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Accounting

Core Performance Standards for Accounting and Masters of Accounting Students

All Accounting students must be able to demonstrate the skills required of all curricular activities, with or without reasonable accommodations.

A reasonable accommodation is intended to reduce the effects that a disability may have on a student's performance. Accommodations do not lower course standards or alter degree requirements, but give students a better opportunity to demonstrate their abilities.

For students to be successful in the Accounting programs, they must be able to perform the following essential functions:

Issue	Standard	Examples of Necessary Activities (not inclusive)
Critical Thinking	Critical thinking ability sufficient for professional judgment	Use strong research skills and techniques to access relevant information and guidelines in order to understand and apply findings to a specific project or assignment. Use various measurement and disclosure criteria for the analysis of information.
Communication	Communication abilities sufficient to interact with peers and faculty	Write letters and prepare financial reports using concise, grammatically correct language. Speak clearly, distinctly, and effectively using tact and diplomacy with individuals or groups. Communicate clearly and objectively the scope of work, findings, or recommendations through the preparation of written and oral reports.
Interpersonal abilities	Interpersonal abilities sufficient to interact with peers, faculty and others in a respectful, professional, and ethical manner	Listen effectively to clients, supervisors, and colleagues. Demonstrate the ability to manage effectively a variety of multidimensional, multi-step projects including human, financial, property, and technical resources.

Emotional Stability	Emotional stability sufficient to assume responsibility/ accountability for actions	Demonstrate a commitment to objectivity, integrity, and ethical behavior and stable work performance, as well as a commitment to the continuous acquisition of new skills and knowledge. Demonstrate an ability to work effectively with individuals in a diversity of roles and with varying interests in the outcome.
		Demonstrate flexibility and a willingness to embrace change.
Fine Motor Skills	Manual dexterity sufficient to use needed technology	Use technology tools effectively and efficiently to complete required tasks

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Art

Core Performance Standards for Students in Art

Students in the Art Department prepare for a life-long involvement in the arts by developing artistic and technical skills, aesthetic judgment, critical thinking, and historical understanding. The Art Department offers four concentrations, each conferring a Bachelor of Arts degree in Art: Book Arts, Painting, Graphic Design, and Art Education. The department also provides many opportunities for creative involvement in the arts beyond the academic setting—on and off campus—with the goal of preparing students for the rigors of an artistic career and mature professional engagement. These include but are not limited to: meeting/interacting with professional artists, internships, attending gallery/museum functions and openings, volunteering in community arts activities, and assisting faculty and staff in public outreach programs that further strengthen and build upon the Art Department's mission and vision.

While each of our four programs are somewhat different in scope in regard to the contemporary work place, art students are expected to embrace the same philosophies of the Art Department's faculty and staff: to foster a curiosity and a passion for learning through creative challenges and personal discovery.

All art students of must be able to demonstrate the skills required of all curricular activities, with or without reasonable accommodations. A reasonable accommodation is intended to reduce the effects that a disability may have on a student's performance. Accommodations do not lower course standards or alter degree requirements, but give students a better opportunity to demonstrate their abilities.

Issue	Standard	Examples of necessary activities (not inclusive)
Behavioral, Social, and Interpersonal Interactions	Interpersonal abilities sufficient to interact with peers, faculty, and community members in a respectful and ethical manner.	Function in groups. Work collaboratively and respectfully with peers and faculty to address goals and challenges. Exhibit professional behavior and maintain boundaries especially when working with equipment, hand tools, and various art materials.

Communication	Written, oral, and aural communication abilities sufficient for interaction with others.	Express ideas/opinions in a thoughtful manner be it in the studio or otherwise. Receive constructive criticism as part of the learning process. Process simple and complex instructions needed for the operation of equipment, use of tools, and basic studio interactions. Computer literacy.
Critical Thinking	Critical thinking abilities sufficient for analysis of ideas, problem-solving, and editing of content—both written and visual.	Critique works of art—professional and student—in written and oral form. Determine plan of action needed to create works of art. Deliberate material usage, time commitments, and related details essential to completing work.
Emotional Stability	Interpersonal abilities sufficient to interact with peers, faculty, and community members in a respectful and ethical manner. Ability to assume responsibility for one's actions.	Consider unfamiliar ideas. Provide and accept constructive criticism. Consider and tolerate contradictory sets of ideas. Manage stress relative to public speaking and related performative activities.
Observation	Observation abilities sufficient to operate machinery, hand tools, and related art materials.	Perform visual, auditory, olfactory, and tactile observations.
Mobility	Gross motor abilities to maneuver safely in the art studio and other environments (indoors and out-of-doors).	Possess sufficient mobility to participate in indoor/outdoor activities. Possess the ability to operate printing presses, computers, and related tools and equipment safely in a limited space.
Fine Motor Skills	Coordination and manual dexterity sufficient to work safely in a studio setting.	Use eye/hand coordination and fine motor skills associated with the use of fine art materials such as: sharp cutting tools, rulers, and a variety of drawing and painting implements. Ability to use technological tools such as: computers, cameras, and the like, in an efficient and careful manner.

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Art History

Core Performance Standards for Students in Art History

The Art History Program fosters an energetic exploration of art, architecture, and material culture through the study of primary visual and literary sources, with an emphasis on historical understanding, critical thinking, written and oral communication, and professional development.

All Art History students must be able to demonstrate the skills required of all curricular activities, with or without reasonable accommodations.

A reasonable accommodation is intended to reduce the effects that a disability may have on a students' performance. Accommodations do not lower course standards or alter degree requirements, but give students a better opportunity to demonstrate their abilities.

Issue	Standard	Examples of Necessary Activities (not inclusive)
Observation	Observation abilities sufficient for studying visual culture.	Perform visual, olfactory, auditory, and tactile observations and measurements
Communication	Written, oral, and aural communication abilities sufficient for interaction with others	Explain ideas to faculty and peers and share research findings in formal papers and presentations.
Critical thinking	Critical thinking ability sufficient for analyzing texts	Use deductive and inductive reasoning to solve problems. Comment constructively on work from published readings and student peers.
Emotional stability	Ability to assume responsibility for actions	Accept constructive criticism. Tolerate contradictory sets of ideas.
Interpersonal abilities	Interpersonal abilities sufficient to interact with peers, faculty, and community members	Function in groups. Tolerate contradictory sets of ideas. Work collaboratively with others to address challenges
Professionalism	Ability to work in a professional manner as individuals and with community members	Maintain professional boundaries Students are expected to meet deadlines and stay organized

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Biology

Core Performance Standards for Students in Biology

The St. Ambrose University Biology Program is committed to promoting the science of biology through the use of scientific inquiry as a means to discover knowledge about the natural world. Students develop an understanding of biological processes at the molecular, cellular and organismal levels, as well as the interactions among organisms and between organisms and their environments. Students engage in application of the scientific method through participation in collaborative, hypothesis-driven laboratory research projects.

All Biology students are expected to meet the academic standards of the curricular activities, with or without reasonable accommodations. A reasonable accommodation is intended to reduce the effects that a disability might have on student performance; accommodations do not lower course standards or alter course or degree requirements. In addition to understanding biological concepts, students are expected to develop competencies in performance standards to better prepare them to practice biology in diverse working communities with collaborators who possess different perspectives and skills¹.

Issue	Standard	Examples of necessary activities (not inclusive)
Behavioral, Social, and Interpersonal Interactions	Interpersonal abilities sufficient to interact with peers, faculty and community members in a respectful and ethical manner	Function in groups. Work collaboratively and respectfully with peers and faculty to address challenges. Exhibit professional behavior and maintain professional boundaries.
Communication	Written, oral, and aural communication abilities sufficient for interaction with others	Express ideas/thoughts and receive those of others in the classroom and laboratory setting. Explain scientific findings to faculty and peers. Computer literacy.
Critical thinking	Critical thinking ability sufficient for analysis of ideas and complex data sets	Use deductive and inductive reasoning to solve problems. Comment constructively on work from published readings and student peers.
Emotional stability	Emotional stability sufficient to assume responsibility/accountability for actions	Consider unfamiliar ideas. Provide and accept constructive criticism. Consider and tolerate contradictory sets of ideas.
Observation	Observation abilities sufficient to safely conduct scientific experiments in laboratory and field settings	Perform visual, olfactory, auditory, and tactile observations and measurements.
Mobility	Gross motor abilities to maneuver safely in the laboratory and field settings	Possess sufficient mobility to participate in experimental data collection and analysis.
Motor function	Coordination and manual dexterity sufficient to work safely in a laboratory setting.	Use eye/hand coordination and fine motor skills associated with dissections, liquid measurements, and microscopy.

Brewer, C. A. & Smith, D. (Eds.). (2009). Biological Literacy. In *Vision and change in undergraduate biology education: A call to action* (pp. 11-19). Washington, DC: American Association for the Advancement of Science. Available at <http://www.visionandchange.org/finalreport>.

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Chemistry

Core Performance Standards for Chemistry Program Students

The St. Ambrose University Chemistry Program is committed to promoting the science of Chemistry through the use of scientific inquiry as a means to discover knowledge about the natural world. Students develop an understanding of chemical processes in the analytical, biochemical, inorganic, organic, and physical dimensions. Students engage in application of the scientific method through practicing experimental methods and protocols and participation in collaborative, hypothesis-driven laboratory research projects.

All Chemistry students are expected to meet the academic standards of the curricular activities, with or without reasonable accommodations. A reasonable accommodation is intended to reduce the effects that a disability might have on student performance; accommodations do not lower course standards or alter course or degree requirements. In addition to understanding chemical concepts, students are expected to develop skills in performance standards to better prepare them to practice Chemistry in diverse working communities with colleagues who possess different perspectives and abilities.

Issue	Standard	Examples of necessary activities (not inclusive)
Behavioral, Social, and Interpersonal Interactions	Interpersonal abilities sufficient to interact with peers, faculty, and community members in a respectful and ethical manner	Function in groups. Work collaboratively and respectfully with peers and faculty to address challenges. Exhibit professional behavior and maintain professional boundaries.
Communication	Written, oral, and aural communication abilities sufficient for effective interaction with others	Express ideas/thoughts and receive those of others in the classroom and laboratory setting. Explain scientific findings to faculty and peers. Computer literacy.
Critical thinking	Critical thinking ability sufficient for analysis of ideas and complex data sets	Use deductive and inductive reasoning to solve word and mathematical problems. Comment constructively on work from published readings and student peers.
Emotional stability	Emotional stability sufficient to assume responsibility/accountability for actions	Consider unfamiliar ideas. Consider and tolerate contradictory sets of ideas. Provide and accept constructive criticism. Persist in completing tasks correctly.
Environmental Factors	Physical and psychological constitution to tolerate laboratory exposures.	Ability to work with hazardous materials in a changing environment to include odors and temperature.
Observation	Observation abilities sufficient to safely conduct scientific experiments in laboratory and field settings	Perform visual, olfactory, auditory, and tactile observations and measurements with accuracy, precision, and attention to detail.

Mobility	Gross motor abilities to maneuver safely in the laboratory and field settings	Possess sufficient mobility to participate in experimental data collection and analysis.
Motor function	Coordination and manual dexterity sufficient to work safely in a laboratory setting.	Use eye/hand coordination and fine motor skills associated with weighing, aliquot measurement, and preparing samples for analysis.

