



2003-05 Undergraduate Catalog

College of Mount St. Joseph

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Academic Calendar

2003-2004

First Semester

August 25	Monday	Classes begin (Day and Evening)
September 1	Monday	Labor Day - Holiday
October 10	Friday	Midsemester Holiday
November 26-30	Wednesday-Sunday	Thanksgiving recess
December 1	Monday	Classes resume
December 8-12	Monday-Friday	Semester examinations
December 12	Friday	Semester ends

Second Semester

January 12	Monday	Classes begin (Day and Evening)
January 19	Monday	Martin Luther King Holiday
January 28	Wednesday	Faculty Institute (no day classes)
February 20	Friday	Midsemester Holiday
March 15-19	Monday-Friday	Spring vacation
March 22	Monday	Classes resume
April 9-12	Friday-Monday	Easter recess
April 13	Tuesday	Classes resume
April 15	Thursday	Celebration of Teaching and Learning
May 3-7	Monday-Friday	Semester examinations
May 7	Friday	Semester ends
May 8	Saturday	Commencement

2004-2005

First Semester

August 23	Monday	Classes begin (Day and Evening)
September 6	Monday	Labor Day - Holiday
October 15	Friday	Midsemester Holiday
November 24-28	Wednesday-Sunday	Thanksgiving recess
November 29	Monday	Classes resume
December 6-10	Monday-Friday	Semester examinations
December 10	Friday	Semester ends

Second Semester

January 10	Monday	Classes begin (Day and Evening)
January 17	Monday	Martin Luther King Holiday
February 18	Friday	Midsemester Holiday
March 7-11	Monday-Friday	Spring vacation
March 14	Monday	Classes resume
March 25-28	Friday-Monday	Easter recess
March 29	Tuesday	Classes resume
May 2-6	Monday-Friday	Semester examinations
May 6	Friday	Semester ends
May 7	Saturday	Commencement

Accelerated Evening and Weekend Dates

Accelerated study at the Mount is an intense learning experience that offers adult and graduate students the opportunity to complete uniquely designed courses in nontraditional timeframes. Accelerated evening or weekend classes have specific meeting dates listed in each semester/term *Schedule of Classes*.

Academic Departments and Programs

Art

Jerry Bellas, M.F.A., Art Chairperson

Courses taught in the Mount's Art Department are sequenced in a manner to acquaint students with the fundamental design principles of the visual arts; to expand their technical skills in a variety of media; to enhance their creative, aesthetic awareness; to encourage and cultivate their particular manner of visual expression and communication; to prepare them to employ the arts imaginatively and intellectually throughout their lives; and to enrich their understanding and appreciation of the arts of other cultures and ages.

Programs of study and coordinators include: Art/Fine Art, Loyola Walter, M.F.A.; Art Education, Sharon Kesterson Bollen, Ed.D.; Art History, Dan Mader, M.A.; Graphic Design, Beth Belknap Brann, M.Des.; Interior Design, Kim Burke; Studies Abroad at Huron University/London, Dan Mader, M.A.; Web Media Design, Michael Kroeger, M.F.A.

Programs in art are intended to prepare the students for professional careers, for teaching or for further study. Courses within the various art programs are, in most cases, set up to emphasize a studio-learning environment, where blocks of time are scheduled for concentrated study. Exhibitions in the Studio San Giuseppe, the College art gallery, greatly enhance the learning experiences of all students by providing a forum for class discussions or a setting for individual study. Guest artists/speakers, field trips, cooperative education, and overseas study offer a well-rounded educational opportunity for art students at the College.

Students pursuing an art major, minor or certificate are expected to receive a grade of "C" or better in all art courses. Those receiving a grade lower than "C" will be required to repeat courses. Incoming freshmen will have a probationary period of one semester before this policy becomes effective. This will allow freshmen time to adjust to college.

Portfolio Review

Formal admission to the Art Department is contingent upon the submission of a portfolio of college-level work to the art faculty for its review and determination. The portfolio review usually occurs after the completion of at least 18 credit hours in art at the Mount. Transfer students are usually reviewed upon arrival. Review approval is an overall departmental requirement for graduation.

Transfer students into the Art Department are expected to satisfy a minimum residency requirement of 9 hours including Thesis. Specific determination of necessary courses is made through review of the student's portfolio at the time of entry.

The Art Department, through its affiliation with Huron University in London, England, offers art courses and co-op work experiences abroad. For more information, contact the Huron Program coordinator and the director of international programs.

Studio San Giuseppe

The Studio San Giuseppe Art Gallery (SSG), located in the Dorothy Meyer Ziv Art Building, offers professional fine arts and craft exhibitions in a variety of media during the academic year. The Gallery serves the Mount Community as well as those in the Tri-state region by acquainting viewers with a wide range of approaches to the visual arts and with the diversity of expression. The exhibits supplement, extend and enhance the Mount students' classroom and studio activities.

Requirements for a Major in Art - Bachelor of Arts Degree

Requirements for a Major in Art - Bachelor of Arts Degree and
Requirements for a Major in Art with a Concentration in Pre-Art Therapy - Bachelor of Arts Degree
(50 hours)

Department courses - 50 hours

ART 100 Art Seminar: Orientation (1)
ART 101 Drawing I (3) A
ART 103 Design (3) A
ART 106 Three-Dimensional Design (3) A
ART 121 Art History: World Art (3) A
ART 202 Drawing II (3) A
ART 217 Painting (3) A
ART 301 Figure Drawing (3) A
ART 400 Senior Art Seminar (1)
ART 495 Thesis (3)
ELECTIVES: Art history (6), Art studio (18)

Recommended Courses for BA Major in Art with Concentration in Pre-Art Therapy

MTH 174 Statistics I (3) N
or
MTH 175 Statistics I Using SPSS (3) N Corequisite: CIS 106 SPSS (1)
or
MTH 176 Statistics I with SPSS (3) N
PSY 103 Introduction to Psychology (3) S
PSY 205 Child and Adolescent Development (3) S
PSY 206 Adult Development and Aging (3) S
PSY 340 Abnormal Psychology (3) S
SOC 103 Introduction to Sociology (3) S
Additional psychology courses desirable.

Note: Students planning to enroll in a masters level program in art therapy should check early with the intended graduate institution for entry requirements.

Requirements for a Major in Art Education - Bachelor of Arts Degree

(60 hours)

Department Courses - 57 hours

- AED 160 Introduction to Computer Graphics (1)
- AED 290 Comprehensive Art Education I (3)
- AED 390 Comprehensive Art Education II (4)
- ART 100 Art Seminar: Orientation (1)
- ART 101 Drawing I (3) A
- ART 103 Design (3) A
- ART 106 Three-Dimensional Design (3) A
- ART 121 Art History: World Art (3) A
- ART 130 Lettering (3) A
- ART 140 Ceramics (3) A
- ART 202 Drawing II (3) A
- ART 217 Painting (3) A
- ART 328 Fabric Design Workshop (3) A
- ART 330 Art History: Art Criticism (3) A
- ART 362 Printmaking Workshop (3) A
- ART 495 Thesis (3)
- ELECTIVES: Art Elective (3), Art history (6), Advanced studio course (3) or Independent Study (3)

also required

- PHI 285 Philosophy of Art (3)

Additional education hours required for licensure. See Education on page 48.

Requirements for a Major in Graphic Design - Bachelor of Arts Degree

(53-55 hours)

Department Courses - 53-55 hours

ART 100 Art Seminar: Orientation (1) (delete for evening program students)

ART 101 Drawing I (3) A

ART 103 Design (3) A

ART 106 Three-Dimensional Design (3) A

ART 202 Drawing II (3) A

ART 230 Art History: Design (3) A

ART 248 Illustration: Mixed Media (3) A

or

GRD 253 Digital Illustration (3)

ART 281 Photography I (3) A

ART 282 Photography II (3) A

or

ART 380 Digital Photography (3) A

ART 400 Senior Art Seminar (1) (delete for evening program students)

GRD 205 Drawn Design (3)

GRD 250 Typography: Form and Composition (3)

GRD 254 Layout and Print Production (2)

GRD 255 Graphic Design 1: Visual Form (3)

GRD 256 Graphic Design 2: Aesthetic Communication (3)

GRD 355 Graphic Design 3: Visual Semantics (3)

GRD 356 Graphic Design 4: Visible Language (3)

GRD 455 Graphic Design 5: Systems Practicum (3)

GRD 456 Graphic Design 6: Thesis (exhibit in senior year) (3)

Elective: Art elective (3)

ART 301 Figure Drawing is strongly recommended (3) A

Requirements for a Major in Interior Design - Bachelor of Arts Degree

(54-56 hours)

Department Courses - 54-56 hours

ART 100	Art Seminar: Orientation (1) (delete for evening program students)
ART 101	Drawing I (3) A
ART 103	Design (3) A
ART 106	Three-Dimensional Design (3) A
ART 202	Drawing II (3) A
ART 233	Art History: Architecture and Interior Design (3) A
ART 400	Senior Art Seminar (1) (delete for evening program students)
IND 112	Theory of Interior Design (3)
IND 207	Architectural Drafting I (3)
IND 208	Architectural Drafting II (3)
IND 212	Interior Design I Commercial Overview (3)
IND 213	Construction Technologies (3)
IND 307	Professional Practice (3)
IND 309	Interior Design II Cultural Appreciation (3)
IND 310	Interior Design III Theory Interrelationships (3)
IND 311	AutoCAD (3)
IND 314	Environmental Technologies (3)
IND 409	Interior Design IV Ethics/Global Awareness (3)
IND 410	Interior Design V: Thesis (3)
IND 411	Advanced AutoCAD (3)

