful in graduate studies. If undergraduate degree is not a BSN, a BA or BS, an associates degree in nursing, and the Mount Mercy RN-BSN courses, NU 470 Population Based Nursing, NU 471 Professional Aspects of Nursing, and NU 472 RN-BSN Practicum Seminar.
4. Undergraduate statistics course with a minimum grade of C (C- not acceptable).
5. All Master of Science in Nursing (MSN) students must meet administrative requirements including criminal background check, health insurance coverage, immunization status compliance, CPR, and malpractice insurance prior to starting their capstone practicum.
6. All non-native English speakers are required to take TOEFL and complete interview with Program Director.

Master of Strategic Leadership

1. At least 24 years old.
2. Three years of full-time work experience (provide a resume to document this work experience).
3. Currently working at least part-time in the field of business (ongoing requirement for at least part-time work during program). *Requirement can be waived by Program Director.*

An application is complete when the applicant submits the following required items:

1. A completed Mount Mercy application, including personal statement and two letters of recommendation.
2. Official transcripts of all previous academic work from which undergraduate and graduate grade point averages can be computed. Transcripts should be mailed directly to the Graduate Admissions Office. Official transcripts must be submitted in a sealed envelope and display the appropriate seal and signature of the institution.

MBA Admission

A student may be admitted to the MBA program prior to completing the prerequisite courses. Upon admission, the student will meet with an academic advisor who will provide the student with an advising form that indicates the prerequisite courses that need to be completed and in what order. The student may enroll in either accelerated or traditional classes to complete prerequisite courses at the tuition rate for those classes. However, the MBA grading policies will be in effect for all MBA and prerequisite classes taken at Mount Mercy.

MSN Admission

A student may be admitted to the MSN program prior to completing the prerequisite courses (statistics or NU 470 Population Based Nursing, NU 471 Professional Aspects of Nursing, and NU 472 RN-BSN Practicum Seminar for RN students who do not have a BSN). Students will need to complete all prerequisite courses with acceptable grades, prior to taking MSN courses.

International Students

Mount Mercy welcomes international students to its campus, recognizing that they enrich the educational experience for all students by contributing to the intellectual, social, and cultural diversity of the Mount Mercy community. The following additional items are required for admission for international students:

1. Official or true certified copies of the applicant's post-secondary academic record (transcripts, examination scores, mark sheets, etc.) evaluated by a Foreign Credential Evaluation Agency
2. Documentation of English language proficiency for all non-native speakers of English. (TOEFL, Step Eiken, IELTS or equivalent). TOEFL test scores accepted:
 - a. 550 on the paper-based version (scores between 500-550 may be accepted upon an interview with the Program Director) or 79 on internet version (iBT) or 213 on computer-based total.
 - b. Proof of comprehension and conversational proficiency as indicated by a 23 or higher on the TOEFL speaking subsection and interview with the Program Director (phone interview can be substituted). Program Directors may waive the English language proficiency test scores upon interviewing a student who meets one of the following criteria:
 - i Undergraduate education in English
 - ii Worked in United States in a professional job for more than 1 year

- iii Studied for at least two semesters in the United States
- iv English is native language

3. Students who are applying for an F-1 visa must also provide a Certificate of Finance form or letter with Affidavit from the Bank stating that they have sufficient funds to study in the U.S. The Certificate of Finance (https://www.mtmercy.edu/sites/default/files/uploads/MMU_Certificate%20of%20Finance.pdf) form can be found and downloaded from our web site.

Graduate Special Student Status (or Non-degree Status)

A student with a baccalaureate degree who wishes to earn graduate credit, but not a graduate degree, may be accepted for admission to study as a graduate student with special status. Up to 9 semester hours earned as a graduate student with special status with a grade of "B" or above may be applied to a graduate degree at Mount Mercy upon admission to the program and with the approval of both the Associate Provost and the Program Director. Special student status students are not eligible for financial aid.

Transfer Policies

Upon admission to the program, students may transfer in graduate courses with the approval of the Program Director. The maximum number of transferable credit hours is 9. Credit allowance for graduate courses is considered on an individual basis; however, students must have earned a "B" or higher for the course to be considered. Course syllabi, college catalog, and a sample of previous course work may be requested for consideration of a class. While enrolled at Mount Mercy, students should not enroll for academic credit at other institutions without the permission of the Associate Provost. Approval, via a petition, must be granted prior to a course being taken at another institution and will only be granted for extenuating circumstances.

Readmission

When a student withdraws or is terminated from any of the graduate programs at Mount Mercy, a recommendation will be made by the Program Director at the time of withdrawal or termination about whether the student will be eligible for readmission. Documentation of this recommendation will be maintained. The student who has withdrawn or has been terminated from any graduate program and wishes to be readmitted will be considered for readmission by the Program Director according to the following criteria: the recommendation made by the Program Director at the time of the student's withdrawal or termination and evidence the student has improved in all needed areas. Students who wish to be readmitted to a graduate program must complete the application process.

Policy on Undergraduate students taking graduate classes

Mount Mercy seniors who meet the following criteria may take graduate courses for credit. Students must have:

1. Senior status
2. Be eligible for admission to graduate study or secure permission from the Program Director
3. Limit their load to a maximum of 15 credits for the semester, including undergraduate and graduate credits
4. Secure the approval of the department in which they wish to earn graduate credit. Undergraduate students may earn a maximum of 12 graduate credits.

Graduate credits earned under this policy may be applied to a graduate program only with the approval of the appropriate Program

Director. Students are not permitted to pursue a graduate and undergraduate degree concurrently.

Delayed Admissions

Students have one year from date of acceptance to begin classes. Students who do not enroll for classes within the year deadline must reapply for admission.

Graduate Policies

Grading Policies

Graduate courses are graded as follows:

Grade	Grade Points/Description
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
F	Failure: no credit earned. A student earning an "F" grade may not repeat the course for which the "F" was received without the approval of the Program Director.
I	Incomplete: a temporary grade given only when extenuating circumstances prevent completion of all course work on time.
IP	Incomplete in Process: a temporary grade given when a practicum, research project, and/or thesis work has not been completed on time.
P	Pass: a mark used to show satisfactory performance.
W	Withdraw: A non-punitive grade which will be entered on the permanent record if a student withdraws from a class within the published withdrawal period.
NA	Non-attendance

The cumulative grade point average is calculated by dividing cumulative grade points by cumulative hours graded.

Academic Standing/Probation

A student is required to achieve a minimum grade point average of 3.00. A student whose cumulative grade point average falls below 3.00 will be placed on probation, and the student will have two enrolled terms to remove that status. If the student fails to earn a minimum grade point average of 3.00 within that time, the student will be dismissed from the program.

Only two "C" grades (C+, C or C-) are permitted in the graduate program. A third grade of "C+" or below will result in academic dismissal from the program. No course with a grade of "C-" or below will count toward a graduate degree. Any grade of "F" may be cause for dismissal from the program. A second "C+" or below in a repeated course may be cause for dismissal from the program. Dismissals may be appealed through the appeal process.

Departments can identify courses in which a "B" is the minimum grade required. Students must earn at least a "B" average for an endorsement to be granted in the Education program.

Incomplete Grades

The incomplete (I) is a temporary grade given only when extenuating circumstances prevent completion of all course work on time. To remove an incomplete grade, a student must complete all required work in the course no later than 30 days from the close of the term. Failure to do so automatically results in failure in the course. Extensions may be given by the course instructor. An Incomplete in Process is given for practicum or thesis work that has not been completed by the end of the semester. The Incomplete in Process must be completed within six months of the close of the term in which it was given.

Repeating Courses

A student receiving a "C+", "C" or "C-" may repeat a graduate course once. For the MSN program, a maximum of one course may be repeated. For the MBA, MSL, MFT, Criminal Justice and Education program, a maximum of two different courses in a student's degree program may be repeated. Both the original course and the repeated course remain on the transcript. The cumulative grade point average will include only the second grade.

Academic Policies

Add/Drop and Tuition Refund Policy

The block calendar add/drop dates are located in the "Block Academic Calendar" section of this *Catalog*. Students enrolled in these programs must drop a course prior to class beginning in order to avoid being charged for the class. If the course is dropped on or after the start of the block, but prior to the second day of class, the student will receive a grade of "W" on the academic transcript reflecting the withdrawal but will not be charged. Students dropping the course during the second day of class or thereafter, will be charged 100% of the tuition. Students who never show up to a class but do not drop the course will receive a grade of "NA" and will be charged 100% of the tuition for the course. After conclusion of the add/drop or withdrawal period, all change requests must be approved by the Program Director. Late adds and drops are limited to unusual circumstances that must be documented in writing.

If a student wishes to withdraw from a graduate course, they must do so by the fourth Sunday (11:59pm CST) of a five week block, or the ninth Sunday (11:59pm CST) of a ten week block to receive a "W". Students who do not withdraw from a course by these deadlines will receive a letter grade for the course.

Attendance

Attendance requirements in graduate courses are established by programs and individual instructors. Attendance policies are stated in each course syllabus. Official attendance will be taken on the first day of class for classes in the block schedule and twice during the official semester for purposes of validating class rosters and meeting Federal regulations.

Continuous Enrollment

Students do not have to be contiguously enrolled in graduate classes and may take one semester off at anytime. However, students must be enrolled in classes for the following semester or the student will need to complete a leave of absence request or withdraw from the program. Students should be aware there may be financial aid implications of not being contiguously enrolled in classes and should consult with the Student Financial Services Office. All students must complete the program within six years unless arrangements have been made with the Program Director.

NOTE: To complete the MSN program students must be enrolled in summer courses.

Dismissal from Mount Mercy

In order to safeguard its scholastic integrity and its moral atmosphere, Mount Mercy reserves the right to remove and/or suspend any student who violates the stated policies for behavior and academic integrity outlined in the *Good Book*.

Full-Time Status

Students enrolled in at least 6 credit hours per semester will be considered full-time. A student has to be enrolled in at least 3 credit hours per semester to be considered part-time.

Leave of Absence

Students desiring a Leave of Absence must meet with the Program Director to complete the appropriate paperwork. If the leave is granted, the student must return to Mount Mercy within one year. Students who do not return at the end of the leave will be withdrawn from the program. An exception to this time period will be made for students called to active duty in the military. Students are required to provide proof of deployment prior to being deployed. A Leave of Absence will only be granted if the student has no course work in process.

Second Master's Degree

A student may pursue a second Master's Degree at Mount Mercy. A maximum of 18 credits from the initial Mount Mercy degree may be accepted toward the second Mount Mercy degree. A maximum of 9 credits from a transfer degree may be accepted toward a second Mount Mercy degree.

At least 18 hours must be earned at Mount Mercy beyond the initial degree. At least 12 of the 18 additional hours must be earned after graduation from the initial Master's Degree program. Only courses for which the student received a grade of "B" or above will double count towards the second master's degree.

Statute of Limitations

Students enrolled in a graduate program must complete all degree requirements no later than six years after the date of first enrollment in the program. A student may petition the Associate Provost for an extension for a limited period if such extension is sought before the six-year limit expires.

Independent Study (IS)

Independent study courses, which are specially designed by the student and the instructor, are listed under course numbers identified by each program and are subject to the following regulations:

1. Not more than 2 courses may be taken independently.
2. Independent study credit is not given for a paid job.
3. The application form, which can be obtained from the Advisor or Instructor, must fully describe the rationale and objectives of the course, the content and sources from which the content is to be obtained, methods and activities to be used, evaluation procedure, and any pertinent deadlines to be met by the student. The form is to be completed by the student in conference with the instructor who has agreed to direct the study.
4. The student discusses the course with their advisor who arranges for the additional approvals from the Program Director and Associate Provost.
5. The application form with all the necessary signatures must be delivered to the Registrar's Office in order for the registration to be completed.
6. Faculty members are not required to direct an independent study.

Directed Study (DS)

A Directed Studies course is an individualized delivery of an existing course found in the Catalog and is only offered in exceptional circumstances. Course outcomes and objectives for the DS course are the same as if the course was being taken in the normal, classroom delivery mode. Contact the Program Director for the approval form prior to registering for the class.

Thesis Continuation

Master of Arts in Education

Master of Arts in Education students may elect to complete an education thesis in order to graduate. After finishing the action research class, students must continuously enroll in a 1-3 credit Education Thesis (ED 602 Education Thesis) course until the thesis receives final approval from the student's thesis committee. Students will receive 3 credit hours the first semester registered for the course and 1 credit hour each semester after that (Fall, Spring, and Summer) until the student is finished. A continuation fee, equivalent to one credit hour, will be assessed for every semester the student is enrolled in ED 602 Education Thesis. An incomplete will be given in Education Thesis until the final thesis is approved by the committee. Upon approval of the thesis, the grade will be changed to a Pass. If a student does not enroll in Education Thesis once the project has begun, the incomplete grade will turn to a Fail (F).

Master of Arts in Marriage and Family Therapy

MFT students may elect to complete a thesis in order to graduate. Students must continuously enroll in a 1-3 credit MFT Thesis (MF 695 Thesis) course until the thesis receives final approval from the student's thesis committee. Students will receive 3 credit hours the first semester registered for the course (course should be taken during the Spring semester of the second year) and 1 credit hour each semester after that (Fall, Spring, and Summer) until the student is finished. A continuation fee, equivalent to one credit hour, will be assessed for every semester the student is enrolled in MF 695 Thesis. An incomplete will be given in MFT Thesis until the final thesis is approved by the committee. Upon approval of the thesis, the grade will be changed to a Pass.

Any student who chooses the thesis option and fails to complete the thesis will not be able to graduate without additional coursework. In such cases, the student will need to complete the elective that was forgone in favor of the thesis option. Once the elective course has been completed the student will become eligible for graduation, assuming that all other course work has been completed satisfactorily. If a student does not enroll in MFT Thesis or complete additional coursework, the incomplete grade will turn to a Fail (F).

Graduation Requirements

In order to be eligible to graduate, a student must meet the following requirements:

1. Minimum GPA of 3.0
2. Complete all course work with no incompletes
3. Meet all program specific requirements
4. Apply for graduation

Tuition and Fees

Financial Information

Tuition

Tuition is charged per semester hour. Current tuition rates are:

Program	Rate
Master of Arts in Criminal Justice	\$445 semester hour

Master of Arts in Education	\$445 semester hour
Master of Arts in Marriage and Family Therapy	\$445 semester hour
Master of Business Administration	\$570 semester hour
Master of Science in Nursing	\$570 semester hour
Master of Strategic Leadership	\$570 semester hour

Tuition is due the first night of class. If you are reimbursed by your employer, and you have a completed Deferred Payment Plan Enrollment Form on file in the Student Financial Services Office, tuition is due 45 days from the end of each block.

Delinquent Accounts

All students, except those on employer reimbursement, are required to have their entire account paid in full by the last day of class. Any balance remaining after this date will be considered delinquent. Students who are reimbursed by their employers are required to have their entire account paid in full within 45 days of receiving their grade report for each class or their account will be considered delinquent. It is the student's responsibility to notify the Student Financial Services Office that s/he is eligible for employer reimbursement as well as notify them of any changes in reimbursement status.

Students with delinquent accounts may be subject to the following actions until the balance is paid in full:

1. All current and future registrations will be cancelled
2. All financial aid for future terms will be cancelled
3. All student account privileges will be revoked
4. Official transcripts will not be made available
5. Interest of 18% per annum will be assessed on the unpaid balance
6. Accounts will be turned over to a collection agency unless arrangements have been made for the timely payment of the delinquent amount due.

Additional Fees

(All fees are non-refundable)

Student Cost	Amount
Additional parking stickers	\$2
Audit fee for a course	\$500
Mount Mercy ID card replacement fee	\$25
Official transcript	\$7
Replacement diploma	\$75
Returned check	\$25

Financial Aid

A student enrolled in any of the graduate programs at Mount Mercy is eligible to apply for federal financial aid. Institutional financial aid is not available for graduate program students. To qualify for any financial aid at Mount Mercy, students must:

1. Receive notification from the Graduate Office at Mount Mercy of acceptance as a REGULAR student for admission into an eligible degree program as defined by the U. S. Department of Education.
2. File the Free Application for Federal Student Aid (FAFSA) or Renewal Application to be eligible for most federal programs.

Currently enrolled students may obtain information about financial aid in the Student Financial Services Office. New students to Mount Mercy must inform the Student Financial Services Office of their interest in receiving financial aid once they are registered for coursework at Mount Mercy. To be eligible for loan assistance, the student is required

to be enrolled at least half-time for each semester in which the loan is to be received, and must be half-time to continue deferments on most student loans. The following chart illustrates how the block schedule equates to the semester format:

Blocks 1, 2, and 3 = Fall Semester

Block 4 = Winter Term

Blocks 5, 6 and 7 = Spring Semester

Blocks 8 and 9 = Summer Semester

For example, a student must be enrolled in at least 3 credit hours during blocks 1, 2, and 3 combined to be eligible for a loan during the Fall Semester. Taking one 3-credit course in any block would satisfy the 3-hour requirement for financial aid. A student must be enrolled in at least 6 credit hours per semester to be considered full-time. Block 4 is combined with the Spring Semester to determine financial aid eligibility. Students are encouraged to contact the Student Financial Services Office if they have questions regarding financial aid. The Summer Semester (blocks 8 and 9) is considered the end of the academic year at Mount Mercy for financial aid purposes. If you are interested in financial aid for the summer blocks, students are required to have completed the FAFSA form for the current school year, and are encouraged to register for these blocks up front. For more information contact the Mount Mercy Student Financial Services Office at 368-6467. Please see main Financial Aid (<http://catalog.mtmercy.edu/financialaid>) page of this *Catalog* for complete details regarding financial aid.

Return of Title IV Funds

A student earns aid based solely on the length of time he/she attends. Until a student has passed the 60% point of the days they are scheduled to attend only a portion of the student's dispersible aid has been earned. If a student completely withdraws prior to the 60% point, then the Return of Title IV Funds policy applies.

Title IV funds refer to the Federal financial aid programs authorized under the Higher Education Act of 1965 (as amended) and include the following programs: Direct Unsubsidized loans, Direct Subsidized loans, Direct PLUS loans, Federal Perkins loans, Federal Pell Grant, Federal SEOG, and Federal TEACH Grant. Though the Federal Work Study program is also included in Title IV funds, it is not included when calculating the Return of Title IV Funds.

A student starts the withdrawal process with their Program Director. This can either be done in person or over the phone. The withdrawal date is the date on which the student starts the withdrawal process or the date that the student otherwise provides notification to Mount Mercy of his or her intent to withdraw. However, if Mount Mercy can document an academically related activity different than the date the student officially withdrew, that date may be used.

If a student leaves school and fails to follow the withdrawal process or fails all of their courses, it is assumed the student withdrew at the midpoint of the period of enrollment unless academically related activity can be documented past the 60% point. The Student Financial Services Office is responsible for the calculation of the amount of Title IV funds a student has earned at the point of withdrawal. The software provided by the Department of Education is used and review of this software is available upon request from the Student Financial Services Office.

Mount Mercy will return any unearned aid that was applied to a student's institutional charges. The student must return any unearned funds allocated to a loan program under the terms and conditions of the promissory note. If a student owes a grant overpayment, the student must make satisfactory repayment arrangements with the Student Financial Services Office at Mount Mercy.

In accordance with Federal regulations the student must return unearned aid for which the student is responsible by repaying funds to the following for their loans.

Example of Return of Title IV Calculation

This example is for illustration purposes only. Actual charges and refund amounts may vary. The following is an example of a return of funds for a student who completely withdrew from their courses. This student was enrolled in Blocks 1, 2 and 3 so the total days of attendance for the Fall semester would be 105 days. The student withdrew in the first week of Block 2 and completed 45 days of the semester. The student completed 42.9% of the semester ($45/105=42.9\%$).

The student would have earned 42.9% of the financial aid for the Fall semester. The remaining amount would have to be returned to the appropriate source.

Original Financial Aid	Loan Name	Revised Financial Aid
\$6250	Direct Stafford Loans	\$3568

Enrollment Changes

Students who are encouraged to speak with a Financial Aid Counselor prior to dropping any courses.

Programs

Mount Mercy offers high-quality, high-demand graduate programs for working adults who need to balance graduate school with full-time employment and family. With accelerated night and weekend classes, you can earn your degree quickly without sacrificing the face-to-face interaction of real classroom instruction. Click on any of the programs to the left to see a listing of course work within each of our graduate programs.

Master of Arts in Criminal Justice

The Master of Arts in Criminal Justice at Mount Mercy is designed for professionals working in the criminal justice system and pre-professionals who desire advanced knowledge and skills in the area of crime and justice. This graduate degree program is designed to enhance critical thinking, communication, and problem-solving skills. Graduates of the program will have the ability to serve in leadership roles and other essential positions within the criminal justice field by serving as evaluators of criminal justice practices and policies. Further, graduates will be a resource for evidence based practices within the criminal justice field. Graduates could also be prepared for admission to doctoral programs in criminal justice.

Degree Requirements

Core Courses

CJ 510	Administration of Justice	3
CJ 515	Theories of Crime and Justice	3
CJ 520	Statistics for Decision Making	3
CJ 550	Research Methods for Criminal Justice	3
CJ 650	CJ Graduate Capstone	3

Total Hours **15**

Electives

Choose 6 of the following: ¹ **18**

CJ 600	Graduate Field Experience in Criminal Justice
--------	---

CJ 605	"Broken Windows":Community Partnerships for Public Safety
CJ 610	The Impact of Social Inequities &Hum Rights
CJ 615	Civil Liability in Criminal Justice
CJ 620	International Policing
CJ 625	Homeland Security
CJ 630	Special Needs and Treatment within the Criminal Justice Population
CJ 635	Victimology
CJ 640	Decision-Making and Leadership in CJ
CJ 642	Ethical Issues in Crime and Justice
CJ 645	Special Topics in Crime and Justice
BA 500	Legal Environment Of Management
BA 515	Business Ethics
BN 500	Organizational Effectiveness
BN 600	Strategic Human Resource Management
BN 610	Quantitative Modeling For Decision Makng
BN 630	Methods of Quality Management
BN 640	Systems Theory & Organizational Design Methodology
MF 503	Family Systems
MF 524	Human Development and the Family
MF 545	Micro-Counseling
MF 550	Systemic Sex Therapy
MF 602	The Cross-Cultural Family
MF 605	Neuroscience for Marriage and Family Therapy
MF 626	Psychopathology and the Family
MF 655	Spirituality and the Family
MF 671	Therapeutic Techniques with Parents and Children
Total Hours	18

¹ Students may take up to 3 courses from the MBA, MSL, and/or MFT program.

Master of Arts in Education

Master of Arts in Education Program Core: 9 semester hours + Research Options

A three-course core provides a vibrant shared experience for all Master of Arts in Education students. These courses focus on developing the broader perspectives needed for leadership in the profession. Understanding legal and policy issues, building leadership skills, examining cultural and ethical implications, and applying the tools of research are but a few of the outcomes targeted by the program's core experiences. All Master's students will complete either an independent Action Research Project or an Education Research Project and will present the project to the Mount Mercy community in a poster session.

This graduate degree prepares students to: effectively use researched instructional strategies; conduct, interpret and evaluate assessments; acquire and apply the skills needed to become reflective practitioners and teacher leaders; formulate and evaluate research; and analyze research results and communicate the results in written and oral presentations.

Required Core Courses:

ED 500	Educational Policy	3
ED 505	Educational Leadership	3
ED 600	Educational Research	3

Research Options

ED 601	Action Research Project	6
And		
ED 602	Education Thesis	
Or		
ED 604	Education Research Project	
And		
ED 605	Comprehensive Examination	

Total Hours 15

Emphasis in Special Education

The Master of Arts in Education with emphasis in Special Education program is designed to prepare teachers to provide appropriate levels of instruction to students with disabilities at the elementary and secondary levels. Four options are available under this program:

- Instructional Strategist I K-8 endorsement
- Instructional Strategist I 5-12 endorsement
- Instructional Strategist II K-12 Learning Disabilities/Behavior Disorders endorsement
- Special Education – no endorsement

The goal of this degree is to provide teachers with updated research, legal procedures, knowledge, and best practices to be successful with students who struggle to learn and/or behave appropriately in general and special classroom settings.

Required courses (all options):

Program Core		15
Required Courses ¹		
ED 550	Special Education: Law, Collaboration and Consultation	3
ED 555	Assessment in Special Education	3
ED 560	Behavior Interventions	3
ED 595	Seminar in Special Education	3
Total Hours		27

Instructional Strategist I K-8: 36 semester hours

Requirements:

Program Core		15
Required Courses		
ED 570	Methods: Instructional Strategist I K-8	3
ED 530	Diagnostic Assessment of Reading & Writing	3
ED 650	Student Teaching: Instructional Strategist I K-8	3
Total Hours		36

Instructional Strategist I 5-12: 39 semester hours

Requirements:

Program Core		15
Required Courses		
ED 575	Methods: Instructional Strategist I 5-12	3

ED 525	Content Area Reading and Writing	3
ED 580	Transitions and Career Planning	3
ED 651	Student Teaching: Instructional Strategist I 5-12	3
Total Hours		39

Instructional Strategist II K-12: 41 semester hours

Requirements:

Program Core		15
Required Courses		12
ED 580	Transitions and Career Planning	3
ED 585	Methods: Instructional Strategist II K-12	3
ED 530	Diagnostic Assessment of Reading & Writing	3
ED 652	Student Teaching: Instructional Strategist II K-8	3
or ED 653	Student Teaching: Instructional Strategist II 5-12	
ED 654	Student Teaching-Alternate Level: Instructional Strategist II K-8	2
or ED 655	Student Teaching-Alternate Level: Instructional Strategist II 5-12	
Total Hours		41

No Endorsement: 36 semester hours

Requirements:

Program Core		15
Required Courses		12
Electives		9
ED 590	Curriculum Adaptations in Special Education	
ED 565	Teaching Social Competency	
ED 576	Trends and Strategies in Teaching Children with Autism	
ED 571	Universal Design	
Total Hours		36

Emphasis in Reading

The Master of Arts in Education with emphasis in Reading program is designed to prepare teachers for K-8 or 5-12 reading instruction. Students pursuing this degree will also be eligible for the K-8 and/or 5-12 reading endorsement from the State of Iowa upon completion of the program. Students may take this emphasis with or without an endorsement option.

The goal of the program is to prepare teachers as reading strategists who have a dynamic understanding of the reading process and who take with them a variety of resources for enhancing literacy for K-8 and 5-12 learners that go beyond the undergraduate experience. Candidates will add to their existing knowledge base by engaging in an in-depth analysis of current research as well as their own individual research. Three options are available under this program:

Reading (K-8) Endorsement: 37 hours

Required Core Courses:

Program Core ²		15
ED 510	Foundations of Reading	3
ED 515	Children's Literature: Enhancing Instruction	3
ED 520	Language, Literacy and Culture	3
ED 525	Content Area Reading and Writing	3
ED 530	Diagnostic Assessment of Reading & Writing	3

ED 535	Prescriptive Reading	4
ED 540	Reading Research Seminar	3
Total Hours		37

Reading (5-12) Endorsement 37 hours

Required Core Courses:

Program Core ²		15
ED 510	Foundations of Reading	3
ED 516	Young Adult Literature	3
ED 520	Language, Literacy and Culture	3
ED 525	Content Area Reading and Writing	3
ED 530	Diagnostic Assessment of Reading & Writing	3
ED 535	Prescriptive Reading	4
ED 540	Reading Research Seminar	3
Total Hours		37

Reading No Endorsement: 37 hours

Required Core Courses:

Program Core		15
ED 510	Foundations of Reading	3
ED 515	Children's Literature: Enhancing Instruction	3
or ED 516	Young Adult Literature	
ED 520	Language, Literacy and Culture	3
ED 525	Content Area Reading and Writing	3
ED 535	Prescriptive Reading	4
ED 540	Reading Research Seminar	3
Electives:		3
ED 545	Topics in Literacy Instruction	
ED 599	Special Topics in Education	
Total Hours		37

Emphasis in Teacher Leadership: 33 semester hours

This emphasis does not require teacher education licensure and does not lead to teacher education licensure.

ED 500	Educational Policy	3
ED 505	Educational Leadership	3
ED 511	Collaboration and Mentoring	3
ED 521	Issues in Educational Psychology	3
ED 531	Technology Strategies for Teachers	3
ED 554	Assessment for School Leaders	3
ED 594	Seminar: Leadership in Education	3
ED 600	Educational Research	3
ED 660	Leadership Practicum	3
Research Options:		6

ED 601	Action Research Project	
And		
ED 602	Education Thesis	
Or		
ED 604	Education Research Project	
And		
ED 605	Comprehensive Examination	
Electives:**		

ED 525	Content Area Reading and Writing	
ED 545	Topics in Literacy Instruction	
ED 550	Special Education: Law, Collaboration and Consultation	
ED 565	Teaching Social Competency	
ED 571	Universal Design	
ED 576	Trends and Strategies in Teaching Children with Autism	
ED 590	Curriculum Adaptations in Special Education	
ED 596	Education: Travel Abroad	
ED 599	Special Topics in Education	
Total Hours		33

- 1 Students are also required to complete ED 263 Educating the Exceptional Person or equivalent.
 - 2 Students are also required to complete a college-level basic composition course (<http://catalog.mtmercy.edu/curriculum/english>).
- ** Electives only required to meet minimum of 33 semester hours.

Master of Arts in Marriage and Family Therapy

The Master of Arts in Marriage and Family Therapy at Mount Mercy has a mission to develop highly qualified professionals at the master's level, who possess the knowledge, skills and dispositions to use a systemic perspective to improve the lives of individuals, couples and families. Marriage and Family Therapists believe that individuals, couples and families are complex systems influenced by a wide variety of biopsychosocial dynamics. All human systems are subject to occasionally becoming sufficiently disorganized that they need outside help to become stable again. Students in our program will be trained to help these human systems through a deep understanding of systems, human development and intimate human relationships. The program provides the academic and experiential training needed for students to apply for licensure as Marriage and Family Therapists. To become fully licensed in Iowa students are required to complete a two year post-graduate supervised clinical experience, the completion of 3,000 clinical hours (1500 direct client contact) and the passage of the national MFT examination. Graduates will be prepared for work as therapists and consultants in clinical and counseling settings, in private practice as therapists, and in businesses, schools, hospitals and churches.

The MFT program aims to develop the student's ability, for example, to: assess, evaluate, and create treatment plans and goals for individuals, families and couples experiencing distress; cultivate empathetic, respectful and congruent interpersonal skills; and research and evaluate the latest advances in the field.

Course requirements (60 Total Credits):

MFT Specialization Courses

MF 503	Family Systems	3
MF 518	Models of Marriage and Family Therapy	3
MF 545	Micro-Counseling	3
MF 546	Pre-Practicum	3
MF 569	Ethical and Professional Issues in Marriage and Family Counseling	3

MF 582	Models of Couples Therapy	3
Total Hours		18

General Courses

MF 524	Human Development and the Family	3
MF 550	Systemic Sex Therapy	3
MF 602	The Cross-Cultural Family	3
MF 626	Psychopathology and the Family	4
MF 640	Research Methods for Marriage and Family Therapy	3
MF 671	Therapeutic Techniques with Parents and Children	3
Total Hours		19

Elective Course (12 hrs)

MF 571	Play Therapy & Family Therapy	3
MF 605	Neuroscience for Marriage and Family Therapy	3
MF 610	Treatment of Substance Abuse with Marriage and Family Therapy	3
MF 655	Spirituality and the Family	3
MF 678	Medical Family Therapy	3
Thesis Option		1
		-3
MF 695	Thesis	

Clinical Courses

MF 590	Practicum in Marriage and Family Therapy I	4
MF 690	Practicum in Marriage and Family Therapy II	4
MF 692	Practicum in Marriage and Family Therapy III	4
Total Hours		12

MFT Specialization Courses must be passed with a "B-" or higher to receive credit.

Master of Business Administration

Characterized by its emphasis on ethical and socially responsible leadership, the Master of Business Administration program at Mount Mercy University challenges students to think globally and strategically while using a multidisciplinary approach to solve business problems.

The block format allows students to complete the program in less than two years, while maintaining full-time employment. Classes are offered on weeknights and Saturdays. In several classes, students work together, to create solutions to real business problems of non-profit organizations in the community as clients and gain an interdisciplinary approach to leadership development in the tradition of Mercy values.

Courses are offered in both 5 and 10 week blocks. Five week classes meet twice a week or all day Saturday and 10 week classes meet once a week or half days on Saturday. Selected courses within the curriculum are now available in an accelerated format which means classes in the 5 week format would meet only one night per week or a half-day on Saturday. In the accelerated format, more assignments/coursework is required for the student to complete outside of the classroom.

Upon graduating, MBA students should be able to interpret data and employ quantitative methods to evaluate organizations in economic terms, differentiate between effective and dysfunctional

team behaviors, and make strategic decisions based on a systematic approach.

Prerequisite Courses

Students must complete the following prerequisite courses with a grade of C or above (C- does not count) prior to enrolling in MBA courses (the MBA Program Director may make exceptions to this on a case by case basis). The following prerequisites are offered both in the traditional and accelerated format at Mount Mercy:

Course List

BK 208 (http://catalog.mtmercy.edu/graduateprograms/curriculum/mba)	Principles Of Marketing	3
BN 204 (http://catalog.mtmercy.edu/graduateprogram:curriculum/mba)	Principles Of Management	3
EC 252 (http://catalog.mtmercy.edu/graduateprograms/curriculum/mba)	Microeconomics	3
BC 265 (http://catalog.mtmercy.edu/graduateprogram:curriculum/mba)	Principles Of Accounting I	3
BC 266 (http://catalog.mtmercy.edu/graduateprograms/curriculum/mba)	Principles Of Accounting II	3
MA 130 (http://catalog.mtmercy.edu/graduateprogram:curriculum/mba)	Finite Mathematics	3
BA 270 (http://catalog.mtmercy.edu/graduateprograms/curriculum/mba)	Business Statistics	3

Total Hours **21**

Core Requirements

Course List

EC 580 (http://catalog.mtmercy.edu/graduateprograms/curriculum/mba)	Managerial Economics	3
BA 500 (http://catalog.mtmercy.edu/graduateprogram:curriculum/mba)	Legal Environment Of Management or	3
BA 503 (http://catalog.mtmercy.edu/graduateprogram:curriculum/mba)	Commercial Law	
BK 500 (http://catalog.mtmercy.edu/graduateprograms/curriculum/mba)	Managerial Marketing	3

BA 505 (http://catalog.mtmercy.edu/graduateprogram:curriculum/mba)	Statistics For Managerial Decision-Making	3
BN 510 (http://catalog.mtmercy.edu/graduateprograms/curriculum/mba)	Operations Management	3
BN 500 (http://catalog.mtmercy.edu/graduateprogram:curriculum/mba)	Organizational Effectiveness	4
BC 500 (http://catalog.mtmercy.edu/graduateprograms/curriculum/mba)	Corporate Financial Reporting	3
BC 600 (http://catalog.mtmercy.edu/graduateprogram:curriculum/mba)	Managerial Finance	3
BA 515 (http://catalog.mtmercy.edu/graduateprograms/curriculum/mba)	Business Ethics	3
BA 510 (http://catalog.mtmercy.edu/graduateprogram:curriculum/mba)	Global Business Environment	3
BN 600 (http://catalog.mtmercy.edu/graduateprograms/curriculum/mba)	Strategic Human Resource Management	3
BN 650 (http://catalog.mtmercy.edu/graduateprogram:curriculum/mba)	Business Capstone	3

Total Hours **37**

Business Administration Emphasis Electives

Select three of the following:		9
BA 610	Entrepreneurial Endeavors	
BA 640	International Business Strategy & Culture (this course can be substituted for the Business Capstone course)	
BN 575	Supply Chain Management	
BN 599	Special Topics in Business	
BN 601	Workplace Learning & Development	
BN 602	Employment Law	
BN 603	Total Rewards Systems	
BN 610	Quantitative Modeling For Decision Makng	
BN 620	Principles of Project Management	
BN 625	Sustainability & Growth	
BN 630	Methods of Quality Management	
BN 640	Systems Theory & Organizational Design Methodology	

EC 590	Labor Economics	
Total Hours		9

Additional electives may be added to the schedule – check the current calendar to see all elective offerings.

Human Resources Emphasis Electives

Select 4 of the following:		12
BN 599	Special Topics in Business	
BN 601	Workplace Learning & Development	
BN 602	Employment Law	
BN 603	Total Rewards Systems	
EC 590	Labor Economics	
BN 640	Systems Theory & Organizational Design Methodology	
Total Hours		12

Quality Management Emphasis Electives

Select 4 of the following:		12
BN 599	Special Topics in Business	
BN 575	Supply Chain Management	
BN 625	Sustainability & Growth	
BN 630	Methods of Quality Management	
BN 640	Systems Theory & Organizational Design Methodology	
Total Hours		12

Master of Science in Nursing

Mount Mercy University's Master of Science in Nursing (MSN) program recognizes the heritage of the Sisters of Mercy in meeting the needs of others. The MSN program is dedicated to preparing graduates to lead the nursing profession while meeting the challenges of an ever-changing, complex healthcare system.

MSN students embrace the culture of the nursing profession while engaging in experiences that promote personal and professional development. MSN students engage in analysis and synthesis of research, policy, systems and practice using critical inquiry allowing them to implement appropriate evidence based nursing interventions. Whether employed in the community or an acute care setting, nurses will acquire the knowledge and skills related to health promotion, disease prevention, population based nursing practice, education, management and leadership to lead, teach, advocate and practice at an advanced level with individuals, families and communities.

The MSN program has three tracks: Health Advocacy, Nursing Education, and Nursing Administration.

Students in the MSN program to take one class at a time and have the option to develop additional knowledge and skills in specific areas of interest. A full-time student may complete the MSN program in approximately 18 months. This non-thesis program includes a professional practicum experience with a clinical project integrating track competencies.

Requirements

Core courses		
NU 500	Nursing Theory and Research	3
NU 501	Health Care Systems: Leadership, Organizations and Technology	3

NU 503	Health Promotion/Disease Prevention	3
NU 504	Professional Role and Skill Development	3
NU 660	Professional Practicum	3
Track (see below)		12
Cognates/Electives		9
NU 510	Advanced Pathophysiology and Pharmacology	
NU 512	Epidemiology	
NU 513	Environmental Health	
NU 514	Global/International Health	
NU 611/BN 620	Principles of Project Management	
NU 612/BN 640	System Theory & Organizational Design Methodology	
NU 613/MF 678	Medical Family Therapy	
NU 643/BN 630	Methods of Quality Management ¹	
NU 644/BN 500	Organizational Effectiveness ¹	
NU 651	Technology in Health Care Systems	
Any track course other than the primary can be used as a cognate.		
Total Hours		36

Nursing Education Track		12
NU 621	Nurse Educator: Roles and Responsibilities	
NU 622	Nurse Educator: Curriculum & Instructional Design	
NU 623	Nurse Educator: Teaching/Learning Strategies	
NU 624	Nurse Educator: Assessment and Evaluation	
Health Advocacy Track		12
NU 631	Health Advocate: Multicultural Populations	
NU 632	Health Advocate: Assessment, Policy Development & Assurance	
NU 633	Health Advocate: Community Program Planning and Design	
NU 634	Health Advocate: Leadership and Management	
Nursing Administration Track		12
NU 641	Nurse Administrator: Leadership & Management in Nursing and Health Care	
NU 642	Nurse Administrator: Financial & Human Resource Management in Nursing and Health Care	
NU 643/BN 630	Methods of Quality Management	
NU 644/BN 500	Organizational Effectiveness	

¹ Course required in Nursing Administration Track.

Post-Master Emphasis

The Mount Mercy University post-master emphasis assists post-graduate nurses seeking to enhance their expertise and gain competency in an area of nursing not previously studied. The post-master emphasis programs also strengthen the capability of master or doctoral prepared nurses who are planning on, or are already involved

in, a role expansion or change. Graduate students currently enrolled in the Mount Mercy University MSN program who seek to expand their areas of expertise beyond their first track may also obtain an emphasis in an additional track.

Post-graduate nursing emphasis are available in:

- Health Advocacy
- Nursing Education
- Nursing Administration

Admission Requirements For MMU Post-Graduate Emphasis

- Master or doctoral (PhD or DNP) degree in nursing from a program accredited by the Collegiate Commission on Nursing Education (CCNE) or National League for Nursing Accrediting Commission (NLNAC)
- Complete online application (includes the following)
 1. Resume with evidence of relevant professional experience
 2. Personal statement
 3. Current RN license (not restricted in Iowa, nationally, or internationally)
 4. Official transcripts from all schools previously attended (transcript must include documentation of coursework in statistics)
 5. Two recommendations from professional supervisors, instructors, peers, or colleagues qualified to assess candidate's strengths
- Criminal background check (prior to the initiation of the professional practicum experience)
- Additional admission requirements related to international students are listed below

*Do not need to be repeated for current MMU MSN students or within one year of graduation from MMU.

Awarding of Emphasis

Students must complete all courses required for the emphasis they are seeking with a B- or above. Post-graduate emphasis programs may be completed in less than 7 months, but must be completed within 6 years. Time to completion may vary by student, depending on individual progress and credits transferred.

Transfer of Graduate Courses

Students may transfer in a maximum of 3 graduate credit hours with the approval of the Program Director and MSN Committee. Credit allowance for graduate courses is considered on an individual basis, however, students must have earned a "B" or higher for the course to be considered.

Course description, syllabi, college catalog, and /or a sample of previous course work may be requested for consideration of a class. While enrolled in the post-graduate emphasis program at Mount Mercy, students should not enroll for academic credit at other institutions without the permission of the Associate Provost. Approval, via a petition, must be granted prior to a course being taken at another institution and will only be granted for extenuating circumstances.

Post-Master's Emphasis in Nursing Education

NU 621	Nurse Educator: Roles and Responsibilities	3
NU 622	Nurse Educator: Curriculum & Instructional Design	3
NU 623	Nurse Educator: Teaching/Learning Strategies	3
NU 624	Nurse Educator: Assessment and Evaluation	3
NU 660	Professional Practicum	3
Total Hours		15

Post Master's Emphasis in Health Advocacy

NU 503	Health Promotion/Disease Prevention	3
NU 512	Epidemiology ¹	3
NU 631	Health Advocate: Multicultural Populations	3
NU 632	Health Advocate: Assessment, Policy Development & Assurance	3
NU 633	Health Advocate: Community Program Planning and Design	3
NU 634	Health Advocate: Leadership and Management	3
NU 660	Professional Practicum	3
Total Hours		21

¹ NU 512 - Epidemiology is highly recommended but not required.

Post-Master's Emphasis in Nursing Administration

NU 641	Nurse Administrator: Leadership & Management in Nursing and Health Care	3
NU 642	Nurse Administrator: Financial & Human Resouce Management in Nursing and Health Care	3
NU 643	Methods of Quality Management	3
NU 644	Organizational Effectiveness	3
NU 660	Professional Practicum	3
Total Hours		15

Master of Strategic Leadership

The Master of Strategic Leadership (MSL) program utilizes a service learning approach through community projects, and is characterized by an emphasis on ethical and socially responsible leadership, while encouraging students to work toward the common good. The MSL program focuses on the knowledge and skills necessary to lead and motivate people, while developing "systemic" strategies. This program allows working adults to apply career experience in a classroom learning environment, while maintaining full-time employment.

The block format allows students to complete the program in less than 18 months, while maintaining full-time employment. Courses are offered in both 5 and 10 week blocks. Five week classes meet twice a week or all day Saturday and 10 week classes meet once a week or half days on Saturday. Selected courses within the curriculum are now available in an accelerated format which means classes in the 5 week format would meet only one night per week or a half-day on Saturday. In the accelerated format, more assignments/coursework is required for the student to complete outside of the classroom.

Degree Requirements

Prerequisite Courses

Students must complete the following prerequisite course with a grade of C or above (C- does not count) prior to enrolling in MSL courses (the MSL Program Director may make exceptions to this on a case by case basis). The following prerequisite is offered both in the traditional and accelerated format at Mount Mercy: BN 204 Principles Of Management.

Core Requirements

BA 500	Legal Environment Of Management	3
or BA 503	Commercial Law	
BA 515	Business Ethics	3
BN 500	Organizational Effectiveness	4
BN 600	Strategic Human Resource Management	3
BN 605	Strategic Leadership	3
BN 615	Organizational Culture	3
BN 635	Science of Leadership	3
BN 640	Systems Theory & Organizational Design Methodology	3
BN 655	MSL Capstone	3
Total Hours		28

Strategic Leadership Emphasis Electives

Select 3 of the following:		9
BA 510	The Global Business Environment	
BA 610	Entrepreneurial Endeavors	
BA 640	International Business Strategy & Culture	
BN 575	Supply Chain Management	
BN 599	Special Topics in Business	
BN 601	Workplace Learning & Development	
BN 602	Employment Law	
BN 603	Total Rewards Systems	
BN 620	Principles of Project Management	
BN 625	Sustainability & Growth	
BN 630	Methods of Quality Management	
EC 590	Labor Economics	
Total Hours		9

Human Resources Emphasis Electives

Select 4 of the following:		12
BN 599	Special Topics in Business	
BN 601	Workplace Learning & Development	
BN 602	Employment Law	
BN 603	Total Rewards Systems	
EC 590	Labor Economics	
Total Hours		12

Quality Management Emphasis Electives

Select 4 of the following:		12
BN 599	Special Topics in Business	
BN 575	Supply Chain Management	
BN 601	Workplace Learning & Development	
BN 625	Sustainability & Growth	
BN 630	Methods of Quality Management	
Total Hours		12

Block Academic Calendar

Block	Start	End	Last day to add/drop*	Holidays/no class
-------	-------	-----	-----------------------	-------------------

Block 01	08/24/2015	10/3/2015	08/21/2015	9/7/2015 (Labor Day)
Block 12	08/24/2015	11/7/2015	08/21/2015	9/7/2015 (Labor Day)
Block 13	08/24/2015	12/19/2015	08/21/2015	9/7/2015 (Labor Day)
Block 02	10/5/2015	11/7/2015	10/2/2015	
Block 23	10/5/2015	12/19/2015	10/2/2015	11/25-11/29/2015 (Thanksgiving)
Block 03	11/9/2015	12/19/2015	11/6/2015	11/25-11/29/2015 (Thanksgiving)
Block 04	1/4/2016	2/6/2016	12/21/2015	
Block 05	2/8/2016	3/12/2016	2/5/2016	
Block 56	2/8/2016	4/23/2016	2/5/2016	3/25/2016 (Good Friday)
Block 57	2/8/2016	6/4/2016	2/5/2016 ¹	3/25/2016 (Good Friday)
Block 06	3/14/2016	4/23/2016	3/11/2016	3/25/2016 (Good Friday)
Block 67	3/14/2016	6/4/2016	3/11/2016 ¹	3/25 (Good Friday); 5/30 (Memorial Day)
Block 07	4/25/2016	6/4/2016	4/22/2016 ¹	5/30/2016 (Memorial Day)
Block 08	6/6/2016	7/16/2016	6/3/2016	7/4/2016 (Independence Day)
Block 89	6/6/2016	8/20/2016	6/3/2016	7/4/2016 (Independence Day)
Block 09	7/18/2016	8/20/2016	7/15/2016	

* Friday prior to the start of every block.

¹ Graduation date for students completing a course in block 7: June 5, 2016

Academic Development (AD)

Courses

AD 006 Learning Strategies: 1 semester hour

The course focuses on balancing student roles and responsibilities with college demands. Content covers self-analysis and meta cognitive exercises such as learning styles and study skills inventories. The course also emphasizes the development and application of academic writing and oral communication skills.

Accounting (BC)

Courses

BC 202 Accounting: Information for Decisions: 4 semester hours

This course provides a fundamental knowledge of accounting for individuals who do not expect to become practicing accountants but who need a basic understanding of accounting concepts. This course will emphasize accounting as a communication system involving analysis and interpretation of data. Accounting concepts will be covered as they relate to the user of financial information rather than a preparer's perspective. Emphasis will be placed on the use of accounting information for both financial and managerial decisions. Prerequisite: none.

BC 265 Principles Of Accounting I: 3 semester hours

This first course in accounting provides an introduction to the elements of financial accounting including the accounting cycle and the four basic financial statements—the balance sheet, the income statement, the statement of owner's equity, and the statement of cash flows. The various asset accounts—cash, accounts receivable, inventories, and property, plant, and equipment, will be studied in depth. Accounting for payables and other current liabilities also will be explored. Students should possess basic algebra skills. Prerequisite: None.

BC 266 Principles Of Accounting II: 3 semester hours

This course is a continuation of BC 265 and includes further study of financial accounting along with an introduction to management accounting. Financial accounting topics include: partnership accounting, stockholder's equity, long term investments, bonds payable, the time value of money, the statement of cash flows and basic financial statement analysis. The introduction to management accounting includes the following topics: financial statements specific to a manufacturing concern, cost allocation, product costing including job order and process costing, cost-volume-profit analysis and budgeting. Prerequisite: BC 265.

BC 315 Cost Accounting: 3 semester hours

The interpretation and use of accounting information for management planning, coordination and control with emphasis on cost analysis in problem solving and decision making are covered in this course. Topics include: product costing systems, cost behavior, budgeting, standard costs, and control of decentralized operations, this course also explores relevant costs for decision-making, capital budgeting, and the tax effects of investment decisions. Prerequisite: BC 266.

BC 316 Advanced Cost Accounting: 3 semester hours

This course covers a study of accounting for inventory valuation and income determination. Topics include process costing, spoilage, joint products, by-products, cost allocation schemes, and inventory management tools. The course also explores regression analysis, learning curves, linear programming, proration of variances, and decision-making under uncertainty. Prerequisite: BC 315.

BC 325 Intermediate Accounting I: 3 semester hours

This course begins the rigorous coverage of generally accepted accounting principles as they relate to financial accounting. There will be a quick review of the accounting cycle, the format of the financial statements and the time value of money. This will be followed by in depth coverage of accounting for cash, accounts receivable, notes receivable, inventories, property, plant and equipment, and current liabilities. Students will be expected to complete at least for complex spreadsheet assignments. Students will also be expected to participate in a few activities outside of class. Prerequisite: BC 266.

BC 326 Intermediate Accounting II: 3 semester hours

As a continuation of BC 325, this course includes an in-depth study of bonds payable, notes payable, long term investments and stockholder's equity, including earnings per share calculations. In addition, issues related to revenue recognition will be covered along with accounting for pensions, capital leases and income taxes. The statement of cash flows will be examined in detail. Students will be expected to complete at least core complex spreadsheet assignments. Students will also be expected to participate in a few activities outside of class. Prerequisite: BC 325.

BC 330 Government & Not-for-Profit Accounting: 3 semester hours

This course involves the study of accounting for logical government units, health care organizations and not-for-profit entities. Other topics include budgeting and performance analysis for governmental and not-for-profit entities and the regulation of not-for-profit entities. Students will complete a comprehensive computerized practice set. In addition each student will be required to complete a final project on a local government or not-for-profit entity including an oral presentation about the entity. This course should be of particular interest to students who are planning to work in the government or non-profit sector and for those preparing for the CPA exam. Prerequisite: BC 266.

BC 425 Accounting Internship: 3 semester hours

Students may take advantage of internship opportunities, which become available in the area of accounting. These internships include off-campus supervision at local business and periodic conferences with the on-campus instructor. The on-campus instructor will determine any further requirements on an individual basis. (Maximum of one semester credit for each three hours per week for the semester spent at and outside agency up to a maximum of six semester hours).

BC 440 Auditing Principles and Practices: 3 semester hours

This is a study of the audit function primarily from the independent CPA viewpoint. Emphasis is upon auditing standards, preparation of audit working papers, and the final audit report. Topics include internal control structure study and evaluation, audit sampling, auditing transaction cycles, tests of controls, substantive tests, Sarbanes-Oxley financial reporting and audit requirements and subsequent events responsibility. Prerequisite: BC 326.

BC 441 Advanced Auditing: 3 semester hours

This course covers an in-depth analysis of advanced topics in auditing with special attention to professional standards, the role of the technology in auditing, and current auditing topics. Additional topics include: quality standards, variables sampling, special audit reports, non-audit services, professional ethics and auditor's legal liability. This course is designed to supplement a student's preparation for the auditing and law content of the CPA exam. Prerequisite: BC 440.

BC 442 Tax Accounting: 3 semester hours

This course involves the study of basic concepts and theory of the federal income taxation applicable to individuals and sole proprietorships. Topics include: The elements of gross income, exclusions, deductions from income, capital gains and losses, passive losses, tax free exchanges, depreciation and the sale of assets used in trade or business (including depreciation recapture). Students will complete a basic tax research memo, a complex individual income tax return by hand and a second individual income tax return using computerized tax return preparation software. Prerequisite: BC 266.

BC 443 Advanced Tax Accounting: 3 semester hours

This course involves an in-depth study of the tax laws applicable to corporations, partnerships, "S" corporations, estates, and trusts. Topics include: corporate formation and taxation, "S" corporation considerations, and gift and estate taxation. In addition, tax planning opportunities and additional areas of tax research will be covered. Prerequisite: BC 442.

BC 444 Advanced Accounting: 3 semester hours

This course includes a study of partnerships, business combination, consolidated financial statements, accounting for foreign currency transactions, and conversion of foreign financial statements. It also includes an introduction to governmental and nonprofit accounting. Prerequisite: BC 326.

BC 445 Independent Study: 3 semester hours

If a student wishes to do individual study and/or research of a particular topic, he/she should contact the appropriate member of the department as supervising instructor, as well as register through and obtain consent of his/her advisor.

Art (AR)

Courses

AR 101 Introduction To Art: 3 semester hours

A general survey of art from a historical and aesthetic frame of reference. The course will include lecture/discussion and studio projects designed to increase understanding and appreciation for the value of art regardless of the cultures, time period, or individuals from which it may have come. One required field trip. This course satisfies the Expressive Arts - Fine Art Core Curriculum Domain. (\$15 lab fee).

AR 102 Drawing I: 3 semester hours

The course will provide an introduction to the concepts, materials, and techniques of drawing. Instruction and practice in basic media will increase seeing ability, visualization, communication, and personal expression. Most drawing is done from life and emphasis is placed on visual communication. Since this is a required course for Art & Design majors the priority for acceptance in this course is: 1) Art & Design majors, 2) Art & Design minors, and 3) non-Art & Design majors. Lecture/critique: one hour per week. Studio: four hours per week. No prerequisites. (\$50 lab fee).

AR 103 Art & Graphic Design Fundamentals: 3 semester hours

A study of the elements and principles of design in two- and three-dimensional works based upon design found both in nature and human-made art, which provides the student with opportunities for creative application. The design problems cover line, value, texture, color, and space. Various traditional and non-traditional techniques are used. Lecture: one hour per week. Studio: four hours per week. Since this is a required course for Art & Design majors the priority for acceptance in this course is: 1) Art & Design majors, 2) Art & Design minors, and 3) non-Art & Design majors. No prerequisites. (\$20 lab fee).

AR 105 Introduction to the Studio: 3 semester hours

This course introduces students to broad studio techniques applicable to many branches of Studio Art and Graphic Design. Practical skills and solutions to the construction, fabrication, and presentation of creative work are explored in depth, and in a hands-on format. Knowledge gained in this course will prepare students to be successful in future Art, Graphic Design, and Art Education courses, and as practicing artists and designers following their degree. Artist interviews, career exploration, and field trips to area studios, museums, and professional arts organizations are an essential element of this course. No prerequisites. (\$50 lab fee).

AR 106 Photography I: 3 semester hours

An introduction to photography. The course covers cameras and photographic techniques, composition, processing and darkroom printing, lighting and matting photographs and an introduction to digital photography. A broad overview of the work of accomplished photographers, exploring many different styles and approaches will be presented along with the history of photography. Assignments stress composition, lighting, documentation, and experimentation. The course is recommended for students with little or no photography experience. Students should supply their own digital camera. A limited number of film cameras are available for loan. Students supply their own film. Lecture: one hour per week. Studio: four hours per week. Since this is a required course for Art & Design majors the priority for acceptance in this course is: 1) Art & Design majors, 2) Art & Design minors, and 3) non-Art & Design majors. No prerequisites. (\$50 lab fee).

AR 109 Art Environments: 3 semester hours

This interdisciplinary arts course is for both non-Art & Design and Art & Design majors. Students will use a variety of non-traditional media and techniques to stretch their definition of the visual arts. Emphasis will be placed on studio experimentation with the arts of time, space, and concept. Students will use found materials, video, film, sound, language, and performance art to create objects, environments, and events. Emphasis is placed on questioning the processes by which meaning is constructed. Students interested in experimental music, writing, theatre, and visual arts (but who have no previous experience) are encouraged to enroll. Lecture/critique: one hour per week. Studio: four hours per week. No prerequisites. (\$30 lab fee).

AR 120 Visual Technology: 3 semester hours

This course will emphasize fluency in industry-standard software tools relating to graphic design and computer-based illustration. Course will focus on raster image editing, vector-based illustration, and page layout. Peripherally, students will explore technical challenges such as server-based file management, font usage, and proper PDF proofing strategies. No prerequisites. (\$25 lab fee).

AR 130 Graphic Design I: 3 semester hours

This course will explore into two-dimensional design beginning with conceptual foundations and continuing through to methods of practical application. A foundation of design language and space relationships is allied with creative problem-solving. Page layout, logo design, typography, computer graphics, and web page design are some of the practical areas covered. Since this is a required course for Graphic Design majors the priority for acceptance in this course is: 1) Graphic Design majors, 2) other Art & Design majors, 3) other Art & Design minors, and 4) non-Art & Design majors. Lecture/critique and studio: four hours per week. Prerequisite: AR 120 (\$25 lab fee).

AR 141 Painting I: 3 semester hours

This course is an introductory course in oil and acrylic painting. Students will investigate both traditional and non-traditional solutions to compositional, technical, and aesthetic problems in painting. Lecture: one hour per week. Studio: four hours per week. No prerequisites. Since this is a required course for Art & Design majors the priority for acceptance in this course is: 1) Art & Design majors, 2) Art & Design minors, and 3) non-Art & Design majors. No prerequisites. (\$90 lab fee).

AR 145 Watercolor: 3 semester hours

This course investigates the watercolor medium that includes materials, techniques, and creation of original watercolor paintings. It is an introduction to traditional and contemporary watercolor art and can be a springboard for personal expression in the medium. (\$30 lab fee).

AR 146 Silkscreen: 3 semester hours

This studio course is designed to explore the possibilities of composing artwork in the various silkscreen printmaking techniques. Emphasis will be placed on the use of silkscreen as a contemporary fine arts medium and as a versatile and practical art skill. Processes such as the paper stencil, blackout resist, and direct photographic method are used. Priority for acceptance in this course is: 1) Art & Design majors, 2) Art & Design minors, and 3) non-Art & Design majors. Lecture/critique: one hour per week. Studio: four hours per week. No prerequisites. (\$60 lab fee).

AR 151 Printmaking I: 3 semester hours

Investigation of graphic processes including woodcut, collagraph, monotype and intaglio. Course includes development of the image in black and white and color. Since this is a required course for Art & Design majors the priority for acceptance in this course is: 1) Art & Design majors, 2) Art & Design minors, and 3) non-Art & Design majors. Lecture: one hour per week. Studio: four hours per week. Prerequisite: AR 102. (\$90 lab fee).

AR 161 Ceramics I: 3 semester hours

An introductory course in the ceramic arts providing students with an opportunity to use clay as a three-dimensional medium for self-expression. Both hand-building and wheel-throwing techniques will be taught. Priority for acceptance in this course is: 1) Art & Design majors, 2) Art & Design minors, and 3) non-Art & Design majors. Lecture: one hour per week. Studio: four hours per week. No prerequisites. (\$100 lab fee).

AR 171 Sculpture I: 3 semester hours

The study of three-dimensional art as a basis for artistic sculptural experiences in a variety of basic media. The three-dimensional works will be developed in both additive and subtractive approaches using various materials. Since this is a required course for Art & Design majors the priority for acceptance in this course is: 1) Art & Design majors, 2) Art & Design minors, and 3) non-Art & Design majors. Lecture/critique: one hour per week. Studio: four hours per week. Prerequisite: sophomore standing and AR 103. (\$100 lab fee).

AR 181 Fiber Arts: 3 semester hours

This course includes two- and three-dimensional studio problems in tie-dye, batik, weaving, printing on fabric, and a variety of contemporary fiber art techniques. Emphasis is placed on taking both traditional and contemporary approaches to fiber media, concepts, and processes. Priority for acceptance in this course is: 1) Art & Design majors, 2) Art & Design minors, and 3) non-Art & Design majors. Lecture: one hour per week. Studio: four hours per week. No prerequisites. (\$80 lab fee).

AR 191 Jewelry: 3 semester hours

This course is an opportunity to create original adornment for covering the head to foot. It is designed to help beginners learn how to design and make jewelry from a variety of materials including metals, woods, and handmade papers. All the processes are based on hand construction that involves a minimum of hand tools. Attention will be given to the production of jewelry by various cultures and artists throughout the world. Lecture: one hour per week. Studio: four hours per week. No prerequisites. (\$70 lab fee).

AR 202 Drawing II: 3 semester hours

This course is an extension of Drawing I. An exploration of various traditional and non-traditional drawing media, as well as a continuation of the student's search for personal vision through direct observation, memory, fantasy, and media experimentation. Emphasis is placed on development of personal imagery and work from live models. Since this is a required course for Art & Design majors the priority for acceptance in this course is: 1) Art & Design majors, 2) Art & Design minors, and 3) non-Art & Design majors. Lecture: one hour per week. Studio: four hours per week. Prerequisite: AR 102. (\$80 lab fee).

AR 206 Photography II: 3 semester hours

This course is an extension of Photography I. It is designed to increase artistic and technical ability in the black and white photographic medium and to further explore digital photography. Photo II also includes studio lighting techniques, copy work, photographic imagery on nontraditional materials, and an investigation of non-silver photographic processes. Recommended for Art & Design, Public Relations and Communication majors, and others interested in photography. Priority for acceptance in this course is: 1) Art & Design majors, 2) Art & Design minors, and 3) non-Art & Design majors. Lecture and studio: five hours per week. Prerequisite: AR 106. (\$55 lab fee).

AR 212 Art History 1: 3 semester hours

This course is a survey of the major visual arts of the Western world from the prehistoric to the Gothic eras. Lecture: three hours per week. Prerequisite: sophomore standing and AR 101 or permission of the instructor. AR 212 and AR 213 may be taken in any order.

AR 213 Art History II: 3 semester hours

This course is a survey of the major visual arts of the Western world from Renaissance to Modernism. Prerequisite: sophomore standing and AR 101 or permission of the instructor. AR 212 and AR 213 may be taken in any order.

AR 216 History Of Non-Western Art: 3 semester hours

This survey course introduces non-Western cultural perspectives and artistic practices. Students will explore the major forms, styles, and purpose in the art and architecture of the Americas, Africa, India, China, Japan, Korea, and Australia and the Pacific Islands from prehistoric to contemporary periods. More than just studying the artworks themselves, students will gain an understanding of how these artworks are situated within the philosophical, religious, and political contexts of the cultures in which they were created. Prerequisites: Sophomore standing and AR 101, AR 212, AR 213, or permission of the instructor. Field trips are a required course component.

AR 220 Typography & Design: 3 semester hours

The focus of this course is on the design and use of type and reproduction methods. Type fonts, typesetting, printing methods and video generation are covered. A survey of lettering styles and type history is included. Projects designed to acquaint students with various ways of using type are an integral part of the course. No prerequisite, but priority in class registration is given to Art and Design, and Communication majors. (\$25 lab fee).

AR 230 Graphic Design II: Theory and Concepts: 3 semester hours

This course is an extension of Graphic Design I with emphasis on refined design sense, creative solutions to design problems, and practical application. Artwork from conception to completion as printed work is the goal of each project. Layout techniques, computer page publication, photo-manipulation programs, illustration software, and web design are all used as vehicles to create work for the portfolio. Lecture: one hour per week. Studio: four hours per week. Prerequisite: AR 130. (\$25 Lab Fee).

AR 241 Painting II: 3 semester hours

This course is an advanced study in painting and composition with an emphasis on experimentation in media, technique, and concept. Lecture: one hour per week. Studio: four hours per week. Prerequisite: AR 141. Priority for acceptance in this course is: 1) Art & Design majors, 2) Art & Design minors, and 3) non-Art & Design majors. (\$40 lab fee).

AR 245 Relief Printmaking In Oaxaca, Mexico: 3 semester hours

Produce relief prints inspired by the rich cultural tradition and beauty of Oaxaca, Mexico. Students will observe and draw ruins at the archeological site of Monte Alban, artifacts at the regional museum and handsome handicrafts at the city markets. The drawings will be translated into relief prints by choosing from a variety of color processes including: the subtractive wood block, the multi-block linoleum, or cardboard collagraph. Students will also visit graphic arts galleries, museums, and artist's workshops. During their free time, students will have the opportunity to explore Oaxaca and the surrounding villages known for their handicrafts. No prerequisites. Travel costs required.

AR 246 Silkscreen II: 3 semester hours

This is an advanced studio course offering an opportunity to increase technical abilities and artistic concepts. The student will develop a series of prints using the various silkscreen techniques. Investigation into the history and use of silkscreen as an art form is encouraged. Individual critiques with the instructor are part of the course. Offered concurrently with AR 146. Prerequisite AR 146. (\$60 lab fee).

AR 251 Printmaking II: 3 semester hours

This course is a continuation of study and investigation of graphic process including woodcut, collagraph, lithography, and all intaglio methods in both black and white and color. Investigation into the history and use of printmaking as an art form is required. Lecture one hour per week. Studio four hours per week. Prerequisite: AR 151. (\$90 lab fee).

AR 261 Ceramics II: 3 semester hours

This intermediate-level ceramics course will provide students who have had a beginning ceramics course with further opportunity to use clay as a medium of self-expression. Students may work with hand-building and wheel-throwing techniques in creating both utilitarian and non-utilitarian ceramic objects. A variety of firing processes and glaze chemistry will be available. Lecture: one hour per week. Studio: four hours per week. Prerequisite: AR 161. Priority for acceptance in this course is: 1) Art & Design majors, 2) Art & Design minors, and 3) non-Art & Design majors. (\$100 lab fee).

AR 271 Sculpture II: 3 semester hours

This is a course offering students an opportunity to develop further work in three dimensions. Various materials will be used. Growth in concepts and techniques is the heart of the work. Investigation into historical and contemporary sculptural work is part of the study. There are individual critiques with the instructor. Lecture: one hour per week. Studio Four hours per week. Prerequisite: AR 171. (\$100 lab fee).

AR 280 Video on the Computer: 3 semester hours

This course is designed to acquaint students with video production and translation of video material into various presentation formats. A conceptual background and practical applications are interwoven to help understanding of the process. Topics included are organization of presentation and program material, visual communication principles, screen design and typography, video camera usage, video and audio recording techniques, creating and presentation. Recommended prerequisite: sophomore status. (\$25 lab fee).

AR 290 Visual Arts Topics: 3 semester hours

This course allows examination of a specific visual art or art history topic. The course content and subtitles will vary at each presentation. Subjects as diverse as the interaction of color, 20th Century Painting, 19th and 20th Century Architecture and Mid-Eastern and Asian Art may be offered. A course with a different content may be repeated. Prerequisites: AR 101 or AR 212 or permission of the instructor.

AR 295 Survey Of Mexican Culture Today: 3 semester hours

Despite Mexico's proximity and its strong cultural influence on the southwestern United States, Mexico's Indian and Spanish traditions have made it a "distant neighbor." This course will attempt to bridge this gap between our two cultures with on-campus lectures on the history and art of Mexico followed by a 14 day travel experience to Mexico. During the Winter Term, students will travel to Mexico City, and Oaxaca. These Cities represent various aspects of Spanish colonial influence and will serve as a means to contrast large metropolitan centers with smaller scenic sites. Students will visit archaeological sites including Teotihuacan, Monte Alban and Maitla near Oaxaca. Students will be responsible for the completion of a course workbook and summary of required readings. Students also will have the opportunity to do a research paper or studio art project depending on one's interest. No prerequisites. Travel costs required.

AR 315 Contemporary Art and Theory: 3 semester hours

This course introduces students to worldwide contemporary artists, movements and the ideas that shaped them during the last fifty years. How have artists responded to cultural, social, economic and technological changes? What are the roles of art and artists right now? Life in the 21st century is increasingly complex as digitization and globalization force us to consider larger contexts in which art is made and viewed/used. We will explore some of these critical debates through visual lectures, readings, discussions, media presentations, and required field trips to cultural institutions. We'll examine contemporary art from a global perspective. Pre-requisite AR 213 or permission of instructor.

AR 330 Web and Motion Graphics: 3 semester hours

Web and Motion Graphics builds on the software foundation learned in AR 120 Visual Technology. Web and Motion Graphics focuses on software proficiency, specifically as it relates to web design and motion graphics production. Students will learn about web site organization, web interface design/page design, and page coding. Students will also receive an introduction to industry standard web animation and video editing software. Pre-requisite: AR 120 Visual Technology. (\$25 lab fee).