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Computer Information Sciences

Core Performance Requirements for All Computer and Information Sciences Students

The mission of St. Ambrose University is to enable all of its students to develop intellectually, spiritually, ethically, socially, artistically, and physically in order to enrich their own lives and the lives of others

The Department of Computer and Information Sciences has the additional mission of providing its students with the opportunity to develop a deep understanding of the core concepts in computer science, information systems, and computer networks in order to prepare them for graduate school or for progressive careers in the Information Technology field

Issue	Standard	Examples of Necessary Activities
Cognitive	Students are expected to solve problems requiring critical thinking	Create programming solutions to problems of increasing difficulty and abstraction
	Students are expected to attention to details and are able to discern relevant information	Implement system and networking solutions of increasing difficulty Program /project solutions require understanding the details of the problem and require exactness when implementing solutions
Emotional	Students are expected to respect each other and people with varying experiences and cultural backgrounds	Class discussion regarding alternative solution to problems or projects
		Students may be assigned to work collaboratively when developing solution or implementation strategies and each is expected to contribute equally to the end solution
		Collaborative assignments require students to exchange ideas/solutions with each other

Communications	Students are expected to express ideas clearly to peers, technical and non-technical audiences in verbal or written form.	Some course work may require students to exchange ideas/solutions with audiences outside of the classroom. Example - projects undertaken for community based organizations Students are required to document programs and project solutions as well as write instructions regarding how to use a given solution
Professional Behaviors	Students are expected to work in a professional manner as individuals and with community members Students are expected to meet deadlines and stay organized	Collaborative assignments require students to exchange ideas/solutions with each other Some course work may require students to exchange ideas/solutions with audiences outside of the classroom. Example - projects undertaken for community based organizations The programming / project orientation of many classes requires the completion of programs / projects in a timely manner in order to move on. Programs/projects build on the experiences developed in earlier projects
Professional Effort	Students are expected to interact with computing devices and software	Programming / project solutions require inputting instructions into the computer. Many courses include assignments that require solving mathematical problems Not only is current technology the basis for Computer and Information Sciences courses students are also introduced to new or unfamiliar technologies

Core Performance Requirements for All MS in Information Technology Students

The mission of St. Ambrose University is to enable all of its students to develop intellectually, spiritually, ethically, socially, artistically, and physically in order to enrich their own lives and the lives of others

The Department of Computer and Information Sciences has the additional mission of providing its students with the opportunity to develop a deep understanding of the core concepts in computer science, information systems, and computer networks in order to prepare them for graduate school or for progressive careers in the Information Technology field

Issue	Standard	Examples of Necessary Activities
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<p>Cognitive</p>	<p>Students are expected to solve problems requiring critical thinking</p> <p>Students are expected to attention to details and are able to discern relevant information</p> <p>Students are expected to make appropriate decisions</p> <p>Students are expected to possess mature analytical skills</p>	<p>Business case studies of increasing difficulty and abstraction</p> <p>Application and design of solutions based on defined requirements</p> <p>Case students and problem assignments require understand and analysis of technical and financial data</p>
<p>Emotional</p>	<p>Students are expected to respect each other and people with varying experiences and cultural backgrounds</p>	<p>Class discussion regarding alternative solution to problems or cases</p> <p>Students may be assigned to work collaboratively when developing solution or implementation strategies and each is expected to contribute equally to the end solution</p>
<p>Communications</p>	<p>Students are expected to express ideas clearly to peers, technical and non-technical audiences in verbal and written form</p>	<p>Collaborative assignments require students to exchange ideas/solutions with each other</p> <p>Independent research needs to be reported on both in writing and orally</p>

<p>Professionalism</p>	<p>Students are expected to work in a professional manner as individuals and with community members</p> <p>Students are expected to maintain an attention span over extended periods of time</p> <p>Students are expected to meet deadlines and stay organized</p>	<p>Collaborative assignments require students to exchange ideas/solutions with each other</p> <p>Some course work may require students to exchange ideas/solutions with audiences outside of the classroom. Example - projects undertaken for community based organizations</p> <p>The delivery of course material in one extended meeting a week</p> <p>The reading and written assignments need to be completed in the time frame assigned.</p>
<p>Professional Effort</p>	<p>Students are expected to interact with computing devices and software</p>	<p>Some course content require use of computing hardware and software</p> <p>Not only is current technology the basis for Computer and Information Sciences courses students are also introduced to new or unfamiliar technologies</p>

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Communications Programs

Core Performance Standards for Students in Communication

The Department of Communication prepares students for careers in the fields of public relations, journalism, and television/radio production. The department offers three majors, Strategic Communication, Multimedia Journalism, and Television/Radio, each conferring a Bachelor of Arts degree. The department also provides many opportunities for involvement in the University's co-curricular media outlets, with the goal of promoting diversity, social justice, and cultural awareness through student engagement.

All communication students (strategic communication, multimedia journalism, and television/radio) must be able to demonstrate the skills required of all curricular activities, with or without reasonable accommodations. A reasonable accommodation is intended to reduce the effects that a disability may have on a student's performance. Accommodations do not lower course standards or alter degree requirements, but give students a better opportunity to demonstrate their abilities.

Issue	Standard	Examples of necessary activities (not inclusive)
Behavioral, Social, and Interpersonal Interactions	Interpersonal abilities sufficient to interact with peers, faculty, and community members in a respectful and ethical manner.	Function in groups. Work collaboratively and respectfully with peers and faculty to address goals and challenges. Exhibit professional boundaries with peers, faculty, staff, and community members, especially when working with equipment.
Communication	Written, oral, and aural communication abilities sufficient for interaction with others.	Express ideas/opinions in a thoughtful manner to faculty, staff, and peers. Receive constructive criticism as part of the learning process. Process simple and complex instructions needed for the operation of equipment. Computer literacy.
Critical Thinking	Critical thinking abilities sufficient for analysis of ideas, problem-solving, and editing of content—both written and visual.	Analyze and evaluate content, production, and aesthetics of communication artifacts. Use critical thinking strategies to generate recommendations for improvement.
Emotional Stability	Interpersonal abilities sufficient to interact with peers, faculty, and community members in a respectful and ethical manner. Ability to assume responsibility for one's actions.	Consider unfamiliar ideas and constructive criticism. Manage stress relative to public speaking and related performative activities.
Observation	Observation abilities sufficient to operate communication equipment (cameras, etc.).	Perform visual and audio observations.
Mobility	Gross motor abilities to maneuver safely in the department, TV and/or radio stations, and other environments.	Possess sufficient mobility to participate in indoor /outdoor activities. If involved in radio, possess the ability to climb stairs. For TV or department, possess the ability to climb stairs and/or a ramp. Possess the ability to operate computers and television/radio equipment in a limited space.

Fine Motor Skills	Coordination and manual dexterity sufficient to work safely in a television or radio station setting.	Use eye/hand coordination and fine motor skills associated with setting up camera, microphones, etc. Ability to use technological tools such as: computers, cameras, etc. in an efficient and careful manner.
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Doctorate of Occupational Therapy

The Technical Standards will inform you of the performance expectations of the Doctor of Occupational Therapy (OTD) Program and will assist you in determining if you may need accommodations. These Technical Standards apply to the entire OTD curriculum and may include activities held in the classroom, lab sessions, and/or during clinical fieldwork experiences. Students must be able to demonstrate the skills required of all curricular activities, with or without reasonable accommodations. A reasonable accommodation is intended to reduce the effects that a disability may have on a students' performance. Accommodations do not lower course standards or alter degree requirements, but give students a better opportunity to demonstrate their abilities.

The Doctor of Occupational Therapy Program at St. Ambrose University has applied for accreditation and has been granted candidacy status by the Accreditation Council for Occupational Therapy Education [ACOTE]. The following ACOTE Standards support explanation of Technical Standards: A.3.5 Criteria for successful completion of each segment of the educational program and for graduation must be given in advance to each student. A.3.8 Students must be informed of and have access to the student support services that are provided to other students in the institution.

References: American Occupational Therapy Association (2008). Occupational therapy practice framework: Domain and process (2nd Ed). Bethesda, MD: AOTA Press. Accreditation Council for OT Education (2011). Standards and interpretive guidelines.

Technical Standards General Abilities: The student must possess functional use of cognitive, physical, and emotional systems including the senses of vision, touch, smell and hearing in order to integrate, analyze, and synthesize information in an accurate manner to safely gather information necessary to effectively assess and treat clients.

Observation: The student must be able to observe live, simulated, or recorded demonstrations in the classroom, lab, and clinic. This may include student-to-student, student to faculty/supervisor, or student to client interactions and films, power point and other forms of visual presentations.

Communication: The student must be able to communicate effectively in verbal and non-verbal formats with a variety of individuals and professionals. These individuals could include clients, family members, and care providers, members of the health care or educational team, or other students. This communication could happen on an individual or group basis. (Communication can consist of verbal and non-verbal methods including speech, writing, reading, and interpreting tables and graphs, and computer literacy).

Intellectual: The student must be able to develop and refine problem-solving and critical reasoning skills that are crucial to the practice of occupational therapy. Intellectual abilities could include the ability to measure, calculate,

reason, analyze, reflect and synthesize material from courses and other texts, journals, health records, client interviews and clinical observations to make decisions that reflect effective clinical judgment.

Sensory and Motor Function: The student must elicit information from clients as well as provide direct occupational therapy services that could include, but are not limited to: self-care training, cognitive re-training, home management, work and community retraining, positioning techniques, functional mobility, transfers, range of motion and exercise techniques, assistive technology and cardiopulmonary resuscitations. The student must be able to maintain equilibrium, have sufficient levels of postural control, neuromuscular control, and eye-to hand coordination, and to possess the physical and mental stamina to meet the demands associated with extended periods of sitting, standing, bending, crouching, moving and physical exertion required for satisfactory performance in clinical and classroom settings.

Behavioral and Interpersonal Attributes: The student must possess the emotional skills required for full use of his or her intellectual abilities, the exercise of good judgment and the prompt completion of all responsibilities in the classroom setting as well as the clinical environment. The development of ethical, mature, sensitive effective and professional relationships with patients and members of the health care team is essential. Students must be able to tolerate physically taxing workloads and to function effectively under stress. They must be able to adapt to changing environments, to display flexibility and learn to function in the face of uncertainties inherent in the clinical problems of patients. Flexibility, compassion, empathy, integrity, effective interpersonal skills, and concern for others are personal qualities that are desired in health professionals. Students should also exhibit timeliness and resourcefulness to meet deadlines and to be successful in a variety of settings.

*Fieldwork sites may have additional technical standards beyond those pertaining to the OTD curriculum. The Fieldwork site determines accommodations given during Fieldwork rotations. Students requesting accommodations are required to notify disabilities services and academic fieldwork coordinator prior to fieldwork placements.

A student seeking accommodations may do so at anytime. Complete information regarding the process of obtaining accommodations, as well as additional documentation that may be required, can be obtained from the Accessibility Resource Center office.

[Accessibility Resource Center](#) 563-333-6275 Ryan Saddler, Director SaddlerRyanC@sau.edu, Cosgrove Hall, Lower Level, 518 W. Locust Street, Davenport, IA 52803

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Doctor of Physical Therapy

Graduates of the professional Doctor of Physical Therapy (DPT) Program must have the knowledge and skills to provide physical therapy services in a wide variety of clinical situations and environments. In accordance with Section 504 of the 1973 Vocational Rehabilitation Act, the PT Admissions and Retention Committee has established the following essential functions¹ of students in the educational program offered by the Physical Therapy Department. Physical Therapy students must demonstrate, with or without reasonable accommodations to policies and practices, the ability to perform the essential functions listed below during their physical therapy education.

1. Practice in a safe, ethical, and legal manner.
 2. Utilize appropriate verbal, nonverbal, and written communications with clients/patients, families and others.
 3. Determine the physical therapy needs of any patient with an existing or potential movement dysfunction.
 4. Demonstrate ability to apply universal precautions.
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5. Safely, reliably, and efficiently perform appropriate physical therapy procedures used to assess the function of the movement system. These include, but are not limited to, the assessment of cognitive/mental status, vital signs, skin and vascular integrity, wound status, endurance, segmental length, girth and volume, sensation, strength, tone, reflexes, movement patterns, coordination, balance, developmental stage, soft tissue, joint motion/play, cranial and peripheral nerve function, posture, gait, functional abilities, assistive device fit/use, and the cardiopulmonary system.
6. Safely, reliably, and efficiently perform treatment procedures in a manner that is appropriate to the patient's status and desired goals. These include, but are not limited to, exercise and aerobic conditioning, functional training in self care and home management, functional training in community and work integration, activities of daily living, developmental activities, balance training, coordination training, positioning and transferring techniques, and cardiopulmonary resuscitation.
7. Develop and document a plan of care for a patient with a movement dysfunction.
8. Recognize the psychosocial impact of dysfunction and disability and integrate the needs and background of the patient and family into the plan of care.
9. Demonstrate responsibility for lifelong professional growth and development.
10. Demonstrate management skills, including planning, organizing, supervising, delegating, and working as a member of a multi-disciplinary team.
11. Develop and apply programs of prevention and health promotion.
12. Apply teaching/learning theories and methods in health care and community environments.
13. Participate in the process of scientific inquiry.

The PT Admissions and Retention committee will consider for admission applicants who demonstrate the ability to learn and perform the essential skills identified in this document. The DPT Program must ensure the health, safety, and security of all clients/patients. Eligibility to enter or continue in the program will be based on scholastic accomplishments, as well as physical and emotional capacities to perform the essential functions necessary to meet the requirements of the program's curriculum and become an effective practitioner.