Suggested business courses:

BUS 210	Business Law I (3)
MKT 311	Principles of Retailing (3)

Requirements for a Major in Fine Arts - Bachelor of Fine Arts Degree

(65 hours)

(Areas of concentration are: Ceramics, Drawing, Fabric Design, Metalcraft & Jewelry, Painting, Photography, Printmaking, Sculpture)

Department Courses - 62 hours

ART 100	Art Seminar: Orientation (1)
ART 101	Drawing I (3) A
ART 103	Design (3) A
ART 106	Three-Dimensional Design (3) A
ART 121	Art History: World Art (3) A
ART 202	Drawing II (3) A
ART 231	Art History: Modern Art (3) A
ART 281	Photography I (3) A
ART 301	Figure Drawing (3) A
ART 302	Advanced Drawing (3) A
ART 400	Senior Art Seminar (1)
ART 495	Thesis (3)

Electives: Drawing (3), Area of concentration (12), Independent Study (area of concentration) (3), Art history or Art studio (6), Art history (6)

Other Requirements - 3 hours

PHI 285	Philosophy of Art (3) R
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Requirements for a Major in Graphic Design - Bachelor of Fine Arts Degree

(70 hours)

Department Courses - 67 hours

ART 100	Art Seminar: Orientation (1)
ART 101	Drawing I (3) A
ART 103	Design (3) A
ART 106	Three-Dimensional Design (3) A
ART 121	Art History: World Art (3) A
ART 202	Drawing II (3) A
ART 230	Art History: Design (3) A
ART 248	Illustration: Mixed Media (3) A
or	
GRD 253	Digital Illustration (3)
ART 281	Photography I (3) A
ART 282	Photography II (3) A
or	
ART 380	Digital Photography (3) A
ART 301	Figure Drawing (3) A or
or	
an Advanced Drawing Elective (3)	
ART 400	Senior Art Seminar (1)
GRD 205	Drawn Design (3)
GRD 250	Typography: Form and Composition (3)
GRD 254	Layout and Print Production (2)
GRD 255	Graphic Design 1: Visual Form (3)
GRD 256	Graphic Design 2: Aesthetic Communication (3)
GRD 355	Graphic Design 3: Visual Semantics (3)
GRD 356	Graphic Design 4: Visible Language (3)
GRD 455	Graphic Design 5: Systems Practicum (3)
GRD 456	Graphic Design 6: Thesis (exhibit in senior year) (3)

Electives: Art history (6), Art studio (3)

Other Requirements - 3 hours

PHI 285	Philosophy of Art (3) R
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Requirements for a Major in Interior Design - Bachelor of Fine Arts Degree

(68 hours)

Department Courses - 65 hours

ART 100	Art Seminar: Orientation (1)
ART 101	Drawing I (3) A
ART 103	Design (3) A
ART 106	Three-Dimensional Design (3) A
ART 121	Art History: World Art (3) A
ART 202	Drawing II (3) A
ART 230	Art History: Design (3) A
ART 233	Art History: Architecture and Interior Design (3) A
ART 400	Senior Art Seminar (1)
IND 112	Theory of Interior Design (3)
IND 207	Architectural Drafting I (3)
IND 208	Architectural Drafting II (3)
IND 212	Interior Design I Commercial Overview (3)
IND 213	Construction Technologies (3)
IND 307	Professional Practice (3)
IND 309	Interior Design II Cultural Appreciation (3)
IND 310	Interior Design III Theory Interrelationships (3)
IND 311	AutoCAD (3)
IND 314	Environmental Technologies (3)
IND 409	Interior Design IV Ethics/Global Awareness (3)
IND 410	Interior Design V: Thesis (3)
IND 411	Advanced AutoCAD (3)

Electives: Art history (3)

Other Requirements - 3 hours

PHI 285	Philosophy of Art (3) R
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Requirements for a Major in Art - Associate in Arts Degree

(28 hours)

Department Courses - 28 hours

ART 100	Art Seminar: Orientation (1)
ART 101	Drawing I (3) A
ART 103	Design (3) A
ART 106	Three-Dimensional Design (3) A
ART 202	Drawing II (3) A
ART 217	Painting (3) A

Electives: Art history (6), Art studio (6)

ART 301	Figure Drawing (strongly recommended) (3) A
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Requirements for a Major in Graphic Design - Associate in Arts Degree

(35-36 hours)

Department Courses - 35-36 hours

ART 100 Art Seminar: Orientation (1) (delete for evening program students)

ART 101 Drawing I (3) A

ART 103 Design (3) A

ART 202 Drawing II (3) A

ART 230 Art History: Design (3) A

ART 248 Illustration: Mixed Media (3) A

or

GRD 253 Digital Illustration (3)

ART 281 Photography I (3) A

ART 282 Photography II (3) A

or

ART 380 Digital Photography (3) A

GRD 205 Drawn Design (3)

GRD 250 Typography: Form & Composition (3)

GRD 254 Layout & Print Production (2)

GRD 255 Graphic Design 1: Visual Form (3)

GRD 256 Graphic Design 2: Aesthetic Communication (3)

Requirements for a Major in Interior Design - Associate in Arts Degree

(34 hours)

Department Courses - 34 hours

ART 100 Art Seminar: Orientation (1)

ART 101 Drawing I (3) A

ART 106 Three-Dimensional Design (3) A

ART 233 Art History: Architecture and Interior Design (3) A

IND 112 Theory of Interior Design (3)

IND 207 Architectural Drafting I (3)

IND 208 Architectural Drafting II (3)

IND 212 Interior Design I Commercial Overview (3)

IND 213 Construction Technologies (3)

IND 307 Professional Practice (3)

IND 309 Interior Design II Cultural Appreciation (3)

IND 314 Environmental Technologies (3)

Suggested business courses:

BUS 210 Business Law I (3)

MKT 311 Principles of Retailing (3)

Requirements for a Minor in Art History

(18 hours)

Required Art History Core (6 credits)

ART 121 Art History: World Art (3) A

ART 330 Art History: Art Criticism (3) A

Select **four** from the following: (12 credits)

ART 201 Selected Topics in Art History (1, 2 or 3) A

ART 230 Art History: Design (3) A

ART 231 Art History: Modern Art (3) A

ART 232 Art History: Women Artists (3) A

ART 233 Art History: Architecture and Interior Design (3) A

ART 237 Art History: African-American Art (3) A

ART 238 Art History: African Art (3) A

ART 239 Art History: American Art (3) A

ART 350 Independent Study (capstone research to be taken last) (3) A

IDS 334 Jesus through the Ages (3) IDS

Requirements for a Minor or Certificate in iDesign (Web and Interactive Design Program)

(21 hours)

ART 103 Design (3) A

or

ART 202 Drawing II (3) A

or

GRD 205 Drawn Design (3)

ART 380 Digital Photography (3) A

COM 210 Mass Media and Modern Culture (3) LAE

GRD 270 Web Page Design (3)

GRD 370 Advanced Web & Interactive Design (3)

GRD 253 Digital Illustration (3)

GRD 470 Web & Interactive Design Seminar (3)

Requirements for a Minor in Illustration

(21 hours)

Department Courses- 21 hours

ART 121 Art History: World Art (3) A

ART 202 Drawing II (3) A

ART 217 Painting (3) A

ART 248 Illustration: Mixed Media (3) A

ART 301 Figure Drawing (3) A

ART 350 Independent Study: Illustration (capstone course to be taken last) (3) A

GRD 253 Digital Illustration (3)

Requirements for a Minor in International Art and Design Studies

(18 hours)

Mount Art Department Courses - 12 hours

ART 103 Design (3) A

GRD 255 Graphic Design 1 (3)

or

IND 112 Theory of Interior Design (3)

or

an Art Studio Elective (3)

Elective: Art history (3)

ART 230 Art History: Design is highly recommended

ART 350 Independent Study (capstone course to be taken last) (3) A

Huron Art Department Courses:

Special Topics (3)

FAS 211 Arts in London (3)

Recommended: Co-op Placement in London (3)

All participating students are required to spend a minimum of one term (fall, winter/spring or summer) enrolled at Huron University, London. Mount visiting students ordinarily select 12-15 semester hours that include 3 hours in co-op.

Requirements for a Minor in Photography

(18 Hours)

Requirements for students entering program in Summer 2004 and forward.

Department Courses — 18 hrs

ART 181 Basic Camera Techniques (3) A

or

ART 281 Photography I (3) A

ART 234 Art History: Photography (3)

ART 280 Principles of Animation (3) A

or

ART 350 Independent Study (3) A

ART 282 Photography II (3) A

ART 380 Digital Photography (3) A

ART 381 Advanced Photography Workshop (3) A

Behavioral Sciences

The Behavioral Sciences Department offers baccalaureate majors in aging services and administration, paralegal studies, psychology, recreational therapy, sociology, and social work; associate degrees in aging services and administration, and paralegal studies; minors in aging services and administration, anthropology, criminal justice, paralegal studies, political science, psychology, sociology, and socio-psychology; certificate programs in gerontology and paralegal studies; professional certificate tracks in long term care through the aging services and administration program; and a certificate in the American Humanics program.

Departmental policy for all bachelor of arts, bachelor of science and associate in arts programs within Behavioral Sciences: A grade of "C" or higher is required in all major, minor and cognate courses. All students majoring in a behavioral science must complete the departmental core curriculum capstone.

Aging Services and Administration

Richard R. Haubner, Ph.D., Program Director

In order to provide students with the necessary background to render service to the rapidly expanding population of older adults, the Behavioral Sciences Department offers three tracks in aging services and administration: a bachelor of arts degree, an associate of arts degree, a certificate in gerontology, and three professional certificate tracks in long term care.