AR 341 Painting III: 3 semester hours

This course is an advanced study of painting stressing independent work with an emphasis on creativity and critical thinking. Lecture one hour per week. Studio: four hours per week. Prerequisites: AR 141 and AR 241. Since this is a required course for Art & Design majors the priority for acceptance in this course is: 1) Art & Design majors, 2) Art & Design minors, and 3) non-Art & Design majors. (\$40 lab fee).

AR 410 Senior Thesis Preparation: 1 semester hour

Senior thesis prep is required for all senior Art and Design majors the fall semester before taking AR 415 Senior Thesis and Exhibit. This course is designed to help seniors develop their thesis concept and media. Students do research and studio experiments as well as written statements related to their developing body of work. Weekly meetings involve all-faculty critiques as well as time for individual help with conceptual and technical problems. Students also gain experience presenting and installing artwork in a gallery setting. Prerequisite: Senior standing and the major portion of required art courses completed. (\$50 lab fee).

AR 415 Senior Thesis & Exhibit: 3 semester hours

This is a course consisting of in-depth work on an aesthetic problem in the student's area of concentration. It is the examination of a total experience that establishes the basis for the aesthetic. Work is done independently with weekly group meetings and faculty checks of progress and portfolio development culminating in a thesis project and exhibition. Opportunities for participation in shows will be offered in the course. Prerequisite: All studio courses required for the major and AR 410. (\$50 lab fee).

AR 425 Art Internship: 3 semester hours

The student intern will be placed in an art workplace. Placements will vary according to the student's interests and Art faculty recommendations. The internship is designed to give practical, on-the-job experience to complement academic studies and will be evaluated on a pass/fail basis. Three credits= 25 hours a week for five weeks or six credits = 25 hours a week for ten weeks. In addition to workplace hours, weekly contact with the supervision instructor is required throughout the duration of the internship. Please refer to the internship approval requirements in the catalog.

AR 445 Art Independent Study: 3 semester hours

Study topic will be arranged by the student and his/her advisor. Students should be Art and Design majors/minors and have taken all available courses in the general area of study. Priority will be given to juniors and seniors. (Lab fee dependent on topic).

Biology (BI)

Courses

BI 110 Natural World Domain Laboratory: 1 semester hour

A laboratory that fulfills the requirement of the Natural World domain for transfer students who have taken a non-laboratory based non-major course before transferring into Mount Mercy. This course is only offered to this group of students. (Offered winter term on a temporary basis as long as needed).

BI 123 Biology Of Human Concern: 4 semester hours

For non-science majors. Study of the broad general principles of biology and of current environmental and ethical problems arising as our knowledge and technological competencies increase. Three hours of lecture and one two-hour lab per week. (Cannot be taken by Biology majors after successful completion of BI 125). This course fulfills the Natural World Domain requirement for non-major students.

BI 125 Foundations of Biology & Scientific Inquiry I: 3 semester hours

An introduction to the unifying principles of modern biology with an emphasis on introductions to the interrelationships of cell physiology and anatomy, biochemistry, genetics, evolution, and development. No prerequisites. Three hours of lecture per week. Biology majors/minors, medical laboratory science majors, outdoor conservation majors and education majors must concurrently enroll in the BI 125 lab. This course fulfills the Natural World Domain requirement when taken with the BI 125 lab.

BI 125L Biostatistics and Scientific Investigation I: 1.5 semester hour

A laboratory course designed to reinforce BI 125 through experimentation, data analysis, inquiry, discussion of readings, and communication. The course will include fundamentals of interpretation of scientific writing, introduction to scientific writing, and the foundations of statistical analysis. Students enrolled in BI 125 are not required to take BI 125L, but students enrolled in the laboratory must take BI 125 concurrently or get permission of the instructor to enroll. (Offered each fall semester).

BI 126 Foundations of Biology & Scientific Inquiry II: 4.5 semester hours

A laboratory course designed to reinforce BI 125 that focuses on additional topics in inheritance, population genetics, speciation and classification, introduction to ecosystems, and evolution of prokaryotes, protists, and fungi. Additional topics in statistics and scientific communication will also be integral to the course. Prerequisite: A grade of C or better in BI 125 and BI 125L. Three hours lecture and three hours of laboratory per week.

BI 127 Foundations of Biology & Scientific Inquiry III: 4.5 semester hours

The evolution of plants and animals will be surveyed focusing on physiological and anatomical adaptations. Additional topics in statistics and scientific communication will also be integral to the course. Prerequisite: A grade of C or better in BI 125 and the BI 125 lab (C does not count). Three hours of each lecture and laboratory per week.

BI 150 Basic Microbiology: 4.5 semester hours

Introduction to the study of microorganisms, with special emphasis on medically important bacteria, viruses, and fungi; includes practical applications for control of pathogens, epidemiology and diagnosis, mechanisms of infection and host resistance. Weekly 3 hours lecture and 3 hours laboratory. Prerequisite: A grade of C or above (C- does not count) in BI 125 or permission for instructor, not for major/minor credit in biology or medical technology and may not substitute for BI 315. This course fulfills the Natural World Domain requirement for nursing majors.

BI 210 Biology And Human Culture: 3 semester hours

The course will explore the interaction between culture, evolution, and biology from a variety of perspectives in a seminar format. The customs of different cultures are often determined by and /or affected by biological factors. These will be studied from a proximate and ultimate (evolutionary) standpoint in a comparison of both non-Western and Western culture to better understand and appreciate different cultural practices and beliefs, how they evolved, and what implications they have for the world. Students also will investigate a custom of their choice to ascertain the biological and cultural origins and significance of the custom. This course will not count for major/minor biology credit. Prerequisites: One course selected from a core curriculum writing courses, sophomore standing. This course fulfills the Global Awareness Domain requirement.

BI 225 Global Environmental Issues: 4.5 semester hours

This course examines the human impacts on the global environment in a lecture, discussion and applied approach. Current research will be studied on the causes and effects of environmental change and environmental conservation. Prerequisites: A grade of C or better in BI 125 or BI 123 or equivalent or permission of instructor. Three hours of lecture and one three-hour lab per week.

BI 242 Iowa Natural History: 4.5 semester hours

A survey of the natural history of Iowa focusing on geological forces, plant communities, and animal communities, and the impact of early humans, the first European settlers and present residents. The lab will focus on identification of skills. Weekend field trips will be an important component of the course. Prerequisites: A grade of C or better in BI 125, BI 127, or permission of instructor. Three hours of lecture and one three-hour lab per week.

BI 243 Immunology: 3 semester hours

This course introduces students to the major basic concepts operating in the functioning of the immune system and the immunopathologies that arise due to the hyperfunction, hypofunction, or malfunction of this system. Major topics to be covered include non-specific immunity, specific immunity (cellular and humoral) hypersensitivities, immunologic deficiencies, tolerance, enhancement, immunogenetics, autoimmunity, cancer immunology, and transplantation. This introductory course gives students a basic understanding of the system as well as some basic concepts and terminology on which to build further knowledge in this area. Prerequisites: A grade of C or better in BI 125 and BI 126; or BI 125 and BI 150.

BI 260 Professional Development for the Sciences: 1 semester hour

A seminar course designed to prepare future graduate and professional school science majors during early in their junior year. Students will learn about different career choices, how to prepare for standardized exams, the timing of application, interview skill, post-graduate admissions expectations, cover letters, and how to develop a resume to present.

BI 273 Human Anatomy: 4.5 semester hours

A lecture and laboratory course designed to give basic information for understanding normal structure and development of the human body. A regional approach to anatomy is used, complimented with dissection and examination of preserved human cadavers, practical applications, and discussions of basic concepts. Three hours of lecture and one three-hour lab per week, plus 45 hours of supervised dissection per term. Prerequisite: A grade of C or better in BI 125 for Biology majors, and a D- or better for other majors.

BI 274 Human Physiology: 3 semester hours

A lecture course designed to introduce students to the physiological systems of the human body. Emphasis is given to the interactive nature of these systems that result in normal physiological function. The medical implication of abnormalities and failure of these systems is also briefly covered. Three hours of lecture per week. A non-required option is BI 274, Basic Human Physiology Lab in which Biology majors may concurrently enroll. Prerequisite: A grade of C or better in BI 125 for Biology and Medical Technology major, and a grade of D- or better for other majors.

BI 274L Human Physiology Laboratory: 1.5 semester hour

A laboratory course designed to provide demonstrations, experiments, and discussion to reinforce and supplement BI 274. Biology majors, especially those who intend to pursue medically-oriented programs, graduate programs, or education should take this laboratory concurrently with BI 274. Students enrolled in BI 274 are not required to take the laboratory, but students enrolled in the laboratory must take BI 274 concurrently or get permission from the instructor to enroll. This course is a three-hour weekly laboratory. (Offered each spring semester).

BI 303 Genetics: 4.5 semester hours

This class is an exploration of the three main branches of heredity: transmission (classical), molecular, and population genetics. Transmission genetics examines how genes and genetic traits are passed from generation to generation. Molecular genetics probes the structure, function, and regulation of genes, while population genetics investigates through mathematical models and the distribution and behavior of genes in populations. Three hours of each lecture and laboratory each week. Prerequisites: A grade of A or better in BI 125 and BI 126, or BI 125 and BI 127.

BI 305 Evolution: 3 semester hours

Analysis of the theory of evolution, evidences of organic evolution provided by the various subdisciplines of biology and its mechanism and results. Three hours per week. Prerequisites: A grade of C or better in BI 125 and BI 126; or BI 125 and BI 127 or permission of instructor.

BI 310 Ecology: 4.5 semester hours

This course explores a study of the relationships of organisms to each other and to their environment from an evolutionary perspective. Aquatic and terrestrial ecosystems will be studied from the perspective of the individual, the population, and the community. Three hours of each lecture and laboratory per week. Prerequisite: A grade of C or better in BI 126 or BI 127 or permission of the instructor. Statistics is recommended as is senior status.

BI 315 General Microbiology: 4.5 semester hours

This course studies the major fields of microbiology with an emphasis on bacteria and viruses. Topics include bacterial cell structure, metabolism, genetics, ecology and pathogenesis. Three hours of each lecture and laboratory per week. Prerequisites: A grade of C or better in BI 125, BI 126, CH 111, and CH 112.

BI 327 Histology: 4.5 semester hours

This course is an intensive study of the embryologic origin, the development and the structure and function of the tissues of the human body. Three hours of each lecture and laboratory per week. Prerequisites: A grade of C or better in BI 125 and BI 126.

BI 332 Comparative Vertebrate Anatomy & Embryology: 5 semester hours

This course focuses on phylogenetic study of the structure and function of the vertebrate animals. Lecture three hours per week and two additional two-hour labs per week. Prerequisite: A grade of C or better in BI 125 and BI 126.

BI 355 Exercise Physiology and Biomechanics: 3 semester hours

This course is designed to introduce fundamentals of exercise physiology and biomechanics. Topics explored include: application of basic physiology knowledge to athletic training and exercise, review of nutrition for athletes, and concepts of physics as they relate to movement. Prerequisites: PH 151, BI 274 or permission of instructor. Recommend BI 273 and either a course in Evolution or a basic background.

BI 357 Animal Behavior: 4.5 semester hours

This course is a comparative study of the evolution of animal behavior centering on the principles and mechanisms of behavior. Three hours lecture and one three-hour lab per week. Prerequisites: A grade of C or better in BI 125 and BI 126, or PS 101 or permission of instructor.

BI 370 Cell and Molecular Biology: 5 semester hours

This course studies the cell structure and functions common to all eukaryotic organisms including: metabolism, organelle activity, gene expression, cell growth and division, and cell communication. The laboratory component will include learning to use various equipment and protocols scientists use to manipulate and visualize DNA, RNA, and protein in and from cells for research experiments. Three hours of lecture and an additional four hours of laboratory per week. Prerequisites: A grade of a C or better in BI 125 and BI 127 or permission of instructor.

BI 405 Directed Readings in Biology: 3 semester hours

A course initiated by a student, a group of students, or an instructor based upon a topic of interest or a special need. The course will involve readings on the topic, discussion, and projects based upon the topic. Library research and internet research may also be a component along with written summaries of research and/or projects. Under ordinary circumstances this course cannot be used as one of the required electives for the biology major or minor. Prerequisites: Junior or Senior status, grades of C or better in appropriate background courses, and permission of instructor.

BI 440 Biology Internship: 3 semester hours

This is a directed educational experiences in employment situations under joint sponsorship by a faculty member and an employer. This course cannot be used as one of the three upper division electives.

BI 445 Independent Study: 3 semester hours

This can be fulfilled by readings and/or research. The course to be designed by the student in consultation with the instructor on a subject of special interest to the student. This course cannot be used as one of the three upper division electives.

BI 450 Independent Research: 3 semester hours

Independent research conducted at Mount Mercy or another recognized institution or research facility. Students will be responsible for collection, analysis, and presentation of original data. Presentation will be in both oral and written format, with the oral portion to be given at a recognized state or national scientific meeting. This course cannot be used as one of the three upper division electives.

Business Administration (BA)

Courses

BA 101 Business 101: 1 semester hour

In preparation for their entry into the business department, students will explore skills necessary for success in the business world. They will explore all the business majors offered here so students gain an overall understanding of careers and courses of different majors and minors. This course will define professionalism and employer expectations. They will write two business orientated communications: email and two-page research project using APA. They will write a resume for an internship and prepare an elevator speech. They will explore the skills of teamwork, goal setting, assertive communication, and time management necessary to establish success in college and in the business environment. There will be a brief overview of all business department majors and associated careers, presented by the major coordinator, as well as introduction to business clubs, organizations, and Mount Mercy University volunteer missions.

BA 203 Principles Of Law: 3 semester hours

This course provides a broad look at the American legal system. It includes a discussion of legal reasoning, the structure of the legal system, and several substantive areas of the law that are general practical interest. These specific topics include contracts, torts, administrative law, and agency law. Prerequisite: sophomore standing.

BA 240 Personal Financial Planning: 3 semester hours

This course examines basic financial skills which each of us must develop over our lifetime. Personal financial statements, calculating net worth, cash management tools, wise use of credit, and managing credit card debt are explored first. Also included is an overview of the federal tax system, tips to minimize the "tax bite", tax-deferred savings plans (IRA's and 401K's) and personal investing strategies for stocks, bonds, and mutual funds. In addition, topics will include the benefits of home ownership (tax savings and appreciation), use of escrow accounts, the benefits of mortgage and home equity debt, and the services a real estate broker can provide. The course also explores a variety of insurance products available (term life, permanent life, auto, medical), social security and retirement benefits, the basic provisions of a will, the use of trusts, and how to minimize gift/estate/inheritance taxes. The course may not be applied to any major or minor within the Business Administration Division.

BA 250 Technology & Communication In Business: 3 semester hours

In this course, students will study technology, research and communication as it relates to the business environment. Students will be expected to demonstrate proficiency in the use of computer software including word processing, spreadsheet, database and presentation. In addition, students will be required to complete a research paper using a specified format and to make a professional presentation using presentation software (i.e. PowerPoint). Research using the Internet will be required. The various communication skills required of professionals in the business area will also be studied. This includes, but is not limited to, e-mail, team building, conducting a meeting and cooperative problem solving. This course is required of all business majors at Mount Mercy and must be taken at Mount Mercy. Prerequisites: Completion of the speech and freshman writing core curriculum requirements. Four-year Mount Mercy students take BA 250 during their sophomore year. All transfer students take BA 250 in their first semester at Mount Mercy or in the sophomore year if a freshman transfer.

BA 270 Business Statistics: 3 semester hours

This course studies descriptive and inferential statistics with an emphasis on business applications. Topics include: measures of central tendency, measures of dispersion, probability and probability distributions, confidence intervals, hypotheses testing, and an introduction to correlation and regression. Prerequisites: one year of high school algebra or MA 008 or departmental approval.

BA 300 Entrepreneurship: 3 semester hours

This course will teach students how to start and run their own business. Students will learn what constitutes an attractive investment opportunity, where to go for financing, how to keep accurate accounting records, and how to comply with state and federal tax laws. They will also learn about management, law, marketing, etc. Individual business owners will be utilized as speakers in the class. There will be a group project in which students will be required to develop a business plan. Prerequisites: BC 265, BC 266, BN 204, and BK 208.

BA 305 Employment Law and Labor Relations: 3 semester hours

This is a survey course that looks at the history and development of employment law in the United States. We will look closely at the current legal issues found in case law, statutory law and regulations. We will also study the labor relations and collective bargaining system addressing issues such as wages, benefits and grievance procedures. Formerly BA 205. Prerequisite: BA 203.

BA 310 Dispute Resolution: 3 semester hours

Conflict is a fact of life. How we resolve our differences with our friends, neighbors, bosses, employees, customers, government, spouse and children makes a difference. In this course we will look at the techniques of principled negotiation that will help reach a wise agreement that satisfies all parties. We will also discuss other dispute resolution processes such as litigation, mediation, and arbitration. Classes will include role-plays and group projects to practice the techniques studied. Formerly BA 210. Prerequisite: BA 203.

BA 320 Applied Financial Reporting: 3 semester hours

This course will teach students how to analyze financial statements in detail. The financial statements will be approached from the users' perspective rather than the preparers' perspective. The course will combine the case approach with the lecture approach so students can apply the concepts learned to real businesses. Prerequisites: BC 265 and BC 266.

BA 344 Investments: 3 semester hours

This course teaches students about a broad range of investment opportunities as well as how to analyze those opportunities. These opportunities are discussed in conjunction with investment goals. Additionally the course teaches students about various securities valuation techniques. Prerequisites: BC 265 and BC 266.

BA 350 Risk Management: 3 semester hours

This course involves an overview of the managerial and administrative processes designed to minimize loss and the impact on the organization. This includes general liability, product liability, property damage, and worker's compensation. In this course students also examine methods used to evaluate both business and personal risk with particular emphasis on which methods can be used to minimize such risk in a cost-effective manner. Prerequisite: sophomore standing.

BA 360 Securities Analysis: 3 semester hours

This course is intended to be a follow-up course to the Investments course. This course will involve a very hands-on approach to valuing entire entities. Students will learn how to assess the prospects and the risk of a company and they will learn to value companies using a variety of approaches such as discounted cash flow analysis and various valuation metrics. Prerequisite: BA 344.

BA 370 Quantitative Methods For Business: 3 semester hours

This course will expand on the material covered in the introductory course and introduce the topics of multiple regression and correlation, nonparametric methods of analysis, index numbers, time series analysis, decision making under uncertainty, and statistical quality control. Prerequisite: BA 270.

BA 373 Sports Law: 3 semester hours

This course focuses on covering topics of professional and non-professional sports law issues. It includes a focus on the regulatory nature of domestic and international sport to include interscholastic, intercollegiate and Olympic sports. Integrated topics will include governing bodies such as the NAIA, NCAA and professional level regulations related to the use of agents, gender-related issues surrounding Title IX, testing for performance enhancing drugs, labor unions and current topics in sporting law. Prerequisite: BA 203.

BA 375 Financing Sports Organizations: 3 semester hours

This course builds upon courses in finance and accounting with application to the financial management of a sporting organization related. This includes refining skills in fiduciary responsibility while covering topics in financial analysis, business analytics, environmental/economic scanning, and taxation to help in managing decisions. Prerequisite: BC 265 and BC 266.

BA 379 Financial Management: 3 semester hours

This is a decision-oriented course that emphasizes maximization of shareholder wealth. It includes a study of such concepts as cash flow, ratio analysis, financial forecasting, leverage, the time value of money, the capital budgeting process, and securities valuation. Prerequisites: BC 265 and BC 266.

BA 420 Cases In Finance: 3 semester hours

This course will teach students how to analyze financial cases. The case method of instruction simulates the "real world" by exposing students to actual situations where financial decisions must be made. Students must use their prior knowledge of finance and common sense to arrive at recommendations for each case. This process should enable students to sharpen their technical finance skills and enhance their ability to use subjective judgment in decision-making. Prerequisite: BA 344 and BA 379.

BA 425 Finance Internship: 3 semester hours

Students may take advantage of internship opportunities which become available in the field of finance. These internships include off-campus supervision at local businesses and periodic conferences with the on-campus instructor. The on-campus instructor will determine any further requirements on an individual basis. (Maximum of one semester credit for each 3 hours per week for the semester spent at an outside company up to a maximum of 6 semester hours).

BA 430 Selected Topics in Business: 3 semester hours

This course includes an examination of major issues or topics in business. Course content and subtitle will vary. The course may be repeated with consent of the instructor.

BA 435 Senior Sem - Business: 3 semester hours

Capstone course designed to integrate knowledge of marketing, finance, economics, management, and accounting to be applied to various types of business and institutional situations. The method of instruction includes case studies, class discussion and readings. Prerequisites: BA 250, BA 379, BK 208, BN 204 and senior standing.

BA 436 Applied Business Strategy: 3 semester hours

This is a capstone course designed to assist the student to integrate and apply knowledge of marketing, finance, economics, management, and accounting in the student's field of interest. Students will develop strategic plans using theoretical and actual case studies. This course is the required capstone course in the Business major in the Advance program. Prerequisites: BN 204, BK 208, BA 379.

BA 445 Business Administration Independent Study: 3 semester hours

If a student wishes to do individual study and/or research of a particular topic, he/she should contact the appropriate member of the department as a supervising instructor, as well as register through and obtain consent of his/her advisor.

Career Development (CD)

Courses

CD 004 Career Exploration Through Self Discovery: 1 semester hour

Students will gain insight into personal values, interests, skills, and personality types that will assist in choosing a major or career. Participants will research careers and conduct off-campus informational interviews with area professionals. This course is recommended for students who are undecided on a major or career.

CD 007 Strategies for a Successful Job Search: 1 semester hour

This course will feature topics such as interviewing, job search correspondence, and researching companies. It will prepare students to enter a competitive employment market. This course is recommended for any student interested in increasing employment-seeking skills.

Chemistry (CH)

Courses

CH 110 Introduction to Chemistry: 3 semester hours

This course is intended to provide an overview of fundamental concepts in chemistry, including: atomic and molecular structure, the nature of chemical bonding, chemical reactions, and stoichiometry, nomenclature, basic knowledge of thermodynamics and equilibrium, acids/bases, basic organic chemical nomenclature and reactivity. This course meets the needs of students not planning to take chemistry courses beyond CH 113. Students with minimal mathematical skills can use CH 110 as a preparatory course for CH 111 General Chemistry I. Students must also register for CH 110L; however, students who have already completed CH 110L with a grade of "C" or better (C- does not count) need not repeat CH 110L. Three hours of lecture per week. Typically offered each fall and spring semester.

CH 110L Introduction to Chemistry Laboratory: 1.5 semester hour

This course is designed to accompany CH 110: Introduction to General Chemistry. Students in this course will encounter introductory-level experiments designed to develop hands-on laboratory skills. Topics may include: measurement, the scientific method, acid-base chemistry, colligative properties, chemical synthesis, calorimetry and gas laws. Students must also register for CH 110 (lecture); however, students who have already completed CH 110 with a grade of C or better (C- does not count) need not repeat CH 110.

CH 111 General Chemistry I: 4.5 semester hours

This course is an introduction to the field of chemistry, providing an understanding of the structures of atoms, molecules and ions and their interactions, and a foundation for the further study of chemistry. Three lectures and one three-hour lab weekly. Prerequisite: A Mathematics Pre-Algebra and Elementary Algebra Enhanced ACT subscore of 16 or higher; or a Mathematics score of 16 or higher on the former ACT; or completion of MA 008 with a grade of C or higher.

CH 112 General Chemistry II: 4.5 semester hours

This course is a continuation of CH 111. Topics covered are: chemical kinetics; equilibrium and thermodynamics; acids and bases; electrochemistry; survey of metals, nonmetals, and transition metals; complexes; nuclear chemistry. Three lectures and one three-hour lab weekly. Prerequisite: CH 111.

CH 113 Introduction to Organic and Biochemistry: 4.5 semester hours

This course is designed for nursing and non-science majors. It is a terminal course, not to be used as a prerequisite to further courses in chemistry, except CH 203. The course will focus on basic structure, formulas, nomenclature, and reactions of organic compounds. The fundamental concepts of biochemistry and metabolism of major molecules and their role in biological processes will be studied. Three lectures and an additional two-hour lab meets weekly. Prerequisite: high school chemistry.

CH 203 Nutritional Biochemistry: 3 semester hours

This course will focus on the study of nutrients, their metabolic roles and biochemical effects on various tissues and organs of the body; role of the diet in promoting optimal health and performance. Prerequisite: CH 111, CH 112.

CH 207 Inorganic Qualitative Analysis: 3 semester hours

The course emphasizes descriptive inorganic chemistry (properties, structures, and reactions) of common elements and their compounds. Through the process of learning descriptive chemistry in the format of a scheme of analysis in the laboratory, students are challenged to bring to bear their manipulative and observational skills as the basis for identifying substances. Theoretical and practical aspects of qualitative analysis are covered. Prerequisites: CH 111, CH 112.

CH 211 Organic Chemistry I: 4.5 semester hours

This course is an introduction to organic chemistry; an integrated presentation with emphasis on the theoretical aspects and mechanisms of reactions. Detailed discussion of alkanes, alkenes, alkynes, and stereochemistry. Three lectures and an additional three-hour lab meet weekly. Prerequisite: CH 111, CH 112.

CH 212 Organic Chemistry II: 4.5 semester hours

This course is a continuation of CH 211. Functional groups discussed in detail. The course will provide an introduction to absorption spectroscopy and qualitative identification of organic compounds; aromatic and heterocyclic compounds; macromolecules. Three lectures and one additional three-hour lab meet weekly. Prerequisite: CH 111, CH 112, CH 211.

CH 251 Analytical Chemistry: 5 semester hours

Theory and application of basic methods in quantitative analysis: titrimetric, gravimetric, chromatographic, potentiometric, and spectrophotometric determinations. Three lectures and one additional four-hour lab meet weekly. Prerequisites: CH 111, CH 112, MA 142 or MA 164.

CH 302 Biochemistry: 5 semester hours

This course focuses on the study of life at the molecular level. The course examines chemical reactions in living cells; central metabolic pathways; energy transformations, signal-transduction pathways; transmission of hereditary characteristics; molecular basis of certain diseases and other biological phenomena. Three hours of lecture per week. Prerequisites: CH 111, CH 112, CH 211, CH 212.

CH 303 Biochemistry II: 3 semester hours

A continuation of CH 302. Topics include metabolism of amino acids, proteins, and nucleic acids; DNA replication, repair, and recombination; RNA synthesis and processing; protein synthesis; and biochemical functions and concepts including mechanisms of actions, especially those related to normal healthy states to pathologic states. Prerequisites: CH 111, CH 112, CH 211, CH 212, CH 302.

CH 334 Instrumental Analysis: 4.5 semester hours

The course teaches the underlying principles and practical aspects of using modern instruments in chemical analysis. Students will understand the chemistry relevant to sampling, sample preparation, and the chemical processes occurring in each instrument - such as electron transfer, electron emission, light scattering and absorption, gas and liquid phase equilibria. Prerequisites: CH 111, CH 112, CH 211, CH 212, CH 251.

CH 370 Physical Chemistry: 4.5 semester hours

An introduction to physical chemistry. Topics covered include thermodynamics, kinetics, quantum chemistry, molecular structure and spectroscopy. Three hours of lecture and one three-hour laboratory weekly. Prerequisites: CH 111, CH 112, CH 211, CH 212, CH 251, MA 164.

Communication (CO)

Courses

CO 101 Oral Communication: 3 semester hours

This course aims to develop competency in basic oral communication skills necessary in the workplace and all of life. The focus is upon interpersonal, group, and public speaking, and based upon a core of theory students will engage in a variety of skill-based activities and assignments designed to enhance their capacities as oral communicators. This course meets the university oral communication competency requirement.

CO 102 Public Speaking: 3 semester hours

This course focuses on the development of public speaking competency necessary for success in the workplace and all of life. Based upon a foundational understanding of the nature of communication and the role of public speaking in society, the course will focus on skill development through varied exercises and speech assignments.

CO 111 Introduction to Communication Studies: 3 semester hours

Introducing Communication majors and minors to the conceptual foundations and occupational parameters of the field of communication is the aim of this class. Students will review core concepts involving the common elements and diverse forms of communication, become acquainted with the areas and methods of study in the field, and explore the range of career options for those with a college education in Communications.

CO 120 Introduction to Journalism: 3 semester hours

This is a basic course in journalistic writing that covers the role and responsibility of the press in a free society as well as the fundamentals of news gathering and news writing for the print, broadcast, and online media. Writing assignments will progress from basic news gathering and news stories to human-interest stories, trend stories, and in-depth feature stories. In addition to class assignments, students will write stories for the Mount Mercy Times. Students majoring in English, education, speech, those working for the Mount Mercy Times, or other publications, or who have career aspirations in journalism, and publishing or writing should find this course beneficial. Prerequisite: core curriculum writing course.

CO 130 Basic Media Grammar for Professional Writing: 1 semester hour

Basic Media Grammar for Professional Writing reviews formal rules of English grammar as applied by media writers. This is a required course for journalism and public relations students. The course surveys formal rules of grammar using a text that puts those rules in a media context.

CO 140 Introduction to Mass Media in the United States: 3 semester hours

This course will focus on critical analysis of the role of mass media in American life, including aspects of culture, politics, education, and child development. It examines the impact of radio, television, films, newspapers, magazines and new media such as the internet and tablet computers. It also examines communication research on media.

CO 180 Introduction to Public Relations: 3 semester hours

Public relations are a much misunderstood profession, and this course seeks to orient students towards an authentic understanding of the actual practice. Students will be introduced to fundamental concepts of public relations, catch a brief glimpse of past and contemporary practice, and be encouraged to choose their own emphasis from among the many types of public relations. The course serves as a foundation for all the other theory and skill classes in the major/minor. Prerequisite: one course selected from core curriculum writing course.

CO 242 Media Theory: 3 semester hours

In the 21st century we are all immersed in media, as both consumers and producers. The effective practice of both requires not just comprehension of mechanics (software, machines, etc.), but a broader understanding of how media, in all forms, works as a mode of communication and medium of culture. This class is framed with an overview of the different perspectives on the nature of theory, and proceeds through an investigation of key theories of both mass and social media. Prerequisite: CO 111.

CO 250 Effective Group Communication: 3 semester hours

Working in teams to analyze and solve problems is common in most careers today. In most careers it is important to learn certain skills of group communication if one is to contribute to the success of work teams. This course will utilize a core of theory in enabling students to learn such skills by putting them into practice. Prerequisite: CO 111.

CO 260 Intercultural Communication: 3 semester hours

Cross cultural contact is a fact of everyday life, and its frequency will only increase. To assist students in successfully navigating such encounters this course will introduce the theoretical background and problems involved with contemporary attempts to communicate between cultures, with a special focus on the attendant problems of interacting with specifically non-western cultures. In addition to theory, students will be exposed to certain skills necessary to make such encounters succeed in everyday life.

CO 270 Interpersonal Communication: 3 semester hours

This course integrates theory and practice. Students study the premise of symbolic interaction theory - it is only through our interactions with others that we define ourselves as individuals. The course deals with the basic concepts of person-to-person communication, such as the relationship between verbal and nonverbal language, the intent and result of message sharing, and the variables in communicative efforts. Students will learn and apply relational/interactional theory and perceptual, dramaturgical, and dialogic theory as they engage in practical education experiences. Knowledge of theoretical perspectives of communication enables students to create, assign meaning to and disseminate and evaluate messages as they interact in relationships. Prerequisites: CO 101 and CO 111.

CO 280 Writing For Public Relations: 3 semester hours

This course covers basic writing techniques common to public relations, such as writing news releases and writing for newspapers, magazines, institutional publications; writing for broadcast and electronic media; writing features for publications. Prerequisite: core curriculum writing course.

CO 281 Newspaper Reporting: 3 semester hours

This is an intensive course covering the role, functions and responsibilities of a newspaper or magazine writer. Students will gain experience with interviewing covering events and writing stories under deadline. Topics covered will include news beats, public affairs reporting, meeting and speech coverage, sports writing, obituaries, news analysis editorials and columns. Students will gain experience through classroom exercises and by writing stories for the Mount Mercy Times or other approved media outlet. Students will also be able to complete a freelance article to submit for an off-campus publication. Prerequisite: CO 120 or approval of instructor.

CO 282 Research In Public Relations: 3 semester hours

The PR practitioner needs to be capable of a wide variety of tactics, and in the 21st century research is fast becoming vital to the practice. The course will overview the unique role of quantitative and qualitative research work in the public relations process, focusing on research as a tool enabling the effective planning of relationship enhancement strategies between organizations and their publics. Within this framework, the course will introduce students to the construction, administration, and interpretation of surveys and focus groups. To enable the appropriate interpretation necessary for application of data to PR planning, this course will introduce students to basic features of SPSS. Prerequisites: MA 135 or BA 270 or instructor permission, CO 111, CO 180.

CO 290 News Processing for Journalism and Public Relations: 4 semester hours

This course covers the process of taking materials and organizing them into coherent publications. Topics include: editing, writing headlines, magazine and newsletter layout and production, processing of news and features for print and for the web, the printing process, an intensive review of Associated Style, and a review of the copy editor and copy editing roles. This course is a follow-up application course to CO 280 or CO 120. Prerequisites: CO 280 or CO 120 and AR 130.

CO 311 Communication Analysis: 3 semester hours

Fully understanding the nature of communication involves being able to analyze the qualities of communication acts. This course will provide an overview of various means of examining a wide range of communication acts, with the aim of achieving competency in working critically with communication texts. Prerequisites: CO 111, CO 360.

CO 330 Music and Communication: 3 semester hours

Beyond its status as art or entertainment, music communicates, and in this role does different kinds of work in human affairs: from selling products, to protest, to sustaining culture, and more. This course will survey some of these functions, review the dimensions and elements of music that allow it to work as a communication medium, and develop in students the ability to discern the communicative function of a given piece of music.

CO 340 Newspaper/Magazine Copy Editing and Design: 3 semester hours

This is a detailed introduction to the functions of a copy editor and page designer on a newspaper and magazine. The role of the copy desk is to coordinate, finish and design all the elements that comprise the editorial content of the "news hole" in a newspaper or magazine. This course builds on the experience a student gains in CO 290 by focusing on the role of copy editing specifically in a news media context. Students will learn how to recognize and correct common writing errors, how to spot sloppy reporting, how to write snappy headlines and how to design attractive newspaper pages and magazine layouts. Prerequisites: CO 120, CO 290, AR 130.

CO 345 Strategies and Tactics in Public Relations: 3 semester hours

Whether maintaining or initiating relationships with key publics, public relations professionals need to be able to creatively combine theory and skills into coherent plans that meet situational needs. Through case study and practical application, students will gain experience in devising strategies of public relations action, as well as developing their ability to utilize the specific tactic of special event planning. Prerequisites: CO 120, CO 180, CO 280, CO 282.

CO 350 Contemporary Perspectives on Public Relations: 3 semester hours

An education in Public Relations should go beyond skills and tactics to include an ability to think beneath and beyond practice - to explore why things work the way they do and what they can become. This advanced class focuses on contemporary theory and research regarding the nature and practice of PR, and includes a specific focus on PR ethics. Prerequisite: CO 345.

CO 360 Law, History and Ethics of Mass Media: 4 semester hours

This course is designed to provide students with an internal look at the professional media industry from a historical and legal perspective. The class emphasizes key legal concepts that all professional communicators should understand, such as libel, trademark and copyright. Students will also learn the internal structure of the media industry from a historical perspective, and study media ethics. Junior status recommended.

CO 372 Communication Practicum: 1 semester hour

This course is designed to provide Journalism Majors or other Communication Majors practical experience and leadership experience through an editing role on the Mount Mercy Times or other approved media outlet or project. This course is designed to give students a professional-level experience that will prepare them for CO 280: Internship in Communication. Students enrolled in CO 372 will undertake a specific leadership role to include planning story assignments, overseeing beats within the editorial area of responsibility overseeing the editing of pages and providing ongoing strategic planning for the Times or other approved media outlet. Besides working on the Mount Mercy Times, students may arrange a leadership or creative experience through other outlets. Prerequisites: Approval of the instructor. Normally, students should complete CO 290 before enrolling in this course.

CO 380 Internship in Communication: 3 semester hours

This course will provide placement in offices and organizations that will give students exposure to the field of communication. Examples are: public relations, corporate communication, design, multimedia positions in companies, non-profit organizations, etc. Students will spend a minimum of 10 hours per week for 12 weeks in a professional setting arranged through the Communication Department. Instructor approval is required before registration. Prerequisites: completion of all 100 and 200 level required courses in the communication major.

CO 445 Independent Study: 3 semester hours

Directed readings and research in the communication discipline. Topics to be determined by the student and faculty director.

CO 480 Seminar in Communication: 3 semester hours

This is the capstone course in the Communication major, and so is typically the last class students take in the major. At that point students stand at a junction: looking back over all they've learned in their college years, and looking ahead at their imminent career. This course aims to assist students in developing their vision for both directions. Through discussion, a major senior project, and preparation of career materials (resume, portfolio) students will recognize and demonstrate their accumulated mix of knowledge and skills and how that orients them toward their future.

Computer Science (CS)

Courses

CS 101 Using Computers in Research Settings: 1 semester hour

The course is designed to make students fluent in the use of common office applications in professional settings. We will learn these skills in the context of the analysis and interpretation of real-world data sets that come from the research of the faculty and students of Mount Mercy University. Students who complete this course will be able to be more productive here at Mount Mercy, and more prepared to enter careers or to attend graduate school.

CS 103 Introduction To Web Site Development: 3 semester hours

In Introduction to Web Site Development, students will learn a wide arrange of web-based technologies and scripting languages that are used for the development of internet web sites. The tools discussed in the course will vary in order to stay current with the rapidly changing environment of web development. These tools could include (but are not limited to): wysiwyg html editors, html, css, xml, Flash, java script and dynamic web programming languages. The intent of the course is to give students a broad experience with a wide range of web-based technologies. This course is intended for non-majors who are interested in careers focused on the development of web sites. Computer Science majors may take the course as an elective, but it cannot be used to fulfill any CS graduation requirement or to complete an area of specialization.

CS 105 Fundamentals Of Computer Science: 4 semester hours

This course focuses on the concepts and constructs of computer programming, including program design and decomposition, data types, interactive and file input/output, control structures, and graphical user interface development. Formerly CS 175.

CS 106 Data Structures: 4 semester hours

This course introduces basic concepts of software development, elementary data structures (including sets, lists, stacks, queues, trees, and graphs), recursion, and elementary algorithm analysis. Formerly CS 205. Prerequisites: CS 105, MA 150 (the latter may be taken as a co-requisite).

CS 112 Introduction to Object Oriented Programming: 3 semester hours

This course teaches the concepts and skills of object oriented programming. Topics to be covered include inheritance, abstract fields, methods and classes, encapsulation and polymorphism. Demonstration of significant experience and skills in object oriented programming can be used to pass out of the course. Prerequisite: CS 105.

CS 190 Computer Organization: 4 semester hours

This course covers various hardware aspects of computers. Topics to be covered include number representation, digital logic, Boolean algebra, memory technologies, and management techniques, interrupts, CPU structure, microprogramming, assembly language, and input/output devices. Prerequisite: CS 106.

CS 203 Information Ethics: 3 semester hours

In this course, students will learn to define and analyze ethical, moral, social, and professional issues related to computing and information technology. Topics to be discussed include ethical frameworks for decision making, regulation of the Internet, intellectual property, privacy, security, and codes of conduct. Prerequisite: sophomore standing or consent of instructor.

CS 226 Programming in Visual Basic: 4 semester hours

This course is an introduction to programming using Visual Basic and the .NET development environment. Topics to be covered include control structures, input/output, graphical user interfaces, and interface with other Microsoft Office applications. This course is for MIS majors. Computer Science majors may take the course as an elective, but it cannot be used to fulfill any CS graduation requirement or to complete an area of specialization.

CS 235 Systems Programming Concepts: 4 semester hours

This course explores topics related to operating systems and network programming, including shell programming, programming with operating systems calls, and programming using network sockets. Other topics include basic structure of operating systems and network software. Prerequisite: CS 190.

CS 302 Programming Languages: 4 semester hours

This course considers the evolution of programming languages. Topics to be discussed include language specification and analysis, syntax, semantics, parameter passing techniques, scope, binding, paradigms (including imperative, functional, and object-oriented), and translation techniques. Prerequisite: CS 190.

CS 315 Web Programming: 4 semester hours

This course explores the development of web-based applications and dynamic web pages using modern development tools and languages. Topics to be covered include basic web site design, scripting languages, web servers, use of databases and SQL in the development of dynamic web sites and web security. Prerequisite: CS 190.

CS 326 Information Systems Analysis: 3 semester hours

This course will focus on management issues in the creation and management of information systems. Broad topics will include system investigation, system and feasibility analysis, system design, system implementation, and system maintenance. Various approaches to systems analysis and design will be considered, as well as tools. Prerequisites: CS 106 for CS students or CS 226 and BN 204 for MIS students.

CS 388 Database Systems: 4 semester hours

This course emphasizes the concepts and structures necessary to design and implement a database management system. Topics to be covered include the evolution of database systems, the relational database model, query languages, triggers, constraints, views, and other advanced topics as time permits. Prerequisite: CS 326.

CS 389 Algorithm Analysis: 3 semester hours

This course is an introduction to advanced data structures and algorithm analysis techniques. Topics to be covered include asymptotic notation, empirical and theoretical analysis techniques, complexity classes, algorithmic approaches (divide and conquer, greedy), and advanced tree structures. Three hours lecture. Prerequisites: MA 150, CS 106.

CS 399 Special Topics in Computer Science: 3 semester hours

This course provides students the opportunity to take electives in an area of special interest in computer science. When possible, the course will be taught by experts from the field. Topics may include educational software development, artificial intelligence, robotics, embedded systems, bioinformatics, and cryptography. Prerequisite: permission of instructor.

CS 415 Field Experience: 3 semester hours

This course provides students the opportunity to take advantage of internship opportunities that become available. The internships include off-campus supervision at local employers and periodic conferences with the on-campus instructor. One semester hour of credit is assigned for each 45 hours of work per semester at the outside agency.

CS 420 Management Information Systems Senior Thesis: 3 semester hours

The MIS Senior Thesis is intended to be one option for the MIS capstone course specifically suited to students with significant professional experience as a team member on at least one large enterprise software development project. Students in this course will work with a faculty member to select a topic relevant to their education and professional experience, design a plan for researching the topic and produce a thesis that reviews and analyzes the research and integrates the research, the learning they have gained from their educational program and from their professional experience into a solution of the problem defined by the chosen topic.

CS 430 Senior Project: Management Information Systems: 4 semester hours

This is the capstone course for management information system majors. The student will complete a broad and deep software development project as part of a multi-disciplinary team as project managers. Prerequisites: CS 226, CS 326 and BN 377.

CS 435 Senior Project: Computer Science: 4 semester hours

This is the capstone course for computer science majors. The student will complete a broad and deep software development project as part of a multi-disciplinary team. Prerequisites: CS 235 and at least one 300-level CS course.

Criminal Justice (CJ)

Courses

CJ 101 Introduction To Criminal Justice: 3 semester hours

This course is a review of the delivery of criminal justice services in the United States. Particular attention will be devoted to a modeling of the criminal process, the control of discretion within the various sub-processes, and the role of criminal justice in a democratic social order that emphasizes public accountability and the rule of law.

CJ 154 Criminal Justice Theory: 3 semester hours

This course is the study of crime control. In contrast to traditional criminal justice courses which mainly focus on the study of how crime is defined and the strategies use by the criminal justice system to control crime, this course will examine various orientations that focus on how the criminal justice system behaves instead of how it works. This course will cover such topics as the behavior of law, the behavior of criminal justice organizations, historical trends in crime control, the social construction of crime, oppression, the growth of the criminal justice system, and consequences of crime control practices.

CJ 203 Policing: 3 semester hours

This course includes an examination of the role of police in a free society. The course also reviews current research on policing, the concept of the rule of law, police behavior and subcultures, the historical evolution of the police, police selection and training, and the management and administration of police.

CJ 228 Juvenile Justice: 3 semester hours

This course includes an examination of juvenile delinquency and the juvenile justice process. The study includes an analysis of the evolution of *parens patriae*, and case law of the juvenile process from taking into custody through disposition.

CJ 244 Corrections: 3 semester hours

This course is the study of the history, philosophy, and practice of corrections. This course will include an analysis of corrections history and philosophy along with an examination of jails, prisons, probation, intermediate sanctions, and parole. The course will also cover legal developments in corrections, correctional trends, management and treatment of correctional populations, and problems facing correctional systems.

CJ 246 Criminal Investigation: 3 semester hours

This course includes a survey of the theory of scientific crime detection, investigation, interrogation, case presentation, and problems in criminal investigation. The content will include coverage of recent developments in forensic investigation such as DNA fingerprinting.

CJ 297 Criminal Law: 3 semester hours

This course includes an analysis of criminal law from a social science perspective. Emphasis will be upon historical development, strictures on criminalizing in light of constitutional guarantees, and a review of the classification of crimes through an analysis of selected criminal offenses. The content includes criminal jurisprudence, the historical origins of key criminal law concepts, constitutional structures on lawmakers, relevant social scientific research on the criminal process, and a review of the traditional categories of crime.

CJ 299 Criminal Justice Information, Communication and Ethics: 3 semester hours

This course is an opportunity for students to improve and apply critical thinking skills in the criminal justice context, establishing a foundation for upper-level coursework. The course requires students to refine writing, oral presentation, and information research skills. Students will become adept at finding, evaluation, and properly crediting research materials for the field of criminal justice. Likewise, students will demonstrate their learning through writing and oral presentation, which will be refined throughout the course. Special attention will also be given to ethical issues faced in criminal justice. For criminal justice majors, CJ 299 is a prerequisite for all 300 and 400 level criminal justice courses. All majors, including transfer students must receive at least a grade of C- in this course before taking criminal justice courses at the 300 level or above. Prerequisite: Grade of at least C- in core curriculum writing course.

CJ 302 Criminal Justice Research Methods: 3 semester hours

This course will consist of an examination of qualitative and quantitative research in the field of criminal justice. Specifically, the course will include, but is not limited to research design, data collection, secondary data analysis, levels of measurement, and hypothesis testing. Students will also learn how to read and interpret empirical criminal justice articles and SPSS output. Prerequisites: CJ 299. A course in basic statistics is also suggested, but not required.

CJ 305 White Collar Crime: 3 semester hours

This course is a general survey reviewing both the nature and scope of white-collar crime. This course will explore crimes upon which society has placed little focus, yet at the same time have significant physical, fiscal, and social costs. The primary emphasis of this class will consist of an examination of various forms of the elite deviance. Particular attention will also be given to applicable theories of elite deviance. Prerequisite CJ 299.

CJ 340 Crime & Punishment in England 1550-1875: 3 semester hours

The course explores crime, policing, and punishment in England, 1550-1875. Major topics include the use of public shame, professionalization of police, obstacles to prosecution, and the evolving use of prisons. Changes in penal culture are studied in relation to England's transformation from a rural kingdom into an urbanized and industrial center. Cross-listed with HI 340.

CJ 350 Trial Evidence: 3 semester hours

This course is a study of the law governing the presentation of evidence at trial. Focus will be upon the various types of evidence, questions of competency, relevancy, and materiality, with special emphasis on the hearsay rule and its exceptions. The content will include the role of evidence in striking a theoretical balance between the defendant and the state in the pre-trial and trial adversary process. Prerequisites: CJ 297, CJ 299 and suggest CJ 355.

CJ 355 Criminal Procedure: 3 semester hours

This course is an examination of constitutional criminal procedure related to arrest, search and seizure, and pre-trial and trial processes. Special emphasis will be upon the role of criminal procedure in controlling discretion. A survey of social scientific research related to criminal procedure will be included. The content includes an analysis of the role of procedure in a democratic social order. Government accountability and the control of discretion in light of Bill of Rights guarantees are constant topics. The fourth, fifth, and sixth amendments will be analyzed in some depth. Prerequisite: CJ 299, suggest CJ 297.

CJ 365 Diversity and the Criminal Justice System: 3 semester hours

This course explores relationships between society and the criminal justice system. Particular attention is given to both past and contemporary relationships between the criminal justice system and historically marginalized groups (e.g. based upon race and ethnicity, gender, sexual orientation). Issues of dissent and divergent perspectives on the role of the criminal justice system will be explored. The changing policies and practices of criminal justice agencies in a diverse and democratic culture will also be examined. Prerequisite: CJ 299.

CJ 372 Drugs and Crime: 3 semester hours

This is a course which focuses on the relationship between legal and illegal drugs and crime. This includes an examination of different perspectives on drug use and an examination of the historical characterization of legal and illegal drugs. Students will also examine how illegal drugs, legal and illegal drug use and crime are correlated. The extent of drug use, including types of drugs and patterns of drug use within the constructs of criminal offending will also be covered in the course. Students will also learn about the enforcement of drugs and the control of drug users including correctional programs offered within the criminal justice system, specifically for drug offenders and drug users. Prerequisite: CJ 299.

CJ 380 Sex Offenders: 3 semester hours

This course is a seminar on the contemporary topic of sex offenders. We will explore what constitutes a sex offense, examine different types of sex offenders, and study how society responds to these acts, victims, and offenders. Prerequisite: CJ 299.

CJ 390 Special Topics in Criminal Justice: 3 semester hours

This course provides the opportunity for a study of a significant topic, problem, or issue in criminal justice. This course may be repeated once for credit when content varies. Prerequisite: CJ 299.

CJ 410 Senior Thesis: 3 semester hours

This course is a study of select and highly contemporary criminal justice issues. The course format allows students to draw upon and integrate knowledge gained from previous courses and apply it in an area of individual, intensive research. The content will vary. Prerequisites: CJ 154, CJ 299, CJ 302.

CJ 420 Victims of Crime: 3 semester hours

This course focuses on the study of crime victims including the types, extent, patterns, and consequences of victimization. This will include an introduction to victimology and the victim right's movement. Students will learn about the role(s) of the victim in the criminal justice process and policies and programs designed to address the needs of crime victims. This will include a focus on local victim service agencies. Special attention will be paid to "special classes" of victims of domestic violence, sexual assault, and hate crimes. Prerequisite: CJ 299.

CJ 422 Women and Crime: 3 semester hours

This course is the study of women as criminal offenders, victims of crime, and workers in the criminal justice system. The course content will include an examination of female offending patterns and explanations for those offending patterns, along with an examination of the treatment of female offenders and female crime victims by the criminal justice system. The course will also focus on women as criminal justice professionals working in law enforcement, the courts, and corrections. Prerequisite: CJ 299.

CJ 426 Media and Crime: 3 semester hours

This course will focus on the interrelationships among media, crime, and the criminal justice system. Particular attention will be given to the construction of crime in the news and entertainment media, and how those constructions affect citizens' perception of the crime and the criminal justice system. Policy and legal implications of these perceptions will also be considered. Prerequisite: CJ 299.

CJ 428 Internship: 3 semester hours

This is an academically oriented practical experience gained through supervised work assignments with various governmental and private criminal justice-related agencies. The student will have the opportunity to contrast theory and practice. The internship is open to criminal justice majors of junior or senior status and with the consent of the internship coordinator. A student may enroll in and complete a maximum of six (6) semester hours for CJ 428 although only three (3) semester hours may be counted toward the major. The application deadlines are February 15 for summer internships, April 15 for fall internships, and September 15 for spring internships. Prerequisites: CJ 299, junior or senior in good standing, approved application, and consent of the internship coordinator. (1-6 semester hours).

CJ 445 Independent Study: 3 semester hours

Independent study courses are specially designed by the student and the instructor. This allows criminal justice majors to pursue research and/or study of a specific area of interest in criminal justice. Prerequisite: CJ 299 and instructor permission.

Economics (EC)

Courses

EC 230 Humanistic Economics: 3 semester hours

Initially this course will focus on an elaboration of humanistic economic principles by describing an economy based on needs, material and otherwise how humanistic ideas differ from the orthodox: an economy based on wants. The remainder of the course will then explore some current attempts at outlining economic systems that are neither exclusively free market or centrally planned; these will be presented and evaluated in terms of humanistic principles.

EC 251 Macroeconomics Principles: 3 semester hours

An introduction to the study of economics along with some facts about the U.S. economic system; theoretical analysis of the determination of total output employment and price levels; use of monetary and fiscal policy weapons to influence economic activity, money and the banking system; economic growth and development; and international finance. Prerequisite: sophomore standing or First Year Honor Student.

EC 252 Microeconomic Principles: 3 semester hours

An analysis of the market system as it determines prices, output and employment of the individual products and resources, application of market theory to some current domestic economic issues and international trade. While not an absolute prerequisite, EC 251 is normally taken before EC 252. Prerequisite: sophomore standing or First Year Honor Student.

EC 366 Money and Banking: 3 semester hours

A study of the nature of money, role of banks and the central bank in the economy, central bank control of the supply of money, effect of money on the economy, Monetarist vs. Keynesian views on monetary and fiscal policies, and the role of money in international finance. This course will emphasize financial markets and monetary policy, not bank operation and management. Prerequisites: EC 251 and EC 252.

EC 376 International Economics: 3 semester hours

The course offers an introduction to the theory and practice of international trade and finance. It will evaluate the principle of comparative advantage of nations. Students will learn about International Trade Barriers, Trade Zones (such as NAFTA and the EU). Trade Agreements, The Balance of Payment and The Balance of Trade. The course will discuss the U.S. trade policy in light of the Free Trade VS Protectionism argument. The role of international trade institutions such as the IMF, WTO and foreign exchange markets will be evaluated. The course will discuss globalization and its impacts on Labor markets, Income Distribution, The Environment, and consumers, in the U.S. and abroad. Prerequisite: EC 251.

EC 445 Independent Study: 3 semester hours

The student will select a topic of interest for in-depth, individual study or research under the instructor's supervision. Prerequisites: EC 251 and EC 252, junior standing and consent of the instructor.

Education (ED)

Courses

ECE 170 KCC: Child Growth and Development: 3 semester hours

This course reviews typical and atypical development of children from conception to adolescence in all developmental domains. Presents interactions between child, family and society within a variety of community and cultural contexts. Examines theories associated with our understanding of children.

ECE 243 KCC: Early Childhood Guidance: 3 semester hours

See Kirkwood Community College Catalog for course description.

ECE 290 KCC: ECE Program Administration: 3 semester hours

See Kirkwood Community College catalog for course description.

ED 100 Reading Tutor: 2 semester hours

This course is designed for individuals with little or no experience in teaching reading or writing but who have a strong desire to help others become literate. It provides students with an opportunity to tutor in a school setting. As part of a federal literacy initiative, it may be possible to receive work-study funding to act as a tutor. Please contact the course instructor(s) for more information. Open to all students.

ED 102 Foundations of Education: 3 semester hours

A basic historical, philosophical, and sociological orientation to the whole field of American education, including a study of contemporary issues and problems; a field experience of thirty hours in an elementary or secondary school is required. This course must be completed with a minimum grade of C (2.00). Prerequisite: Cumulative grade point average of 2.50 (Spring semester, freshman year or fall or spring semester, sophomore year).

ED 106 An Invitation to Teaching: 1 semester hour

This course provides an orientation to the Teacher Education Program (TEP) at Mount Mercy. Required training in mandatory reporting and blood borne pathogens is included. This course is required for all education majors. Enrollment along with the first education course at Mount Mercy is recommended. This course must be completed with a minimum grade of C (2.00). Prerequisite: Cumulative grade point average of 2.50.

ED 117 Instructional Programs and Methods in Early Childhood Education: 3 semester hours

A basic course for early childhood teachers designed to present the history, philosophy and purposes of early childhood education; introduction to procedures in observing, recording, and interpreting behavior of young children; study of various contemporary programs including comparison of theoretical foundations, methods of implementation, and evaluative data; a broad overview of all aspects of setting up and managing a program for young children. This course must be completed with a minimum grade of C (2.00). This course can be taken at Kirkwood Community College as ECE 107: Foundations in Early Childhood. (Fall semester, sophomore year). Prerequisite: Cumulative grade point average of 2.50.

ED 132 Children's Literature: 3 semester hours

This course provides a broad survey of children's literature (birth-12 years). Students will be exposed to a wide variety of genres, authors, illustrators, teaching techniques, and literature response appropriate to the elementary school. This course must be completed with a minimum grade of C (2.00). Prerequisite: minimum cumulative grade point average of 2.50. (Fall or spring semester, sophomore year).

ED 135 Storytelling: 3 semester hours

This course will investigate the history and universal nature of storytelling. Through wide reading the students will explore contemporary and traditional literature and a variety of ways to share stories. Students will refine their skills in storytelling and oral interpretation by sharing stories and poetry in area schools/libraries. Prerequisite: Cumulative grade point average of 2.50.

ED 143 Child and Family Nutrition: 3 semester hours

Examination of the function of nutrition in the child's development and in maintaining good health; study of factors influencing family eating patterns and the formation of eating habits of the young child; review of government funded nutrition programs affecting young children and their families; exploring techniques for planning group eating experiences and nutrition education for young children. This course must be completed with a minimum grade of C (2.00). This course can be taken at Kirkwood Community College as ECE 133: Child Health, Safety and Nutrition the fall semester of freshman, sophomore or junior year. Prerequisite: Cumulative grade point average of 2.50.

ED 164 Health Awareness and PE Methods: 3 semester hours

This course will focus on the importance of health, wellness, and physical education for children and those who work with children and families. This course focuses on the research and theories of physical education, wellness, and movement with an analysis of the teaching and learning processes involved. It will provide students with the necessary knowledge to teach fundamental and developmentally appropriate lessons for elementary children in the areas of physical education and wellness. A specific focus will be given to promoting healthy lifestyles in self and others.

ED 165 Art Methods K-8 for Classroom Teachers: 1.5 semester hour

A course for the elementary teacher providing a study of the basic theories of child art as well as opportunities to experience the various media and concepts appropriate for use at the elementary level. Students meet one day a week for two hours. Recommended for elementary education majors of sophomore standing or above. This course must be completed with a minimum grade of C (2.00). (\$20 lab fee).

ED 166 Art Methods Majors K-8 with reading: 2 semester hours

This is a course for art majors who wish to teach art in the elementary school. Special emphasis will be on planning the program, setting up the classroom, and examining current methods of teaching. A field experience in an elementary art classroom is required. This course is open to art minors with the permission of the instructor. The course includes one hour of lecture, two hours of laboratory experience and three hours of school observations each week. This course is required for art majors seeking K-8 teaching certification for art. This course must be completed with a minimum grade of C (2.00). Prerequisites: Art major, junior standing and ED 232.

ED 203 Theory and Development of Multiple Intelligences: 3 semester hours

This course will focus upon Howard Garner's research surrounding the eight intelligences, as distinct, unique but interrelated in nature. Using research in this new area as a basic working framework, classroom exploration of teaching strategies, application techniques and evaluation methods will be the major emphases. Prerequisite: Sophomore standing. Prerequisite: Cumulative grade point average of 2.50.

ED 210 English Language Learner: Reading/Writing Tutor: 3 semester hours

This course provides students with an overview of working with English Language Learners (ELL). The emphasis is identification of effective strategies for teaching reading/writing to ELL, as well as to develop awareness and sensitivity to their academic needs. Students must complete 20-26 hours of tutoring with individuals experiencing difficulties with reading/writing based on cultural and/or language differences. (It might be possible to receive financial aid from Reading First - Federal Initiative grant). Prerequisites: ED 106 and PS 124, or permission of the instructor. Cumulative GPA of 2.50. This course must be completed with a minimum grade of C (2.00).

ED 232 Principles of Early Childhood and Elementary Education: 3 semester hours

This course must be taken at Mount Mercy. This course includes a study of instructional planning, patterns, and strategies. In-class practice will be provided for writing goals and objectives, designing learning activities, and peer teaching. A field experience of thirty hours in kindergarten or elementary school is required. This course must be completed with a minimum grade of C (2.00). Prerequisites: ED 102, ED 253 and ED 232 may be taken concurrently. Cumulative grade point average of 2.70. (Fall semester, junior year).

ED 234 Principles of Secondary Education: 4 semester hours

This course must be taken at Mount Mercy. This course includes a study of instructional planning, patterns, and strategies. In-class practice will be provided for writing goals and objectives, designing learning activities, and peer teaching. A field experience of forty hours secondary school is required. This course must be completed with a minimum grade of C (2.00). Prerequisites: ED 102, ED 253 and ED 234 may be taken concurrently. Cumulative grade point average of 2.70. (Fall semester, junior year).

ED 237 Language Development and Learning Experiences for Young Children: 3 semester hours

An examination of current research and theories related to speech and language development and relationship of language and thought processes, consideration of children's conceptual development in relation to their direct experiences; exploration of current programs and curricula designed to foster language acquisition and cognitive development; emphasis on creating an environment where language is encouraged, including design and implementation of language stimulation activities. This course must be completed with a minimum grade of C (2.00) prior to early childhood student teaching. Prerequisites: PS 124 or equivalent. Cumulative GPA of 2.50. (Spring semester, sophomore or junior year).

ED 253 Educational Psychology: 3 semester hours

This course examines the psychological conditions and research underlying educational practice. It introduces theories of learning, motivation, pupil variability, assessment, and classroom management. No formal field experience is required, but students will be expected to complete assignments involving up to 10 hours in the schools during semester. This course must be completed with a minimum grade of C (2.00). Prerequisites: PS 101, PS 124, ED 102 or ED 253 prior to or in conjunction with ED 263, and cumulative GPA of 2.50.

ED 263 Educating the Exceptional Person: 3 semester hours

This is an introductory course for students to acquire a general knowledge of each type of exceptionality and available support systems. Emphasis on identification, assessment, and programming for children in a regular classroom. A field experience in a special education setting is required. This course must be completed with a minimum grade of C (2.00). Prerequisites: PS 101, PS 124, ED 102 or ED 253 prior to or in conjunction with ED 263 and cumulative GPA of 2.50.

ED 267 Introduction to Gifted Learners: 3 semester hours

This course is an introduction to the unique issues related to teaching high ability students. Emphasis will be on cognitive and affective characteristics of this population, appropriate programming for those needs, and the differentiated integration of such programming into the regular school format.

ED 268 Music Methods Majors K-8 with reading: 2 semester hours

This course will study procedures, materials, and methods in teaching music in the elementary school. Lesson planning and practical teaching demonstrations by students. A widely-used textbook series will be surveyed, and music appreciation material suitable for children will be presented. This course includes a field experience in an elementary music classroom. Content area reading component included. This course must be completed with a minimum grade of C (2.00). (Spring semester). Prerequisites: Music major, junior standing and ED 232.

ED 269 Music Methods K-8 Classroom Teachers: 1.5 semester hour

This is a course for elementary school teachers who are not majoring in music. Students will be assisted in increasing their ability to sing and play classroom instruments. Methods and content appropriate for the various grades will be studied. Content area reading component included. This course must be completed with a minimum grade of C (2.00). (Fall and spring semesters).

ED 270 Care & Education of Infants & Toddlers: 3 semester hours

This course will provide students with a basic understanding of infant and toddler development and of principles for establishing appropriate programs for this age group. Emphasis will be placed on cooperation with parents, the caregiver's role, use of routines, and developmental issues as key elements in effective home and group-based programs. The class will include a field experience component. This course can be taken at Kirkwood Community College as ECE 221: Infant /Toddler Care and Education. This course must be completed with a minimum grade of C (2.00). (Winter term, sophomore or junior year).

ED 272 Creative Experiences for Young Children: 4 semester hours

A review of young children's physical, intellectual, social, emotional, and spiritual growth with implications for instructional procedures, assessments, and guidance practices; Study of the value of play and creative activities in facilitating children's development; using evidence based practice in planning, implementing, managing and evaluation learning experiences to meet individual and group needs of children ages three through six with emphasis on Iowa Early Learning Standards 7,8,9, and 12. Weekly field experience in a prekindergarten setting. This course must be completed with a minimum grade of C (2.00) prior to or in conjunction with ED 272; Cumulative GPA of 2.50. (spring semester, Sophomore or Junior year).

ED 290 Education Travel Abroad: 1 semester hour

This course will allow students in Education to explore, compare, and contrast the education system and teacher preparation programs in the United Kingdom with that of the United States. Students will attend classes at Christ Church in Canterbury in Education. Additionally, they will visit local schools to examine curricula and routines/policies. Students will finally visit London and experience cultural exhibits to determine the value these exhibits might bring to their classrooms here in the Midwest.

ED 305 Adolescent Literature: 3 semester hours

This course emphasizes the role of the classroom teacher in the selection of appropriate literature for middle and high school learners. Students will be exposed to a variety of teaching techniques for reading and responding to literature. Class assignments will provide the opportunity to read and evaluate contemporary as well as classical literature for adolescents. (Alternating spring semesters). Prerequisite: Cumulative grade point average of 2.50.

ED 306 Learning Environments for Young Children: 3 semester hours

A review of history, theory, research, policies, organizational practices, and contemporary curriculum models impacting preschool and kindergarten programs; employing developmentally appropriate assessments and early learning standards to plan and implement challenging learning experiences with application to literacy, mathematics, and science for children ages three to six (Iowa Early Learning Standards 8,10, and 11); supporting key cognitive skills and positive approaches to learning that acknowledge individual differences, support competence, and promote school success of young children. Emphasis on evidence-based practice as a foundation for professional decision making and on identified dispositional qualities on effective educator this course must be completed with a minimum grade of C (2.00) prior to student teaching. Prerequisites: PS 124, ED 117 required, ED 237 recommended. Cumulative GPA of 2.50.

ED 307 Language, Culture, & Schooling: 3 semester hours

Language is the primary means by which we represent the world to ourselves and to others. This course will examine some of the ways in which growth in language reflects and enables cognitive development. Topics covered in this course include a sociolinguistic perspective of language, language diversity, language ideology and power, national language policies, World Englishes, the growing number of non-native English speakers, and attitudes of native and non-native English speakers toward the domination of English, and the impact language has on children's success in our communities and schools. Prerequisite: EN 122, SP 205.

ED 308 Assessment in Teaching English as a Second Language: 3 semester hours

This course takes an in-depth look at assessment of bilingual/ESL learners and programs. It includes individual as well as large-scale standardized assessments, alternative assessments, and social justice issues involved in the assessment of English language learners. Prerequisites: EN 122 and SP 205.

ED 309 Reading and Language Arts in the Primary Classroom: 3 semester hours

This course is designed to offer the prospective Early Childhood teacher a developmental overview of methods, assessments and instructional techniques to support and develop early literacy and the teaching of reading and language arts in an integrated manner. Emphasis is given to both theoretical and practical development as students work in a primary classroom applying various methods and instructional techniques. A field experience of thirty hours in a primary classroom is required. This course must be completed with a minimum grade of a C (2.00) prior to student teaching. Prerequisites: ED 132. Cumulative GPA of 2.70 prerequisite or corequisite of ED 232. (Fall semester, junior year).

ED 311 Reading and Language Arts in the Intermediate Classroom: 3 semester hours

This course is designed to offer the prospective teacher an overview of methods, assessments, and techniques of teaching content area reading and the language arts in an integrated manner. Emphasis is given to both theoretical and practical developments as students work in the classroom applying various techniques. A field experience in an intermediate or middle school is required. This course must be completed with a minimum grade of C. Prerequisites: ED 232, acceptance into the Teacher Education Program. Prerequisite: Cumulative grade point average of 2.70.

ED 313 Prescriptive Reading Instruction: 4 semester hours

This course deals with the nature and cause of reading disability and remedial treatment of reading difficulties. Current techniques as well as research in the field will be discussed. Students will use remedial reading techniques in tutoring children in the schools. A field experience in an elementary reading classroom is required. This course must be completed with a minimum grade of a C (2.00) Prerequisites: ED 237, ED 309, ED 311 prerequisites or corequisite; ED 314 recommended. Cumulative GPA of 2.70 (Spring semester Junior or Senior year).

ED 314 Diagnostic Reading: 3 semester hours

The major emphasis in this course is on diagnosis of reading difficulties. Tests, testing procedures, and informal diagnostic techniques are examined and discussed. Students will have practice administering and interpreting test results. Current research in the area of diagnostic reading will be studied. This course must be completed with a minimum grade of a C (2.00). Prerequisites: ED 237 and ED 309 prior to or in conjunction with ED 314. Cumulative GPA of 2.70 (Spring semester, junior or senior year).

ED 315 Middle School Methods: 3 semester hours

The middle school educational philosophy focuses on meeting the unique developmental needs of the early adolescent. This course will prepare the student to implement the middle school philosophy through the study of innovative curricula design and appropriate teaching methods and strategies. This course includes a middle school field experience. This course must be completed with a minimum grade of C (2.00). Prerequisite: ED 232 or permission of the instructor. Recommend PS 214, characteristics unique to the middle school student, prior to ED 315. (Every other winter term). Prerequisite: Cumulative grade point average of 2.70.

ED 316 ESL Methods for Teaching Academic Content: 3 semester hours

This course covers methods and strategies for making math, science, and social studies accessible to ELs in grades K-12. Students will learn how to promote L2 language development so ELs can successfully engage in academic content learning. Prerequisites: EN 122, SP 205, ED 308.