I, _____, understand that I must demonstrate mastery of the essential functions described above prior to graduation. If I have a disability and need an accommodation, I agree to provide appropriate documentation of the disability to the Office of Services for Students with Disabilities with a request specifying desired accommodations.

This request must be presented in a timely manner prior to the need for accommodation to permit the request to be processed by the Coordinator of Services for Students with Disabilities in collaboration with the Admissions and Retention Committee. The Admissions and Retention Committee will determine if any recommended accommodation will fundamentally alter the DPT Program of study.

Signature _____ Date _____

Contact the Physical Therapy Department at 563/333-6403 if you have any questions about the Essential Functions and requirements stated above. Questions regarding disability certification and/or requests for accommodation should be directed to the Coordinator of Services for Students with Disabilities at 563/333-6275. St. Ambrose University is committed to prohibiting discrimination based on disability.

Adapted from Ingram D., Opinions of Physical Therapy Education Program Directors on Essential Functions. *Phys Ther* 1997; 77:37-45

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Economics

Core Performance Standards for Economics Department Students

The Economics Department is dedicated to preparing students to be valuable contributors to society in general, and business in particular. Through a combination of a broad liberal arts education and a solid foundation of business courses, students become prepared for careers in Economics through coursework, projects, and off-campus experiences.

All economics students must be able to demonstrate the skills required of all curricular activities, with or without reasonable accommodations.

A reasonable accommodation is intended to reduce the effects that a disability may have on a student's performance. Accommodations do not lower course standards or alter degree requirements, but give students a better opportunity to demonstrate their abilities.

For students to be successful in the Economics Department, they must be able to perform the following essential functions:

Issue	Standard	Examples of Necessary Activities (not inclusive)
Critical Thinking	Critical thinking ability for evaluating economic data and research.	Use strong research skills to access relevant information in order to understand and apply findings to a specific project or assignment. Use various modeling and empirical methods to analyze problems.
Communication	Communication abilities to interact with peers and faculty	Write analysis of economic problems using concise, grammatically correct language. Speak clearly, distinctly, and effectively. Communicate economic theories and empirical results clearly and objectively.
Interpersonal abilities	Interpersonal abilities to interact with peers, faculty and others in a respectful, professional, and ethical manner	Listen effectively; manage available resources (human, technical, or other) to achieve goals. Maintain objectivity whenever possible.
Emotional Stability	Emotional stability to perform objective analysis.	Work effectively in and with diverse groups; embrace change; tolerate contradictory sets of ideas.
Fine Motor Skills	Manual dexterity to use needed information technology.	Use technology tools effectively and efficiently to complete required tasks.
Ethical Behavior	Understand and apply ethical behavior in research and practice.	Maintain objectivity, integrity, and ethics in research; understand the importance of avoiding conflicts of interest and practicing transparency about <i>possible perceived</i> conflicts.

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Finance

Core Performance Standards for Finance Department Students

All Finance students must be able to demonstrate the skills required of all curricular activities, with or without reasonable accommodations.

A reasonable accommodation is intended to reduce the effects that a disability may have on a student's performance. Accommodations do not lower course standards or alter degree requirements, but give students a better opportunity to demonstrate their abilities.

For students to be successful in the Finance Department, they must be able to perform the following essential functions:

Issue	Standard	Examples of Necessary Activities (not inclusive)
Critical Thinking	Critical thinking ability sufficient for professional judgment	Use strong research skills and techniques to access relevant information and guidelines in order to understand and apply findings to a specific project or assignment. Use various measurement and disclosure criteria for the analysis of information.
Communication	Communication abilities sufficient to interact with peers and faculty	Write letters and prepare financial reports using concise, grammatically correct language. Speak clearly, distinctly, and effectively using tact and diplomacy with individuals or groups. Communicate clearly and objectively the scope of work, findings, or recommendations through the preparation of written and oral reports.
Interpersonal abilities	Interpersonal abilities sufficient to interact with peers, faculty and others in a respectful, professional, and ethical manner	Listen effectively to clients, supervisors, and colleagues. Demonstrate the ability to manage effectively a variety of multidimensional, multi-step projects including human, financial, property, and technical resources.
Emotional Stability	Emotional stability sufficient to assume responsibility/ accountability for actions	Demonstrate a commitment to objectivity, integrity, and ethical behavior and stable work performance, as well as a commitment to the continuous acquisition of new skills and knowledge. Demonstrate an ability to work effectively with individuals in a diversity of roles and with varying interests in the outcome.
		Demonstrate flexibility and a willingness to embrace change.

Fine Motor Skills	Manual dexterity sufficient to use needed technology	Use technology tools effectively and efficiently to complete required tasks
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History

Core Performance Standards for Students in History

The History program fosters an energetic exploration of the past through the study of primary and secondary written sources, material culture, and visual resources with an emphasis on historical understanding, critical thinking, written and oral communication, and professional development.

All History students must be able to demonstrate the skills required of all curricular activities, with or without reasonable accommodations.

A reasonable accommodation is intended to reduce the effects that a disability may have on a students' performance. Accommodations do not lower course standards or alter degree requirements, but give students a better opportunity to demonstrate their abilities.

Issue	Standard	Examples of Necessary Activities (not inclusive)
Observation	Observation abilities sufficient for studying visual culture.	☐ Perform visual, olfactory, auditory, and tactile observations and measurements
Communication	Written, oral, and aural communication abilities sufficient for interaction with others	☐ Explain ideas to faculty and peers and share research findings in formal papers and presentations.
Critical thinking	Critical thinking ability sufficient for analyzing texts	<ul style="list-style-type: none"> • Use deductive and inductive reasoning to solve problems. • Comment constructively on work from published readings and student peers.
Emotional stability	Ability to assume responsibility for actions	<ul style="list-style-type: none"> • Accept constructive criticism. • Tolerate contradictory sets of ideas.
Interpersonal abilities	Interpersonal abilities sufficient to interact with peers, faculty, and community members	<ul style="list-style-type: none"> • Function in groups. • Tolerate contradictory sets of ideas. • Work collaboratively with others to address challenges

Professionalism	Ability to work in a professional manner as individuals and with community members	<ul style="list-style-type: none"> • Maintain professional boundaries • Students are expected to meet deadlines and stay organized
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International Business

Core Performance Standards for Students in International Business

The primary mission of the International Business Department is to prepare graduates for careers in the international business arena. In addition to contributing to a well-rounded liberal arts degree, coursework in the Department of Modern Languages and Cultures prepares students for post-baccalaureate careers, post-baccalaureate education, and a life of learning and interacting in an increasingly globally connected world. To this end, we expect students to cross cultural and geographic borders, experiencing it on their own terms. These experiences not only lead students to understand and appreciate cultural differences but, furthermore, to be better communicators, with stronger interpersonal skills, and strengthened emotional maturity.

All students of International Business must be able to demonstrate the skills required of all curricular activities, with or without reasonable accommodations. A reasonable accommodation is intended to reduce the effects that a disability may have on a student's performance. Accommodations do not lower course standards or alter degree requirements, but give students a better opportunity to demonstrate their abilities.

Issue	Standard	Examples
Critical thinking	Critical thinking ability sufficient to examine the interrelationships across cultures and borders; and to identify and solve problems in international business	Analyze and critique the ways theory is used to frame and pursue questions about globalization and interdependence. Use research skills and techniques to access relevant information in assess and address challenges of international trade.
Communication	Communication abilities sufficient for meaningful interaction with people from different countries and cultures.	Practice such communication skills by interacting with foreigners, interviewing them, and spending time abroad. Practice active listening, clear speaking, and effectively using tact and diplomacy with foreign individuals.
Emotional Stability	Ability to assume responsibility for actions in unfamiliar and perhaps embarrassing environments.	Considering unfamiliar ideas and behaviors; accepting such behaviors; and navigating a world of diversity and opacity.
Behavioral/social	Interpersonal abilities sufficient to interact with unfamiliar cultures and peoples.	Interacting respectfully toward the views, mores, and behaviors of people from such backgrounds.

Kinesiology

Core Performance Standards for All Students of Kinesiology*

B.S. IN EXERCISE SCIENCE AND HUMAN PERFORMANCE AND FITNESS

The Department of Kinesiology values the importance of movement for the well-being of society. As such, our mission is to educate students to become competent, ethical leaders in diverse professional settings using evidencebased practices.

Exercise science is the study of physiological and functional adaptations that occur during and in response to exercise and human movement. The exercise science major is designed to provide a broad-based study of scientific principles and includes general study in biology, chemistry, physics, anatomy and physiology. Advanced coursework includes specialization in the study of human movement, exercise physiology and scientific research.

Human performance and fitness is the study and application of research-based knowledge to prepare students for careers in helping individuals lead healthy lives through improving athletic performance and physical fitness. The human performance and fitness major is designed to provide students with basic scientific knowledge, communication skills, business acumen and advanced study in the application of athletic and fitness principles.

All Kinesiology students must be able to demonstrate the skills required of all curricular activities, with or without reasonable accommodations.

A reasonable accommodation is intended to reduce the effects that a disability may have on a student's performance. Accommodations do not lower course standards or alter degree requirements, but give students a better opportunity to demonstrate their abilities.

Issue	Standard	Examples of necessary activities (not all inclusive)
Communication	Communication skills sufficient with others in verbal or written form	<ul style="list-style-type: none">Express ideas/thoughts and receive those of others in classroom and professional setting.Explain procedures, initiate instruction, and document necessary professional records.
Interpersonal abilities	Interpersonal abilities sufficient to interact with peers and faculty.	<ul style="list-style-type: none">Function in groups.Establish rapport and educational relationships with peers, faculty, or human subjects.Maintain professional boundaries.
Critical thinking	Critical thinking ability sufficient for academic and professional judgment	<ul style="list-style-type: none">Critical thinking ability sufficient for professional judgment.Design programming based on evidenced – based practices and assessment data.Synthesize physiological concepts and motor acquisition concepts to apply to professional settings.Analyze and synthesize information to support or defend a position.

		<ul style="list-style-type: none"> • Calculate results based on verified measurements and assessments. • Make safe judgments.
Emotional stability	Ability to assume responsibility for actions	<ul style="list-style-type: none"> • Accept constructive criticism • Tolerate contradictory sets of ideas
Mobility	Gross motor abilities to move from room to room, maneuver in small spaces.	<ul style="list-style-type: none"> • Move around in professional work spaces • Lift and transfer supplies (suggested minimum of 50 lbs). • Possess sufficient mobility and stamina to function in a laboratory setting for a given period of time.
Fine Motor	Fine motor abilities to use and operate electronic equipment and small non-motorized devices .	<ul style="list-style-type: none"> • Use a computer or personal computing device. • Possess sufficient stamina to function in a stationary workspace for a given period of time.
Professionalism	Undertake tasks in a professional, ethical, and responsible manner	<input type="checkbox"/> Maintain confidentiality and exercise professional, ethical judgment in both classroom activities and laboratory settings.

****Core Performance Standards for Students who Enroll in Practical Application and Program Design (KIN 406) or for those Majoring in Human Performance and Fitness**

In addition to the technical standards listed above, an extra set of technical standards will be required for Majors in Human Performance and Fitness. To satisfy the requirements for this degree, students must complete the capstone experience, Practical Application and Program Design (KIN 406) and a 12-15 credit hours internship (KIN 418).

Issue	Standard	Examples of necessary activities (not all inclusive)
Health	Conditions that would not compromise health and safety of community members	<input type="checkbox"/> Minimize exposure to and seek appropriate treatment for communicable diseases
Background Check	Behaviors show little risk to community members	<input type="checkbox"/> Meet agency criteria to engage in tasks with at-risk individuals
Ethical Behavior	Understand and apply HIPAA.	<input type="checkbox"/> Engage in ethical behaviors such as maintaining client confidentiality
Respect and Empathy	Ability to respect the rights, dignity and worth of all people	<ul style="list-style-type: none"> • Respect the rights, dignity, and worth of all people. • Acknowledge the rights of others to hold values, attitudes, and opinions that differ from their own. • Provide support for clients during periods of adversity or momentary challenge.

B.A. IN SPORT MANAGEMENT

The Department of Kinesiology values the importance of movement for the well-being of society. As such, our mission is to educate students to become competent, ethical leaders in diverse professional settings using evidencebased practices.

