

## Departments

ing; the use of heuristics in decision making; person memory.

Prerequisites: 212 and 275

### 342 Industrial/Organizational Psychology

This course presents basic concepts of psychology as they apply everyday in the workplace. Topics to be covered include measurement and its applications in the workplace (e.g., personnel decisions and performance appraisals), worker training, worker attitudes and motivation, worker adjustment, health and safety, leadership, communication and group behavior and development of the organization.

Prerequisites: 111 and junior standing

### 400 Seminar in Cognitive and Language Development

Current theory and research regarding children's understanding, thinking processes, and language acquisition are discussed. Topics include knowledge acquisition, concept formation, grammatical development, and the nature of developmental change.

Prerequisites: 200 and one additional PSY course or permission of the instructor

### 401 Physiological Psychology

A study of the brain, its function and its control of behavior. Neuroanatomical, neurophysiological, and biochemical substrates of behaviors associated with feeding, drinking, sex, sleep, arousal, emotion, learning and memory are examined. Four lectures and three laboratory hours per week.

Prerequisites: 212 and BIOL 101 (or equivalent)

### 407 Seminar in Behavioral Neuroscience

Analysis and discussion of selected theories and new research concerning brain mechanisms that subserve behavior. Advances in methodology and instrumentation also will be examined.

Prerequisite: 401

### 422 History and Systems

How contemporary psychology developed from its remote and more recent roots. Emphasis upon the contributions, contributors and perennial issues that led to psychology today and that could help to fashion its future.

Prerequisites: four courses in psychology

### 424 Clinical Psychology

Study of the clinical application of psychological processes in the evaluation, diagnosis and treatment of behavioral disorders.

Prerequisites: 301 and three psychology courses or permission of instructor

### 428 Theories of Counseling and Psychotherapy

Theories and procedures of counseling and psychotherapy are discussed, including psychoanalysis, client-centered therapy, cognitive therapy, behavior therapy, and others.

Prerequisites: 301 and three psychology courses or permission of the instructor

### 475, 476, 477, 478 Experiential Learning

See the description of these courses at the beginning of the "Departments and Curricula" section of this catalog.

### 483, 484, 485, 486 Seminar

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### 487, 488, 489, 490 Topics

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### 491, 492, 493, 494 Research

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### 495, 496, 497, 498 Individual Study

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## Public Relations

See *Department of Journalism and Mass Communication*

## Quantitative Methods and Computer Science (QMCS)

Hansen (chair), Bennett, Chung, Darling, Hanna, Hansen, Jaede, Jarvis, Kaminski, Pliego, Raymond, Schwebel, Sharrock, Sturm, Werness; Ahrens, Bagley, Brick, Cady, Callaghan, DeLyser, Jacobson, Jensen, Klingel, Komar, Morey, Wilson

Quantitative Methods and Computer Science is part of the liberal arts curriculum at the University of St. Thomas. The QMCS program is concerned with the areas of today's society that involve the collection, organization, processing, storage, retrieval, communication and use of information. The department's emphasis is on the broad basic core of knowledge required to become an effective user of information; to design and implement system and application software; and to understand the concepts involved in areas such as computer graphics, telecommunication, artificial intelligence, database design, statistics and operations research.

Students who graduate with a major in quantitative methods and computer science will be prepared to work in business, industry, education, and government, as designers or users, or to pursue entrepreneurial interests in technologically supported areas or to continue study in graduate school.

Courses are arranged so that students from other disciplines may participate to whatever extent they wish. The department also strongly encourages its majors to obtain a minor in another field.

The undergraduate major or minors in QMCS are offered in the day school and through the School of Continuing Studies.

Students interested in teacher licensure should see the various science and mathematics programs in the Department of Teacher Education section of this catalog.

**Major in Quantitative Methods and Computer Science**

220 Statistics I

230 Software Design Using the JAVA Language\*

281 Object-Oriented Design and Programming\*

350 Data and File Structures

\*A grade of C- or higher must be earned by majors in each of these courses chosen to fulfill the core requirement.