ED 317 ESL Reading & Language Arts Methods & Practicum: 3 semester hours

The content of this course includes research-based ESL listening, speaking, reading, and writing strategies on which to build a solid foundation for success with second language learners. A practicum of 30 hours of tutoring ESL students is required. Prerequisite: EN 122, SP 205, ED 308.

ED 319 Social Studies Methods for Elementary Teachers: 3 semester hours

This course concerns the objectives, concepts, and procedures of teaching social studies in the elementary and middle school. Emphasis is given to problems involved in developing and implementing a social studies program as well as considering recent trends in social studies education. This course must be completed with a minimum of a C (2.00). Prerequisite: ED 232 and GPA of 2.70.

ED 322 Secondary General Methods with Reading: 2 semester hours

This course is designed to prepare preservice candidates in the instructional methods and issues related to teaching their content fields for middle and high school populations. Students are expected to understand and demonstrate successful application of several major types of teaching methods. They are required to become familiar with the professional literature and other resources applicable to their teaching specialties. Other important goals focus on the teaching of content area reading and important trends and issues affecting secondary education generally and their teaching fields in particular. This course will also follow up on the major concepts introduced in ED 234 Principles of Education: management, assessment, planning, etc. Prerequisite: ED 234 Principles of Education and cumulative GPA of 2.70.

ED 323 Art Methods Majors 5-12 (with reading): 2 semester hours

This course provides a study and practicum in current theories and methods for teaching art in the secondary classroom. This course includes one hour of lecture, two hours of laboratory experience and field experience. Content area reading component included. This course is required for art majors seeking teacher certification 5-12 in art. This course must be completed with a minimum grade of C (2.00). Prerequisites: Art major, junior standing and ED 234. \$30 lab fee. (Spring semester). Prerequisite: Cumulative grade point average of 2.70.

ED 324 Music Methods Music Majors 5-12 (with Reading): 2 semester hours

This course provides a study and practicum in current theories and methods for teaching music in the secondary classroom. This course includes a field experience. Content area reading component included. This course is required for music majors seeking teacher certification 5-12. This course must be completed with a minimum grade of C (2.00). Prerequisites: music major, junior standing and ED 234. (Spring semester). Prerequisite: Cumulative grade point average of 2.70.

ED 325 Methods 5-12 Business (with Reading): 2 semester hours

This course provides prospective secondary school business teachers with instruction in recommended methods and content standards pertinent to the academic subject area. Content area reading skills and teaching techniques are also examined. A field experience in a middle school or high school is required. This course must be completed with a minimum grade of C (2.00). Prerequisite: Acceptance into the teacher education program, ED 234. Prerequisite: Cumulative grade point average of 2.70.

ED 326 Methods 5-12 English/LA (with Reading): 2 semester hours

This course provides prospective secondary school English/Language Arts teachers with instruction in recommended methods and content standards pertinent to the academic subject area. Content area reading skills and teaching techniques are also examined. A field experience in a middle school or high school is required. This course must be completed with a minimum grade of C (2.00). Prerequisite: Acceptance into the teacher education program and ED 234. Prerequisite: Cumulative grade point average of 2.70.

ED 327 Methods 5-12 Mathematics (with Reading): 2 semester hours

This course provides prospective secondary school mathematics teachers with instruction in recommended methods and content standards pertinent to the academic subject area. Content area reading skills and teaching techniques are also examined. A field experience in a middle school or high school is required. This course must be completed with a minimum grade of C (2.00). Prerequisite: Acceptance into the teacher education program and ED 234. Prerequisite: Cumulative grade point average of 2.70.

ED 328 Methods 5-12 Science (with Reading): 2 semester hours

This course provides prospective secondary school science teachers with instruction in recommended methods and content standards pertinent to the academic subject area. Content area reading skills and teaching techniques are also examined. A field experience in a middle school or high school is required. This course must be completed with a minimum grade of C (2.00). Prerequisite: Acceptance into the teacher education program and ED 234. Prerequisite: Cumulative grade point average of 2.70.

ED 329 Methods 5-12 Social Science (with Reading): 2 semester hours

This course provides prospective secondary school social science teachers with instruction in recommended methods and content standards pertinent to the academic subject area. Content area reading skills and teaching techniques are also examined. A field experience in a middle school or high school is required. This course must be completed with a minimum grade of C (2.00). Prerequisite: Acceptance into the teacher education program and ED 234. Prerequisite: Cumulative grade point average of 2.70.

ED 331 Parent-School Relationships: 3 semester hours

Study of factors within the home setting which may influence a child's development and behavior with an emphasis on the importance of parent involvement in early childhood and elementary programs; a study of factors affecting parent-school interaction and the need for cooperative effort in encouraging and guiding the learning experiences of children with and without disabilities; examination of techniques for parent involvement and methods of working with home and community resources to enhance development of the child's potential. An elective for elementary education students, offered concurrently with ED 332 but does not include a field experience. Prerequisites: PS 124, senior status or consent of instructor. (Spring semester, senior year).

ED 332 Parent-School Relationships: 3 semester hours

Study of factors within the home setting which may influence a child's development and behavior with an emphasis on the importance of parent involvement in early childhood and elementary programs; a study of factors affecting parent-school interaction and the need for cooperative effort in encouraging and guiding the learning experiences of children with and without disabilities; examination of techniques for parent involvement and methods of working with home and community resources to enhance development of the child's potential. Required for the Teacher-Prekindergarten through Grade 3 including Special Education endorsement and for the Teacher - Prekindergarten endorsement. Includes a field experience. This course must be completed with a minimum grade of C (2.00). Prerequisites: PS 124, senior status or consent of instructor and cumulative GPA of 2.70. (Spring semester, senior year).

ED 333 Methods 5-12 Journalism: 2 semester hours

This course provides prospective secondary school journalism teachers with instruction in recommended methods pertinent to the subject area. Field work will be included. This course must be completed with a minimum grade of C (2.00). Students must also complete one (1) of ED 325 to ED 329. Prerequisite: Acceptance into the teacher education program.

ED 340 Educational Internship: Non-Licensure: 6 semester hours

This course is a supervised internship in school or community agency working in an education capacity with children. This option does not lead to Iowa teaching license.

ED 341 Educational Internship: Non-Licensure: 12 semester hours

This course is a supervised internship in school or community agency working in an education capacity with youth. This option does not lead to Iowa teaching license.

ED 342 Educational Internship: Non-Licensure: 3 semester hours

This course is a supervised internship in school or community agency working in an education capacity with youth. This option does not lead to Iowa teaching license.

ED 345 Math Methods for Elementary Teachers I: 3 semester hours

This course is designed to offer Elementary teachers an introduction to what it means to teach math for understanding including the essential skills and characteristics this entails. Emphasis will be placed on the pedagogical content knowledge necessary for the elementary teacher within the following mathematical strands: number and operation (including early number concept development, building meaning for the operations place value concepts and rational numbers) and measurement. An associated field experience which exceeds state mandated hours is required. This course must be completed with a minimum grade of C (2.0) prior to student teaching. Pre or co-requisite: ED 232. Prerequisite: Cumulative grade point average of 2.70.

ED 346 Math Methods for Elementary Teachers II: 3 semester hours

This course is designed to offer elementary teachers a continuation of the work completed in Math Methods for Elementary Teachers I, to further develop the principles of mathematics education within the strands of algebra, geometry, and data analysis & probability. Focus will be upon integration of the content, teaching strategies and unique content knowledge for teaching necessary for the elementary teacher. Additionally, students will integrate and apply research-based processes to develop student learning including problem-solving, reasoning and proof, communication, connections, and representation. An associated field experience which exceeds state mandated hours is required. This course must be completed with a minimum grade of C (2.0) prior to student teaching. Prerequisite: C (2.0) minimum in ED 345.

ED 347 Science Methods for Elementary Teachers: 3 semester hours

This course examines the instructional methods and associated science content, skills, and attitudes needed in the elementary classroom across the content strands of life, physics and earth/space science. Inquiry and technology opportunities as well as science education issues are explored. Enrollment concurrent with the methods field experience is required. This course must be completed with a minimum grade of C (2.00) prior to student teaching. Prerequisite: ED 232 and a GPA of 2.70.

ED 350 Classroom Management: Behavior Strategies: 2 semester hours

This course will provide students with a basic understanding of principles of effective classroom management and preventive approaches. Observation techniques will be taught as a basis for analyzing and addressing special needs. Classroom observations will be required. This course is an elective course for students majoring or minoring in Education. It is a required course for students seeking a special education endorsement. This course must be completed with a minimum of a C (2.00) for endorsement consideration. Prerequisites: ED 102 (ED 253 can be taken concurrently) and a cumulative GPA of 2.50.

ED 351 Student Teaching - Art K-8: 6 semester hours

Student teaching.

ED 352 Student Teaching in the Elementary School: 6 semester hours

Student teaching.

ED 353 Student Teaching in the Elementary School: 12 semester hours

Student teaching.

ED 354 Student Teaching in the Secondary School: 6 semester hours

Student teaching.

ED 355 Student Teaching in the Secondary School: 12 semester hours

Student teaching.

ED 356 Student Teaching - Art 5-12: 6 semester hours

Student teaching. Prerequisite: Cumulative grade point average of 2.70.

ED 357 Student Teaching - Music K-8: 6 semester hours

Student teaching.

ED 358 Student Teaching - Music 5-12: 6 semester hours

Student teaching.

ED 359 Student Teaching in Kindergarten: 6 semester hours

Student teaching.

ED 360 Student Teaching in Pre-Kindergarten: 3 semester hours

Student teaching.

ED 361 Student Teaching - Instructional Strategist I K-8: 6 semester hours

Student teaching.

ED 362 Student Teaching - Instructional Strategist I 5-12: 6 semester hours

Student teaching.

ED 363 Student Teaching in Pre-Kindergarten: 6 semester hours

Student teaching.

ED 364 Student Teaching - Art K-8: 12 semester hours

Student teaching.

ED 365 Student Teaching - Art 5-12: 12 semester hours

Student teaching.

ED 366 Student Teaching in Music K-8: 12 semester hours

Student teaching.

ED 367 Student Teaching in Music 5-12: 12 semester hours

Student teaching.

ED 368 Student Teaching - Instructional Strategist II K-8: 6 semester hours

Student teaching.

ED 369 Student Teaching - Instructional Strategist II 5-12: 6 semester hours

Student teaching.

ED 370 Education Leadership Seminar: 2 semester hours

This course focuses on topics of special importance to students culminating their undergraduate preparation and assuming leadership roles in classroom and school settings. Key topics include: classroom management techniques; participating in professional meetings; managing and supervising adults as well as students; conducting parent conferences; developing a professional portfolio; interviewing and resume development; and understanding professional contracts and licensure. This is the capstone seminar in the Teacher Education program, and it is required in conjunction with the appropriate student teaching course(s). Prerequisites: ED 232/ED 234 and ED methods courses with at least a grade of C (2.00) in each. Acceptance into student teaching required. (Fall semester, senior year). Prerequisite: Cumulative grade point average of 2.70.

ED 371 Special Education Foundations: 3 semester hours

This course will focus on current trends and issues facing teachers who work in multicategorical programs. Theory and practice and the importance of multidisciplinary teams in special education will be examined. This course must be completed with a minimum grade of C (2.00). Prerequisite: ED 263 or permission of instructor, cumulative GPA of 2.50.

ED 372 Collaborating with Parents and Professionals: 2 semester hours

Emphasis will be on the development of methods and techniques for working with parents, professionals and paraprofessionals using a team approach. An understanding of the needs of families raising children with special needs and partnership strategies will be stressed. This course must be completed with a minimum grade of C (2.00). Prerequisite: ED 263 or permission of instructor, cumulative GPA of 2.50.

ED 373 Teaching the Learning Disabled Student: 3 semester hours

This course focuses on specific strategies and methods to use with students who are learning disabled. Students will have opportunities to examine and develop appropriate curricular materials for the learning disabled student in the areas of reading, language arts, social studies, science and math. Strategies to help students develop appropriate social skills also will be explored. This course must be completed with a minimum grade of C (2.00). Prerequisites: ED 263 and ED 371 or permission of instructor.

ED 374 Teaching the Student with a Behavioral Disorder: 3 semester hours

This course focuses on the characteristics and treatment of students with behavior disorders. Curriculum and techniques appropriate for students with behavioral disorders will be examined. This course must be completed with a minimum grade of C (2.00). Prerequisites: ED 263 and ED 371 or permission of instructor.

ED 375 Classroom Management for Education Majors: 1 semester hour

This course is designed to provide students with a basic understanding of the principles and techniques for establishing a positive learning environment that encourages positive social interaction, active engagement, and self-regulation for all students. In addition, this course will provide pre-service teachers a variety of techniques for implementing classroom procedures and routines that supports safety, high learning expectations and effective use of instructional time. Course must be completed with a minimum grade of C (2.00). Co-requisite: Student Teaching.

ED 376 Methods for Instructional Strategist I K-8: 3 semester hours

Curriculum and instructional techniques for working with the mildly handicapped will be studied. Environmental considerations, teaching methods, and instructional variables will be considered. Ways to design, implement and adapt lessons for the K-8 student with learning problems will be examined. A field experience component is required. This course must be completed with a minimum grade of C (2.00). Prerequisites: ED 371, ED 380, and ED 232, cumulative GPA of 2.70.

ED 377 Methods for Instructional Strategist I 5-12: 3 semester hours

Curriculum and instructional techniques for working with the mildly handicapped will be studied. Goals, content, materials, and teaching strategies for specific subject matter at the 5-12 level will be emphasized. Ways to adapt subject materials will be analyzed. A field experience component is required. This course must be completed with a minimum grade of C (2.00). Prerequisites: ED 371, ED 380, and ED 234, cumulative GPA of 2.70.

ED 378 Transition: 2 semester hours

This course will explore various models used for training students with special needs as they move from school to adulthood. Career assessment, transition planning, supported employment, and interagency services will be examined. This course must be completed with a minimum grade of C (2.00). Prerequisite: ED 371. Prerequisite: Cumulative grade point average of 2.50.

ED 379 Human Relations: 3 semester hours

This course must be taken at Mount Mercy or an approved 4-year college. A study of cultural diversity in America with emphasis on the development of sensitivity to and appreciation of the ethnic, religious, and socio-economic backgrounds of persons and groups found in our pluralistic society. Methods include lectures, discussions, case studies, interviews, and field experiences. The course is designed to satisfy the human relations requirement for teacher certification in Iowa. The Iowa Department of Education will not recognize a letter grade of less than C (2.00) in human relations. Prerequisites: ED 232/ED 234. (Spring semester, junior or senior year). Prerequisite: Cumulative grade point average of 2.50.

ED 380 Characteristics of Learners with Mild/Moderate Disabilities: 3 semester hours

This course will introduce students to those common traits and characteristics of students with disabilities that would typically be found in the Level I special education programs in the state of Iowa. Students will develop an understanding of the etiologies of these disabilities, be given an overview of current trends in educational programming for individuals with mild and moderate disabilities, and explore the characteristics of individuals with mild and moderate disabilities. This course must be completed with a minimum grade of C (2.00). Prerequisites: ED 263 and ED 371 or permission of instructor. Prerequisite: Cumulative grade point average of 2.50.

ED 382 Methods for Instructional Strategist II K-12: 3 semester hours

Curriculum and instructional techniques for working with students in Instructional Strategist II programs will be studied. Environmental considerations, teaching methods, management, and instructional variables will be considered during this course. In addition, ways in which to adapt curriculum, implement instruction at the Level II setting, and materials available to use at this level will be examined. Students will be exposed to a functional curriculum. A field experience component is required. This course must be completed with a minimum grade of C (2.0). Prerequisites: ED 263, ED 232/ED 234, and ED 371, cumulative GPA of 2.70.

ED 383 Methods for Teaching LD & BD Students: 3 semester hours

This course is designed for the study of those characteristics of students with learning disabilities and/or behavior disorders. Study will include strategies for teaching those with these disabilities. Students will participate in projects, discussions, and activities that will require they apply this knowledge. Students will complete a field experience in a Level II or III Special Education classroom. Co-requisites: ED 232/ED 234, ED 263, ED 371 and cumulative GPA of 2.70.

ED 385 Tests, Measures, and Assessment: 3 semester hours

This course will introduce students to topics in the field of psychological testing and assessment. Topics will include the criteria by which tests are judged, discussion of ethical concerns in testing, and a review of norm referenced and criterion referenced tests used to assess students in special education programs. Students also will explore other diagnostic measures such as progress monitoring and procedures. Classroom assessment will be examined, especially as it relates to the special education process. In addition, students will administer practice tests and probes. This course must be completed with a minimum grade of C (2.00). Prerequisite: ED 263 and ED 371 or permission of instructor. Prerequisite: Cumulative grade point average of 2.50.

ED 391 Student Teaching - Instructional Strategist II K-8: 3 semester hours

Student teaching.

ED 392 Student Teaching - Instructional Strategist II 5-12: 3 semester hours

Student teaching.

ED 393 Student Teaching - Art (K-8): 3 semester hours

Student teaching.

ED 394 Student Teaching - Art 5-12: 3 semester hours

Student teaching.

ED 395 Student Teaching - Music K-8: 3 semester hours

Student teaching.

ED 396 Student Teaching - Music 5-12: 3 semester hours

Student teaching.

ED 415 Field Experience: 1 semester hour

This course is designed primarily for transfer students who may need a course to satisfy one of the field experience requirements. This course would fulfill the field experience requirement for ED 102 Foundations of Education. Students desiring additional field experience also may enroll in this course with permission of the instructor. Students enrolling in this class will receive placement to work in a community school during the semester. This placement will be in an elementary, middle school or secondary school classroom. Prerequisite: Cumulative grade point average of 2.50.

ED 416 Field Experience Exceptional Persons: 1 semester hour

This course is designed primarily for transfer students who may need a course to satisfy one of the field experience requirements. This course would fulfill the field experience requirement for ED 263 Educating the Exceptional Person. Students desiring additional field experience also may enroll in this course with permission of the instructor. Students enrolling in this class will receive a placement to work in a special education classroom during the semester. Prerequisite: Cumulative grade point average of 2.50.

ED 417 Field Experience for Education: 1 semester hour

This course is designed primarily for students who may wish to complete a field experience in a term when they are not placed in the field in association with another education course. Students may also be advised/required to complete this course when taking ED 232 - Principles of Early Childhood and Elementary Education) not in conjunction with another course requiring a field placement. Students enrolling in this course will be placed in an early childhood, elementary, middle or high school classroom. Prerequisite: Cumulative grade point average of 2.50.

ED 430 Special Topics: 3 semester hours

This course will focus on important topics and issues in education.

ED 441 Independent Study: 1 semester hour

Study topics will be designed by the student in consultation with the instructor.

ED 442 Independent Study: 2 semester hours

Study topics will be designed by the student in consultation with the instructor.

ED 443 Independent Study: 3 semester hours

Study topics will be designed by the student in consultation with the instructor.

English (EN)

Courses

EN 011 Inquiry and Expression: 1 semester hour

This course offers direct experiences in exploring, formulating, and evaluating ideas through oral and written communication. The communication process, revision, and individualized instruction are emphasized throughout the semester; proofreading competence is studied in the context of student writing. The main focus is on developing the students' abilities in writing, reading, speaking, and listening. This course is also highly recommended for returning students who may need to refresh their skills. (Offered spring semester).

EN 012 Writing & Inquiry: 3 semester hours

This college developmental writing course emphasizes reading and writing skills essential to college success while stressing the writing process and revision. The key focus is on learning to question, evaluate, and rethink concepts through dialogue, exploring and listening to the ideas of others. Students study, through intensive reading and writing, the factors that shape and influence a writer's life: decisions, events, culture, media and technology.

EN 101 Writing And History: 4 semester hours

By examining a period of historical topic, students will have the opportunity to discover how history is relevant to contemporary life. The course will focus on a different topic each semester such as the Vietnam War, the Holocaust, or the American Frontier, using it as a focus for writing and research. Fulfills the competency requirement in writing.

EN 106 Writing And The Environment: 4 semester hours

Our national culture is firmly rooted in the ways we treat the land and wildlife. Many writers have responded to our changing environment in a multitude of ways. This course will examine that literature in order to stimulate student writing and research. Fulfills the competency requirement in writing.

EN 107 Writing And Popular Culture: 4 semester hours

This course will study how television, movies, and music influence our everyday lives and shape our values, showing how popular culture has increasingly been used in fiction and poetry. Assignments will allow students to examine different perspectives about popular culture. Fulfills the competency requirement in writing.

EN 108 Writing and Issues of Health & Mortality: 4 semester hours

Frequently, the impulse behind writing comes from the awareness of our mortality and our desire to care for one another. Writers, including those who are doctors and nurses, know this and have created a rich trove of literature from all genres about these experiences. This course will examine that literature in order to stimulate students writing and research in writing.

EN 111 Writing And Film: 4 semester hours

This course will use cinema from around the world to stimulate student writing. Specific versions of the course might center around important American films, films of directors, films from a particular genre, or films dealing with a major theme. Students will explore different perspectives about how film can entertain, educate, and provoke an audience. Fulfills the competency requirement in writing.

EN 112 Writing And Gender Studies: 4 semester hours

Gender is a concept that refers to the cultural sources of our identities as women and men. This writing course will explore gender in conjunction with socialization, stereotypes, intimacy, the media, the workplace, and the family. Fulfills the competency requirement in writing.

EN 114 Writing And Social Issues: 4 semester hours

This course examines social issues such as racism, poverty, and crime. Students may participate in brief service projects. Fulfills the competency requirement in writing.

EN 115 Writing And Other Cultures: 4 semester hours

This course includes reading and writing about people from diverse cultural positions, and focuses on understanding the various social, political, and economic factors that shape a culture. Fulfills the competency requirement in writing.

EN 116 Writing And Life Stories: 4 semester hours

The course explores how students and published writers craft compelling stories out of life experiences. Assignments include personal essays, analytical papers, and a research project. Fulfills the competency requirement in writing.

EN 117 Writing And Sports: 4 semester hours

Given the emphasis placed on sports in the life of a college student, as well as in our culture in general, this course will stress the fundamentals of college writing and research while using sports as a thematic focus. The course will examine such topics as participation in sports, historical developments of professional sports, individual versus team sports, and the broad area of sports literature. Fulfills the competency requirement in writing.

EN 118 Writing And Place: 4 semester hours

An understanding and a belonging to a place can give us a sense of community and purpose. This class will explore issues connected with places both familiar and foreign while using them as a focus for writing and research. Fulfills the competency requirement in writing.

EN 120 Grammar: 1 semester hour

A study of grammar with an emphasis on revising and editing.

EN 122 Grammar for Teaching English as a Second Language: 3 semester hours

This course covers aspects of modern English grammar important for teaching English as a Second Language (ESL). The basic structure of words (morphology), sentences (syntax), and meanings (semantics), including basic rules of writing mechanics most problematic for English learners are also studied.

EN 123 Professional Writing: 4 semester hours

Designed to help students understand the basic resources and techniques of writing pertinent to their chosen professions. Writing assignments and discussions covering such areas as occupational letters, reports, and letters of job application are geared to the student's individual professional needs. Prerequisites: One course selected from the core curriculum writing courses and sophomore standing.

EN 125 Introduction To Language: 3 semester hours

An introduction to the principles and basic structure of the English language with an emphasis on grammar, the history of English, and sociolinguistics.

EN 133 Topics In American Multiculture Literature: 3 semester hours

This course will examine various topics in American multicultural literature. Course content will vary. (Specific topics could include literature by African-Americans, Native Americans, Asian-Americans, Jewish-Americans or Hispanic-Americans; or the class might be a survey examining works from a number of these literatures). This course fulfills the core curriculum requirement in literature. When the course has a different content, it may be repeated. Prerequisite: One course selected from the core composition courses or equivalent.

EN 150 Introduction to Film Adaptation: 3 semester hours

This course will study the common practice of creating film adaptations of all kinds: form literature, graphic novels, musicals, television scripts, history, etc. - for instance, adapting works such as *Pride and Prejudice*, *No Country for Old Men*, the short story "Million Dollar Baby", the musical *Chicago*, the Sherlock Holmes mysteries, the graphic novel *Persepolis*, the comic book series of *Batman*. This writing intensive class fulfills the literature requirement in the Expressive Arts domain.

EN 154 Major World Writers: 3 semester hours

This course introduces the basics of literary analysis while examining works of poetry and prose by major writers from around the world. This writing-intensive course fulfills the literature requirement in the Expressive Arts domain. Prerequisite: completion of the writing competency course.

EN 170 Introduction To Literature: 3 semester hours

This course will provide an introduction to poetry, fiction and drama, emphasizing reading, analysis, and interpretation. Students will be asked to read a variety of literature that reflects both the history and the diversity of the genres and to respond orally and in writing. Fulfills the core curriculum requirement in literature. Prerequisite: One course selected from the core composition courses or equivalent.

EN 175 American Drama: 3 semester hours

Selected dramas from 1920 to the present ranging from classic American plays by Williams and Miller to more offbeat, contemporary works. Students may be required to attend productions outside class. This writing intensive course fulfills the literature requirement in the Expressive Arts domain. Prerequisite: one course selected from the core composition courses or equivalent.

EN 176 American Literature Survey: Colonial to 1914: 3 semester hours

This survey course will examine the major topics/trends/movements in American literature from our nation's beginnings to World War I through reading a variety of genres: poetry, short fiction, autobiography, and the novel. Topics will include American Romanticism, Realism, and Naturalism. This writing intensive course fulfills the literature requirement in the Expressive Arts domain. Prerequisite: one course selected from the core composition courses or equivalent.

EN 178 Major American Writers: 3 semester hours

This course will examine works (fiction, poetry, drama, and non-fiction) from important American writers. Some of the writers that may be included: Franklin, Hawthorne, Douglass, Thoreau, Dickinson, Whitman, Twain, Chopin, Hemingway, O'Neill, Faulkner, Frost, Morrison, Miller, A. Wilson, O'Connor, Wright, Kingston, Erdrich, Tan, and Cisneros. This writing intensive course fulfills the literature requirement in the Expressive Arts domain. Prerequisite: one course selected from the core composition courses or equivalent.

EN 180 Literature and Gender: 3 semester hours

The literature in this course explores what it means to be a man or a woman. Students will examine the ways in which poets, novelists, short story writers, playwrights, and memoirists create, explore, and challenge social constructions of gender. This writing intensive course fulfills the literature requirement in the Expressive Arts domain. Prerequisite: one course selected from the core composition courses or equivalent.

EN 190 British Literature and Culture: 3 semester hours

This travel course examines selected works of British literature in conjunction with the art, history, cityscapes, and political and economic realities that helped produce them. The course includes a 7-10 day trip to London, Canterbury, Bath, and Oxford. This writing-intensive course fulfills either the literature requirement in the Expressive Arts Domain or the Global Awareness Domain. Students must specify to which Domain they wish this course to be applied. Prerequisites: payment of travel deposit and one course selected from the core composition courses or equivalent.

EN 195 Irish Literature & Culture: 3 semester hours

This travel course examines selected works of Irish literature in conjunction with art, history, cityscapes, and political and economic realities that helped produce them. The course includes a 1-2 week trip to Dublin, Belfast, and Derry. The writing-intensive course fulfills either the literature requirement in the Expressive Arts Domain or the requirement in the Global Awareness Domain. Students must specify to which Domain they wish this course to be applied. Prerequisites: payment of travel deposit and one course selected from the core composition courses or equivalent.

EN 203 Creative Writing: 3 semester hours

This course focuses on writing short stories, poems and creative nonfiction using a workshop format. Prerequisite: One course selected from the core composition courses or equivalent.

EN 204 The Art Of The Essay: 4 semester hours

This course is a study of the art form of the essay from Montaigne to the present with a focus on the student's own writing. Prerequisites: One course selected from the core composition courses; at least sophomore standing.

EN 210 Writing And Analysis Of Literature: 4 semester hours

An intensive writing course required of English majors and minors. Also covers the critical analysis of the major genres and the study of various theoretical approaches. Must be taken at Mount Mercy before the senior year. The CLEP exam does not apply. Prerequisite: One course selected from the core composition courses or equivalent.

EN 215 Major English Writers: 3 semester hours

This course focuses on selected writings from such authors as Chaucer, Shakespeare, Milton, Wordsworth, Charlotte Bronte, Keats, Browning, and Joyce. English majors must take this course before their senior year. Prerequisite: One course selected from the core composition courses or equivalent.

EN 225 Chaucer And The Middle Ages: 3 semester hours

This course is an introduction to the Middle English literature with a concentration on Chaucer's *The Canterbury Tales*. Prerequisite: One lower division literature course or permission of the instructor.

EN 234 Shakespeare: 3 semester hours

Selected histories, comedies, and tragedies; Shakespeare's London and his stage. Required for all English majors. Prerequisite: One lower division literature course or permission of the instructor.

EN 236 Milton and the 17th Century: 3 semester hours

This course will place an emphasis on Milton's verse and prose; also selected works of the Cavalier and metaphysical poets, especially Donne. Prerequisite: One lower division course or permission of the instructor.

EN 243 18th-Century Literature: 3 semester hours

Major works from 1660-1780, showing the development of poetry, drama, and the novel. Prerequisite: One lower division literature course or permission of the instructor.

EN 254 The English Romantic Age: 3 semester hours

Prose and verse, 1780-1832, especially works by Blake, Wordsworth, Coleridge, Byron, Shelley, Keats, Scott, Austen, Lamb. Prerequisite: One lower division literature course or permission of the instructor.

EN 265 The Victorian Age: 3 semester hours

Poetry and fiction by such authors as Tennyson, Browning, Hopkins, Dickens, Eliot, Gaskell, and Hardy. Prerequisite: One lower division course or permission of the instructor.

EN 278 American Literature Survey: 1914 to Present: 3 semester hours

This course will examine the major topics/trends/movements in American Literature from World War I to the present through reading a variety of genres: poetry, short fiction, drama, and the novel. Topics will include Modernism, Postmodernism and Deconstruction, and Multiculturalism.

EN 300 Topics in Literature: 3 semester hours

This course will examine specific topic in literature. Course content will vary. The course with different content may be repeated. Prerequisite: One lower division literature course or permission of the instructor.

EN 303 Topics In American Literature: 3 semester hours

This course includes an examination of a specific topic in American literature. Course content will vary. The course with different content may be repeated. Prerequisite: One lower division literature course or permission of the instructor.

EN 305 Anglophone Literature: 3 semester hours

After the demise of the British Empire in the 20th century, the English language remained in use all over the world in many of its former colonies and commonwealth states. As newly independent peoples began to define their national identity, their native writers adopted English as the medium for telling their stories. Appropriately called World Englishes, these offshoots of the language of Britain shaped themselves to the culture, geography, and circumstances of a whole new cadre of Anglophone writers. This course will explore world literature written in English from places such as India, Africa, Hong Kong, Australia, and the Caribbean in order to engage with the questions of identity that arise, both for nations and for individuals, in a post-colonial society in a global age.

EN 309 British Modernism: 3 semester hours

This course will focus on the major works and movements of British literature from 1900-1945, specifically focusing on Modernism. It will cover texts by such authors as Yeats, Auden, Conrad, Joyce, Woolf, Forster, Ford, Eliot, Lawrence, Mansfield, and Bowen.

EN 310 Contemporary British Literature: 3 semester hours

This course will examine the major works and movements in British literature from 1945 to the present. It will cover texts by such authors as Greene, Waugh, Lessing, Beckett, Heaney, Ishiguro, McEwan, Smith, and Barnes. Prerequisite: One lower division literature course or permission of the instructor.

EN 314 Law and Literature: 3 semester hours

How do law and literature shape our ethics, identities, and understanding of the truth? Why do so many literary writers feature legal documents, crime, prisons, and trial scenes? Students explore all these questions as they study British, American, and world literature ranging from ancient Greek tragedy to novels by Nobel Prize winners to recent Oprah picks. Students also have the opportunity to participate in a service learning project at the Anamosa State Penitentiary.

EN 320 Intermediate Creative Writing: 3 semester hours

This is an advanced creative writing course focusing on the student portfolio, a collection of original poems, stories and creative nonfiction written for the class. Prerequisite: EN 203 or permission of the instructor.

EN 321 Topics In Creative Writing: 3 semester hours

Students will study and practice one specific type of creative writing, such as poetry, mystery novels, or creative non-fiction. Students may repeat the course when it features a different type of writing. Prerequisite: EN 203 or permission of the instructor.

EN 325 Seminar: Independent Research: 3 semester hours

This is a capstone seminar which asks that students demonstrate through independent research and in-class activities a proficiency in critical, verbal, and written skills. Since this class is process oriented the instructor and students will collaborate on selecting the theme(s) for the seminar. Students will also explore career development. Required of all English majors. Prerequisites: Senior English major status; one course selected from the core composition courses; and at least one upper-level English literature course at Mount Mercy.

EN 424 Internship: 3 semester hours

This class is a supervised work experience in various profit/non-profit organization. It is required of all English majors who have not had another internship experience through Mount Mercy University and who are not Education majors. It is open to English majors of junior or senior status. All students must receive the approval/consent of the English Program before participating in this internship. If students do not receive this approval, they will take EN 455, focusing on career preparation. To count toward the English major, the internship must be taken for three credits.

EN 445 Independent Study: 3 semester hours

Study topic will be arranged by the student and the English Department best able to direct the work. An independent study gives the English major the opportunity to pursue authors, genres, and literary periods not developed in regular courses.

Film Studies (FS)

Courses

FS 101 Introduction To Film Studies: 3 semester hours

This course will talk about how and why people respond to film by examining the fundamentals of film by examining the fundamentals of film analysis (the various language systems and techniques used by film makers to generate meaning). The primary emphasis will be on feature-length narrative fiction films, with occasional study of documentaries, animation, and experimental cinema.

FS 150 Introduction to Film Adaptation: 3 semester hours

This course will study the common practice of creating film adaptations of all kinds: form literature, graphic novels, musicals, television scripts, history, etc. - for instance, adapting works such as *Pride and Prejudice*, *No Country for Old Men*, the short story "Million Dollar Baby", the musical *Chicago*, the Sherlock Holmes mysteries, the graphic novel *Persepolis*, the comic book series of *Batman*. This writing intensive class fulfills the literature requirement in the Expressive Arts domain.

FS 210 Major Film Directors: 3 semester hours

This course will study the films of some of the most important directors from the beginning of film to the present. This course may take a number of different approaches: it may study many different directors from many countries, one specific director, or directors from one country. In the process, it will talk about what a director does and about the distinct careers of these important filmmakers.

FS 220 Film Genres: 3 semester hours

This course will study Genre filmmaking by focusing on one or more of the major film genres. Genre cinema has always been one of the more prolific, profitable, and sometimes artistic arenas for all kinds of filmmakers and has led to the creation of some of the world's greatest films (Singin' in the rain, The Godfather, and Raging Bull as examples) and to some of the worst. Students will examine the characteristics of genre filmmaking, look at how the genre film has been one of America's most constant social exports, and identify the thematic/structural concerns with the specific genres.

FS 230 Studies In Foreign Film: 3 semester hours

This course will study some of the most important foreign films (including films for the United Kingdom) that have been produced since the beginning of cinema history until the present. This course may study films from many different countries or concentrate on the cinema of only one country.

FS 240 History of Film: 3 semester hours

This course examines the history of film, especially the narrative film from its advent at the end of the 19th century up until the present. It will look at films from many different countries as it examines the silent era of cinema, the coming of sound and color, the growth of the major studios in Hollywood, Post World War II cinema, The French New Wave, Third World Cinema, and the New American Cinema. Cross listed with HI 240.

FS 260 Spanish Conversation, Film and Culture: 3 semester hours

The main objective of this course is to provide students the possibility to converse while expanding their vocabulary and widening their cultural perspective on Latin America and Spain through the study of film. Conducted in Spanish. Prerequisite: SP 201 proficiency.

FS 265 Politics and Film: The Art of the Message: 3 semester hours

This is not a popcorn and movies class; it is a course to introduce students to a range of political films and to develop their skills in understanding and analyzing their political significance and influence. Film has a broad and persuasive appeal to a significant cross-section of the public. Whether through intentional documentary, dramatic renderings of historical events or timely issues, fictional drama dealing with big issues, or through satire, the cinema has been a powerful medium in influencing public views on the events, people, and places that make up our complex political world. The purpose of this class is to introduce the student to the portrayal of that complex political world through film, its effect on the thinking and attitudes of the public, and ultimately its role in shaping public policy and decision-making.

FS 280 Topics In Film Studies: 3 semester hours

This course will study a specific major topic in film studies. Course content will vary. The course with different content may be repeated.

FS 441 Independent Study: Film Studies: 1 semester hour

Independent Study.

FS 442 Independent Study: Film Studies: 2 semester hours

Independent Study.

FS 443 Independent Study: Film Studies: 3 semester hours

Independent Study.

General Studies (GS)

Courses

GS 102 Paper Making: 3 semester hours

There is something special about the beauty and quality of handmade paper. In this course the student will discover that making paper is both enjoyable and rewarding. Processes that were similar to those started over 2,000 years ago by the Chinese will be used. Students will learn how to beat pulp, make a screen consisting of a cold and deckle, size and press paper. Students will have the opportunity to make paper for albums, portfolios, diaries and notepapers. Experimental approaches will be introduced such as laminating, shaping, embossing and casting. Reference will be made to historical examples throughout the course. A field trip to a paper-making facility is planned. Also a guest artist will demonstrate processes and provide "hands-on" experiences. No prerequisites.

GS 105 Advanced Spreadsheet Applications I: 3 semester hours

Computer spreadsheet programs have many applications across numerous disciplines. This course explores the many features of Microsoft Excel in detail. Included will be a review of basic spreadsheet techniques along with an in-depth study of planning and formatting spreadsheets, database and charting functions included in spreadsheet software and macros which are "mini" programs that make spreadsheets easier to use. Students will be required to participate in a scheduled computer lab in which they will work on various required assignments. Class will be held in the computer classroom. This course may not be applied to any major or minor. It is recommended that students taking this course have a basic understanding of math, accounting or finance. This course is not recommended for freshmen.

GS 107 Personal Investing for Non-Business Majors: 3 semester hours

All people make investments, but most people do not really know if their investment choices are appropriate. Hence, many people invest way too conservatively while others blindly follow the advice of investment professionals who may be more concerned with their commissions than their customers' well-being. This course will help individuals choosing an overall investment portfolio to meet various long-term and short-term goals. Various investments will be examined, including: CD's, savings bonds, treasury issues, corporate bonds, real estate, preferred stock, common stock and mutual funds. The risks and returns of each type of investment will be discussed in terms of specific goals and time frames. This course may be taken by marketing, management or accounting majors by petition only.

GS 109 Health Care Dilemmas: 3 semester hours

The purpose of this course is to heighten the student's awareness of some current health care dilemmas confronting our society. Using the case study approach, this course will explore the ethical aspects of these dilemmas that result from our modern medical technology, a technology that makes almost anything possible today in terms of health care. With this kind of possibility, the dilemma soon arises: what should we do when there is very little we can not do? Further complicating this issue today is the growing concern over health care costs and attempts to keep these costs down through various managed care plans. The dilemmas explored in this course include: 1) quality versus quantity of life, 2) care of the hopelessly ill and the right to die, 3) mercy killing/euthanasia and assisted suicide, 4) health care costs and accessibility and 5) the impact of technology on our health care delivery and options. The purpose of the course is to provide the student a framework within which to analyze these issues based on ethical theories, principles and rules. These are issues which individuals and society must address. Audiovisuals and guest speakers will be used. No prerequisites.

GS 112 Corporal & Spiritual Acts Of Mercy: 3 semester hours

The purpose of this course is to enhance spiritual development. Students also are invited to explore how God works through the "poorest of the poor" to strengthen faith and offer opportunities for grace. While exploring the corporal and spiritual acts of mercy as modeled by Jesus Christ, Mother Teresa of Calcutta, and others, students will have opportunities to perform such acts, gain a deeper understanding of personal abilities and beliefs, and explore how society treats the poor. During a week-long travel experience, students will assist indigent persons from various cultural backgrounds within an urban environment, such as inner-city Chicago.

GS 114 Women In the Third World: 3 semester hours

This course will explore socio-political analysis of women's role in the developing world. The course primarily deals with issues like gender equality political and social participation, role of the women in traditional and modern settings, and how the social change has altered the role and responsibilities of the women in the developing world.

GS 115 Women's Health: 3 semester hours

Women's health and health issues are a concern of women and health care providers. Women are living longer and want to remain healthy over their lifetimes. For healthy aging, a woman must develop good life-style habits while young. Some of the topics included are: healthy living, sexuality (puberty, family planning, sexually transmitted infections, childbearing, and menopause), mental health, eating disorders, violence, and cancer.

GS 119 Healthy Lifestyle: 3 semester hours

This course will help students recognize personal health habits and explore methods to establish healthy lifestyles. Strategies for improving overall health and physical fitness will be utilized. The classroom component addresses a variety of topics related to emotional physical health. An aerobic exercise component to this class is included.

GS 120 Complementary Therapy & Wellness: 3 semester hours

Over the past 20 years, American health care has shifted from a biomedical model toward a holistic approach that incorporates physical, emotional, social, environmental, intellectual and spiritual dimensions of wellness. Therapies from non-western medicine (such as acupuncture, herbal supplements, yoga, massage, medication) are used in conjunction with traditional western medicine as "complementary therapies" with the goal of health promotion. As current or potential future users of complementary therapy, college students will benefit from defining various complementary therapy modalities, exploring current research, and evaluating practitioners' qualifications. To enhance cultural sensitivity, healing practices from other cultures and cultural influences on health beliefs and health practices will be addressed.

GS 122 Mental Illness: 3 semester hours

In this course, students are given the opportunity to learn about mental disorders from the perspective of patients, families and professional caregivers as described in popular films and in literary works such as autobiographies and novels, as well as from personal accounts by guest speakers and from case studies.

GS 123 Introduction To Business: 3 semester hours

This is a survey course designed for non-business or undecided majors desiring an understanding of the fundamentals of business. Topics covered in the course will include the current business environment, the functional areas of business, practical business skills, core business terminology and current issues in business. Contemporary business issues to be discussed include business ethics and social responsibility, doing business in a global environment, e-business and customer relationship management. Not recommended for business majors and does not count toward any of the business majors.

GS 127 On Fatherhood: 3 semester hours

A child's relationship with his/her father is one of the most influential in his/her life. Fathers are the first men children ever love, and fathers ultimately teach children what men are. This course is designed to enable students to develop an understanding of a wide range of issues related to fatherhood and the father-child relationship in contemporary America. The course will examine the impact father have on children's development, various styles of fatherhood, father/daughter and father/son relationships, single and divorced fathers, gay fathers and stepfathers. The class will include lecture/discussion, speakers, and films. There will be required readings, a final exam, and a short documented paper. No prerequisite.

GS 128 Strength Training With Weights: 3 semester hours

This course will involve both lectures and weight-training sessions. The lectures will address such topics as free weights versus weight machines, high reps versus low reps, various routines and exercises, diet, dietary supplements like amino acids, potential benefits from aerobic exercise, the dangers of steroids, and what muscles are affected by various exercises. This course is designed for students who are primarily interested in gaining strength rather than doing aerobic exercise. Also it is designed for the beginning to intermediate lifter and not for the advanced lifter. No prerequisites.

GS 132 Cartooning: College Educated Doodling: 3 semester hours

Are you a closet cartoonist? If you have cute or even weird little works of art - better known as doodles - filling the margins of the class notebooks you are using this term, you just may be a closet cartoonist. In a workshop format, this course will explore the basics of how to turn your doodles into finished cartoons. We will discuss and enjoy the humor of published single-panel magazine cartoons, focusing on aspects such as drawing style, facial expressions, effective composition, caption writing, what makes the cartoon work, and many other elements. However, because practice and more practice is the most important element in producing effective cartoons, we will spend a significant amount of time creating and rendering original cartoons. Interspersed with the practice we will view select videos that demonstrate various techniques of cartooning. We will also view several videos where several professional cartoonists discuss their style, their simulations, and other interesting aspects of their professional careers.

GS 136 End Of Life: Caring For the Caregiver: 3 semester hours

This course is designed for students who utilize a range of skills in their work. This course will address the impact of death on the professional, the family members and the patient. Death will be discussed through the life cycle with focus on steps following death of a patient, the grieving process, staying positive in handling emotions, and other topics related to death. The class will utilize panel discussions, field trip to local funeral home, in class discussion, and reflections.

GS 140 Film Noir: 3 semester hours

Flashing neon signs reflecting from the wet pavement of dimly lit streets, shady characters lurking in doorways, cynical anti-heroes and dangerous women - these are the ingredients of film noir, a uniquely American style of movie making first identified by French film critics in the early 1950s. Essentially a "B" picture genre existing at the fringes of mainstream Hollywood during the forties and fifties, film noir nevertheless attracted major directors as diverse as Jogn Huston, Billy Wilder, Orson Welles, and Alfred Hitchcock, artists whose contributions to the genre are counted among the masterpieces of American film. This course will trace, through the screening of 11 films and an examination of two short novels, the history of film noir from its roots in the detective fiction of the twenties and thirties through its influence on present day film directors, who continue to find inspiration in the shadowy world of moral ambiguity tucked away in the dark corners of our collective subconscious.

GS 151 Introduction to Dramatic Art: 3 semester hours

This course is designed to sharpen the lens through which you view a theatrical production or film, with the aim of creating a more deeply satisfying experience as a participant or audience member. Through the reading of plays covering many styles, periods and genres, and guided in-class analysis of these texts, you will learn how the pieces of the play work together to support the overall telling of the story. We will also discuss how the theatre functions as a body, the roles of the designer, director, playwright and actor, and how each individual's artistic contribution works to create an effective piece of dramatic art. Through the completion of this course you will gain a deeper appreciation for the work of the theatre and also a deeper understanding of its role in humanity and its impact on society. This course counts as an expressive arts domain fine arts course.

GS 157 American Food: 3 semester hours

The course will explore the health and sustainability of the American diet. What goes into growing and processing the food we eat? How do food marketers and regulators influence what we choose to consume? How do those choices in turn impact our health? We will look at fast food, organic food, and the global food market as we talk about the impacts on the environment, public health, and personal nutrition. Through lectures, films, and field trips we will see firsthand where our food comes from and we will be able to make informed, purposeful choices about what we decide to eat.

GS 158 Culture And Biology Of Belize: 3 semester hours

This is a travel course that will spend part of the term in Belize. Points of interest will include Mayan ruins, lowland tropical rainforest, how the Mayans use the plant and animals, visits to a Mayan village, snorkeling in coral reefs to study the ecosystem, and other sites in Belize. Prerequisites: permission of the instructor and deposits at appropriate times.

GS 159 Healthcare in the UK: 3 semester hours

This course will allow students to explore, compare, and contrast the healthcare system in the United Kingdom with that of the United States. Students will have an opportunity to explore both the inpatient and outpatient healthcare options in the UK as well as attend classes in healthcare. Additionally, they will visit local hospitals and clinics to explore routines/policies. Students will also visit London and experience cultural exhibits to determine the value these exhibits have on the history of healthcare both in the US and the UK.

GS 160 Scrapbooking: 3 semester hours

Scrapbooking has become a very popular form of documenting one's life utilizing pictures and journaling to pass on to future generations. For many, it is a creative outlet to express themselves, who they are, what is important to them, and their relationships with others. Students will learn about the basic supplies, tools and quality of materials used in scrapbooking as well as be introduced to new tools and techniques available today. Students will also learn to recognize and practice utilizing elements of art (the use of space, color, lines, shapes, texture) and art principles (unity, balance, rhythm, proportion, and point of interest) as they relate to the composition of scrapbook pages. In addition, specific assignments will challenge students to utilize art elements and principles to effectively communicate feelings and emotions in their scrapbook pages. Some examples include pages that express what is important and not important to you, what does family mean to you, what kinds of relationships you have with different people, and how you deal with difficult situations.

GS 164 Fryer Oil to Freeways: Biodiesel: 3 semester hours

Millions of gallons of petroleum diesel fuel are sold annually in Iowa for use in transportation vehicles, agricultural equipment, and as home heating oil. Fossil fuels are nonrenewable and their use contributes to greenhouse gas emissions that are closely linked to the important issue of global warming. A renewable fuel such as biodiesel is a viable alternative. This course will introduce students to this renewable fuel and will examine North American energy consumption, efficiency and how these relate to pollution and climate change. We will also examine the geopolitics of oil and its production limits. The pros and cons of biodiesel will be examined and we will consider feed stocks used for production of biodiesel, including use of waste vegetable oil. The elementary chemistry of biodiesel production will be converted, as will quality control testing of the final product. Students will actually produce a mini batch of biodiesel fuel.

GS 170 Czech Language and Culture: 3 semester hours

This intensive, summer four-week course in the Czech language is taught at Palacky University in the Czech Republic through its Summer School of Slavonic Languages. Classes include a foundation of Czech grammar, and intensive practice in reading and developing conversational skills. Language classes are augmented by lectures and seminars on Czech history, language, and culture, and by excursions to Czech cultural sites such as Prague, national parks, and castles. A final exam and reflective journal are required. The student is responsible for additional costs, including travel to the Czech Republic. Special application and permission of the Office of International Programs is required.

GS 171 Meditation And Its Benefits: 3 semester hours

This course is designed to explore meditation from various disciplines. We will look at meditation to understand its physiologic, socio-psychological and spiritual benefits. The course is open to all interested students. However, research suggests that individuals with psychotic illnesses should not participate in meditation. Students with a history of mental illness should seek advice from their physician prior to enrolling. This course is open to all majors.

GS 172 Materialism In Modern America: 3 semester hours

This course is an examination of the concept of materialism. This includes a reflection and analysis of how contemporary culture and consumerism affects overall life satisfaction and health. Students will learn what the empirical literature suggests regarding the effects of a preoccupation with material, rather than intellectual and spiritual pursuits.

GS 179 Psychology Of Eating: 3 semester hours

This course focuses on understanding the psychological processes underlying eating behavior. Topics studied will include: food choice, the development of food preferences, motivation to eat, cultural influences on eating patterns, weight regulation and the relationship between eating and mental health. Students will have the opportunity to modify their own eating behavior during the course. Prerequisite: PS 101.

GS 190 Championship Habits: 3 semester hours

Winning, losing, success, and failure all reveal their own set of characteristics. The big decision we make in life is which traits we choose to embrace and make our own. In this class students study the habits of people who are champions at the game of life and learn how to model those winning traits. If you want to become more effective, get more focused in you academic work, experience lower levels of stress, and set yourself on a path toward personal success, then this class is for you. Students are required to 1) exhibit knowledge of modeling a performance task, 2) catch and correct negative self-talk, 3) build positive self-talk, 4) develop sound routines for their most important work, and 5) develop a context-based model of success as a culminating activity.

GS 195 Men's Health: 3 semester hours

Men's health and health issues are a concern of men and health care providers. Men are living longer and want to remain healthy over their lifetimes. For healthy aging, a man must develop good life-style habits while young. Some of the topics include healthy living, sexuality (puberty, sexually transmitted infections, infertility, fatherhood, healthy relationships and mental health, cancers, cardiovascular wellness, and the mid-life crisis.

GS 205 Advanced Spreadsheet Applications II: 3 semester hours

Computer spreadsheet programs have many applications across numerous disciplines. This course is a continuation of GS 105, Advanced Spreadsheet Applications I. Included will be a review of spreadsheet techniques covered in GS 105 along with an in-depth study of the more advanced features of excel, including application development, designing custom forms, and using pivot tables. Students will be required to participate in a scheduled computer lab in which they will work on various required assignments. Class will be held in the computer classroom. The course may not be applied to any major or minor. Prerequisite: GS 105, or permission of instructor.

GS 230 Foundations of Servant Leadership: 3 semester hours

Foundations of Servant Leadership will introduce students to the concept of Servant Leadership as originally described by Robert Greenleaf in his seminal work, *The Servant as Leader* (1970). Servant Leadership begins with an altruistic calling, and while along the path of self-discovery, a conscious choice to lead others in order to achieve results by bringing out the best in people to contribute to the greater good of our society with their time, talent and treasure. Servant Leadership is an emergent leadership style that has spawned academic research and inspired practical application across industry to improve organizations and communities. Students will begin to examine current Servant Leadership literature, explore their own leadership values/style and engage with the Critical Concerns outlined by the Sisters of Mercy. Students will participate in service, followed by service learning which will lead to Servant Leadership.

GS 233 The Religion, Art And Culture of Nepal: 3 semester hours

This is a travel/study course to Nepal, a predominantly Hindu and Buddhist country. There, religion, art, architecture and culture are intertwined. On our way to Nepal we will spend several days in Delhi, India, where the historical mix of Hindu and Muslim cultures is everywhere. We will visit some of the major religious sites valued by these cultures and study the visual manifestations (art) that make these beliefs come alive for practices. Other excursions will give students a more complete sense of the daily life of Nepalese and Indians. Assignments include readings, daily reflective journals, and an end-of-term public presentation. Please contact the professors for travel and financial requirements. Prerequisite: Sophomore standing preferred.

GS 250 Business Etiquette: 3 semester hours

Although technical skills are important for career success, the total image projected by candidates can often overshadow even the best of skills. This course is designed to prepare students for success in today's business environment. Learning how to navigate the corporate culture that will enhance interpersonal relationships.

GS 260 European Union: Culture, Politics & Economics: 3 semester hours

This travel course will provide students the opportunity to experience other cultures by visiting countries within the European Union. The course will include visits to businesses, governmental institutions and artistic centers. Assignments will include the role of the European Union in the current political and economic arenas. The tentative itinerary will include visits in Brussels, Paris, Strasbourg and London.

GS 350 Directed Study Abroad: 12 semester hours

This course is for students enrolled in an approved J-term, summer, semester, or academic year study abroad program, including study through Mount Mercy's exchange partnerships, through a study abroad provider, or through a foreign institution. A required pre-departure orientation is included in the course. Credit hours will be adjusted based on completed work and transferred from the host institution abroad.

Healthcare Administration (HS)

Courses

HS 200 Organization of Health Care Services: 3 semester hours

This course relates organizational principles to the operation of health care facilities, including personnel management, communication structures, and governance with emphasis on leadership and motivation.

HS 201 Quality Patient/Resident Care: 3 semester hours

This course relates physical, psychological and sociological needs of residents/patients to services provided by health care facilities and the role of leadership. Prerequisites: PS 101, SO 122, PL 269 and HS 200.

HS 203 Health Administration Practicum: 3 semester hours

This course provides application of concepts and practical experience in an appropriate health care setting. Skills required: Interpersonal communication, business writing, general writing, understanding of research methods, ability to think critically, ability to translate theory into practice, ability to evaluate and predict outcomes, analytical thinking. Prerequisite: Completion of HS 200 Organization of Health Care Services, HS 201 Quality Patient/ Resident Care, and HS 320 Health Services Regulations preferred.

HS 320 Healthcare Law, Regulations and Compliance: 3 semester hours

This course provides an overview of federal, state and other regulatory agencies' policies for health care facilities. Areas covered include: labor issues, liability, licensure requirements, environmental management, policy and procedure writing. Agencies covered will include: JCAHO, NCQA, Medicaid and Medicare. Prerequisites: completion of HS 200 with a minimum grade of C, BA 203, and PL 269.

HS 415 Health Care Informatics: 3 semester hours

In preparation for healthcare leadership in rapidly changing, complex health care delivery systems, students will examine clinical informatics models, electronic-based patient records, health information technology standards (HIT), health information exchange (HIE), clinical decision support systems, and evaluation of technology that influences healthcare delivery models, practices, and patient outcomes.

HS 430 Financial Issues in Healthcare Organizations: 3 semester hours

This course focuses on the unique financial issues and problems in a not-for-profit health care setting. Students will understand the impact of government in the financing of health care and health care facilities. General financial and economic principles will be viewed in light in this type of environment. Prerequisites: BA 379, BC 265 and BC 266.

HS 441 Independent Study: Health Services: 1 semester hour

Independent Study in Health Services.

HS 442 Independent Study: Health Services: 2 semester hours

Independent Study in Health Services.

HS 443 Independent Study: Health Services: 3 semester hours

Independent Study in Health Services.

HS 450 Internship in Health Services: 6 semester hours

The internship will take place in various health care settings. Students will work directly with the professionals who are most knowledgeable about the specific interest area of the student. Required long term care internships may be accommodated by this internship.

History (HI)

Courses

HI 100 Basic Geographic Principles: 1 semester hour

This course is an introduction to basic principles of geography, beginning with reading and understanding various types of topographical maps and identifying major global areas. Emphasis on the various ways in which geography influences history, environments, and culture in global arena, and on concepts of geographic determinism.

HI 114 History of Early America: 3 semester hours

This course focuses on the first half of the American History; beginning with a brief overview of pre-Columbian America, and emphasizing the impact of eventual European settlements in North America. This course traces the founding of an independent United States, concluding with the consequences of the Civil War.

HI 115 History Of Modern America: 3 semester hours

This course focuses on the second half of the American history; beginning in the immediate post-Civil War era, and introducing students to major themes and events in United States history in the late nineteenth century and through most of the twentieth century. No prerequisite.

HI 120 Origins Of The Western Tradition: 3 semester hours

This course focuses on a survey of the development of the Western tradition from its early roots in the ancient Middle East until the age of Charlemagne. It introduces students to the contributions of the peoples of the ancient Middle East, Greece, Rome, and the early medieval West to the formation of western civilization.

HI 130 Emergence Of The West, 800-1648: 3 semester hours

This course focuses on a survey of the socio-economic, political, and cultural forces that have shaped the West from the age of feudalism to the triumph of absolute monarchy in the mid-seventeenth century. It explores such topics as the Medieval origins of the modern state, evolving religious beliefs of the West, the intellectual ferment of the Renaissance and Reformation, and economic and social development during the era.

HI 140 History Of Western World Since 1648: 3 semester hours

A survey of the major socio-economic, political, and intellectual movements in modern western history since the Age of Absolutism. Emphasizes the rise of nation-states, the Scientific Revolution and the Enlightenment, the French Revolution, industrialization, and the major ideologies of the twentieth century.

HI 205 Colonial And Revolutionary America: 3 semester hours

This course focuses on the history of North America from European settlement through the post-Revolutionary era, beginning with the cross-cultural encounters of Natives, Europeans, and Africans. It emphasizes the socio-cultural, political, and economic development of colonial America; the events that led to the American Revolution; and the immediate consequences of the Revolution in political and social terms.

HI 213 Recent China In Global Economy: 3 semester hours

China from the 1970s to the present. Emphasis on the economic, social, cultural, and political developments of recent China; the opening of China to the world; and the emerging of China into the global economy and market. Special attention to the intersection of Chinese and U.S. interests and trade in the global context. Satisfies global awareness domain of the core curriculum.

HI 215 The American Nation, 1789-1877: 3 semester hours

This course focuses on the history of the United States from the founding of the federal republic through the 1870s. It emphasizes the politics and diplomacy of the early republic; Jacksonian democracy and reform, national economic and territorial expansion; regionalism and sectional conflict; the institution of slavery; the Civil War; the immediate post-war society; and federal efforts to reconstruct the nation.

HI 225 History Of Iowa: 3 semester hours

The history of Iowa from pre-territorial days until the present, beginning with an emphasis on Native Iowans and their encounters with European immigrant settlers. Traces changes in the landscape and farming patterns from the nineteenth century until the present, while also considering changes in the daily lives of Iowans affected by moves from agriculture to industry and from farm to town during this era.

HI 230 Modern East Asia: 3 semester hours

This course covers the period since the beginning of the twentieth century, concentrating on the era since the Second World War. It focuses primarily on the history of China or Japan, with inclusion of the recent histories of other East Asian entities (North Korea, South Korea, Hong Kong, and Taiwan) in an alternating format. This course also covers the selected East Asian countries' relationship with the U.S. in the global context. The course satisfies the global awareness domain of the core curriculum.

HI 240 History of Film: 3 semester hours

This course examines the history of film, especially the narrative film from its advent at the end of the 19th century up until the present. It will look at films from many different countries as it examines the silent era of cinema, the coming of sound and color, the growth of the major studios in Hollywood, Post World War II cinema, The French New Wave, Third World Cinema, and the New American Cinema. Cross listed with FS 240.

HI 245 Recent American History: 3 semester hours

This course focuses on the development of contemporary America during World War II, the Cold War, Vietnam, and the civil rights and women's movements. It examines changes in political, social, and popular culture.

HI 250 Medieval Europe: 3 semester hours

This course focuses on Europe from the decline of the Roman Empire to the mid-fifteenth century, with special emphasis on the transition from the Roman World to the Early Medieval West, the rise and decline of feudal institutions, and the development of the Medieval church. It pays special focus on social and political changes, as well as intellectual and cultural developments of the era.

HI 260 Early Modern Europe 1450-1789: 3 semester hours

This course focuses on major movements in early modern European history from the end of the Middle Ages to the eve of the French Revolution. It places special emphasis on the Renaissance and Reformation, the emergence and triumph of the absolutist state, the Enlightenment, and social and economic changes during these periods.

HI 265 Latin American History: 3 semester hours

An introduction to the history of Latin America, beginning with European penetration of the region and the legacies of the colonial era. Focuses on the wave of independence movements by the early nineteenth century, followed by a specific emphasis on the recent history of selected Latin American nations since independence. (Satisfies global awareness domain of the core curriculum).

HI 270 Nineteenth Century Europe: 3 semester hours

This course focuses on Europe from the outbreak of the French Revolution to the end of the nineteenth century. It places special emphasis on the causes and effect of the French Revolution, the Napoleonic period, the Industrial Revolution, the conflict between liberalism and conservatism, the rise of labor and socialist movements, the impact of nationalism, and diplomatic relations in Europe.

HI 278 History Of US Environmentalism: 3 semester hours

The course covers the period from the 1900s to the present, focusing primarily on the social, economic, technological and scientific environmental developments in the United States. It examines the roles these developments played in changing the U.S. environment and environmental policies in the contemporary period, and how the American public's view of their environment has changed over time. Students will also learn about the U.S. government's role in shaping policies that affect the environment, especially since 1900. Students who are interested in environmental study will find the course significantly enhances their knowledge of the historical development of environmentalism in the United States.

HI 280 Twentieth Century Europe: 3 semester hours

This course focuses on Europe from the beginning of the twentieth century to the present. It places special emphasis on the pre-1914 World War I era, the Great War and its impact, the Russian Revolution, the emergence of the Soviet Union as a world power, the inter-war fascist development, the origins and events of World War II, and the Cold War.

HI 285 US And The Vietnam War: 3 semester hours

A study of the Vietnam War, with special emphasis on the reasons for American involvement in the conflict, the consequences of that involvement, reactions to the war, and an assessment of its legacy in American history.

HI 295 History of Medicine and Disease in the West: 3 semester hours

The course covers the history of four aspects of medicine and disease that powerfully influenced western history. These are: major diseases, evolution of medical expertise, institutionalization of medical care, and the relationship of public health initiatives with the prevailing level of biological knowledge. Coursework will begin at the late Middle Ages (leprosy and Black Death) and proceed toward current issues in public health. Most class meetings will concern European history, and the chronology will emphasize the nineteenth century.

HI 306 20th Century American History of Race and Gender: 3 semester hours

This course focuses on the history of race and gender in the twentieth century. Special attention to social, political, and economic developments among Native Americans, African Americans, Asian Americans, and Mexican Americans, with emphasis on the changing relationships among these groups and mainstream Americans. Concentration also on gender issues, such as relationships between men and women, as well as the changing economic, political, social, and cultural roles of women in a historical perspective.

HI 340 Crime & Punishment in England 1550-1875: 3 semester hours

The course explores crime, policing, and punishment in England, 1550-1875. Major topics include the use of public shame, professionalization of police, obstacles to prosecution, and the evolving use of prisons. Changes in penal culture are studied in relation to England's transformation from a rural kingdom into an urbanized and industrial center. Cross-listed with CJ 340.

HI 365 20th Century Revolutions in Latin America: 3 semester hours

This course will focus on revolutions that have shaped the history of several Latin American nations during the last century, providing an historical overview and analysis of the consequences of such revolutionary events in the evolution of each nation's development. Particular attention will be paid (in a variety of configurations in different semesters, often depending on current events in specific nations) to revolutions in Mexico, Argentina, Chile, Cuba and Central America.

HI 369 Hispanic Culture & Civilization: 3 semester hours

The course surveys Hispanic civilizations and links them to cultural developments over time. Course meetings will integrate art, film, history, music, and literature to familiarize students with cultural contexts that evolved in Spain and Latin America. Nations of emphasis vary. Course materials in English translation and subtitles. No prerequisite. (Students seeking credit in Spanish should check for cross-listing as SP 369.)

HI 380 Imperial Russia and the Soviet Era: 3 semester hours

This course focuses on Russian and Soviet history from the accession of the Romanovs to the present. Emphasis on the reforms of Peter the Great; the shaping of the Russian autocracy; the socio-economic, political, and cultural ferment of the nineteenth century; the Russian Revolution and the Bolshevik seizure of power; the age of Stalin and the Great Purges; post World War II Soviet society; and the breakup of the Soviet Union.

HI 400 Seminar In Historical Research: 3 semester hours

This course is an introduction to the concepts and methods of historical investigation. It emphasizes evaluation of historical documents through the preparation of major research paper on a selected topic in history. (Capstone course for History majors. Recommended for the senior year. Must be taken at Mount Mercy).

HI 445 History Independent Study: 3 semester hours

Directed readings and research in history. Topics to be determined by the student and instructor.

HI 450 History Internship: 3 semester hours

Internship in a cultural institution, business, or non-profit organization. Emphasis on linking academic content and methodologies of the liberal arts with the practicalities of the workplace. Students will select internship site and determine objectives, with approval by the History faculty. (For history majors of at least junior standing).

Courses**HO 204 Honors: Political System: Decision Making: 3 semester hours**

This course will examine three specific historical moments that played a key role in the development of modern political systems. Students will conduct their examination by participating in a series of games designed to take them into each historical moment. The games combined research of primary texts with role playing in the classroom, so that students experience how ideological stances are translated into human actions and political structures within the context of historical circumstances. We will play three games from the Reacting to the Past series: The Threshold of Democracy Athens in 403 B.C.; Confucianism and the Succession Crisis of the Wanli Emperor; and Rousseau, Burke and Revolution in France.

HO 216 Honors: The Holocaust: 3 semester hours

This course will examine the Holocaust and its impact on the history of the twentieth century. The approach will be interdisciplinary using historical, literary, cinematic, philosophical, and popular sources. To create a context for the specific study of this major event of the twentieth century, the course will include discussions about the phenomenon of Anti-Semitism in Western Culture, the specific events leading up to the Holocaust, the nature of the bureaucratic mass murder, the religious crisis caused by this event, and the continuing and profound effect of this tragedy.

HO 218 Honors: Social Power & Architecture: 3 semester hours

Within a historical context, this course addresses the role and function of spatial design and the built environment in shaping our lives, defining social class boundaries, and reinforcing economic, political and religious power bases in society. By critically examining various schools of modern architecture and urban planning and their rise and fall in conjunction with various stages of capitalist development, the role of commissioned artists, architects and planners in serving specific interests as well as alternative approaches to designing the built environment will be discussed. The course format is a combination of intensive class discussions of assigned readings, guest speakers, hands-on experience with architectural design using CAD software and conventional techniques, films/videos, and field trips to various local/regional sites of architectural significance.

HO 219 Honors: Intelligence In Non-Human Primates: 3 semester hours

Are humans unique? Are we truly superior to other primates? Are humans the only species that produce and understand language? This course is designed to examine evidence of intelligence in non-human primates. Species studied will include chimpanzees, bonobos, gorillas, and humans. Major topics will include language acquisition, cooperation, tool use, mathematical reasoning, and other forms of intelligence including the evolution of consciousness. The course includes a three-day fieldtrip to the primate center in Madison, Wisconsin and the Milwaukee Zoo.

Honors Seminars (HO)

HO 235 Honors: City As Text: Sociology Of Cedar Rapids: 3 semester hours

This course will utilize field-based urban observation, presentations by city and community leaders, class discussion and critical analysis to help students comprehend the complexity of the city of Cedar Rapids as a "living social organism." Topics include the city's urban history and structure such as the social class boundaries, neighborhoods, land values and unequal distribution of urban services; Economic base including industries, service and retail activities, downtown business and shopping malls; political government and its functions; spatial distribution of schools; and various cultural and religious institutions that make Cedar Rapids "tick." There are no texts for this class in a conventional sense. Rather, students will be required to read packets of locally produced primary sources such as newspaper and online articles an reports, census data, and booklets produced by local companies and various urban agencies.

HO 238 World Cinema: The Major Directors: 3 semester hours

Students will study films by major directors form around the world. They will learn how to read a film, to analyze and interpret visual images. They will learn about film technique, including mise-en-scene, point of view, narrative, premise of adaption, etc. Students will use film to interpret, reveal, and interrogate their cultural and historical contexts, especially by comparing American filmmakers with directors from other countries. Students will be expected to reserve 2-3 hours per week to view films outside of class. Prerequisite Sophomore standing in the Honors program or permission of instructor.