The sport management major is designed to prepare students for careers in the field of sport management which includes the study of financial, legal, management and marketing of sport, athletics, wellness and fitness industries. The major is designed to provide students with fundamental and advanced study in each of these areas of sport, business, finance and accounting. Students complete various practicums, internships, and participate in the creation and execution of a capstone course in event management (KIN 191, KIN, 408, KIN 419).

All Kinesiology students must be able to demonstrate the skills required of all curricular activities, with or without reasonable accommodations.

A reasonable accommodation is intended to reduce the effects that a disability may have on a student's performance. Accommodations do not lower course standards or alter degree requirements, but give students a better opportunity to demonstrate their abilities.

Issue	Standard	Examples of necessary activities (not all inclusive)
Communication	Communication skills sufficient with others in verbal or written form	<ul style="list-style-type: none"> □ Express ideas/thoughts and receive those of others in classroom and professional setting. Explain procedures, initiate instruction, and document necessary professional or academic records.
Interpersonal abilities	Interpersonal abilities sufficient to interact with peers, faculty, and community members	<ul style="list-style-type: none"> • Function in groups • Work collaboratively with others to address challenges • Maintain professional boundaries
Critical thinking	Critical thinking ability sufficient for analysis of ideas	<ul style="list-style-type: none"> • Critical thinking ability sufficient for professional judgment • Differentiate extraneous data from pertinent data. • Analyze and synthesize information to support or defend a position or recommended course of action • Make safe judgments in a professional setting
Emotional stability	Ability to assume responsibility for actions	<ul style="list-style-type: none"> • Accept constructive criticism • Tolerate contradictory sets of ideas

Mobility	Gross motor abilities to move from room to room, maneuver in small spaces.	<ul style="list-style-type: none"> • Move around in professional work spaces • Lift and transfer supplies (suggested minimum of 25 lbs). • Possess sufficient mobility and stamina to function in a
		professional setting for a given period of time.
Fine Motor	Fine motor abilities to use and operate electronic equipment and small non-motorized devices .	<ul style="list-style-type: none"> • Use a computer or personal computing device. • Possess sufficient stamina to function in a stationary workspace for a given period of time.
Professionalism	Undertake tasks in a professional, ethical, and responsible manner	<input type="checkbox"/> Maintain confidentiality and exercise professional, ethical judgment in both classroom activities and professional settings.
Background Check	Behavior shows little risk to community members	<input type="checkbox"/> Meet agency criteria to engage in tasks with at-risk individuals

B.A. IN PHYSICAL EDUCATION

The Department of Kinesiology values the importance of movement for the well-being of society. As such, our mission is to educate students to become competent, ethical leaders in diverse professional settings using evidencebased practices.

Students pursuing either the BA in Physical Education General or Physical Education Teaching concentrate on the art and science of human movement, specifically as it pertains to school-aged populations. Both Physical Education majors engage with scholarship, explore best practices in pedagogy related to motor acquisition and health literacy, reflect on and theorize their own personal experiences to better consider their present and future role within existing structures that provide meaningful opportunities for sport and physical activity, and physical education.

Physical Education Teaching students must participate in a variety of practicums and capstone experiences within a public school setting. A minimum of 150 hours of in-school observation and seventy-five days of student teaching are required for licensure (KIN 309, KIN 331, EDUC 205, EDUC 336, SPED 310, EDUC 433). Physical Education General majors participate in a 300-hour internship program in a community agency (KIN 418).

All Kinesiology students must be able to demonstrate the skills required of all curricular activities, with or without reasonable accommodations.

A reasonable accommodation is intended to reduce the effects that a disability may have on a student's performance. Accommodations do not lower course standards or alter degree requirements, but give students a better opportunity to demonstrate their abilities.

Issue	Standard	Examples of necessary activities (not all inclusive)
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Communication	Communication skills sufficient with others in verbal or written form	<ul style="list-style-type: none"> Express ideas/thoughts and receive those of others in classroom and professional setting. Explain procedures, initiate instruction, and document necessary professional or academic records.
Interpersonal abilities	Interpersonal abilities sufficient to interact with peers and faculty.	<ul style="list-style-type: none"> Function in groups. Establish rapport and educational relationships with clients or school-aged children. Maintain professional boundaries.
Critical thinking	Critical thinking ability sufficient for academic and professional judgment	<ul style="list-style-type: none"> Critical thinking ability sufficient for professional judgment. Design instruction based on evidenced-based practices and assessment data. Synthesize pedagogical theory and motor acquisition concepts to apply to educational settings. Analyze and synthesize information to support or defend a position. Calculate grades and other results based on verified measurements and assessments. Make safe judgments.
Emotional stability	Ability to assume responsibility for actions	<ul style="list-style-type: none"> Accept constructive criticism Tolerate contradictory sets of ideas
Mobility	Gross motor abilities to move from room to room, maneuver in small spaces.	<ul style="list-style-type: none"> Move around in professional work spaces Lift and transfer supplies (suggested minimum of 50 lbs). Possess sufficient mobility and stamina to function in a professional setting for a given period of time.
Fine Motor	Fine motor abilities to use and operate electronic equipment and small non-motorized devices .	<ul style="list-style-type: none"> Use a computer or personal computing device. Possess sufficient stamina to function in a stationary workspace for a given period of time.
Professionalism	Undertake tasks in a professional, ethical, and responsible manner	<ul style="list-style-type: none"> □ Maintain confidentiality and exercise professional, ethical judgment in both classroom activities and professional settings.

Health	Conditions that would not compromise health and safety of community members	☐ Minimize exposure to and seek appropriate treatment for communicable diseases
Background Check	Behaviors show little risk to community members	☐ Meet agency criteria to engage in tasks with at-risk individuals
Respect and Empathy	Ability to respect the rights, dignity and worth of all people	<ul style="list-style-type: none"> • Respect the rights, dignity, and worth of all people. • Acknowledge the rights of others to hold values, attitudes, and opinions that differ from their own. • Provide support for client students during periods of adversity or momentary challenge.

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Management

Core Performance Standards for Management, BBA, and BAMS Students

All Management students must be able to demonstrate the skills required of all curricular activities, with or without reasonable accommodations.

A reasonable accommodation is intended to reduce the effects that a disability may have on a student's performance. Accommodations do not lower course standards or alter degree requirements, but give students a better opportunity to demonstrate their abilities.

For students to be successful in the Management programs, they must be able to perform the following essential functions:

Issue	Standard	Examples of Necessary Activities (not inclusive)
Critical Thinking	Critical thinking ability sufficient to examine the interrelationship among individuals, teams, and organizations; and to identify and solve problems in organizations	Analyze and critique the ways theory is used to frame and pursue questions about organizational problems. Use strong research skills and techniques to access relevant information and guidelines in order to understand and apply findings to a specific project or assignment.

Communication	Communication abilities sufficient for interaction with others in verbal or written form	Write letters and prepare reports using concise, grammatically correct language. Speak clearly, distinctly, and effectively using tact and diplomacy with individuals or groups. Communicate clearly and objectively the scope of work, findings, or recommendations through the preparation of written and oral reports.
Interpersonal abilities	Interpersonal abilities sufficient to interact with peers, faculty and others in a respectful, professional, and ethical manner	Listen effectively to clients, supervisors, and colleagues. Demonstrate the ability to manage effectively a variety of multi-dimensional, multistep projects including human, financial, property, and technical resources.
Emotional Stability	Emotional stability sufficient to assume responsibility/ accountability for actions	Demonstrate a commitment to objectivity, integrity, and ethical behavior and stable work performance, as well as a commitment to the continuous acquisition of new skills and knowledge. Demonstrate an ability to work effectively with individuals in a diversity of roles and with varying interests in the outcome.
		Demonstrate flexibility and a willingness to embrace change.
Fine Motor Skills	Manual dexterity sufficient to use needed technology	Use technology tools effectively and efficiently to complete required tasks
Professionalism	Undertake tasks in a professional, ethical, and responsible manner	Function in groups; Maintain professional boundaries; Interact respectfully toward the views of faculty and peers

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Marketing

Core Performance Standards for students majoring in marketing

The Marketing Department is committed to engaging students, regardless of major, in the study of wisdom and meaning. Through free and open inquiry, students learn to hold a fundamental respect for the dignity and freedom of humanity and regard for the importance of social issues, so that ultimately they become active contributors in creating a just society.

All marketing students must be able to demonstrate the skills required of all curricular activities, with or without reasonable accommodations.

A reasonable accommodation is intended to reduce the effects that a disability may have on a students' performance. Accommodations do not lower course standards or alter degree requirements, but give students a better opportunity to demonstrate their abilities.

Issue	Standard	Examples of Necessary Activities (not inclusive)
communication	communication skills sufficient with others in verbal or written form	explaining ideas to faculty and peers
critical thinking	critical thinking ability sufficient for analyzing texts	commenting on work from readings and student peers.
emotional stability	ability to assume responsibility for actions	considering unfamiliar ideas; accepting constructive criticism; tolerating contradictory sets of ideas.
behavioral/social	interpersonal abilities sufficient to interact with peers and faculty	functioning in groups; maintaining professional boundaries; interacting respectfully toward the views of faculty and peers.

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Master of Business Administration

Core performance Standards for Master of Business Administration Students

The Master of Business Administration (MBA) program at St. Ambrose University is a graduate program of study designed to broaden theoretical and practical graduate level business education and skills. The focus is on student learning, preparation of understanding the complexities of business and solving diverse business problems, with emphasis on ethics, social responsibility and leadership. The MBA program also provides individuals integrated approaches of business disciplines, values and practice.

All MBA students must be able to demonstrate the skills required of all curricular activities, with or without reasonable accommodations.

A reasonable accommodation is intended to reduce the effects that a disability may have on a student's performance. Accommodations do not lower course standards or alter degree requirements, but give students a better opportunity to demonstrate their abilities.

Issue	Standard	Examples of Necessary Activities (not inclusive)
Critical Thinking	Critical thinking ability sufficient for analysis of complex texts and ideas	Comment constructively on readings and class discussions.
Communication	Communication abilities sufficient for interaction with others in verbal and written form.	Express thoughts and ideas, and receive those of others in the classroom setting. Analyze and synthesize ideas in written work. Computer literacy.
Emotional Stability	Emotional stability sufficient to assume responsibility/ accountability for actions	Consider unfamiliar ideas. Respond appropriately to suggestions for improvement and accept constructive criticism. Consider and tolerate contradictory sets of ideas.
Behavioral, Social and Interpersonal Interactions	Interpersonal abilities sufficient to interact with peers, faculty and others in a respectful, professional and ethical manner	Function in groups. Work collaboratively and respectfully with peers and faculty. Maintain confidentiality and exercise professional behavior and ethical judgment. Demonstrate flexibility and function in the face of uncertainty.

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Master of Organizational Leadership

Core performance Standards for Master of Organizational Leadership Students

The Master of Organizational Leadership (MOL) program at St. Ambrose University is an interdisciplinary graduate program of study designed to develop skills and nurture abilities for effective leadership. Effective leadership is essential to the success of any endeavor in both the public and private sectors. Businesses, government agencies, elected offices, charitable organizations, and churches, to name a few, need valuable leaders who can identify, promote, and accomplish organizational goals and objectives. In this context, MOL program students will become more aware of their own strengths, attitudes, and behaviors, and the effects they have on others as leaders. The MOL program also provides individuals currently in or seeking leadership positions with the conceptual and analytical skills necessary for successful leadership. The Master of Organizational Leadership program reflects St. Ambrose University's commitment to promoting community service, personal growth, and practical professional training opportunities for students.

All MOL students must be able to demonstrate the skills required of all curricular activities, with or without reasonable accommodations.

A reasonable accommodation is intended to reduce the effects that a disability may have on a student's performance. Accommodations do not lower course standards or alter degree requirements, but give students a better opportunity to demonstrate their abilities.

Issue	Standard	Examples of Necessary Activities (not inclusive)
Critical Thinking	Critical thinking ability sufficient for analysis of complex texts and ideas	Comment constructively on readings and class discussions.
Communication	Communication abilities sufficient for interaction with others in verbal and written form.	Express thoughts and ideas, and receive those of others in the classroom setting. Analyze and synthesize ideas in written work. Computer literacy.
Emotional Stability	Emotional stability sufficient to assume responsibility/ accountability for actions	Consider unfamiliar ideas. Respond appropriately to suggestions for improvement and accept constructive criticism. Consider and tolerate contradictory sets of ideas.
Behavioral, Social and Interpersonal Interactions	Interpersonal abilities sufficient to interact with peers, faculty and others in a respectful, professional and ethical manner	Function in groups. Work collaboratively and respectfully with peers and faculty. Maintain confidentiality and exercise professional behavior and ethical judgment. Demonstrate flexibility and function in the face of uncertainty.