*Plus (for all majors):*

Eight credits numbered 300 through 450. Students should consult with their department adviser in choosing the most appropriate courses.

*Plus (for all majors):*

Four credits numbered 100 through 499. QMCS 238 is highly recommended for the CIS path.

*Plus:*

A set of courses in one of three paths (CS, CIS, or QM):

**Computer Science (CS)**

A traditional computer-science path that emphasizes low-level computing fundamentals as well as high-level design issues.

420 Systems Analysis and Design I

450 Database Design

*Plus one of:*

300 Computer Organization

340 Digital Electronics and Microprocessors

**Computer Information Systems (CIS)**

A management information systems path emphasizing high-level design issues and designer/user interaction.

420 Systems Analysis and Design I

450 Database Design

*Plus one of:*

421 Systems Analysis and Design II

425 Information Resource Management

**Quantitative Methods (QM)**

A path emphasizing the role of statistics, mathematics and operations research as well as the use of computers in solving problems in organizations.

410 Operations Research I

*Plus two of:*

320 Statistics II

411 Operations Research II

420 Systems Analysis and Design I

450 Database Design

*Allied requirements*

MATH 128 Introduction to Discrete Mathematics

## Departments

*Plus one of:*

MATH 109 Calculus with Review II  
MATH 111 Calculus for Business and Social Science  
MATH 113 Calculus I

*Plus one of:*

COMM 100 Public Speaking  
COMM 105 Communication in the Workplace

### Teacher Licensure

Elementary Education with a Co-major in Science and Mathematics for Elementary Education  
*See the Department of Teacher Education*

### Minor in Quantitative Methods and Computer Science – for sciences

This minor is intended to support majors in biology, chemistry, environmental studies, geology, mathematics and physics.

230 Software Design Using JAVA Language  
281 Object-Oriented Design and Programming

*Plus three of:*

220 Statistics I  
300 Computer Organization  
320 Statistics II  
330 Graphics and Numerical Methods  
340 Digital Electronics and Microprocessors  
342 Computer Applications in Experimental Sciences  
350 Data and File Structures  
380 Artificial Intelligence and Robotics  
381 Expert Systems  
410 Operations Research I  
411 Operations Research II  
450 Database Design

### Minor in Quantitative Methods and Computer Science – for business

This minor is intended to support majors in any concentration of business administration, economics and other related disciplines.

110 Introduction to Information Processing

*Plus one of:*

230 Software Design Using JAVA Language  
238 Software Design using Business Languages

*Plus three of:*

215 Rapid Application Development  
281 Object-Oriented Design and Programming  
420 Systems Analysis and Design I  
425 Information Resource Management  
450 Database Design

### Minor in Quantitative Methods and Computer Science – for mathematics

This minor is intended to support majors in mathematics and those interested in statistics and operations research.

230 Software Design Using JAVA Language

*Plus four of:*

220 Statistics I  
281 Object-Oriented Design and Programming  
320 Statistics II  
330 Graphics and Numerical Methods  
410 Operations Research I  
411 Operations Research II

**110 Introduction to Information Processing (216)**

Introduction to basic concepts of hardware, software and information processing systems. Introduction to computer programming concepts. Use of microcomputer application packages, including spreadsheets and database packages. Introduction to the Internet and World Wide Web. Investigation of the impact of the computer and future trends. This course fulfills the second-level Computer Competency requirement in the core curriculum.

**120 Computers in Elementary Education and LOGO**

This course is intended for elementary education majors. Topics will include the role of the computer in elementary education, computer applications in science and mathematics, software packages for use in elementary school classrooms, Computer-Assisted Instruction (CAI), multimedia, telecommunication and LOGO programming, experiments and examples. LOGO will be used to teach programming concepts and to solve problems in math and science using LOGO's arithmetic, graphic and animation capabilities. This course fulfills the third course in the Natural Science and Mathematical and Quantitative Reasoning and the second-level Computer Competency requirements in the core curriculum.