The bachelor's degree in aging services and administration includes core courses in aging and a liberal arts and sciences component. The program examines issues of aging from an interdisciplinary perspective and prepares students to understand the aging process of themselves and their families as well as to work in community-based services and long term care within the aging network. Upon completion of the program students work in retirement facilities, adult day facilities, senior centers, hospitals, long-term care facilities and other organizations that serve older adults. The Aging Services and Administration program is approved by the Board of Examiners of Nursing Home Administrators, 246 N. High Street, Columbus, Ohio 43266, (614) 466-5114.

Prior to the bachelor's degree, students may choose to seek an associate degree in aging services and administration. The associate degree provides a general overview of the field combined with a liberal arts and sciences component. In addition to these two major tracks, a minor in aging services and administration is available to bachelor's degree students majoring in other programs.

The certificate track offers a certificate in gerontology and three professional certificates in long term care. The certificate program in gerontology requires that a student have a minimum of an associate degree and is designed for those who are interested in a career change or who desire knowledge of the aging process. The professional certificate programs require no prerequisite degree and are designed to assist and update those individuals who are working in long term care. The hours earned for the professional certificates in long term care may be used toward a degree.

Requirements for a Dual Major in Aging Services Administration and Recreational Therapy - Bachelor of Science Degree

(115 hours)

PREREQUISITES — 15 hours

COM 100	Spoken Word or equivalent (3) C
COM 101	Written Word or equivalent (3) C
MTH 176	Statistics I with SPSS (3) N
PSY 103	Introduction to Psychology (3) S
SOC 103	Introduction to Sociology (3) S

MAJOR COURSES — 70 hours

ASA 255	Service Provision in the Aging Network (1)
ASA 365	Health and Interdisciplinary Assessment of the Elderly (3)
ASA 367	Clinical Aspects of Long Term Care (3)
ASA 370	Resident Care and Health Services (3)
ASA 400	Administration of LTC and Service Organizations (3)
ASA 425	Long Term Care Administration (3)
ASA 450	Senior Seminar (3)
GST/SOC 261	Social Aspects of Aging (3) S
GST 340	Spirituality and Aging (3) S,R
GST 359	Work, Leisure and Retirement (3) S
GST 360	Mental Health and Aging (3) S
RCT 201	Introduction to Recreational Therapy (3)
RCT 250	Principles and Practices of Recreational Therapy (3)
RCT 250L	Principles and Practices of Recreational Therapy Lab (1)
RCT 280	Leadership and Facilitation Techniques in Recreational Therapy (3)
RCT 280L	Leadership and Facilitation Techniques in Recreational Therapy Lab (1)
RCT 290	Clinical Fieldwork in Psychiatric Settings (1)
RCT 291	Clinical Fieldwork in Rehabilitation Settings (1)
RCT 292	Clinical Fieldwork in Geriatric Settings (1)
RCT 300	Community Aspects of Recreational Therapy (3)
RCT 305	Leisure Education in RT (3)
RCT 305L	Leisure Education in RT Lab (1)
RCT 355	Program Design and Evaluation in Recreational Therapy (3)
RCT 430	Management of Recreational Therapy Services and Professional Development (3)
RCT 482	Recreational Therapy Internship (12)

REQUIRED SUPPORTIVE COURSES — 30 hours

BIO 131	Basic Human Anatomy and Physiology (4)
IDS 331	Holistic Wellness and Aging (3) IDS
PSY 204	Lifespan Development (4)
PSY 340	Abnormal Psychology (3)
PSY 390	Counseling Theories (3)
RCT/SWK 287	Stress Awareness and Reduction (3)
SOC 216	Sociology of the Family (3)
SWK 328	Group Approaches to Problem-solving (3)
PSY 375	Research I (4)
or	
SOC/SWK 375	Social Research I (4)

Requirements for a Dual Major in Aging Services Administration and Social Work - Bachelor of Arts Degree

(108 hours)

PREREQUISITES – 19 hours

BIO 131	Basic Human Anatomy and Physiology (4) N
COM 100	Spoken Word (or equivalent) (3) C
COM 101	Written Word (or equivalent) (3) C
MTH 176	Statistics I with SPSS (3) N
PSY 103	Introduction to Psychology (3) S
SOC 103	Introduction to Sociology (3) S

MAJOR COURSES – 71 hours

ASA 255	Service Provision in the Aging Network (1)
ASA 365	Health and Interdisciplinary Assessment of the Elderly (3)
ASA 367	Clinical Aspects of Long Term Care (3)
ASA 370	Resident Care and Health Services (3)
ASA 400	Administration of LTC and Service Organizations (3)
ASA 425	Long Term Care Administration (3)
ASA 450	Senior Seminar (3)
GST/SOC 261	Social Aspects of Aging (3) S
GST 340	Spirituality and Aging (3) S,R
GST 358	Organizational Administration in Healthcare (3) S
GST 359	Work, Leisure and Retirement (3) S
GST 360	Mental Health and Aging (3) S
SWK 220	Introduction to Social Work (3)
SWK 223	Social Policy and Issues (3) S
SWK 321	Human Behavior in the Social Environment (3)
SWK 327	Interviewing and Assessment (3)
SWS 328	Group Approaches to Problem-solving (3)
SWK 329	Organizational and Community Development (3)
SWK 330	Fieldwork I and Seminar (5)
SWK 375	Social Research I (4)
SWK 377	Evaluation Research and Grantsmanship (3)
SWK 432	Fieldwork II and Seminar (5)
SWK 432A	Fieldwork II/Senior Thesis (1)
SWK 405	Behavioral Sciences Capstone (1)

REQUIRED SUPPORTIVE COURSES – 18 hours

ECO 201	Economic Issues (3) S
IDS 331	Holistic Wellness and Aging (3) IDS
PSY 205	Child and Adolescent Development (3) S
PSY 206	Adult Development and Aging (3) S
SOC 202	Minority Groups (3) S
SOC 216	Sociology of the Family (3) S

Requirements for a Major in Aging Services and Administration - Bachelor of Arts Degree

(53-59** hours)

Department Courses - 37 hours

ASA 255	Service Provision in the Aging Network (1)
ASA 365	Health and Interdisciplinary Assessment of the Elderly (3)
ASA 367	Clinical Aspects of Long Term Care (3)
ASA 370	Resident Care and Health Services (3)
ASA 400	Administration of LTC and Service Organizations (3)
ASA 425	Long Term Care Administration (3)
ASA 432	Practicum/Internship (3)
ASA 450*	Senior Seminar (3)
GST 261	Social Aspects of Aging (3) S
GST 340	Spirituality and Aging (3) S,R
GST 358	Organizational Administration in Healthcare (3)
GST 359	Work, Leisure and Retirement (3) S
GST 360	Mental Health and Aging (3) S

Required Related Courses – 16 hours

BIO 131	Basic Human Anatomy and Physiology (4) N
or	
BIO 131A	Basic Human Anatomy and Physiology/Biology of Aging (2) N
and	
BIO 131B	Basic Human Anatomy and Physiology/Biology of Aging (2) N
IDS 331	Holistic Wellness and Aging (3) IDS
PSY 103	Introduction to Psychology (3) S
PSY 206	Adult Development and Aging (3) S
SOC 103	Introduction to Sociology (3) S

* Senior Seminar is only required of first-time bachelor's degree students.

*Students interested in sitting for a nursing home administration licensure must take ACC 213 (3 credits) and an additional practicum/internship (3 credits).

Requirements for a Major in Aging Services and Administration - Associate of Arts Degree

(37 hours)

Department Courses - 21 hours

ASA 365	Health and Interdisciplinary Assessment of the Elderly (3)
ASA 367	Clinical Aspects of Long Term Care (3)
ASA 370	Resident Care and Health Services (3)
GST 261	Social Aspects of Aging (3) S
GST 340	Spirituality and Aging (3) S,R
GST 358	Organizational Administration in Healthcare (3)
GST 360	Mental Health and Aging (3) S

Required Related Courses — 16 hours

BIO 131	Basic Human Anatomy and Physiology (4) N
or	
BIO 131A	Basic Human Anatomy and Physiology/Biology of Aging (2) N
and	
BIO 131B	Basic Human Anatomy and Physiology/Biology of Aging (2) N
IDS 331	Holistic Wellness and Aging (3) IDS
PSY 103	Introduction to Psychology (3) S
PSY 206	Adult Development and Aging (3) S
SOC 103	Introduction to Sociology (3) S

Requirements for a Minor in Aging Services and Administration

(18 hours)

Department Courses - 18 hours

GST 261	Social Aspects of Aging (3) S
GST 360	Mental Health and Aging (3) S
GST/ASA	Gerontology Courses (12)

Requirements for a Certificate in Gerontology

(28 hours)

Prerequisite: Students must have a minimum of an associate degree.