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Master of Pastoral Theology

Core Performance Standards for Students in the Master of Pastoral Theology Program.

The mission of the Master of Pastoral Theology program is to prepare students for ministry within the community of faith. Students coming into the program must demonstrate basic skills required for graduate level work and a capacity for learning those pastoral skills necessary for their chosen ministries.

Students must be capable of completing academic work with or without reasonable accommodations. Reasonable accommodations do not lower academic standards or change course or curricular requirements but offer students a better opportunity to demonstrate their skills.

Issue	Standard	Examples of necessary activities (not exhaustive)
Communication	Skills sufficient for communicating ideas to others in oral and written form	Express and listen to ideas in small and large group discussions Giving class presentations Explaining church teachings and their development Writing research and reflection papers

Critical thinking	Skills sufficient for analyzing theological statements and pastoral applications	Forming and explaining theological positions Reading and analyzing theological texts Completing case studies on application of church teachings
Emotional Stability	Sufficient maturity for discussing matters of deep conviction Ability to develop compassion necessary for pastoral work	Discussing challenges to church teaching and practice Addressing development in church teaching and the understanding thereof
Interpersonal skills	Interpersonal skills sufficient for interaction with peers and faculty	Engaging in role-playing of pastoral care situations Maintaining professional boundaries as appropriate for pastoral work

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Master of Physician Assistance Studies

Core Technical Standards for Master of Physician Assistant Studies Program

The St. Ambrose University Master of Physician Assistant Studies Program is committed to the development of providers who deliver high quality patient care with compassion and respect. In addition to academic standards, students must be able to meet required technical standards for admission, progression, and graduation from the program. A student must have adequate ability and skills in the following areas: observation; communication; sensory and motor function; intellectual, conceptual, integrative, and quantitative ability; and behavioral and social attributes.

1. **General Abilities:** The student must possess functional use of the senses of vision, touch, hearing, taste, and smell in order to integrate, analyze, and synthesize information in an accurate manner. The student must also have the ability to perceive pain, pressure, temperature, position, vibration, position equilibrium, and movement that are important to the student's ability to gather significant information necessary to effectively assess patients.
2. **Observation:** The student must be able to observe demonstrations and conduct experiments in the basic sciences, including but not limited to chemical, biological, anatomic and physiologic sciences, microbiologic cultures, and microscopic studies of microorganisms. Students must be able to observe demonstrations in the classroom including films, powerpoint presentations, and other forms of visual presentation. The student must be able to observe a patient accurately at a distance and close at hand.
3. **Communication:** The student must communicate effectively verbally and non-verbally to elicit information from patients and others. They must be able to describe changes in mood, activity, posture, and perceive non-verbal communications. Each student must have the ability to read and write, comprehend and speak the English language to facilitate communication with patients, family members, and other professionals in healthcare settings. Communication includes speech, writing, reading, interpreting tables, figures, graphs, and computer literacy.
4. **Sensory and Motor Function:** The student must be able to perform gross and fine motor movements with sufficient coordination needed to perform physical examinations utilizing the techniques of inspection, palpation, percussion, auscultation, and other diagnostic maneuvers. A student must develop the psychomotor skills reasonably needed to perform or assist with procedures, treatments, administration of medication, management

and operation of diagnostic and therapeutic medical equipment utilized in the general and emergent care of patients required in practice as a physician assistant. The student must be able to maintain consciousness and equilibrium; have sufficient levels of postural control, neuromuscular control, and eye-to-hand coordination; and to possess the physical and mental stamina to meet the demands associated with extended periods of sitting, standing, moving, and physical exertion required for satisfactory performance in the clinical and classroom settings.

5. **Intellectual, Conceptual, Integrative and Quantitative Abilities:** The student must be able to develop and refine problem-solving skills that are crucial to practice as a physician assistant. Problem solving involves the abilities to comprehend three-dimensional relationships and understand the spatial relationships of structures; to measure, calculate reason, analyze, and synthesize objective and subjective; and to make decisions that reflect sound clinical judgment. A student must be able to read and comprehend medical literature, as well as have the ability to incorporate new information from a variety of sources to formulate diagnoses and develop a therapeutic plan.

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Mathematics and Statistics

Core Performance Standards for Students in Mathematics and Statistics

The St. Ambrose University mathematics and statistics program is committed to promoting the sciences of mathematics and statistics through the use of quantitative inquiry and deductive reasoning as a means to discover knowledge about the natural world. Students develop an understanding of discrete and continuous models that attempt to explain real physical, chemical, and biological processes through a quantitative perspective. The program also trains students in understanding the rigorous justification for these models, and the collection, transformation, and explanation of data using statistical techniques.

All mathematics and statistics students are expected to meet the academic standards of the curricular activities, with or without reasonable accommodations. A reasonable accommodation is intended to reduce the effects that a disability might have on student performance; accommodations do not lower course standards or alter course or degree requirements. In addition to understanding mathematical and statistical concepts, students are expected to develop competencies in performance standards to better prepare them to practice mathematics and statistics in diverse working communities with collaborators who possess different perspectives and skills.

Issue	Standard	Examples of necessary activities (not inclusive)
Behavioral, Social, and Interpersonal Interactions	Interpersonal abilities sufficient to interact with peers, faculty and community members in a respectful and ethical manner	Function in groups. Work collaboratively and respectfully with peers and faculty to address challenges. Exhibit professional behavior and maintain professional boundaries.
Communication	Written, oral, and aural communication abilities sufficient for interaction with others	Express ideas/thoughts and receive those of others in the classroom and laboratory setting. Explain scientific findings to faculty and peers. Computer literacy.
Critical thinking	Critical thinking ability sufficient for analysis of ideas and complex data sets	Use deductive and quantitative reasoning to solve problems. Comment constructively on work from published readings and student peers.

Emotional stability	Emotional stability sufficient to assume responsibility/ accountability for actions	Consider unfamiliar ideas. Provide and accept constructive criticism. Consider and tolerate contradictory sets of ideas.
Observation	Observation abilities sufficient to read and interpret mathematical results and equations presented visually written on a board or in slide presentations.	Read mathematical notation, equations, and functions written on a chalkboard. Be able to distinguish between distinct symbols and definitions.
Motor function	Coordination and manual dexterity sufficient to work safely in a computer lab setting.	Use eye/hand coordination and fine motor skills associated with typing computer commands, computer programs, and recording computations carried out in class.
Fine Motor Skills	Manual dexterity sufficient to use needed technology	Use technology tools effectively and efficiently to complete required tasks

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Modern Languages and Cultures

Core Performance Standards for all students of Modern Languages and Cultures

The primary mission of the Department of Modern Languages and Cultures at St. Ambrose University is to promote language acquisition and proficiency, global awareness and cross-cultural competency. In addition to contributing to a well-rounded liberal arts degree, coursework in the Department of Modern Languages and Cultures prepares students for post-baccalaureate careers, post-baccalaureate education, and a life of learning and interacting in an increasingly globally connected world.

At the Department of Modern Languages and Cultures of St. Ambrose University we think that a liberally educated student should understand the way language is embedded within cultural practices and worldviews. To this end, we expect students to cross linguistic borders, experiencing another language “from the inside”, learning to perform a language as well as understand it. In addition to the practical benefits a degree of competency in a language can offer (including basic communication, the ability to read foreign texts, etc.), the study of a foreign language provides students with a fuller understanding of the role played by their own native tongue. Also, crucially, it requires each student to experience the challenges of dealing with other cultures and peoples on their own terms. These experiences not only lead students to understand and appreciate cultural differences but, furthermore, to be better communicators, with stronger interpersonal skills, and strengthened emotional maturity.

All students of Modern Languages and Cultures must be able to demonstrate the skills required of all curricular activities, with or without reasonable accommodations.

A reasonable accommodation is intended to reduce the effects that a disability may have on a student’s performance. Accommodations do not lower course standards or alter degree requirements, but give students a better opportunity to demonstrate their abilities.

Issue	Standard	Examples of Necessary Activities (not inclusive)
Communication	<ul style="list-style-type: none"> • Communication skills sufficient with others in verbal or written form in target language • Control of language in a variety of settings, types of discourse, topics, registers, and broad regional variations 	<ul style="list-style-type: none"> • share ideas/converse with faculty and peers, both in writing and in conversation • use and control of a variety of structures. Sensitivity to register through vocabulary, forms of address, and written expression.
Critical thinking	<ul style="list-style-type: none"> ☐ Critical thinking ability sufficient for analysis of ideas, texts, and various forms of cultural expression and production 	<ul style="list-style-type: none"> • participate in discussions regarding readings and other course materials • generate both questions about and analyses of texts or concepts at hand
	<ul style="list-style-type: none"> ☐ Able to go beyond simple comparison and draw useful, insightful inferences pertinent to the study of language as a human phenomenon. 	<ul style="list-style-type: none"> ☐ write effective essays that and/or give effective presentations that convey pertinent information and ideas
Interpersonal abilities	Interpersonal abilities sufficient to interact with peers, faculty, and community members, both here and abroad	<ul style="list-style-type: none"> • function in groups work • collaboratively with others to address challenges • maintain professional boundaries • respect cultural differences and differing modes of interaction
Emotional stability	Ability to assume responsibility for actions	<ul style="list-style-type: none"> • accept constructive criticism • tolerate contradictory sets of ideas • manage the unique stresses and difficulties of living and studying abroad
Behavioral/Social	Interpersonal abilities sufficient to interact with peers, faculty and others in a respectful and ethical manner, both here and abroad	<ul style="list-style-type: none"> • function in groups • maintain professional boundaries • interact respectfully with faculty, peers and host families (while abroad) • respect cultural norms and customs and behave accordingly

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Music

Core Performance Standards for all students of Music

The primary mission of the Music Department is to prepare students for life-long involvement in music by developing performance skills, creativity, aesthetic judgment, historical and cultural understanding, and critical thinking. The department provides the intensive professional training that aspiring musicians and educators require. It complements a broad liberal arts education and enriches the musical atmosphere and needs of the university.

All students of Music must be able to demonstrate the skills required of all curricular activities, with or without reasonable accommodations.

A reasonable accommodation is intended to reduce the effects that a disability may have on a student's performance. Accommodations do not lower course standards or alter degree requirements, but give students a better opportunity to demonstrate their abilities.

Issue	Standard	Examples of necessary activities (not all inclusive)
Communication	<ul style="list-style-type: none">• Communication skills sufficient with others in verbal or written form.• Non-verbal communication through music performance (instrumental and/or vocal).	<ul style="list-style-type: none">• Share ideas/converse with faculty and peers, both in writing and in conversation• Listen, respond and create appropriate musical sounds in solo and ensemble situations
Critical thinking	<ul style="list-style-type: none">• Critical thinking ability sufficient for analysis of ideas and music.• Able to go beyond simple comparison and draw useful, insightful inferences pertinent to the study of music as an art.	<ul style="list-style-type: none">• Participate in discussions regarding music compositions, interpretations and historical influence.• Generate questions about musical concepts and ways they are realized in composition and performance.• Write effective responses and/or give effective presentations that convey pertinent information and ideas.
Interpersonal abilities	Interpersonal abilities sufficient to interact with peers, faculty, and community members, both here and abroad	<ul style="list-style-type: none">• Function in groups• Work collaboratively with others• Maintain professional boundaries• Respect cultural differences and differing modes of interaction

Emotional stability	Ability to assume responsibility for actions	<ul style="list-style-type: none"> • Accept constructive criticism • Tolerate contradictory sets of ideas • Manage the unique stresses and difficulties preparation and public performance.
Physical	Mobility	Must be able to move with musical instruments and/or music between locations.
	Fine motor skills	Manual dexterity sufficient at instrument and/or conducting

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Nursing

Core Performance Standards:

Nursing is a practice discipline with cognitive, sensory, affective and psychomotor performance requirements. Patient safety is and should be the primary concern in patient care environments. The following Core Performance Standards are used to assist students in determining whether accommodations or modifications are necessary and provide an objective measure upon which informed decisions can be based about whether students can participate in the nursing program. These standards will be available to all students prior to admission. A student with disabilities who believes that he/she may need assistance in meeting the Core Performance Standards for the nursing program should contact [Accessibility Resource Center](#).