HO 240 Medicine or Malarkey?: Healing traditions critiqued: 3 semester hours

Students will study health and wellness with a focus on critical analysis of topics. We will investigate Eastern and Western traditions of health as well as topics of contemporary concern. Students will explore how different traditions view "health" and "healing" and how the scientific method can be used to investigate and evaluate health-related topics. Participants in this class will be encouraged to re-evaluate their opinions and advice on promoting health in light of their literature research. In addition to class discussion, students will be required to write literature-based topic papers and prepare class presentations. Prerequisite: Sophomore standing in the Honors Program or permission of instructor.

HO 250 War and Peace, Death and Love in WWII: 3 semester hours

This course examines some of the contradictory, complex realities of the Second World War, which has been called "The Good War," "The People's War," "The Necessary War," and "The Inferno." The course looks at how the war deeply affected many different countries and many classes of people; how it raised abiding gender, non-violence, environmental, military, and just-war issues. This topic may be studied in a number of ways: through literature, cinema, memoirs, art, popular culture, etc. to objectify the total nature of this war. This version of the course will specifically examine films created during the war, in the immediate post-war years, and from the 1960's to the present. Finally, the course will not only look at combat; it will also address the challenges faced on the home fronts and the various anti-war challenges both during and after the war.

HO 257 The Economics and Culture of Food Distribution: 3 semester hours

This course will examine the production, processing, distribution and consumption of food with an emphasis on Cedar Rapids. We will study the food economy and how it affects its cost and price. The students will survey the environmental, cultural and health implications of modern food production and distribution systems and how these systems can evolve in the future. Students will be able to see the food economy from a social welfare as well as a business perspective. Prerequisite: junior standing in the honors program or permission of instructor.

HO 260 Honors: Evolutionary Psychology: 3 semester hours

The class is a seminar that investigates the fundamentals of evolutionary psychology, including issues of natural and sexual selection, adaptation, and domain-specific psychological mechanisms as they relate to human behaviors, cognition, and emotions. Reading and discussion will be the main format of the class.

HO 310 Ethical and Social Implications of the Human Genome Project: 3 semester hours

This course is an exploration of the ethical, legal and social implications of the Human Genome Project. Students will acquire knowledge of the basics of genetics and an understanding of the role science plays in our society and the great potential scientific knowledge has to improve or harm life on our fragile planet. Students will reflect on the ethical implications of genetic research and on their role as citizens in determining governmental funding for and use of scientific knowledge. Students will understand the implications of genetics for our socially constructed concept of race. Students will be challenged to write on the following questions: What is considered acceptable diversity and who should decide that? Who owns and controls genetic information? How does genomic information affect members of minority communities and indigenous populations? Related to one's ethnic identity, how does personal genetic information affect an individual and society's perception of that individual? Do people's genes make them behave in a particular way? Who determines what behavior is "particular"?

HO 320 Media and Voters: 3 semester hours

This honors seminar will investigate the 2012 presidential election and how it and mass media interact. It will include ways in which public opinion is measured and shaped by media messages, and how news coverage of the election shapes perception of the race. This is a joint communication and political science course, and will include topics from both disciplines.

HO 330 Biological Anthropology: Human Evolution and Biocultural Adaptations in the Ancient and Modern World: 3 semester hours

This course introduces students to the field of biological anthropology. Biological anthropologists use information from both the social and physical sciences to gain a holistic understanding of humans as biocultural beings and investigate a broad range of subject matter including the biological origins of the human species, the range of human variation, and the impact cultural innovations can have on biological development in past and present environments. In this honors seminar, the topics discussed will include: human evolution and evolutionary theory, biological variation between and within populations, the biocultural impacts of activity and food production on human health and demography in the ancient world, and the positive and negative influences of technology, social structure, diet, and work activities on human health, reproduction and life expectancy in the contemporary world.

HO 450 Independent Research Project -- Honors: 3 semester hours

Qualified Honors Students may count up to 3 credits of independent research towards the honors credits needed to complete the Honors Program. Students should choose a faculty mentor in their major program to guide them in the design of a research project. Faculty member will oversee the student and provide mentorship through the duration of the student's independent research. The course may be taken as HO450: Honors Research or as an independent research course listed in the major program, appended with a .H honors designation. E.g. BI450.H.

Legal Studies (LW)

Courses

LW 420 Pre-Law Internship: 6 semester hours

This is an academically oriented practical experience gained through supervised work assignments with various law firms and legal-related placements. The student will have the opportunity to contrast their studies in the minor with practice in the field. The internship is open to legal studies minors of junior and senior status and with the consent of the pre-law advisor. A student may enroll in and complete a maximum of (6) semester hours, although credit does not apply to the minor (but does apply toward credits for graduation). Prerequisites: at least one of BA 203, CJ 297 or PO 203; junior or senior in good standing; completed and approved application; and consent of the pre-law advisor. Students can earn 1 - 6 semester hours.

Management (BN)

Courses

BN 204 Principles Of Management: 3 semester hours

This course includes a systematic examination of the following four functions and processes within an enterprise: Planning - development of objectives and plans; Organizing - structuring work relationships; Leading - activating coordinated efforts; Controlling - measuring progress and taking corrective action. The course emphasizes an overall framework for effective integration of the distinct processes.

BN 230 Foundations of Servant Leadership: 3 semester hours

Foundations of Servant Leadership will introduce students to the concept of Servant Leadership as originally described by Robert Greenleaf in his seminal work, *The Servant as Leader* (1970). Servant Leadership begins with an altruistic calling, and while along the path of self-discovery, a conscious choice to lead others in order to achieve results by bringing out the best in people to contribute to the greater good of our society with their time, talent and treasure. Servant Leadership is an emergent leadership style that has spawned academic research and inspired practical application across industry to improve organizations and communities. Students will begin to examine current Servant Leadership literature, explore their own leadership values/style and engage with the Critical Concerns outlined by the Sisters of Mercy. Students will participate in service, followed by service learning which will lead to Servant Leadership.

BN 304 Human Resource Management: 3 semester hours

This course includes a study of the place and function of the human resource management department in business and industry. Topics include equal opportunity programs, employment planning, recruitment, selection, performance evaluation, and compensation. Also included are training/development, safety/health and work scheduling. Prerequisite BN 204.

BN 340 Management Information Systems: 3 semester hours

This course addresses the ongoing process of gathering, storing, and retrieving the information that managers need to make immediate business decisions and to prepare long-term business plans. The concepts learned in this course apply to many functional areas including finance, marketing, manufacturing, production, and human resources. Topics include operational, tactical, and strategic decision making as well as design, analysis, and implementation of management information systems. Prerequisites BN 204 and BA 250.

BN 350 International Management: 3 semester hours

Organizations today are competing in a global marketplace that poses new challenges for managers. It is crucial that students of management be knowledgeable about the international dimensions that affect all businesses. This course will study the development of appropriate strategies for multinational companies. The environment and cultural context for international management will be examined along with worldwide developments. Prerequisites: BN 204 and Junior standing or approval of instructor.

BN 360 Business & Society: 3 semester hours

Business exists and business people work in an environment that includes relationships with other institutions such as government, public interest groups, and unions as well as with the individuals who are customers, workers, and fellow citizens. In this course these relationships and responsibilities to society as a whole and individual ethics are explored. Prerequisites: BN 204 and EC 251.

BN 364 Production & Operations Management: 3 semester hours

This course will provide students with an introduction to the field of production and operations management. It will cover both manufacturing and service organizations with a balanced overview of quantitative and qualitative material. Particular emphasis will be placed on the subject of quality and its impact on the competitive position of goods and services in the domestic and world markets. Prerequisites BA 270 and BN 204.

BN 370 Advanced Topics in Management Information Systems: 3 semester hours

This course is an advanced study of contemporary and emerging management information systems issues. Students will examine and focus on the strategic impact and competitive advantage of information technologies on the business (for profit and nonprofit) environment. Students will develop a firm understanding of the strategic, tactical, technical and management issues surrounding both consumer e-commerce and business-to-business systems, and explore emerging issues related to supply chain management, business process reengineering, enterprise resource planning, and internet privacy and security. Prerequisite: BN 340.

BN 377 Project Management: 3 semester hours

This course is an introductory study of contemporary project management practices and issues designed for juniors or seniors. Students will examine the strategic value and competitive advantage of project management in the business environment. Students will gain a first-hand understanding of initiating, planning, executing, controlling and closing out a project. Students will develop an understanding of the strategic, tactical, technical and management issues of project management. Emerging issues related to critical chain scheduling, parametric cost estimation, and PM licensure are also reviewed. Lectures will be derived from Project Management Institute's (PMI) Project Management Body of Knowledge (PMBOK1) and the assigned textbook. Prerequisites: BN 204 and BA 250.

BN 380 Organizational Behavior: 3 semester hours

This course examines human behavior in the work environment at the individual and group levels. Emphasis areas include: group behavior/dynamics, theories for motivation, leadership, decision making process, corporate culture, organizational behavior in the global setting and values and attitudes affecting work behavior. Prerequisites: BN 204 and junior standing.

BN 382 Corporate Social Responsibility: 3 semester hours

In this course students will examine concepts of the triple bottom line (people, planet, profit) and corporate social responsibility. Students will explore the fundamental psychological, cultural, ethical, and economic sustainability issues affecting an increasingly broad range of global stakeholders. Students will study how and why leaders deploy sustainability efforts such as sustainable innovation, making work life sustainable for the workforce, engaging to solve local and global sustainability challenges, and responding to global issues relating to outsourcing, poverty, and human rights. Topics will include how companies are using supply chain and quality management, capacity planning and forecasting, as well as systems thinking to make significant gains; and how communities are responding to the increasing concerns about sustainability through programs like Blue Zones, regulation, and a push toward localization. Prerequisite: Sophomore Standing.

BN 384 Strategic Management: 3 semester hours

This course includes a study and application of the formulation, implementation, evaluation and control of corporate strategies. Lecture, discussion, and case analysis will be used in applying the strategic management concepts. Prerequisites: BA 250, BN 204, BK 208, BA 379, and junior standing.

BN 386 Compensation, Benefits, and Evaluations: 3 semester hours

This course covers the fundamental concepts of compensation theory and application related to hiring, growing, and retaining organizational talent. Other areas of focus include government, legal, and union influences; job analysis and evaluation, building and maintaining compensation and benefit structures, and effectively evaluating employee performance. Students will gain an understanding of how to assess reward systems for equity and cost effectiveness; as well as how to access and diagnose compensation management issues and develop appropriate solutions. Prerequisites: BN 204 and BN 304.

BN 392 Advanced Topics in Human Resource Management: 3 semester hours

This course is an advance topics study of contemporary HRM practices and issues designed for juniors or seniors. Students will examine the strategic value and competitive advantage of HRM in the business environment. Students will gain a first-hand understanding of the assumption that all managers are accountable to their organizations in terms of the impact of their HRM activities, and they are expected to add value by leading their employees ethically and effectively. This course includes hands-on application of the learning theories, principles, and methods involved in all phases of employment in an increasingly knowledge-based and global work environment. Topic focus will include the best people-centered practices of high performing organizations, the personal and cultural implications of mergers and acquisitions, and how to develop sustainable workforce practices for the future. Prerequisites: BN 204 and BN 304.

BN 424 Management Internship: 3 semester hours

Students may take advantage of internship opportunities that become available in the area of management. These internships include off-campus supervision at local establishments and periodic conferences with the on-campus instructor. The on-campus instructor will determine any further requirements on an individual basis. (Maximum of one semester credit for each three hours per week for a semester spent at an outside agency up to a maximum of six semester hours).

BN 425 Human Resource Internship: 3 semester hours

Students may take advantage of internship opportunities in the area of Human Resource. These internships include periodic conferences with the instructor. The instructor will require that students submit a paper summarizing their activities as well as their learning outcomes upon completion of the internship experience. (Maximum of 1 semester hour of credit for each 40 hours worked up to a maximum of 6 semester hours).

Marketing (BK)

Courses

BK 208 Principles Of Marketing: 3 semester hours

As a general introduction to the ever expanding field of marketing, students study how professionals anticipate consumer needs that guide the organization to develop appropriate strategies. Examining how marketers add value to a company, students will learn that a thorough analysis of the marketing environment includes anticipating and evaluating buyer behaviors while helping the firm recognize key marketing decision areas to develop successful strategies.

BK 300 Advertising and Creative Campaign Strategies: 3 semester hours

This course examines advertising and marketing communications as a creative process. Exploration of mass mediums and interpersonal communication processes and the role they play in an integrated marketing communications program is critical to developing one clear unified voice and image. The study of creative application and its implementation across a continually evolving spectrum is explored. Prerequisite: BK 208.

BK 301 Product, Brand and Category Management: 3 semester hours

This course evaluates the role of the product manager from new product idea generation, to product research and development, to market need assessment, to the role and implementation of test marketing, while evaluating product success and/or failure through the stages of introduction, growth, maturity, and decline. An in-depth study of branding strategy and its role in product and service sales is examined along with the growth and importance of category management. Prerequisite: BK 208.

BK 305 Professional Selling: 3 semester hours

This course is designed to provide students with a basic understanding of the selling function and its vital role in organizations. Students will learn that a systematic approach to satisfying customer needs and solving problems is the goal to achieve mutually beneficial long-term partnerships. Exposure to a variety of sales professionals and the environments in which they exist helps students understand the challenges found in this wide ranging field. Prerequisite: BK 208.

BK 310 Consumer Behavior: 3 semester hours

This course examines the theoretical and applied dimensions of consumer behavior and how these principles impact marketing strategy. A comprehensive study of the consumer decision-making process and the variables that affect it including memory, learning, perception, lifestyles, culture, groups and attitudes is explored. Additional emphasis is placed on the application of consumer behavioral concepts and their impact on marketing decision-making. Pre-requisite: BK 208.

BK 311 International Marketing: 3 semester hours

This course focuses on the marketing management problems, techniques and strategies necessary to apply the marketing concept to the world market place. The necessity of understanding the impact of a country's culture and environment on a marketing program is emphasized as well as the challenges of competing in markets of varying cultures. Prerequisite: BK 208.

BK 321 Market Research: 3 semester hours

This course examines marketing research methodology and the function of gathering information as a management tool to aid decision-making. Included is the study of primary and secondary data sources, focus groups, surveys, experiments, and observations. The course also addresses the problems inherent in sampling, data collection, analysis, and the preparation of comprehensive reporting. Prerequisites: BK 208 and BA 270, and senior standing.

BK 331 Retail Management: 3 semester hours

This course studies the important economic aspects of retail business and its vital role in the distribution of goods and services. Emphasis is placed on strategy, planning and development for a retail operation. As alternative purchasing opportunities continue to emerge, success is largely dependent on sound marketing, selling, and customer service principles. Prerequisites: BK 208 and BC 265.

BK 340 Contemporary Topics In Marketing: 3 semester hours

This course includes an examination of major issues or topics in business specific to the study of marketing. Course content and subtitle will vary and are reflective of current trends found in the discipline. Topics include Big Data, Social Media and Analytics; Mad Men; and Tradeshow and Event Planning. Prerequisite: BK 208.

BK 378 Sports Marketing and Promotion: 3 semester hours

This course focuses on building a foundation of sports marketing through print and social media channels. Additional topics include integrating a marketing plan including market research, corporate sponsorships/partnerships, team branding and advertisements. Students will also examine the impact of customer/fan acquisition and retention in the form of customer focused programming and analytics to drive marketing. Prerequisite: BK 208.

BK 421 Marketing Internship: 3 semester hours

Students may take advantage of internship opportunities to broaden their educational experience and gain professionalism in the evolving field of marketing. These opportunities include off-campus placement with marketing professionals. Partnered with an on-campus instructor, and the on-site professional, candidates apply theory learned in the classroom to real world experience. A maximum of three credit hours will be allowed with one credit earned for every 40 hours of on-site experience. Prerequisite: BK 208.

BK 431 Marketing Management: 3 semester hours

This course focuses on the major decisions facing marketing managers when developing a marketing plan and carrying out the marketing process inside organizations. These decisions include researching and analyzing market opportunities, identifying and selecting target markets, and developing sound marketing strategies. An experience-based opportunity requiring tactical and strategic decision-making enables students to directly apply theory learned in the classroom to a real-world opportunity. Prerequisites BA 250, BK 208, BK 310, BK 321, senior standing and should follow BK 321.

Marriage and Family Therapy (MF)

See Graduate (<http://catalog.mtmercy.edu/graduateprograms/curriculum/masterofartsinmarriageandfamilytherapy>) section of the catalog for course offerings. Courses

No courses found for MF

Mathematics (MA)

Courses

MA 004 Beginning Algebra: 1 semester hour

This course is designed to provide remedial work for those students who enter college poorly prepared in mathematics. Class will focus on basic computational skills, dimensional analysis, irrational numbers, scientific notation, interpretation of graphs, basic geometric concepts, and an introduction to basic algebra. Emphasis will be on problem solving and reading for math.

MA 006 Intermediate Algebra II: 2 semester hours

The class covers the topics of intermediate algebra including inequalities, linear equations, systems of linear equations, quadratic equations, exponents, ratio, proportion, variation, and graphing. Returning students who have not been in a math class for a number of years might find this course a good choice in preparation for their statistics or core curriculum mathematics course. It offers a review of mathematics concepts. For students placed in the class, it is a prerequisite for their core curriculum class choice.

MA 120 Mathematics In Arts And Humanities: 3 semester hours

Many mathematicians see their field not as a science, but as close kin, at least in part, to both philosophy and the arts. This course will include readings and appropriate mathematics, especially geometry, to portray mathematics as part of the liberal arts. Mathematically, the courses will focus on problem solving skills while introducing the field in a way other than algebraic: What is calculus? Why is mathematics so abstract? What do we mean by the beauty of mathematics? What is the relationship between non-Euclidean geometry and the art of the Renaissance? These are the kinds of questions considered in this course. Prerequisite: Two years of high school algebra or MA 006.

MA 125 Fundamentals Of Arithmetic & Logic: 3 semester hours

This course will introduce some key concepts of mathematics: sets, logic, and numbers. We will use these to understand the Hindu Arabic numeration system, arithmetic, and measurement. In particular, we look at how numbers and operations correspond to reality and why our computational algorithms work. This course is designed to cover ideas of interest to the elementary education major; it does not prepare a student for the computational portion of the GRE. Elementary Education majors are given preference in enrolling in this course. Prerequisite: Two years of high school algebra or MA 006.

MA 130 Finite Mathematics: 3 semester hours

Finite mathematics will look briefly at a variety of topics, including systems of linear equations, matrices, linear programming, combinatorics, probability, sequences and series, and interest on money. Prerequisite: Two years of high school algebra or MA 006.

MA 132 Basic Mathematical Modeling: 3 semester hours

A mathematical model is a simplification of reality that is mathematically manageable. This course examines some specific models that are widely useful, but most of its focus is on choosing or creating a model, using the model to draw conclusions and refining a model when it is not sufficiently useful. Hence, mathematics is used to solve real life problems. Technology (e.g. Excel) will be used frequently. While algebra skills are needed, additional mathematics will be developed within the course; in particular, difference equations are necessary and logarithms are useful. Prerequisite: high school algebra 2 or MA 006 Intermediate Algebra, or departmental approval.

MA 135 Basic Statistics: 3 semester hours

This course is an introduction to the basics of probability as well as descriptive and inferential statistics. Topics include measures of central tendency, measure of dispersion, histograms, the normal and binomial distributions, hypothesis testing, confidence intervals, chi-square distribution, correlation, and prediction. Prerequisite: two years of high school algebra, MA 006, or departmental approval.

MA 139 Pre-Calculus: 4 semester hours

Pre-Calculus is a collection of topics necessary for the successful completion of a year of calculus. Basically, a good knowledge of pre-calculus is a comfortable familiarity with the idea of function and with most of the basic functions, including polynomials, rational functions, exponential, logarithmic and trigonometric functions. This comfortable familiarity allows one to solve equations and inequalities involving these various functions and to produce function rules from graphs or graphs from function rules. Prerequisite: three years of high school mathematics (including Algebra 2 and Geometry), an A- in MA 006, or the consent of the instructor.

MA 142 Mathematics Modeling: 3 semester hours

A mathematical model is a simplification of reality that is mathematically tractable. This course does examine some specific models that are widely useful, but most of its focus is on choosing or creating a model, using the model to draw conclusions and refining a model that is not sufficiently useful. It briefly reviews, and then uses, the tools learned in Pre-calculus: functions and graphs, logarithms, and trigonometry. Prerequisite: MA 132 or MA 139, or its equivalent in high school, or consent of the instructor.

MA 145 History of Mathematics for Elementary Education: 3 semester hours

This is a combination of the mathematics that elementary education majors have already seen with the history of mathematics. The goal is for elementary teachers to have a sense of what mathematics is and how the skills they will teach connect to modern mathematics. The course will include a study of the evolution of mathematics from ad hoc empirical techniques to the Greek notion of mathematics as a theoretical structure which gives certain knowledge about reality, which in turn yielded to modern mathematics - an abstract construct, possibly consistent, which does not of necessity illuminate reality. Prerequisite: At least 18 hours of the mathematics required for the original endorsement in elementary mathematics.

MA 150 Discrete Mathematics: 3 semester hours

The purpose of this course is to present various mathematical topics that are applicable to computer science. Topics to be covered include non-decimal numeration systems; prefix and postfix notation; the basic operations of sets, relations, and functions; induction and recursion; equivalence and congruence relations; propositional logic, truth tables, logical equivalence, and implications; Boolean algebra and switching theory; matrices and determinants; permutations and combinations; graph theory and directed graphs. Prerequisite: MA 139 or equivalent, or permission of instructor.

MA 160 Business Calculus: 3 semester hours

Business Calculus is a course treating standard one-variable calculus and its applications for business students, as well as selected other business applications, and an introduction to multivariable calculus. Calculus topics include the derivative, methods of finding derivatives, applications of derivatives, the integral, methods of integration, applications of integration, and the calculus of the exponential and logarithmic functions. Multivariable calculus topics include partial derivatives and finding local extrema. The course stresses applications in business and economics, and is intended to give business students the appropriate conceptual and computational mathematical background for future study in business.

MA 164 Calculus I: 4 semester hours

Introduction to Calculus I begins with a review of analytical geometry and basic functions. It then introduces limits, continuity, the derivative, and the antiderivative. Also included are the techniques of differentiation and applications of the derivative. Prerequisite: grade of C or better in MA 139 or equivalent course or permission of instructor.

MA 165 Calculus II: 4 semester hours

This course introduces the definite integral and its applications along with the techniques of integration. It also includes logarithmic and exponential functions, the trigonometric functions, and their universes. Prerequisite: grade of C or better in MA 164.

MA 166 Calculus III: 3 semester hours

Calculus III includes the more advanced topics of basic calculus. Included are polar coordinates, approximate integrations, indeterminate forms and improper integrals, solid analytic geometry, infinite series and functions of several variables. Prerequisite: grade of C or better in MA 165.

MA 202 Linear Algebra: 4 semester hours

This course introduces the basic topics and techniques of linear algebra. Topics include linear systems, matrices, determinants, general vector spaces, subspaces, basic and dimension, inner product spaces, orthonormal bases, changing bases, linear transformations and their properties, eigenvalues, eigenvectors, diagonalization. Students will gain mathematical maturity in writing proofs. Prerequisite: MA 164.

MA 210 Introduction To Graph Theory: 3 semester hours

This course introduces concepts of graph theory and some of the most interesting and important theoretical results in the field. Concepts discussed include directed and undirected graphs, trees and general graphs, planarity in graphs, graph colorings, network flow and connectivity, matching and independent sets, and graph algorithms and applications. Prerequisite: MA 150.

MA 214 Probability And Statistics: 3 semester hours

The basic concepts of probability theory and mathematical statistics will be examined. Topics to be discussed include probability spaces, random variables, multivariate distributions, expectation, random sampling, central limit theorem, and confidence intervals. Prerequisite: MA 165 and MA 150 or MA 202.

MA 245 Differential Equations: 3 semester hours

Methods of solution for the first-order as well as higher order differential equations will be discussed. Other topics to be covered include problems in mechanics, rate problems, series solutions, and systems of linear differential equations. Corequisite: MA 166.

MA 266 Introduction To Numerical Methods: 3 semester hours

The purpose of this course is to introduce the numerical techniques used in the solution of mathematical problems. Topics include interpolation, non-linear equations, systems of linear equations, error analysis and norms, matrix inversion, differentiation, integration, and curve fitting. Prerequisite: MA 165.

MA 323 Foundations Of Modern Geometry: 3 semester hours

This course aims at showing the student the need for a rigorous, abstract, deductive treatment of geometry. It includes a study of geometry developed without using a parallel postulate and goes on to show how separate geometries evolve when different parallel postulates are added, in turn, to common body definitions, axioms, and theorems. Prerequisites: Grade of C or better in MA 202.

MA 364 Modern Algebra: 3 semester hours

Modern algebra introduces the student to groups, rings, integral domains, and fields using as examples the ring of integers and the fields of rational, real, and complex numbers. Also included are isomorphisms and homomorphism. Prerequisite: grade of C or better in MA 202.

MA 374 Analysis I: 3 semester hours

Analysis develops the theoretical underpinnings of calculus. The key idea is a precise definition of limit, one which never used the words "infinitely close" or "infinitely small." Using this fundamental definition, we revisit the ideas of calculus: continuity, the derivative and the integral. In addition, we consider sequences and the topology of the real numbers. Prerequisite: grade of C or better in MA 202.

MA 380 History Of Mathematics: 3 semester hours

This course will give an account of how mathematics, one of the oldest of all intellectual instruments, has developed over the past 5000 years. The content will be basically chronological, beginning with the origins of mathematics in the great civilizations of antiquity and progressing through the first few decades of this century. The emphasis will be on mathematics-how its various branches like geometry, trigonometry, algebra, and calculus developed and became interwoven and how famous mathematicians including Pythagoras, Euclid, Fibonacci, Descartes, Newton, Leibniz, Pascal, and Gauss contributed to the development. Prerequisite: senior standing and at least 27 semester hours of math major credit or 14 semester hours of math minor credit.

MA 399 Special Topics: Mathematics: 3 semester hours

This course gives students the opportunity to take electives in areas of special interest to them since the topic covered varies from one semester to the next. Topics selected from both pure and applied mathematics such as real analysis, complex analysis, number theory, set theory, optimization theory, graph theory, coding theory, fractals, and operations research will be taught. This course may be taken more than once provided a different topic is being taken each time. Prerequisite MA 166 and MA 202 or permission of the instructor. (Offered every year).

MA 425 Internship in Mathematics: 3 semester hours

Special opportunities may be available with area businesses for an internship involving topics in mathematics. These internships include off-campus supervision at the business and periodic meetings with the on-campus instructor who will also determine any additional requirements on an individual basis. (Maximum of one semester credit for each forty hours worked at the business, up to a maximum of 6 semester hours, a maximum of 3 of which can count for a mathematics major elective.).

MA 445 Independent Study: 3 semester hours

Study topics will be negotiated by the student and his/ her advisor.

Mercy Education (ME)

Courses

ME 100 Sharing The Earth With Animals: 3 semester hours

What are our responsibilities to animals? Do animals have rights? What do our religious traditions tell us about our responsibility to animals? What does it mean to ask and try to answer these questions from the perspective of an educated person? This class addresses these questions as it prepares students to begin their studies in the liberal arts tradition. Experiences in the course promote understanding of the status of animals within religious and philosophical traditions, with an emphasis on Christianity, while fostering understanding of the impact of human actions on animals.

ME 105 Rogues, Rebels, And Accidental Discoveries: The Crooked Path to Creativity: 3 semester hours

Creativity is a powerful force in human beings that has shaped our civilization. In all disciplines from food preparation and actuary science to chemistry and the arts, human race made intentional and accidental discoveries. Even games like chess require a flexible mind in which a creative and strategic thought process leads to problem solving. International capitals have been the center of creativity, like Berlin in the 1920's. Creativity erupts in unlikely places as well, like the concentration camps of Nazi Germany. Dreams, nature, and colleagues also inspire creativity. This course examines individuals who have made significant discoveries and the context for those discoveries. As the course focuses on how creativity is revealed in many areas, students make their own discoveries about contributions to our development as a civilized and progressive world.

ME 110 Ethnic Iowans: Diversity Issues in the New Millennium: 3 semester hours

This portal course is a unique sociological journey that enables students to canvass Iowa's colorful and diverse ethnic fabric from its earliest period in the 19th century to the present time. By analyzing various ethnic groups and immigrant population's manner of entry, socio-economic and political status, and contributions to Iowa's globalized economy and culture, students are challenged to search for answers for Iowa's spatial/ethnic stratification, state of race relations and periodic outbursts of prejudicial attitudes and discriminatory practices. Students engage in critical analysis, complete a historical map, and share their skills in service-learning projects that aim to help certain immigrant and refugee populations getting settled in Iowa. Field trips are anticipated in the Greater Cedar Rapids area, with one extending to another Eastern Iowa Community.

ME 115 Cities, Sewers And Shots: Health Protection: 3 semester hours

Awareness of public health issues is important to all students in their roles as educated citizens, regardless of their intended undergraduate majors. This course uses an interdisciplinary approach to explore historical context and current issues related to health protection in the United States. The focus is on the health of an entire community rather than on an individual or family. Students are introduced to national, state, and local health concerns identified in major students and reports. Field trips to public health sites may be scheduled.

ME 120 Immigrants and Literacy: In Pursuit of the American Dream: 3 semester hours

This course provides students with an interdisciplinary approach to learning about immigrants and their pursuit of literacy. Students encounter the historical, sociological, and political perspectives on U.S. immigration laws and policies, immigrants' countries of origin, and factors promoting immigration to the U.S. Literary works and films and/or documentaries featuring the lives and stories of immigrants help students understand the immigrant experience tutoring immigrant children and/or adults who are learning English. Students have opportunities to work together, become oriented to Mount Mercy services, take part in student-led presentation to the Mount Mercy community, and participate in educational field trips.

ME 125 Avatars Of Good and Evil: Media Stereotypes vs. Reality: 3 semester hours

A lot of research has been done about media representations of stereotypical characters and ideas. This course looks at media "avatars," or personifications, of good and evil, compared to what research and real world service activities reveal to be complex realities. The course will be roughly divided into three parts; Part I examines the role of personalities in politics and the news, Part II examines media stereotypes in popular narrative entertainment and Part III concerns symbolic representations of people in advertising. Immigration and racism are featured in the first part of this course, followed by participation in a service project as the course proceeds.

ME 130 Why A Mercy Education?: 3 semester hours

This course introduces the students to the distinctiveness of a Mercy education. Insights into the values and experiences inspiring the founder of the Sisters of Mercy, Catherine McAuley, are gained from stories of her life and times. Reading *Courage and Change*, a history of Mount Mercy College through 1978, and interviewing current Sisters of Mercy enrich students' understanding of the special characteristics and opportunities associated with higher education in the Mercy tradition. The course addresses issues of immigration, non-violence and poverty as it prepares students to begin their studies in the liberal arts tradition. A service learning project at one of the Mercy sponsored institutions in Cedar Rapids is another highlight of this journey into a Mercy education.

ME 135 Poor Women, Poor Family, Poor Work: 3 semester hours

This course introduces the problem of poverty as women in the U.S. experience it and seeks to discover its causes and consequences for women, their families, and their communities. Students learn to apply a range of sociological concepts and theories to critically examine attempts to explain why women have an increased risk of poverty. Social institutions such as family, education, work and policy are critically examined as they correlate to the poverty of women as well as to possible solutions. The unique experiences of women of color are included as are those of immigrant women.

ME 140 Screen Icons: A Cultural & Aesthetic Study: 3 semester hours

This course analyzes how we can understand the phenomena of the cinema icon, through study of such figures as Marlon Brando, Marilyn Monroe, Paul Newman, Jane Fonda, Denzel Washington, Audrey Hepburn, John Wayne, and some contemporary film stars. Students encounter star performances and star images historically, aesthetically, and ideologically by examining how their films, along with magazines, the studio system, their personal lives, and advertising, contributed to making them important cultural figures. The course pursues the idea that they became icons because they tapped into and fulfilled, for better and worse, substantial emotional needs within their cultures. Students also will examine the whole nature of celebrity in our culture, while also critically addressing concerns related to non-violence, racism, and women.

ME 145 The Religious Roots of Political Involvement: 3 semester hours

What responsibilities do religious persons or groups have in the political sphere? How are religiously-motivated forms of political involvement different from or similar to their secular counterparts? What are the various motivations, historical precedents and theological or other theoretical paradigms or justifications for different forms of religiously-informed behavior in the political sphere across religious traditions? This course will explore these questions through examining the theoretical and the historical or theological justifications for political involvement across religions. It will also explore these questions through the lives and writings of exemplary religious personalities from different religious affiliations - Martin Luther King, Jr., Dietrich Bonhoeffer, Mahatma Gandhi, Daniel Berrigan, Dorothy Day and others. This class will have a service learning component consistent with the course content.

ME 150 Talking in "She" and "He": Gender Communication in College and Beyond: 3 semester hours

You've always "known" that women and men talk differently, but you may not have realized that academic research agrees. The aim of this course, however, is to show how studies in gender communication do more than confirm your intuition: they detail differences, explain why they occur and their consequences, and suggest some routes for improving your interactions, both now and throughout your life. Moreover, through means of a final public education project, the course will encourage recognition of how informed gender communication is a key means of maintaining and enhancing relationships among all in the community.

ME 155 Water - A Shared Responsibility: 3 semester hours

In "Water - A Shared Responsibility" students will be introduced to the fundamental chemical and physical properties of water, which make water essential to all life. Because water is vital to human existence, it inextricably links all humanity: through time and space. The use and abuse of water as a natural resource has shaped human culture and history-indeed it continues to do so. Students will be exposed to the issues that surround water, such as equitable treatment of minority groups and their water needs, water access and poverty, the disproportionate effect of water scarcity on women and children, global climate change and increasing water needs in this country and around the world. Students will be required to go on field trips.

ME 160 Law Ungendered: History of the Legal Status of U.S. Women: 3 semester hours

This is a portal course that focuses on the history of the legal status of women in the United States. Particular attention will be paid to the development of laws in the early republic based on the common law concept of coverture, and students will trace the evolution of American women's legal position through the Married Women's Property Acts, the struggle for suffrage, the definition of female citizenship, and equal treatment in realms such as inheritance, jury duty, work, etc. Students will balance their study of these issues with service projects in the community directed toward helping immigrant women learn English and prepare for citizenship exams.

ME 165 Terrorism, Violence and Conflict Resolution: 3 semester hours

This is a portal course that focuses on issues of terrorism, violence, and conflict resolution. The course will explore the spectrum of violence faced in modern society, including examination of historical, political, economic, and social contexts for that violence. The course will also consider various means of nonviolent conflict resolution as alternatives to violence. Students will engage in and reflect on community service as a part of their portal experience. They will become acquainted with support services on campus, such as the library and Career Services, and design a plan for their liberal arts studies in the Core curriculum at Mount Mercy University.

ME 170 Perspectives on Recent Immigration to the United States: 3 semester hours

This portal class takes an in-depth look at various immigration patterns to the United States and why they occurred. This course will explore various perspectives on immigration in modern society, including its historical, political, economic, and social contexts. Students will visit a town in Iowa where the immigrant population represents the majority. They will engage in community service there and reflect on their experience. Students will also become acquainted with support services on campus, such as the library and Career Services, and design a plan for their liberal arts studies in the Core Curriculum at Mount Mercy University.

ME 175 Selfie Living in a Digital Age: 3 semester hours

Digital media, of all types, has revolutionized human life in the 21st century. Social media, interactive websites, gaming, and more have transformed how we interact with each other, and with the outside world. We have changed the communication tools we use, but we seldom stop to think about how those same tools have changed us. The aim of this class is to encourage this sort of self-reflection by surveying current research on social media and the internet and how digital media has impacted everything from relationships to politics, education, and business and beyond.

ME 180 Environmental Responsibility: 3 semester hours

Students will explore personal and societal life style choices as they impact current environmental problems and issues. Topics will include consumerism, natural resources, environmental sustainability, societal pressures, and personal goals. Service projects will reinforce how one person can make a difference to society and the environment.

ME 450 Mercy Experience Capstone: 1 semester hour

This course is intended as a culminating experience in the liberal studies. It is required of all students in conjunction with a designated senior course within their major. Students will integrate knowledge they have acquired from each of the core domains and will reflect on their Mercy education in the context of their major discipline. In addition, they will examine one of the Mercy critical concerns identified by the Sisters of Mercy from a disciplinary, interdisciplinary and global perspective and will actively participate in a related capstone project.

Music (MU)

Courses

MU 100 Seminar: 0 semester hours

A weekly seminar which allows students to gain performing experience and discuss issues related to performance.

MU 101 Music Theory I: 4 semester hours

Fundamentals of notation, rhythm, intervals, simple triads, three and four-part writing including figured bass, sight singing, keyboard harmony, melodic and rhythmic diction. Deficiencies in rudiments must be made up during the first two weeks of the term. Two lectures and two one-hour labs per week. (offered alternate years during the spring semester).

MU 102 Music Theory II: 4 semester hours

Follows MU 101 and includes more advanced writing, sight singing, and chord construction. Harmonic dictation is now included. Two lectures and two one-hour labs per week. Prerequisite: MU 101. (Offered alternate years during the fall semester).

MU 107 Instrumental Music Methods: 2 semester hours

An introduction to basic instrumental techniques intended to enable students to become minimally proficient on a variety of wind, brass, string, and percussion instruments.

MU 127 Woodwinds: 2 semester hours

Applied Music lessons (additional fees may apply).

MU 145 Piano: 0 semester hours

Applied music lessons.

MU 146 Piano: 1 semester hour

Applied music lessons.

MU 147 Piano: 2 semester hours

Applied music lessons.

MU 155 Voice: 0 semester hours

Applied music lessons.

MU 156 Voice: 1 semester hour

Applied music lessons.

MU 157 Voice: 2 semester hours

Applied music lessons.

MU 167 Madrigals: 0 semester hours

A small, select vocal music ensemble that performs music from the Renaissance Period through the 21st century.

MU 168 Mount Mercy University Choir: 0 semester hours

Open to all students. The organization is dedicated to the development of an appreciation of choral music through participation. All styles of choral music are rehearsed, and concerts are presented on and off campus throughout the school year. This is a performing ensemble, and students are expected to attend all rehearsals and concerts. Prerequisite: audition with the director.

MU 169 Mount Mercy Jazz Choir: 0 semester hours

Open to all students. This vocal ensemble specializes in singing jazz arrangements of popular music. Frequently called upon to be Mount Mercy's musical ambassadors, the group performs numerous times at both school and community functions. Prerequisite: audition with the director.

MU 170 University Band: 0 semester hours

Open to all students who play a musical instrument; no audition is necessary. This ensemble is dedicated to rehearsing and performing all styles of band repertoire (seasonal music, pep band, jazz and concert band). The band will perform with other university ensembles and alone, both on and off campus. Every effort will be made to assist students with the acquisition of instruments if the student doesn't own his own instrument.

MU 177 Madrigals: 1 semester hour

A small, select vocal music ensemble that performs music from the Renaissance Period through the 21st century.

MU 178 Mount Mercy University Choir: 1 semester hour

Open to all students. The organization is dedicated to the development of an appreciation of choral music through participation. All styles of choral music are rehearsed, and concerts are presented on and off campus throughout the school year. This is a performing ensemble, and students are expected to attend all rehearsals and concerts. Prerequisite: audition with the director.

MU 179 Mount Mercy Jazz Choir: 1 semester hour

Open to all students. This vocal ensemble specializes in singing jazz arrangements of popular music. Frequently called upon to be Mount Mercy's musical ambassadors, the group performs numerous times at both school and community functions. Prerequisite: audition with the director.

MU 180 University Band: 1 semester hour

Open to all students who play a musical instrument; no audition is necessary. This ensemble is dedicated to rehearsing and performing all styles of band repertoire (seasonal music, pep band, jazz and concert band). The band will perform with other university ensembles and alone, both on and off campus. Every effort will be made to assist students with the acquisition of instruments if the student doesn't own his own instrument.

MU 189 Introduction To Music: 3 semester hours

This course provides a general survey of vocal and instrumental forms, terminology, and style of characteristics of composers from the medieval period to the present. It provides an emphasis is upon the musical experience (listening) and historical significance of Western art music. The course is taught each term with some live performances by faculty and guest artists. This course can be used to satisfy core curriculum requirements.

MU 202 Music Theory III: 3 semester hours

This course is a continuation theory study with chromatic and altered chords. It provides an analysis of compositions and original four-part writing. Keyboard harmony at sight in four parts. Prerequisite: MU 102. (Offered alternate years during the fall semester).

MU 203 Music Theory IV: 3 semester hours

More advanced theory with a study of ninth, eleventh, and thirteenth chords, their origin and application to music of the 19th and 20th centuries. The last part of this course is devoted to original compositions in the 20th century style. Prerequisite: MU 202. (Offered alternate years during the spring semester).

MU 251 Conducting: 3 semester hours

Conducting principles and techniques combined with a study of choral and instrumental literature. Prerequisite: MU 102.

MU 257 Vocal Techniques: 3 semester hours

This course focuses on principles of voice production, the selection of voices by range, and a study of procedures and problems in developing vocal ensembles and the solo singer. Prerequisite: MU 102.

MU 315 Piano Literature And Pedagogy: 3 semester hours

This course provides an examination and analysis of piano literature from 1700 through the late twentieth century along with an investigation of current and historical pedagogical methods. Prerequisites: Completion of, or concurrent enrollment in MU 333.

MU 322 Counterpoint: 3 semester hours

This course focuses on the study of the polyphonic techniques of the 18th century, including analysis of the music of J.S. Bach and his contemporaries. Original composition in 18th style is required. Prerequisite: MU 203.

MU 324 Form and Analysis: 3 semester hours

Forms from the simple one-part song to avant garde 20th century compositions are discussed and analyzed by examination of scores from every style period. Prerequisite: MU 203.

MU 332 Music History: 3 semester hours

This course provides a survey of the development of music from pre-Christian times to the present. MU 332 will be devoted to history of music up to 1750. Prerequisite: MU 102 and sophomore standing.

MU 333 Music History: 3 semester hours

This course provides a survey of the development of music from pre-Christian times to present. MU 333 will emphasize the literature written since 1750. Prerequisite: MU 102 and sophomore standing.

MU 445 Music Independent Study: 3 semester hours

Study topic will be negotiated by the student and his/her advisor.

Nursing (NU)

Courses

NU 110 Exploring Complementary Therapies: 1 semester hour

This elective course offers students the opportunity to explore various alternative therapies that may be encountered when determining treatment options for oneself or another. The course is designed to inform the student of current modalities available in the community for persons seeking to take greater responsibility for their health status. Reflective judgment will be required as one responds to the theory and practice of alternative therapies thus enabling the student to draw conclusions that are holistic and accurate. This is a course in directed studies with reading found on the Internet for each topic covered. One field trip is scheduled.

NU 111 Call To Adventure I: 0.5 semester hours

Education of nursing students can be understood as a journey toward integration of the values, knowledge, skills, meaning and experiences that will sustain the future practitioner. This course is a "call to adventure" that provides the opportunity to embark on that journey.

NU 114 Call To Adventure II: 0.5 semester hours

Education of nursing students can be understood as a journey toward integration of the values, knowledge, skills, meaning and experiences that will sustain the future practitioner. This course is a "call to adventure" that provides the opportunity to embark on that journey. NU 114 is a continuation of NU 111.

NU 115 Call to Adventure: Transitions: 1 semester hour

Education of nursing students involves the reflection of values that can be understood as a journey toward the integration of knowledge, truth, meaning, and service for the well-being of all humanity according to the sisters of Mercy's mission. Reflection of the role of the Sisters of Mercy provides students with a foundation to develop a philosophy that instills a commitment of services to local, national and world populations. This course is a "call to adventure" that provides transfer students the opportunity to embark on their journey.

NU 211 Medical Terminology: 1 semester hour

This self-directed elective course provides an overview of terminology used in the health professions. The course is recommended for students who have not taken NU 111 and for student interested in the health professions. Students will independently study a text of terminology and progress through a series of assignment and a final examination.

NU 224 Nursing Skills for the Journey: 3 semester hours

This course provides theoretical and clinical application content for nursing skills. Students will have the opportunity for hands-on experiences, working independently and closely with faculty and peers learning from a variety of teaching methodologies. Upon completion of this course students will be expected to perform selected nursing skills safely and accurately under the direct supervision in the clinical setting. Equipped with skills and knowledge, students are empowered to continue their journey with confidence and competence. Prerequisite: 75 hour CNA course and NU 232.

NU 230 Pharmacotherapeutics: 3 semester hours

This course provides an introduction to the broad field of pharmacology. Several concepts will be covered with particular emphasis on pharmacotherapeutics, the use of drugs for therapeutic purposes. Major drug groups will be addressed in relation to specific drug prototypes, actions, therapeutic and adverse effects, uses, interactions, contraindications, methods of administration, and consumer information. Principles of safe administration of medications, including drug calculations, will be reinforced. In addition, drug effects on specific populations will be addressed. Prerequisite: NU 224, NU 232, NU 240, NU 260, or permission of instructor.

NU 232 Holistic Human Assessment: 4 semester hours

This course is designed to provide students with the knowledge and skills necessary to perform assessments of humans as holistic persons. Lecture will provide theory to guide the students in developing subjective and objective assessment skills. Clinical application in the acute care setting will focus on assessment, communication and nursing skills. Prerequisite: admission to major.

NU 240 Disease Paths: 4 semester hours

Pathophysiology is the study of altered physiological functioning caused by disease. This course provides an overview of the biologic basis for disease in adults and children. The focus will be on the etiological factors, pathogenesis, and clinical manifestations of altered physiological processes. Students will examine how altered physiological functioning impacts the individual's personal journey. Prerequisite: NU 232, NU 224, and BI 274.

NU 242 Concepts in Baccalaureate Nursing Education: 4 semester hours

This course is designed for Advance R.N.-B.S.N. students seeking a baccalaureate degree with a major in nursing. The purpose of the course is to provide a transition between the student's basic nursing education, associate degree or diploma and nursing education. Students will explore the philosophy of nursing along with studying the current issues in nursing practice and nursing education. The focus of the course is the nursing process. Concept development will also be studied. Students will also complete a family assessment, study cultural diversity in the community as well as participate in service/volunteer activities. Prerequisite: Current and valid Iowa R.N. licensure.

NU 260 Pathways To Professional Nursing: 5 semester hours

This course facilitates the integration of knowledge for the liberal arts, sciences and nursing as the foundation for the professional nursing practice. A variety of clinical experiences within the health care environment will be encountered as the students journey across the threshold toward professional nursing. Prerequisites: NU 224 and NU 232.

NU 320 Essentials of Nutrition: 2 semester hours

This course will provide the student with essential foundational nutrition background and the knowledge necessary for evaluation of the nutritional status of clients across the lifespan. This course will focus on nutritional applications and intervention for health promotion and disease/illness. Prerequisites: NU 224, NU 232, NU 240, and NU 260.

NU 330 Beginnings: Maternal Newborn Nursing: 3 semester hours

This course focuses on the nursing care of families as they journey through the childbearing experiences. Junior level nursing students are introduced to the normal process of pregnancy and delivery in addition to typical complications. Knowledge acquired from this course and previous learning experiences is applied in health care settings. Prerequisites: NU 224, NU 232, NU 240 and NU 260.

NU 332 Challenges Along the Journey: Nursing Interventions for Clients with Mental Illness: 3 semester hours

This course is designed to prepare the student to provide competent nursing care to patients experiencing mental illness. Concepts will include etiological theories, diagnostic terminology and criteria, and therapeutic nursing interventions. Therapeutic use of self and the nursing process are utilized in providing care to individuals with mental illness in a variety of settings. A field trip to the Mental Health Institute in Independence, IA, will proceed a historical perspective on treatment of mental illness. Prerequisites: NU 224, NU 232, NU 240 and NU 260.

NU 350 Challenges Along the Journey: Interventions for Core Body System Alterations: 6 semester hours

This course will prepare students to meet the challenges associated with caring for adults and children experiencing acute and chronic illness involving core body systems. Nursing interventions for persons across the lifespan will be a central theme. The focus will be on nursing interventions for persons with alterations involving respiratory, cardiovascular, neurological, genital/reproductive, and gastrointestinal systems, as well as those interventions required for persons experiencing multi-system failure. Relevant history and theories, standards of care, prevention, current research, and legal-ethical and end-of-life implications will be addressed as applicable for each alteration. The impact of the environment, culture, and technology will also be considered. Prerequisites: NU230, NU 232, NU 240, and NU 260.

NU 352 Challenges Along the Journey: Intervention for Alterations in Regulatory and Protective Mechanisms: 6 semester hours

This course will prepare students to meet the challenges associated with caring for adults and children experiencing acute and chronic illnesses involving alteration in regulatory and protective mechanisms. The initial focus will be on health promotion, children's response to illness and family support. Nursing interventions for persons across the lifespan will be a central theme. Interventions for persons with alterations in cell functions, fluid, electrolyte, and acid-base balance, inflammation, immunity, and infections, as well as those required for alterations in the endocrine, renal, musculoskeletal systems will be included. Interventions will be discussed in theory and applied in a variety of clinical settings. Relevant history and theories, standards of care, prevention, current research, and legal-ethical and end-of-life implications will be addressed as applicable for each alteration. The impact of the environment, culture, and technology will also be considered. Prerequisites: NU 230, NU 232, NU 240 and NU 260.

NU 360 Nursing Clinical Internship: 1 semester hour

This elective course will provide nursing students with oversight by a Mount Mercy faculty member while they participate in an established internship offered by a health care facility in Iowa. The student will be permitted to perform as a nursing student during the internship starting at the Junior level under the supervision of the clinical agency staff. Students will be expected to apply for the internship on their own and verify that they have been accepted by the clinical agency.

NU 405 Nursing Program: 6.5 semester hours

Escrow credits for RN-BSN Program.

NU 406 Nursing Program: 6.5 semester hours

Escrow credits for RN-BSN Program.

NU 411 Professional Preparation: 1 semester hour

In anticipation for graduating and taking the NCLEX-RN licensure examination, students will work with the faculty to develop and carry out individual plans for preparing for the exam. In addition, the students will be introduced to the responsibilities associated with maintaining a professional license and communicating with professional licensing boards and organizations. To be completed in the final semester of the nursing program.

NU 422 Clinical Preceptorship: 2 semester hours

Students will work with a professional nurse to learn the specific duties and challenges for daily responsibilities of the nurse. Through this preceptorship, the student and nurse will collaborate to identify opportunities for the student to provide direct patient care, to enhance critical thinking skills and to hone clinical skills to be well-prepared for passing the NCLEX-RN and beginning one's first professional role. Prerequisites: NU 330, NU 332, NU 350, NU 352.

NU 425 Pathophysiology, Assessment & Genetics RNs: 3 semester hours

Building on the educational foundation and experiences of the registered nurse student this course focuses on pathological and genetic conditions encountered in clinical assessment and practice across the life span. Emphasis is placed on regulatory and compensatory mechanisms as they relate to commonly occurring diseases. Specific disease processes are examined incorporating the role of development physiology, embryologic, genetic, and environmental factors in the epidemiology of disease.

NU 441 Independent Study: 1 semester hour

Independent studies are open to students applying to the nursing major and whose qualifications and academic achievements meet with faculty approval.

NU 442 Independent Study: 2 semester hours

Independent studies are open to students applying to the nursing major and whose qualifications and academic achievements meet with faculty approval.

NU 443 Independent Study: 3 semester hours

Independent studies are open to students applying to the nursing major and whose qualifications and academic achievements meet with faculty approval.

NU 465 Integrating Journey: Complex Concepts and Clinical Immersion: 5 semester hours

This course will prepare students to provide care for adult and geriatric clients with complex needs. Students will apply curricular content in a 192 hour clinical immersion experience. The focus will be in the integration of knowledge and skills required for client situations involving multiple system pathologies and/or critical incidents. The classroom portion of the course is three hours per week and will be conducted in a discussion format using evolving case scenarios that require students to utilize high level clinical reasoning. Prerequisites: NU 230, NU 320, NU 330, NU 350, NU 352.

NU 470 Population Based Nursing: 3 semester hours

This course is specifically designed for senior level baccalaureate nursing students who have completed their basic preparation for registered nurse licensure and advance R.N.-B.S.N. students. This course will focus on population-based concepts and application to practice. The course will explore global health care issues and address influences on care of populations. A focus on evidence based nursing practice will also be included in the course. The course will include both theory and clinical components. Prerequisite: senior level status Prerequisites: NU 320, NU 330, NU 350 and NU 352.

NU 471 Professional Aspects of Nursing: 4 semester hours

This course is organized around issues that are key to the success of professional nurses in today's constantly changing health care environment. This course is specifically designed for senior level baccalaureate nursing students and Advance RN-BSN students who have completed their basic preparation for registered nurse licensure. Course content will address leadership and management, professional development, and legal and workplace issues. The course includes both theory and clinical components. Clinical experiences will provide opportunities for application of theory content in a variety of community-based settings. Prerequisites: NU 320, NU 330, NU 350 and NU 352.

NU 472 RN-BSN Practicum Seminar: 3 semester hours

The course focuses on the clinical application of various skills covered in the RN-BSN courses. Clinical experiences will provide opportunities for application of population and community health concepts in community health settings and the application of leadership, management, professional development, legal issues, and evidence-based practice in a variety of professional settings. Prerequisites: NU 470 and NU 471.

Philosophy (PL)

Courses

PL 141 Logic: 3 semester hours

This course offers a combination for skills in a critical thinking, introductions to two types of formal logic, and a survey of informal logical fallacies, all with the aim of finding uses for those skills in real life. The goal for the class is to develop the ability to distinguish between successful and unsuccessful arguments by learning the structure for good thinking and evaluation the quality of evidence used to support an argument. There are not prerequisites.

PL 172 Chinese Thought and Culture: 3 semester hours

This course introduces students to the thought and culture of China from earliest times through the twentieth Century. The main focus is on the three great streams of Chinese thought: Confucianism, Daoism (Tao-ism) and Buddhism. The course emphasizes the role of these philosophies/religions in the social-political life and on the artistic expressions (from calligraphy to film) for the peoples of East Asia. Prerequisite: Sophomore standing.

PL 251 Introduction to Western Philosophy: 3 semester hours

This course introduces students to the origin of the western philosophical tradition. It traces the development of Western philosophy for Socrates to its first Christian expressions and examines the contribution made to Western culture by the philosophers of the classical period, especially Plato and Aristotle. Discussions focus on applying the insights of classical philosophers to contemporary issues. Both primary and secondary sources will be used. Prerequisite: sophomore standing.

PL 261 Introduction to Philosophy of the Human Person: 3 semester hours

This course is an introduction to the philosophy of human nature. It examines some major theories that treat the nature of the human person. Such key issues as knowledge, freedom, immortality, and person are discussed. Pre requisite: sophomore standing.

PL 269 Introduction to Ethics: 3 semester hours

This course is an introduction to the philosophical discipline of ethics. Among the topics covered are: the nature of ethical inquiry, theories of happiness, an analysis of moral activity, the growth of personal moral character, differing approaches to normative evaluation (such as duty ethics and consequences ethics), and selected moral problems. Prerequisite: sophomore standing.

PL 270 Introduction to Asian Thought: 3 semester hours

This is an introductory survey of the general philosophical themes of Indian, Chinese, and Japanese thought. Classical and contemporary sources will be studied. Prerequisite: Sophomore standing.

PL 310 Special Topics: Applied Ethics: 3 semester hours

This course applies ethical theories to areas of work-related and social morality. We will examine the ethical responsibility of professional and several codes of professional ethics. We also will analyze select problems from the areas of business ethics, biomedical ethics, environmental ethics or other areas of contemporary interest. This course may be repeated if the area of application differs. Prerequisite: PL 269 or its equivalent.

PL 322 Philosophy of Art & Beauty: 3 semester hours

This course explores areas in aesthetics from a philosophical point of view, with an emphasis on relating aesthetics consistently to other philosophical concepts. Areas of discussion can include whether or not there is an objective basis for claims about art and beauty, definitions of art and beauty, qualities of an artist, and various aesthetic theories throughout the history of philosophy and art. Prerequisite: Completion of the core curriculum requirement in philosophy.

PL 360 Special Topics in the History of Philosophy: 3 semester hours

This course is an examination of important philosophical problems or issues. Course content will vary according to student interest. This course with different content may be repeated. Prerequisite: completion of the core curriculum requirement in philosophy.

PL 371 Contemporary Thought: 3 semester hours

This course is a critical study of how philosophers today have attempted to comprehend our humanness and our place in the universe. This course emphasizes the insights of contemporary philosophers into the unique problems of our time. Prerequisite: completion of core curriculum requirement in philosophy.

PL 375 Faith and Reason: 3 semester hours

This course examines issues in the philosophy of religion and application of the techniques of philosophical investigation to problems in Judeo-Christian and ecumenical theologies. Topics include argumentation for and against God's existence, various conceptions of the Godhead, the problem of Evil, the problem of truth and religious language, the question of the afterlife, a philosophical perspective on the nature of faith, Divine Revelation and religious experience. Prerequisites: Completion of the Core curriculum requirements in both philosophy and religious studies and at least a junior standing.

PL 400 Senior Independent Research and Writing: 3 semester hours

This is the capstone course for the major in applied philosophy. Students are required to write a philosophical paper on the topic of "My Personal Ethical Philosophy and My On-going Search for Truth" as an integral part of the capstone experience. Students are also required to do independent research using both primary and secondary sources and to apply their own philosophical reflection in writing a major paper. This course is open only to students majoring in applied philosophy. Prerequisite: Permission of the instructor.

PL 445 Philosophy Independent Study: 3 semester hours

Independent study under faculty guidance of selected topic. Prerequisite: Permission of instructor.

Physics (PH)

Courses

PH 114 Natural Science-Physical: 4 semester hours

This course is designed for students whose major interests lie outside the field of science. It provides a basis for appreciating the contributions of science to modern society through the development of an understanding of some of the basic laws and theories of physics, chemistry, and astronomy. No previous chemistry or physics is required. Weekly three hour lecture and two hour lab.

PH 115 Introduction To Earth Science: 4 semester hours

This is an introductory course in earth science that covers geologic origins, history and evolution of the earth along with basic identification of minerals. Topics included are: origins and history of the mineral layers, plate tectonics, geologic time, fossil record, and landform regions in Iowa. Field trips will be included, probably on weekends. Weekly three hour lecture and two hour lab.

PH 151 Principles of Physics I: 4 semester hours

The first of a 2-semester introductory physics sequence using algebra and trigonometry; covers mechanics, fluids, heat and thermodynamics, vibrations, waves, and sound. Fall semester, weekly three hours of lecture and two hours of laboratory. Prerequisite: C or better in MA 139 or more advanced mathematics course.

PH 152 Principles of Physics II: 4 semester hours

This course is a continuation of PH 151 that covers electricity and magnetism, optics, relativity, and selected topics in modern physics. Spring semester, weekly three hours of lecture and two hours of laboratory. Prerequisite: C or better in PH 151.

Political Science (PO)

Courses

PO 101 Introduction To Political Philosophy: 3 semester hours

This course is an examination of main ideas, methods, and perspectives of some of the major Western political theorists from Plato to the modern period. Drawing upon study of the original texts, the course aims to convey an understanding of political philosophy as a tradition of inquiry into fundamental questions of human nature, the origins of ethical codes, the role and limitations of government, and social justice. The course also encourages assessment of the relevance of the theories studied for understanding and evaluating politics today.

PO 102 Government and Politics Around the World: 3 semester hours

This course aims to illustrate the diversity of political life, institutional alternatives, and differences in political processes and policy outcomes in the context of foreign countries representing different cultures and regions of the world and different stages of development. The course introduces basic methods and concepts of comparative study and examines similarities and differences in such areas as political parties, elections, executive and legislative institutions, as well as economic, social, and welfare policies.

PO 103 Introduction to International Relations: 3 semester hours

An introduction to the basic principles underlying the interaction between nation states, such as war, trade, alliances, balance of power, and international law. Students will become familiar with major theories of international politics and will evaluate these theories in the context of major events in international politics, including the collapse of the Soviet Union, the global financial crisis, terrorism, environmental degradation, and the rise of new international structures such as the European Union.

PO 111 Introduction To American Politics: 3 semester hours

A broad survey of American politics, including political behavior of the American electorate, the theory and practice of constitutional government, the structure and functioning of American political institutions, and contemporary issues.

PO 112 Globalization and Human Survival: 3 semester hours

This course is an introductory examination of some problems that confront all people today and will require global attention and cooperation for their amelioration. Some problem areas considered include war, peace and security, ecology and resources, and poverty and development. The course also highlights the interconnectedness of the emerging global problems, considers various proposals, which have been made for addressing them, and treats the complications arising from differences of culture and values.

PO 201 The Presidency: 3 semester hours

This course is an examination of the office, powers, and roles of the American presidency, the relationships of the presidency with other elements of the American political system and issues and problems raised by the presidency's performance today. Recommended: PO 111.

PO 202 Congress: 3 semester hours

An examination of the powers, activities, and functions of the American Congress, the relationships of Congress with constituents and other elements of the American political system leading up to an analysis of issues and problems raised by Congress' performance today.

The course highlights the tension that exists between Congress as a representative assembly and as a national policy-making institution.

Recommended: PO 111.

PO 203 The U.S. Supreme Court and the American Judiciary: 3 semester hours

This course is an introductory course to the structure and characteristics of the U.S. legal system at both state and federal level, with special consideration given to the interaction between law and politics. The course will cover topics such as the evolution of the judiciary and its effects on the other branches of government, the institutional structure of the Supreme Court and of the state and federal courts, models of judicial decision-making, as well as the role of judges, lawyers, and litigants in the judicial process. Recommended: PO 111.

PO 204 Political Parties, Voters and Elections: 3 semester hours

The core elements of any democratic political life are political parties and election; this course examines both. Topics to be discussed include the causes and evolution of the U.S. two-party system, voting for President and Congress, how voters decide, voter turnout, and the electoral foundations of divided government. Recommended PO 111.

PO 205 History of American Political Thought: 3 semester hours

An examination of writings by selected political theorists throughout American history. Two goals of the course are identification of the distinctive features, themes, and preoccupations of American political theory and assessment of the relevance of the theories studied for understanding and evaluating American politics today. Recommended: PO 101 and PO 111.

PO 209 Interest Groups: the Good, the Bad and the Ugly: 3 semester hours

This course is designed to provide an introduction to the many roles of interest groups in American politics. It begins with a discussion of the reasons for and obstacles to formation of interest organizations. The majority of the course is then dedicated to the analysis of the ways in which organized interests pervade American politics, including elections, legislative action, public policy implementation, judicial decisions, and public opinion formation and persuasion. The course concludes with a discussion of the benefits and detriments to democracy of our current interest group system and proposals for reform. Recommended: PO 111.

PO 265 Politics and Film: the Art of the Message: 3 semester hours

This is not a popcorn and movies class; it is a course to introduce students to a range of political films and to develop their skills in understanding and analyzing their political significance and influence. Film has a broad and persuasive appeal to a significant cross-section of the public. Whether through intentional documentary, dramatic renderings of historical events or timely issues, fictional drama dealing with big issues, or though satire, the cinema has been a powerful medium in influencing public views on the events, people, and places that make up our complex political world. The purpose of this class is to introduce the student to the portrayal of that complex political world through film, its effect on the thinking and attitudes of the public, and ultimately its role in shaping public policy and decision-making.

PO 301 Constitutional Law I: Structure of Government: 3 semester hours

Learn the principles, doctrines and controversies regarding the basic structure and division of powers in American government as defined through the text of the Constitution and its interpretation by the Supreme Court. Specifically, we inquire about the exercise of judicial review, the scope of congressional powers, the nature of executive prerogatives, as well as the tug of war that characterizes the balance of power among these the three branches of government and the balance of authority between the national and state governments. The Constitution is primarily a legal document, but the historical and political context of constitutional interpretation is inseparable from the legal analysis, so the course will explore each of these areas in detail. Prerequisite: sophomore standing or consent of instructor; PO 111 or PO 203 recommended but not required.

PO 302 Constitutional Law II: Civil Rights and Liberties: 3 semester hours

This course introduces students to the constitutional principles that govern the relationship between individuals and the state. It explores the concept of national citizenship and examines the limits on governmental action imposed by the Due Process and Equal Protection Clauses of the Fourteenth Amendment, as well as by the First Amendment. The student will be expected to learn about freedom of speech and press, freedom of assembly, guarantee of the free exercise of religion, privacy, discrimination, and capital punishment. The primary goal of the course is to discuss our rights, therefore, emphasis is on the Constitution and the United States Supreme Court cases, which delineate the legal doctrines relevant to defining the Constitution's guarantees of liberty. Prerequisite: sophomore standing or consent of instructor; PO 111 or PO 203 recommended but not required.

PO 307 Political Science Research Methods: 3 semester hours

Students will learn the basic qualitative and quantitative research methods used in the social sciences. The course will begin with an introduction to the foundations of scientific research, hypothesis construction and testing, along with the strengths and weakness of different methodological approaches. Students will use a statistical analysis program (SPSS) to create and manipulate data sets. This computer assisted data analysis will permit students to understand and report basic descriptive statistics, a variety of difference of means tests, bivariate correlations, and basic multiple regression analysis. Students will also learn to read and understand literature from academic journals in the social sciences, including (but not limited to) political science, political/social psychology and political sociology. This course has no prerequisite courses. Familiarity with algebra is a plus, but not a requirement. Prerequisites: PO 111, PO 102 or PO 103 or consent of the instructor).

PO 311 American Foreign Policy: 3 semester hours

This course provides analysis and evaluation of American foreign policy since 1945, the institutions and processes involved in its making and the historical and cultural factors affecting it. Prerequisite: PO 111 or PO 103.

PO 312 Politics of International Economic Relations: 3 semester hours

Analysis of reciprocal relations between global politics and economics, examining such topics as North/South conflict, the emergence of multinational non-state actors, problems of global resource allocation, the institutional framework of international development, and the growing interconnectedness of a global economy. Prerequisite: PO 103 or an introductory course in economics.

PO 313 International Law and Organization: 3 semester hours

This course provides analysis of the history, role, and future of international law and organizations in the social, economic, and political development of the world community. Prerequisite: PO 103 or permission of instructor.

PO 314 Contemporary Political Ideologies: 3 semester hours

This course provides a comparative study of conservative, liberal, socialist, religious, fascist, and other ideologies prominent in contemporary national and world politics. Prerequisite: sophomore standing.

PO 326 Politics and Public Policy: 3 semester hours

An analysis of the different policy-making processes incorporated in the American political system and the different kinds of political actors, patterns of conflict, and outcomes found in each. The course also treats policy-making, current policies, and policy debate found in several major areas of public policy, such as business regulation, civil rights, and economic, defense, welfare, and health policies. Prerequisite: PO 111 or equivalent.

PO 335 State and Local Government: 3 semester hours

The course deals with the theories, principles, and practices of the state and local governments in the United States with an emphasis on Iowa. The topics include scope and functions of the state local government, capacity, federalism, institutions, participation, public administration, and budgetary matters. Prerequisite: PO 111.

PO 342 Politics Public Administration: 3 semester hours

The course is designed to develop an understanding of the relationship between the American politics and public administration. It primarily focuses on public administration, including policy analysis, budgeting, personnel, organization, leadership, decision making, and ethics in a political environment. Prerequisite: PO 111 or consent of instructor.

PO 353 Politics and Economic Policy in the United States: 3 semester hours

The course is designed to develop an understanding of the politics of economic policy making and the institutional infra-structure of policy implementation in the United States. The course aims at exploring the complexities of fiscal, monetary, regulatory, and distributive policies in the United States. Prerequisite: PO 111 or consent of instructor.

PO 359 Advanced Studies in Law and Politics: 3 semester hours

Seminar-style course designed to employ various academic perspectives and methodologies to the study of legal issues, shedding light on both the understanding of law as well as debates central to other disciplines. The course is designed to offer a great deal of flexibility to adapt its content to current and contentious issues relevant to law, society, and politics. The scope of legal concerns ranges from the local (states and communities), to the national, and to the global (regions and international bodies). The course topics change from semester to semester and may be repeated with change of content (maximum 9 credit hours). The course does not require prior knowledge of the specific areas or topics covered and is open to all majors. Prerequisites: PO 111, PO 102, PO 103 required, or consent of the instructor.

PO 368 Welfare States: Advanced International and Area Studies: 3 semester hours

Seminar-style course designed to offer an interdisciplinary, internationally focused study of timely and relevant issues not generally covered in existing courses. Major topics in comparative and international politics will be analyzed in the context of selected nations within distinct geographical areas of the world in order to gain understanding of the institutions and dynamics of the area. Areas to be studied include: Western and Eastern Europe, South America, Asia, and the Middle East. The course topics change from semester to semester and may be repeated with change of content (maximum 9 credit hours). The course does not require prior knowledge of the specific areas or topics covered and is opened to all majors.

PO 406 Major Political Problems: 3 semester hours

This course provides an examination of a general problem or issue in politics today. Course content and subtitle will vary. The course may be repeated with consent of the instructor.