Department Courses - 28 hours

ASA 255	Service Provision in the Aging Network (1)
ASA 365	Health and Interdisciplinary Assessment of the Elderly (3)
ASA 367	Clinical Aspects of Long Term Care (3)
ASA 432	Practicum/Internship (3)
GST 261	Social Aspects of Aging (3)
GST 340	Spirituality and Aging (3)
GST 358	Organizational Administration in Healthcare (3)
GST 359	Work, Leisure and Retirement (3)
GST 360	Mental Health and Aging (3)
IDS 331	Holistic Wellness and Aging (3)

Requirements for the Professional Certificate Tracks in Long Term Care

(21 hours)

Common Core of Course Work – 12 hours

ASA 365	Health and Interdisciplinary Assessment of the Elderly (3)
ASA 367	Clinical Aspects of Long Term Care (3)
ASA 400	Administration of LTC and Service Organizations (3)
GST 358	Organizational Administration in Healthcare (3)

Director of Nursing/Nurse Manager Track – 9 hours

ASA 425	Long Term Care Administration (3)
GST 360	Mental Health and Aging (3)
SWK 328	Group Approaches to Problem-Solving (3)

Director Track – 9 hours

ASA 370	Resident Care and Health Services (3)
ASA 425	Long Term Care Administration (3)
GST 360	Mental Health and Aging (3)

Admissions/Marketing Track – 9 hours

ASA 370	Resident Care and Health Services (3)
MKT 300	Principles of Marketing (3)
MKT 356	Advertising (3)

American Humanics

Judy Singleton, Ph.D., Campus Director

The American Humanics program's mission is to prepare and certify future nonprofit professionals to work with America's youth and families. American Humanics is a national alliance of colleges, universities and nonprofit organizations preparing undergraduates for careers with youth and human service agencies. The overall goal of American Humanics is to be the nation's preferred source of entry-level youth and human service nonprofit professionals. This is accomplished through an integrated curricula of multi-disciplinary courses, student activities, service to the community, student participation in nonprofit leadership and management at a national level.

Prospective certificate students participate in a selective recruitment and screening process conducted by the campus director. Students from any major are eligible to pursue this certificate program.

The American Humanics program requires 180 clock hours of competency-based courses, workshops, seminars, and internships. Clock hours can be scheduled in a wide variety of timeframes. The American Humanics

Certificate is awarded by the American Humanics Association.

Requirements for a Certificate in American Humanics

(180 clock hours)

180 clock hours from required courses, workshops, seminars, internships, and recommended courses.

Required Courses

PSY 103	Introduction to Psychology (3)
SOC 300	Management/Fundraising in Nonprofit Organizations (3)
SOC 300S	Service Learning: Management/Fundraising in Nonprofit Organizations (1)

3 credits from one of the following:

ASA 400 Administration of Long Term Care and Service Organizations (3)

or

MGT 300 Management/Organizational Behavior (3)

3 credits from one of the following:

COM 355 Introduction to Public Relations (3)

or

MKT 351 Marketing Communication Management (3)

SOC 396 Cooperative Education Work Experience (6-12)

(This is an independent study internship in a nonprofit organization.)

Plus,

Two required workshops, one in financial accounting and a second workshop in marketing.

Recommended Courses

ACC 213	Principles of Accounting I (3)
ASA/SOC/SWK 377	Evaluation, Research and Grantsmanship (3)
BUS 101	Introduction to Business (3)
MGT 333	Coach, Lead, Manage (3)
MKT 300	Principles of Marketing (3)
PSY 204	Lifespan and Development (4)
PSY 205	Child and Adolescent Development (3)
SOC 103	Introduction to Sociology (3)
SOC 202	Minority Groups (3)
SOC 216	Sociology of Family (3)
SWK 220	Introduction to Social Work (3)

Criminology/Sociology

Requirements for a Dual Major in Criminology/Sociology - Bachelor of Science Degree

(53 hours)

Requirements for Students entering program in Summer 2004 and forward

PREQUISITES - 12 hours

CRM 103	Introduction to Criminal Justice (3) S
MTH 176	Statistics I with SPSS (3) N
PSY 103	Introduction to Psychology (3) S
SOC 103	Introduction to Sociology (3) S

DEPARTMENT COUSES - 32 hours

+CRM 217	Police and Society (3)
CRM 295	Corrections (3)
+CRM 298	Community Justice (3) S
+CRM 370	Criminological Theory (3)
PRL/PSC 151	Introduction to Legal Principles (3) S
SOC 202	Minority Groups (3) S
SOC 292	Juvenile Delinquency (3) S
SOC 375	Social Research I (4)
SOC 377	Evaluation Research and Grantsmanship (3)
SOC 400	Senior Thesis (3)
SOC 405	Behavioral Sciences Capstone (1)

MAJOR ELECTIVES - 9 hours (3 courses from the following):

CRM 291	Criminal Justice Fieldwork (3) S
Or	
CRM 396/496	Cooperative Education Work Experience (Parallel or Alternating) (3)
CRM 350	Special Topics (3)
CRM 380	Independent Study (3)
ECO 201	Economic Issues (3) S
ETH:REL 255	Christian Social Justice (3) E
IDS 332	Child Abuse (3) IDS
IDS 370	Addictions: An Interdisciplinary Approach (3) IDS
PRL 152	Legal Research (3)
+PSY 351	Forensic Psychology (3) LAE
PSY 358	Law and Psychology (3) LAE
SOC 201	Social Problems and Deviant Behavior (3) S
SOC 216	Sociology of the Family (3) S

+Courses pending approval by College Curriculum Committee

Requirements for a Minor in Criminology

(27 hours)

Requirements for students entering program in Summer 2004 and forward.

DEPARTMENT COURSES - 21 hours

CRM 103	Introduction to Criminal Justice (3) S
+CRM 217	Police and Society (3)
CRM 295	Corrections (3)
+CRM 298	Community Justice (3) S
PRL/PSC 151	Introduction to Legal Principles (3) S
SOC 103	Introduction to Sociology (3) S
SOC 292	Juvenile Delinquency (3) S

OTHER ELECTIVE REQUIREMENTS - 6 hours (2 courses from the following):

CRM 291	Criminal Justice Fieldwork (3) S
Or	
CRM 396/496	Cooperative Education Work Experience (Parallel or Alternating) (3)
CRM 350	Special Topics (3)
+CRM 370	Criminological Theory (3)
CRM 380	Independent Study (3)
ECO 201	Economic Issues (3) S
ETH:REL 255	Christian Social Justice (3) E
IDS 332	Child Abuse (3) IDS
IDS 370	Addictions: An Interdisciplinary Approach (3) IDS
PRL 152	Legal Research (3)
+PSY 351	Forensic Psychology (3) LAE
PSY 358	Law and Psychology (3) LAE
SOC 201	Social Problems and Deviant Behavior (3) S
SOC 202	Minority Groups (3) S
SOC 216	Sociology of the Family (3) S

+Courses pending approval by College Curriculum Committee

Paralegal Studies

Georgana Taggart, J.D., Program Director

Approved by the American Bar Association (ABA), 750 North Lake Shore Drive, Chicago, Illinois 60611, (312) 988-5618, the Paralegal Studies program was developed in 1976 in response to the ABA's recommendation that paralegals be trained to help in providing efficient legal services. The program is designed to prepare men and women to become paralegals — professionals who perform substantive legal work under the supervision of a licensed attorney. A paralegal performs many of the functions of a lawyer, such as preparing cases for court and assisting with clients' various legal matters. Among other things, paralegals interview clients, acquire factual data, draft court pleadings and legal documents, and research statutes, cases and legal source material. Paralegals are nonlawyers and, as such, are not licensed to practice law. Therefore, graduates of the program may not engage in the unauthorized practice of law. The program will provide those students who wish to become practicing attorneys with an excellent opportunity to prepare for law school.

The Mount's Paralegal Studies program offers both general preparation for the profession and concentration in specific areas of the law, providing a broad base of knowledge for practicing paralegals. The program of study emphasizes: theoretical and practical information in many important legal areas; the fundamentals of manual and computer based legal research; proficiency in legal writing; and the development of the "professional skill of learning." Further, students develop an understanding of the values underlying the legal system and of the ethical considerations arising in paralegal practice. The program promotes an understanding of how the individual student fits into the legal system, both as a professional and as a citizen.

The program prepares students to think critically, analyze facts and concepts, synthesize information, and articulate concepts and information verbally and in writing. These capabilities are essential to the effective paralegal.

The combination of generalized and specialized paralegal studies available through the Mount's program provides a strong foundation for practicing paralegals, increases the employment options available to graduates, and offers solid preparation for future studies in the field of law.

Persons trained in paralegal studies can apply their skills in a variety of career settings including law firms,

corporate legal departments, governmental positions, the court system, title companies, banks, insurance companies, hospitals, and others.

Credits awarded at other institutions are subject to review prior to acceptance by the Paralegal Studies program as paralegal studies credits. A minimum of 12 credit hours in paralegal studies course work must be completed at the College of Mount St. Joseph prior to the awarding of a paralegal studies degree, or 18 credit hours in the case of a certificate, to a student transferring into the program from another institution. A minimum of 9 credit hours in paralegal studies course work must be completed at the Mount prior to the awarding of a minor in paralegal studies.

The College offers four tracks in paralegal studies: 1) a bachelor of arts degree; 2) an associate in arts degree; 3) a minor in paralegal studies, for those students pursuing a major outside of the Paralegal Studies program; and 4) a certificate program for persons who already have a bachelor's degree or an associate degree with a sufficient number of general education credits. Paralegal studies classes are offered on campus and online through a Web-based course of instruction.