Purpose:

Graduates of the professional Bachelor of Science in Nursing (BSN) Program must demonstrated have the knowledge and skills to safely provide nursing care in a wide variety of clinical situations and environments. In accordance with the Americans with Disabilities Act (ADA, 1990; 2008), and the Commission on Collegiate Nursing Education (CCNE, 2008) the Nursing Admissions and Progression Committee have established the following core performance standards of students in the educational program offered by the Nursing Department. These standards are based on required abilities that are compatible with effective performance in a nursing career.

POLICY STATEMENT:

Nursing students must demonstrate, with or without reasonable accommodations to policies and practices, the ability to perform the Core Performance Standards listed below during their nursing education.

Core Performance Standards Form

Issue	Standard	Examples of Necessary Activities (Not All Inclusive)
Cognitive	The ability to perceive events realistically,	Measure, calculate, reason, analyze, integrate, and

Perception	to think clearly and rationally. To use this information to function appropriately in routine and stressful situations.	synthesize in the context of the level and the focus of their curricular program. Processing orders, laboratory results, or medication information necessary for administration of treatments and/or therapies and patient safety. Identify changes in patient/client health status. Handle multiple priorities in stressful situations.
Behavior and Emotion	Possess the emotional health required for the full utilization of their intellectual abilities, to exercise good judgment, to complete all responsibilities attendant to the diagnosis and care of patients, families, populations.	Maintain mature, sensitive, and effective relationships with patients, other students, faculty, staff, and other professionals under all circumstances, including highly stressful situations. Recognize that their values, attitudes, beliefs, emotional, and experiences affect their perceptions and relationships with others and use that knowledge in interpersonal communications. Asks for help and accepts appropriate help.
Critical Thinking	Critical thinking ability for effective clinical reasoning and clinical judgment consistent with level of educational preparation	Develop problem solving skills. Identify cause-effect relationship in clinical situations. Use the scientific method in the development of patient care plans. Evaluate the effectiveness of nursing interventions.
Professional and Interpersonal Relationships	Professional and interpersonal skills sufficient to interact appropriately with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds.	Demonstrate positive "team" behavior and be willing and able to examine and change behavior when it interferes with team relationships. Establish rapport with patients/clients and colleagues. Demonstrate a high degree of patience and manage a variety of patient/client expressions (anger, fear, hostility) in a calm manner. Engage in successful conflict resolution. Participate in peer accountability.
Communication	Communication abilities in English sufficient for appropriate interaction with others in verbal and written form.	Read, understand, write, and speak English competently. Explain treatment procedures and initiation of health teaching. Document and interpret of nursing actions and patient/client responses.
Mobility	Ambulatory capability to sufficiently maintain a center of gravity when met with an opposing forces as lifting, supporting, and/or transferring a patient/client. Physical abilities sufficient for movement from room to room and in small spaces.	Independently propel wheelchairs, stretchers, etc., alone or with assistance as available. Movement about patient's room, work spaces and treatment areas.
Issue	Standard	Examples of Necessary Activities (Not All Inclusive)

Motor Skills	Gross and fine motor abilities sufficient for providing safe, effective nursing care and documentation.	Position patients/clients. Reach, manipulate, calibrate, and operate equipment, instruments, and supplies. Lift, carry, push, and pull. Administer of rescue procedures – cardiopulmonary resuscitation.
Hearing	Auditory ability sufficient for monitoring, assessing, or documenting health needs.	Hears monitoring device alarm and other emergency signals, or cries for help. Discerns auscultatory sounds. Hear phone interactions/dictations.
Visual	Visual ability sufficient for observation and assessment necessary in patient/client care. Accurate color discrimination.	Ability to observe patient's condition and responses to treatments. Discriminate color changes. Accurately reads measurement on patient/client related equipment.
Tactile	Tactile ability sufficient for physical assessment inclusive size, shape, temperature, and texture.	Palpitate and perform functions in physical examinations and/or those related to various therapeutic interventions, such as catheter insertion.
Activity Tolerance	The ability to tolerate lengthy periods of physical activity.	Move quickly and/or continuously and tolerate long periods of standing and/or sitting.
Environmental	Ability to tolerate environmental stressors.	Adapt to rotating shifts. Work with chemicals and detergents. Tolerate exposure to fumes and odors. Work in areas that are close and crowded. Work in areas that may be hot or cold. Work in areas of potential physical violence.

*Adapted from Iowa Community Colleges Core Performance Standards, Columbia University School of Nursing, Central Oregon Community Nursing Program.

PROCEDURE:

1. The standards are used to assist each student in determining whether accommodations or modifications are necessary. Students have the responsibility to self-identify and collaborate with [Accessibility Resource Center](#) and SAU personnel to determine and discuss appropriate accommodations, academic adjustments and modifications.
2. **An accommodation is not appropriate** if it would make a substantial change in an essential element of the curriculum, alter course objectives, impose an undue financial or administrative burden to the institution, or pose a direct threat to the health or safety of others (ADA, 2008).
3. The Nursing Department Admissions and Progressions Committee will consider for progression applicants who demonstrate the ability to learn and perform the Core Performance Standards that are applicable to the level of the student education identified in this document.
4. Eligibility to enter or continue in the program will be based on scholastic and non-scholastic accomplishments and to perform the core performance standards necessary to meet the requirements of the program's curriculum.
5. Students are required to sign the following statement following admission to the nursing program.

I, _____, understand that I must demonstrate mastery of the core performance standards described above prior to graduation. If I have a disability or develop a disability and need an accommodation, I agree to provide appropriate documentation of the disability to the Accessibility Resource Center with a request specifying desired accommodations.

Additionally, I understand if I develop a disability upon admission to the nursing program I will follow the policy and procedures as described in “Leave of Absence for Pre-Licensure BSN Students”.

This request must be presented in a timely manner prior to the need for accommodation to permit the request to be processed by the Director of the Accessibility Resource Center in collaboration with the Admissions and Progression Committee. The Admissions and Progression Committee will determine if any recommended accommodation will fundamentally alter the Program of study.

Signature _____ Date _____

Contact the Nursing Department at 563-333-6076 if you have any questions about the Core Performance Standards and requirements stated above. Questions regarding disability certification and/or requests for accommodation should be directed to the Director, Accessibility Resource Center at 563/333-6275. St. Ambrose University is committed to prohibiting discrimination based on disability.

Revised: 8-17

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Orthopedic Residency Program

Physical therapists must have the knowledge and skills to provide physical therapy services in a wide variety of clinical situations and environments. In accordance with Section 504 of the 1973 Vocational Rehabilitation Act, the Post-Professional Committee has established the following essential functions² of students in the educational program offered by the Physical Therapy Department. Physical Therapy students must demonstrate, with or without reasonable accommodations to policies and practices, the ability to perform the essential functions listed below during their physical therapy education.

1. Utilize appropriate verbal, nonverbal, and written communications with clients/patients, families and others.
 2. Practice in a safe, ethical, and legal manner.
 3. Determine the physical therapy needs of any patient with an existing or potential movement dysfunction.
 4. Demonstrate ability to apply universal precautions.
 5. Safely, reliably, and efficiently perform appropriate physical therapy procedures used to assess the function of the movement system. These include, but are not limited to, the assessment of cognitive/mental status, vital signs, skin and vascular integrity, wound status, endurance, segmental length, girth and volume, sensation, strength, tone, reflexes, movement patterns, coordination, balance, developmental stage, soft tissue, joint motion/play, cranial and peripheral nerve function, posture, gait, functional abilities, assistive device fit/use, and the cardiopulmonary system.
 6. Perform treatment procedures in a manner that is appropriate to the patient’s status and desired goals. These include, but are not limited to, exercise and aerobic conditioning, functional training in self-care and home management, functional training in community and work integration, activities of daily living, developmental activities, balance training, coordination training, positioning techniques, and cardiopulmonary resuscitation.
 7. Develop and document a plan of care for a patient with a movement dysfunction.
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8. Recognize the psychosocial impact of dysfunction and disability and integrate the needs of the patient and family into the plan of care.
9. Demonstrate responsibility for lifelong professional growth and development.
10. Demonstrate management skills, including planning, organizing, supervising, delegating, and working as a member of a multi-disciplinary team.
11. Develop and apply programs of prevention and health promotion.
12. Apply teaching/learning theories and methods in health care and community environments.
13. Participate in the process of evidence based practice.

The Post-Professional Committee will consider for admission applicants who demonstrate the ability to learn and perform the essential skills identified in this document. The Orthopaedic Clinical Residency Program must ensure the health, safety, and security of all clients/patients. Eligibility to enter or continue in the program will be based on scholastic accomplishments, as well as physical and emotional capacities to perform the essential functions necessary to meet the requirements of the program's curriculum and become an effective practitioner.

I, _____, understand that I must demonstrate mastery of the essential functions described above prior to graduation. If I have a disability and need an accommodation, I agree to provide appropriate documentation of the disability to the Office of Services for Students with Disabilities with a request specifying desired accommodations.

This request must be presented in a timely manner prior to the need for accommodation to permit the request to be processed by the Coordinator of Services for Students with Disabilities in collaboration with the Post-Professional Committee. The Post-Professional Committee will determine if any recommended accommodation will fundamentally alter the Orthopaedic Clinical Residency Program of study.

Signature _____ Date _____

Contact the Physical Therapy Department at 563/333-6403 if you have any questions about the Essential Functions and requirements stated above. Questions regarding disability certification and/or requests for accommodation should be directed to the Coordinator of Services for Students with Disabilities at 563/333-6275. St. Ambrose University is committed to prohibiting discrimination based on disability.

Adapted from Ingram D., Opinions of Physical Therapy Education Program Directors on Essential Functions. *Phys Ther* 1997; 77:37-45

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Political Science

Core Performance Standards for Political Science Students

The political science program empowers students to develop their critical thinking, analytical reasoning, and decision making skills in order to enrich their own lives and the lives of others. Political science students will apply qualitative and/or quantitative methods to identify political patterns, to evaluate public policy, to interpret law to and to propose solutions to societal problems reflecting principles of equality and social justice. Students will develop the ability to demonstrate respect and empathy for persons from diverse cultures and backgrounds.

All political science students are expected to have the capability to complete the entire political science curriculum, with or without reasonable accommodations. A reasonable accommodation is intended to reduce the effects that a disability may have on a student's performance. Accommodations do not lower course standards or alter degree requirements,

but give students a better opportunity to demonstrate their abilities. All students should be able to perform each of the activities with or without reasonable accommodations.

Issue	Standard	Examples of Necessary Activities (not all inclusive)
Critical Thinking	Critical thinking ability sufficient to examine the scholarly and practical components of the discipline including the interrelationship among domestic and international actors.	Demonstrate full knowledge of subject/theoretical frameworks (more than required). Explanations are thorough and clear. Provides excellent answers to questions.
Communication	Communication abilities sufficient for the interaction with others in verbal or written form.	Demonstrate logical and subtle sequencing of ideas through well-developed paragraphs; transitions are used to enhance organization. Confident, honest style gives viewer a clear sense of presenters' convictions. Engages audience with eye contact, an engaged voice, and positive body language.
Respect/Empathy*	Ability to respect the rights, dignity and worth of all human beings.	Acknowledge, promote, and defend human dignity and rights. Acknowledge the rights of others to hold political attitudes, and opinions, that differ from their own.
Professionalism	Carry out responsibilities in professional, timely, ethical, and responsible manner	Seek and accept guidance and direction from faculty or peers as needed; Holds oneself accountable for obligations; demonstrates initiative; assesses, critique and improve the quality of one's work

*Adapted from: American Political Science Association. 2012. "A Guide to Professional Ethics in Political Science." Retrieved April 16, 2018. <http://www.apsanet.org/portals/54/Files/Publications/APSAAEthicsGuide2012.pdf>

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Philosophy

Core Performance Standards for Students of Philosophy

The Philosophy Department is dedicated to engaging students, regardless of major, in the study of wisdom and meaning. Through free and open inquiry, students learn to hold a fundamental respect for the dignity and freedom of humanity and regard for the importance of social issues, so that ultimately they become active contributors in creating a just society.

All Philosophy students must be able to demonstrate the skills required of all curricular activities, with or without reasonable accommodations.

A reasonable accommodation is intended to reduce the effects that a disability may have on a students' performance. Accommodations do not lower course standards or alter degree requirements, but give students a better opportunity to demonstrate their abilities.