PO 425 Public Service Internship: 3 semester hours

A supervised introduction to public service through placement in a public agency. It develops an understanding of agency functions and of employees in the public sector. Prerequisite: It is open to non-majors upon completion of PO 111.

PO 441 Seminar In Political Research: 3 semester hours

This course is a seminar having variable content and emphasizing oral and written presentation of independent study and research done by participants. Required for political science majors. Prerequisites: sophomore standing and PO 307.

PO 445 Independent Study: 3 semester hours

Directed readings and research in political science. Topics to be determined by the student and instructor.

Psychology (PS)

Courses

PS 101 Introductory Psychology: 3 semester hours

This first course gives a broad overview of the field of psychology. Major areas studied include the physiological basis of thought and action, perception of the environment, learning, motivation, behavior disorders, and behavior in groups. Though basic concepts and principles are stressed, the student is introduced to a variety of approaches to the subject matter of psychology. The student also becomes acquainted with some of the methods psychologists use to answer questions about behavior and mental processes. Students may have the opportunity to serve as research participants. Prerequisite for all other psychology courses. (Offered fall and spring semesters).

PS 102 Orientation To Psychology: 1 semester hour

This course includes an introduction to the psychology department's curriculum and objectives, opportunities for campus involvement and community service, and career exploration in psychology. Topics include strategies for a successful transition to Mount Mercy and for achieving academic success, exploration of careers in psychology, strategies for resolving career indecision and strategies for implementing a career choice. (Offered fall semester).

PS 124 Developmental Psychology: 3 semester hours

This course provides a comprehensive overview of normal human development throughout the entire life span. Similarities and differences in the normal biological, cognitive, social and emotional development of humans will be studied. Prerequisite: PS 101. (Offered fall and spring semesters).

PS 205 Psychology Of Adjustment: 3 semester hours

The focus of this course is on the study of the problems and processes of psychological adjustment to the stresses, conflict, anxieties, and frustrations of life today. This course focuses on several topics in depth: Stress and stress management, self-esteem, communication, relationships, and work adjustment. Student participation is required. (This course does not count toward the major. It counts toward the holistic health domain of the core curriculum).

PS 214 Psychology of the Middle School Student: 3 semester hours

This class will examine the social, emotional, physical and cognitive development of children in middle school. Students in this course will learn about the unique needs, abilities, and interests of middle school-aged students as they experience conflicting societal expectations and options. Prerequisites: PS 101 and PS 124. (Students cannot receive credit for both PS 214 and PS 215).

PS 215 Adolescent Psychology: 3 semester hours

The focus of this course will be on the social, emotional, physical, and cognitive development of persons aged 13-20. The course will examine how the concept of adolescence has changed over the years, and how families, peers, school, and the culture influence adolescent development. In addition the course will examine in depth a number of problems facing today's teenager like drug use, sexual activity, and violence. Prerequisite PS 101 and PS 124. (Students cannot receive credit for both PS 214 and PS 215).

PS 221 Social Psychology: 3 semester hours

Social psychology focuses on human social relationships. This course studies the influence of others on individual behavior and attitudes, various sorts of interaction between individuals, and behavior of people in groups. Topics include conformity, helping behavior, persuasion, social cognition, attitude formation and change, aggression, sex roles, prejudice, and attraction. Prerequisite PS 101. (Offered fall and spring semesters).

PS 259 Health, Exercise & Sport Psychology: Health & Wellness Applied: 3 semester hours

Health psychology is devoted to understanding psychological influences on how people stay healthy, why they become ill, and how they respond when they get ill. This course will explore the interface between biopsychological theory/research and health-related issues (e.g., stress, coping, behavior change) among healthy and clinical cohorts (e.g., cancer, diabetes, chronic pain). This course will also review how individual characteristics, behaviors, and lifestyles affect leisure and exercise behavior, including ways to improve the initiation and adherence of health behaviors for physical and mental health promotion. Students will develop an understanding of how participation in sport, exercise, and physical activity affects the psychological development, health, and well-being. Prerequisite: PS 101.

PS 286 Biological Psychology: 3 semester hours

This course involves an overview of biological explanations of behavior. The course begins with a description of the dynamic activity of neurons and the basic anatomy of the nervous system. Building upon this foundation, topics include: methods of investigation, drugs and behavior, development and evolution of the brain, sensory and motor processes, waking and sleeping, hunger and thirst, sexual behavior, learning and memory, emotions, mood disorders, and schizophrenia. Prerequisites: PS 101 and BI 125 or BI 126 or Permission of instructor. (offered spring semester).

PS 306 Abnormal Psychology: 3 semester hours

This course is an overview of disorganized states of human functioning, including disorders of mood, thought, and behavior. This course follows the DSM system of classification, while explaining disorders from various perspectives. Prerequisites: PS 101 and at least two other psychology courses, plus junior or senior status. Students are strongly encouraged to take PS 286 and PS 319 prior to taking PS 306. (Offered fall semester).

PS 319 Classic Theories of Personality: 3 semester hours

The study of major personality theorists who did most of their theorizing prior to 1970 including early key psychoanalysts, behaviorists, trait theorists, and humanist. The focus will be on the theories of individual theorists. Topics include normal and abnormal psychology functioning, personality development, and research done on these theories. Representative assessment devices will be demonstrated and selected research will be noted. Along with textbook, students will be asked to read selected portions of theorists own writings. Prerequisite: PS 101. (Offered fall semester).

PS 325 Statistics For Behavioral Sciences: 4 semester hours

This course involves application observational and survey methods, and it includes use of statistical procedures within the context of correlation research. Reading empirical literature and writing summaries of statistical analyses are emphasized. Use of computer Software (SPSS) is integrated throughout the course. Topics include descriptive statistics, estimation, hypothesis testing, t tests effect size, power analysis, bivariate correlation/regression, multiple correlation/regression and a brief introduction to nonparametric tests. A student-designed project will include research design, data collection, statistical analysis, preparation of a research report, and a formal presentation. Prerequisite: PS 101. Students should have the equivalent of one year of high school algebra before enrolling in PS 325. Completion of MA 135 (Basic Statistics) before PS 325 is strongly recommended. (Offered fall semester).

PS 345 Psychological Research Methods: 4 semester hours

This course includes use of statistical methods within the context of experimental research. Emphasis includes reading and evaluation of research articles, written summaries of statistical analyses, proposing and conducting experimental research, and APA-style research reports. Use of computer software (SPSS) is integrated throughout the course. Topics include hypothesis testing, one-and two-way analysis of variance, multiple-comparison tests, power analysis, effect size, and several research designs: randomized groups, within-subjects, and mixed factorial. A student-designed project will include research design, data collection, statistical analysis, preparation of a research report, and a formal presentation. Prerequisite: PS 101 and PS 325 (with a letter grade of at least a C-). (Offered spring semester).

PS 349 Industrial/Organizational Psychology: 3 semester hours

This course involves a general orientation to the field and is designed to familiarize students with application of psychological principles and theory in the workplace. Topics include methods of investigation, job analysis, employee selection, training, performance appraisal, employee motivation and job satisfaction. Prerequisites: PS 101. (Offered winter term).

PS 371 Introduction To Counseling: 3 semester hours

This course introduces students to various aspects of the counseling field. The course will focus on professional and ethical issues in counseling, and on major theoretical approaches to individual counseling. Attention will be given to evidence-based practice in counseling. Various approaches to counseling will be demonstrated. Prerequisites: PS 101, and junior or senior status. It is strongly recommended that students have completed SW 245, PS 306, and PS 319 prior to taking PS 371. (Offered spring semester).

PS 385 Cognitive Neuroscience: 3 semester hours

This course includes the study of mental processes based on information processing and cognitive neuroscience models. Topics include methods of investigation, visual and auditory processing, language, speech, working memory and long-term memory, autobiographical memory, executive processes, and consciousness. A brief introduction to affective and social neuroscience is included. Prerequisites: PS 101 and BI 123 or BI 125. (Offered fall semester).

PS 401 Directed Reading in Psychology: 1 semester hour

This course may be initiated by an instructor or by a student or group of students on a topic of special need or interest. Prerequisites: PS 325, PS 345 (with a grade of B- or better), psychology major, junior or senior status, courses related to reading objectives, and written consent of the instructor and the Department of Psychology. Formal application must be made to the department during or at the end of the semester preceding expected enrollment (no later than one week after final exams). Credit is variable (up to 3 semester hours), depending upon the scope of the topic.

PS 402 Directed Reading Psychology: 2 semester hours

This course may be initiated by an instructor or by a student or group of students on a topic of special need or interest. Prerequisites: PS 325, PS 345 (with a grade of B- or better), psychology major, junior or senior status, courses related to reading objectives, and written consent of the instructor and the Department of Psychology. Formal application must be made to the department during or at the end of the semester preceding expected enrollment (no later than one week after final exams). Credit is variable (up to 3 semester hours), depending upon the scope of the topic.

PS 403 Directed Readings Psychology: 3 semester hours

This course may be initiated by an instructor or by a student or group of students on a topic of special need or interest. Prerequisites: PS 325, 345 (with a grade of B- or better), psychology major, junior or senior status, courses related to reading objectives, and written consent of the instructor and the Department of Psychology. Formal application must be made to the department during or at the end of the semester preceding expected enrollment (no later than one week after final exams). Credit is variable (up to 3 semester hours), depending upon the scope of the topic.

PS 411 Psychology in Practicum: 1 semester hour

This course provides the student an opportunity for professional interaction in selected agencies or institutions under the supervision of a field professional. The student could take PS 413 (3 credit hours) in addition to this course, but for no more than four semester hours of internship in total. The amount of credit signifies the amount of time the student is at the agency. PS 411 (1 credit hour) implies being at an agency for three to four hours per week. This course will require weekly meetings with the instructor and is designated Pass/Fail by the instructor. Prerequisites: Permission of the department, sophomore or higher standing, and completion of at least three psychology courses with a C or better. Formal application must be made in the semester prior to the internship. (Offered fall semester).

PS 413 Internship in Psychology: 3 semester hours

This course provides the student an opportunity for professional interaction in selected agencies or institutions under the supervision of a professional in the field. The student could take PS 411 in addition to this course, but for no more than four semester hours of internship in total. PS 413 (3 credit hours) implies being at an agency for ten to twelve hours per week. This course requires meeting in a group with the instructor to discuss ethical issues in practice, to review and practice clinical skills, and to process the internship. This course is designated Pass/Fail by the instructor. Prerequisites: students must have permission of the department, have completed at least five psychology courses, including PS 306 and SW 245 or have permission of the instructor, have a minimum of 2.00 in both overall GPA and in all psychology courses. Formal application must be made in the semester prior to the internship. (Offered spring semester).

PS 425 Research Seminar: 3 semester hours

This course will give students experience with the entire research process. As a class, students will design and implement a research study. In addition, the class will gain experience at analyzing data and preparing the study for presentation at a psychological conference. Prerequisite: Psychology major or minor, junior or senior standing, and PS 325 and PS 345 with a grade of B- or better. This course is offered every couple of years.

PS 441 Independent Study in Psychology: 1 semester hour

Prerequisites: PS 325, PS 345, (with a grade of B- or better), psychology major and junior or senior status. Formal application must be made to the department during or at the end of the semester preceding enrollment (no later than one week after final exams). Credit is variable (up to 3 semester hours), depending upon the scope of the topic. (See Independent Study section).

PS 442 Independent Study in Psychology: 2 semester hours

Prerequisites: PS 325, PS 345, (with a grade of B- or better), psychology major and junior or senior status. Formal application must be made to the department during or at the end of the semester preceding enrollment (no later than one week after final exams). Credit is variable (up to 3 semester hours), depending upon the scope of the topic. (See Independent Study section).

PS 443 Independent Study in Psychology: 3 semester hours

Prerequisites: PS 325, 345, (with a grade of B- or better), psychology major and junior or senior status. Formal application must be made to the department during or at the end of the semester preceding enrollment (no later than one week after final exams). Credit is variable (up to 3 semester hours), depending upon the scope of the topic. (See Independent Study section).

PS 450 Senior Seminar: 3 semester hours

This course is designed as the final psychology course for psychology majors. In this seminar, students will review the entire field of psychology and study in-depth a number of topics selected by the class. Through discussion, guest lectures, and student presentations, students will have the opportunity to integrate, synthesize and apply the knowledge and skills they have gained from other courses. Prerequisites: Senior psychology major, PS 325 and PS 345. (PS 345 may be waived after consultation with instructor. (Offered fall and spring semesters).

Religious Studies (RS)

Courses

RS 111 Introduction To The Bible: Old Testament: 3 semester hours

This course provides a survey of the origin, development, and principal themes of the Old Testament to gain a basic understanding of the foundations of Israelite faith. Methods of contemporary biblical interpretation will be explored and applied in the process of analyzing various types of Old Testament writings.

RS 113 Introduction To The Bible: New Testament: 3 semester hours

A survey of the New Testament, presented within the historical and cultural perspectives of the first-century Christian communities. Methods of contemporary biblical interpretation will be explored and applied in the process of analyzing Paul's letters and the gospels.

RS 114 Introduction to Christianity: 3 semester hours

This course provides an analysis of the phenomenon of Christianity in both its Roman Catholic and Protestant forms in terms of history, major doctrines, rituals and the contributions of seminal theologians.

RS 115 Introduction To World Religions: 3 semester hours

This course provides a consideration of each of the great religions in the context of contemporary society. Variations in the structure, organization, and function of the religions are systematically examined.

RS 118 Christians Divided: Conservative Versus Liberal Battles: 3 semester hours

This course is an investigation of the reasoning behind different Christians' views on controversial issues. Possible issues include these: 1) Did God create exactly the way the Bible says? 2) Can god be called "Mother" as well as "Father"? 3) Can non-Christians be saved? 4) Is homosexuality sinful? 5) Are people born into a state of "original sin?" 6) Is God responsible of evils like wars, earthquakes, and cancer? Students will learn about the different assumptions and arguments employed to defend each of the opposing views on such issues, sharpen the critical thinking skills that investigate the origins of ideas, and analyze different views as to the shared assumptions that make them all expressions of Christian faith.

RS 119 Christian Action: Moral Responsibility, Charitable Service, Social Justice: 3 semester hours

An examination of what it means to live Christian faith in three spheres: Personal moral responsibility, charitable service to others (especially needy individuals), and organized efforts to transform societal structures toward greater justice for all. In the first sphere students will analyze different views on what Christianity requires in areas such as sexuality, honesty, non-violence, ect. Students will explore the second sphere through stories of people who devote some or all of their lives to serving others; students will reflect on how far all Christians may be called to go in following these examples. The third sphere will engage students in different views on questions such as, does the most meaningful service require more than handing out food; does it require advocating societal changes that could reduce unemployment and underemployment, ect.

RS 211 Who Is Jesus?: 3 semester hours

An exploration of results of modern historical study of the gospels, which provide a better picture of the facts of Jesus' life that Christians have had for the past 19 centuries. This course also analyzes the significance of such historical information for evaluation past and present expressions of Christian belief in Jesus as Lord and Savior. Prerequisite: Fulfillment of core curriculum requirement in Religious Studies.

RS 284 Topics in Religious Studies: 3 semester hours

Students will explore a particular topic in the western religious tradition. The topics can be in areas such as the following: the writings of an important thinker (e.g. Thomas Aquinas or Martin Luther), or the religious dynamics of a historical period (e.g. the impact of the reformation or Vatican II on Christian doctrine, practice and organization), or the development of theological or moral doctrines or religious practices (e.g. Women in the Church), or a particular topic in the academic study of the Bible using modern methods of interpretation (e.g. a single book like Genesis, a set of books like the letters of Paul, or a biblical theme like "Covenant" or "Prophecy". This course may be taken a second time with a different topic. Prerequisites: Fulfillment of core curriculum requirement in Religious Studies.

RS 312 Modern Christian Thought: 3 semester hours

An examination of how Roman Catholic and Protestant Christian theologians have responded to the many challenges presented by the modern world. Such challenges include those posed by the Enlightenment, historical consciousness, modernism, the Industrial Revolution, totalitarian regimes, and socio-economic disparity. The course will also consider theological responses to modern forms of atheism, socio-economic criticisms (Marx), psychological criticisms (Freud), gender inequality, ethnic and racial injustices and the awareness of other religious traditions. Prerequisite: fulfillment of core curriculum requirement in Religious Studies and Philosophy.

RS 321 Faith And Moral Life: 3 semester hours

An analysis of theological foundation of Christian moral life, including the role of faith, hope and love in Christian formation and motivation. Issues of the authority of biblical and church teachings in relationship to personal responsibility for moral decision-making will be explored. The applicability of the moral principles derived from this study will be tested through consideration of specific areas of contemporary moral debate. Prerequisite: Fulfillment of core curriculum requirements in Religious Studies and Philosophy.

RS 445 Independent Study: 3 semester hours

Directed readings and research; topics determined by the student and faculty member.

Service Learning (SL)

Courses

SL 100 Topics Social Justice: Mexico: 3 semester hours

In this travel course, students will study Mexican culture in order to enhance their understanding of social justice. The course culminates in a seven-day trip to Guadalajara, where we will visit factories, schools, museums, and churches. On-campus preparation for such travel will include a brief overview of Mexican history, a study of Christian perspectives on social justice, and a discussion of novels and stories that depict a range of topics relevant to contemporary Mexico (work conditions, education and literacy, the role of the Catholic Church and the family, relations with the U.S.). Students will keep a journal of their reading and travel experiences, and they will complete a research paper or project after returning from Mexico. Prerequisites: Permission of the instructor in consultation with the director of Campus Ministry.

SL 110 Topics Social Justice: Appalachia: 3 semester hours

In this travel course, students will study Appalachian culture in order to enhance their understanding of social justice. The course culminates in a seven-day trip to West Virginia, where we will tutor people of all ages in a learning center. We will live with families and visit and old coal mine. There may also be opportunities to visit schools and medical facilities. On-campus preparation for such travel will include a brief overview of Appalachian history, a study of Christian perspectives on social justice, and a discussion of novels and stories that depict a range of topics relevant to Appalachian culture. Students will keep a journal of their reading and travel experiences, and they will complete a research paper or project after returning from West Virginia. Prerequisite: Permission of the instructor in consultation with the Director of Volunteerism and Service Learning.

SL 120 Across Borders: 3 semester hours

In this travel course, students will examine the experience of Mexican immigrants in South Texas and northern Mexico as well as here in the Midwest. Students will examine issues of immigration in light of Catholic understandings of equality and social justice. The course will include a significant local service component and, over fall break, a consciousness-raising "border witness experience" in Texas with the ARISE program, sponsored by Sister of mercy and other religious communities. Prerequisite: sophomore standing.

SL 164 Service Learning-An Immersion Approach: 3 semester hours

In this travel course, students will immerse themselves in a service learning experience. During the winter term, students will spend the first few days of class learning about the importance of service through life and preparing for departure to San Juan, Texas. The class will then spend two weeks doing various service projects in Texas and Mexico. The service experiences will range from building houses for those in need, to working at a free health clinic. Students will have some discretion regarding the type of service experiences they wish to perform. In addition, students will read, discuss and reflect on, through group sessions and writing, Robert Cole's book *The Call of Service*. Students will also be required to maintain a daily journal of reflections, participate in group discussions regarding daily activities, and prepare a group presentation of their experiences. This course will have additional expenses.

SL 165 Service Learning Abroad: 3 semester hours

This course will combine solid preparatory readings, discussions, and presentations on the host country and culture with an immersion experience in a different country and culture. Students will increase their multi-cultural sensitivity as they work together on a service project which will require them to interact appropriately with members of their host community. As students live and work in an unfamiliar country and society, they will have the opportunity to experience the interconnectedness of global issues such as international trade and immigration. Students will gain a better understanding of ecological and resource issues not only through their academic assignments, but also through experiencing daily life in a country where resources may be more limited.

SL 220 Sociology of Katrina: Service Learning in New Orleans: 3 semester hours

This is an intensive four-week, hands-on service-learning class that combines critical sociological analysis, photographic documentation, and on-site service learning to make sense of the city of New Orleans in pre-and post-Katrina periods. Using "urban political economy" and "city as text" approaches students in the first two weeks will study the history of the city of New Orleans prior to its destruction by Hurricane Katrina in August 2005, as well as challenges faced by the city residents and local politicians to rebuild New Orleans in the aftermath of Katrina. They will then deconstruct New Orleans' urban structure in preparation for service-learning components and other on-site assignments. In the following two weeks students will travel to New Orleans and will engage in a variety of service-learning activities such as rebuilding homes as part of the Habitat for Humanity program, working in local clinics providing much needed health care, and participating in field studies using photography to document the social reality of city residents. Prerequisites: SO 122, Introduction to Sociology.

Social Work (SW)

Courses

SW 100 Social Welfare: A World View Travel Course: 3 semester hours

All countries have some form of social welfare. The policies, program structure, and availability of resources may vary, but the issues of concern are often shared. Some of these universal issues include homelessness, mental illness, juvenile delinquency, aging and long-term care, child maltreatment and domestic violence. A social worker's understanding of the US social welfare system will be enhanced by exploring how other countries view social welfare problems, and work toward their solutions. This course is built as a travel course that will tour cultural and historical sites throughout selected countries, visit social service agencies, and attend lectures and complete reading specific to the country's system of social welfare. In addition to visiting social service agencies, students will participate in a service project. The majority of student time will be directed toward experiential opportunities. Fulfills the social work elective. Additional travel costs apply.

SW 115 Introduction To Human Services: 3 semester hours

This course is an introduction to the array of people, programs, and organizations whose intent is to respond to human needs of various kinds and intensity. It deals with both professional and non-professional activities. The course provides a basic framework for understanding the ideology and operation of human service systems. In addition, the student will develop a beginning understanding of the relationship between social policy and various approaches to human service programming to meet the intent of those policies. Through exposure to the service system in Linn County and this area of the state, the student will become informed about the service needs that exist and the responses to those needs. Social Work majors who believe they have completed an equivalent to this course should contact the instructor to discuss whether they are required to take this course. (offering winter term.).

SW 210 Substance Abuse: 3 semester hours

This course describes commonly abused drugs and specific mental illnesses, how they interact, and the resulting impact on individuals, families, and communities. The course will introduce theories of the addictive process, prevention and treatment options for both substance abuse and mental illness, and the dilemma of dual diagnosis. This course is not intended to provide specific counseling of therapeutic skills, but a general knowledge base essential to social work and other disciplines. Prerequisite: SO 122, PS 101 and at least sophomore status. Exemption from prerequisites by consent of instructor. (Not offered every year).

SW 225 Aging In America: 3 semester hours

An overview of gerontology, including the major theories used to explain the biological, psychological, and social aspects of aging. The status of the aged in America today will be examined from an historical perspective. Current issues and trends related to finances and retirement, health, living environments, and politics will be presented. Emphasis will be placed on the uniqueness of successive aging generations and students will be utilizing the knowledge acquired in the course to formulate ideas and proposals for responding to the needs of the future aging population. Format will be a combination of lecture and class discussion. Prerequisite: SO 122.

SW 226 Social Welfare Policies and Programs: 3 semester hours

This course examines the development of major social welfare policies and programs in the United States. It seeks to sharpen the student's ability to analyze the relationship of policy to social program, and the economic, political and ideological influence on policy and programs in the fields of housing, health, mental health, substance abuse, unemployment, and corrections are studied. Prerequisite: PO 111 and sophomore status.

SW 232 Social Work Practice I: 3 semester hours

This is the first course in the social work practice sequence. After examining the historical and current purposes and function of the social work profession within the context of the social welfare institution, students are exposed to an ecological systems approach to entry level generalist social work practice. Emphasized are the value and knowledge base of the profession; the nature and importance of the professional helping relationship; the bases of diversity and its role in social work practice; generalist practice with a variety of client populations and in a variety of fields of practice; and a direct and indirect intervention with both small and large systems. Students will be exposed to the general method of practice, and there is a detailed treatment of worker actions at the various stages of the method. Case studies (written and video) will stress the applicability to populations of varied racial and cultural background. There is also a 30 contact hour observation and counter component in this course. This course is prerequisite for all other social work practice courses. Prerequisite: sophomore standing.

SW 235 Family Child Welfare: 3 semester hours

This course analyzes the dilemmas and issues that confront child welfare practitioners as they carry professional roles. It will provide a theory base from which to proceed in service delivery, emphasizing the special work done in family preservation and out of the home care. Legal, social, and economic-political developments that influence this field of practice are included. Recommended: PS 124, SW 226. (Not offered every year).

SW 245 Basic Helping Skills: 3 semester hours

This is an experientially-based course focusing on the values, knowledge, and skills necessary to work in the helping professions. The course provides a model of helping, including communication and basic interview techniques for working with individuals, families, and groups. Class format offers role-plays, simulation exercises, audio-visual feedback, discussion and lecture. The course is open to all majors. First priority goes to students who need this course to complete a requirement for their major. Prerequisite: PS 101 and sophomore status.

SW 250 Human Sexuality: 3 semester hours

This course constitutes an overview of the many dimensions of human sexuality: biological, cultural, social moral, psychological, and emotional. The aim of this course is to increase students' knowledge and understanding of both the sexual individual and the sexual society in hopes that they can develop the awareness and skills to enhance their own life and the lives of those around them. Topics include sexual dysfunction, changing sex roles, sexual variations and orientation, issues of reproductive freedom, sexuality transmitted diseases, and the exploration of sex and sexuality. Prerequisites: An introductory course in psychology or one in human biology or permission of the instructor. (Not offered every year).

SW 265 Diversity in America: 3 semester hours

This course takes a board view of minority groups in contemporary America. It will address socioeconomic barriers facing such groups as women, ethnic and racial minorities, gay men and lesbian women. Emphasis will be given to developing and understanding of and sensitivity to the minority experience and an appreciation of diverse cultures and life styles. First priority goes to students who need this course to complete their major.

SW 280 Marital and Family Interaction: 3 semester hours

This course is an examination of marriage as expressed in contemporary American society. It will treat such topics as legal aspects of marriage, dating and mate selection, motivations of couples to be married, patterns of adjustments to marriage, stages in the life cycle of marriage, and stresses commonly associated with the stages. It also will deal with such contemporary phenomena as contract and open marriages, the high incidence of separation, divorce, and remarriage and dual career marriages that include or exclude children. The emphasis will be on the dynamics of the interpersonal relationship. Prerequisites: PS 101, SO122 or equivalent, or relevant life experience.

SW 300 Human Behavior and the Social Environment: 3 semester hours

The emphasis of this course is to provide the student with a social systems framework for analyzing and understanding the transactions between humans and the systems in their environment. Students will be expected to draw on content they have had in prerequisite courses, applying it to the framework. Their information base also will be supplemented by reading and discussion. Although the content of this course is developed within a social work framework, it is relevant to many students. Prerequisites: PS 101, SO 122, BI 123 (or equivalent), PS 124.

SW 320 Social Work Practice II: 3 semester hours

Students will use the systems model of social work intervention to study effective generalist involvement with individuals and families. The purpose of social work at these levels and related worker roles and tasks will be emphasized. Theories of intervention will be examined for their contribution to an eclectic knowledge base appropriate to the demands of contemporary social work practice. A strengths-based orientation to practice with diverse populations is emphasized. Prerequisites: SW 232, SW 226 and present enrollment in or prior completion of SW 245 and SW 300.

SW 330 Social Work Practice III: 3 semester hours

This course examines social work practice with large systems. Students explore change models specific to working with organizations and communities. Each system is studied to understand its internal organization and functioning, and its linkages with other community systems. Special attention is also given to the role of politics: the effect of politics on social workers, clients, and human service agencies; the social worker's fit with political activism; and the strategies to affect change within the political arena. Students use their critical thinking skills to assess, implement, and evaluate change in organizational, community, and political activities; to acknowledge the presence and etiology of social, political, and economic injustices; and to recognize change opportunities that provide for empowerment of oppressed groups. Prerequisites: SW 232, SW 226, SW 300, PO 111, and current enrollment or prior completion of PO 326.

SW 346 Group Theory And Practice: 3 semester hours

This course is an experimental approach to examining interpersonal dynamics in organized groups by studying such concepts as conflict, communication, decision-making, authority, creativity, conformity, and group development. Study will be directed toward acquiring basic skills and knowledge needed to become an effective participant and facilitator in groups. Attention will be given to both task-oriented and growth-oriented groups. This course is interdisciplinary; Social Work majors who believe they have completed an equivalent to this course should contact the instructor to discuss whether they are required to take this course. Prerequisite: PS 101 or SO 122.

SW 361 Foundation Field Instruction: 6 semester hours

This educationally directed, field-based course is designed to provide an introduction to the application of theory to social work practice. Students will have an opportunity to experience both direct and indirect service with individuals and large and small systems. Students will spend 12 hours per week in the field placement where they will be supervised by an agency staff member and a Social Work faculty member. Students will be expected to do related readings, assignments, and recording of service delivery experiences. A concurrent seminar will meet two hours per week. This course is graded pass/fail. Prerequisites: SW 226, SW 232, SW 245, SW 300, and PO 326.

SW 435 Senior Seminar: 3 semester hours

An examination of current issues in Social work practice and social welfare policies with emphasis on integration of field experience and content covered in courses required for the social work major. Topics researched are analyzed in light of the major themes and content areas developed throughout the social work curriculum. Prerequisite: Successful completion of all other courses required for major.

SW 445 Social Work Independent Study: 3 semester hours

Limited to social work majors.

SW 461 Advanced Field Instruction: 10 semester hours

This educationally-directed practical experience builds on the junior field instruction and allows students to increase their ability to practice social work in a community agency. Students will spend 24 hours per week in the field placement where they will be supervised by an agency staff member and a social work faculty member. Students will be expected to do related readings, assignments, and recording of service delivery experiences. A concurrent seminar will meet two hours a week. The course is graded pass/fail. Prerequisites; SW 320, SW 361, and full acceptance into the major; prior completion or concurrent enrollment in SO 215.

SW 462 Senior Field II: 4 semester hours

This course is an educationally directed field experience in some aspect of generalist social work practice. It will involve the student in a social service agency for 12 clock hours per week per term. Students will be expected to do related readings, recording of case or agency experiences, and meet with agency supervisors and department faculty for educational guidance. This course is graded pass/fail. This does not substitute for SW 461 and must be taken concurrently or subsequently to SW 461. It does not satisfy the elective requirement for the major. Prerequisite: permission of department faculty.

Sociology (SO)

Courses

SO 122 Introduction To Sociology: 3 semester hours

This course introduces students to sociology, the core issues of the discipline, and the way sociologists analyze social behavior. In addition to mastering basic concepts and principles, students will learn a great deal about American society and how to analyze ordinary experience from a sociological perspective. (Offered fall and spring semesters).

SO 155 Social Problems: 3 semester hours

This thematic course introduces the student to a sociological understanding of various social issues such as inequalities of class, gender and race; problems of work and unemployment, economic restructuring and downsizing; environmental problems; homelessness and poverty; and inadequacy of the health care system to name a few. Students will have the opportunity to critically evaluate the root causes of social problems both at the national and global levels, analyze and interpret data, and work within groups to develop skills for problem solving and social policy planning.

SO 176 Criminology: 3 semester hours

This course presents a sociological analysis of crime and society's response to it. The course surveys the wide span of deviant behavior from street crime to elite crime, from individual behavior to social irrationality. In addition to describing reality, the course will deal with crime and ways certain behaviors are defined as criminal (gambling) while praising similar ones (betting on the stock market). Prerequisite: SO 122.

SO 183 Introduction to Cultural Anthropology: 3 semester hours

This course focuses on the study of human behavior within various social contexts, as well as the development of a wide array of cultural traits and belief systems in human communities. By studying distinctive forms of social relations and universal and particular aspects of human culture, students are exposed to the fallacies of cultural and racial superiority of western societies over the rest of the world, particularly primitive cultures.

SO 202 Marriage and Family: 3 semester hours

This course provides an analysis of the American family as a social institution; its changing functions and structure; its life cycle and its internal organization; and sources of conflict within the family as a socio-economic and political unit at the micro-level. Critical questions are raised concerning the impact of economic restructuring and deindustrialization on courtship, marriage, and family life. Prerequisite: SO 122.

SO 215 Methods Of Social Research: 3 semester hours

This course provides an introduction to the application of scientific research methods to the study of sociology and related fields. Students will review both qualitative and quantitative research methods such as historical documentation, survey and field research, content analysis and interviewing techniques. The quantitative research component includes topics in descriptive and inferential statistics such as the measures of central tendency, the normal curve, t-test and chi square and hypothesis testing. Students also will participate in individual and group projects in order to gain hands-on experience relating social theory to data collection and critical analysis. Prerequisite: SO 122, Sociology majors and minors should also take SO 251 as a prerequisite. (Offered fall and spring semesters).

SO 235 Social Inequalities: 3 semester hours

This course contrasts functionalist theories of stratification that justify social inequalities and advocate meritocracy, with critical conflict theories that question the legitimacy of class, gender and race-based stratification. The main focus of the course is on the crucial role the political and economic forces play in polarization of social classes and redistribution of national wealth and resources in the United States. However, dynamics of social stratification in the developing countries and socialist societies will be studied as well. (Offered alternate years).

SO 240 Medical Sociology: 3 semester hours

This course is a study of the medical profession as a societal institution in regard to the effects of the norms and beliefs of society. Areas analyzed include the social factors involved in the physical and mental health areas, the norms and roles of health care professionals in the treatment process, environmental and occupational health, non-physician providers, and cross-cultural reforms in response to the health care crisis. Prerequisite: SO 122 (Offered alternate years).

SO 245 Sociology Of Law: 3 semester hours

This course includes an analysis of the social nature of law including the theoretical, cross-cultural, and legal components. Studies of the societal forces and procedures, past and present, will be discussed in relationship to the impact of law on social change. Prerequisite: SO 122. (Offered alternate years).

SO 251 Sociological Theories: 3 semester hours

This course attends to the basic theoretical issues in sociological theory, including an analysis of the key theorists Marx, Weber and Durkheim. This course also provides an overview of modern social theories such as conflict, structural functionalism, symbolic interactionism, and postmodernism. Prerequisite: SO 122.

SO 285 Islam And Politics: 3 semester hours

The Iranian Revolution of 1979 and establishment of an Islamic Republic opened a new chapter in the church-state relationship, particularly in the Muslim world. Subsequent Islamic movements in Egypt, Algeria, Lebanon, and other Muslim and Arab countries have further involved public interest in what is dubbed by the Western media as "Islamic fundamentalism." This course will critically examine Islam as a holistic religion which integrates faith, law, philosophy and social commitment to build communities; the rise and development of Islam as a social movement; the historical roots of the Shii-Sunni split; and a growing conflict between traditional Islamic and modern western cultural values. Prerequisite: SO 122.

SO 290 Urban Sociology: 3 semester hours

Within a historical context this course explores the way social, economic, and political forces shape the cities and affect urban development both at national and global levels. Earlier analyses of cities and urbanization by Marx, Engles, and Weber; the ecological approach of the Chicago School of Urban Sociology; and more recent analyses by neo-Marxists and urban political economists will be discussed. Several social issues such as rural-urban migration, suburbanization in the U.S., Third World countries, as well as socialist nations will be studied. Students also will work on a mini project dealing with an urban-related issue in the Cedar Rapids area. Prerequisite: SO 122.

SO 310 Sociology Of Sex And Gender: 3 semester hours

This course provides students with an historical and comparative approach to the sociology of sex/gender and gender inequality. Students will learn how sex/gender is socially constructed as well as its effect on the lives of individuals, on social institutions and society. Selected social institutions where sex/gender inequality is constructed, maintained and/or changed, such as family, education, work and the economy will also be studied. Because gender identities are constructed will be studied to reveal that variety of roles and their consequences for different societies. Prerequisites: SO 122 or PS 101 or SO 183 or permission of instructor.

SO 320 Sociology of Work: 3 semester hours

This course enables the student to analyze the social structure of work in the broadest sense. Topics include the study of major theoretical issues involved in the explanation of changes in the workplace, impact of technological changes, the global economy, the decline of labor unions, the feminized workplace, and the influence of economic values on leisure. Prerequisite: SO 122. (Offered alternate years).

SO 327 Social Change and Technology: 3 semester hours

The student will be exposed to the major theoretical issues regarding social change. Particular attention will be given to the transformation of societies by scientific and technological innovations, and the impact such changes have on enduring human arrangements, such as religion, the family, and the community. Prerequisite: SO 122. (Offered alternate years).

SO 330 Global Race Relations: 3 semester hours

This course includes an in-depth examination of major conceptual views and theoretical perspectives on race and ethnicity. Within a critical historical and comparative framework, the course will trace the roots of modern race relations in the United States as well as in other countries, including Canada, Brazil, Northern Ireland, Palestine, and Israel, and South Africa. Recent theories of race relations that link colonialism and capitalist development to racism, prejudice and discrimination also will be discussed.

SO 400 Topics: 3 semester hours

This course will expose students to a variety of topics of sociological significance which are not usually discussed in regular departmental course offerings. Topics may vary and include: sociology of war, peace, and justice; movies and society; popular culture; the political economy of modern architecture and planning; and sociology of development and underdevelopment. Students may complete more than one topics course in consultation with an academic advisor. Prerequisite: SO 122.

SO 420 Social Movements and Revolutions: 3 semester hours

This course presents a historical and comparative analysis of revolutionary movements and social change throughout the world by examining: socio-economic and political roots of the modern civil rights movement in the U.S., the breakup of the Soviet Union and the democracy movement in China; applying critical theories of revolution to revolutionary situations; and exploring the role of colonization in galvanizing nations and social classes and perpetuating social inequalities at the global level. Classic cases of revolutions in Germany, France, Russia, and China, as well as more contemporary examples, Cuba, Nicaragua, and Iran will be discussed. Prerequisite: SO 122. (Offered alternate years).

SO 430 Experiential Learning Internship: 3 semester hours

Majors who are juniors or seniors are required to fulfill the requirements for an experiential learning and field experience in sociology. In consultation with their faculty advisor, students shall assess their academic and vocational qualifications, develop a resume, and conduct a search for an internship position. Information on available internship sites will be available both at offices of career development and the sociology department chair. During the field experience, students will have a structured plan of reading, writing journals and reports, and a term paper. The objective of the term paper is to relate relevant sociological principles to the field experiences. Internships should be arranged in advance with a departmental faculty sponsor. Prerequisite: SO 122.

SO 441 Senior Seminar: 3 semester hours

A capstone course which allows students to do independent research and explore a topic of their choice, and also involves students in the examination of and discussion of cutting-edge issues in sociology. Open to non-majors with instructor consultation. Prerequisite: SO 122.

SO 445 Independent Study: 3 semester hours

With the approval of the academic advisor, students who have taken SO 122 and SO 251 may schedule an independent study course in a topic of their interest during the junior or senior years. No more than two independent study courses may be scheduled during the last two years of study. Prerequisite: SO 122.

Spanish (SP)

Courses

SP 100 Elementary Spanish I: 3 semester hours

Elementary Spanish provides students with an introductory knowledge of Spanish through a communicative approach. Assessment focuses on basic principles of grammar, vocabulary, listening comprehension, and oral expression. Learning exercises acquaint students with cultural context. Prerequisite: None. (Note: Students with 3-4 years of high school Spanish should enroll in SP 200 and take a placement test.)

SP 101 Elementary Spanish II: 3 semester hours

This course is a continuation of SP 100 and its communicative approach. Assessment focuses on basic principles of grammar, vocabulary, listening comprehension, and oral expression. Learning exercises acquaint students with cultural context. Prerequisite: 1-2 years high school Spanish, SP 100, and a placement test.

SP 120 Accelerated Spanish Review: 3 semester hours

This course is designed for students with previous study of Spanish but insufficient preparation to advance to Intermediate Spanish. Students with one year of secondary school Spanish should enter this course. This class is also appropriate for students with two years of secondary school Spanish, for those for whom some time has elapsed since their earlier study of Spanish. This course provides review and elementary college-level preparation in Spanish grammar, vocabulary, speaking, and writing and for students who speak a Romance language. Prerequisite: a placement test.

SP 200 Intermediate Spanish I: 3 semester hours

Intermediate Spanish includes an intensive review of basic grammar. Students build on elementary knowledge through conversation, idiomatic expression, and writing exercises. Selected readings provide insight into key aspects of Hispanic culture and literature. Prerequisite: SP 101, 3-4 years high school Spanish, and program placement exam.

SP 201 Intermediate Spanish II: 3 semester hours

This course is a continuation of SP 200 and includes intensive review of basic grammar. Students build on elementary knowledge through conversation, idiomatic expression, and writing exercises. Selected readings provide insight into key aspects of Hispanic culture and literature. Prerequisite: SP 200; or program placement exam.

SP 205 Linguistics & Second Language Acquisition: 3 semester hours

This course examines second language (L2) acquisition from a linguistic perspective and compares first and second language acquisition. Factors contributing to L2 variation, including linguistic universals, transfer, age, input, and affective considerations are studied. EN 122.

SP 220 Spanish for the Profession: 3 semester hours

This course is geared toward developing Spanish language skills for various professions including business, health, social work, education and criminal justice. The course emphasizes cultural knowledge to improve professional work in the United States Hispanic Community. Pre-requisite SP 201, vocabulary and/or placement test.

SP 240 Spanish Conversation: 3 semester hours

The course in Spanish conversation builds competency in oral expression through daily use. Classroom exercises emphasize individual oral participation, group activities, and student presentations in Spanish. Prerequisite: SP 201 or placement exam. Native speakers are not eligible for credit in SP 240.

SP 260 Spanish Conversation, Film and Culture: 3 semester hours

The main objective of this course is to provide students the possibility to converse while expanding their vocabulary and widening their cultural perspective on Latin America and Spain through the study of film. Conducted in Spanish. Prerequisite: SP 201 proficiency.

SP 300 Spanish Grammar & Composition: 3 semester hours

This course provides intensive instruction in written composition and grammatical expression. Students review and expand their knowledge of principles acquired at the elementary and intermediate levels. Prerequisite: SP 201; or program placement exam.

SP 310 Advanced Communicative Spanish Abroad: 3 semester hours

Designed to give students practical, in-class communication exercises in comprehension, speaking, reading and writing. Classroom activities are coordinated with homework activities that directly stress communication. The foreign setting serves as a living language laboratory.

SP 320 Spanish Phonology: 3 semester hours

Phonology involves systematic study of the sounds and articulations that comprise spoken Spanish. Coursework includes the study of regionalisms, dialects, and the lingual characteristics needed to produce native and near-native accents. Non-native speakers build fluency through extensive practice in developing a more authentic Spanish accent. Prerequisite: SP 201 or 240.

SP 325 Independent Study: 3 semester hours

The study topics of this course will be arranged by the instructor and the students. An independent study gives the Spanish minor the opportunity to pursue authors, genres, and literary periods not developed in regular courses.

SP 331 Introduction to Hispanic Literature: 3 semester hours

The introduction to Hispanic literature permits students to apply and refine their language skills through reading, analysis, and discussion of contemporary literary and cultural texts. The study of basic literary genres also introduces students to key aspects of Hispanic civilizations and cultures across several centuries. Taught in Spanish. Prerequisite: SP 300 or program placement test.

SP 350 Spanish Study Abroad: 6 semester hours

The course listing offers credit for supervised coursework in Spanish pursued abroad. Consult program faculty about course equivalency with other Mount Mercy Spanish courses. Coursework should be at a level appropriate to the student's language training. A maximum of 6 hours of SP 350 apply toward the minor. Repeatable. Prerequisite: program approval.

SP 369 Hispanic Culture & Civilization: 3 semester hours

The course surveys Hispanic civilizations and links them to cultural developments over time. Course meetings will integrate art, film, history, music, and literature to familiarize students with cultural contexts that evolved in Spain and Latin America. Nations of emphasis vary. Students enrolled for credit in the Spanish program will complete assignments in Spanish. Prerequisite for credit in Spanish program: SP 201 proficiency. (English speakers should check for cross-listing as HI 369).

SP 425 Spanish Internship: 3 semester hours

The internship involves the use of Spanish skills in workplace or social service settings. Students should average 10 hours per week at their internship. The internship also involves limited academic work that is arranged between the student and supervising faculty. A maximum of 6 hours of SP 425 will apply toward the minor. Repeatable. Prerequisite: SP 200 and program approval.

Faculty

Dr. Ceanne Alvine, 2014--

Assistant Professor of Nursing
B.S.N., University of Iowa
M.B.A., Arizona State University
Ph.D., University of Arizona

Dr. Ayman Amer, 2000-

Associate Professor of Economics
Graduate Diploma, Ain Shams University, Egypt
M.B.A., Indiana University-Pennsylvania
D.Sci., University of New Haven

Dr. Dawn Behan, 2008-

Professor of Education
Director of Graduate Program in Education
B.A., University of Northern Iowa
M.A., Ph.D., University of Iowa

Dr. Neil Bernstein, 1982-

Professor of Biology
B.S., Colorado State University
M.S., John Carroll University
Ph.D., University of Minnesota

Dr. Ryan Bezy, 2010-

Assistant Professor of Biology
B.A., DePauw University
Ph.D., Indiana University - Bloomington

Kim Bro, 2010-

Assistant Professor of Nursing
B.A., Mount Mercy College
M.S.N., Clarke College

Deb Brydon, 1999-

Associate Professor of Criminal Justice
B.A., M.A., J.D., University of Iowa

Dr. Adriana Buliga-Stoian, 2011-

Assistant Professor of Political Science
B.A., M.A., Babes-Bolyai University
M.A., Ph.D., Binghamton University

Dr. Mohammad Chaichian, 1994-

Professor of Sociology
M.S., University of Tehran, Iran
M.S., University of Michigan
Ph.D., Michigan State University

Candace Chihak, 2014--

Assistant Professor of Nursing
Director of the R.N. to B.S.N. Program
B.S.N., M.S.N., Mount Mercy University

Dr. Jacob Christenson, 2011-

Assistant Professor of Marriage and Family Therapy
Clinical Director for Marriage and Family Therapy Program
B.S., California Polytechnic State University
M.S., Brigham Young University
Ph.D., Brigham Young University

Jose Clemente, 2012-

Assistant Professor of Art
B.F.A, M.F.A, Kansas State University

Elaine Cook, 2012-

Assistant Professor of Nursing
B.S.N., University of Iowa
M.S.N., South Dakota State University

Kathryn Coulter, 1987-

Professor of Business
B.A., University of Iowa
M.B.A., Central Michigan University
J.D., University of Iowa

Dr. Bryan Cross, 2013-

Assistant Professor of Philosophy
B.S., University of Michigan - Anne Arbor
M. Div., Covenant Theological Seminary, St. Louis
Ph.D., St. Louis University

Dr. Christopher DeVault, 2009-

Associate Professor of English
 B.A., Wake Forest University
 M.A., Georgetown University
 Ph.D., University of Miami

Dr. Dennis Dew, 2009-

Associate Professor of Psychology
 B.S., John Carroll University
 M.A., Ph.D., Loyola University-Chicago

Dr. April Dirks-Bihun, 2008-

Associate Professor of Social Work
 B.A., M.S.W., Ph.D., University of Iowa

Dr. Mary Ducey, 1994-

Professor of Philosophy
 Department Chair
 B.A., Maryville College
 M.A., St. Louis University
 Ph.D., The Catholic University of America

Dr. Adam Ebert, 2009-

Associate Professor of History
 B.S., M.A., Ph.D., Iowa State University

Dr. Ronald Feldt, 1980-

Professor of Psychology
 B.S., Wisconsin State University
 M.S., University of Wisconsin
 Ph.D., University of Arkansas

Paula Ganzeveld, 2009-

Lecturer in Education
 B.S., Iowa State University
 M.A., University of Northern Iowa

Stephen Gilmour, 1985-

Associate Professor of Accounting
 B.S., M.A.S., Northern Illinois University
 CPA

Dr. James Grove, 1980-

Professor of English
 B.A., University of Minnesota
 M.A.T., College of St. Thomas
 M.A., Ph.D., Southern Illinois University

Dr. Sharon Guthrie, 1999-

Assistant Professor of Nursing
 Interim Director of Graduate Program in Nursing
 B.S.N., M.S.N., Ph.D., University of Iowa

Kathryn Hagy, 2003-

Professor of Art
 Department Chair
 B.A., University of Washington
 M.F.A., Rhode Island School of Design

Anne Hartman, 2012-

Lecturer in Nursing
 B.S.N., M.S.N., University of Iowa

Eric Hearn, 2011-

Lecturer in Accounting
 B.A., University of Northern Iowa
 M.B.A., University of Iowa

Carol Heim, 1983-

Associate Professor of Nursing
 B.S., Mount Mercy College
 M.A., University of Iowa

Joni Howland, 1995-

Associate Professor of Social Work
 Department Chair
 Director of the Social Work Program
 B.A., Luther College
 M.S.W., University of Iowa

Dr. Alesia Hruska, 2007-

Associate Professor of Biology
 Department Chair
 B.A., Luther College
 Ph.D., Iowa State University

Dr. Amanda Humphrey, 2006-

Associate Professor of Criminal Justice
 Director of Graduate Program in Criminal Justice
 B.A., M.S., New Mexico State University
 Ph.D., University of Nebraska-Omaha

Jane Junge, 1983-

Assistant Professor of Sociology
 B.A.S., Mount Mercy College
 M.A., University of Northern Iowa

Dr. Kristopher Keuseman, 2009-

Associate Professor of Chemistry
 B.A., St. Olaf College
 Ph.D., University of North Dakota

Anne King, 2005-

Assistant Professor of Marketing
 B.A., Iowa State University
 M.B.A., St. Ambrose University

Dr. Elizabeth Kleiman, 2010-

Assistant Professor of Computer Science
 B.S., Ben-Gurion University
 M.S., Ph.D., Iowa State University

Dr. Nathan Klein, 2014--

Assistant Professor of Business
 B.B.A., Mount Mercy University
 M.B.A., Emory University
 Ed.D. Creighton University

Dr. Daniel Kleinknecht, 1993-

Associate Professor of Music
 B.M., Oberlin College
 M.M., Indiana University
 D.M.A., University of Iowa

Dr. David Klope, 2001-

Associate Professor of Communication
 B.A., Biola University
 M.S., San Diego State University
 Graduate Work in Rhetorical Studies, University of Iowa
 Ph.D., University of Utah

Dr. Jennifer Lee, 2012-

Assistant Professor of Psychology
 B.A., Luther College
 M.A., University of Dayton
 M.A., Ph.D., University of Iowa

Dr. Chad Loes, 2001-

Professor of Criminal Justice
 B.A., Mount Mercy College
 M.A., Western Illinois University
 Ph.D., University of Iowa

Dr. Randall Lyle, 2010-

Associate Professor of Marriage and Family Therapy
 Director of Graduate Program - Marriage and Family Therapy
 B.A., Lorreto Heights College
 M.Div., Seabury-Western Theological Seminary
 Ph.D., University of Iowa

Dr. Charlotte Martin, 1991-

Professor of Religious Studies
 B.A., College of St. Benedict
 M.A., Ph.D., Vanderbilt University

Dr. Norma Mattingly, 2000-

Associate Professor of Education
 B.A., University of Texas at Austin
 M.Ed., U.T. - Pan America
 M.Ed., University of Wisconsin
 Ph.D., University of Iowa

Dr. Marc McCoy, 2010-

Assistant Professor of Education
 B.A., University of Northern Iowa
 M.A., Ph.D., University of Iowa

Julie McIntosh, 2005-

Lecturer in Nursing
 B.S.N., Mount Mercy College
 M.S.N., University of Phoenix

Allison McNeese, 1990-

Assistant Professor of History
 B.A., M.A., University of Mississippi

Dr. Ashley Merritts, 2014--

Associate Professor of Marriage and Family Therapy
 B.A., University of Iowa
 M.S., Ph.D., Iowa State University

Nancy Merryman, 1978-

Associate Professor of Early Childhood Education
 B.S., M.S., Iowa State University

Janice Miller, 2014--

Lecturer of Nursing
 B.S.N., DeSales University
 M.S.N., Mount Mercy University

Antonino Mione, 2011-

Assistant Professor of Computer Science
 B.A., Rutgers University
 M.S., Iowa State University

Diane Mulbrook, 1989-

Assistant Professor of Nursing
 B.S., Iowa State University
 M.A., University of Iowa

Brendan Murphy, 2013-

Assistant Professor of Marketing
 B.A., Marquette University
 M.B.A., University of Iowa

Dr. Joseph Nguyen, 2010-

Assistant Professor of Chemistry
 B.S., Creighton University
 M.S., Indiana State University
 Ph.D., University of Kansas

Dr. Joy Ochs, 2001-

Professor of English
 Director of Honors Program
 B.A., University of Wisconsin-Madison
 M.A., Ph.D., University of Michigan

Dr. Debra Oliver, 2004-

Associate Professor of Business
 Director of M.B.A. Program
 B.A., University of Northern Iowa
 M.A., Brigham Young University
 Ph.D., Capella University

Dr. Edy Parsons, 2005-

Associate Professor of History
 Director of Faculty Development
 B.S., M.A., Ph.D., Iowa State University

Cathy Penn, 1988-

Associate Professor of Nursing
 B.S., Mount Mercy College
 M.A., University of Iowa

Malinda Poduska, 1991-

Assistant Professor of Nursing
 B.S., Mount Mercy College
 M.S.N., Drake University

Jennifer Rasmussen, 2007-

Associate Professor of Education
 Department Chair
 B.A., University of Northern Iowa
 M.A.T., Nova Southeastern University

Jodee Reed, 2014--

Lecturer of Nursing
 B.S.N., Mount Mercy University
 M.S.N., Allen College

Janice Reily, 1990-

Assistant Professor of Business
 B.B.A., Southern Methodist University
 M.B.A., West Texas State University
 M.A., Northeast Missouri State University

Robert Rittenhouse, 1985-

Associate Professor of Business
 Department Chair
 B.S., South Dakota State University
 M.B.A., University of South Dakota
 CFA, CPA

Dr. John Robeson, 2002-

Associate Professor of Mathematics
 B.S., Bradley University
 M.B.A., Ph.D., University of Iowa

Dr. Janet Rohner, 1992-

Professor of Education
 B.S., Lindenwood College
 M.A., Ph.D., University of Iowa

Darcey Rosenblum, 2013-

Lecturer in Nursing
 B.S.N., University of Iowa
 M.S.N., Mount Mercy University

Dr. Jennifer Schmidt, 2010-

Assistant Professor of Education
 B.A., Earlham College
 M.Ed., Lesley College/Shady Hill School
 Ph.D., University of Iowa

Audrey Sheller, 2005-

Lecturer in Nursing
 B.S.N., Marycrest College
 M.S.N., University of Missouri - Columbia

Joseph Sheller, 2001-
Associate Professor of Communication
B.A., Marycrest College
M.A., University of Missouri - Columbia

Kelly Siems, 2014--
Lecturer of Nursing
B.S.N., Mount Mercy University
M.S.N., Regis University

Lisa Smith, 2009-
Assistant Professor of Education
B.A., Dana College
M.A., University of Northern Iowa

Dr. Belkis Suarez, 2011-
Assistant Professor of Spanish
B.A., Universidad Central de Venezuela
M.A., Ph.D., University of Florida

Dr. Mary Tarbox, 1977-
Professor of Nursing
Department Chair
B.S., Mount Mercy College
M.S., University of Minnesota
Ed.D., Columbia University

Tracy Tunwall, 2001-
Associate Professor of Business
B.A., University of Northern Iowa
M.B.A., St. Ambrose University

Dr. Carol Tyx, 2000-
Professor of English
B.A., Otterbein College
M.A., Wright State University
Ph.D., University of Iowa

Dr. Michelle Umbarger-Mackey, 2013-
Assistant Professor of Nursing
B.S.N., M.S.N., Ph.D., University of Iowa

Marcie Van Note, 2014--
Lecturer of Business
MBA Coordinator
B.A., Buena Vista University
M.S., Capella University

Dr. Mary Vermillion, 1994-
Professor of English
B.A., Saint Mary College
M.A., Ph.D., University of Iowa

Dr. Ellen Warrington, 1998--
Professor of Education
B.A., Rivier College, NH
M.A., University of Northern Colorado
Ph.D., University of Iowa

Dr. Anna Waterman, 2012-
Assistant Professor of Biology
B.A., M.A., Ph.D., University of Iowa

Dr. Thomas Wetzel, 2012-
Assistant Professor of Religious Studies
B.A., University of Wisconsin
M.A., Marquette University
M.A., Ph.D., University of Wisconsin

Index

#
 2015-16 Academic Calendar 11

A
 Academic and Personal Services 28
 Academic and Student Resources 4
 Academic Center Courses 57
 Academic Development (AD) 160
 Academic Policies 0
 Accelerated 9
 Accelerated Programs 131
 Accounting 57
 Accounting 137
 Accounting (BC) 160
 Actuarial Science 58
 Admission 147
 Admissions 122
 Admissions 131
 Applied Management 59
 Applied Management 138
 Art 59
 Art (AR) 161
 Art and Design 61

B
 Biology 62
 Biology (BI) 164
 Block Academic Calendar 130
 Block Academic Calendar 146
 Block Academic Calendar 159
 Business 128
 Business 139
 Business Administration 64
 Business Administration (BA) 166

C
 Campus Buildings 43
 Campus Ministry 0
 Career Development 66
 Career Development (CD) 168
 Chemistry 66
 Chemistry (CH) 168
 Code of Conduct 0
 College Expenses 13
 Communication 67
 Communication (CO) 169
 Computer Science 69

Computer Science	139	Healthcare Administration (HS)	189
Computer Science (CS)	171	Healthcare Leadership	97
Courses of Instruction	160	Healthcare Leadership	142
Creative Writing	70	History	97
Criminal Justice	70	History (HI)	189
Criminal Justice (CJ)	172	Honors Seminars	98
Curriculum	51	Honors Seminars (HO)	191
Curriculum	126	Human Resource Management	98
Curriculum	135	Human Resource Management	129
D		Human Resource Management	142
Departments	0	I	
Directories	44	International	7
E		International Studies	100
Economics	72	J	
Economics	140	Journalism	101
Economics (EC)	174	L	
Education	72	Legal Studies	102
Education (ED)	174	Legal Studies (LW)	193
English	90	M	
English (EN)	181	Management	102
Environmental Justice	92	Management	143
F		Management (BN)	193
Faculty	215	Management Information Systems	144
Film Studies	92	Marketing	107
Film Studies (FS)	184	Marketing	144
Finance	93	Marketing (BK)	194
Finance	140	Marriage and Family Therapy (MF)	195
Financial Aid	16	Master of Arts in Criminal Justice	152
Financial Aid	125	Master of Arts in Education	153
Financial Aid	134	Master of Arts in Marriage and Family Therapy	155
Financial Aid	151	Master of Business Administration	155
First Year Student	6	Master of Science in Nursing	157
G		Master of Strategic Leadership	158
General Studies	94	Mathematics	108
General Studies (GS)	185	Mathematics (MA)	195
Graduate	9	Medical Laboratory Science	109
Graduate Policies	149	Mercy Education (ME)	197
Graduate Programs	147	Mercy Experience	110
Graphic Design	94	Mission and Goals	0
H		Mission and Ministry	0
Healthcare Administration	96	Mount Mercy Policies	0
Healthcare Administration	141	Music	110

Music (MU) 199

N

Nursing 111

Nursing (NU) 201

O

Online 8

Online 122

Outdoor Conservation 113

P

Parking 0

Philosophy 114

Philosophy (PL) 203

Physical Science 115

Physics (PH) 204

Policies 30

Policies 122

Policies 132

Political Science 115

Political Science (PO) 204

Pre-Law 116

Programs 152

Psychology 116

Psychology (PS) 206

Public Relations 118

R

Religious Studies 119

Religious Studies (RS) 208

RN to BSN 129

RN to BSN 145

S

Safety and Security 0

Science Marketing 119

Service Learning 120

Service Learning (SL) 209

Snow Removal Policy 0

Social Science 120

Social Work

Social Work (SW) 210

Sociology 120

Sociology (SO) 212

Spanish 121

Spanish (SP) 214

Student Governance and Communication 0

Student Services 0

T

The Good Book 0

Title IX 0

Transfer 7

Tuition and Fees 124

Tuition and Fees 133

Tuition and Fees 151

U

University Admission 5

V

Visual Arts and Business Interdisciplinary 121

W

Welcome 0

Welcome to Mount Mercy University 4

Writing 121

The Good Book



Welcome

Welcome to Mount Mercy!

The Good Book is a guide to the policies and principles that shape and regulate our community, one that is dedicated to the pursuit of knowledge and excellence. The policies and regulations articulated in this handbook have been developed over time to serve the Mount Mercy University community as it pursues its academic endeavors of teaching and learning.

We have found these policies to serve both the institution and the individual student well. As a member of this community we expect that you will understand and abide by these principles and policies, helping assure an environment in which all can thrive.

This handbook also provides you with additional information to help you achieve success while you are a member of the Mount Mercy community. We have many services in place that we hope you will utilize. Our faculty and staff stand ready to help and look forward to working with you as you pursue your educational goals.

Mission and Goals

Mount Mercy University Mission and Goals

Mount Mercy is a Catholic University providing student-focused baccalaureate and graduate education in the spirit of the Sisters of Mercy.

As a Catholic university founded and sponsored by the Sisters of Mercy, Mount Mercy welcomes women and men of all beliefs to join our community in the pursuit of baccalaureate and graduate education and service to those in need.

Mount Mercy promotes reflective judgment, strategic communication, the common good and purposeful living through a core curriculum, liberal arts and professional majors and student development programs.

We strive for excellence in accomplishing our mission through our four interdependent goals:

Using reflective judgment

The abilities to think clearly and carefully, argue coherently and evaluate competing truth claims critically are fundamental to a college

education.¹ Reflective judgment requires a knowledge of basic fact, examination and evaluation of assumptions, adequate justification for drawing a conclusion and understanding implications of drawing that conclusion. With these skills, individuals can solve problems creatively and integrate knowledge across disciplines.

Engaging in strategic communication

Strategic communication requires selecting from a range of options in order to accomplish a chosen goal in an ethical manner.² These options include construction and interpretation of messages in the written, oral and aesthetic forms using appropriate technology.

Serving the common good

The common good is at the heart of Catholic social teaching. Because persons are social by nature, every individual's good relates necessarily to the common good, the sum of social conditions that allows all people to reach their human potential more fully.³ It includes respect for and ethical interaction with every person and the natural environment and, in the spirit of the Sisters of Mercy, service for the well-being of all humanity and action in the cause of justice in the world.

Promoting purposeful living

A liberal education enables persons to achieve a greater degree of freedom upon which to act purposefully. Since development of purpose entails planning for life based on a set of priorities.⁴ Mount Mercy University provides opportunities for spiritual growth, intellectual engagement, vocational clarity, social development, physical well-being, emotional maturity and responsible community leadership.

The Mount Mercy University Brand Promise

We are the regional Catholic, Mercy University that promises students of diverse backgrounds, ages and faiths a challenging, practical education that inspires them to discover knowledge, build community and lead courageous lives.

Approved by Board of Trustees October 29, 2005

Amended by Board of Trustees April 28, 2007

Amended by Board of Trustees August 17, 2010

1 P. M. King, and K. S. Kitchener, *Developing Reflective Judgment: Understanding and Promoting Intellectual Growth and Critical Thinking in Adolescents and Adults* (San Francisco: Jossey-Bass Publishers, 1994).

2 S. Morreale, R. Rubin and E. Jones, "Speaking and Listening Competencies for College Students"; available from National Communication Association website, http://www.natcom.org/Instruction/assessment/CollegeComp/college_competencies.htm; Internet; accessed 07 March 2005.

3 *Catechism of the Catholic Church* (Washington, D. C.: United States Catholic Conference, 2000), sections 1905-1912.

4 Arthur Chickering and Linda Reisser, *Education and Identity* (San Francisco: Jossey-Bass Publishers, 1993), 50.

Vision Statement

Mount Mercy University will be a distinguished regional institution in the Catholic intellectual tradition and a national leader within Mercy higher education, recognized for its:

Academic Life where learning in the Mercy tradition is academically acclaimed and the university's integrated approach to the liberal arts, professional preparation and service learning creates a community and culture of free inquiry, social responsibility and purposeful living. Student Experiences which foster a vibrant university community where a diverse student population participates in campus activities, strong residential programs, international experiences, and personal

and spiritual growth in an atmosphere promoting service to the common good.

Institutional Resources with robust finances, a campus environment, and human resources to accommodate growth in quality and quantity of undergraduate and graduate students and realize the full potential and reputation of a successful small to mid-size regional university. Community Outreach where Mount Mercy is the educational partner of choice in relationship with the business community, other educational institutions, alumni, parents, area residents, civic organizations and other local and national organizations.

Approved by Board of Trustees April 28, 2007

Amended by Board of Trustees August 17, 2010

Statement of Values

As members of the Mount Mercy University community, grounded in the tradition of the Sisters of Mercy and our Catholic identity, we are committed to:

Lifelong learning and education of the whole person We believe that education is a lifelong experience where learning empowers the whole person, intellectually, spiritually, emotionally, and physically.

Pursuit of truth and dignity We foster free inquiry in a compassionate culture where our dedication to faith, truth and mercy supports the dignity of each person within the human community.

Commitment to students We acknowledge and affirm that our students' needs are central to decisions that affect community life.

Justice We advocate for equality by actively creating just and healthy relationships in our learning community and in our global society.

Gratitude We celebrate with humility all gifts and talents bestowed by God and faithfully share these blessings with the wider community.

Hospitality We accomplish our work in the spirit of Catherine McAuley's graciousness and inclusion that welcomes all people and perspectives.

Service We instill a sense of responsibility and caring that calls us to serve the common good.

Approved by Board of Trustees April 28, 2007

Amended by Board of Trustees August 17, 2010

Mission and Ministry

The Division of Mission and Ministry has particular care for promoting and celebrating the mission, goals, vision and values of Mount Mercy. It identifies and reflects the key aspects of Mount Mercy's Catholic identity and mercy mission, calling forth the characteristics celebrated by the Sisters of Mercy and voicing the heritage and mission of the University.

Mount Mercy's Mission and Ministry Division is spearheaded by Sr. Shari Sutherland, a Sister of Mercy, who serves as the Executive Director for Mission and Ministry.

The Division champions Mount Mercy's Catholic identity through expressive articulations of faith, infusing mercy into core aspects of students' lives and empowering them to discover and articulate this meaning for themselves. The Division of Mission and Ministry works to introduce students to the heritage and values of Mount Mercy through a variety of experiences, including class presentations, orientation programs, Living Communities for residential students, service outreach opportunities, special events, and conversations with the Sisters of Mercy.

A special week in September celebrates the mission and vision of the Sisters of Mercy, with fun and engaging activities that highlight Mount Mercy's Catholic heritage and allows the campus community to join in an expression of that meaning.

Within the Division, the Mount Mercy community has access to the Coordinator of Volunteerism and Service Learning, Campus Minister,

residential Chaplain, Sacramental Priest, Music Minister, Graduate Assistant for Social Justice, Residential Peer Ministers, and Campus Peer Ministers – all working to create a community atmosphere where every faith and background can come together and celebrate God's presence in meaningful ways. The staff of the Mission and Ministry Division welcomes people of all faith and non-faith backgrounds.

Departments

Academic Advising

Each student is assigned a faculty advisor who provides students with counseling on academic matters and approves each term's registration. Information regarding registration or changes in registration, course offerings, academic honors, degree requirements, academic probation, and other aspects of the academic program are provided in the Catalog. Your advisor, the Registrar, and the Provost are among those available to assist you.

Academic Center for Excellence (ACE)

ACE offers helpful support programs for all students. Programs include writing assistance, math/science assistance, testing techniques, learning style awareness, study skills, and services to students with disabilities. Students can request a Peer Tutor for any class and the meeting time is arranged by the student and tutor. Walk-in assistance for writing support is available in the ACE Writing Center located in 130 University Center. If you are a distance learner or are unable to come into ACE during regular business hours, please call 319-363-1323 Ext. 1208 for assistance.

Services for Students with Disabilities: Students needing any type of accommodation or consultation for their academic work or environment associated with a documented disability will need to contact the Disability Specialist in the Academic Center for Excellence, 130 University Center.

Admissions – Accelerated

The Accelerated Admissions Office, located in 207 Basile Hall, is the central hub for student activity in the adult, evening program. Current and potential adult students come to the Advance office to turn in application materials, receive information about available majors, meet with academic advisors, go on guided campus tours, pick-up completed assignments, and learn best practices for successfully completing their Mount Mercy education. The staff is available on a daily basis to answer questions for current and potential adult students.

Admissions – Graduate

The Graduate Admissions Office is located in the Graduate Center*. The graduate admission representatives are available to potential students to answer questions about our graduate programs, process admission applications, give tours of campus, and assist new students as they transition into the graduate program.