Prerequisite: elementary education or SMEE major

**201 Introductory Statistics II (220)****2 credits**

This course is for students desiring to satisfy the coverage of QMCS 220 (a full semester of statistics), but who have taken less than one full semester of statistics. Review of basic statistical techniques (confidence intervals, hypothesis testing, regression), multiple regression, contingency tables, analysis of variance, sampling, plus emphasis on use of statistical packages and design of a statistical study.

Prerequisite: 206 or at least .35 semester, but less than one semester, of statistics

**215 Rapid Application Development**

Introduction to user-friendly development tools. These tools allow non-programmers to create usable software without programmer assistance. Students will be exposed to developing systems using software packages emphasizing structured analysis techniques. These packages integrate spreadsheet software database management software and presentation software. Queries to the World Wide Web (WWW) and a variety of techniques to display data on the Web are included. Approximately half of the course deals with philosophical and foundational topics such as modeling or requirements. This course fulfills the second-level Computer Competency requirement of the core curriculum.

Prerequisite: 110

**216 Quantitative Techniques in Business (110)****2 credits**

The use of microcomputer spreadsheet software to aid in solving quantitative business problems. This course is to be taken by students who have been given transfer credits for the equivalent of some part but not all of 110 and who are required to take 110.

Prerequisite: ACCT 205

**220 Statistics I (201)**

Introductory applied statistics: sampling, descriptive (exploratory) statistics, probability, sampling distributions, estimation and hypothesis testing, non-parametrics, simple and multiple linear regression, introduction to analysis of variance; use of statistical packages. This course fulfills the third course in the Natural Science and Mathematical and Quantitative Reasoning and the second-level Computer Competency requirements in the core curriculum.

Prerequisite: Math placement at level of MATH 111 or above; or MATH 100, 101, or 105, or 109, 111 or 113

**230 Software Design Using the JAVA Language**

Introduction to software development including procedural and object-oriented concepts. Topics include: algorithmic development, classes and methods, arrays, sorting and searching, recursion. This course fulfills the second-level Computer Competency requirement in the core curriculum.

Prerequisite: None in general. However, certain sections will be designated for science students. The prerequisite for those sections is MATH 109 or 111 or 113.

**238 Software Design Using Business Languages**

Introduction to software development using COBOL and other business languages. Topics include algorithm development, sequential and direct-access file processing, tables, sorting, structured programming and software validation. This course fulfills the second-level Computer Competency requirement in the core curriculum.

**281 Object-Oriented Design and Programming**

Continuation of object-oriented design and programming in JAVA, with emphasis on more advanced concepts. Topics include classes, inheritance, encapsulation, polymorphism, GUI interface design, exception handling and files. This course fulfills the second-level Computer Competency requirement in the core curriculum.

Prerequisite: 230

## Departments

### 295, 296, 297, 298 Topics

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### 300 Computer Organization

Concepts of computer system organization and programming. Instruction and data representations. Instruction set decoding, addressing modes, and fundamentals of assembly language. The organization and the operation of the central processing unit, instruction fetching and execution, hardwired and microprogrammed control, I/O structures, direct memory access, interrupts, bus protocols and I/O interfaces, multiple-module memory, caches, memory, memory organization, registers, microprocessor families, pipelining, and RISC features. This course fulfills the second-level Computer Competency requirement in the core curriculum.

Prerequisites: 230 or 238 and MATH 128

### 320 Statistics II

Analysis of variance; regression with indicator variables; topics from: general linear model; design of experiments; further use of statistical packages, discriminant, cluster analysis, time series.

Prerequisite: 201 or 220 or MATH 333

### 330 Graphics and Numerical Methods

An integrated approach to using the computer to solve numerical problems and to present information in graphical form. Includes: non-linear equations, systems of linear equations, interpolation, approximation, differential equations, two and three-dimensional picture transformations plus viewing and rendering of graphical images.