Issue	Standard	Examples of Necessary Activities (not inclusive)
communication	communication skills sufficient with others in verbal or written form	explaining ideas to faculty and peers
critical thinking	critical thinking ability sufficient for analyzing texts	commenting on work from readings and student peers.
emotional stability	ability to assume responsibility for actions	considering unfamiliar ideas; accepting constructive criticism; tolerating contradictory sets of ideas.
behavioral/social	interpersonal abilities sufficient to interact with peers and faculty	functioning in groups; maintaining professional boundaries; interacting respectfully toward the views of faculty and peers.

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Psychology

Core Performance Standards for All Students of Psychology*

The primary mission of the Psychology Department at St. Ambrose University is to promote the science of psychology, and, along with instruction in the liberal arts, prepare students for post-baccalaureate careers, post-baccalaureate

education, and a life of learning. This is accomplished, in part, through effective teaching and treating students as partners in the learning process.

Students obtain a broad background in theoretical and applied areas in psychology through their course work. Faculty and students engage in research through coursework, independent study, and laboratory practicum experiences. Students also engage in applied practical psychology experience through field placement and internship . The ethical treatment of human and animal research subjects, and of individuals in applied settings, is stressed throughout the curriculum. Furthermore, faculty and students understand and appreciate individual differences.

All Psychology students must be able to demonstrate the skills required of all curricular activities, with or without reasonable accommodations.

A reasonable accommodation is intended to reduce the effects that a disability may have on a student’s performance. Accommodations do not lower course standards or alter degree requirements, but give students a better opportunity to demonstrate their abilities.

Issue	Standard	Examples of Necessary Activities (not inclusive)
Communication	Communication skills sufficient with others in verbal or written form	<input type="checkbox"/> explain ideas to faculty and peers
Critical thinking	Critical thinking ability sufficient for analysis of ideas	<input type="checkbox"/> comment on work from readings and student peers
Interpersonal abilities	Interpersonal abilities sufficient to interact with peers, faculty, and community members	<ul style="list-style-type: none"> • Function in groups • Work collaboratively with others to address challenges • Maintain professional boundaries
Emotional stability	Ability to assume responsibility for actions	<ul style="list-style-type: none"> • Accept constructive criticism • Tolerate contradictory sets of ideas
Behavioral/Social	Interpersonal abilities sufficient to interact with peers and faculty in a respectful and ethical manner	<ul style="list-style-type: none"> <input type="checkbox"/> Function in groups <input type="checkbox"/> Maintain professional boundaries <input type="checkbox"/> Interact respectfully with faculty and peers <input type="checkbox"/> Abide by APA Code of Ethics

*Miller, R., Amsel, E., Kowalewski, B., Beins, B.C., Keith, K.D., & Peden, B. (Eds.) (2011). *Promoting student engagement volume 1: Programs, techniques and opportunities*. Washington, DC: American Psychological Association.

****Core Performance Standards for Students who Enroll in Supervised Field Experience or for those Majoring in Forensic Psychology**

In addition to the technical standards listed above, an extra set of technical standards will be required for Psychology majors who enroll in PSYC 348 (Supervised Field Experience) **and** for *all* students majoring in Forensic Psychology (as they must complete the Internship in Forensic Psychology – PSYC 421).

Issue	Standard	Examples of Necessary Activities (not inclusive)
Health	Conditions that would not compromise health and safety of community members	<input type="checkbox"/> Minimize exposure to and seek appropriate treatment for communicable diseases
Background check	Behavior shows little risk to community members	<input type="checkbox"/> Meet agency criteria to engage in tasks with at-risk individuals
Ethical behavior	Understand and apply APA Code of Ethics, HIPAA, and Iowa’s Mandatory Reporting of Dependent Adult & Child Abuse standards.	<ul style="list-style-type: none"> • Pass HIPAA training test • Pass Mandatory Reporter training test • Show understanding of APA Code of Ethics • Engage in ethical behaviors

**Adapted from: Hatcher, R. L. & Lassiter, K. D. (2007). Initial training in professional psychology: the practicum competencies outline. *Training and Education in Professional Psychology, 1*, 49-63.

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School of Social Work

Core Performance Standards for students in the School of Social Work

Consistent with the purposes of social work and Catholic Social Teaching, the St. Ambrose University School of Social Work seeks to advance the well-being of people, to promote social and economic justice and to protect human rights. Emphasizing client system empowerment, the School prepares graduates to practice competently, ethically and with critical understanding of diversity, human behavior and social contexts. It is our mission to prepare competent and ethical social work professionals who enrich lives and advocate a just society. Therefore the following core performance standards are submitted:

Issue	Standard	Examples of necessary activities (not all inclusive)
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Critical thinking	Critically evaluate/integrate sources of knowledge and situations to guide practice.	<ul style="list-style-type: none"> □ Consider context, policy, social problems, agency practices to support client systems
Ethical practice	Apply social work ethical principles to guide professional practice	<ul style="list-style-type: none"> • Reconcile personal/professional value differences • Apply social work professional codes of ethics to practice
Communication	Communicate effectively with clients and colleagues, orally and in writing	<ul style="list-style-type: none"> • Discuss client situation clearly with them in order to develop shared goals toward resolution of issues • Develop a well-written report or grant proposal in order to advocate for client needs
Relational skill	Effectively confront in self and others the disempowering attitudes and behaviors that contribute to social injustices, oppression, and discrimination	<ul style="list-style-type: none"> • Challenge oppressive policies and practices in agencies • Detect bias and discrimination in professional practice with clients • Partner effectively with clients who vary by all sociocultural descriptors
Behavioral/social	Interpersonal abilities sufficient to interact in ways that are respectful and generative with others	<ul style="list-style-type: none"> • Interact respectfully with clients, peers, faculty • Maintain professional social work boundaries in class and in field

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Sociology and Criminal Justice

Core Performance Standards for Sociology Students

The sociology program empowers students to develop their sociological imaginations in order to enrich their own lives and the lives of others. Students will develop the ability to demonstrate respect and empathy for persons from diverse cultures and backgrounds, to apply qualitative and/or quantitative methods to describe and explain social patterns, and to propose solutions to social problems reflecting principles of equality and social justice.

All sociology students are expected to have the capability to complete the entire sociology curriculum, with or without reasonable accommodations. A reasonable accommodation is intended to reduce the effects that a disability may have on a student's performance. Accommodations do not lower course standards or alter degree requirements, but give students a better opportunity to demonstrate their abilities. All students should be able to perform each of the activities with or without reasonable accommodations.

Issue	Standard	Examples of Necessary Activities (not all inclusive)

Critical thinking	Critical thinking ability sufficient to examine the interrelationship between the individual and social forces	Analyze and critique the ways theory is used to frame and pursue questions about social reality
Communication	Communication abilities sufficient for interaction with others in verbal or written form	Explain ideas to faculty and peers; Evaluate the oral and written work of peers
Respect/Empathy ¹	Ability to demonstrate respect and empathy for persons from diverse cultures and backgrounds	Respect the rights, dignity, and worth of all people; Acknowledge the rights of others to hold values, attitudes, and opinions that differ from their own
Professionalism	Undertake tasks in a professional, ethical, and responsible manner	Function in groups; Maintain professional boundaries; Interact respectfully toward the views of faculty and peers

Adapted from: American Sociological Association. 1999. "Code of Ethics and Policies and Procedures of the ASA Committee on Professional Ethics." Retrieved September 26, 2014 (<http://www.asanet.org/images/asa/docs/pdf/CodeofEthics.pdf>).

Core Performance Standards for Criminal Justice Students

Criminal Justice students at St. Ambrose University critically examine the scholarly and practical components of criminal justice with a focus on social and global justice. The criminal justice program empowers students to commit themselves to enhancing the general well-being of society and of the individuals and groups within it. Students will develop the ability to respect the rights, dignity and worth of all people, to apply qualitative and/or quantitative methods to describe and explain social patterns, and to evaluate and propose concepts of equality and social justice in the criminal justice system.

All criminal justice students are expected to have the capability to complete the entire criminal justice curriculum, with or without reasonable accommodations. A reasonable accommodation is intended to reduce the effects that a disability may have on a student's performance. Accommodations do not lower course standards or alter degree requirements, but give students a better opportunity to demonstrate their abilities. All students should be able to perform each of the activities with or without reasonable accommodations.

Issue	Standard	Examples of Necessary Activities (not all inclusive)

Critical thinking	Critical thinking ability sufficient to examine the scholarly and practical components of criminal justice with a focus on social and global justice	Critically evaluate concepts of equality and social justice in the criminal justice system.
Communication	Communication abilities sufficient for interaction with others in verbal or written form	Explain ideas to faculty and peers; Evaluate the oral and written work of peers
Respect/Empathy ¹	Ability to respect the rights, dignity and worth of all people	Respect the rights, dignity, and worth of all people; Acknowledge the rights of others to hold values, attitudes, and opinions that differ from their own
Professionalism	Undertake tasks in a professional, ethical, and responsible manner	Function in groups; Maintain professional boundaries; Interact respectfully toward the views of faculty and peers; Demonstrate preparation for a career in criminal justice

¹Adapted from: Academy of Criminal Justice Sciences. 2000. "Code of Ethics." Retrieved September 27, 2014 (http://www.acjs.org/pubs/167_671_2922.cfm).

Core Performance Standards for Master of Criminal Justice Students

The Master of Criminal Justice (MCJ) program prepares students for the next level of employment in security, corrections, law enforcement, and human services. The program empowers students to commit themselves to enhancing the general well-being of society and of the individuals and groups within it. Students will develop the ability to respect the rights, dignity and worth of all people, to apply qualitative and/or quantitative methods to describe and explain social patterns, and to evaluate and propose concepts of equality and social justice in the criminal justice system.

All MCJ students are expected to have the capability to complete the entire MCJ curriculum, with or without reasonable accommodations. A reasonable accommodation is intended to reduce the effects that a disability may have on a student's performance. Accommodations do not lower course standards or alter degree requirements, but give students a better opportunity to demonstrate their abilities. All students should be able to perform each of the activities with or without reasonable accommodations.

Issue	Standard	Examples of Necessary Activities (not all inclusive)
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Critical thinking	Critical thinking ability sufficient to examine the scholarly and practical components of criminal justice with a focus on social and global justice	Critically evaluate concepts of equality and social justice in the criminal justice system
Analytical thinking	Analytical thinking ability sufficient for gathering and analyzing information, designing and testing solutions to problems, and formulating plans.	Ability to grasp complex issues and to draw sound conclusions from research and statistical data; ability to translate trend analysis into coherent policies.
Communication	Communication abilities sufficient to communicate effectively in oral and written form at a professional and scholarly level	Explain ideas to faculty and peers at a professional and scholarly level; Evaluate the oral and written work of peers
Respect/Empathy ¹	Ability to respect the rights, dignity and worth of all people	Respect the rights, dignity, and worth of all people; Acknowledge the rights of others to hold values, attitudes, and opinions that differ from their own
Professionalism	Undertake tasks in a professional, ethical, and responsible manner	Function in groups; Maintain professional boundaries; Interact respectfully toward the views of faculty and peers; Demonstrate preparation for a career in criminal justice or further graduate study

Adapted from: Academy of Criminal Justice Sciences. 2000. "Code of Ethics." Retrieved September 27, 2014 (http://www.acjs.org/pubs/167_671_2922.cfm).

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Teacher Education Program

Teacher Education Program Core Performance Standards

Teaching is a practice discipline with cognitive, sensory, affective and psychomotor performance requirements. Student safety, creating an environment in Pre K-12 schools where all students can thrive and develop to the fullest of their potential, and the ability to facilitate cognitive and affective learning to reach that potential should be the primary concerns of teacher education candidates in Pre K-12 schools. The following Core Performance Standards are used to assist students to determine whether accommodations or modifications are necessary and provide an objective

measure upon which informed decisions can be based about whether students can participate in the Teacher Education Program. These standards will be available to all students prior to admission. A student with disabilities who believes that he/she may need assistance in meeting the Core Performance Standards for the Teacher Education Program should contact [Accessibility Resource Center](#).