*1650 Matterhorn Drive NE, Cedar Rapids, IA 52402

Admissions – Undergraduate

The Admissions Office, located at 260 University Center, is the first place prospective students go to learn about Mount Mercy. Prospective students are assigned an Admissions Counselor to help them start their university experience. The undergraduate admissions office focuses on traditional freshmen and transfer students who are either new to Mount Mercy or returning to us after an absence. Students can become involved in the admissions process by helping to recruit students through the Student Ambassador program. The Student Ambassador program is a key component of showing Mount Mercy to our new students. Ambassadors might give tours, send emails, make phone calls, participate in campus wide events, host visitors,

and they might even be in a video or photo shoot. We welcome current students to visit with anyone in the Admissions Office regarding the Ambassador program.

Athletics

Mount Mercy's intercollegiate athletic programs, located in Hennessey Recreation Center, are open to all students and are designed to develop leadership, self-discipline, and sportsmanship in the academic environment of a small, independent university. Teams are members of the Midwest Collegiate Conference and the programs are governed by the rules of the National Association of Intercollegiate Athletics (NAIA). Men compete in basketball, baseball, golf, soccer, cross country, bowling and track and field. Women compete in basketball, softball, volleyball, golf, cross country, soccer, bowling and track and field.

Campus Music

There are many music opportunities available for Mount Mercy Students. Choral Ensembles include the University Choir and Jazz Connection, which are available for credit or non-credit, audition required for Jazz Connection. The University Band is open to all Mount Mercy students, staff and alumni. The University Band is an ensemble that plays regular campus concerts and Pep Band events. Choral participation is also available in the Music Liturgy Ensemble that sings for Sunday evening Masses. The Handbell Choir is also open to all students. A string ensemble will be available for those players interested.

Career Services

Contact the Director of Career Services, ext. 1620, for assistance with career issues such as deciding on a major, changing majors, career direction, internships, job shadowing, resume/cover letter writing, interviewing, networking, job searches, and graduate school programs. Programs, courses, and workshops are held throughout the school year.

The Career Services Office, at University Center 102, serves as a clearinghouse for a wide range of work opportunities including internships, full and part-time employment, as well as intermittent jobs. CareerClicks is Mount Mercy's online database for current openings. Students and alumni can view and apply for opportunities directly from the database. Make an appointment to discuss and learn about effective ways to search for full-time employment, part-time employment, internships, or graduate school programs. Career Services offers on campus events to educate students about career options and to provide opportunities to network with professionals in those industries.

Counseling

Counseling Services provides confidential counseling to enrolled students, at no charge. Counseling services are intended to be short-term and solution-focused in nature. The Counseling Services offices are located on the second floor of the University Center (240G and 240H). A licensed counselor or graduate intern assists students in setting/attaining goals and problem solving, and provides support and encouragement to students. Students utilize the service for assistance with a variety of personal and interpersonal issues*, such as stress management; grief and loss; family problems; LGBTQ issues (lesbian/gay/bisexual/transgender/questioning); social skills; physical, mental, emotional, or sexual abuse; eating and body image disorders; anxiety; and depression. When necessary, referrals may be made to other MMU campus services, as well as to appropriate community resources. To make an appointment, call ext. 1218. Evening appointments can be arranged. **MMU does not prescribe or manage medications.*

Dining Services

Mount Mercy's meal plans offer 12 hours of continuous dining service each weekday to provide students with maximum flexibility in fulfilling their dining needs. The dining room is open from 7:00 a.m. until 7:30 p.m. Meal Plan students will be asked to scan their ID cards. Non-board plan customers may pay with cash, credit cards, or use their IDs. All meals are provided in an all-you-can eat format and enable students to make food choices that best suit their preferences and lifestyles. The breakfast hours are filled with options such as cooked to order omelets, as well as eight cold cereals, assorted bagels, 100% fruit juices, and fresh baked pastries. Lunch and dinner service hours feature a home zone, presentation, and grill service lines. Also included in our home zone service line are vegetarian entrées. During the week, a presentation cooking station is provided and serves popular items like fajitas, calzones, stir fries and Caesar salads topped with chicken. These presentation entrees are made to order and our guests get to choose their toppings, ingredients and selections to fit their own unique tastes. Extended dining options always include a 24-topping salad bar with two kettle fresh soups, a selection of lettuces, dressings, and salads prepared fresh daily. A full deli provides the choice of several meats, cheeses, breads, and sandwich spreads such as tuna or egg salad.

For Dining Service Menus and Information please visit mtmercy.campusdish.com or download our CampusDish App for your Smartphone.

A customized sack lunch will be provided to students participating in Mount Mercy-sponsored activities which prohibit them from participating in a meal on campus. To participate in this option students will be required to fill out a form. Please speak with someone in the Dining Service Office for assistance with this request process. Contact the Dining Service management team for any special dietary needs. A complete guide to dining services is provided to new students and additional copies are available in the Dining Service Office, University Center.

Additional dining options are provided at the Hilltop Grill, Graduate Grounds, and at Basile Beans. Mount Mercy dining services also caters special events. ****The hours listed below are subject to change.***

The Hilltop Grill Ext. 1572

Located adjacent to the Dining Room
Monday - Thursday: 10:00 a.m. - 11:00 p.m.
Friday: 10:00 a.m. - 8:00 p.m.
Saturday: Noon - 8:00 p.m.
Sunday: Noon - 11:00 p.m.*

Basile Beans / Java City Coffee Ext. 2506

Located on the first floor of Basile Hall, in the Graduate Student Lounge.

Monday - Friday: 7:45 a.m. - 10:00 p.m.
Saturday & Sunday: Closed*

Graduate Grounds / Java City Coffee Hours Ext. 2538

Monday - Thursday 4:00 p.m. - 8 p.m.
Saturday 7:45 a.m. - 1:00 p.m.
Sunday: Closed *

Health Services

The mission of Health Services is to promote total wellness by increasing the awareness of healthy lifestyle choices and to assist individuals to achieve and maintain physical, psychological, emotional, and spiritual health.

The Health Services office is located in the Student Life Suite, room 240F, second floor University Center. Health Services assists students, faculty, and staff in the process of learning to independently select

healthy behaviors through individual conversations and educational programs. Health Services also offers general acute health care services to the campus community. These include, but are not limited to**: first aid; illness assessment; flu vaccinations; over the counter medications; mono testing; strep testing; consultation and referral services. Services offered by walk-in or appointment. To schedule, call ext. 1218. Health education materials are also available in the Student Life Suite. For after hours medical/first aid assistance please call our Public Safety Officers at 319-363-1323 ext. 1234.

**MMU does not prescribe or manage medications. **Other testing is available, please call for more information.*

Institutional Events Office

The Events Office serves as the centralized event planning office for Mount Mercy University. We coordinate the scheduling of all University facilities for university & student events, meetings, conferences and public functions. Our goal is to partner with the students, faculty, staff, alumni, friends and community members to assist with creating the highest quality event. Our dedicated team collaborates with various campus departments and offices to assist and advise on event planning, logistical coordination, facility layout, implementation and audio visual support. For more information on how to start planning your event, go to: www.mtmercy.edu/event-services. Please also reference the "Reserve Space for Meetings and Events" section found on page 36.

The Institutional Events Office is located in Warde Hall Room 104A, ext. 1839 or 1824, and the staff is more than willing to assist you with the planning of your events.

International Programs

Studying abroad can help you expand your horizons, meet new friends, enhance your resume, and develop leadership skills. The Office of International Programs, located at 240J University Center, offers information and advice on finding an international experience to fit your personal interests and professional plans. Mount Mercy offers a number of study abroad opportunities, including faculty-led programs to places such as Mexico, the United Kingdom, and France; exchanges with partner universities in the United Kingdom and the Czech Republic; and independent study abroad with trusted providers. Study abroad is open to students of any age and from any major. The Office of International Programs also has information on internships and service learning activities as well as scholarships and grants for study abroad. For more information about this, please call the Director of International Student Recruitment and Integration at ext. 1713 or ext. 1543.

Intramurals & Wellness

Wellness at Mount Mercy is an integral part of the campus community. It is the overall goal of the program to afford every student and employee the opportunity to participate in and enjoy the activities that support a healthy lifestyle. The Wellness Program provides educational and social programming designed to assist students and employees in being aware of and making choices toward a more balanced existence. Included in the program are free fitness classes, yoga and meditation, walking programs, social events, and education programs.

The Intramural Department will host both social and physical activities throughout the year. An example of the activities include sand volleyball, indoor volleyball, flag football, dodge ball, full and half-court basketball, indoor soccer, Frisbee golf, bags, table tennis, billiards, cards and more. Activities are held in Hennessey Recreation Center or around campus. For questions regarding the Intramural program please call the Director of Recreation and Wellness ext. 1296 or visit the Lundy Fitness Center.

There are two major fitness areas on campus, Hennessey Recreation Center and Lundy Fitness Center. The Lundy Fitness Center and Exercise Room are open to all students and employees. Individuals must be at least 18 years of age and have a current student or employee ID in order to use the facility.

Residence Life

The mission of Residence Life is to enhance student success, personal development, satisfaction and safety through the implementation of programs and services.

Staff

The Residence Life Team works together to provide an optimal residential experience for students. Their duties include supervising operations of the residence halls, suites, and apartments, providing programs for residents, promoting an educational environment, and helping resident students contribute to and enjoy their membership in the Mount Mercy community. Two Residence Life staff members live in on-campus housing and welcome interaction with students.

Resident Assistants

Resident Assistants (RAs) live on each residence hall floor. They are students selected on the basis of leadership experience, scholarship, and desire to assist others. RAs work with students to make residential life an enriching and educational experience. They are specially trained and are knowledgeable in many areas, including emergency and health issues, effective listening, community buildings, mediation, programming, and the policies and procedures of Mount Mercy and the Residence Life program. If they are unable to assist you, they will refer you to an appropriate resource.

Student staff members are available every day for general assistance, maintenance concerns, and emergencies. An RA is on-call each evening and may be contacted by phone.

If you need assistance, contact the Residence Life Office in the University Center at ext. 1218 during the day or dial "0" and request the RA on call in the evening. When the Information Desk is closed, you may dial Security at 318-363-1323 ext. 1234 to access the RA. Mount Mercy also maintains an administrator on call schedule to provide additional support to the on campus student body, Resident Assistants, and Public Safety.

Learning Communities

Mount Mercy has three learning communities:

1. Career Pathways
2. Mercy Engagement
3. Mustang Wellness

The Learning Communities (LCs) exist to provide intentional networks between students, faculty, staff, alumni, and community members. Students are provided additional opportunities through intentional programming and the involvement of specialized staff support. Students in these programs experience a more enriched undergraduate program as it provides additional structure and exposure developed curriculums that enhance learning and academic success. Research shows that Learning Communities play a significant role in improving student retention, persistence to graduation, and career preparedness. Participants do not only experience benefits in the classroom and career paths but their overall engagement with Mount Mercy University results in deeper satisfaction and institutional loyalty.

Housing, Nontraditional and Graduate Programs

Graduate housing is offered on a space available basis. Priority is given to undergraduate students. Please note that Mount Mercy does

not allow cohabitation, nor do our facilities offer married student or family housing. If you have questions or are interested in graduate housing, please contact Student Services Administrative Assistant at 319-363-1323 ex. 1218.

Student Engagement

The Student Engagement Office coordinates campus activities, is a resource center for student organizations, and oversees the Mount Mercy Activities Programming (M²AP) Board. New student orientation is also coordinated through this office.

The University Center provides a place for students, faculty, and staff to relax and socialize. It is home to the Information Desk, the Student Government Association, the Game Room, the Clubs & Organizations Room, student mailboxes, Copy Shop, ACE and the Campus Store. Numerous services are provided at the Information Desk and include but are not limited to parking stickers, IDs, vacuums, a copy machine, and a fax machine. A detailed list of all items that are available to be checked out is located at the desk. Students need their Mount Mercy IDs to check out any of the items.

Club Friday, sponsored by Student Engagement and SGA, is hosted by a different student organization each week. It brings students, faculty, and staff together for conversation, entertainment, and refreshments on Friday afternoons. Individuals who wish to use the space for a meeting or an event should contact Institutional Event Services by calling ext. 1663 and make a reservation.

Student Organizations

The recognized student clubs and organizations of Mount Mercy University are governed and funded by the Student Government Association (SGA). All guidelines and rules pertaining to the functioning of clubs and organizations can be found on the SGA website (<http://www.mtmercy.edu/student-government-association>). A complete list of clubs and organizations can also be found on the SGA website. Each recognized student group has a representative who attends and has a vote in the General Assembly of SGA.

Student Financial Services

For any concerns or questions about paying tuition or student loans students can contact the Student Financial Services Office located in Warde Hall room 112. Students can call ext. 6467 or by email studentfinancialservices@mtmercy.edu for support and assistance. They work with prospective students, current students, and graduates to make the financial aid process as user-friendly as possible. Every student who applies for financial aid will receive an award package, also known as an award letter. This letter will list all Institutional, State and Federal grants and scholarships you are eligible for as well as any loans you may be able to obtain. The award letter includes a Direct Cost section which assists you in determining if you have a balance due to the university.

If you have any questions regarding billing or payment options, you should also contact the Student Financial Services Office. Financial Aid Counselors are available to assist you with budgeting for expenses and answer any questions you may have regarding the financial aid process.

Prior to graduating, any student who has borrowed on Federal loans while attending Mount Mercy will be required to attend an exit counseling session. This session will explain how to pay back loans, what can happen if you default on your loans, loan consolidation and much more. It is mandatory for all graduating students to attend an exit counseling session. The Student Financial Services Office will notify you of dates and times these sessions are offered.

Campus Ministry

Campus Ministry is a place where everyone is welcome. We are housed in the Busse Building and often gather around the cozy fireplace for sharing, study, interactions and fun times. We promote purposeful and merciful living according to Gospel and Mercy values. As a Catholic and Mercy University we nurture visions by which to walk and live. We are part of the Catholic intellectual tradition, a world view that inspires innovative thinking, probing inquiry, supportive interaction, and a strong belief in diversity – including religious diversity. We host a variety of student-generated activities that tap into people's thirst for a healthy relationship with God, self and others:

- Sunday evening and Thursday noon celebrations of the Eucharist
- Sacramental preparation
- Reconciliation
- Inter-faith and inter-religious worship services
- Retreats and vocation discernment activities
- Pastoral Visits for support & prayer
- Service and volunteer opportunities at home and away
- Formation in social justice
- Education for growth in one's faith
- Campus Peer Ministers
- Residential Peer Ministers
- Peer Ministry Club & Team to reach out and support fellow students
- Music Ministry for worship and spiritual growth

Campus Ministry is open to all faiths and those with no faiths. We engage in many activities that help empower leaders for the future and also are transformative. Students, faculty and staff experience the hospitable characteristic of the Sisters of Mercy who founded Mount Mercy. We are witness to authentic Catholic culture, its inclusiveness, its concern for justice and peace, and its keen awareness of the footprint of a loving Creator in the world around us.

For a link to service and event times visit our website. (<https://www.mtmercy.edu/campus-ministry>)

Campus Ministry Position Descriptions

Coordinator of Volunteerism and Service Learning is a liaison between Mount Mercy and the civic community to organize opportunities for students to: interact with their community, grow in their faith, and apply their academics in the real-world situations. S/he works in collaboration with Mount Mercy faculty and staff to provide curricular and co-curricular programming, and service to the community. S/he coordinates and accompanies Mount Mercy volunteers on distant service learning trips and facilitates a reflections process about their service and learning.

Campus Minister oversees the programs that promote faith development, spiritual life, worship, and student-generated activities that tap into people's thirst for a healthy relationship with God, others, and oneself. These include, but are not limited to, Sacramental celebrations (Mass and Reconciliation), a variety of devotional (Adoration and the Rosary) and ecumenical worship services, retreats, Christian Community experiences, vocation discernment activities, bible studies, and faith sharing and formation activities. S/he also oversees the Peer Ministry program.

Residential Chaplain assists in offering daily liturgies, Holy Day Masses, residential liturgies and other special liturgies as needed and is available for Sacramental preparation and Sacramental reception for the Mount Mercy University community. He creates and maintains a pastoral presence through retreats, programs, counseling, spirituality

forums, and University events. While key to supporting the Catholic identity and Mercy charism and heritage of the University, the Chaplain provides an inviting presence to persons of all faiths as well.

Sacramental Priest through the part-time availability of a Diocesan priest as sacramental chaplain, the Archdiocese gives another expression of its support for the mission of Mount Mercy and its Catholic identity. He is a source of support to all and each member of the campus community and is available for spiritual counsel and reception of the Sacraments

Music Minister assists the Mount Mercy Community in enhancing Mass and other worship services through varied expressions of liturgical music. This individual focuses on enabling and coordinating liturgical music for the worshiping assembly, vocal ensembles, cantors, instrumentalists, accompanists and others in music ministry. The ministry of music is that of service and sharing of one's gifts and talents with the Christian Community.

Graduate Assistant for Social Justice is responsible for developing, directing, and leading social justice programs, diversity initiatives, and community out-reach activities that seek the involvement and commitment of young adults and promote the University as a resource and training ground for Catholic, Christian, and faith-based lay leadership.

Campus Peer Ministers are the work study students who work in the Campus Ministry area assisting the Mission & Ministry staff. Campus Peer Ministers provide outreach to the student population, represent the Division of Mission and Ministry university-wide, and work collaboratively among themselves as well as with other areas in order to minister to their peers.

Residential Peer Ministers nurture the religious, spiritual, and personal growth of students by being present directly within the residence halls. Residential Peer Ministers, as well as the Campus Peer Ministers, provide outreach to the student population, represent the Division of Mission and Ministry university-wide, and work collaboratively among themselves as well as with other areas, such as Residence Life, in order to minister to their peers.

Peer Ministry Club members are students interested in being involved in Campus Ministry. They volunteer and participate in faith sharing, community building, service, and liturgy.

Sisters of Mercy

Sisters of Mercy are prayerfully present on campus. Sister Shari is the Executive Director for Mission & Ministry (<https://www.mtmercy.edu/mission-and-ministry>). There are 35 Sisters who live in the Cedar Rapids Metro area and most are "retired" at Sacred Heart. Sacred Heart is attached to the Busse building and the Sisters (<http://www.sistersofmercy.org/west-midwest>) are an integral part of campus life and ministry.

To remain up to date on current events follow us on Twitter at @MMUMinistry (<https://twitter.com/mmuministry>) and Facebook at Mount Mercy Mission & Ministry.

Student Governance and Communication

Student Government Association

The Student Government Association (SGA) represents the Mount Mercy student body and serves as the umbrella organization for other campus recognized student organizations. It is the official voice of the student in Mount Mercy governance. Membership is open to all Mount Mercy undergraduate students, and SGA members serve on institution-wide committees and provide students' viewpoints to faculty and staff. Officers are eager to hear from all students and to assist

them in every way possible. The SGA office is located in the University Center and can be reached at ext. 1820.

Recognized student clubs and organizations are overseen by SGA. For Mount Mercy policies pertaining to them, go to the SGA website at www.mtmercy.edu/student-goverment-association, or pick up a copy of the Clubs & Organizations Handbook available at the University Center Information Desk.

Student Newspaper

The Mount Mercy Times is a key source of information about campus events and issues. A student staff is responsible for writing, editing, advertising, and business management of the bi-weekly newspaper, published most Wednesdays during Spring and Fall semesters, and once during Winter term. The Times office is located in the Lower Busse Center. If you have ideas for a Times article, you can email the editor at mmctimes@mtmercy.edu. In addition to the newspaper, the Times produces a website – <http://times.mtmercy.edu/> – with "Times TV" news reports, photo galleries and other exclusive content.

Tunnel Talk e-newsletter is sent each Tuesday during the academic year, except during break periods. It provides weekly information on events and activities by campus organizations, as well as important notices from academic offices. Items for publication should be submitted by the Wednesday prior to distribution. Submissions can be sent to the Office of Communications & Marketing via email: campuscommunications@mtmercy.edu. Be sure to label your email "Tunnel Talk Submission."

Student Services

ATM

An ATM is located in the University Center Commons area across from the Information Desk.

Reserve A-V Equipment

Audio cassette recorders, camcorders, laminating, die cut, photocopying equipment, and computer/video projectors are available in the library for producing class materials.

Campus Email Communication

Requests to email all Mount Mercy students are coordinated through the Office of Communications & Marketing, and are sent at the discretion of the Assistant Vice President for Communications & Marketing. The first priority is for all students to submit event information to Tunnel Talk. If extenuating circumstances exist, the information will be considered for an all-student email. Please email your short text (1-2 sentences) to campuscommunications@mtmercy.edu. Please note that email is subject to editing for length, style, consistency and clarity.

Copy Services

Copies can be made at the Mount Mercy Copy Center located in Room 120 of the University Center.

Mail Services

A full service mailroom is located in Lundy Commons, next to the fitness center ext. 2200. Incoming mail is placed in mailboxes in the University Center.

Space Reservations

Faculty, staff, students, clubs and organizations may reserve meeting/public space on campus for meetings and other activities.

1. All reservations for meeting rooms, classrooms, or public space on campus must be made through Event Services.
2. Student club and organization requests should be made through the Assistant Director of Institutional Events (Erin Harville at eharville@mtmercy.edu) or by calling ext. 1824. (Faculty and staff

requests should be made through Virtual EMS, which is accessible through the Intranet).

3. Reservations must be made in a timely manner. Please request space as early as possible, but not less than 3 days prior to the event. If there is extensive set-up or planning, the request should be 30 days prior to the event. Failing to make reservations that require set-up of any type at least 3 days in advance may result in a \$50 set-up charge.
4. Requests are almost always accepted on a first come first serve basis.
5. Space is not considered reserved nor should the event be promoted until Event Services confirms availability.
6. Events open to the public or having outside attendees must have written approval by the appropriate Vice President so that Cabinet-level staff can monitor how public events will impact various activities and areas of the campus. Once written approval is received from the Vice President, Event Services will review the space request and confirm availability.
7. Changes to a scheduled event should be communicated to Event Services at least 3 days prior to the event. If changes are made within 3 business days the group is subject to an additional labor charge of \$50. Final attendance numbers are due to Event Services at least 3 business days prior to the event.
8. To cancel your event, contact Event Services as soon as possible or at least 3 days prior to the event. If the event is not canceled at least 3 days prior to the event, charges for labor, equipment and catering may still apply.
9. Off-campus groups are welcome to hold events on campus for a fee, provided that the user complies with the terms and conditions set forth in the Events Policies and contract. Reduced rental fees are available to alumni, faculty, staff, and nonprofit groups.
10. Mount Mercy does not knowingly allow events to be held on campus that conflict with the mission of the University and/or Catholic teaching. Mount Mercy reserves the right to refuse any event from occurrence.
11. Please refer to the separate policy on hosting political candidates/groups on campus (contact the Events office for more information on this).
12. It is prohibited to hold an event that will raise funds for any reason other than charities sponsored by Mount Mercy.
13. Credit card companies, banks and/or other organizations requesting space in which credit card solicitations will occur are prohibited.
14. Space reservations for personal events such as private parties or weddings can be made, but are subject to availability & approval from Events. Room rentals will apply.

For a complete list of the Event Services Policies and Procedures please contact Clint Dietrich, Director of Institutional Events, at ext. 1839 or cdietrich@mtmercy.edu.

Study Areas

Campus study areas are located in the following buildings:

- Andreas Lounge (Building B)
- Busse Center Library
- Donnelly First Floor Lounge
- Warde First Floor Student Lounge
- Campus Ministry Lounge
- Lundy Commons Area
- Regina Hall: Student Lounges (located on each floor)

- McAuley: Terrace Level, Penthouse Study Room
- University Center Commons
- Veterans Lounge (Warde 1st floor)
- Commuter Lounge (University Center 1st floor)

Vending Machines

Vending machines, providing a wide variety of snacks, are located in the Andreas kitchen, Basile Terrace level, Donnelly first floor, Hennessey first and third floors, Lundy upper and lower levels, Regina lower level laundry room, and first floor Warde. To report problems, call the Facilities Department at ext. 1290.

Register to Vote

Voter registration materials can be found in the Reference section of the library or in the Student Services Suite located in the University Center.

Academic Policies

Academic/Administrative Grievance and Disciplinary Procedures

Grievances may arise in the following areas or situations:

1. Allegations of inadequate supervision or instruction which the student feels hinders his or her ability to function adequately.
2. Disagreement with an evaluation of classroom or clinical performance.
3. Disagreement with faculty's decision regarding discontinuation of progression in the program(s) in question.
4. Disagreement with decision of faculty or administration in other categories that would delay or prohibit progression in the program(s).
5. Disagreements with Mount Mercy administrators and/or Mount Mercy administrative staff members.

Required Steps Before Initiating a Formal Grievance

1. Within 15 working days of the alleged injustice the student may initiate a conference with the involved person or persons to determine if he/she can resolve the problem(s) at this level. If the student decides not to initiate such a conference, he/she may not initiate a formal grievance.
2. A response from the involved faculty/administrative personnel to the student must be given within five (5) working days.
3. If the student considers the response unacceptable and inconsistent with the alleged injustice, the student is to inform the involved faculty and/or Mount Mercy administrative staff member(s) within five (5) working days that the response is considered unjust.
4. Then, if the student chooses, the student may initiate a grievance conference with the departmental chairperson or supervisor to whom the faculty/administrative personnel involved is responsible. A response to the student from the designated departmental chairperson or supervisor is due within five (5) working days of the latter's receipt of the student's request for a grievance conference.

Formal Grievance Procedure

1. The formal written "Statement of Grievance" is to be submitted to the Provost within ten (10) working days following the student's grievance conference with the chairperson or supervisor. The student may select an uninvolved faculty member to assist him/her in working through the steps of the grievance procedure.
2. The formal "Statement of Grievance" must include:

- a. the date(s), time(s) of day, and setting relevant to the alleged injustice and names of the person or persons involved.
 - b. the nature of the problem and alleged injustice.
 - c. a narrative, objective description of events relevant to the grievance.
 - d. the student's previous attempts to resolve the problem and the specific results of those attempts.
 - e. objective assessment(s) with documentation concerning specific aspects of the alleged, initial injustice and subsequent responses from involved faculty member(s) and/or administrative personnel.
3. Within five (5) working days following Step 1 of the formal grievance procedure, the Provost has the responsibility to convene a committee that will hear both sides. This committee shall consist of persons representing the following categories:
 - a. Provost serves, with no vote, as chair of the grievance committee. All other members shall vote.
 - b. one full-time Mount Mercy faculty selected by the student.*
 - c. one full-time Mount Mercy faculty member selected by involved faculty or administrative staff member.*
 - d. one student representative, selected by the student, from the same class, specialty, or major field as the student.
 - e. the chairperson or supervisor of the department involved.
 - f. Mount Mercy's Equal Opportunity Officer representative, if different from all of the above.
 4. Student shall receive the written recommendation of the committee, postmarked no later than three (3) working days after the final meeting of the committee. Copies of the recommendation shall also be sent to the involved faculty member/staff and the department chairperson or supervisor.
 5. The committee chairperson shall also send the committee's recommendation to the President, who shall report in writing, normally within five (5) working days, his decision to the parties concerned. The President's decision is final.
 6. In cases where the "Statement of Grievance" occurs towards the end of a term and committee members are not able to convene, the above-mentioned procedure will require special modification by the Provost. This may include but is not limited to modifications in the timeline for responding at each level of the process and may involve a reconfiguration of committee membership so that decisions are rendered in an equitable manner.

* The student and the involved other individual have the responsibility for informing the Provost of the name of each person selected by each of them within one (1) working day of the student's distribution of the Statement of Grievance.

Introduction

Mount Mercy values integrity and honesty in all aspects of academics and campus life. As part of the academic mission, the institution provides the following Definitions and Procedures for which all students are responsible. The Mount Mercy community encourages all students to carefully consider these definitions, to adhere to these standards, and to ask for guidance if in doubt.

Definitions of Cheating, Plagiarism and Academic Misconduct

Cheating

Cheating is an act or an attempted act of dishonesty that includes but is not limited to the following:

1. Copying:
 - a. another person's work, in whole or in part, in an examination or for an assignment, with or without their consent, or
 - b. allowing another person to copy your work, in whole or in part, on an examination or for an assignment.
2. Using unauthorized materials or technology:
 - a. during an examination. (Examples would be answers passed to you, view of a calculator output, or text messages on a cell phone; however, other instances may apply).
 - b. to complete an assignment.
3. Collaboration during an assignment or during an examination when prohibited by the instructor.
4. Taking an examination for another person or letting a person take an exam for you.
5. Completing an assignment for another person or letting a person complete an assignment for you.
6. Forging needed signatures on academic work.
7. Altering of grades or other official educational records.
8. Obtaining a copy of an examination without permission from the class instructor.
9. Fabricating or falsifying information or data; or deliberately misrepresenting information for an assignment.

Plagiarism

Plagiarism is using somebody else's words, expression of ideas, data, images, or other creative products without acknowledgment or attribution. Plagiarism includes but is not limited to the following:

1. Copying, paraphrasing, or blending words, images, or ideas that are not common knowledge without acknowledging the source.
2. Providing false, insufficient or incomplete acknowledgment of sources.
3. Claiming authorship of a work that is not one's own or that is the result of unauthorized joint effort, including purchasing, downloading, or otherwise acquiring the work.
4. Improper use of quotations.
5. Incomplete or improper use of citations.

Academic Misconduct

Academic Misconduct includes acts that are considered unethical, dishonest, deceitful or inappropriate. Academic misconduct includes but is not limited to the following:

1. Attempting to gain an advantage over another individual by preventing access to needed books, materials, or aids.
2. Planning with another individual to commit any act of academic dishonesty.
3. Forging signatures on official institutional documents.
4. Breaking or entering an office or building to attempt to obtain an exam or other materials.
5. Submitting the same work for different classes without disclosure to and approval from the class instructor.
6. Receiving credit on group assignments without contributing.
7. Misrepresenting illness or personal crises, or otherwise intentionally misleading instructors as an excuse for missed or late academic work.

Academic cheating, plagiarism, and misconduct may be referred to collectively as "Academic Dishonesty." There are varying degrees of academic dishonesty. Suggested consequences for infractions are included below in order to promote consistency and equity. Mount

Mercy reserves the right to act upon incidents of academic dishonesty that are not explicitly defined in the above policy.

Procedures

All instructors are expected to cultivate integrity on campus and to affirm Mount Mercy's policy by introducing and discussing the Definitions of Academic Dishonesty and Misconduct at the beginning of each course and directing students to sources where the definitions can be found. Instructors should speak to the particular ways that Mount Mercy's Academic Integrity Policy applies to their courses.

Suspected Violations of the Academic Integrity Policy

All information regarding cases of suspected or confirmed Academic Dishonesty will be provided to only those with a need to know. Any suspected incident or dispute shall be raised to the appropriate party within five (5) business days of obtaining knowledge of the alleged violation. When allegations of academic dishonesty involve two or more students, each student will be evaluated on an individual basis. The following defines procedures, responsibilities and timelines for reporting suspected incidences of Academic Dishonesty.

Faculty Resolution

Mount Mercy strongly encourages faculty members and students to resolve incidents of alleged academic dishonesty. Faculty members have the discretion to resolve cases of suspected academic dishonesty or misconduct on their own, including determining the consequence imposed. Faculty are urged to consult the suggested consequences outlined below. Faculty will check with the Provost's Office to determine if the student(s) in question has a pattern of academic dishonesty before resolving a case.

A written record of each incident of academic dishonesty or misconduct MUST be given to the student and sent to the Provost's office. The record will detail the suspected academic dishonesty and the outcome. The Provost's Office will collect and retain these reports for purposes of data analysis and pattern monitoring and notifying the committee when a student has a second offense. Both the faculty member and the student can call upon the department chair to help in the resolution as needed.

Academic Integrity Committee Involvement

There are three ways that an incident can be referred to the committee for resolution.

1. Faculty referral – a faculty member can refer an individual case to the committee for a decision at any time by notifying the Provost.
2. Student referral – a student may ask that the committee make a decision on the case after the faculty resolution. To do so, the student should notify the Provost in writing that he/she would like the committee to review the case. This notification needs to occur within 10 business days of the student being informed of the faculty member's decision in the case. The student should provide any relevant evidence and documentation to substantiate his/her case. Names of other students to contact can also be provided.
3. Provost – On the second reported incident for a student, the Provost will convene the committee to review the student's offenses.

The committee will determine any appropriate follow-up intervention with the student to help prevent future infractions.

Procedure Following Referral to the Academic Integrity Committee

1. The Provost shall notify the Academic Integrity Committee within six (6) business days of receipt of a complaint.
2. The Provost shall notify the interested parties in writing of the specific allegations of Academic Dishonesty within six (6) business days of the referral to the Office of the Provost, including a request for the submission of relevant written materials. Interested parties will then have six (6) business days to submit any relevant materials to the Provost's office.
3. The Provost will provide all materials to the Academic Integrity Committee. Upon receipt, the voting members will decide within six (6) business days whether the allegations warrant a hearing. A vote of at least two (2) of these members will warrant a hearing, otherwise the allegations will be closed because there is not sufficient evidence to proceed.
4. If a hearing is warranted, the chair will notify all parties and schedule a hearing within ten (10) business days. The chair will contact all parties in writing, through the Provost's Office, providing a brief statement of why a hearing was not warranted.
5. Within these ten (10) business days, the Academic Integrity Committee may gather relevant information to the case. The Academic Integrity Committee may solicit information from other students in the class or other members of the Mount Mercy community at their discretion or upon request of any person involved in the allegation. At the hearing, the Academic Integrity Committee will meet with all parties and witnesses. The proceedings will be recorded; this record will be available on a need to know basis and maintained in the Provost's Office.
6. If the student wishes to challenge the allegations of Academic Dishonesty, he/she must appear before the Academic Integrity Committee at the hearing. If a student does not appear at the hearing, the student waives all rights of appeal. In the event of a conflicting schedule, a faculty member may choose not to attend the hearing and allow his/her written materials to state his/her side of the case.
7. If the student wishes to admit to the charges, he/she must state so in writing to the Academic Integrity Committee, which will consult with the student and instructor to determine the appropriate action.
8. A decision, by majority vote of the voting members present at the hearing, shall be made based on the evidence presented at the hearing, along with other relevant materials gained through investigation by the Academic Integrity Committee. A written letter with findings and recommendations shall be prepared by the Committee and submitted to the Provost, along with copies sent to both parties, within six (6) business days of the hearing. The Committee shall refer to the list below for possible consequences.
9. Once the findings and recommendations of the Academic Integrity Committee are submitted, within six (6) business days the Provost shall issue a final decision and notify in writing the interested parties and the Academic Integrity Committee. The Provost may consider additional information prior to making the decision.
10. After receiving the final written decision of the Provost, any party to the dispute may appeal this decision. A written letter summarizing the grounds for contesting this decision must be submitted to the President of Mount Mercy, 210 Warde, within three (3) business days. Within 30 business days, the President shall render a final written decision based upon review of the submitted information, findings, and recommendations. A copy shall be provided to

the involved parties, the Provost, and the Academic Integrity Committee. The decision of the President is final.

11. In cases where an allegation of academic dishonesty is submitted towards the end or at the end of a fall, winter, or spring semester and members of the Academic Integrity Committee are not able to convene, the above-mentioned procedure will require special modifications by the Provost. This may include but is not limited to modifications in the timeline for responding at each level of the process and may involve a reconfiguration of the membership of the Academic Integrity Committee so that decisions are rendered in an equitable manner.

Resolution Options for Academic Dishonesty or Misconduct

Based upon the gravity of the Academic Dishonesty, different academic sanctions may be appropriate. For instance, the nature of the incident, and the personal history or prior offenses by an individual student are relevant factors to weigh. A suggested spectrum of offenses and examples are included below. Faculty are urged to consider these suggested sanctions in order to promote consistency and equity.

Simple offense

Example: Student fails to properly cite sources one or two times in a paper, but the remainder of the paper is cited properly.

Types of Sanctions: The student is given the opportunity to re-do the assignment, or an alternate assignment, for a reduced grade. The student is required to meet with the Director of the Academic Center for Excellence and commit to a plan for improvement.

Serious offense

Examples: Student is caught looking over at another student's test. Significant parts of a paper are not properly quoted and cited.

Types of Sanctions: The student receives a failing grade for the assignment, but is allowed to continue in the course.

Aggravated offense

Examples: Student submits an entire paper from the Internet that is not his/her own.

Organized cheating with multiple students.

Stealing tests.

Types of Sanctions: The student receives a failing grade for the course.

Repeated offenses (for committee decision only)

Example: Student engages in academic misconduct in more than one course.

Note: To monitor this type of misconduct, it is essential that faculty submit Academic Dishonesty Reports for each incident.

Types of Sanctions: Expulsion from Mount Mercy is warranted.

A more complete list of possible consequences is detailed below, though consequences are not limited to the following list. One or more consequences may be appropriate.

Faculty or Academic Integrity Committee Resolution Options

- *Counseling:* The student(s) may be referred to appropriate counseling for assistance and education that will help prevent future incidences of Academic Dishonesty.
- *Educational sanction:* The student(s) may be required to attend an educational program on academic integrity, ethics, or related subject. The student may receive instructions, re-do the assignment with consultation from the instructor, or complete a new, alternative assignment with consultation from the instructor.

The student may be responsible for related expenses, including expenses for education, counseling, or treatment, if any expense is entailed.

- *Forfeiture of Grade on the Assignment:* For the assignment to be given no credit, and the student(s) may continue the class with zero points for the assignment.
- *Failure of the Course:* The student(s) will receive a grade of F for the course.
- *Exclusion from Mount Mercy facilities or activities:* The student(s) may be prohibited from attending a class, undertaking Mount Mercy employment, entering a building, participating in an extracurricular activity sponsored by the institution, representing Mount Mercy in an official capacity, or using other services provided by the institution. Such exclusion may be for a definite or indefinite period of time.
- *Disciplinary suspension:* The student(s) may be involuntarily separated from Mount Mercy for a stated period of time after which readmission is possible. The Provost shall determine when the suspension will become effective. A student with one or more violations may be suspended from Mount Mercy for an indefinite period of time. A student suspended indefinitely may petition the Provost for reinstatement.
- *Expulsion:* For a serious violation of the Academic Integrity Policy or repeated violations, the student(s) may be dismissed from Mount Mercy permanently.

Graduate Student Grievance Procedure

Grievances may arise in the following areas or situations:

1. Allegations of inadequate supervision or instruction which the student feels hinders his or her ability to function adequately.
2. Disagreement with an evaluation of classroom or clinical performance.
3. Disagreement with faculty's decision regarding discontinuation of progression in the program(s) in question.
4. Disagreement with faculty or administration decision in other categories that would delay or prohibit progression in the program(s).
5. Disagreements with Mount Mercy administrators and/or Mount Mercy administrative staff members.

Required Steps before Initiating a Formal Grievance

1. Within 15 working days of the alleged injustice the student may initiate a conference with the involved person or persons to determine if he/she can resolve the problem(s) at this level. If the student decides not to initiate such a conference, he/she may not initiate a formal grievance.
2. A response from the involved faculty/administrative personnel to the student must be given within 5 working days.
3. If the student considers the response unacceptable and inconsistent with the alleged injustice, the student is to inform the involved faculty and/or Mount Mercy administrative staff member(s) within five working days that the response is considered unjust.
4. Then, if the student chooses, the student may initiate a grievance conference with the Program Director to whom the faculty/administrative personnel involved is responsible. A response to the student from the Program Director is due within 5 working days of the latter's receipt of the student's request for a grievance conference.

Formal Grievance Procedure

1. The formal written "Statement of Grievance" is to be submitted to the Provost within 10 working days following the student's grievance conference with the Program Director. The student may select an uninvolved faculty member to assist him/her in working through the steps of the grievance procedure.
 2. The formal "Statement of Grievance" must include:
 - a. the date(s), time(s) of day, and setting relevant to the alleged injustice.
 - b. names of the person or persons involved.
 - c. the nature of the problem and alleged injustice.
 - d. a narrative, objective description of events relevant to grievance.
 - e. the student's previous attempts to resolve the problem and the specific results of those attempts.
 - f. objective assessment(s) with documentation concerning specific aspects of the alleged, initial injustice and subsequent responses from involved faculty member(s) and/or administrative personnel.
 3. Within 5 working days following step 1 of the formal grievance procedure, the Provost has the responsibility to convene a committee that will hear both sides. This committee shall consist of persons representing the following categories:
 - a. Provost, or her representative serves, with no vote, as chair of the grievance committee. All other members shall vote.
 - b. One full-time Mount Mercy graduate faculty selected by the student.*
 - c. One full-time Mount Mercy graduate faculty member selected by involved faculty or administrative staff member.*
 - d. One graduate student representative, selected by the student, from the same class, specialty, or major field as the student.
 - e. The Program Director to be replaced by the department chairperson if the Program Director is the involved faculty member.
 - f. Mount Mercy's Equal Opportunity Officer representative, if different from all of the above.
 4. Student shall receive the written recommendation of the committee, postmarked no later than 3 working days after the final meeting of the committee. Copies of the recommendation shall also be sent to the involved faculty member and the Program Director.
 5. The committee chairperson shall also send the committee's recommendation to the President, who shall report in writing, normally within 5 working days, his decision to the committee the parties concerned. The President's decision is final.
- * The student and the involved other individual have the responsibility for informing the Provost of the name of each person selected by each of them within 1 working day of the student's distribution of the Statement of Grievance.

Mount Mercy Policies

Emergencies/Crisis Management

For a complete list of procedures and protocols for Mount Mercy University please review the Department of Public Safety website or contact the Director of Public Safety at 319-363-1323 ext. 1028.

Campus Emergency Situations

1. In the event of a crisis (weather-related, violence, pandemic flu, etc.) an announcement declaring an emergency will be made via RAVE to the campus. The RAVE program is utilized to distribute information in the following ways*:
 - a. Campus email notification system
 - b. Text message notification
 - c. Voice messages; voice mail messages
 - d. Any computer on the network will receive a message on the desk top
 - e. Informational monitors throughout campus will display the message
2. Once an emergency is declared by Mount Mercy, students are expected to comply with all official directives from the institution-designated officers or staff.
3. If students are requested to evacuate the campus, they must do so in an orderly fashion and as directed by Mount Mercy.
4. Students may be requested to gather in specific locations, or to remain in their current locations, and are expected to comply.
5. For their own safety and the well-being of the community, students may be asked to assist with duties not commonly assigned to them, including but not limited to:
 - a. general housekeeping duties
 - b. general maintenance of facilities
 - c. gathering of students and headcounts
 - d. assisting fellow students
 - e. triage of injuries
6. The Emergency Notification System is the official way Mount Mercy will communicate with students in emergency or crisis situations. Student information, including cell phone numbers and home phone numbers that have been provided, and Mount Mercy email addresses are included in the institution's Emergency Notification System, which will alert students via phone call, voice mail, text message and email to emergency information and instructions in the event of an incident on campus or in the Cedar Rapids area. Students are unable to unsubscribe to this service. All students must register at least two contact phone numbers (your own, plus a secondary number which may be a home number, family member or your "in case of emergency" contact). Student's numbers will only be used for institutional purposes and will not be provided to outside vendors. Additional telephone and email may be included if you choose.

Emergency Injuries and Illnesses

Life-threatening/serious emergencies should be handled by the appropriate professionals – call 9-911. Please then notify Public Safety so they may assist emergency personnel to your location. If a student becomes ill or has an injury requiring medical treatment when the Health Services Office is not open, the student should be taken to Mercy Medical Center, St. Luke's Hospital, Mercy Care North, or another facility as requested. Resident students are asked to notify Residence Life personnel, the Information Desk, or a Public Safety

Officer before leaving campus. These offices are also to be notified if the person is admitted to the hospital. Once a resident student is treated and released, that student should notify the Dean of Students & Director of Residence Life on the morning of the next class day.

Clery Act

As provided by the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act of 1998, students are entitled to request and receive a copy of the Annual Security Report of any campus. 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 Mount Mercy; 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. You can obtain a copy of this report by contacting the Mount Mercy Public Safety Office in the University Center, 1330 Elmhurst Drive N.E., Cedar Rapids, Iowa 52402-4797 or by accessing the following website www.mtmercy.edu/campus-safety.

*See the Sexual Harassment/Abuse policy in the Good Book for more information regarding these policies.

* Section 7 in the Mount Mercy University Student Code of Conduct in the Good Book for Title IX information.

Equal Opportunity

Mount Mercy University does not discriminate based on sex, race, color, creed, religion, national origin, age, disability, sexual orientation, gender identity or genetic information in regard to admissions, programs, activities or employment. Any person having inquiries concerning Mount Mercy's compliance with local, state and federal laws and regulations is directed to contact the Equal Opportunity Officer, Mount Mercy University, 1330 Elmhurst Drive NE, Cedar Rapids, Iowa 52402-4797, 319-363-8213, who has been designated by Mount Mercy to coordinate the institution's efforts to comply with the federal and state regulations concerning equal opportunity in admissions, programs, activities and employment.

Fire Alarms

When the fire alarm sounds occupants must leave buildings immediately. All are instructed to exit by the closest stairwell. To facilitate the quickest evacuation, students are encouraged to use all stairwells. Never use the elevator. In addition, each location will have a designated reporting zone. After exiting, go immediately to this designated spot and wait for further instructions from a Public Safety Officer or designated staff member or Cedar Rapids Fire Department representative. Individuals who tamper with fire equipment or who fail to evacuate when a fire alarm sounds are subject to disciplinary action and/or fines.

Mental and Emotional Health

Mount Mercy is committed to the well-being of the members of the campus community. Concerning behaviors can be, but are not limited to: actions that place people at risk, change in personality, threats or disruptive outbursts, diminished participation/attendance, or threats of harm to self or others. In the event that a student's mental or emotional health is of concern to the campus, the university CARE team will assess the situation to determine an appropriate course of action. This course of action may include but is not limited to: mandated counseling; communication with parents/legal guardians; assessment by emergency medical personnel. If students, faculty, or staff have observed disruptive or threatening behavior please contact the Dean of Students & Director of Residence Life ext. 1630 or Director of Public Safety ext. 1028 during the day or Public Safety Officers at ext. 1234

Misappropriation or Misuse of Student Organization Funds or Property

Misappropriation includes, but is not limited to, misuse or over-extension of the budget of a student organization; spending receipts prior to proper deposit; and unauthorized personal use of equipment. Doing so will not be tolerated and will result in an investigation being conducted by the Dean of Students Office.

Missing Student Policy

If you believe that a student is missing, whether or not the individual resides on campus, contact any employee of the Department of Public Safety, Dean of Students/ Director of Residence Life and the Director of Public Safety. Once it is determined that reasonable cause for further action exists, all possible efforts will be made to locate the individual in order to ascertain his or her state of health and well-being. Although 24 hours missing is often used as a guideline to warrant implementation of actions, there should be no hesitation in reporting a missing student if circumstances warrant a faster course of action. In the case of an on-campus resident, each student has the option to register a confidential contact person to be notified in the case that the student is determined to be missing. Only authorized campus officials and law enforcement officers in furtherance of a missing person investigation may have access to this information. Regardless of the student preference in selecting a contact person, the Cedar Rapids Police Department or other appropriate law enforcement agency will be notified if the student is missing. As a matter of procedure in a missing person investigation, the Mount Mercy University Public Safety Department will obtain identifying information on the missing student, and endeavor to determine the student's whereabouts through contact with friends, roommates, associates, and/ or employers of the student. Whether or not the student has been attending class, labs, recitals, scheduled organizational or academic meetings, or appearing for scheduled work shifts will be established. A welfare check of the student's room will be conducted in coordination with residential life personnel. All information will be shared with the appropriate law enforcement officials

If the student reported missing is an off-campus resident, The Mount Mercy University Public Safety Department may contact the Cedar Rapids Police Department and institute similar procedures. It is also the policy of Mount Mercy University that any student less than 18 years of age and not emancipated will have their parent or guardian notified of their status as a missing person.

If the individual is located, campus officials will:

- Explain the concerns which led to the actions listed above.
- Attempt to ascertain the student's status with regard to mental/emotional/physical health.
- Work with the individual to arrange for any necessary assistance.
- Work with the individual to allay the concerns of the person(s) filing the initial report.

Unauthorized Entry/Exit or Presence in or on University Property

A violation may include, but is not limited to, any unauthorized entry—either physical or electronic, either actual or attempted—into any University facility, building, or computer system. Additionally, this policy prohibits but is not limited to, the following:

- Improper or unauthorized entry or exit of a University building, facility, or campus residence (e.g. entering or exiting a residence hall or University building through a window).

- Failure or refusal to leave University ground, a University facility, or a specific portion of a facility, when requested by a University official.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is legislation which guarantees to students certain rights regarding the student's educational records.

Student rights include:

1. The right to inspect and review their educational record.
2. The right to request amendment of education records the student believes are inaccurate.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
4. The right to file with the U.S. Department of Education a complaint concerning alleged failures by Mount Mercy to comply with the requirements of FERPA.

Directory or Public Information

At its discretion, Mount Mercy may provide "directory information" in accordance with the provisions of the Family Education Rights and Privacy Act of 1974 (FERPA). Directory information is defined as that information which would not generally be considered harmful or an invasion of privacy if disclosed. Designated directory information at Mount Mercy includes the following: student name, local and permanent addresses and telephone numbers, email addresses, dates of attendance, classification (i.e. freshman), full-time or part-time status, class schedule, major field of study, awards, honors (including dean's list), degree(s) conferred (including dates), previous institutions attended, photographs, past and present participation in officially recognized sports and activities, physical factors (height, weight of athletes), date and place of birth and hometown.

Students may block the public disclosure of directory information by notifying the Registrar's Office, Warde 211 and filing the appropriate request to block disclosure form. Students should carefully consider the consequences of a decision to withhold directory information. Regardless of the effect on the student, the institution assumes no liability for honoring the student's instruction to withhold directory information. The block disclosure will remain in place until a written revocation is submitted by the student.

Release of Non-Directory Information

Students may request non-directory information in their educational records be released through authorization, in writing, and specifically including the student name, recipient's name, which record to release and the signature of the student. Examples would include the request to send an academic transcript or the request to release grades to a parent of a student.

Exceptions Under FERPA

Mount Mercy may disclose, without consent, personally identifiable information contained in the student's education records to school officials with legitimate educational interests. A school official is a person employed by Mount Mercy in an administrative, supervisory, academic, research or support staff position (including safety personnel and health staff); a person or company with whom the institution has contracted; a person serving on the Board of Regents; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

Disclosure to Parents

When a student turns 18 years old or enters a postsecondary institution at any age, all rights afforded to parents under FERPA transfer to the student. However, FERPA also provides ways in which schools may share information with parents without the student's consent.

For Example:

- Schools may disclose education records to parents if the student is a dependent for income tax purposes.
- Schools may disclose education records to parents if health or safety emergency involves their son or daughter.
- Schools may inform parents if the student who is under age 21 has violated any law or its policy concerning the use or possession of alcohol or a controlled substance.

Group Offenses

A group violation may include, but is not limited to, actions by organizations, societies, clubs, and similarly organized groups that result in violations of University policies. Sanctions for groups may result in permanent or temporary suspension, loss of recognition or charter, social probation, or other actions deemed appropriate by the University. An individual involved in a group offense and/or sanction can also be subject to additional individual charges and sanctions.

Immunization and Health Insurance

All new students must have an immunizations record on file with the Health Services Office by the first day of classes for the first semester in which they are enrolled. Failure to provide this information will result in cancellation of your registration. All residential students must provide proof of health insurance. If you do not currently carry health insurance, information on a student program may be obtained from the Health Services Office. The Emergency Contact, Immunization and Health insurance form may be downloaded from the Mount Mercy website at this address: www.mtmercy.edu/health.

Infectious Diseases

In keeping with the spirit of mercy and the commitment to those in need, Mount Mercy has developed the following guidelines. These guidelines are applicable to the entire Mount Mercy community. Based upon recommendations from the Center for Disease Control, they will be revised as medical and legal research results become available. Persons diagnosed as having infectious diseases (including AIDS, a positive HIV serology, MRSA, Meningitis, etc.) and who are under appropriate medical supervision will be allowed to utilize all Mount Mercy facilities and services.

Decisions regarding persons needing to withdraw from or terminate services with Mount Mercy because of health reasons related to infectious diseases shall be made on a case-by-case basis with the institution's assistance. Sick leave and leave of absence shall be granted to all employees with illnesses according to Mount Mercy procedures for granting such leave.

The medical records of any person will be considered confidential. The status of the infected person may be communicated to appropriate Mount Mercy and health personnel after consultation with the infected person. The infected person will be expected to act in a responsible manner in his/her relationships with other people and within the institution in order to lessen the chances of transmitting the disease. Mount Mercy recognizes the need for counseling, emotional support, and valid scientific information for members of the campus community and will attempt to make appropriate referrals.

Mount Mercy recognizes that its role in the control of infectious diseases is to provide ongoing educational efforts. Therefore,

the institution will provide such a program and will encourage full participation.

Routine screening of employees or students of Mount Mercy for infectious diseases shall not be a requirement for Mount Mercy admission, attendance, or employment.

Iowa Sex Offender Registry

All Mount Mercy students and employees are advised of Iowa Code, Section 692A.3A which “provides that a person required to register under the Iowa Sex Offender Registry law who is a full-time or part-time student or is employed on a part-time or full-time basis at an institution of higher education must register with the sheriff of the county in which the institution is located and provide the sheriff with the name of the institution. The person must register with the sheriff within five (5) days of becoming a student or becoming employed at the institution.”

In compliance with the Clery Act, the Mount Mercy community is advised, that the Iowa Sex Offender Registry is available at the website www.iowasexoffender.com.

Additionally, in that the Mount Mercy campus property lies in legal proximity to elementary and middle schools and under provisions of Iowa Code 692A.3A, Mount Mercy will not offer housing nor permit occupancy to those listed on the Iowa Sex Offender Registry. Any student arrested, charged or convicted or any state or federal law may be subject to immediate housing contract-cancellation, or suspension of Mount Mercy registration.

Latex Ban

Latex allergy is a reaction to substances in natural rubber. Rubber gloves are the main source of allergic reactions, although latex is also used in other products such as balloons. Latex allergies can be a potentially life-threatening condition. As a campus, Mount Mercy is committed to providing a safe environment for students, faculty and staff to live and work in.

FOR THIS REASON, LATEX BALLOONS AND GLOVES ARE NOT ALLOWED FOR USE AS DECORATIONS OR AS ADVERTISING FOR EVENTS. Balloons made of Mylar or other latex-free substance may be used.

Posting Policy

All types of notices – posters, fliers, banners, signs, sidewalk chalking, window writing, or any other form of promotion of an activity on or off campus – must conform to the regulations noted below. Mount Mercy reserves the right to refuse requests for posting of information by any group or individual and may remove any materials at any time. All postings must be consistent with the mission, policies and procedures of Mount Mercy.

1. All posters, fliers, banners, signs, and other materials (notices) for posting or display must be approved, individually stamped, and posted by the Office of Student Activities, regardless of the individual, office or group originating the posting and regardless of the subject matter. The only exception shall be postings appearing on specifically designated department/office bulletin boards.
2. All notices must be submitted to the Office of Student Activities at least 3 business days prior to an event or requested posting date and include the following information:
 - a. Event name
 - b. Event location
 - c. Date and time of event
 - d. Sponsoring group or individual
3. All notices must contain correct spelling, grammar, and punctuation.

4. Notices will not be posted on any surface that could be damaged or leave residue from adhesive or any other method used in posting: windows, doors, stair steps, hand railings, in or on elevators, vending machines, trees, water fountains, exterior building surfaces, vehicles, tunnel walls or painted walls/surfaces.
5. Unauthorized postings may result in an individual or group being billed for damages and labor for repairs.
6. Only official Mount Mercy notifications will be the exception to the posting locations.
7. Persons submitting material for posting should prepare 26 posters; 17 for Residence Life and 9 for Student Activity Boards.
8. Posted notices must be removed by the sponsor group or individual within 24 hours after the event has taken place (except on weekends). Notices may be posted for a maximum of two (2) weeks prior to the event.
9. Information on notices must be expressed clearly and, if in non-English, must also include English translation.
10. Notices of alcohol or drug-related events are prohibited.
11. Notices that include obscenities or slanderous material are prohibited.
12. A notice promoting an event that is unlawful or violates Mount Mercy regulations may not be posted.
13. Notices advertising off-campus housing are prohibited.
14. Mount Mercy is a private institution and not a public forum, thus reserves the right to limit and/or exclude notices regarding political candidates or statements (see appendix A). Such notices must adhere to the policies related to hosting political candidates/groups on campus.
15. Use of any bulletin board or authorized space in any building on campus does not constitute an endorsement or guarantee of any product, service or information by Mount Mercy.
16. A notice should not physically cover or block already posted materials.
17. Stickers, scotch tape, duct tape, double-sided tape, packing tape, and similar materials are prohibited for any type of posting as they damage or leave residue on surfaces. Tacks or staples may be used on bulletin boards and other like surfaces.
18. The Student Activities Office will determine the appropriate method of securing notices.

Groups or individuals who do not follow these policies may lose posting privileges. Any damages resulting from improper posting will result in repair costs. Any use of a fraudulent approval stamp will result in temporary loss of privileges and/or a fine.

Unusual or special displays falling outside of the above guidelines will need special approval from the Office of Student Activities and must be displayed in an appropriate, safe and non-disruptive manner.

Study Abroad Policy

- Students must be in good academic standing (cumulative 2.0 or greater gpa) to participate in a study abroad program. Instructors leading a short-term faculty-led course of two weeks or fewer may waive this requirement if a student demonstrates maturity and academic progress.
- Students must be in good disciplinary standing. Students applying to a study abroad program give permission to have their disciplinary records checked.
- Students must have successfully completed at least one semester at Mount Mercy before participating in a study abroad program.

- Mount Mercy will not approve a study abroad program to any country under a U.S. State Department Travel Warning. Mount Mercy does not allow any university sanctioned/sponsored travel to Travel Warning Areas unless the State Department provides an assessment by territory/state/province. In that case, travel to areas that specifically say “No advisory is in effect.” may be allowed. Absolutely no travel is allowed through any area that has an advisory (i.e., participants cannot fly into those areas, drive through them en route to somewhere else, etc.). For affected countries, program directors will be required to submit an application showing how program planning and implementation mitigate the risks involved.
- In addition to these guidelines, students must follow the process outlined on the study abroad website and submit all required documents before the relevant deadlines.

Study Abroad Programs: Alumni Or Other Non-Students Participating On Faculty-Led Study Abroad Programs

- Alumni or other non-students must register for the course and must agree to participate fully in all aspects of the program, including academic assignments, and required pre-departure orientation activities.
- Non-students should pay tuition for the course, and any associated program costs. (If the non-student does not need academic credits for the course, we they can be charged the audit fee-\$550.)
- No currently enrolled student should be denied a place in order to offer a place to an alumnus or other non-student.
- Non-students should undergo a thorough screening process, preferably with both a written application and interview, where they can articulate their reasons for participating on the program. Faculty leaders should have the final say on whether or not to accept alumni or other non-student participants.

Access To Residence halls or Academic Buildings

All Mount Mercy University students, faculty, and staff are issued an identification card. This card can be programmed to grant access to approved buildings. This card is linked to individuals directly. Misuse, abuse, or lending this card to others is prohibited and can result in access being revoked. Additional consequences may required. Each resident is assigned keys when checking into the room/ apartment/suite and is responsible for their return upon termination of residence. Loss of keys will result in charges for replacement of keys and lock. Duplication or lending of keys or proximity cards is prohibited. In the event a student locks themselves out of their residential room they can call the Department of Public Safety or Residence Life for assistance. The student is required to provide proof of residency with a photo id. The student will be charged for the lock out. The first lock out is fee. Second lock out is \$5.00. Third and subsequent lockouts are \$10.00. The charge will be applied by Residence Life Staff to the student account.

Alcohol

Mount Mercy is committed to maintaining a safe and healthy environment for members of the University community by promoting a drug-free environment. Mount Mercy does not encourage consumption of alcoholic beverages, nor does Mount Mercy promote the use or abuse of them. In keeping with the federal Drug Free Schools and Communities Act of 1989, and with other federal legislation, Mount Mercy has established policies and programs which address the use

and abuse of alcohol. Such policies are a requirement for the receipt of federal financial assistance, including financial aid to students. Mount Mercy students are considered to be responsible individuals who are expected to behave in accordance with state and local law and the Mount Mercy alcohol policy. Mount Mercy respects students' privacy and autonomy, assumes they will behave legally and responsibly, and will not use unjustified means to verify compliance. When violations of law or policy come to the attention of school officials or agents, however, justified sanctions will be imposed and repeat violations will be dealt with more severely.

Legal Sanctions

Under state law, the legal age for possession or drinking of alcohol is 21. State law prohibits public intoxication; consuming alcohol in public places not covered by a liquor control license; driving or being a passenger in a motor vehicle with an unsealed receptacle containing an alcoholic beverage in the passenger area of the vehicle; giving or selling an alcoholic beverage to anyone intoxicated; and possession of an alcoholic beverage under legal age.

According to the Iowa Code, persons who are 21 years of age may use and possess alcohol, but may not give alcoholic beverages or resell them to persons who are under age (21). Mount Mercy allows students who are 21 years of age to drink alcohol in their Andreas or Lower Campus housing assignments. Providing alcohol to students under the age of 18 is considered contributing to the delinquency of a minor and providing alcohol to students between the ages of 18 – 21 will be considered as providing to students under the legal age, and will be charged as such.

ON Campus

Underage students at Mount Mercy who possess or use alcohol are subject to disciplinary action by the institution and/or local law enforcement. Underage possession and use may result in civil or criminal penalties. Mount Mercy may report violations of these regulations to civil authorities. Parents or legal guardians may be notified concerning violations of underage possession, use, or provision to others of alcohol or any illegal substances, as provided for under the Campus Disclosure Act of 1998.

Excessive alcohol consumption and/or the resulting irresponsible behavior are inconsistent with the goals and mission of Mount Mercy. Any/all individuals present during the following alcohol policy violations may be found guilty of a behavioral violation and subject to disciplinary action by Mount Mercy.

1. Students who are not of legal age are not allowed to consume or possess alcohol.
2. Students of legal drinking age need to know the following facts.
3. Alcohol may not be consumed or possessed in Regina or McAuley halls regardless of age.
4. The consumption or possession of alcohol beverages is prohibited in all public areas. This includes hallways, public lounges or patios, recreational areas, campus grounds, and parking lots.
5. Kegs, pony kegs, party balls or other containers of alcohol larger than one (1) quart, are not permitted by Mount Mercy.
6. If policies regarding the consumption or possession of alcohol are violated, unopened containers of alcohol will be emptied.

In the Andreas House suites and Lower Campus Apartments the following policies apply:

1. To prevent large group drinking, there may be no more than ten (10) of-age people in an Andreas House suite and no more than nine (9) of-age people in a Lower Campus apartment while alcohol is being consumed.

2. Students who are of legal age may possess/consume alcohol as follows (as long as no other policies are being broken):
 - a. Alcohol may be consumed and/or possessed anywhere in the suite or apartment if everyone living in the suite or apartment is verifiably of legal age. Everyone present when alcohol is present must also be verifiably of legal age.
 - b. If there are both of-age and underage people living in the same suite/apartment, roommate pairs who are both of legal drinking age, may consume, possess, and store alcohol in their private bedroom only. The number of open alcohol containers present (whether empty or not) may not exceed one container per individual of legal drinking age in the bedroom where alcohol is being consumed. Empty containers must be properly disposed of prior to opening another container.
 - c. Guests who are of legal drinking age may be present as long as the number of individuals allowed in the suite or apartment is not exceeded (see paragraph 1 above).
 - d. Guests who are of legal drinking age may be present as long as the number of individuals allowed in the suite or apartment is not exceeded (see paragraph 6a above).
 - i. At Andreas of Lower Campus, alcohol may NOT be consumed or possessed under the following circumstances.
 1. No underage guests are allowed in the suite or apartment when alcohol is present.
 2. If there are underage residents living in the suite or apartment, alcohol may not be consumed, possessed, or stored in the public living areas (this includes the kitchen, kitchen refrigerator, living room, bathrooms, and hallways)
 3. Of only one individual in the roommate pair is of legal drinking age, no alcohol may be consumed, possessed or stored in the bedroom
 4. Suite/apartment-mates not of legal drinking age may not enter the bedroom where alcohol is being consumed.
 5. No open alcohol containers are permitted outside resident buildings (patios, entry ways, campus grounds, or parking lots).
 - a. Open containers include cans, bottles, cups, glasses, squeeze bottles, or other containers on which the original seal has been broken.

Alcohol Usage at Off-Campus Events Sponsored by Student Clubs or Organizations

Mount Mercy discourages university clubs and organizations from hosting or sponsoring off campus events where alcohol is sold or served. If an organization chooses to host or sponsor an event where alcohol is sold or served, the following rules are to be observed:

- Alcohol can only be sold and served in a private room or designated area separate from the primary party, dance, or event. Those under the age of 21 are not permitted to enter this area.
- Alcohol may not be brought out of the designated alcohol sales/ consumption area. No Mount Mercy money may be used to purchase alcohol.
- No club, student, or employee of Mount Mercy may receive any portion of the money made from the sale of alcohol at the event.

- Alcohol may not be provided or distributed by student organizations or members of student organizations.
- Nonalcoholic beverages must be available.
- Alcohol may not be carried into the facility; nor may students come and go from the party frequently.
- Only single servings may be purchased; no pitchers are permitted.
- Students may not purchase more than one alcoholic beverage at a time.
- No Mount Mercy employee or student may certify age; only licensed agent may authorize age appropriate sale or provision.

*Club officers and advisors are responsible for these stipulations related to the use of alcohol.

Bribery

Offering or causing to be offered any bribe or favor to any University student, employee or faculty member in an attempt to influence a decision or action.

Bullying

Bullying means any written or verbal expression, physical act or gesture, or pattern, by a student that is intended to cause or is perceived as causing distress or intimidation to one or more students. Bullying interferes with another student or students' ability to be fully immersed and engaged as contributing members of the campus community. Bullying includes, but is not limited to, conduct by a student against another student that a reasonable person knows has the potential to:

1. Harm a student.
2. Damage a student's property.
3. Place a student in reasonable fear of harm to his or her person or property.
4. Creating a hostile curricular or co-curricular environment for a student.

Controlled Substance

In compliance with the Drug Free Schools and Communities Act of 1989 and the Drug Free Workplace Act of 1988, all Mount Mercy students are herein notified that the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance is strictly prohibited.

Students that are reported for potential violation of a policy will be referred to the Conduct Board. Violators of this policy may be subject to a variety of sanctions, up to and including expulsion from Mount Mercy. Parents or legal guardians may be notified concerning violations of underage possession, use, or provision to others of alcohol or any illegal substances, as provided for under the Higher Education Amendments Act of 1998.

Complicity and Passive Participation

It is expected that students remove themselves from any situation in which violations of the Student Code of Conduct are occurring or are anticipated. Furthermore is the expectation of the University that Mount Mercy students will be good citizens and, as leaders, speak out against violations of University policy by their peers. This rule prohibits condoning, supporting or encouraging a violation of University policy or violation of law.

Computer Systems Acceptable Use Policy

Mount Mercy encourages computer use as a tool to further its teaching, scholarly research, and service goals. Mount Mercy provides faculty, students, and staff with equipment and facilities that provide

access to campus and global information resources. Computing resources are to be used in an ethical, courteous and fair manner. Use of Mount Mercy computing facilities is restricted to current faculty, staff, students, and other employees. With permission of lab supervisors, alumni and non-university individuals may be permitted to use Mount Mercy technology resources. This latter access will be granted on a case by case basis, by the Director of IT or IT staff.

The purpose of this policy is to extend these expectations to include acceptable uses of information technology resources. Furthermore, the policy extends these expectations to cover circumstances in which the interests and rights of others must be protected and preserved. These guidelines apply to all Mount Mercy faculty, staff, and students using Mount Mercy information technology resources. These policies also extend to alumni and non-university individuals and entities that access information through Mount Mercy technology resources.

Information technology resources are those facilities, technologies, and information resources required to accomplish processing, storage, and communication, whether individually controlled or shared, stand alone or networked. Included in this definition are departmental/building technology centers and labs, classroom technology, equipment, personal computers owned by students, staff, and faculty but used on campus, and computing and electronic communication devices and services.

Specialized computer labs within the Mount Mercy community may define conditions of use for facilities under their control. These statements must be consistent with this overall policy, but may provide additional detail, guidelines, and/or restrictions. In addition, any network traffic exiting the institution is subject to the acceptable use policies of Mount Mercy's national and international network connectivity providers.

Technology Operations does not allow or support personal devices such as game servers, routers, hubs/switches, access points, etc. to be plugged in to or access the Mount Mercy University network. Failure to comply with this policy can cause serious effects on the campus network and can cause costly down time to the campus and/or repairs. If a device is found to be on the network without authorization, the port will be disabled indefinitely and the device will be subject to confiscation. Allowable devices are personal computers and printers. Tablets, iPad's and phones may also access the wireless network. If you have any questions about what is allowed and what is not, please contact Technology Operations at extension 4357 or help@mtmercy.edu.

Student violation of these policies constitutes computer abuse and disciplinary actions will be governed as outlined in appropriate policy manuals of Mount Mercy. Computer abuse by faculty and employees of Mount Mercy will be handled by appropriate administrative channels. The Director of IT's role in the process will be to call attention to the situation, gather and validate pertinent information to the appropriate dean, vice president or supervisor. Violations of courtesy are to be referred to the Director of IT or the supervisor of the individual lab or electronic device.