Requirements for a Major in Paralegal Studies - Bachelor of Arts Degree

(51 hours)

Prerequisites - 6 hours

COM 100 The Spoken Word (3) C
COM 101 The Written Word (3) C

Department Courses - 33 hours

PRL 150 Introduction to Paralegalism (3)
PRL 151 Introduction to Legal Principles (3) S
PRL 152 Legal Research (3)
PRL 261 Introduction to Corporate Law (3)
PRL 271 Introduction to Estates & Probate (3)
PRL 281 Introduction to Real Estate Law (3)
PRL 291 Introduction to Litigation Procedures (3)
PRL 380 Paralegal Internship Experience (3)

or

PRL 396 Paralegal Co-op Experience (3)
PRL 450 Advanced Legal Research (3)

Two of the following courses: (6 hours)

PRL 311 Corporate Law Practice (3)
PRL 321 Estates, Tax and Planning (3)
PRL 331 Real Estate Law Practice (3)
PRL 341 Litigation Practice and Procedure (3)
PRL 350 Special Topics Seminars (1-3)
PRL 353 Computer Applications in the Law (3)
PRL 355 Family Law (3)

Other Requirements - 12 hours

ACC 213 Principles of Accounting I (3)
COM 300 Advanced Composition (3) LAE
COM 320 Oral Communication (3) LAE
PHI 100 Critical Thinking (3) LAE

Residency Requirement - 12 hours

Requirements for a Major in Paralegal Studies - Associate in Arts Degree

(36 hours)

Prerequisites - 6 hours

COM 100 The Spoken Word (3) C
COM 101 The Written Word (3) C

Department Courses - 24 hours

PRL 150 Introduction to Paralegalism (3)
PRL 151 Introduction to Legal Principles (3) S
PRL 152 Legal Research (3)
PRL 261 Introduction to Corporate Law (3)
PRL 271 Introduction to Estates & Probate (3)
PRL 281 Introduction to Real Estate Law (3)
PRL 291 Introduction to Litigation Procedures (3)
PRL 380 Paralegal Internship Experience (3)

Other Requirements - 6 hours

ACC 213 Principles of Accounting I (3)
PHI 100 Critical Thinking (3) LAE

Residency Requirement - 12 hours

Requirements for a Certificate in Paralegal Studies

(33 hours)

DEPARTMENT COURSES - 33 hours

PRL 150 Introduction to Paralegalism (3)
PRL 151 Introduction to Legal Principles (3)
PRL 152 Legal Research (3)
PRL 261 Introduction to Corporate Law (3)
PRL 271 Introduction to Estates & Probate (3)
PRL 281 Introduction to Real Estate Law (3)
PRL 291 Introduction to Litigation Procedures (3)
PRL 380 Paralegal Internship Experience (3)
PRL 450 Advanced Legal Research (3)

Two of the following courses: (6 hours)

PRL 311 Corporate Law Practice (3)
PRL 321 Estates, Tax and Planning (3)
PRL 331 Real Estate Law Practice (3)
PRL 341 Litigation Practice and Procedure (3)
PRL 350 Special Topics Seminar (1-3)
PRL 353 Computer Applications in the Law (3)
PRL 355 Family Law (3)

Residency Requirement - 18 hours

Requirements for a Minor in Paralegal Studies

(21 hours)

DEPARTMENT COURSES - 21 hours

PRL 150	Introduction to Paralegalism (3)
PRL 151	Introduction to Legal Principles (3) S
PRL 152	Legal Research (3)
PRL 261	Introduction to Corporate Law (3)
PRL 271	Introduction to Estates & Probate (3)
PRL 281	Introduction to Real Estate Law (3)
PRL 291	Introduction to Litigation Procedures (3)

Residency Requirement - 9 hours

Political Science

Georgana Taggart, J.D., Coordinator

Courses in political science are designed to enable students to appreciate and more fully participate in the political process that runs through their personal and professional lives and to acquire knowledge and skills preparatory to a career in government, business, law, education, or politics.

Licensure for Teachers

Students choosing a minor in political science who also want to pursue Ohio teacher licensure must satisfy the same requirements as the minor and additional requirements in humanities, behavioral sciences, and education. The pertinent Adolescent and Young Adult License (grades 7-12) is integrated social studies. A concentration in social studies is available in the Middle Childhood Licensure (grades 4-9) program. See Education on page 48.

Requirements for a Minor in Political Science

(18 hours)

Courses in the Discipline - 18 hours

(Any political science courses are acceptable)

Residency requirement: 6 hours

Psychology

Jim Bodle, Ph.D., Program Director

The psychology major focuses on the theories, research techniques and applications of the scientific study of human behavior and mental processes. The curriculum is organized around a core consisting of human development, social psychology, personality, psychopathology and research, augmented by additional psychology courses of the student's choosing. Emphasis is placed on the development of critical thinking and research skills. Baccalaureate graduates will have a strong liberal arts background and will be well-prepared for jobs in areas such as human services, mental health, research, public relations, and business/marketing. In addition, the psychology major provides excellent preparation for graduate or professional schools in psychology, counseling, law, business, medicine, or a host of other fields.

Psychology majors are required to take an examination assessing learning outcomes prior to graduation.

Credit for psychology courses taken at the Mount or as transfer credit more than 10 years ago is subject to validation by the student's successful completion ("C" or better) of a more recent upper-level college psychology course or standardized psychology exam. This validation requirement does not apply if the courses are part of an earned degree or regionally accredited college credit that is part of a nursing school diploma.

Licensure for Teachers

Students choosing a major in psychology who also want to pursue Ohio teacher licensure must satisfy the same requirements as the major and additional requirements in behavioral sciences, education and humanities. The pertinent Adolescent and Young Adult License (grades 7-12) is integrated social studies. Degree seeking students should be aware that social studies licensure does not constitute a major. A concentration in social studies is available in the Middle Childhood Licensure (grades 4-9) program. See Education on page 48.

Requirements for a Major in Psychology - Bachelor of Science Degree

(49-50 hours)

PREREQUISITES - 3 hours

MTH 176 Statistics I with SPSS (3) N

DEPARTMENT COURSES - 46-47 hours

PSY 103 Introduction to Psychology (3) S

SOC 103 Introduction to Sociology (3) S

PSY 204 Lifespan Development (4) S

or

PSY 205 Child and Adolescent Development (3) S

PSY 208 Social Psychology (3) S

PSY 340 Abnormal Psychology (3) S

PSY 375 Research I (4)

PSY 376 Research II (3)

PSY 385 Personality Theories (3) S

PSY 400 Senior Thesis (3)

Plus any other six PSY courses (18 credit hours, excluding PSY 396 and 496; may include up to 3 hours of PSY 399).

RECOMMENDED COURSES:

BIO 131 Basic Human Anatomy and Physiology (4) N

ECO 201 Economic Issues (3) S

PHI 100 Critical Thinking (3) LAE

SOC 202 Minority Groups (3) S

Requirements for a Minor in Psychology

(25 hours)

PREREQUISITES - 3 hours

MTH 176 Statistics I with SPSS (3) N

DEPARTMENT COURSES - 22 hours

PSY 103 Introduction to Psychology (3) S

PSY 375 Research I (4)

Psychology electives (15 hours)

Requirements for a Minor in Socio-Psychology

(25 hours)

[available to students with any major or minor other than psychology or sociology]

PREREQUISITES - 3 hours

MTH 176 Statistics I with SPSS (3) N

DEPARTMENT COURSES - 22 hours

PSY 103 Introduction to Psychology (3) S

SOC 103 Introduction to Sociology (3) S

PSY 375 Research I (4)

or

SOC 375 Social Research I (4)

Psychology elective (3)

Sociology elective (3)

Psychology or Sociology electives (6)

Recreational Therapy

Kathleen Scheltens, Ph.D., Program Director

The Recreational Therapy program prepares students for entry-level positions as recreational therapists. Designed for those who have an orientation toward human service and an interest in health care, recreational therapy is an interdisciplinary career preparation program built on a liberal arts and sciences core. Students in this major take courses in psychology, biology, gerontology, sociology, and more.

Recreational therapists use leisure activities as vehicles for the delivery of therapeutic services to elderly, disabled and injured clients of all ages. The RT major curriculum prepares students to take the national certification exam which, when passed, confers the professional credential most preferred by employers: CTRS, Certified Therapeutic Recreational Specialist.

The curriculum combines classroom courses with many experiential opportunities. The student completes three (60-hour) fieldwork experiences at local agencies, which provide recreational therapy services. The student spends the last semester of the senior year completing a 15-week full-time internship under the direction of a certified recreational therapist.

The Recreational Therapy Certificate program offers courses for individuals who have a baccalaureate degree in another discipline and are eligible for certification as a recreational therapist via the equivalence path as defined by the National Council on Therapeutic Recreation Certification (NCTRC). The certificate program was developed for individuals presently working in the area of recreational therapy.

Requirements for a Major in Recreational Therapy - Bachelor of Science Degree

(78 hours)

Prerequisites - 9 hours

MTH 176 Statistics I with SPSS (3) N

PSY 103 Introduction to Psychology (3) S

SOC 103 Introduction to Sociology (3) S

Major Course Work - 39 hours

RCT 201	Introduction to Recreational Therapy (3)
RCT 250	Principles and Practices of Recreational Therapy (3)
RCT 250L	Principles and Practices of Recreational Therapy Lab (1)
RCT 280	Leadership and Facilitation Techniques in Recreational Therapy (3)
RCT 280L	Leadership and Facilitation Techniques in Recreational Therapy Lab (1)
RCT 290	Clinical Fieldwork in Psychiatric Settings (1)
RCT 291	Clinical Fieldwork in Rehabilitation Settings (1)
RCT 292	Clinical Fieldwork in Geriatric Settings (1)
RCT 300	Community Aspects of Recreational Therapy (3)
RCT 305	Leisure Education in RT (3)
RCT 305L	Leisure Education in RT Lab (1)
RCT 355	Program Design and Evaluation in Recreational Therapy (3)
RCT 430	Management of Recreational Therapy Services and Professional Development (3)
RCT 482	Recreational Therapy Internship (12)

Required Supportive Course Work - 30 hours

PSY 204	Lifespan Development (4) S
PSY 340	Abnormal Psychology (3) S
SOC 375	Social Research I (4)
or	
PSY 375	Research I (4)
PSY 390	Counseling Theories (3)
RCT 287	Stress Awareness and Reduction (3)
SOC 216	Sociology of the Family (3) S
SWK 328	Group Approaches to Problem-solving (3)
GST 359	Work, Leisure and Retirement (3) S
BIO 131	Basic Human Anatomy and Physiology (4) N

Requirements for a Certificate in Recreational Therapy

(36-42 hours)

Students choose 18 hours of coursework from the following list:

RCT 201	Introduction to Recreational Therapy (3)
RCT 250	Principles and Practices of Recreational Therapy (3)
RCT 280	Leadership and Facilitation Techniques in RT (3)
RCT 300	Community Aspects of Recreational Therapy (3)
RCT 305	Leisure Education in RT (3)
RCT 355	Program Design and Evaluation in Recreational Therapy (3)
RCT 430	Management of Recreational Therapy Services and Professional Development (3)

In addition to 18 hours of RCT courses, certificate students also choose supportive courses from the following list which, when considered in addition to the students' supportive courses already completed in their baccalaureate, equal 18-24 hours of supportive course work in the NCTRC defined areas. Information explaining the NCTRC defined areas is available from the Recreational Therapy program director.