Purpose:

Graduates of the Teacher Education Program (TEP) must have demonstrated the knowledge and skills to teach in Pre K-12 schools in a wide variety of teaching situations and environments. In accordance with the Individuals with Disabilities Act (IDEA, as previously reauthorized and amended in 2015), the Americans with Disabilities Act (ADA, 1990; 2008), and Section 504 of the Rehabilitation Act (1973) administered by the U.S. Department of Education Office of Civil Rights and the “Section 504 Educator Guide” adopted by the Iowa Board of Education in 2016 inform the following core performance standards of students in the educational program offered by the TEP. These standards are based on required abilities that are compatible with effective performance in a teaching career.

POLICY STATEMENT:

With or without reasonable accommodations to policies and practices, TEP students must demonstrate, the ability to perform the Core Performance Standards listed below during their TEP Course of Study.

Issue	Standard	Examples of Necessary Activities (Not All Inclusive)
Cognitive Perception	The ability to perceive events realistically, to think clearly and rationally. To use this information to function appropriately in routine and stressful situations.	Measure, calculate, reason, analyze, hypothesize, integrate, synthesize, and evaluate in the context of the level and the focus of their curricular program. Process the connection between course content and practical application in a school setting. Handle multiple priorities in stressful situations.
Behavior and Emotion	Possess the emotional health required for the full utilization of their intellectual abilities, to exercise good judgment, to complete all responsibilities attendant to the students, families, and professional stakeholders in Pre K-12 school settings.	Maintain mature, sensitive, and effective relationships with Pre K-12 students; other SAU students, faculty, and staff; and other professionals under all circumstances, including highly stressful situations. Recognize that their values, attitudes, beliefs, emotions, and experiences affect their perceptions and relationships with others and use that knowledge in interpersonal communications. Demonstrate required professional dispositions necessary to establish and maintain relationships with constituents (students, parents, and other school and community professionals) with a wide range of social, emotional, intellectual and cultural differences. Asks for help and accepts appropriate help.

Critical Thinking	Critical thinking ability for effective reasoning and judgment consistent with level of educational preparation as it applies to professional practice.	Develop problem-solving skills. Identify cause-effect relationships in school situations. Use the knowledge and skills acquired in the TEP coursework to develop plans to promote student achievement. Assess the effectiveness of planning and instruction in school settings. Apply theoretical concepts to instructional and practical situations in a field placement (on or off campus).
Professional and Interpersonal Relationships	Professional and interpersonal skills sufficient to interact appropriately with colleagues, individuals, families, and groups from a variety of social, emotional, cultural/linguistic, and intellectual backgrounds.	Demonstrate positive "team" behavior and be willing and able to examine and change behavior when it interferes with team relationships. Establish rapport with students, families and colleagues. Demonstrate a high degree of patience and manage the classroom environment in a calm and ethical manner.
Issue	Standard	Examples of Necessary Activities (Not All Inclusive)
		Engage in successful conflict resolution. Participate in peer accountability.
Communication	Communication abilities in English sufficient for appropriate interaction with others in verbal and written form.	Understand spoken and written language. Demonstrate the appropriate use of spoken and written language as demonstrated by passing the Praxis Core Academic Skills for Educators Tests. Ability to distinguish and produce individual sounds within the spoken word. Ability to organize ideas in spoken language and written documents that use formal grammar, style, and mechanics. Ability to supervise the accomplishment of the following: To write legibly on a board, document camera (or overhead transparencies), interactive board or graphics tablet; to operate projection devices including overhead projectors, digital projectors, digital video recorders/players, and other equipment for communication in Pre K-12 Schools.

Mobility	Ambulatory capability to sufficiently function in a Pre K-12 school setting. Physical abilities sufficient for movement, and operation of all classroom equipment utilized in Pre K-12 schools including assistive technologies. Physical abilities to implement appropriate emergency and safety procedures	Independently move about the various environments in Pre K-12 schools, or with assistance. Movement about Pre K-12 classrooms and workspaces to supervise instruction. Emergency evacuation of students to safer environment as per school policy/procedures (e.g., fire drills, tornado drills, armed intruder drills...).
Motor Skills	Gross and fine motor abilities sufficient for providing safe, effective teaching and collateral functions in Pre K-12 schools.	Reach, manipulate, calibrate, and operate school equipment, instruments, and supplies. Lift, carry, push, and pull as dictated situationally in schools. Certified to administer emergency procedures – cardiopulmonary resuscitation and other first aid measures.
Hearing	Auditory ability, with correction, sufficient for monitoring, assessing, or documenting student needs and performance in schools.	Hears alarms and other emergency signals, or cries for help. Ability to distinguish individual sounds within the spoken word.
Visual	Visual ability, with correction, sufficient for instruction and assessment necessary for teaching.	Ability to see the classroom environment in order to manage the classroom, and to provide and assess instruction and student learning.
Issue	Standard	Examples of Necessary Activities (Not All Inclusive)
Activity Tolerance	The stamina to tolerate the physical activity associated with teaching in blocks of time as prescribed by Pre K-12 schools.	Move around the school and classroom as situationally required and prescribed by the school. Ability to stand or sit for periods of time as required by the school and professional practice.
Environmental	Ability to negotiate environmental stressors.	Supervise children and adolescents while managing various classroom and associated environments. Demonstrate cognitive, psychological, physical capabilities, and judgment to accomplish satisfactory performance in the classroom environment and within the school as a whole. Ability to evaluate student work, maintain accurate records, monitor student behavior and sustain a safe classroom environment. Communicate effectively with families and other stakeholders.

PROCEDURE:

1. The standards are used to assist each student in determining whether accommodations or modifications are necessary. Students have the responsibility to self-identify and collaborate with the [Accessibility Resource](#)

[Center](#) and SAU personnel to determine and discuss appropriate accommodations, academic adjustments and modifications.

2. **An accommodation is not appropriate** if it would make a substantial change in an essential element of the curriculum, alter course objectives, impose an undue financial or administrative burden to the institution, or pose a direct threat to the health or safety of others (ADA, 2008).
3. The Teacher Education Program will consider for admission and continuation in the TEP, applicants who have met all of the published admission requirements and who demonstrate the ability to learn and perform the Core Performance Standards that are applicable to the level of the student education identified in this document.
4. Eligibility to enter or continue in the program will be based on scholastic and non-scholastic accomplishments and to perform the core performance standards necessary to meet the requirements of the program's curriculum.
5. Students are required to sign the following statement following admission to the Teacher Education Program.

I, _____, understand that I must demonstrate mastery of the core performance standards described above prior to graduation. If I have a disability or develop a disability and need an accommodation, I agree to provide appropriate documentation of the disability to the Accessibility Resource Center with a request specifying desired accommodations.

This request must be presented in a timely manner prior to the need for accommodation to permit the request to be processed by the Director of the Accessibility Resource Center in collaboration with the TEP. The Teacher Education Program will determine if any recommended accommodation will fundamentally alter the Program of study.

Signature _____ Date _____

Contact the Teacher Education Program at 563-333-6124 if you have any questions about the Core Performance Standards and requirements stated above. Questions regarding disability certification and/or requests for accommodation should be directed to the Director, Accessibility Resource Center at 563/333-6275. St. Ambrose University is committed to prohibiting discrimination based on disability.

Teacher Education, Master of Education in Teaching

Core Performance Standards for Master of Education in Teaching Students

All students are required to complete the entire curriculum and be able to perform each of the activities prescribed within the coursework with or without reasonable accommodations. A reasonable accommodation is intended to reduce the effects that a disability may have on a student's performance. Accommodations do not lower course standards or alter degree requirements, but give students a better opportunity to demonstrate their abilities.

Cognitive Skills	<p>Generalize information and employ critical thinking and reasoning skills to analyze that information</p> <p>Comprehend and follow multi-stepped both verbal and written instructions and/or directions independently in any form (oral, written, graphic representation)</p> <p>Stay attentive and focused for extended periods of time</p> <p>Problem solve and prioritize information as situation demands</p>
Interpersonal Abilities	<p>Communicate and establish positive rapport within a group while expressing or receiving information through appropriate thoughts and ideas</p> <p>Maintain confidentiality and exercise professional, ethical judgment in both classroom activities and written requirements</p> <p>Function independently as a leader within a group</p> <p>Respond appropriately to suggestions for improvement and accept criticism</p>
Physical Abilities	<p>Possess sufficient mobility to operate required equipment during and between classes (keyboard, etc.) with accommodations if requested</p>

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Theology

Core Performance Standards for Students of Theology

The mission of the Theology Department is to equip students with the skills necessary to pursue a critical understanding of faith through the examination of diverse sources in the Catholic Intellectual Tradition, including Scripture, tradition, and experience. The Theology Department empowers students to enrich their relationship with God, the Church, and other faith traditions, seeking engagement with the world and justice for all God's creation.

The department is part of the College of Arts & Sciences and provides general education classes for all students. It offers a major, second major, and minor in Theology and participates in several interdisciplinary minors including Environmental Studies, Justice & Peace Studies, Women and Gender Studies, and Classical Studies. The department houses the Justice & Peace Studies minor.

All Theology students must be able to demonstrate the skills required of all curricular activities, with or without reasonable accommodations.

A reasonable accommodation is intended to reduce the effects that a disability may have on a students' performance. Accommodations do not lower course standards or alter degree requirements, but give students a better opportunity to demonstrate their abilities.

Issue	Standard	Examples of Necessary Activities (not inclusive)
Communication	Communication skills sufficient with others in verbal or written form	Explaining ideas to faculty and peers

Critical thinking	Critical thinking ability sufficient for analyzing texts and effective reasoning and judgment.	Commenting on work from readings and student peers.
Emotional stability	Ability to assume responsibility for actions	Considering unfamiliar ideas; accepting constructive criticism; tolerating contradictory sets of ideas.
Behavioral/social	Interpersonal abilities sufficient to interact with peers and faculty	Functioning in groups; maintaining professional boundaries; interacting respectfully toward the views of faculty and peers.
Professional and Interpersonal Relationships	Professional and interpersonal skills sufficient to interact appropriately with colleagues, individuals, families, and groups from a variety of social, emotional, cultural/linguistic, and intellectual backgrounds.	Demonstrate positive "team" behavior and be willing and able to examine and change behavior when it interferes with team relationships. Establish rapport with peers, families and colleagues.

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Women and Gender Studies

Core Performance Standards for Women and Gender Studies Students

Women and Gender Studies teaches students to assess the human experience through the lens of interdisciplinary scholarship on women and gender. The program focuses on issues of diversity and emphasizes student-centered pedagogy and critical thinking and prepares graduates to collaborate in solidarity with individuals from diverse backgrounds and to apply feminist theories and methodologies to understand and promote human rights to enrich their lives and the lives of others.

Issue	Standard	Examples of Necessary Activities (Not All Inclusive)
Communication	Communicate effectively with peers and community members, orally and in writing	<ul style="list-style-type: none"> • Explain ideas to faculty and peers • Evaluate the oral and written work of peers • Develop a thoughtful research paper and presentation based on evidence
Critical Thinking	Critically assess and synthesize sources from a variety of disciplines to suggest solutions to social problems	<ul style="list-style-type: none"> • Analyze and evaluate the relationships between policies/systems of power and individuals • Develop ideas for positive social change

Issue	Standard	Examples of Necessary Activities (Not All Inclusive)
		<ul style="list-style-type: none"> Utilize feminist theory to assess social policies
Behavioral/Social	Interpersonal abilities sufficient to interact respectfully with peers, faculty, and community members	<ul style="list-style-type: none"> Work collaboratively and respectfully in group settings Maintain professional boundaries with peers, faculty, and community members
Ethical Practice	Apply National Association of Women's Studies ethical standards to guide behavior in class, service work/internships, and with community members ³	<ul style="list-style-type: none"> Apply code of ethics to practice Recognize and challenge institutional racism and white privilege and other forms of oppression Maintain confidentiality and mandatory reporting procedures Support inclusive practices that uphold social justice
Relational	Recognize and effectively confront attitudes and behaviors in self and others that uphold inequities.	<ul style="list-style-type: none"> Challenge discriminatory policies and practices Collaborate effectively with individuals from diverse backgrounds

Internships – **In addition to the technical standards listed above**, students in the practicum class (WGS 330), will also be required to meet this standard:

Issue	Standard	Examples of Necessary Activities (Not All Inclusive)
Background Check	Behaviors do not put community members at risk of harm.	<ul style="list-style-type: none"> Meet agency standards for working with clients

³ Adapted from: National Women's Studies Association. 2005. "National Women's Studies Association Code of Ethics" Retrieved August 11, 2018. (<https://www.nwsa.org/content.asp?contentid=46>).