Persons using electronic mail with Mount Mercy information technology resources are expected to treat the contents of electronic files as private and confidential. Inspection of electronic files and electronic mail, and any action based upon such inspection, will be governed by all applicable United States and Iowa laws. The Mount Mercy community is advised that all files stored on main systems, including electronic mail, are backed-up regularly and may be subject to review by Mount Mercy and/or subpoena.

Mount Mercy cannot monitor and does not control the information available through the Internet. Parents or guardians are responsible for monitoring the materials accessed by minors.

Information technology resources may be used for the following purposes:

- Class assignments
 - Campus community and public service projects
 - Campus publications and announcements
 - Academic research and investigation
 - Computing for personal and professional development
 - Administrative and instructional support
 - Staff and faculty consulting, subject to Mount Mercy policies
- Computer users must not engage in unauthorized or inappropriate conduct on the Mount Mercy network, email, or Internet.

Examples of such activities include, but are not limited to:

- Using or sharing another person's login ID to access computing facilities at Mount Mercy or another Internet facility. This includes permitting others to use one's own login ID.
- Unauthorized tampering with or modification of network resources.
- Using any means to crack or access systems, whether on campus or off, in an unauthorized or inappropriate manner.
- Using technology or facilities to engage in illegal or criminal activities.
- Using technology or facilities to threaten or harass another person.
- Attempting to read or access another person's electronic mail or protected files.
- Copying or distributing software in a manner which violates copyright laws, license agreements, and intellectual property as outlined in the Copyright Law of the United States of America, revised March 1, 1989, in Title 17 of the United States Code, Section 117.
- Knowingly distributing or actively developing a computer virus, worm, or Trojan Horse.
- Repeated use of Mount Mercy technology or facilities in a discourteous manner.

Personal Web Page Guidelines

Copies of Mount Mercy's Web page policy, "Guidelines for Personal Web Pages," can be found in the Busse Library.

Disorderly Conduct

A violation may include, but is not limited to, any behavior that disrupts or obstructs any University activity, including but not limited to teaching, research, administration, proceedings, recreational activities, guest speaker presentations, and cultural events. Additionally, it includes any behavior that causes a substantial disruption to the living or learning environment of the campus or residence halls/apartments.

Disorderly conduct may include, but is not limited to:

1. Acts, or threats, of physical assault or abuse;
2. Violence;
3. Intimidation;
4. Physical or emotional harassment;
5. Suicide attempts;
6. Forcible detention;
7. Threatening behavior;
8. Indecent exposure;
9. Alcohol poisoning or drug overdose.
10. Disruptive noises that can be reasonably traced to a specific individual or location
11. Strong odors that can be reasonably traced to a specific individual or location

12. Unauthorized use of electronic or other devices to make an audio and/or visual record of any person without his/her prior knowledge and consent when such a recording is likely to cause distress or injury.

Failure to Comply with Request of a Mount Mercy University Official

A violation may include, but is not limited to, failure to comply with directions of University officials or law enforcement officers acting in the performance of their duties and/or failure to identify oneself to these persons when requested to do so. Other violations may include:

1. Interfering with students, faculty, staff, or Public Safety Officers acting in performance of their official duties including fleeing the scene of an incident while an investigation or inquiry is in progress.
2. Falsifying, forging, altering, causing the alteration of, or furnishing false information (written or oral) on, or relative to, University records, or to University officials.
 - b. Falsifying, forging, altering, causing the alteration of, or furnishing false information related to identification cards, excused absences, parking permits, transcripts, computer records, or other University documents.
 - c. Unauthorized possession or use of University records, documents, instruments, or property (e.g. identification cards, keys).
 - d. Providing false or misleading information on Public Safety or Student Service reports or to any University official or office.
 - e. Misrepresenting ownership of university or private property

Harassment

Enforcing the diversity of views, cultures, and experiences is critical to the academic mission of higher education. Such diversity enriches the intellectual lives of all, and increases the capacity of Mount Mercy University to serve the educational needs of its community.

Mount Mercy University is committed to academic freedom and free speech. As members of an institution of higher learning, respecting these rights requires that we tolerate expressions of opinion that differ from our own or that we may find abhorrent.

The values of free expression justify protection of speech that is critical for diversity and other principles central to the university's academic mission. However, values of free expression are not supported, but rather are undermined by acts of intolerance that suppress alternative views through intimidation or injury. As members of an institution of higher learning, we must stand against any assault upon the dignity and value of any individual that occurs through harassment that substantially interferes with his or her educational opportunities, peaceful enjoyment of residence, physical security, or terms or conditions of employment (collectively, "protected interests").

Mount Mercy University is committed to preventing harassment while protecting individual rights. The Mount Mercy community promotes an environment in which incidents of discriminatory harassment are less likely to occur; an environment that is hospitable to all members of the University community regardless of race, sex, color, national origin, religion, age, sexual orientation, disability or status.

Ultimately, however, these goals will not be fully realized unless every member of the University community takes personal responsibility for fostering an environment in which diversity can be appreciated and in which all students and employees can reach their fullest potential. No committee or other entity can substitute for the good will, freely given, by the individuals who make up the University.

Hazing Policy

Mount Mercy University is committed to enforcing state law regarding hazing (see Iowa Code 708.10 Hazing). The hazing policy and

creation of positive alternatives designed to build community are the responsibilities of everyone at Mount Mercy University.

Hazing is defined by Mount Mercy University as any action or situation — on or off campus — that creates a negative separation between peers by causing others to perform activities that are humiliating, insulting, demeaning, mentally or physically abusive, or potentially harmful.

Any student or member of the Mount Mercy University Community who believes the hazing policy has been violated may initiate the student conduct process by filing a standard incident form with the Student Services Office or Campus Safety. All violations will most generally fall into one of two categories.

Level 1 violations:

Verbal abuse, servitude, public students and/or shunning

Level 2 violations:

Physical abuse, property damage, mental duress, forced/coerced substance abuse, and sexual acts.

Mandatory Child Abuse Reporting

The following policies on harassment and child abuse reporting can be found within the Mount Mercy University Policy Manual, Volume III University Wide Policies.

3.5.12 Mandatory Child Abuse Reporting

Mount Mercy University strives to protect the well-being of children visiting campus and/or participating in University-sponsored programs. This policy, which applies to suspected cases of child abuse, explains when reporting is mandatory, who must report suspected abuse, and the process for reporting. The policy applies to all employees of Mount Mercy who, in the course of their employment, come into contact with children (any individual under eighteen (18) years of age). Any uncertainty about whether reporting is required should always be resolved in favor of making a report. No employee who makes a good faith report of child abuse may be subjected to retaliation in employment.

If the employee has reason to believe that immediate protection for the child is advisable, an appropriate law enforcement agency must also be contacted. As set forth in more detail herein, employees who suspect child abuse must initially contact the Director of Public Safety, and the Director of Public Safety will work with employees to make these reports. Any suspicion of child abuse must be reported through an oral report to the Iowa Department of Human Services ("DHS") within twenty-four (24) hours of attaining the information or by the next business day if the DHS office is closed, thus preventing the submission of the oral report within twenty-four (24) hours. A written report shall also be made to DHS within forty-eight (48) hours after the oral report is made or by the next business day if DHS is closed, thus preventing the submission of the written report within forty-eight (48) hours.

The obligations set forth herein are not discretionary. Employees will complete two hours of training related to the identification and reporting of child abuse within six months of initial employment and shall thereafter complete at least two hours of additional child abuse identification and reporting training every five years. Knowing and willful failure to report or interference with the making of a report may result in criminal and/or civil liability and/or disciplinary action up to, and including termination of employment. Employees who make reports in good faith shall not face disciplinary action. Any person found to have made an unsubstantiated complaint with intentional dishonesty or malice will also be subject to appropriate corrective action, up to and including termination of employment.

In the context of this policy, child abuse means non-accidental actions or omissions that cause serious physical or mental injuries to a child or

sexual abuse or sexual exploitation of a child. This includes, but is not necessarily limited to:

1. **Physical Abuse:** acts or omissions that cause, or fail to prevent, a serious physical injury to a child.
2. **Sexual Abuse:** rape, sexual assault, molestation, incest, indecent exposure, or exploitation of a child in a manner in which the child is enjoyment by another person.
3. **Emotional or Mental Abuse:** actions or omissions that have an actual or likely severe negative impact on a child's emotional and/or behavioral development, including those resulting from persistent or severe emotional mistreatment.
4. **Neglect:** a severe or persistent failure to provide for a child's physical, emotional, or basic well being unrelated to economic or caretaker's control.

3.5.12.1 How to Report

Employees who suspect child abuse should immediately report the information to the Director of Public Safety. If for some reason an employee is unable or prefers not to contact the Director of Public Safety, s/he should contact the Dean of Students and Director of Residence Life. If possible, employees should also complete the attached form. Do not directly question or solicit information from the child. The Director of Public Safety, possibly with the reporting employee's assistance, will contact DHS both orally and in writing within the prescribed time periods required by Iowa law.

The oral report shall be made by telephone or otherwise to DHS. The oral and written reports shall contain the following information, or as much thereof as the person making the report is able to furnish: (1) the names and home address of the child and the child's parents or other persons believed to be responsible for the child; (2) the child's present whereabouts if not the same as the parent's or other person's home address; (3) the child's age; (4) the nature and extent of the child's injuries, including any evidence of previous injuries; (5) the name, age, and condition of other children in the same home; (6) any other information which the person making the report believes might be helpful in establishing the cause of the injury to the child, the identity of the person or persons responsible for the injury or in providing assistance to the child; and (7) the name and address of the person making the report.

Mount Mercy is committed to ensuring that its campus is safe for children. Child abuse and neglect interfere with healthy child development and later achievement in life. Any questions concerning this policy should be directed to the Vice President for Administration

Physical Assault

Any unwelcome physical contact that is intentional or reckless including, but not limited to, striking, slapping, hitting, punching, shoving, or kicking another person. Such actions are violations of the student Code of Conduct and will be referred to the Dean of Students & Director of Residence Life. Students will also be encouraged to file a report with the Cedar Rapids Police Department.

Property Damage and Vandalism

Intentional, negligent, or attempted acts resulting in Mount Mercy University property damage or vandalism are prohibited. Mount Mercy University strives to keep all facilities and university property in excellent condition. Students help by holding accountable those residents and/or guests who choose to damage or remove community property. Students that know of any damage or theft should contact a Residence Life staff member or Public Safety Officer immediately. Damages that are not considered normal wear and tear, such as peeled paint from posters, broken or missing furniture, stained carpet, broken windows, etc., will be billed to students and, when necessary

may be referred to Cedar Rapids Police Department for criminal charges. This includes, but is not limited to, the following:

- Damage, vandalism, destruction, abuse, or fraudulent use of Mount Mercy University and private property.
- Damage, vandalism, destruction, abuse, or fraudulent use of Mount Mercy University services including computer and telephone services.

Stalking

Stalking is intentional conduct directed at a specific person that would cause a reasonable person to feel fear and which significantly disrupts the person's work, educational performance, on-campus living, or participation in a Mount Mercy University activity on or off campus. A pattern of conduct perceived as threatening or harassing may be considered a violation even if the student did not intend to cause distress to the party who felt threatened or harassed. A pattern of behavior which the target of the conduct finds distressful may rise to the level of a violation even if the target of the behavior did not specifically direct the student to refrain from contacting him or her.

Theft

A theft violation may include, but is not limited to, taking or attempting to take another's property—personal, public or institutional—without his/her express permission. This includes, but is not limited to, physical, electronic, and intellectual property.

Unauthorized Audio/Video

Any actual or attempted unauthorized use of electronic or other devices to make an audio or video record of any person without prior knowledge or consent, when such a recording is likely to cause injury or distress to the subject of the audio or video record. Doing so is a violation of the individual's rights and may be subject to legal as well as civil action.

Smoking Policy

Smoke-Free Environment

Beginning July 1, 2008, Mount Mercy began enforcing the State of Iowa's Clean Air Act signed into legislation April 15, 2008. Smoking is prohibited on all Mount Mercy property including: buildings, parking lots, and vehicles owned or leased by Mount Mercy, regardless of location. This policy applies to all indoor and outdoor air space, including athletic facilities. The law also prohibits smoking in personal vehicles on Mount Mercy property. This makes smoking cigarettes, cigars, e-cigarettes, and vaporizers in any prohibited place a violation. For more information, please visit www.iowasmokefreeair.gov.

Weapons Policy

Mount Mercy University prohibits possession, use, and transportation of any dangerous or potentially dangerous weapons described below on all University properties.

1. Fixed blade knives concealed on the person or in the vehicle (e.g., Bowie knife, knife, or instrument of like kind or description)
2. Shotgun or rifle or other shoulder gun
3. Pistol or revolver
4. Air gun (e.g., air or gas powered rifle or pistol, paintball guns, BB guns)
5. Bow and arrow (e.g., archery equipment)
6. Slingshots (including throwing weapons)
7. Swords
8. Crossbows
9. Brass knuckles
10. Fireworks, firecrackers or explosive devices

11. Martial-arts items and weapons

12. Laser pointing devices

This policy shall apply to all faculty, staff, students of Mount Mercy University, and to all visitors to the campus or University properties. This policy shall not apply to duly authorized law enforcement officials in the lawful discharge of their duties.

Temporary exclusions may be granted by the Director of Public Safety for job related, educational, or demonstration purposes, which shall include an agreement on storage by the Public Safety Director

Residential Living

It is the intention of Residence Life to help facilitate a community where intentional connections are made, active collaboration between residents occurs, and students find a sense of belonging. By assessing and developing our critical thinking ability, it is the hope that the resident will continually develop into a functioning member of the University community and the wider community at-large. Through active respect for one another, a compassion for a unified mission, and stark authenticity, the student will become citizens for a lifetime. By signing/agreeing to the Housing and Residence Life License/Lease Agreement, residents are contractually obligated to comply with the Community Standards listed herein. Any violations of these Housing and Residence Life Community Standards may result in conduct action, up to and including termination of the License/Lease Agreement. Residents and their guests are concurrently subject to all university policies and regulations for conduct, as well as all local, state, and federal laws. Continued violation of the Mount Mercy Policies may result in conduct action being taken as listed under the Student Code of Conduct.

Should you have any questions or need a policy clarification, please contact your Area Coordinator or, the Student Services Office at 319-363-1323 ext. 1218.

Residents are viewed as adults who are responsible for their actions, as well as the actions of their guests. Standards are not designed to control these behaviors as every person has the capacity to control how they behave. The following policies provide parameters of acceptable behavior in and around the residence halls, suites, and apartments in order to protect members of our on-campus living community.

ABANDONED PROPERTY

Residence Life is not responsible for lost, stolen or damaged property in the residence halls or public areas of communities. Items left in rooms/suites/bathrooms/community lounges will be stored for a minimum of 48 hours and a maximum of 30 days. If the owner is known they will be contacted via email notifying them that they have 30 days to retrieve their property. If the owner does not return Residence Life will determine if the items are in a condition to be donated to charity or discard.

AIR CONDITIONING & HEAT

Regina and McAuley do not have air conditioning. Andreas and Lower Campus does. Each residence hall room/suite is equipped with its heating controls. Do not obstruct or damage air conditioning or heating units or set anything near the wall mounted units as this may interfere with normal operation. Students are not allowed to bring additional air conditioning or heating devices without expressed permission of the Student Services. Air Conditioners require a medical note from the student's doctor citing why it is required.

Housing's general practice for heating and cooling is to provide room temperatures between the range of 68 and 76 degrees. If your heating/AC unit does not seem to be providing this range, please visit Student Services to submit a work order.

The process for converting between cooling and heating in McAuley and Regina Halls is fairly extensive and is a matter of timing. The type of heating/cooling system in these buildings requires 2-3 days for a changeover to be completed, which means drastic changes in outdoor temperatures cannot be addressed immediately. In the interim, students are encouraged to open/close windows, add/remove blankets or see their Area Coordinator for additional suggestions.

ALCOHOL

Students who are not 21 years of age are not allowed to consume or possess alcohol. Alcohol can be consumed only by 21 year olds, under the conditions listed in the University alcohol policy printed in The Good Book under the Behavioral policy tab. Possession of or consumption from open containers is prohibited in public areas. For the purposes of alcohol policy enforcement, a room/ apartment/ suite may be considered a public area if the door entering the room/ apartment/ suite is open. Alcohol beverage containers may not be used for decorative purposes. In the event that alcohol is consumed or possessed in violation of University policies, all alcohol containers will be emptied. The University may limit the number of persons in rooms, suites, or apartments for the purposes of safety and health of campus residents. Near Beer is not allowed.

APPLIANCES AND FURNISHINGS

Every residence hall room comes furnished with bed, desk, mattress, closet, and dresser. Andreas and Lower Campus also have furnished living rooms with a table and chairs, sofa, and cushioned chair. Lower Campus also has kitchens equipped with a refrigerator and stove. The resident shall not remove any of the equipment of the room/apartment/ suite or building from its assigned location.

The electrical system in the halls is not designed to carry heavy loads of electrical equipment. To prevent students from blowing circuits, students are expected to be responsible in their use of appliances/ electronics which includes proper and judicious use of multi-outlet strips and surge protectors. All electrical equipment must be UL listed.

Acceptable Appliances, Furnishings and Items

Appliances with closed coil elements (coffee pots [must have automatic shut off option], hot pots, and hot air poppers), bedding, computers, dishes and utensils, fans, hair dryers, irons (self-shut off preferred), lamps (excluding halogen lights), mini refrigerators (no larger than 4 cubic ft.), microwaves (up to 700-800 watts), personal hygiene devices, posters, stereos and other audio equipment, TVs and other visual equipment are all acceptable items.

Only one compact refrigerator per double room is allowed. In McAuley, triples may have two refrigerators, as long as they are in separate rooms. In apartments/suites, refrigerators are provided in the kitchens/kitchenettes.

Prohibited Appliances, Furnishings and Items

All electrical appliances must be in good working condition. The university prohibits the use of smoke machines and other appliances that are not conducive to group living. Due to fire concerns/regulations, the following items are not allowed in residence hall spaces: Any item with an open flame or that burns (candles, stenson burners, incense, etc.), appliances with exposed heating elements (toasters, toaster ovens, broilers, hot plates, indoor electric grills, pizza makers, etc.), cooking pots and greases, appliances that are damaged (frayed cords, grills, bent plugs, broken safety handles/legs, etc.), electric skillets, fog machines, halogen lamps/lights, incense, personal mattresses, personal upholstered furniture, power tools, real Christmas trees/ wreaths, space heaters, water beds, weapons, and window air conditioning units.

* Cooking pots and greases are permitted in properly equipped kitchens.

**** Lower Campus Apartments:** *small grills are allowed on the patio, but must meet City of Cedar Rapids specifications for apartment units. Under no circumstances should propane grill tanks of any kind be stored inside apartments.*

Other Items to Consider

With the exception of those living in Regina, students are responsible for bringing their own cleaning supplies, laundry detergent. Students who live in buildings that have community bathrooms will have toilet paper and hand towels provided. Students living in buildings that are suite-styled or rooms with adjoining bathrooms are required to provide their own toilet paper, hand towels and any other necessary paper products.

Room Decorations

Personalizing the space in rooms is encouraged. However, Residence Life requires that this be done in a manner that does not cause damage, does not violate State law, University policy, or is deemed to be defamatory and/or degrading to members of the University community. Room décor must take into consideration all roommates' tastes.

Poster hanging products such as a product produced by 3-M called Command are only permitted in Regina and McAuley as this product historically has done damage to the walls and furniture surfaces in Andreas and Lower Campus. Please use _____. Due to fire safety reasons, decorations may not be affixed to ceilings, be attached to or block any fire safety equipment including smoke detectors, sprinkler heads, and exit signs. Decorations must not impede access to hallways, doorways, stairs, corridors, or other equipment. Due to fire safety concerns, no more than 10% of a room's wall space can be covered by combustible decorative materials including but not limited to: including paper, posters, streamers, polyester materials, lights, etc. No rugs, bed sheets/spreads or tapestries can be hung in any Residence Life space. Small twinkle lights, artificial trees, wreaths, and other such decorations, are approved provided they are UL listed. Exteriors of room doors (the side that faces hall corridors) and room windows are considered public space. Residence Life reserves the right to have removed items that could be construed as bigoted, demeaning, degrading, or victimizing in a discriminatory manner. Other questions about what is permitted should be referred to your Resident Assistant or Area Coordinator.

WINDOWS/LANDINGS/BREEZEWAYS

Windows/landings/breezeways are subject to all Housing and Residence Life community standards. The following regulations are directly applicable for these areas:

- Behaviors that are dangerous to self or others (e.g. jumping from windows, repelling, hanging over the edge, climbing up to a window, etc.) are strictly prohibited.
- No items should be thrown to or from windows.
- Trash or other flammable materials may not be stored on the landing/deck

BICYCLES

Residence Life strongly suggests students use a strong krypton-type lock on their bikes. Bicycles may not be stored or parked inside, decks/landings, nor ridden in the residence halls for reasons of safety. Bicycles should only be locked on exterior bike racks.

CHECK-IN & CHECK-OUT PROCESS

Upon checking-in to a new room, residents will be given a room inventory, keys, mailbox key or combination as applicable. Residents will also be required to meet with their RA to sign a Roommate Contract, and if applicable other paperwork, etc. Residents must

complete the check-out process within 24 hours of their last final exam or by noon of the last day the halls are open (whichever comes first). Closing information will be provided via email, flyers and floor meetings. Any damage to the room/suite will be charged directly to student accounts. Failure to follow posted and written information about the checkout process may be assessed additional administrative charges. This includes check-outs during the middle of the year due to room changes, petitioning out of the housing agreement, removal from the halls, etc.

Do not drive cars or trucks on grassy areas to load or unload belongings. Such action could cause damage to sprinkler systems or landscaping and will result in damage charges. Residence Life provides carts for students to use during check-in and out. Students will need to provide their ID in order to gain access to the carts.

CONFISCATION

Residence Life may confiscate and remove any items found that are in violation of Residence Life, The Good Book, or Student Code of Conduct policies or deemed unsafe or illegal by designated University Officials. Certain items are prohibited in the residential areas of the university because of health, fire, or safety reasons; city, state, or federal law; or University policy. When these identified items are discovered, they are subject to confiscation. Public Safety Officers and Residence Life staff have the authority to confiscate items.

In instances when Residence Life has confiscated an item, a notice will be sent to the email of the student in question and the residents of that room should expect to receive further notification. Students that receive these notices are encouraged to seek out their Area Coordinator to receive further information about their individual situation. Items prohibited by college policy for health, fire, or safety reasons, that are not illegally possessed, may be returned to the owner at the end of the term (or earlier by arrangement with the Area Coordinator for their respective area) provided that the item be removed from campus immediately and not returned to the premises. Illegal items (such as controlled substances, drug paraphernalia, and weapons) are not items that can be returned. Confiscated items not claimed by the owner by the end of the semester in which the item was seized will be disposed of, or if appropriate, items will be donated to a local charity.

CONSOLIDATION

The University reserves the right to reassign space as necessary when vacancies occur in multiple occupancy quarters or when problems caused by roommate incompatibility are unresolved by the occupants. Therefore, Residence Life has developed a consolidation process to reassign students based on occupancy needs. Residence Life will assess the occupancy of each building doing Occupancy Checks, making note of rooms where residents are living alone in a double room. If the space needs to be reallocated, Residence Life may contact the resident(s) and inform them of the following options:

1. The resident may be asked to find another roommate to move into the room by the deadline prescribed by the AC;
2. The resident may be moved into another room where a space is available.
3. The resident may be given the opportunity to "buy out" the room at a single room rate for the rest of the semester based on availability, capacity and the discretion of Residence Life staff. Students will be given 72 hours to complete a room change if warranted.

* Residents who do not presently have a roommate may get a roommate at any time and you should not take possession of the other part of the room.

COOKING

Kitchens are available in the Lower Campus apartments. In Regina, McAuley, and Andreas House public kitchens are available. Students are permitted to use the kitchens but must provide their own cooking utensils. Students using public-area stoves must remain with cooking food for the safety of all. These areas must be cleaned and maintained by the residents of the community. Residents will face cleaning charges or a closing of the facilities if any unsanitary conditions exist or if the facility is abused. Furthermore, if there is any damage to the facilities or an inadvertent fire alarm during the course of cooking, the resident will be held responsible for any costs incurred for cleaning, damage, or false alarms.

DISRUPTIVE BEHAVIOR

Disruptive behavior including physical abuse, assault, harassment, threats, boisterousness, excessive noise, public intoxication is prohibited. Further acts which compromise the peace, safety, and/or health of residents or compromise the educational purposes of the university are also prohibited. Discriminatory acts which intentionally denigrate any category of residents are prohibited.

ELEVATORS

Regina and McAuley are equipped with elevators for residents' convenience. Please be respectful of this equipment and the safety of others; do not jump up and down, shake, tamper, disable, or overload elevator cars; jumping or misusing the controls may cause malfunctions. Elevators are serviced regularly, but should an elevator get stuck between floors, remain calm and use the call button inside. A staff member will respond to assist with the appropriate evacuation. Do not try to evacuate an elevator on your own or try to pry open the door. Damages should be reported to the front desk immediately. In the case of a fire, do not use the elevator and evacuate the building using stairwells.

EMERGENCIES

Residents who witness emergency situations are encouraged to contact the Department of Public Safety who can dispatch both campus security communicate with Cedar Rapids Police Department. Residence Life will inform residents of situations that require broad notification by sending staff members to doors, sending emails, or posting general hall announcements on bulletin boards. In any of these instances it is imperative that residents follow any instructions given. Students are also highly encouraged to sign up for **RAVE**, which is a phone and text-based system allowing the university to notify students, faculty and staff when an emergency is taking place on or near campus. The system is only be used in critical situations, including weather emergencies, with potential to affect health or safety.

EMERGENCY CONTACT

Residents provide emergency contact information when they check in to housing. There is also a section on the form that can be used to inform Residence Life staff of any health conditions that might require medical assistance. In extreme situations the University may decide to notify emergency contacts for residents, especially in those situations where it has been deemed that a student is in danger.

FIREARMS

Ammunition and weapons such as firearms (including pellet and BB guns), hunting knives, swords, bows and arrows, sling shots, and bayonets shall not be kept in student rooms/apartments/suites. A resident who wishes to have a weapon must register it with the Director of Public Safety prior to bringing the weapon on campus. In the event that permission is granted for a weapon to be on campus, it must be stored in a campus location designated by the Director of Public Safety.

FIRE SAFETY

The theft, tampering with or improper use of fire detection/fighting equipment is prohibited. Students found responsible for triggering the alarm systems due to mischief or negligence will be billed for the Cedar Rapids Fire Departments (CRFD) services. Fireworks of every kind, including firecrackers and bottle rockets, are prohibited. Furniture, decorations and other items that increase the flammability of a room/apartment/suite may be prohibited at the discretion of the Director of Residence Life.

Open flames, including candles and incense are prohibited in all campus housing areas. Candles which have never been lit may be used for decorative purposes; however, candles on which the wick has been burnt will be confiscated.

GETTING A NEW ROOMMATE

Due to graduation or other changing situations of students, space may become available in the Residence Life system in December. Students with a roommate that is not returning for the spring semester will be required to make the room presentable for a new roommate(s). This must be done prior to departure in December for Christmas Break. Students may not take possession of the other half of the room. Clean the room and be sure that the other bed, dresser, closet, and so forth is ready for a new student to move in.

GUEST & VISITATION

Rooms/apartments/suites are rented to Mount Mercy students only. Only those students who are leased the room/apartment/suite may live there. Mount Mercy strictly prohibits co-habitation. Guests are allowed on a short term basis, limited to 72 hours. Roommate rights need to be considered at all times in respect to visitors/guests. Frequency of guests may be reviewed by Residence Life. The University may limit the number of persons in rooms, suites or apartments for the purposes of safety and health of campus residents. In Regina and McAuley the visitation policy listed below applies in regard to guests. In all living areas, residents assume responsibility for the behavior of their guests, including ensuring that behavior is consistent with university policies. A guest shall be defined as a person who is not assigned to a room, suite, apartment, or building they are visiting. All guests are required to comply with these policies, and other applicable university rules. The host is responsible for the behavior of all guests and may be held accountable for their behavior. Guests should in no way become a nuisance to the roommate(s) or the community. Residents may not host anyone who is known to be trespassing from Mount Mercy University facilities. Roommate(s) has the right to object to current or future visits and staff will mediate any concerns by the presence of guests.

1. Residents are required to register their guest(s) at all times; this is not limited to overnight guests. Guest(s) are required to provide photo identification. Guest(s) must be registered via our online guest registration form. This form can be accessed at Housing Guest Registration Link (https://docs.google.com/a/boisestate.edu/forms/d/1n8KOzDWmAJV0Sole2PpcwDWJ6kQ_EQj5THouShHemnQ/viewform?c=0&w=1)
2. Overnight Guests: Overnight guests are allowed only with the approval of your roommate(s). Guests, as defined above, who stay in anytime between the hours of 12:00 AM and 7:00 AM, are considered "Overnight Guests." No more than two persons may occupy the unit as overnight guests at any time. The total number of days a guest can stay is not to exceed three (3) days over the course single week. All guests staying must be registered with Residence Life 24 hours in advance of their arrival, by the host they are visiting.

- Guests must be escorted at all times by their host. They must be escorted in and out of the building and remain with the resident during their time in the building. A resident's ID card is never to be given to a guest for any reason. Guests without an escort will be asked to leave the building. Never agree to escort someone you do not know personally.

Regina and McAuley visitation hours are from 8am until 2am daily. No visitors of the opposite gender are allowed in Regina or McAuley rooms after 2am. Overnight guests of the same gender are allowed, but must be registered and carry a pass with them at all times. The Dean of Students and Director of Residence Life is authorized to extend these hours upon individual request.

HEALTH & SAFETY INSPECTIONS

Housing staff will enter all rooms/suites each semester for health/fire safety and facility checks. Housing & Residence Life staff will give at least 48 hours' notice of room entry for this purpose. Housing & Residence Life encourages residents to be home when staff checks the rooms, but it is not necessary. Staff will look at fire safety equipment (smoke detectors, sprinkler heads, fire extinguishers), screens, window & door locks, overall cleanliness, ensure personal effects are not placed against heaters & air conditioning units, check that electrical outlets are not overloaded, etc.

Residents will receive a notification directly after the inspection to inform them of the observed status of their room/suite. Rooms/suites deemed unacceptable or in violation of University or Housing policies/standards or of state/federal law, will receive a notice identifying the specific violation for the resident(s) to address. Residents of the room in question should expect a follow-up meeting with their RA or AC depending on the severity of the violation.

HOUSEKEEPING

Residents are expected to maintain a level of cleanliness in their rooms/apartments/suites and in common areas compatible with reasonable health and safety standards.

LAUNDRY FACILITIES

Each residential facility has washers and dryers for use by the residents of that facility only. Residence Life no longer provides coin operated machines, but rather card laundry is offered free to residential students. Students are asked to be respectful of the units and timely with the picking up and completion of their laundry to avoid disrespect to the overall community.

LOUNGE OR COMMUNITY FURNITURE

The lounges/lobbies/community areas are meant for the general use and enjoyment of all the residents of that community. This furniture must remain in the lounge or community area.

MAIL

Each resident is assigned an individually numbered mailbox with a key. Residents will be informed of their mailbox number during the room assignment process and will be given their key during check-in. Room inventory sheets must be appropriately filled out and turned in to receive your key. Packages can be retrieved at the mailroom located in Lundy.

MAINTENANCE AND REPAIRS

For non-emergency repairs or maintenance needs, residents should submit a work order. If you need help seek out your Resident Assistant. If there is emergency maintenance need during regular business hours, (burst pipe, overflowing toilet, broken window or door, etc.), please contact Public Safety immediately. If an emergency occurs please call the on-call phone numbers posted in the buildings or Public Safety.

STUDENT CONTACT INFORMATION

Students are given the opportunity to confidentially designate emergency contact information at move in. This information is part of the University registration and is protected under FERPA. This information is accessible by the Department of Public Safety and Student Services. Students are given the opportunity to designate a person to notify in a missing person investigation. This information will not be disclosed outside of a missing person investigation.

PERSONAL SAFETY DEVICES

The only approved personal safety devices recognized by Residence Life and Public Safety are pepper spray and mace. Students who own and/or carry personal safety such devices should know how to use them properly and it should stay in their possession only. These devices should only be used when needed for protection and according to manufacturer's instructions. Inappropriate discharge or failure to use the device according to manufacturer's instructions will result in a referral to the student conduct system.

PETS

Residents are allowed to have fresh water fish in their rooms. Tank size shall not exceed 20 gallons. No animals that breathe atmospheric air or live in salt water are permitted. Pets must receive roommate approval before being brought to campus housing. The only exception to this standard is an animal specially used for a medically documented purpose. The process for requesting assistance and/or comfort animals must begin by meeting with the Disability Resource Center (DRC) and submitting appropriate documentation. Once processed, the DRC will provide a recommendation to Housing and Residence Life who will make the final decision pending space and availability.

- Possession of an unauthorized pet (anything besides fish) is prohibited and will result in conduct action up to and including the termination of the resident's license agreement.
- Roommates (non-pet owners) may also be held responsible for violating this Community Standard. It is critical residents communicate with each other to ensure pets (aside from fish in a 10 gallon tank) are not present in on campus residential facilities.

Animal control will be contacted to confiscate any unsanctioned animal or pet if it is not removed within 24 hours (or as directed by a staff member).

QUIET HOURS

In all residential areas, students should respect others' rights to study and sleep. Quiet hours are from 12am until 8am Sunday through Thursday and 2am until 8am Friday and Saturday. All other hours are courtesy. In addition, every resident will take part in a negotiation of additional quiet hours at the beginning of each semester for that floor/living area. Residents not agreeing with their floor may request alternative accommodations, as available, from Residence Life.

Courtesy/Quiet Hours

In support of the academic mission of the university, Residence Life practices a 24 hour courtesy hours community standard, allowing others to concentrate on their studies and get sufficient sleep. It is our expectation that residents will honor the requests of their community concerning noise levels, even when it is not scheduled quiet hours. If you experience a problem with noise, you are encouraged to first speak directly with the responsible individual(s); then, if the issue is not resolved, please, seek the assistance of your RA.

RECYCLING & TRASH

Littering is prohibited. As a resident in this community, it is your responsibility to dispose of personal trash in dumpsters or recycling receptacles inside or outside on-campus facilities. For this reason,

littering, leaving trash in common areas or locations not designated for waste disposal, is subject to conduct action and applicable removal/cleaning charges.

The University expects that students will participate in the campus recycling program. Students are expected to bring their trash and recyclables to the designated areas for disposal. Students leaving trash in common areas will be in violation of this policy and subject to disciplinary action.

ROOM CHANGE REQUEST

Residence Life has found that many roommate differences can be resolved through mediation, eliminating the need for a room change. Should mediation not resolve the roommate issues and if the student's account is current, space is available and eligibility requirements are met, students may request a room change.

Room changes will not be considered during the first two weeks OR the last two weeks of each academic semester in order to create hall rosters and complete administrative procedures. However, after this time Residence Life will attempt to accommodate requests when space permits.

Students wanting to request a room change should set up a meeting with their Area Coordinator. Permission from the Area Coordinator is needed before a move can take place. Once a room change request is approved, residents have 72 hours to complete the move, including inventorying the new room, checking-out of the old room, exchanging keys, and signing off on any necessary forms. Failure to move within the prescribed deadline or to follow other guidelines as set in the process may result in additional administrative charges and/or having the approved request revoked. Room changes made prior to written approval by the AC will be considered an improper room change and will be subject to appropriate follow-up.

ROOM ENTRY

Residence Life respects students' right to privacy. However, there are times during which Residence Life staff may enter a student's room or suite without notification. These include: (1) When an immediate threat exists to the health, safety or property of students or occupants of the room; (2) To secure space during breaks and conduct routine safety inspections; (3) To make necessary or desirable repairs and perform routine or other maintenance; (4) For other purposes as deemed necessary or desirable by University. Residence Life staff will knock and announce their presence prior to entering a student's room. However, it is within the rights of Housing Staff to enter as deemed necessary.

ROOMMATE CONFLICTS & CONTRACTS

Residence Life recognizes that conflicts arise within any group living situation and encourages residents to try and work out these differences for themselves. In an effort to alleviate simple roommate misunderstandings, Resident Assistants will complete a roommate/suitemate contract with all students after moving in. Residence Life encourages all residents to be honest and specific in working with their roommates/suitemates in this process as it will help to set a comfortable standard of the living. If no solution can be found to a conflict, the Area Coordinator and Residence Life have the option of moving one or more of the people involved in the conflict, in order to best serve the needs of the residents and the community.

Roommates

Our Housing and Residence Life staff work with students to provide a living and learning environment for everyone. Many residents may not be used to living with others in the same room, suite, or apartment, it is critical to be open, honest, and respectful when interacting with those who live with you, just as you would any other university community member or guest. If you are having challenges when interacting with

your roommate(s), please seek out your RA as soon as possible, they can help you and your roommate(s) address your concerns.

If a resident is having problems, roommate mediation with their RA is always the first option. After mediation has been conducted, if that resident is interested in transferring rooms/suites/apartments, they should speak to their RA, who will explain the transfer process and refer the resident to the Area Coordinator.

1. Moving Without Approval – Moving into a room/suite/apartment or changing rooms/suites/apartments without the written approval and direction of Housing and Residence Life is a violation of this standard that may result in conduct action and/or applicable fees.
2. Failure to Check Out – In the process of a room transfer, failure to check out of a resident's previous space in a timely manner, as directed by a Residence Life staff member, will result in being financially responsible for both spaces in addition to conduct action.
3. Inhospitable Living Environment – If residents find their current living environment unsuitable in meeting their academic and personal needs and a roommate mediation has been attempted, it is that resident's responsibility to work with their RA and/or AC to initiate a room transfer process. Residents' behaviors designed to make their living environment difficult or challenging for roommate(s) in hopes roommate(s) will transfer rooms are unacceptable and will result in conduct action.
4. Existing Spaces – If a space exists within a resident's room/suite/apartment, it must remain clean and vacant so that another resident can move into that space with limited notice (in case of emergencies) or 24-hour notice during a room transfer process. Residents, who occupy a 'vacant' space within their unit, make their residential space (room, suite, and/or apartment) unappealing/attractive for potential roommates, and/or attempt to deter potential roommates from moving into that space are subject to conduct action.
5. Failure to Follow a Roommate Agreement – In the process of generating a roommate agreement with a Housing and Residence Life Staff member, all roommates are agreeing to each item stated on the agreement. Failing to follow this agreement will result in conduct action, up to and including a required room transfer or license cancellation for one or all residents involved.

SOLICITATION & COMMERCIAL ENTERPRISES

Students are not permitted to operate or promote a business from their residence hall room, common spaces, or other use Residence Life spaces, including their own privately-owned businesses. Students may not use housing facilities to host parties for the purpose of promoting private businesses or engaging in sales of products. The University does not allow door-to-door solicitation of funds, products, services, or donations for charity in Residence Life facilities. This also includes companies/businesses attempting to give away free items/samples. Entry into Residence Life facilities in these situations will be considered trespassing and will result in removal Public Safety Officers as a minimum but may include exclusion from campus and/or arrest. Any solicitors should be reported to a Residence Life staff member or Public Safety immediately. Students or student organizations wishing to raise donations for charity through social/community programs or other means may obtain permission from their Area Coordinator.

SPORTS (indoors)

Throwing objects or playing sports within and closely around residential facilities is prohibited. Individuals and/or residential communities may be held financially responsible for repairing

damages, painting costs, and general maintenance related to hall sports.

STORAGE

Due to limited space and liability issues, Residence Life is unable to accommodate storage of residents' personal items or room furnishings. Residents may wish to explore professional off-campus storage services to accommodate any additional storage needs. Room furnishings are not permitted to be removed from student rooms.

TRASH DISPOSAL

Students must dispose of garbage in the appropriate bins and locations. Garbage is not to be left on landings, in stairwells, lounges, elevator lobbies, by the doors, on the ground by dumpsters, or in the trash chute rooms. Room trash is not to be emptied into smaller trashcans that are placed around the buildings. A fee for removal will occur (\$25.00 minimum) if students are found disposing of their trash inappropriately. Increasing fines will occur for subsequent offenses.

Code of Conduct

Section 1: Purpose

Members of the Mount Mercy University community support the University's mission and embrace the core principles of reflective judgment, strategic communication, the common good, and purposeful living. When members of the University community violate our shared principles, the Code is used to affirm our principles through adjudication. The Student Code of Conduct defines minimum expectations for student behavior at Mount Mercy University and outlines the processes for students to bring a complaint, procedural due process, and appeal procedures.

Section 2: Complaint Procedure

Any person may bring a complaint against a student under these procedures, based on an alleged violation of any Mount Mercy University rule or regulation or based on behavior not specifically covered by rules or regulations, but which is considered detrimental to the Mount Mercy community. All complaints shall be made to the Dean of Students (DOS).

Complaints will be investigated, hearings may be conducted, disciplinary action may be recommended, and appeals heard as provided for by the Code of Student Conduct.

The Code may be reviewed and amended by the Dean of Students and approved by the President.

Section 3: General Standards of Conduct

Any student who commits any of the following acts of misconduct shall be subject to disciplinary action by Mount Mercy. A student's presence at an incident where a violation is occurring and the student's behavior shows he/she did not chose to remove him/herself from the situation may be considered a party to that violation even if he/she does not directly participate in the violation.

A. Conduct that disrupts the orderly process of Mount Mercy or is immoral, lewd, or indecent according to commonly accepted standards.

B. Actions that obstruct or deny access to services or facilities of Mount Mercy or intentionally incite and counsel others to deny individuals their right of ingress or egress throughout the campus.

C. Actions that incite and counsel others to deny to other students and members of the Mount Mercy community their right to attend and/or implement authorized programs and functions of the institution.

D. Theft, malicious destruction, misappropriation, or misuse of Mount Mercy property, or private property on campus, including possession of stolen property.

E. Physical or emotional abuse through actions, intimidation, or threats of another person during daily university life or at any Mount Mercy-sponsored or supervised function or event.

F. Giving false information, altering or misusing Mount Mercy documents and records, and non-responsiveness to Mount Mercy officials.

G. Violation of federal, state, and local laws as well as University policies concerning the use of alcoholic beverages or drugs.

H. Leaving or entering a residence hall or Mount Mercy housing or assisting others to do so in any manner except the proper manner.

I. A repeated violation of lesser regulations.

J. Academic dishonesty, including cheating, plagiarism, or academic misconduct. (See Academic Integrity Policy).

K. Misrepresentation of any material fact to any member of the faculty or staff of Mount Mercy or to any office, department, or committee thereof, or willful misrepresentation to anyone within or without the Mount Mercy community of his or her status or academic performance with the institution or of the support, sponsorship or approval of Mount Mercy of the services or activities of any person, group or organization.

L. Demonstrations on the campus or within the interior of any Mount Mercy building or structure, except as specifically authorized and subject to reasonable conditions imposed to protect the rights and safety of other persons, and to prevent damage to property.

M. Unauthorized entry into or occupation of any Mount Mercy room, building or area of the campus, including such entry or occupation at any unauthorized time, or an unauthorized or improper use of any Mount Mercy property, equipment or facilities.

N. Setting of fires in any Mount Mercy building or on the campus without the proper authority, or intentional sounding of a false fire alarm or improper use of fire prevention equipment in any Mount Mercy building or on the campus.

O. Disrupting access of other students, faculty or staff members to Mount Mercy computer resources, or obtaining without authorization access to a computer account assigned to another person, or using an account belonging to another Mount Mercy student, faculty or staff member or academic department for other than its intended purpose without permission from the owner, or using an inactive account, or using Mount Mercy computer equipment to interfere with the lawful rights of others by such activities as falsifying or altering records or documents, creating false or fraudulent documents, damaging programs belonging to another, sending harassing or threatening material, or duplicating copyrighted software unlawfully, or assisting another person to do any act proscribed under this paragraph. (See also Computer Systems Acceptable Use Policy).

P. Violation of any other regulation or any other rule or policy that may be promulgated by the President of Mount Mercy or an authorized representative, by any department, residence, office or other facility within the scope of its authority, provided such rules, regulations or policies were published, posted or otherwise adequately publicized or the student had actual knowledge of such rule, regulation or policy. All provisions contained in Mount Mercy residence hall or apartment contracts that pertain to personal conduct shall be deemed rules subject to this regulation with respect to all residence hall students.

Q. Violations of rules and regulations, or conduct, not covered above but considered detrimental to the educational process, missions or goals of Mount Mercy or threatening the health, well-being, or safety of any member of the Mount Mercy community.

Section 4: Jurisdiction Over Student Conduct

The Code and the processes for its administration and enforcement exist for the protection and advancement of the University community's particular institutional interests. The Code applies to individual students and student groups/organizations and is used to enforce University policies and regulations. Regardless of how it is handled by the court system, a violation of law may also be treated as a violation of University regulations.

Conduct proceedings on campus are designed to deal developmentally with student behavior in the University community that is prohibited or is deemed unacceptable to the University community. When the behavior is aggravated or presents a continuing danger to the University community, accused students are subject to separation from the University.

Conduct action is not a substitute for judicial mechanisms of the larger community. Criminal prosecution in the court system is designed to be punitive and to provide social consequences for convicted offenders. Student offenders may be charged under either or both systems. University sanctioning power, therefore, applies only to instances of student misconduct that are basic to its appropriate interests, as follows:

1. The opportunity of all members of the University community to attain educational objectives
2. The protection of the health, safety, welfare, and property of all persons in the University community
3. The protection of the University's integrity and its property.

The University's jurisdiction extends to all admitted or enrolled students while they are present on premises owned by the University, on city streets running through or adjacent to the campus, and in off-campus buildings occupied by students by virtue of their association with a group/organization given formal recognition by the University or at a host institution or other site for an academic or extracurricular University-related experience. In addition, the Code may also be invoked against students whose off-campus behavior:

- Potentially harms the institutional educational interests of the University. This standard is fulfilled when the behavior creates general and negative public opinion of the University or its students or employees
- Threatens the well-being of its students or employees. This standard is fulfilled when the behavior has already threatened a member or members of the general public and there is reason to believe that such behavior might threaten or endanger students or employees if not addressed in the institutional community.

On occasion, instances of student misconduct may constitute offenses against the larger community. Students are responsible for knowing and observing all federal and state laws, and local ordinances. The fact that a student is or has been prosecuted in criminal court for a violation of law or the dismissal of criminal court charges does not preclude University jurisdiction over the misconduct. Civil or criminal authorities are not precluded from taking action against students for on-campus violations of public laws and ordinances.

Section 5: Sanctions

The following sanctions comprise a range of official action that may be imposed for Good Book and Student Code of Conduct policy violations by individuals or groups. One or more sanctions may be imposed at the discretion of the hearing officer or conduct board in an effort to promote behavioral change. Sanctions attempt to teach alternative behaviors; increase personal and social skills; increase a student's awareness of obligations to others; demonstrate implications

of actions; and explain rationale behind regulations. This list does not limit the actions available to a hearing officer or conduct board and is not inclusive of all possible actions that could be taken as a result of a violation of University policy. Students found responsible for violations will receive a minimum of disciplinary warning with expulsion being the maximum sanction.

During the adjudication process, a student's previous behavior will not be considered in the determination of his/her responsibility. However, if a student is found responsible, his/her previous behavior will be reviewed as part of the sanctioning process.

There are two levels of sanctions for the Student Code of Conduct.

Level One

Level One sanctions are not subject to appeal. Under special circumstances, the Dean of Students & Director of Residence Life may consider an appeal at this level.

Level Two

Level Two sanctions are for violations that limit a student's rights or have the potential of separation from the University. The student will be afforded a formal hearing process and may appeal that decision.

The following sanctions serve as guidelines rather than as a definitive list.

Level One Sanctions

Disciplinary warning – written warning that if there is a repetition of the same action or any other action in violation of the rules or regulations of Mount Mercy, the student can expect additional disciplinary action. A disciplinary warning is intended to promote reflection on the decisions and behavior leading up to a violation and promotes an increased awareness of the University's behavioral expectations.

Disciplinary probation – This action is designed to assist students in developing behavior appropriate to the University community through placing them on a warning status.

1. **Residence Hall Probation:** A change in student status for violating policies outlined in the Good Book and the Student Code of Conduct and Regulations involving written notice of the probation, its terms and time limit as established by the hearing officer or Conduct Board. Privileges of residents, including visitation, may be revoked for all or part of the time the resident is on probation. The resident is also informed that further violations may result in greater levels of sanctions. This level of probation is intended to provide the student an opportunity to reflect on, and learn from, his/her behavior while increasing awareness of the impact of his/her behavior on themselves and others and of the University's behavioral expectations. The importance of making mature decisions is stressed while a student is on probation.

2. **University Probation Level I:** A change in student status involving written notice of the probation, its terms and time limit as established by the hearing officer or University Conduct Board. The student is notified that further infractions of any University regulation may result in more stringent restrictions being placed on his/her actions. This level of probation is intended to provide the student an opportunity to reflect on and learn from his/her behavior while increasing his/her awareness of the impact of his/her behavior on themselves and others and of the University's behavioral expectations. The importance of making mature decisions is stressed while a student is on probation.

3. **University Probation Level II:** This is the most serious level of conduct sanction, short of suspension from the University, during which the student is considered not in good standing. The student remains enrolled at the University under circumstances defined by the hearing officer or Conduct Board, and may not represent the University in any official capacity or hold office in any student organizations

including, but not limited to, intercollegiate athletic events or teams, recognized student organizations, theater groups or productions, musical organizations or SGA Officer positions. This probation level indicates to the student that further violation(s) of University regulations will result in more stringent conduct action, including but not limited to suspension or expulsion from the University. This level of probation is intended to promote reflection on the student's behavior and decisions while stressing making mature decisions, engaging in critical thinking and developing more appropriate behaviors as a member of the University community.

Restitution Fines— a student may be assessed the repair/replacement cost for any damage he or she has caused to property. When appropriate, fines may also be assessed.

Restitution Service: As part of the sanctioning process, students can be required to perform service to assist in developing increased awareness of the impact of their decisions and strengthen critical thinking abilities to identify appropriate behavior. These services can include performing assigned duties, sponsoring programs, etc.

Educational sanction – a student may be required to provide a specific service or participate in a specific program, receive specific instructions, or complete a research assignment. The student may be responsible for related expenses, including expenses for education, counseling, or treatment, if any expense is entailed.

Behavior Contract: A student and hearing officer may reach a written agreement concerning expectations for future behavior and decisions to assist in preventing inappropriate behaviors from recurring.

Restriction of Privileges: This action consists of an effort to assist students in developing an awareness of the responsibilities that go along with privileges and increase an awareness of appropriate behavior and how decisions impact themselves and others. Under this sanction, students may be restricted from entering certain buildings, attending certain events or using specific programs due to their behavior

Housing students may have their visitation privileges restricted or revoked for a certain time period, or specific guests may not be allowed into Mount Mercy University housing property. Participation in University organizations or holding office in organizations or other privileges can also be included under this sanction as deemed appropriate by the hearing officer or board based on the incident.

No-Contact Directive: This action is implemented at the discretion of a hearing officer directing a student to avoid initiating contact with another member of the University community, it may include limiting access to areas to avoid incidental contact. A No-Contact Directive may be imposed at a student's request without conduct proceedings if it does not involve any accommodation changes. Contact includes direct interactions in person or through technology, as well as the use of third parties to interact. The No-Contact Directive is not limited by location. They are issued open-ended; it would only be considered over if the person who originally requested it asked to have it canceled.

Conduct Referrals: Hearing officers may refer students found responsible for violations to campus resources to assist, educate or monitor them in the development of appropriate behavior, critical thinking skills, mature decision-making skills, etc. These referrals are mandatory, and failure to complete a referral could result in additional conduct action. Referrals may include University-sponsored alcohol and drug education programs, the Counseling Center, etc.

Registration Hold: A hold may be placed on a student's registration if the student has failed to complete a sanction or withdraws prior to official conduct on an allegation. Holds are intended to be temporary until either the sanction or conduct process is complete. Registration holds may also be used during periods of interim suspension,

suspension or expulsion. Holds will not be lifted until the necessary sanctions are completed.

Level Two Sanctions

Suspension of Group Recognition: This action consists of the withdrawal of all or part of the official recognition of a group for a stated period of time and will include conditions for reinstatement of recognition. This sanction is intended to assist groups in developing a stronger sense of the responsibilities that go along with the privileges of University recognition and a commitment to be a positive part of the University community.

Revocation of Group Recognition: This action is permanent cancellation of the official University recognition and privileges of a group found in violation of University regulations.

Housing Reassignment or Removal: This action is an involuntary reassignment to another assignment on-campus or removal from on-campus housing altogether for a designated period of time and may include restricted visitation privileges. This sanction is imposed to protect the welfare of the building, area, or floor community, and students having this sanction imposed should reflect on the behaviors necessary for an individual to be part of a residential community by respecting others, and developing critical thinking skills and mature decision-making skills.

Exclusion from Mount Mercy facilities or activities – a student may be prohibited from attending a class, undertaking Mount Mercy employment, entering a building, participating in an extra-curricular activity sponsored by the institution, representing Mount Mercy in an official capacity, or using other services provided the institution. Such exclusion may be for a definite or indefinite period of time.

Interim Suspension – When the Dean of Students & Director of Residence Life has reasonable cause to believe that a student's presence on University premises or at a University-related or registered student organization activity poses a significant risk of substantial harm to the safety or security of themselves, others, or to property, the student may be immediately suspended from all or any portion of University premises, University-related activities or registered student organization activities. This temporary suspension will be confirmed by a written statement and shall remain in effect until the conclusion of a full hearing or administrative decision, without undue delay, in accordance with the rules of the university.

Disciplinary Suspension – A student may be involuntarily separated from Mount Mercy for a stated period of time after which readmission is possible. The Dean of Students shall determine when the suspension will become effective and how long it will be in effect. A student with one or more violations may be suspended from Mount Mercy for an indefinite period of time. A student suspended indefinitely may petition the Dean of Students for reinstatement.

Expulsion – for a serious violation of rules or regulations of Mount Mercy, a student may be dismissed from Mount Mercy permanently.

Section 6: Disciplinary Process

A. Conduct Officer's Scope of Responsibility

As a general rule, violations of Mount Mercy policies and behavioral standards will be referred to the conduct officer in the following areas:

- **Residential** – Violations of residential policies or of institutional standards of conduct committed in the residence halls or by residential students will generally be referred to the Residence Hall Area Coordinator of the hall the student resides in or in which the incident occurred or the Dean of Students & Director of Residence Life.

- **Athletic** – Violations of athletic department or team policies or behavioral expectations will be referred to the Dean of Students & Director of Residence Life (Please note: sport regulations governed by NAIA are not university regulated; therefore, the university may not set them aside or change their outcome. Example: red cards in Soccer) Violations of the Student Code of Conduct will be handled by the appropriate Conduct Officer.
- **Academics** – Please refer to the Academic Integrity Policy, page 18.
- **All Other** - Violations of university standards of conduct occurring at campus events or committed by non-residential students will be referred to the Dean of Students & Director of Residence Life or his/her designee.

B. Notification of Conduct Violations

1. Allegations concerning violations of the Code must be brought in writing to the attention of the appropriate Conduct Officer identified in Section A. above within 120 days of discovery of the alleged offense. Violations alleged to have occurred more than 120 days earlier will be considered “stale” and normally will not be subject to conduct action. Exceptions to this policy will be made at the sole discretion of the Dean of Students & Director of Residence Life or designee. Such exceptions may involve allegations that are still under investigation or cases in which the safety of individuals or the University community is deemed by that official to be at risk.

2. Allegations of Code violations will be presented to the accused student(s) by means of a written notice from the appropriate Conduct Officer. This notice will contain the substance of the allegations and request the student to schedule a Student Conduct Conference, as outlined below. The Conduct Officer will contact the student in writing and/or by e-mail to the last known and updated address by the student on file with the University. The University has no further obligation to notify the accused with respect to inaccurate addresses if the student fails to properly notify the University of any change of address.

C. Student Conduct Conference

1. The Student Conduct Conference is an informal hearing to discuss the alleged incident and the student’s options.*
2. The accused student is obligated to contact the Conduct Officer within three (5) business days of receipt to schedule a Student Conduct Conference.
3. The Student Conduct Conference provides the student with:
 - Opportunity to discuss the allegations and provide information
 - Notice of formal charges resulting from allegations
 - Notification of the process for resolving formal charges through conduct process
 - Opportunity to accept or deny responsibility for formal charges
4. After all information is presented the Conduct Officer will determine if the student is responsible for the alleged violations.
5. The student will be notified via mail of the decision of responsible or not and any/all sanctions assigned as a result of this finding.

*If the student chooses to participate in an Administrative Hearing the above steps are not taken and instead the format below will be followed.

D. Administrative Hearing – The purpose of the hearing will be to determine:

1. Were policies, standards, or behavioral expectations (i.e. team rules in an Athletic hearing), or legal statutes violated?
2. If it is determined that a violation of the above occurred, the hearing(s) will seek to ascertain who is responsible for the violation(s).

3. Students who fail to schedule or attend a hearing by the deadline indicated will waive their right to such a hearing, and a decision may be made without that student(s)’ involvement. All decisions made as a result of the hearing(s) will be communicated in writing.

E. Process for Administrative and Conduct Hearings

1. Hearings are closed to the public. In addition to the conduct officer only the following normally are allowed to attend:

- Advisor for the accused or the complainant. The advisor shall be a silent observer and may not have an active role in the hearing. The student may choose only one person such as parent, faculty member, attorney, friend, etc.)
- The accused
- Witnesses or persons who have been asked to provide a statement by either the accused or complainant
- Conduct Officer
- Complainant
- Accused

In hearings involving allegations against student groups/organizations, the president or chief officer of the charged group/organization will be expected to participate in the hearing on behalf of the group/organization. The conduct officer may also recommend charges be brought against individual members of the group/organization as a result of information obtained in the course of the hearing.

2. Witnesses or persons asked to provide a statement shall be present only for the portion of the hearing that involves their statement and questions arising from that statement (In keeping with federal law, complainants of violence, whose status is determined by the conduct officer, may be provided the results of the hearing).

3. The conduct officer will preside over the Administrative Hearing. Admission of any additional persons to the hearing shall be at the sole discretion of the conduct officer.

4. Hearings are unlike courts. These conduct processes engage in a full discussion of allegations and circumstances. The University’s rules differ from proceedings before criminal or civil authorities as follows:

- The presiding officer has sole discretion to decide what information and witnesses are allowed. Information will be allowed if, in the judgment of the presiding officer, it bears on the facts of the case.
- Information relevant to both the issue of responsibility and appropriate sanctions is normally allowed.
- Written statements by witnesses or others having knowledge of the allegations may be allowed in the absence of a personal appearance by the author of the statement. If it is later determined that the submitted statement was untrue, conduct action may be taken against the student who wrote the statement. Such statements may be considered by the conduct officer on the basis of their content and relevance.
- The witness will be heard if the presiding officer deems that it is offered in good faith, bears upon the facts of the case, and is not merely cumulative, i.e. does not simply repeat prior statements.
- Information that is not from a firsthand source may be considered in the course of a hearing under certain conditions; the legal rules of hearsay evidence do not apply. The presiding officer will rule on whether such information is appropriate and may be admitted in the hearing. In no case should the hearing outcome be decided solely on such information.
- In some cases, the presiding officer may issue a notice to appear as indicated below. Such internal notices are not issued unless

the expected statements would be clearly relevant, and will not be issued with the intent to embarrass or harass a potential witness.

- All University students are expected to comply with notices to appear. University students who, absent good cause, fail to respond to such notices are in violation of this Code. Third parties not subject to the Code who may be requested to appear in a Conduct Hearing are expected to make every effort to assist the conduct process. The unavailability of such third parties to a hearing procedure will be treated as set forth below.
 - If the presiding officer determines that a fair hearing cannot be held without the involvement of a particular witness, and if after good faith attempts are made, the witness either fails to or refuses to appear, the hearing may be postponed until the witness agrees to appear or provide a written statement; or the charges may be dismissed, at the sole discretion of the presiding officer.
5. The following procedures will be used in conduct hearings:
- The accused and the complainant will be given the opportunity to challenge a hearing panelist or presiding officer on the grounds of conflict with, bias about, or interest in, the case. It is at the conduct officer's discretion to support or refuse the challenge, unless the conduct officer is the subject of the challenge, in which case an official within the Dean of Students staff shall be brought in to hear the challenge and make the final determination. If a challenge is granted and a hearing panelist or presiding officer is disqualified then the hearing may be postponed as necessary in the discretion of the presiding officer/Student Affairs official.
 - The presiding officer will state the charge(s) against the accused.
 - The complainant will present information in support of the charge(s) and may also present written information and witnesses.
 - The conduct officer will be provided access to copies of all written information submitted.
 - The conduct officer may directly question the complainant and witnesses. The accused has the right to question the Complainant and the witnesses who appear. However in cases involving allegations of sexual violence, the complainant may be visually screened or not present during questioning.
 - The accused may respond to the charge(s) and may present information in the form of written information or testimony of the accused or other witnesses.
 - The conduct officer will be provided access to copies of all written information submitted by the accused or the complainant.
 - The conduct officer may then question the witnesses presented by the accused or the complainant and may also question the accused or the complainant. The complainant may then question the witnesses, including the accused.
 - The complainant will be provided the opportunity to make a closing statement.
 - The accused will be provided the opportunity to make a closing statement.
 - The presiding officer will conclude the information gathering portion of the hearing and set a time for deliberations to begin at the earliest possible time.
 - The University may record a formal hearing. The recording shall not include the deliberations.
 - At the conclusion of the hearing, all parties will be excused to allow the conduct officer to begin deliberations.
 - During conduct hearings, deliberations about responsibility of the accused are conducted by the hearing panel/conduct officer in a closed session. Once begun, the deliberations normally will

continue until a decision as to responsibility has been reached.

Breaks will be granted at the sole discretion of the presiding officer.

6. All issues before conduct officers must be decided according to the preponderance of evidence standard (whether it is "more likely than not"). In finding responsibility of the accused under this standard of proof, the conduct officer must be convinced, based solely upon the information presented in the course of the hearing that the conduct alleged is more likely than not to have occurred.
7. In assigning appropriate sanctions, the conduct officer may consider relevant precedents and the conduct history of the accused. Consideration may also be given to aggravating or mitigating circumstances including but not limited to:
- intent to act in the manner described, regardless of motive;
 - intent to violate the policy or regulation described;
 - prior experience, age, and understanding;
 - prior violations or related behavior;
 - other personal circumstances that might have affected the accused student at the time of the violation; and
 - how the conduct violation affected or potentially affected or still has the potential to affect others.
8. Repeated violations of the Code may result in the imposition of progressively more severe sanctions, although any sanction may be imposed as appropriate under the circumstances.
9. At the conclusion of the deliberation, the presiding officer will provide written notification of the decision within 48 hours to the conduct officer assigned to the case. Written/electronic notification of the decision and sanctions as well as appeal procedures if applicable will be sent to the appropriate parties to the address(es) most recently made available to the University.
10. A record of the Board's hearing proceedings will be kept and this will be considered confidential except in cases where it is deemed necessary by the Board that prepared statements be released to protect the welfare of persons or Mount Mercy University.
- ## Section 8: Appeals
- ### A. Right to Appeal
1. Students may request an appeal to the Dean of Students & Director of Residence Life on the following grounds:
 - If there is new information not considered in the original hearing.
 - If the sanction(s) applied do not reasonably fit the violation.
 - If a procedural error occurred during the process
 - Whether the rights affirmed by the hearing process have been denied
 - Whether the decision was based on substantive information.
 2. Students have 48 hours from the time they receive notification of a sanction to file an appeal.
 3. Appeals will be heard by Associate Dean of Students and Director of Student Engagement or his/her designee. In order to file an appeal, the student must submit the appeal in writing.
 4. If the Associate Dean of Students and Director of Student Engagement served as the original conduct officer, or as the assigned conduct officer, or if the Associate Dean of Students and Director of Student Engagement was removed from the process; appeals will be heard by the Dean of Students and Director of Residence Life.
 5. If multiple individuals were found in violation and/or sanctioned and wish to appeal, each individual must submit a separate appeal letter.
 6. Every effort will be made to conclude the appeals process in a timely fashion.
 7. A student's status and/or participation in sport or other University activities may be altered until a final decision is made. This is true

in cases in which a student's continued presence constitutes an immediate threat or potential injury to himself/herself or others and/or could disrupt the orderly functioning of Mount Mercy University as determined by Dean of Students & Director of Residence Life or appropriate hearing authority.

B. When the Associate Dean of Students & Director of Student Engagement receives an appeal, he/she will determine the format of the appeal either an Appeal Board or a Summary Decision. These are final decisions without further appeal.

C. Summary Decision – The Associate Dean of Students & Director of Student Engagement will review the written appeal and any related documentation from the original hearing. The Associate Dean of Students & Director of Student Engagement will make a final judgment and communicate that in writing to the student.

D. Disciplinary Appeal Board

1. The Appeal Board of the Student Development Committee will serve as the Disciplinary Appeal Board. Members must comply with all requirements set forth in this document.
2. A conduct officer will be assigned to the Disciplinary Appeal Board to serve as a resource for the chair.
3. A Disciplinary Appeal Board reviews the materials of the original case for any validation of the student's reason for appeal. The process is not a rehearing of the case. The Disciplinary Appeal Board's decision is final.
4. At the conclusion of the deliberation, the Presiding Officer will provide written notification of the decision within 48 hours to the Conduct Officer assigned to the case. Written/electronic notification of the decision and sanctions as well as appeal procedures if applicable will be sent to the appropriate parties to the address(es) most recently made available to the University.

E. Suspension or Expulsion – In the event that an Appeal Summary Decision or Disciplinary Appeal Board upholds a sanction of suspension or expulsion, the student has the right to make a final appeal to the Vice President of Enrollment and Student Services within 48 hours of receiving the sanction.

Safety and Security

Public Safety

Mount Mercy University maintains a Department of Public Safety. This department employs Student Safety Officers and Public Safety Officers. The Department of Public Safety provides a Public Safety Officer to be on duty 27/7 365 days a year. These individuals conduct campus patrols, including all campus buildings, MMU properties, and parking areas, security escorts, and provide support for on campus crisis/emergencies. The Department of Public Safety is responsible for coordinating all fire and tornado drills. All Public Safety Officers are trained in first aid, CPR, and AED usage. Public Safety also works to ensure lighting is safe and appropriate and that campus first aid kits are stocked and maintained. The Department of Public Safety maintains and utilizes security cameras to ensure safety and security on campus.

Annual Security Report

Mount Mercy University is concerned for the safety and well-being of all members of the campus community. The Annual Security Report is published annually, in compliance with the Jeanne CLERY Disclosure of Campus Security Policy and Campus Crime Statistics Act, to inform the community of the following policy information:

- Emergency Response and Evacuation Procedures.
- How to report criminal actions or other emergencies occurring on or near campus.

- Policies regarding security of, access to, and maintenance of campus facilities, including campus residences.
- Details about the Department of Public Safety's authority and how that department works with state and local police agencies.
- Policies that encourage accurate and prompt reporting of all crimes.
- A description of the programs which inform students and employees about campus security procedures, encourage community members to be responsible for their own security and the safety of others, and inform students and employees about the prevention of crimes.
- A statement of policy regarding the University's campus sexual assault prevention programs and procedures to follow should a sex offense occur; Information regarding changes to the CLERY reporting procedures and updates to information required to post to the ASR.
- Statistics concerning the occurrence on campus of particular criminal offenses and the number of arrests or disciplinary referrals;
- Drug and Alcohol abuse policy statements, including a description of education programs;
- Missing Student Notification Policy.

If you are interested in more information, and would like to view the report, please follow the link to Mount Mercy University's Annual Security Report (<https://www.mtmercy.edu/annual-security-report>) website.

Weather

For information about MMU's weather policy please follow the link to the Weather and Closing Policies (<https://www.mtmercy.edu/weather>) page on the Mount Mercy University website.

Security Escort Program and Courtesy Services

Public Safety personnel are available to accompany anyone to or from the parking areas or other on-campus locations. Please call 319-363-1323 ext.1234 or come to the Information Desk for this service. A battery booster and snow shovels are available at the Information Desk for student use. Students will be required to show their Mount Mercy ID to use these items. To check out these materials students must leave their drivers license at the Information Desk during the duration of the check out. Mount Mercy owned vehicles and employees of Mount Mercy are not permitted to aid persons in jump-starting, repairing, or moving vehicles.

Report a Crime

Importance of reporting

Crime prevention cannot take place without the assistance of the Mount Mercy University community. The prompt reporting of crimes and suspicious behavior as well as cooperating with the authorities during the investigation of crimes or offenses is encouraged. Your cooperation can aid us in preventing others from being victimized. The Department of Public Safety will assist anyone in filing a report with law enforcement agencies.