Supportive Course Work – 18-24 hours

BIO 131	Basic Human Anatomy and Physiology (4)
GST 359	Work, Leisure and Retirement (3)
PSY 204	Lifespan Development (4)
PSY 340	Abnormal Psychology (3)
PSY 390	Counseling Theories (3)
SOC 216	Sociology of the Family (3)
SWK 328	Group Approaches to Problem-solving (3)

Social Work

Ronald M. Arundell, M.S.W., Ed.D., Program Director

The Social Work program provides preparation for entry-level professional, generalist social work practice. The baccalaureate program is designed to develop practitioners who have the knowledge, values and skills to work with a wide variety of people in a range of organizational settings. This professional program is built upon a liberal arts foundation.

The program has been accredited by the National Council on Social Work Education, 1725 Duke St., Alexandria, Virginia 22314, (703) 683-8080, since 1991. A chapter of Phi Alpha, a national social work academic honor society, was established on campus in 1996. Graduates of the program are eligible for Social Work Licensure in Ohio and other states with similar license requirements.

Social work is a challenging and exciting profession which provides the opportunity for individuals to contribute to the amelioration of social problems. Social work faculty are committed to preparing competent and dedicated generalist social work practitioners.

The curriculum includes two fieldwork courses in which students spend two days per week in a social agency under the supervision of a professional practitioner selected by a faculty field coordinator. Students are placed in mental health, hospice, hospital, and domestic violence/crisis programs, community service agencies, and in gerontological programs in the Greater Cincinnati, Northern Kentucky region.

Admission: Students who declare social work as a major must make formal application for admission to the professional program. Students should have completed the prerequisites prior to seeking admission to the program. A freshman student may be considered for acceptance prior to successful completion of MTH 176: Statistics I with SPSS, which is recommended for the sophomore year.

Acceptance into the program is based upon:

- the completion of the prerequisite courses plus SWK 220 with a grade of "C" or better and a minimum cumulative GPA of 2.3.
- the completion of 100 hours of community service through either a prior volunteer or paid position in a social/health agency within the past five years or enrollment in two Service Learning Plus One Options taken concurrently with either social work or related courses.
- the completion of a personal essay submitted to the program director which demonstrates potential for the social work profession (criteria are described in the Social Work Handbook distributed to students interested in majoring in social work).

Formal acceptance into the program must be completed prior to enrollment in the first practice skills course (SWK 327) which is taken in the junior year.

The core social work courses are restricted to students who have been admitted to the program. The social work faculty stand ready to assist students in learning more about social work as a career and in the preparation of the admission materials.

Residency Requirement: A minimum of 34 credit hours of the required courses must be completed at the Mount in order to qualify for a baccalaureate degree in social work.

Requirements for a Major in Social Work - Bachelor of Arts Degree

(71 hours)

PREREQUISITES - 20

CIS 102	Word Processing Basics (1)
BIO 131	Basic Human Anatomy and Physiology (4) N
or	
BIO 131A	Basic Human Anatomy and Physiology/Biology of Aging (2) N
and	
BIO 131B	Basic Human Anatomy and Physiology/Biology of Aging (2) N
COM 100	Spoken Word (or equivalent) (3) C
COM 101	Written Word (or equivalent) (3) C
MTH 176	Statistics I with SPSS (3) N
PSY 103	Introduction to Psychology (3) S
SOC 103	Introduction to Sociology (3) S

DEPARTMENT COURSES - 36 hours

SWK 220	Introduction to Social Work (3)
SWK 223	Social Policy and Issues (3) S
SWK 321	Human Behavior in the Social Environment (3)
SWK 327	Interviewing and Assessment (3)
SWK 328	Group Approaches to Problem-solving (3)
SWK 329	Organizational and Community Development (3)
SWK 330	Fieldwork I and Seminar (5)
SWK 375	Social Research I (4)
SWK 377	Evaluation Research and Grantsmanship (3)
SWK 432	Fieldwork II and Seminar (5)
SWK 432A	Fieldwork II/Senior Thesis (1)

OTHER REQUIREMENTS - 15 hours

ECO 201	Economic Issues (3) S
PSY 205	Child and Adolescent Development (3) S
PSY 206	Adult Development and Aging (3) S
SOC 202	Minority Groups (3) S
SOC 216	Sociology of the Family (3) S

Residency Requirement – 36 hours

Sociology

Judy Singleton, Ph.D., Program Director

The sociology major studies social life, social change, and social causes and consequences of human behavior in various cultural contexts. Sociologists examine social behavior in families, groups, organizations, communities, and whole societies, as well as the increasing complexities of connections between cultures and societies in our modern world. Sociological knowledge and methods of study can be applied toward understanding many issues and in many work and civic environments. Whether as a paid employee, a volunteer or a citizen activist, the sociological perspective is valued in business, health, social service, criminal justice, law, media, and government sectors of society.

Sociology majors are required to take an examination assessing learning outcomes prior to graduation.

Credit for sociology courses taken at the Mount or as transfer credit more than 10 years ago is subject to validation by the student's successful completion ("C" or better) of a more recent upper-level college sociology course or standardized sociology exam. This validation requirement does not apply if the courses are part of an earned degree or regionally accredited college credit that is part of a nursing school diploma.

Note: Requirements for the Minor in Criminal Justice are only for students prior to Summer 2004

Licensure for Teachers

Students choosing a major in sociology who also want to pursue Ohio teacher licensure must satisfy the same requirements as the major and additional requirements in behavioral sciences, education and humanities. The pertinent Adolescent and Young Adult License (grades 7-12) is integrated social studies. Degree seeking students should be aware that social studies licensure does not satisfy for a major. A concentration in social studies is available in the Middle Childhood Licensure (grades 4-9) program. See Education on page 48.

Requirements for a Major in Sociology - Bachelor of Science Degree

(44 hours)

The following requirements are applicable to students entering the Mount Summer 2004 forward

PREREQUISITE - 3 hours

MTH 176 Statistics I with SPSS (3) N

DEPARTMENT COURSES – 23 hours

PSY 103 Introduction to Psychology (3) S

SOC 103 Introduction to Sociology (3) S

SOC 202 Minority Groups (3) S

SOC 370 Sociological Theories (3)

SOC 375 Social Research I (4)

SOC 377 Evaluation Research and Grantsmanship (3)

SOC 400 Senior Thesis (3)

SOC 405 Behavioral Sciences Capstone (1)

ELECTIVES - 18 hours - Select Six Courses from the following:

ANT 103 Cultural Anthropology (3) S

ANT 207 Native American Heritage (3) S

IDS 200 Religion, Culture and Community (3) IDS

IDS 271 Theology and Human Ecology (3) IDS

IDS 390-394 Theology and Anthropology (3) IDS

IDS 370 Addictions: An Interdisciplinary Approach (3) IDS

SOC 201 Social Problems and Deviant Behavior (3) S

SOC 213 Sociology of Development (3) S

SOC 215 Sociology of Religion (3) S

SOC 216 Sociology of the Family (3) S

SOC 292 Juvenile Delinquency (3) S

SOC 335 International Politics (3) S

The following requirements are applicable to students entering the Mount prior to Summer 2004

(43 hours)

PREREQUISITES - 6 hours

MTH 176 Statistics I with SPSS (3) N
ECO Economics (3) S

DEPARTMENT COURSES – 37 hours

PSY 103 Introduction to Psychology (3) S
SOC 103 Introduction to Sociology (3) S
SOC 370 Sociological Theories (3)
SOC 375 Social Research I (4)
PSY 376 Research II (3)
or
SOC 377 Evaluation Research and Grantsmanship (3)
SOC 400 Senior Thesis (3)

Three courses from Social and Cultural Systems (one of which must be SOC 103 or SOC 202): 9 hours

ANT 103 Cultural Anthropology (3) S
ANT 207 Native American Heritage (3) S
IDS 200 Religion, Culture and Community (3) IDS
IDS 271 Theology and Human Ecology (3) IDS
IDS 390-394 Theology and Anthropology (3) IDS
SOC 202 Minority Groups (3) S
SOC 213 Sociology of Development (3) S
SOC 215 Sociology of Religion (3) S
SOC 216 Sociology of the Family (3) S
SOC 335 International Politics (3) S

Three courses from Applied Sociology: 9 hours

SOC 201 Social Problems and Deviant Behavior (3) S
+SOC 217 Police and Society (3)
SOC 285 Drugs in American Society (3) S
SOC 290 Introduction to Criminal Justice (3) S
SOC 292 Juvenile Delinquency (3) S
SOC 293 Criminology (3) S
SOC 294 Criminal Law and Public Response (3) S
SOC 295 Corrections (3)
+SOC 298 Community Justice (3) S

+Course pending approval by College Curriculum Committee.