Prerequisites: 230 and MATH 109 or 111 or 113

### 340 Digital Electronics and Microcomputers

Digital electronics techniques: semiconductor devices, digital logic, counters, clocks, shift registers, combinatorial and sequential logic circuits and minimization. Microprocessor organization, programming, device addressing, buffering and enabling. Microprocessor interfacing with switches, A to D, D to A, and communications.

Prerequisites: 230 and MATH 128

### 342 Computer Applications in Experimental Sciences

Introduction to the use of computers in the collection and analysis of scientific information. The course is designed to meet the needs of both natural science majors with an interest in scientific computing and computer science majors with an interest in laboratory science. Emphasis is placed on application of concepts and techniques using software packages and not on programming. Topics include laboratory device interfacing, analog-signal acquisition and processing, data-analysis packages and simulation. This course fulfills the second-level Computer Competency requirement in the core curriculum.

Prerequisites: 230 or 238; MATH 109 or 111 or 113; one course in a laboratory science

### 350 Data and File Structures

An introduction to data structures and abstract data types using an object-oriented language. Includes arrays and linked lists, stacks and queues, recursion, searching and sorting, trees, heaps, files, hashing and graphs.

Prerequisites: 280 and MATH 128

### 360 Operating Systems Design

The basic principles of designing and building operating systems. Sequential versus concurrent processes, synchronization and mutual exclusion, memory management techniques, CPU scheduling, input/output device handling, file systems design, security and protection. Primary focus on uniprocessors, with some coverage of multi-processor operating systems.

Prerequisite: 281; Recommended: 300

### 370 Telecommunications and Teleprocessing

The fundamental concepts of telecommunications and networking for voice, data and video, including hardware, media, signaling and digital switching, open-system interconnection model, standards and protocols, local and wide-area networks and inter-networking.

Prerequisites: 230 or 238 and MATH 128

### 371 Advanced Voice and Data Communications

Analysis of voice, data and video telecommunication requirements, network configuration, network operations, network monitoring and optimization, documentation and legal issues.

Prerequisite: 370

### 380 Artificial Intelligence and Robotics

Theory and implementation techniques using computers to solve problems, play games, prove theorems, recognize patterns, create artwork and musical scores, translate languages, read handwriting, speak and perform mechanical assembly. Emphasis placed on implementation of these techniques in robots.

Prerequisites: 220 and 281

**381 Expert Systems**

Emphasis on a practical understanding of artificial intelligence, LISP, and the expert system-building process. Course goals include understanding what expert systems are, how they operate, techniques used to build expert systems, and evaluating commercially available expert systems packages.

Prerequisites: 281 and junior standing

**410 Operations Research I**

Utilization of computer and analytic techniques to support the decision-making process in both the public and private sectors. Topics include linear programming, simulation, PERT, inventory control, goal programming and queuing theory. This course fulfills the second-level Computer Competency requirement in the core curriculum.

Prerequisites: 220 and MATH 109 or 111 or 113

**411 Operations Research II**

Advanced modeling techniques. Techniques include: decision theory, Markov chains, integer programming, dynamic programming, forecasting, game theory, transportation problems and decision theory.

Prerequisites: 410; MATH 112 or 114

**419 Accounting Information Systems**

This course will provide an understanding of the conceptual framework and practices of accounting information systems and the ability to work effectively with computer specialists and management to design, implement and audit such systems. Examples of subjects included are: systems development life cycle (SDLC), systems analysis phase of the SDLC, data and process models, operations of a corporate data center, including internal controls, database integrity, audit considerations for both internal and external auditors, unit integration, and system testing.

Prerequisites: 110 plus either auditing or concurrent registration with ACCT 416

**420 Systems Analysis and Design I**

A study of process, data, and object models for the analysis and design of information systems. Includes enterprise models, data-flow diagrams, structure charts, entity-relationship models, normalization and state transition diagrams. Alternative system development life cycles are discussed, as well as testing, quality and installation strategies.