To report a crime or to file a complaint you please contact the Department of Public Safety. If you would prefer to submit an anonymous report you can do so through the Silent Witness Form (<https://www.mtmercy.edu/silent-witness-form>).

Reporting Policies

In the event that you witness a crime or emergency, promptly contact local authorities as well as the Department of Public Safety. A Mount Mercy University Public Safety Officer can be contacted at by calling

319-363-1323 ext. 1234 at any time. If you have information about a crime you have witnessed or that has happened to you, and are unsure of how to proceed, please contact the Dean of Students & Director of Residence Life and support and guidance will be provided.

Emergencies

In the event of an emergency, the police should be contacted immediately. 911 telephone service is in effect for the Cedar Rapids metropolitan area. If dialing from a campus telephone, please dial 9-911. Mount Mercy is e-911 capable. Meaning, when 911 is called from a **campus phone** it will automatically communicate to the 911 dispatch your location for emergency response in the event you are unable to communicate with 911 operators.

Emergency medical care is provided at all hours at both Mercy Medical Center, 701 10th Street SE, 319-398-6041, and St. Luke's Hospital, 1026 A Avenue NE, 319-369-7105.

In the event of a campus emergency or disaster, the Crisis Management Team and Mercy Emergency Response Team (MERT) is activated and all directives and information is disseminated from the headquarters of that team. The University has developed an extensive plan to cope with such situations if they develop.

Information Desk

Identification Cards

Mount Mercy IDs are issued from the Information Desk. All students and employees are expected to obtain an ID card. ID cards are used to check out library books, charge food service and Campus Store items, and for identification purposes. This ID card is also used as the proxy card that grants to residential housing and academic buildings. Because this card is connected to a student/faculty/staff account, if lost it must be reported immediately so it can be deactivated. Cards cannot be reactivated and a replacement card must be purchased. Cost of a replacement ID card is \$15.

Locate a Lost Item

The Information Desk stores lost and found articles. Missing items should be reported to the Information Desk. Items will be kept at the Information Desk for 90 days.

Use a Locker

Lockers are available for use and are free of charge. They are located at the tunnel entrance in McAuley Hall. Anyone interested in using a locker can reserve one at the Information Desk. Items left in lockers after the last day of spring finals week will be discarded.

Games and Equipment Check Out

Student Activities stores at the Information Desk a number of materials that students can use for entertainment. Things include: pool cue & balls, ping pong, board games, video games, and various sports equipment. TO check out these items students must leave their student ID at the Information Desk during the duration of the check out. Failure to return the equipment in the same condition it was received will result in charges.

Key Check Out

Students, Faculty, and Staff can check out keys to various locations on campus. Students must be approved by their professor and this approval must be communicated in writing to the Director of Public Safety to be added to the access list. Students must provide and leave their id for the duration of the key check out.

Fleet Vehicles

Mount Mercy University has a fleet of vehicles that are available to be used by Faculty and Staff conducting Mount Mercy business. These vehicles can be driven by approved drivers that are at least 21 years of age. Approval is given by Mount Mercy University's insurance provider.

To reserve a vehicle a faculty or staff member must contact the Office Manager for the Department of Public Safety via writing of the request. More information regarding policies and procedures surrounding the Fleet can be found on the Department of Public Safety website. Reservations can be made here (<https://mtmercy.wufoo.com/forms/fleet-reservation-request>).

Parking

Purpose and Policy

The purpose of the campus parking policy is to establish and enforce regulations for the safety and welfare of students, employees, and visitors traveling on or parking on of Mount Mercy University property.

Designated Parking Areas

Vehicles shall only be parked in those areas designated for the assigned permit, as listed in the following paragraphs. Parking is prohibited on all sidewalks, driveways, and fire lanes (campus roadways not specifically marked for parking are considered fire lanes); on any grass area; on lines; areas marked with a yellow "X;" the Sacred Heart Convent parking area; Hazel Drive (prohibited by the City of Cedar Rapids) and in the eight spaces in Lower Andreas Parking Area designated for Mount Mercy fleet vehicles.

Please note, there are spaces marked for compact vehicles only. Regardless of manufacturer's terminology, only a vehicle whose bumper is within the yellow line at the back of the space may park there.

If a permit holder leaves their vehicle on campus during breaks, it must be parked in the Lower Andreas Lot and must be registered with the Department of Public Safety.

Loading and Unloading Areas

Anyone who needs to park close to a building for a short period of time to load or unload, more than 30 minutes, should use marked loading zones or loading docks. No special placard is needed for short or occasional use of loading/unloading areas. Vehicles parked for loading and unloading must not block sidewalks, park in handicapped parking spaces or along fire lanes or driveways at any time. Persons who abuse this privilege will be issued a citation.

Sacred Heart Convent

Sacred Heart Convent is the residence of many retired Sisters of Mercy and is private property, separate from Mount Mercy. Parking in any convent parking area is strictly prohibited.

Restricted Parking Areas

Mount Mercy reserves the right to close a campus parking area for institutional purposes. MMU will endeavor to provide advanced notice when possible to the Mount Mercy community before an area is reserved by means of signs posted around campus, voice mail, and, if time permits, in Tunnel Talk.

Coe Agreement

A reciprocal agreement exists between Mount Mercy and Coe College to honor each other's parking stickers. The parking sticker will be obtained where the student, faculty or staff member is enrolled or employed. This agreement allows students or employees of either institution to park in a designated area. Any person parking in a restricted area, for example, handicapped, loading zone, etc., or in an area for which the permit is not valid, will be ticketed according to the rules determined by the institution whose property is involved.

Liability Statement

Mount Mercy assumes no responsibility or liability for loss or damage to any vehicle or its contents operated or parked on campus. It is advisable to keep cars locked at all times. The parking regulations

have been prepared by the Parking Subcommittee of the Campus Safety and Security Committee.

Suggestions to improve the parking system on campus are welcomed by the Campus Safety and Security Committee. Any suggestions should be made to the committee or the Dean of Students & Director of Residence Life.

Each member of the Mount Mercy community is responsible for being familiar with the information appearing in this booklet. Failure to read the regulations will not be considered an excuse for noncompliance.

Vehicle Registration

All students, faculty, and employees are required to properly display a current Mount Mercy University parking permit when parking on campus. All permits have the expiration date printed on them and will only be honored during the valid time period. This permit allows, but does not guarantee, parking on campus in designated areas. Parking of all vehicles will be in designated spaces. All applicants for permits must be in compliance with campus parking regulations. Parking regulations are enforced 24 hours a day, seven days a week in all parking areas, and tow away zones. Any fines accrued by the vehicle are the responsibility of the permit holder. The care of anyone who misappropriates a parking permit by means of theft or misrepresentation shall be handled under the Mount Mercy Code of Conduct. There will be a \$2.00 fee for students and staff parking permits when registering more than one vehicle. Visitors can also visit the Department of Public Safety website and request a visitor pass prior to their visit.

To register a vehicle, please visit the myCampus (<https://mycampus.mtmercy.edu/default.asp>).

Temporary, Visitor, and Alumni

Temporary, Visitor, and Alumni permits are available at the Information Desk. Alumni are referred to the Alumni Office for parking permits. The permit should be displayed on the passenger side of the dashboard of the vehicle. Any student who move on campus and needs access to a different parking lot must re-register his/her vehicle at the Information Desk within five (5) days. Guest sponsors will be responsible for all citations received by the guest's vehicle. Visitors who receive a citation for "no permit" should return it to the Information Desk.

Handicap Permits

Mount Mercy University provides handicapped parking for individuals with valid state issued permits. To obtain handicapped parking permission please contact the Iowa Division of Motor Vehicle for a State permit.

The number and location of handicapped parking spaces on the campus is mandated by the federal Americans with Disabilities Act and by the State of Iowa. By law these spaces cannot be used for any other parking. Motorists who park illegally in designated handicapped areas will receive a citation by either/or Mount Mercy and/or the State of Iowa.

Motorcycles and Mopeds

All operators of motorcycles and mopeds who park on campus must acquire a parking permit and affix to the vehicle. For assistance in appropriate display please contact the Department of Public Safety. Motorcycles and mopeds are allowed to park in regular vehicle parking areas and designated motorcycle parking areas.

Permit Categories

"R" Stickers: Residential students living in Regina or McAuley

- The areas in the Prairie Drive lot NOT designated for faculty/staff.

"L" Stickers: Residential students living in Lower Campus or Andreas

- Lower campus lot (adjacent to apartments)
- Andreas lot (below Andreas House)

"C" Stickers : Commuter students

- The areas in the Prairie Drive lot NOT designated for faculty/staff.
- The 27th Street lot.
- Lower Andreas lot.
- Designated Mercy Drive parking*

From 5:00 p.m. to Midnight on weekdays and all day on weekends, commuters may park in the following faculty/staff lots:

- Prairie Drive lot spaces near Donnelly and Hennessey
- McAuley Lot
- Warde Hall lot

Commuters who park overnight on campus must park in the Prairie Drive lot, Lower Andreas, or the 27th Street lot. No commuter vehicle may be stored on campus without permission from the Director of Public Safety.

"F/S" Stickers: Faculty/Staff

- Behind Warde Hall
- Drive in front of Warde Hall
- Prairie Drive lot
- The lot behind McAuley Hall
- The lot adjacent to the Busse Center
- The 27th Street lot
- The Andreas lot
- Designated Mercy Drive parking

"A" Stickers: Alumni

- Alumni may park anywhere Commuters are allowed. They are not allowed to park in spaces designated for faculty/staff.

Visitor

Visitors EXCEPT overnight visitors may park in the following areas:

- Spots designated in Lower Andreas.
- Spots designated on drive in front of Warde Hall.
- Prairie Drive lot, but NOT in the spaces designated for faculty/staff.

Violations, Citations, and Towing

Mount Mercy is private property, and the right is reserved to deny the use of campus parking areas to unauthorized persons and to those who frequently or flagrantly violate Mount Mercy parking regulations. Student tickets will be billed to the student's account. All academic credit, honors, and grades will be withheld until all fines are paid. Employee citation fees will be payroll deducted unless other arrangements are made with the Business Office.

Multiple tickets for the same offense can be issued if the violation is still occurring when the next round of ticketing is done, but no closer together than one hour.

Repeat student violators of the parking rules and regulations will be subject to disciplinary. Twelve or more citations in one academic year will result in probation. Fifteen, or more, parking citations will result in that person not being allowed to bring a vehicle on campus for the period of one year from the date of his or her parking privileges being revoked. Additional parking violations received following this period will result in the loss of all parking privileges.

Mount Mercy also reserves the right to have cars that are abandoned, disabled, non-registered, obstructing the path of emergency vehicle traffic, or threatening pedestrian safety towed away. Cars will be

towed to a car storage firm in Cedar Rapids. The car owner will be responsible for all costs incurred by the towing firm. In the event that a car is moved after the towing firm has been notified, the owner will be responsible for the cost of the wrecker coming to campus.

Vehicle Removal and Enforcement Policy

A vital piece of the parking enforcement program is to identify vehicles that are unknown in the campus parking system or have received repeated parking citations. A "boot" list shall be maintained in the Public Safety Office. When a boot is placed on a vehicle, and Mount Mercy has a record of the owner of the vehicle, an email will be sent to the permit holder.

If located on university property, a vehicle on the list may have a vehicle immobilizer or "boot" placed on its tire until the person responsible for the vehicle has resolved all parking violations. Vehicles on the boot list may be booted at any time including on the weekends. When the boot is placed on the vehicle, a bright orange notice will be placed on the windshield to notify the driver/owner of the boot placement. It will also provide information on how to contact the Department of Public Safety. Damage or theft of a boot will be billed to the violator.

Removal of the boot by the Department of Public Safety is contingent on payment of all outstanding fines and receipt of valid Mount Mercy University parking registration. Proof from the Business Office must be given to Public Safety Officer prior to boot removal. The Dean of Students and Director of Residence Life or the Director of Public Safety may authorize the removal of a vehicle immobilizer based on extraordinary circumstances.

Unknown Owner

A vehicle which does not carry a valid Mount Mercy parking registration and has received 3 or more unpaid parking citations which have not been addressed or appealed can be booted. The Department of Public Safety will determine when a vehicle should be booted and update the boot list.

Parking Violation / Citation Schedule is as follows:

Note the dollar amounts listed below are for first violations. The fine doubles for each subsequent violation.

MAJOR violations that will result in a \$100.00 fine:

Handicapped
Barred Vehicle

MAJOR violations that will result in a \$25.00 fine:

Reckless Driving
Parking in Admission Only
Convent (including garage)
Speeding
Failure to Stop for a Stop Sign
Fire Lane/Driveway/Roadway
Improper Registration
Loading/Unloading/30-minute Zones
No/Expired Permit
Parked in Faculty/Staff
Parked in Grass
Parked in Visitor
Failure to move car for snow removal
Driving the Wrong Way in a One Way

MINOR violations that will result in a \$10.00 fine:

Parking in lot not approved by permit
Blocking Sidewalk/Crosswalk
Compact Parking
Motorcycle Parking Only
Not a Legal Space
Permit in Wrong Location
Reserved/Restricted Parking
Straddling Two Spaces

Citation Appeals

If a person chooses to appeal a citation received for a violation, an appeal form may be filled out on the Mount Mercy University website (<https://www.permitsales.net/MountMercyU>).

Appeal forms must be completed on-line. All appeals must be submitted within seven (7) calendar days of the violation. Appeals not made within seven (7) calendar days will be automatically rejected. The appeal form must be completely filled out. The page number and the information from the current Good Book that apply to the citation must be cited. A person must explain why he/she was not in violation. If sufficient information is not given, the appeal will be denied.

The Appeals Committee is a subcommittee of the Campus Safety and Security Committee and consists of one student, one staff member, and one faculty member. The committee has the power to alter the monetary amount of each fine. The decisions of the Appeals Committee are final. Persons who file appeals will be notified by the committee of decisions relating to their appeal. All appeal responses are sent to the Mount Mercy email account listed on the appeal form. If a student wishes to contest a charge on a Mount Mercy bill, the student must submit a copy of the bill along with a written statement outlining what charge is being contested and why it should not appear on the bill. The Director of Public Safety will investigate the charge and notify the person in writing as to the outcome of the investigation.

Snow Removal Policy

Mount Mercy Snow Removal Policy Information

The Snow Removal Procedure (SRP) is utilized when winter weather occurs that requires Facilities and Maintenance crew to have clear access to remove snow from Mount Mercy parking lots. Student Services initiates an email correspondence with all students with reminders of the snow removal procedures schedule. Residential students will also have notices placed on their floors by the Residence Life team. The email will state the date the snow removal procedure will take place and any additional information needed. MMU will endeavor to share the plan 24 hours in advance.

All vehicles on campus, regardless of their running condition, must park as outlined below. Any vehicle not removed from designated areas will be ticketed. You are encouraged to prepare your vehicle for relation at 7:30pm. Public Safety will be present to help direct traffic and provide vehicle assistance that may be needed. You can call them directly at 319-363-1323 ext. 1234. Tunnels will be open for ease of pedestrian traffic.

Note: Dividing line for east/west ends of the Prairie Drive lot drawn from the emergency phone to the guard house.

Lot clearing schedule evening:

- 9:00pm – 10:30pm or 11:00 a.m.-12:30 p.m. when campus is Facilities will be plowing the Pit nearest Basile (West End Prairie Drive Lot) and Lower Andreas Lot.

- 10:30pm – Midnight Facilities will be plowing Lower Campus lot
- Midnight – 8:00am Facilities will be plowing: 27th Street Lot, Pit nearest Hennessey (East End Prairie Drive Lot), McAuley lot, Mercy Drive Parking, and Visitor Parking.

Lot clearing schedule daytime closure:

- 11:00am – 12:30pm when campus is closed Facilities will be plowing the Pit nearest Basile (West End Prairie Drive Lot) and Lower Andreas Lot
- 12:30pm – 2:30pm Facilities will be plowing Lower Campus lot
- Midnight – 8:00am Facilities will be plowing: 27th Street Lot, Pit nearest Hennessey (East End Prairie Drive Lot), McAuley lot, Mercy Drive Parking, and Visitor Parking.
- 2:30 – 4:30pm Facilities will be plowing: 27th Street Lot, Pit nearest Hennessey (East End Prairie Drive Lot), McAuley lot, Mercy Drive Parking, and Visitor Parking.

Title IX

Gender Based Misconduct Policy

"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." Legal Citation: Title IX of the Education Amendments of 1972, and its implementing regulation at 34 C.F.R. Part 106 (Title IX)

Introduction

Members of the university community, guests and visitors have the right to be free from all forms of gender and sex-based discrimination, examples of which can include acts of sexual violence, sexual harassment, domestic violence, dating violence, and stalking. All members of the campus community are expected to conduct themselves in a manner that does not infringe upon the rights of others. Mount Mercy believes in a zero tolerance policy for gender-based misconduct and as such we are committed to creating and maintaining an atmosphere in which all members of the campus community are treated with respect and dignity. This policy is intended to reinforce academic freedom and maintain academic standards as it seeks to assure fairness for all and thus provide a non-threatening environment for the widest possible exchange of ideas. When an allegation of misconduct is brought to an appropriate administration's attention, and a respondent is found to have violated this policy, serious sanctions will be used to reasonably ensure that such actions are never repeated. This policy has been developed to reaffirm these principles and to provide recourse for those individuals whose rights have been violated. This policy is intended to define community expectations and to establish a mechanism for determining when those expectations have been violated. Mount Mercy has developed, implemented, and disseminates a written sexual assault policy for Mount Mercy University. This policy is published in the Good Book, online, and is available in the Dean of Student's Office. This policy covers concerns of sexual misconduct including sexual abuse, sexual assault, domestic violence, dating violence, and stalking involving a student, both on and off campus. Below you will find additional information regarding this policy.

Title IX Coordinator

Each college or university receiving Federal financial assistance must designate at least one professional employee as the Title IX Coordinator to oversee compliance efforts and investigate any

complaint of sex discrimination. Adoption of procedures to provide prompt and equitable resolution of complaints is a critical function of the Title IX Coordinator. The Coordinator assists individuals alleging sexual harassment or discrimination in filing their grievance(s). The Coordinator also works in conjunction with other college officials focusing on prevention and policy development.

At Mount Mercy University, the Title IX Coordinator is responsible for monitoring the overall implementation of Title IX for the University.

Major duties include, but are not limited to:

- Training investigators, hearing boards, and appeals officers
- Overseeing the investigation process from start to finish
- Providing notices of charge, hearing, and outcome to Complainant and Accused parties
- Coordinating campus notification
- Ensuring preventative and protective measures are put in place pre and post
- Work with Complainant and Accused to put in place initial remedial actions
- Assuring compliance with the timeline
- Record-keep all activities

The Title IX Coordinator at Mount Mercy University

Malinda Jensen

Dean of Students & Director of Residence Life

240N University Center

mjensen@mtmercy.edu | 319-363-1323 ext. 1630

In seeking to identify and respond to instances of sexual harassment, Mount Mercy recognizes the need to consider accepted standards of mature behavior, academic freedom and freedom of expression. Title IX requires Mount Mercy University to respond to certain harassment on the basis of sex, which it knows about or reasonably should have known about. The university must:

- Investigate what happened.
- Take appropriate steps to resolve the matter. The University must do its best to eliminate the harassment, prevent recurrence, and remedy effects even if no formal complaint has been made or when a person making a complaint does not wish to further participate in the process.
- Take interim measures during the investigation to prevent potential further harassment.

Overview of Policy Expectations Physical Sexual Misconduct

The expectations of our community regarding sexual misconduct can be summarized as follows: In order for individuals to engage in sexual activity of any type with each other, there must be clear, knowing and voluntary consent prior to and during sexual activity. Consent is sexual permission. Consent can be given by word or action, but non-verbal consent is not as clear as talking about what you want sexually and what you don't. Consent to some form of sexual activity cannot be automatically taken as consent to any other form of sexual activity. Silence--without actions demonstrating permission--cannot be assumed to show consent.

Additionally, there is a difference between seduction and coercion. Coercing someone into sexual activity violates this policy in the same way as physically forcing someone into sex. Coercion happens when someone is pressured unreasonably for sex.

Because alcohol or other drug use can place the capacity to consent in question, sober sex is less likely to raise such questions. When alcohol

or other drugs are being used, a person will be considered unable to give valid consent if they cannot fully understand the details of a sexual interaction (who, what, when, where, why, or how) because they lack the capacity to reasonably understand the situation. Individuals who consent to sex must be able to understand what they are doing. Under this policy, “No” always means “No,” and “Yes” may not always mean “Yes.” Anything but a clear, knowing and voluntary consent to any sexual activity is equivalent to a “no.”

Sexual Violence Risk Reduction Tips

Risk reduction tips can often take a victim-blaming tone, even unintentionally. With no intention to victim-blame, and with recognition that only those who commit sexual violence are responsible for those actions, these suggestions may nevertheless help you to reduce your risk experiencing a non-consensual sexual act. Below, suggestions to avoid committing a non-consensual sexual act are also offered:

- If you have limits, make them known as early as possible.
- Tell a sexual aggressor “NO” clearly and firmly.
- Try to remove yourself from the physical presence of a sexual aggressor.
- Find someone nearby and ask for help.
- Take affirmative responsibility for your alcohol intake/drug use and acknowledge that alcohol/drugs lower your sexual inhibitions and may make you vulnerable to someone who views a drunk or high person as a sexual opportunity.
- Take care of your friends and ask that they take care of you. A real friend will challenge you if you are about to make a mistake. Respect them when they do.

If you find yourself in the position of being the initiator of sexual behavior, you owe sexual respect to your potential partner. These suggestions may help you to reduce your risk for being accused of sexual misconduct:

- Clearly communicate your intentions to your sexual partner and give them a chance to clearly relate their intentions to you.
- Understand and respect personal boundaries.
- DON'T MAKE ASSUMPTIONS about consent; about someone's sexual availability; about whether they are attracted to you; about how far you can go or about whether they are physically and/or mentally able to consent. If there are any questions or ambiguity then you DO NOT have consent.
- Mixed messages from your partner are a clear indication that you should stop, defuse any sexual tension and communicate better. You may be misreading them. They may not have figured out how far they want to go with you yet. You must respect the timeline for sexual behaviors with which they are comfortable.
- Don't take advantage of someone's drunkenness or drugged state, even if they did it to themselves.
- Realize that your potential partner could be intimidated by you, or fearful. You may have a power advantage simply because of your gender or size. Don't abuse that power.
- Understand that consent to some form of sexual behavior does not automatically imply consent to any other forms of sexual behavior.
- Silence and passivity cannot be interpreted as an indication of consent. Read your potential partner carefully, paying attention to verbal and non-verbal communication and body language.

In campus hearings, legal terms like “guilt,” “innocence” and “burdens of proof” are not applicable, but the university never assumes a student is in violation of university policy. Conduct hearings are conducted to take into account the totality of all evidence available, from all relevant sources.

Mount Mercy reserves the right to take whatever measures it deems necessary in response to an allegation of sexual misconduct in order to protect students' rights and personal safety. Such measures include, but are not limited to, modification of living arrangements, interim suspension from campus pending a hearing, and reporting the matter to the local police. Not all forms of sexual misconduct will be deemed to be equally serious offenses, and the university reserves the right to impose different sanctions, ranging from verbal warning to expulsion, depending on the severity of the offense. The university will consider the concerns and rights of both the complainant and the person accused of sexual misconduct.

Sexual Misconduct Offenses include, but are not limited to:

1. Sexual Harassment
2. Non-Consensual Sexual Contact (or attempts to commit same)
3. Sexual Assault
4. Sexual Exploitation
5. Sexual Intimidation

Sexual Harassment

Sexual Harassment is:

- unwelcome, gender-based verbal or physical conduct that is,
- sufficiently severe, persistent or pervasive that it,
- unreasonably interferes with, denies or limits someone's ability to participate in or benefit from the university's educational program and/or activities, and is based on power differentials (quid pro quo), the creation of a hostile environment, or retaliation.

Three types of Sexual Harassment

• Hostile Environment

A hostile environment includes any situation in which there is harassing conduct that is sufficiently severe, persistent/pervasive and objectively offensive that it alters the conditions of employment or limits, interferes with or denies educational benefits or opportunities, from both a subjective (the alleged victim's) and an objective (reasonable person's) viewpoint.

The determination of whether an environment is “hostile” must be based on all of the circumstances. These circumstances could include:

- The frequency of the conduct;
- The nature and severity of the conduct;
- Whether the conduct was physically threatening;
- Whether the conduct was humiliating;
- The effect of the conduct on the alleged victim's mental or emotional state;
- Whether the conduct was directed at more than one person;
- Whether the conduct arose in the context of other discriminatory conduct;
- Whether the conduct unreasonably interfered with the alleged victim's educational or work performance

• Quid Pro Quo sexual harassment

Quid pro quo sexual harassment involves unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature; and submission to or rejection of such conduct results in adverse educational or employment action.

• Retaliatory harassment

is any adverse employment or educational action taken against a person because of the person's participation in a complaint or investigation of discrimination or sexual misconduct.

Non-Consensual Sexual Contact

Non-Consensual Sexual Contact is:

- any intentional sexual touching,
- however slight,
- with any object,
- by a man or a woman upon a man or a woman,
- that is without consent and/or by force

Sexual Contact includes:

- Intentional contact with the breasts, buttock, groin, or genitals, or touching another with any of these body parts, or making another touch you or themselves with or on any of these body parts; any intentional bodily contact in a sexual manner, though not involving contact with/of/by breasts, buttocks, groin, genitals, mouth or other orifice.

Sexual Assault

"Sexual assault" definition. Sexual Assault is a form of sexual misconduct and represents a continuum of conduct from forcible intercourse to nonphysical forms of pressure that compel individuals to engage in sexual activity against their will.

Examples of sexual assault under this policy include, but are not limited to, the following behaviors, however slight, when consent is not present:

- sexual intercourse (anal, oral, or vaginal). Intercourse, however slight, meaning vaginal penetration by a penis, object, tongue, or finger; anal penetration by a penis, object, tongue, or finger; or oral copulation (mouth to genital contact or genital to mouth contact);
- attempted sexual intercourse (anal, oral, or vaginal);
- intentional contact with the breasts, buttocks, groin, or genitals, or touching another with any of these body parts, or making another touch you or themselves with or on any of these body parts;
- any other intentional unwanted bodily contact of a sexual nature;
- use of coercion, manipulation, or force to make someone else engage in sexual touching, including breasts, chest, and buttocks;
- engaging in sexual activity with a person who is incapacitated and unable to provide consent due to the influence of drugs, alcohol, or other mental or physical condition (e.g., asleep or unconscious).

Sexual Exploitation

Occurs when a student takes non-consensual or abusive sexual advantage of another for his/her own advantage or benefit, or to benefit or advantage anyone other than the one being exploited, and that behavior does not otherwise constitute one of other sexual misconduct offenses. Examples of sexual exploitation include, but are not limited to:

- Invasion of sexual privacy;
- Prostituting another student;
- Non-consensual video or audio-taping of sexual activity;
- Going beyond the boundaries of consent (such as letting your friends hide in the closet to watch you having consensual sex);
- Engaging in voyeurism;
- Knowingly transmitting an STI or HIV to another student;
- Exposing one's genitals in non-consensual circumstances; inducing another to expose their genitals;
- Sexually-based stalking and/or bullying may also be forms of sexual exploitation

Sexual Intimidation

Sexual intimidation" definition. Sexual intimidation involves:

- threatening another person that you will commit a sex act against them;
- engaging in indecent exposure; or
- stalking another person who reasonably perceives the stalker is pursuing a romantic and/or sexual relationship. Stalking is a course of conduct directed at a specific person that would cause a reasonable person to feel fear.

Examples of prohibited stalking can include but are not limited to:

1. Non-consensual repeated communication including in-person communication, telephone calls, voice messages, text messages, email messages, social networking site postings, instant messages, postings of pictures or information on web sites, written letters, gifts, ordering goods or services, or any other communications that are undesire
2. Following, pursuing, waiting, or showing up uninvited at a workplace, place of residence, classroom, or other locations frequented by a recipient of unwelcome conduct
3. Monitoring online activities, surveillance and other types of observation, whether by physical proximity or electronic means, attempts to gather information about the recipient of unwelcome conduct;
4. Vandalism, including attacks on data and equipment;
5. Direct physical and/or verbal threats against a recipient of unwelcome conduct or loved ones of a recipient of unwelcome conduct, including animal abuse;
6. Gathering of information about a recipient of unwelcome conduct from family, friends, coworkers, and/or classmates;
7. Manipulative and controlling behaviors such as threats to harm oneself, or threats to harm someone close to the recipient of unwelcome conduct;
8. Defamation or slander against the recipient of unwelcome conduct; posting false information about the recipient of unwelcome conduct; posing as the complainant in order to post to web sites, news groups, blogs, or other sites that allow public contributions; and/or encouraging others to harass the recipient of unwelcome conduct;
9. Posing as someone other than oneself to initiate transactions, financial credit, loans, or other contractual agreements;
10. Arranging to meet the recipient of unwelcome conduct under false pretenses.

*Stalking of a nonsexual nature may be prohibited under other Mount Mercy University policies. See MMU's Code of Conduct.

Additional Applicable Definitions

- **Consent:** Consent is affirmative, clear, knowing and voluntary. Consent is active, not passive. Silence, in and of itself, cannot be interpreted as consent. Consent can be given by words or actions, as long as those words or actions create mutually understandable clear permission regarding willingness to engage in (and the conditions of) sexual activity.
 - Consent to any one form of sexual activity cannot automatically imply consent to any other forms of sexual activity.
 - Previous relationships or prior consent cannot imply consent to future sexual acts.
- **Force:** Force is the use of physical violence and/or imposing on someone physically to gain sexual access. Force also includes threats, intimidation (implied threats) and coercion that overcome resistance or produce consent.
 - Coercion is unreasonable pressure for sexual activity. Coercive behavior differs from seductive behavior based on the type of

pressure someone uses to get consent from another. When someone makes clear to you that they do not want sex, that they want to stop, or that they do not want to go past a certain point of sexual interaction, continued pressure beyond that point can be coercive.

- NOTE: There is no requirement that a party resists the sexual advance or request, but resistance is a clear demonstration of non-consent. The presence of force is not demonstrated by the absence of resistance. Sexual activity that is forced is by definition non-consensual, but non-consensual sexual activity is not by definition forced.
- In order to give effective consent, one must be of legal age.
- Sexual activity with someone who one should know to be -- or based on the circumstances should reasonably have known to be -- mentally or physically incapacitated (by alcohol or other drug use, unconsciousness or blackout), constitutes a violation of this policy.
 - Incapacitation is a state where someone cannot make rational, reasonable decisions because they lack the capacity to give knowing consent (e.g., to understand the "who, what, when, where, why or how" of their sexual interaction).
 - This policy also covers a person whose incapacity results from mental disability, sleep, involuntary physical restraint, or from the taking of rape drugs. Possession, use and/or distribution of any of these substances, including Rohypnol, Ketomine, GHB, Burundanga, etc. is prohibited, and administering one of these drugs to another student is a violation of this policy. More information on these drugs can be found at <http://www.911rape.org/>
- Use of alcohol or other drugs will never function as a defense for any behavior that violates this policy.
- The sexual orientation and/or gender identity of individuals engaging in sexual activity is not relevant to allegations under this policy. For reference to the pertinent state statutes on sex offenses, please see [insert reference here].

Other Misconduct Offenses when sex or gender-based

1. Threatening or causing physical harm, extreme verbal abuse, or other conduct which threatens or endangers the health or safety of any person;
2. Discrimination, defined as actions that deprive other members of the community of educational or employment access, benefits or opportunities on the basis of gender;
3. Intimidation, defined as implied threats or acts that cause an unreasonable fear of harm in another;
4. Hazing, defined as acts likely to cause physical or psychological harm or social ostracism to any person within the university community, when related to the admission, initiation, pledging, joining, or any other group-affiliation activity (as defined further in the Hazing Policy);
5. Bullying, defined as repeated and/or severe aggressive behavior likely to intimidate or intentionally hurt, control or diminish another person, physically or mentally (that is not speech or conduct otherwise protected by the 1st Amendment).
6. Violence between those in an intimate relationship to each other[2] (http://catalog.mtmercy.edu/thegoodbook/titleix/#_ftn2);

7. Stalking, defined as repetitive and/or menacing pursuit, following, harassment and/or interference with the peace and/or safety of a member of the community; or the safety of any of the immediate family of members of the community.

Retaliation

Retaliation of any kind against anyone who in good faith files a complaint of sexual misconduct or participates in the investigation process is prohibited and may be sanctioned. An individual who engages in retaliation against a person who files, or participates in an investigation into, a complaint of sexual harassment will be subject to appropriate sanctions. Anyone who believes they have been subjected to retaliation should immediately report the situation to the EOO or Title IX Coordinator.

False Reports

Any individual making deceitful allegations of sexual harassment will be subject to appropriate sanctions.

This policy was adapted from ATIXA with permission from ATIXA.

University Disciplinary Proceedings

The Complainant may file an internal complaint against the Accused using the formal process provided for sexual harassment complaints. Either party may have an advocate at any meetings or hearings related to this matter. This process may be used whether a criminal charge is filed or not and also may be used if the Accused is found not guilty in a criminal court. The University reserves the right to bring a complaint against a student for sexual misconduct if the student is deemed a threat to the University community. If the incident has been reported to the police and the Accused has been charged with the crime, the individual may be suspended indefinitely pending review of the circumstances by the University. The Accused may be expelled, suspended for a specific period, or barred from attending, as determined by the Dean of Students & Director of Residence Life or appropriate Vice President.

In a situation where sexual abuse has occurred, the University will take appropriate steps to accommodate changes to a Complainant's academic, employment and/or living situations, if requested and reasonably available.

Procedures

It is the goal of Mount Mercy to ensure a prompt and thorough investigation and review of allegations of sexual harassment, to find an equitable resolution, to apply disciplinary sanctions or educational solutions where appropriate, and to provide an institutional process to assure fairness to all parties. (If anyone who normally would be involved in this process is a party to the complaint, the President will appoint an alternate). This process provides for both an informal and a formal set of procedures with the intent to insure that all complaints of sexual harassment are addressed and resolved in a fair and equitable manner.

1. Individuals are encouraged, when they are comfortable in doing so, to attempt to resolve their concern privately. However, any member of the Mount Mercy faculty, staff, or student body who believes they have been subjected to unlawful discrimination or harassment may initiate either an informal or a formal complaint, as provided by this policy. Individuals may also file a criminal complaint with the police.
2. As the first step in the process, a person with a sexual harassment complaint may contact any trusted employee of the University. This person will then assist the complainant in contacting the Equal Opportunity Officer (EOO) or the Title IX Coordinator or request that an alternative be designated by the President if the Equal Opportunity Officer or the Title IX Coordinator is the subject of the

complaint. Consistent with state and federal time-lines, a complaint should be initiated with the EOO or Title IX Coordinator as soon as possible, but not more than 300 days after the alleged sexual harassment incident.

3. The EOO or Title IX Coordinator will schedule an initial meeting with the Complainant. The EOO or the Title IX Coordinator will also inform the Complainant that he or she has the right to contact the Cedar Rapids Police regarding the matter. The EOO or Title IX Coordinator will not contact the student's family or guardian unless authorized by the student to do so, though a student will be advised to contact his or her family or guardian themselves. The EOO or the Title IX Coordinator will also make a determination whether immediate action is necessary to protect the safety of the Complainant and take appropriate action.
4. At the Initial Meeting the EOO or Title IX Coordinator will arrange for the complainant to document the complaint in writing. The written complaint should include the following information: name, address and telephone number of the complainant, nature of the complaint, date(s), the location of the occurrence(s), individual(s) involved including possible witnesses, evidence on which the complaint is based, and redress sought by the complainant.
5. The EOO or Title IX Coordinator will inform the Complainant of the options available and determine if the Complainant wishes to proceed under the informal or formal complaint procedure.

Informal or the Formal Procedure

The Complainant must advise the EOO or Title IX Coordinator in writing within fifteen (15) calendar days of the Initial Meeting whether Complainant chooses to proceed under the Formal or Informal Procedure. If the Complainant does not make a timely choice, the Complaint will be addressed using the Formal Procedure.

Informal Procedure

1. If the Complainant chooses to proceed under the Informal Procedure, in situations not involving sexual violence, the EOO or Title IX Coordinator will inform the Accused of the nature of the complaint, identity of the Complainant, the complainant's willingness to attempt to resolve the matter informally, and that retaliation by the Accused is strictly prohibited and will result in sanctions. The Accused will then be given the opportunity to agree to participate in the Informal Procedure. In the event the Accused chooses not to proceed under the Informal Procedure, the Complainant will be so advised by the EOO or Title IX Coordinator and the EOO or Title IX Coordinator will initiate the Formal Procedure.
2. If after consultation with the Complainant and the Accused the parties agree to proceed under the Informal Procedure, the EOO will notify the appropriate Facilitator of the complaint. (Two neutral Facilitators and two alternates, two faculty and two staff, who will be trained in the process of non-binding mediation, will be appointed by the President at the beginning of each academic year to assist with the Informal Procedure. The faculty Facilitator will facilitate when the accused is a faculty member and the staff Facilitator will facilitate when the accused is an administrator, staff member or student. In the event of a conflict, the alternate Facilitator will serve.
3. If the complaint warrants, the Facilitator may recommend to the EOO or Title IX Coordinator actions protecting the rights and privacy of either the Complainant and/or the Accused until the process is concluded.
4. The Facilitator will meet with the Complainant, the Accused and the EOO or Title IX Coordinator to determine if a resolution is available that is acceptable to the Complainant, the Accused, and the EOO.
5. If a mutually acceptable resolution is agreed upon, the Facilitator will insure that all agreed to steps are taken to finalize the resolution. Finalization of the resolution includes, but is not limited to, a written document signed by the Complainant, the Accused and the Facilitator.
6. If a mutually acceptable resolution is not agreed upon, the Facilitator will then advise the EOO or Title IX Coordinator to initiate the Formal Procedure.
7. The Facilitator will notify the parties of the conclusion of the Informal Procedure, write a summary of the complaint and the results of the Informal Procedure and file it with the EOO's or Title IX Coordinator's office. This summary will be available if there are other alleged incidents of sexual harassment. A written record of any sanctions taken will be placed in the Accused's personnel or academic file.
8. The Informal Procedure will not be used to resolve complaints of sexual abuse or misconduct.

Formal Procedure

If a complaint is not resolved informally or if the Complainant chooses to initiate the Formal Process:

1. The EOO or the Title IX Coordinator his/her designee will begin a prompt and thorough investigation. The investigation normally will be started no later than ten (10) days after the Formal Process is initiated.
2. If the Accused has not already been informed of the complaint, the EOO or Title IX Coordinator will inform the Accused of the nature of the complaint, identity of the Complainant, and that retaliation by the Accused is strictly prohibited and will result in sanctions.
3. The Complainant, the Accused and appropriate witnesses will be interviewed by the EOO and applicable documents will be reviewed by the EOO or Title IX Coordinator. The Complainant and the Accused may identify witnesses to be interviewed. All interviewees will be directed to maintain confidentiality with respect to the investigation and will be informed about the non-retaliation policy.
4. Upon completion of the investigation, the EOO or Title IX Coordinator will prepare a written report which details the EOO's or Title IX Coordinator's findings, conclusions and any recommended actions, which will be shared with the Complainant and the Accused.
5. If the complainant and the accused are both students, the EOO or Title IX Coordinator will determine if the incident should be brought before a Hearing Panel. If this determination is made, the formal hearing panel process in the Code of Student Conduct will be followed. If the one of the parties is not a student, the University Formal Procedure 3.5.11.1.4.2 will be followed.
6. If the Complainant and Accused accept the EOO's or Title IX Coordinator's recommended actions, they will be implemented and a final report will be placed on file in the EOO's or Title IX Coordinator's office. Any formal action against the Accused will be placed in the Accused's personnel or conduct file.
7. If either the Complainant or the Accused do not accept the recommended actions, they must give written notification to the EOO or Title IX Coordinator within five (5) calendar days after the EOO or Title IX Coordinator delivers written notice. The EOO or Title IX Coordinator will then notify the other party within five (5) calendar days thereafter and the Complainant, the Accused or the EOO or Title IX Coordinator will then request a fact-finding hearing.

8. Any such request for a Fact-Finding Hearing must be made to the appropriate hearing panel within fifteen (15) calendar days after the EOO or Title IX Coordinator provides written notice by U.S. mail of any recommended actions. The hearing panel will make its decision based on a preponderance of the evidence.
 9. Where the Accused is a member of the faculty, the procedures set forth in section 4.14 Grievance Policy of Volume IV, Faculty Manual will apply to the Fact-Finding Hearing and all appeals. Where the Accused is a member of the administration or staff, the procedures set forth in section 5.2 Grievance Policy of Volume V, Staff Policies will apply to the Fact-Finding Hearing and all appeals thereto. (In the event the Accused is a student, the Dean of Students & Director of Residence Life will appoint a student representative to sit as an ex-officio member of the hearing panel).
 10. During the Fact-Finding Hearing, the Complainant, the Accused and the EOO or Title IX Coordinator shall each have the opportunity to present evidence in support of their respective positions. The EOO or Title IX Coordinator shall be designated to present evidence to support the position of the University.
 11. Legal representation is allowed at the Fact-Finding Hearing, but counsel's presence is limited to observation and advising the party.
- The decision of the original hearing body may be appealed by petitioning the Vice President for Enrollment & Student Services. Accused students or complainants must petition within 3 business days of receiving the written decision for a review of the decision or the sanctions imposed. Any party who files an appeal must do so in writing to the Dean of Students Office. The DOS will share the appeal with the other party (e.g., if the accused student appeals, the appeal is shared with the complainant, who may also wish to file a response), and then the DOS will draft a response memorandum (also shared with all parties). All appeals and responses are then forwarded to the appeals officer/committee for initial review to determine if the appeal meets the limited grounds and is timely. The original finding and sanction will stand if the appeal is not timely or substantively eligible, and the decision is final. If the appeal has standing, the documentation is forwarded for consideration. The party requesting appeal must show error as the original finding and sanction are presumed to have been decided reasonably and appropriately. The ONLY grounds for appeal are as follows:
 1. A procedural [or substantive error] occurred that significantly impacted the outcome of the hearing (e.g. substantiated bias, material deviation from established procedures, etc.);
 2. To consider new evidence, unavailable during the original hearing or investigation, that could substantially impact the original finding or sanction. A summary of this new evidence and its potential impact must be included;
 3. The sanctions imposed are substantially disproportionate to the severity of the violation.
 - If the appeals officer or committee determines that new evidence should be considered, it will return the complaint to the original hearing body to reconsider in light of the new evidence, only. The reconsideration of the hearing body is not appealable.
 - If the appeals officer or committee determines that a material procedural error occurred, it may return the complaint to the original hearing body with instructions to reconvene to cure the error. In rare cases, where the procedural [or substantive] error cannot be cured by the original hearing officers (as in cases of bias), the appeals officers or committee may order a new hearing on the complaint with a new body of hearing officers. The results of a reconvened hearing cannot be appealed. The results of a new hearing can be appealed, once, on the four applicable grounds for appeals.
 - If the appeals officer or committee determines that the sanctions imposed are disproportionate to the severity of the violation, the appeals officer or committee will return the complaint to the student conduct office, which may then increase, decrease or otherwise modify the sanctions. This decision is final.

Sanction Statement

- Any student found responsible for violating the policy on Non-Consensual or Forced Sexual Contact (where no intercourse has occurred) will likely receive a sanction ranging from probation to expulsion, depending on the severity of the incident, and taking into account any previous campus conduct code violations.*
- Any student found responsible for violating the policy on Non-Consensual or Forced Sexual Intercourse will likely face a recommended sanction of suspension or expulsion.*
- Any student found responsible for violating the policy on sexual exploitation or sexual harassment will likely receive a recommended sanction ranging from warning to expulsion, depending on the severity of the incident, and taking into account any previous campus conduct code violations.*

*The conduct body reserves the right to broaden or lessen any range of recommended sanctions in the case of serious mitigating circumstances or egregiously offensive behavior. Neither the initial hearing officer nor any appeals body or officer will deviate from the range of recommended sanctions unless compelling justification exists to do so.

Appeals

Process Guidelines

Sanctions imposed during the conduct process post-investigation can be appealed by any party according to the grounds, below. Post-hearing, any party may appeal the findings and/or sanctions only under the grounds described, below.

- All sanctions imposed by the original hearing body will be in effect during the appeal. A request may be made to the Vice President for Enrollment & Student Services for special consideration in exigent circumstances, but the presumptive stance of the institution is that the sanctions will stand. Graduation, study abroad, internships/externships, etc. **do NOT** in and of themselves constitute exigent circumstances, and students may not be able to participate in those activities during their appeal. In cases where the appeal results in reinstatement to the institution or of privileges, all reasonable attempts will be made to restore the student to their prior status, recognizing that some opportunities lost may be irretrievable in the short term.

The procedures governing the hearing of appeals include the following:

- All parties should be timely informed of the status of requests for appeal, the status of the appeal consideration, and the results of the appeal decision;
- Every opportunity to return the appeal to the original hearing body for reconsideration (remand) should be pursued;
- Appeals are not intended to be full rehearings of the complaint (de novo). In most cases, appeals are confined to a review of the written documentation or record of the original hearing, and pertinent documentation regarding the grounds for appeal;

- This is not an opportunity for appeals officers to substitute their judgment for that of the original hearing body merely because they disagree with its finding and/or sanctions. Appeals decisions are to be deferential to the original hearing body, making changes to the finding only where there is clear error and to the sanction only if there is a compelling justification to do so;
- Sanctions imposed are implemented immediately unless the Director of Student Conduct stays their implementation in extraordinary circumstances, pending the outcome of the appeal.
- The appeals committee or officer will render a written decision on the appeal to all parties within seven (7) business days* from hearing of the appeal. The committee's decision to deny appeal requests is final.

Definitions

Additional Applicable Definitions

- **Consent:** Consent is affirmative, clear, knowing and voluntary. Consent is active, not passive. Silence, in and of itself, cannot be interpreted as consent. Consent can be given by words or actions, as long as those words or actions create mutually understandable clear permission regarding willingness to engage in (and the conditions of) sexual activity.
 - Consent to any one form of sexual activity cannot automatically imply consent to any other forms of sexual activity.
 - Previous relationships or prior consent cannot imply consent to future sexual acts.
 - Affirmative consent means that a verbal, conscious, and voluntary agreement to engage in sexual activity.
 - Affirmative consent must be ongoing throughout any activity and can be revoked at any time.
 - Each person involved is responsible for ensuring they have affirmative consent of any other person engaging in the sexual activity.
 - Sober (someone too drunk to drive or walk home on her/his own is too drunk to give consent)
 - Of age (the Student Code of Conduct requires each party to be at least 18 years old)
 - Awake and conscious. Lack of protest or resistance does not mean consent. Silence does not mean consent.
 - Uncoerced and unthreatened (each party must feel free and safe to say yes or no)
- **Force:** Force is the use of physical violence and/or imposing on someone physically to gain sexual access. Force also includes threats, intimidation (implied threats) and coercion that overcome resistance or produce consent.
 - Coercion is unreasonable pressure for sexual activity. Coercive behavior differs from seductive behavior based on the type of pressure someone uses to get consent from another. When someone makes clear to you that they do not want sex, that they want to stop, or that they do not want to go past a certain point of sexual interaction, continued pressure beyond that point can be coercive.
 - NOTE: There is no requirement that a party resists the sexual advance or request, but resistance is a clear demonstration of non-consent. The presence of force is not demonstrated by the absence of resistance. Sexual activity that is forced is by definition non-consensual, but non-consensual sexual activity is not by definition forced.
 - In order to give effective consent, one must be of legal age.
- Sexual activity with someone who one should know to be -- or based on the circumstances should reasonably have known to be -- mentally or physically incapacitated (by alcohol or other drug use, unconsciousness or blackout), constitutes a violation of this policy.
 - Incapacitation is a state where someone cannot make rational, reasonable decisions because they lack the capacity to give knowing consent (e.g., to understand the "who, what, when, where, why or how" of their sexual interaction).
 - This policy also covers a person whose incapacity results from mental disability, sleep, involuntary physical restraint, or from the taking of rape drugs. Possession, use and/or distribution of any of these substances, including Rohypnol, Ketamine, GHB, Burundanga, etc. is prohibited, and administering one of these drugs to another student is a violation of this policy. More information on these drugs can be found at <http://www.911rape.org/>
- Use of alcohol or other drugs will never function as a defense for any behavior that violates this policy.
- The sexual orientation and/or gender identity of individuals engaging in sexual activity is not relevant to allegations under this policy. For reference to the pertinent state statutes on sex offenses, please see [insert reference here].
- **Sexual Abuse:** The Iowa Code defines sexual abuse as follows: Any sex act between persons is sexual abuse by either of the persons when the act is performed with the other person in any of the following circumstances:
 - The act is done by force or against the will of the other. If the consent or acquiescence of the other is procured by threats of violence toward any person, or if the act is done while the other is under the influence of a drug inducing sleep or is otherwise in a state of unconsciousness, the act is done against the will of the other.
 - Such other person is suffering from a mental defect or incapacity which precludes giving consent, or lacks the mental capacity to know the right and wrong of conduct in sexual matters.
 - Such other person is a child.
- **Discriminatory Harassment:** In addition to sexual harassment defined above, the University prohibits harassment based on any other characteristic protected by law, including, race, color, national origin, creed, religion, age, disability, sex, gender identity and sexual orientation. Like sexual harassment, harassment based on one of these protected characteristics undermines the mission of the University through its detrimental impact on individual students, faculty and on the University community as a whole.
 - Prohibited harassment is conduct based on one or more of the above characteristics that has the purpose or effect of unreasonably interfering with an individual's work or educational performance or of creating an intimidating, hostile, or offensive environment for work or learning. Examples of the types of behavior that may lead to other discriminatory harassment include unwelcome conduct aimed at another because of a protected characteristic that would denigrate, distress, or humiliate a reasonable person, such as:
 - name-calling
 - jokes or negative comments about protected characteristics
 - physical intimidation

- vandalism or pranks
 - displays of reading materials or pictures containing negative material about protected characteristics, including electronic materials.
- Any student, faculty or staff member who believes he or she has been subjected to other discriminatory harassment may follow the Sexual Harassment complaint procedures set forth above.
- **This definition is not intended to restrict usual standards of academic freedom.

- Intimate Partner Violence Policy: The Campus SaVE Act requires institutions of postsecondary education eligible to participate in federal student aid programs to adopt, and disclose in their annual security report a summary of, a policy regarding sexual assault (an existing requirement of the Clery Act) and other intimate partner violence. The term "intimate partner violence" is defined to mean "any physical, sexual, or psychological harm against an individual by a current or former partner or spouse of the individual". It includes stalking, dating violence, sexual violence, or domestic violence.

New Reporting Categories for Clery: Under VAWA's SaVE Act institutions are required to add three categories that must be reported under the Clery Act, if incidents are reported to campus security authorities or local police agencies. That's according to the American Council on Education's (ACE) "New Requirements Imposed by the Violence Against Women Reauthorization Act" summary (4/1/13). The three categories, as defined in the National Association of College and University Attorney's (NACUA) "A Brief Analysis of The Violence Against Women Act (VAWA) and Changes to the Clery Act & Title IX Compliance" document (March 2013), are:

1. **Dating Violence** –violence committed by a person
 - a. who is or has been in a social relationship of a romantic or intimate nature with the victim; and
 - b. where the existence of such a relationship shall be determined based on a consideration of the following factors:
 - i The length of the relationship.
 - ii The type of relationship
 - iii The frequency of interaction between the persons involved in the relationship
2. **Stalking** –

Stalking is conduct directed at a specific person that would cause a reasonable person to feel fear and that significantly disrupts the person's work, educational performance, on-campus living, or participation in a university activity on or off campus.

A pattern of conduct perceived as threatening or harassing may violate university policy under a reasonable-person standard even if the person who commits the conduct did not intend to make the party feel threatened or harassed. A behavior pattern that the target of the conduct finds distressful may be considered a violation even if the target did not specifically direct the person who commits the conduct to refrain from contacting him or her.
3. **Domestic Violence** –felony or misdemeanor crimes of violence committed by a current or former spouse of the victim, by a person with whom the victim shares a child in common, by a person who is cohabiting with or has cohabited with the victim as a spouse, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

Resources

Mount Mercy encourages all individuals who have been sexually abused to seek medical attention as well as emotional support. The University Health Services Office and University Counselor are available to assist students. Employees may seek assistance through the University's EOO or Title IX Coordinator Employee Assistance Program.

Campus Sexual Violence Elimination Act (Campus SaVE Act)

The Campus Sexual Violence Elimination Act or Campus SaVE Act (H.R. 6461) is a bill introduced in the 2nd session of the 111th Congress by Rep. Tom Perriello (D-VA 5th) and a bi-partisan group of 5 co-sponsors from across the country. The measure would amend the federal Jeanne Clery Act to update 18-year-old sexual assault policy requirements for institutions of higher education to also address a broader scope of intimate partner violence including stalking, dating violence, sexual violence/assault, and domestic violence offenses. The Campus SaVE Act also enhances existing prevention education and victims' rights provisions.

Victims' Rights Provisions

The Campus SaVE Act establishes a baseline framework for institutions to respond to sexual assault and other intimate partner violence. Mount Mercy University policy will:

- Provide students and employees who report victimization information in writing of their rights to notify law enforcement and to be assisted by campus authorities in doing so, an explanation of their rights to obtain no contact orders or enforce an order already in existence, and contact information for campus and local advocacy, counseling, health, mental health and legal assistance services.
- Provide notification to students and employees who report victimization options for and assistance in changing academic, living, transportation and working situations if requested and reasonably available.
- Provide information for honoring any lawful no contact or restraining order.
- Disclose the range of possible sanctions that may be imposed following an institutional disciplinary procedure.
- Detail procedures victims should follow if a sex offense occurs, including who to contact and information about the importance of preserving physical evidence (an existing provision of the Clery Act).
- Disclose a summary of institutional disciplinary procedures that Accusers shall have the opportunity to request prompt proceedings, Proceedings shall be conducted by officials trained on sexual assault and other intimate partner violence issues, and shall use the **preponderance of the evidence** standard (which is "more likely than not" and the standard used by civil courts in the United States).
- Both accuser and accused are entitled to be accompanied to any related meeting or proceeding by an advisor of their choice, and that both must have the same opportunity to have others present during any proceeding.
- Both Complainant and Accused are entitled to be informed in writing of the final results within one business day of such outcome being reached.

Victims' Protective Measures

Immediately after the Intake Meeting, the Title IX Coordinator will determine whether interim interventions and protective measure should

be implemented, and, if so, take steps to implement those protective measures as soon as possible. Examples of interim protective measures include: an order of no contact, residence hall relocation, adjustment of course schedules, a leave of absence, or reassignment to a different supervisor or position. These remedies may be applied to one, both, or multiple parties involved. Applicable law requires that, when taking such steps to separate the Complainant and the Accused Party, the University must minimize the burden on the Complainant and thus should not, as a matter of course, remove the Complainant from his or her job, classes or housing while allowing the Accused to remain. Violations of the Title IX Coordinator's directives and/or protective measures will constitute related violations that may lead to additional disciplinary action. Protective measures imposed may be temporary pending the results of an investigation or may become permanent.

Primary prevention is defined to mean programming and strategies intended to stop sexual and intimate partner violence before it occurs through the changing of social norms and other approaches. Awareness programming is defined to mean programs designed to communicate the prevalence of intimate partner violence including the nature and number of cases reported at each institution in the preceding 3 calendar years.

Best Practices Report

The Campus SaVE Act provides for the collaboration of the U.S. Departments of Justice and Education to collect and disseminate best practices information about preventing and responding to sexual assault and other intimate partner violence.

Counseling and Emotional Support

Helping the individual affected by the harassment regain control of his or her choices is an important goal for responding to a party complaining of harassment. If the person does not wish to make a complaint, he/she may talk to a member of the counseling staff, University Nurse, or the University Chaplain. Because these staff members are professionals with special requirements regarding confidentiality, they are not required to report the incident and will not report the incident unless the complainant decides to release the information. They can provide information and confidential support about choices resulting from sexual harassment or abuse. All other employees of the University are expected to assist in reporting the complaint to the Equal Opportunity Officer (EOO), currently the Director of Human Resources, or the Title IX Coordinator, also the Dean of Students & Director of Residence Life, as explained below.

Training, Prevention, and Awareness Programs

The Campus SaVE Act updates requirements concerning awareness and prevention programming about sexual assault and other intimate partner violence. Mount Mercy University is committed to doing training and awareness programs for students as well as training for officials conducting disciplinary proceedings and/or investigations in a way that protects the safety of victims and promotes accountability. Mount Mercy University does this by:

- Prevention and awareness programming offered for all incoming students;
- Training on sexual harassment, Title IX, consent, and confidentiality for employees;
- Defining and educating student body on consent;
- Reporting sex offenses;
- Facilitating Bystander intervention trainings;
- Risk reduction education;

- Ongoing prevention and awareness campaigns including self-defense classes, seminars and trainings facilitated by local experts in the community, Title IX, Consent, and sexual harassment

Reporting

Mount Mercy expects students, faculty, and staff to report allegations incidents of sexual misconduct. These may be reported either by the complainant, or by another person with the approval of the complainant, who shall serve as a liaison with the appropriate University personnel. This may be done without revealing the name of the complainant. The information will be kept confidential to the full extent permitted by law. The complainant is encouraged to report any incidents of alleged sexual abuse to the Cedar Rapids Police Department.

A person with a complaint may contact any trusted person (e.g. one of the deans, counselors, residence life staff, an academic advisor. This person will then assist the complainant in contacting the EOO or Title IX Coordinator. The EOO or Title IX Coordinator will maintain a record of and investigate any reported additional incidents.

Confidentiality, Privacy and Reporting Policy

Institutions must clearly articulate who are "responsible employees" under Title IX for purposes of initiating notice and/or investigation, and those who have more discretion on how they act in response to notice of gender-based discrimination. Different people on campus have different reporting responsibilities and different abilities to maintain confidentiality, depending on their roles at the university and upon university policy.

When consulting campus resources, all parties should be aware of confidentiality, privacy and mandatory reporting in order to make informed choices. On campus, some resources can offer you confidentiality, sharing options and advice without any obligation to tell anyone unless you want them to. Other resources are expressly there for you to report crimes and policy violations and they will take action when you report your victimization to them. Most resources on campus fall in the middle of these two extremes. Neither the university nor the law requires them to divulge private information that is shared with them except in certain circumstances, some of which are described below. A victim may seek assistance from these university officials without starting a formal process that is beyond the victim's control, or violates her/his privacy.

To Report Confidentially

If one desires that details of the incident be kept confidential, they should speak with on-campus mental health counselors, campus health service providers or off-campus rape crisis resources who can maintain confidentiality. Campus counselors are available to help you free of charge, and can be seen on an emergency basis. In addition, you may speak on and off-campus with members of the clergy and chaplains, who will also keep reports made to them confidential.

Reporting to those who can maintain the privacy of what you share

You can seek advice from certain resources who are not required to tell anyone else your private, personally identifiable information unless there is cause for fear for your safety, or the safety of others. These are individuals who the university has not specifically designated as "responsible employees" for purposes of putting the institution on notice and for whom mandatory reporting is required, other than in the stated limited circumstances. These resources include those without supervisory responsibility or remedial authority to address sexual misconduct, such as RAs, faculty members, advisors to student organizations, career services staff, admissions officers, student activities personnel, and many others. If you are unsure of someone's

duties and ability to maintain your privacy, ask them before you talk to them. They will be able to tell you, and help you make decisions about who can help you best.

Some of these resources, such as RAs, are required to share incident reports with their supervisors, but they will not share any personally identifiable information about your report to other people unless you give permission, except in the rare event that the incident reveals a need to protect you or other members of the community. If your personally identifiable information is shared, it will only be shared as necessary with as few people as possible, and all efforts will be made to protect your privacy.

Non-confidential reporting options

You are encouraged to speak to officials of the institution to make formal reports of incidents (deans, vice presidents, or other administrators with supervisory responsibilities, campus security, and human resources). The university considers these people to be "responsible employees." Notice to them is official notice to the institution. You have the right and can expect to have incidents of sexual misconduct to be taken seriously by the institution when formally reported, and to have those incidents investigated and properly resolved through administrative procedures. Formal reporting means that only people who need to know will be told, and information will be shared only as necessary with investigators, witnesses, and the accused individual.

Federal Statistical Reporting Obligations

Certain campus officials have a duty to report sexual assault, domestic violence, dating violence and stalking for federal statistical reporting purposes (Clery Act). All personally identifiable information is kept confidential, but statistical information must be passed along to campus law enforcement regarding the type of incident and its general location (on or off-campus, in the surrounding area, but no addresses are given) for publication in the annual Campus Security Report. This report helps to provide the community with a clear picture of the extent and nature of campus crime, to ensure greater community safety.

Mandated federal reporters include: student/conduct affairs, campus law enforcement, local police, coaches, athletic directors, residence life staff, student activities staff, human resources staff, advisors to student organizations and any other official with significant responsibility for student and campus activities. The information to be shared includes the date, the location of the incident (using Clery location categories) and the Clery crime category. This reporting protects the identity of the victim and may be done anonymously.

Federal Timely Warning Reporting Obligations

Victims of sexual misconduct should also be aware that university administrators must issue immediate timely warnings for incidents reported to them that are confirmed to pose a substantial threat of bodily harm or danger to members of the campus community. The university will make every effort to ensure that a victim's name and other identifying information is not disclosed, while still providing enough information for community members to make safety decisions in light of the danger. The reporters for timely warning purposes are exactly the same as detailed at the end of the above paragraph.

QUESTIONS AND ANSWERS

Here are some of the most commonly asked questions regarding University's sexual misconduct policy and procedures.

- *Does information about a complaint remain private?*

The privacy of all parties to a complaint of sexual misconduct must be respected, except insofar as it interferes with the university's obligation to fully investigate allegations of sexual misconduct.

Where privacy is not strictly kept, it will still be tightly controlled on a need-to-know basis. Dissemination of information and/or written materials to persons not involved in the complaint procedure is

not permitted. Violations of the privacy of the complainant or the accused individual may lead to conduct action by the university. In all complaints of sexual misconduct, all parties will be informed of the outcome. In some instances, the administration also may choose to make a brief public announcement of the nature of the violation and the action taken, without using the name or identifiable information of the alleged victim. Certain university administrators are informed of the outcome within the bounds of student privacy (e.g., the President of the university, Dean of Students, Director of Security). If there is a report of an act of alleged sexual misconduct to a conduct officer of the university and there is evidence that a felony has occurred, local police will be notified.[1] (http://catalog.mtmercy.edu/thegoodbook/titleix/#_ftn1) This does not mean charges will be automatically filed or that a victim must speak with the police, but the institution is legally required to notify law enforcement authorities. The institution also must statistically report the occurrence on campus of major violent crimes, including certain sex offenses, in an annual report of campus crime statistics. This statistical report does not include personally identifiable information.

- *Will my parents be told?*

No, not unless you tell them. Whether you are the complainant or the accused individual, the University's primary relationship is to the student and not to the parent. However, in the event of major medical, disciplinary, or academic jeopardy, students are strongly encouraged to inform their parents. University officials will directly inform parents when requested to do so by a student, in a life-threatening situation, [or if an accused individual has signed the permission form at registration which allows such communication].

- *Will the accused individual know my identity?*

Yes, if you file a formal complaint. Sexual misconduct is a serious offense and the accused individual has the right to know the identity of the complainant/alleged victim. If there is a hearing, the university does provide options for questioning without confrontation, including closed-circuit testimony, Skype, using a room divider or using separate hearing rooms.

- *Do I have to name the perpetrator?*

Yes, if you want formal disciplinary action to be taken against the alleged perpetrator. No, if you choose to respond informally and do not file a formal complaint (but you should consult the complete confidentiality policy above to better understand the university's legal obligations depending on what information you share with different university officials). Victims should be aware that not identifying the perpetrator may limit the institution's ability to respond comprehensively.

- *What do I do if I am accused of sexual misconduct?*

DO NOT contact the alleged victim. You may immediately want to contact someone who can act as your advisor; anyone may serve as your advisor. You may also contact the Student Conduct Office, which can explain the university's procedures for addressing sexual misconduct complaints. You may also want to talk to a confidential counselor at the counseling center or seek other community assistance. See below regarding legal representation. [2] (http://catalog.mtmercy.edu/thegoodbook/titleix/#_ftn2)

- *Will I (as a victim) have to pay for counseling/or medical care?*

Not typically, if the institution provides these services already. If a victim is accessing community and non-institutional services, payment for these will be subject to state/local laws, insurance requirements, etc.

- *What about legal advice?*

Victims of criminal sexual assault need not retain a private attorney to pursue prosecution because representation will be handled by the District Attorney's [Prosecutor's] office. You may want to retain an attorney if you are the accused individual or are considering filing a civil action. The accused individual may retain counsel at their own expense if they determine that they need legal advice about criminal prosecution and/or the campus conduct proceeding. Both the accused and the victim may also use an attorney as their advisor during the campus' grievance processes.

- *What about changing residence hall rooms?*

If you want to move, you may request a room change. Room changes under these circumstances are considered emergencies. It is typically institutional policy that in emergency room changes, the student is moved to the first available suitable room. If you want the accused individual to move, and believe that you have been the victim of sexual misconduct, you must be willing to pursue a formal or informal university complaint. No contact orders can be imposed and room changes for the accused individual can usually be arranged quickly. Other accommodations available to you might include:

- Assistance from university support staff in completing the relocation;
- Arranging to dissolve a housing contract and pro-rating a refund;
- Assistance with or rescheduling an academic assignment (paper, exams, etc.);
- Taking an incomplete in a class;
- Assistance with transferring class sections;
- Temporary withdrawal;
- Assistance with alternative course completion options;
- Other accommodations for safety as necessary.

- *What should I do about preserving evidence of a sexual assault?*

Police are in the best position to secure evidence of a crime. Physical evidence of a criminal sexual assault must be collected from the alleged victim's person within 120 hours, though evidence can often be obtained from towels, sheets, clothes, etc. for much longer periods of time. If you believe you have been a victim of a criminal sexual assault, you should go to the Hospital Emergency Room, before washing yourself or your clothing. The Sexual Assault Nurse Examiner (a specially trained nurse) at the hospital is usually on call 24 hours a day, 7 days a week (call the Emergency Room if you first want to speak to the nurse; ER will refer you). A victim advocate from the institution can also accompany you to Hospital and law enforcement or Security can provide transportation. If a victim goes to the hospital, local police will be called, but s/he is not obligated to talk to the police or to pursue prosecution. Having the evidence collected in this manner will help to keep all options available to a victim, but will not obligation him or her to any course of action. Collecting evidence can assist the authorities in pursuing criminal charges, should the victim decide later to exercise it.

For the Victim: the hospital staff will collect evidence, check for injuries, address pregnancy concerns and address the possibility of exposure to sexually transmitted infections. If you have changed clothing since the assault, bring the clothing you had on at the time of the assault with you to the hospital in a clean, sanitary container such as a clean paper grocery bag or wrapped in a clean sheet (plastic containers do not breathe, and may render evidence useless). If you have not changed clothes, bring a change of clothes with you to the hospital, if possible, as they will likely keep

the clothes you are wearing as evidence. You can take a support person with you to the hospital, and they can accompany you through the exam, if you want. Do not disturb the crime scene—leave all sheets, towels, etc. that may bear evidence for the police to collect.

- *Will a victim be sanctioned when reporting a sexual misconduct policy violation if he/she has illegally used drugs or alcohol?*

No. The severity of the infraction will determine the nature of the university's response, but whenever possible the university will respond educationally rather than punitively to the illegal use of drugs and/or alcohol. The seriousness of sexual misconduct is a major concern and the university does not want any of the circumstances (e.g., drug or alcohol use) to inhibit the reporting of sexual misconduct.

- *Will the use of drugs or alcohol affect the outcome of a sexual misconduct conduct complaint?*

The use of alcohol and/or drugs by either party will not diminish the accused individual's responsibility. On the other hand, alcohol and/or drug use is likely to affect the complainant's memory and, therefore, may affect the outcome of the complaint. A person bringing a complaint of sexual misconduct must either remember the alleged incident or have sufficient circumstantial evidence, physical evidence and/or witnesses to prove his/her complaint. If the complainant does not remember the circumstances of the alleged incident, it may not be possible to impose sanctions on the accused without further corroborating information. Use of alcohol and/or other drugs will never excuse a violation by an accused individual.

- *Will either party's prior use of drugs and/or alcohol be a factor when reporting sexual misconduct?*

Not unless there is a compelling reason to believe that prior use or abuse is relevant to the present complaint.

- *What should I do if I am uncertain about what happened?*

If you believe that you have experienced sexual misconduct, but are unsure of whether it was a violation of the institution's sexual misconduct policy, you should contact the institution's student conduct office or victim advocate's office. The institution provides non-legal advisors who can help you to define and clarify the event(s), and advise you of your options.