Requirements for a Minor in Sociology

(25 hours)

PREREQUISITES - 3 hours

MTH 176 Statistics I with SPSS (3) N

DEPARTMENT COURSES – 22 hours

SOC 103	Introduction to Sociology (3) S
SOC 375	Social Research I (4)
Five courses from the following: 15 hours	
ANT 103	Cultural Anthropology (3) S
IDS 200	Religion, Culture and Community (3) IDS
IDS 370	Addictions: An Interdisciplinary Approach (3) IDS <i>(For students entering the Mount Summer, 2004 and after)</i>
SOC 201	Social Problems and Deviant Behavior (3) S
SOC 202	Minority Groups (3) S
SOC 213	Sociology of Development (3) S
SOC 215	Sociology of Religion (3) S
SOC 216	Sociology of the Family (3) S
SOC 285	Drugs in American Society (3) S
(or substitutions approved by the program director)	

Requirements for a Minor in Socio-Psychology

(25 hours)

[available to students with any major or minor other than psychology or sociology]

PREREQUISITES - 3 hours

MTH 176	Statistics I with SPSS (3) N
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DEPARTMENT COURSES - 22 hours

PSY 103	Introduction to Psychology (3) S
SOC 103	Introduction to Sociology (3) S
PSY 375	Research I (4)
or	
SOC 375	Social Research I (4)
Psychology elective (3)	
Sociology elective (3)	
Psychology or Sociology electives (6)	

Requirements for a Minor in Criminal Justice

(21 hours)

Requirements for students prior to Summer 2004

DEPARTMENT COURSES - 21 hours

SOC 103	Introduction to Sociology (3) S
SOC 290	Introduction to Criminal Justice System (3) S

Five courses from the following: 15 hours

SOC 201	Social Problems and Deviant Behavior (3) S
SOC 202	Minority Groups (3) S
SOC 285	Drugs and American Society (3) S
SOC 291	Beginning Fieldwork in Criminal Justice (3) S
SOC 292	Juvenile Delinquency (3) S
SOC 293	Criminology (3) S
SOC 294	Criminal Law and Public Response (3) S
SOC 295	Corrections (3)

Requirements for a Minor in Anthropology

(21-22 hours)

DEPARTMENT COURSES - 3 hours

ANT 103 Cultural Anthropology (3) S

Six additional courses from the following: 18-19 hours

ANT 207 Native American Heritage (3) S

BIO 330 Evolution (4) N

IDS 201 Introduction to Linguistics (3) IDS

IDS 271 Theology and Human Ecology (3) IDS

IDS 390-394 Theology and Anthropology (3)

IDS SOC 202 Minority Groups (3) S

REL 101 Introduction to Religion (3) R

REL 104 Personal Spirituality/Theology of Experience (3) R

REL 204 African American Religious Experience (3) R

SOC 213 Sociology of Development (3) S

Biology

Annette Muckerheide, S.C., Ph.D., Chairperson

The Biology Department offers courses designed to meet the needs of a wide variety of students. Programs aim to cultivate an understanding and appreciation of the creative and critical nature of scientific thought, as well as a knowledge of the processes involved in the phenomenon of life. In addition, students acquire skills necessary for the further pursuit of biological knowledge. Students who wish to pursue a career in research and industry, who plan to continue their education on the graduate level, and those preparing for careers in medicine or other health professions will be well prepared by the completion of the biology major. Courses are also offered for students who desire to obtain some knowledge of biology as part of their general education, those who need a mastery of certain areas of biology to complement other programs such as nursing and physical therapy, and those who propose to specialize in this subject in preparation for a teaching license. The Biology Department is home to the Xi Gamma Chapter of Beta Beta Beta, Biological Honors Society, a national society devoted to the pursuit and dissemination of scientific knowledge.

Three degrees are available through the Biology Department: 1) a Bachelor of Science in Biology; 2) a Bachelor of Science in Natural Science with a Biology concentration; and 3) a Bachelor of Science in Natural History. The department also offers Ohio Teacher Licensure in biology and a minor in biology to complement other majors.

The Bachelor of Science in Biology is offered in two concentrations of study: the Molecular Biology concentration and the Organismal Biology concentration. Both provide a solid foundation in biology and permit students to focus on courses in which they have particular interest and which will best prepare them for advanced study in biology.

The Biology Department encourages undergraduate participation in research with the faculty or through opportunities at other research facilities. To support the research experience the department houses research facilities in immunology, molecular biology, bioanthropology, anatomy, embryology, paleobiology, and entomology.

Biology majors must have a cumulative grade point average of at least 3.00 in their first three biology courses and a 2.50 grade point average in their first two chemistry courses by the end of their fourth semester in order to continue as biology majors. Natural science majors must maintain a grade point average of at least

2.5 in all science courses in order to continue in that major. During the first year there is a second semester midterm review by the faculty during which formal acceptance into the major may be granted.

Requirements for Ohio Teacher Licensure in Biology

Students choosing a major in biology who also want to pursue Ohio teacher licensure must satisfy the same requirements as the major and additional requirements in chemistry and physical sciences, and education. The pertinent Adolescent and Young Adult License (grades 7-12) is biology/life science, chemistry/life science and integrated science. A concentration in science is available in the Middle Childhood Licensure (grades 4-9) program. See Education on page 48.

Requirements for a Major in Biology - Bachelor of Science Degree, Molecular Biology Concentration

(59-60 hours)

PREREQUISITE: High school chemistry

DEPARTMENT COURSES 36 hours

Biology Core 16-19 hours

BIO 100	Seminar I (1)
BIO 115	Principles of Biology (4) N
BIO 116	Biodiversity (4) N

BIO 310/310A	Cell Biology & Lab (3,1) N (Note: if BIO 310 is selected, student must choose BIO 330 Evolution below)
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or

BIO 320	Genetics (4) N
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BIO 340	Bioinvestigation (1-4)
BIO 398	Seminar II (1)
BIO 399	Seminar III (1)
BIO 400	Seminar IV (0)

Physiology - 4 hours

BIO 202	Anatomy and Physiology II (4) N
BIO 304	Physiology (4) N

Ecology/Evolution - 4 hours

BIO 315	Ecology (4) N
BIO 330	Evolution (4) N

Molecular - 7-8 hours

BIO 203	Embryology (4) N
BIO 305	Microbiology (4) N
BIO 306	Immunology (3) N
BIO 310,310A	Cell Biology and Lab (3,1) N

Biology electives to total a minimum of 36 hours in Biology courses.

OTHER REQUIREMENTS - 23-24 hours

CHE 111,111A	General Chemistry/Lab (3,1) N
CHE 112,112A	General Chemistry/Lab (3,1) N
CHE 211,211A	Organic Chemistry/Lab (3,1) N
CHE 212,212A	Organic Chemistry/Lab (3,1) N
CHE 325,325A	Biochemistry: Proteins and Metabolism and Lab (3,1) N
or	
CHE 326, 326A	Biochemistry: Nucleic Acid Structure and Function and Lab (3,1) N
MTH 175	Statistics I Using SPSS (3) N Corequisite: CIS 106 SPSS (1)
or	
MTH 176	Statistics I with SPSS (3) N
or	
MTH 191	Calculus I (3) N

RECOMMENDED COURSES:

PHY 201,201A	General Physics/Lab (3,1) N
PHY 202,202A	General Physics/Lab (3,1) N

Requirements for a Major in Biology - Bachelor of Science Degree, Organismal Biology Concentration

(59-60 hours)

PREREQUISITE: High school chemistry

DEPARTMENT COURSES - 36 hours

Biology Core — 16-19 hours

BIO 100	Seminar I (1)
BIO 115	Principles of Biology (4) N
BIO 116	Biodiversity (4) N
BIO 310/310A	Cell Biology & Lab (3,1) N (Note: if BIO 310 is selected, student must choose BIO 330 Evolution below)
or	
BIO 320	Genetics (4) N
BIO 340	Bioinvestigation (1-4)
BIO 398	Seminar II (1)
BIO 399	Seminar III (1)
BIO 400	Seminar IV (0)

Physiology - 4 hours

BIO 202	Anatomy and Physiology II (4) N
BIO 304	Physiology (4) N

ECOLOGY/EVOLUTION - 4 hours

BIO 315	Ecology (4) N
BIO 330	Evolution (4) N

ORGANISMAL BIOLOGY - 8 hours

BIO 201	Anatomy and Physiology I (4) N
BIO 305	Microbiology (4) N
BIO 328	Human Neuroanatomy (4) N
BIO 335	Entomology (4) N

Biology electives TO TOTAL a minimum 36 HOURS IN BIOLOGY COURSES

OTHER REQUIREMENTS - 23-24 hours

CHE 111,111A	General Chemistry/Lab (3,1) N
CHE 112,112A	General Chemistry/Lab (3,1) N
CHE 211,211A	Organic Chemistry/Lab (3,1) N
CHE 212,212A	Organic Chemistry/Lab (3,1) N
MTH 175	Statistics I Using SPSS (3) N Corequisite: CIS 106 SPSS (1)
or	
MTH 176	Statistics I with SPSS (3) N
or	
MTH 191	Calculus (3) N

RECOMMENDED COURSES:

PHY 201,201A	General Physics/Lab (3,1) N
PHY 202,202A	General Physics/Lab (3,1) N

Requirements for a Major in Natural History - Bachelor of Science Degree

(71 hours)