Prerequisites: 230 or 238 and junior standing

**421 Systems Analysis and Design II**

Continuation of 420. Concentration on implementation problems, software and hardware limitations. Emphasis on managerial problems in an information-processing system. Continued use of computer-based analysis and design and project-management tools. A "real world" project is an integral part of this course.

Prerequisite: 420

**425 Information Resource Management**

A study of relevant technologies and how they are used in today's modern organizations to help manage the information resource of those organizations. Emphasis is placed on the organizational issues and concerns wrought by these technologies. This is an "active learning" course in which students will be researching current information systems technologies and participating in the establishment of an organization that provides information services.

Prerequisite: 230 or 238

**450 Database Design**

Introduction to database management systems design philosophy. Design considerations for satisfying both availability and integrity requirements. Data models used to structure the logical view of the database. Schema, subschemas, binding. Custom, special purpose and generalized database systems.

Prerequisite: 280 or 420 or 425

**460 Senior Project**

Work on a software analysis, design, and implementation project under the direction of a faculty member.

Prerequisite: Senior standing and permission of the instructor

**475, 476, 477, 478 Experiential Learning**

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**483, 484, 485, 486 Seminar**

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## **Real Estate Studies**

*See Division of Business*

## **Renaissance Program**

*See Interdisciplinary Minors*

## **Russian**

*See Department of Modern and Classical Languages*

## **Russian, Central and East European Studies**

*See Interdisciplinary Programs*

## **Science and Mathematics Major for Elementary Education**

### **Science Education**

### **Secondary Education**

*See Department of Teacher Education*

## **Social Sciences**

*See Interdisciplinary Programs*

## **Social Studies**

*See Department of Teacher Education*

## **Social Work (SOWK)**

Shank (dean), Thornton (undergraduate program director), Andrews, Barretta-Herman, Biboila, Brenden, Burczek-Bogucki, Chovanec, Freeman, Garrett, Graham, Hanley, Herman, Hollidge, Holloway, Kaiser, Kuechler, Miller, Parnell; Adler, Canfield, Caron, Gearity, Jacobson, McPartlin, Mowatt, Peterson, Young; Bauer, Berger, Dziengel, Rottenberg

A major in social work is available through a joint department at both the College of St. Catherine and the University of St. Thomas. The major also is offered in Weekend College at the College of St. Catherine.

Students graduating with a major in social work will be prepared to begin generalist professional practice with individuals, families, small groups, organizations and communities. They will be prepared to develop an identity which will incorporate the values and ethics of the social work profession. They will be prepared for practice with diverse, oppressed and at-risk populations. They will be prepared as beginning social work generalists who link social research and social service practice. They will be prepared for lifelong learning and critical thinking through an educational process combining a liberal arts foundations with professional social work education. They will be prepared for graduate education in social work.

Transfer students must be in social work courses for a minimum of three semesters, excluding summer sessions.

The program described below is accredited by the Council on Social Work Education at the baccalaureate level and qualifies graduates to take the examination for licensure at the licensed social worker level.

### **Social Work Honor Society**

Beta Epsilon, the campus chapter of Alpha Delta Mu National Social Work Honor Society, was established at the University of St. Thomas and the College of St. Catherine in 1980. The purpose of this organization is to advance excellence in social work practice and to encourage, stimulate and maintain scholarship of the individual members.

Students become eligible for membership after they have achieved a junior or senior standing, earned a minimum of six semester hours or equivalent in social work, achieved a grade point average of 3.00 or above and been duly enrolled in an undergraduate social work program accredited by the Council on Social Work Education.

### **Summer Study Abroad Program**

This is an opportunity to study at the University of Bristol, England. The Bristol International Credit-Earning Program (BICEP) was established in 1987. The two-week summer program provides a framework in comparative international social welfare and public policy. The program is open to undergraduate and graduate students, alumni, faculty and practitioners. More information is available from the School of Social Work.