BIOLOGY - 20 hours

BIO 115	Principles of Biology (4) N
BIO 116	Biodiversity (4) N
BIO 305	Microbiology (4) N
BIO 315	Ecology (4) N
BIO 330	Evolution (4) N

(if graduate school is desired the student must take organismic or molecular concentration)

CHEMISTRY - 12 hours

CHE 111,111A	General Chemistry/Lab (3,1) N
CHE 112,112A	General Chemistry/Lab (3,1) N
CHE 211,211A	Organic Chemistry/Lab (3,1) N

GEOLOGY - 16 hours

GEO 135	Environmental Geology (4) N
GEO 211/212	Introduction to Geology (4,4) N
IDS 255	Fossils and Earth History (4) IDS

MATHEMATICS - 4 hours

MTH 175	Statistics I Using SPSS (3) N Corequisite: CIS 106 SPSS (1)
or	
MTH 176	Statistics I with SPSS (3) N

ELECTIVES: Biology, Chemistry, Geology, Mathematics, Physics (8)

Business Courses - 9 hours

ACC 213	Principles of Accounting I (3)
MGT 300	Management/Organizational Behavior (3)
MKT 300	Principles of Marketing (3)

Capstone experience - 2 hours

Approved internship at museum, park, zoo, or preserve (40 hour commitment) (2)

Requirements for a Major in Natural Science with a Biology Concentration - Bachelor of Science Degree

(52 hours)

BIO 101 Introduction to Biology (4) N

or

BIO 115 Principles of Biology (4) N

Two of the following seminar courses (2)

BIO 100 Seminar I (1)

BIO 398 Seminar II (1)

BIO 399 Seminar III (1)

BIO 340 Bioinvestigation (1-3)

(adapted for Natural Science – Biology concentration majors)

Plus, additional biology courses (electives) to total 28 semester hours

Plus,

Chemistry courses (16)

Physics courses – 2 semesters (8)

or

Geology courses – 2 semesters (8)

Requirements for a Minor in Biology

(20 hours)

DEPARTMENT COURSES - 20 hours

BIO 101 Introduction to Biology (4) N

or

BIO 115 Principles of Biology (4) N

One course in four of the six areas:

Area I:

BIO 116 Biodiversity (4) N

Area II:

BIO 131 Basic Human Anatomy and Physiology (4) N

BIO 131A/B* Basic Anatomy/Physiology/Biology of Aging (2,2) N

BIO 195 Human Anatomy and Physiology for Allied Health (3) N

BIO 202 Human Anatomy and Physiology II (4) N

BIO 301 Pathophysiology (4) N

BIO 302 Embryology (3) N

Area III:

BIO 201 Human Anatomy and Physiology I (4) N

BIO 304 Physiology (4) N

BIO 328 Human Neuroanatomy (4) N

Area IV:

BIO 215 Introductory Microbiology (4) N

BIO 305 Microbiology (4) N

BIO 306 Immunology (3) N

BIO 310,310A Cell Biology/Lab (3,1) N

Area V:
 BIO 315 Ecology (4) N
 BIO 330 Evolution (4) N
 Area VI: (cannot be counted in two areas)
 BIO 310,310A Cell Biology/Lab (3,1) N
 BIO 320 Genetics (4) N
 or
 BIO 330 Evolution (4) N
 Plus Biology electives to total 20 credits
 * for the biology minor only

Business Administration

Jim Brodzinski, Chairperson

The Business Administration program is designed to provide students with a comprehensive background in areas of business (management, marketing, economics, finance, international business), accounting, or computer information systems, as well as a firm foundation in the liberal arts. This combination affords graduates a variety of options upon completion of their degree:

- a) graduate studies leading to an advanced degree in accounting, business, law, management, economics, information systems, hospital administration, and other related fields.
- b) pursuance of specific career objectives which may include management, sales, marketing, information systems, finance, banking, and other business activities.
- c) pursuance of objectives unrelated to the field of business such as government service or positions in volunteer organizations or educational settings.

The Business Administration program is tailored to fit the needs and lifestyles of both the traditional student and the adult learner. A highly qualified teaching faculty combine classroom learning with significant real world experience. In addition to offering a bachelor of science degree in all of the above major areas, the department also offers an associate in science degree with majors in business administration, accounting and computer information systems; and minors in business administration and computer information systems. The Business Administration Department in cooperation with the Mathematics and Computer Science Department also offers a major in mathematics and business administration with a concentration in economics or finance.

Students graduating with a major or minor in the Business Administrative Department must achieve a cumulative 2.0 grade point average in their business courses.

Credits awarded at other institutions, seven (7) years prior to enrollment in the Business Administration program at the College of Mount St. Joseph, are subject to review by the Business Administration Department prior to acceptance as business credits. A minimum of 21 credit hours (200 level courses and above) must be completed in the Business Administration Department prior to the awarding of a baccalaureate degree in business to a student transferring into the department from another institution. Nine (9) of these hours must be completed in the student's chosen discipline.

A minimum of 15 credit hours (200 level courses or above) must be completed in the Business Administration program prior to awarding an associate degree. Nine (9) credit hours (200 level courses and above) must be completed in the Business Administration program prior to awarding a minor in business administration.

Many business courses require quantitative skills; it is assumed, unless specifically stated otherwise, that two years of high school algebra will have been completed. If students have not met this requirement they should prepare themselves with such mathematical skills before entering the Business Administration program.

Requirements for a Major in Business Administration - Bachelor of Science Degree

(66-67 hours)

PREREQUISITES - 6 hours

BUS 101 Introduction to Business* (3)
CIS 135 Spreadsheets (3)

BUSINESS CORE COURSES - 36 hours

ACC 213/214 Principles of Accounting I, II (3,3)
BUS 210 Business Law (3)
BUS 260 Business Research (3)
BUS 352 Business Communications (3)
BUS 499 Business Policy (3)
CIS 300 Business Information Systems (3)
ECO 211 Principles of Macroeconomics (3) S
ECO 212 Principles of Microeconomics (3) S
FIN 300 Corporate Finance (3)
MGT 300 Management/Organizational Behavior (3)
MKT 300 Principles of Marketing (3)

PROGRAM REQUIREMENTS - 15 hours

(300 level or above)

9 hours must be in an area of the concentration –Finance, Economics, Marketing, Management, or International Business.

OTHER REQUIREMENTS — 9-10 hours

MTH 174 Statistics I (3) N
or
MTH 175 Statistics I Using SPSS (3) N Corequisite: CIS 106 SPSS (1)
or
MTH 176 Statistics I with SPSS (3) N
MTH 189 Business Calculus (3) N
ETH: PHI 397 The Ethical Conduct of Business (3) E
or
ETH:REL 251 Business Ethics (3) E

* May be waived at advisor discretion.

Students concentrating in the area of international business are required to participate in studies abroad.

Requirements for a Major in Mathematics and Business Administration (Concentration in economics or finance) - Bachelor of Arts Degree or Bachelor of Science Degree

(89-92 hours)

**A student pursuing this major but earning one degree will select the B.A or B.S. degree based on the primary advising department.

Mathematics/Computer Science Courses — 39-42 hours

CSC 129	Introduction to Computer-Based Problem Solving (3)
MTH 191	Calculus I (3) N
MTH 191A	Calculus I Lab (1)
MTH 192	Calculus II (3) N
MTH 192A	Calculus II Lab (1)
MTH 220	Foundations of Advanced Mathematics (4) N
MTH 255	Introduction to Linear Algebra (3) N
MTH 291	Calculus III (3) N
MTH 292	Calculus IV (3) N
MTH 301	Mathematical Modeling (3) N
MTH 310	Differential Equations (3) N
MTH 320	Probability and Statistics (3) N
MTH 325	Numerical Analysis (3) N
MTH 361	Abstract Algebra (3) N
MTH 391	Real Analysis (3) N

*Only one of MTH 310 or 325 is required; both are preferred.

Business Administration Courses — 33 hours

ACC 213/214	Principles of Accounting I, II (3,3)
BUS 210	Business Law (3)
BUS 499	Business Policy (3)
CIS 135	Spreadsheets (3)
CIS 300	Business Information Systems (3)
ECO 211	Principles of Macroeconomics (3) S
ECO 212	Principles of Microeconomics (3) S
FIN 300	Corporate Finance (3)
MGT 300	Management/Organizational Behavior (3)
MKT 300	Principles of Marketing (3)

Business Ethics Requirement — 3 hours

ETH: PHI 397	The Ethical Conduct of Business (3) E
or	
ETH: REL 251	Business Ethics (3) E

Economics Concentration — 14 hours

MTH/ECO 330	Mathematical Economics (3) N,S
MTH 380	Chaos Theory and Stock Market (Auto-Study) (3)
One Additional Economics Course (3)	
MTH 400	Senior Research in Mathematics/Economics (1,1) (1 credit per semester taken in 2 semesters)
MTH 396	Cooperative Education Work Experience (3)
or	
ECO 396	Cooperative Education Work Experience (3) (If MTH 396 or ECO 396 is taken for fewer than 3 credits, 1-2 credits are required in an extra MTH or ECO class.)

OR

Finance Concentration — 14 hours

MTH/ECO 330 Mathematical Economics (3) N,S

MTH 380 Chaos Theory and Stock Market (Auto-Study) (3)

One Additional Finance Course (3)

MTH 400 Senior Research in Mathematics/Finance (1,1) (1 credit per semester taken in 2 semesters)

MTH 396 Cooperative Education Work Experience (3)

or

FIN 396 Cooperative Education Work Experience (3) (If MTH 396 or FIN 396 is taken for fewer than 3 credits, 1-2 credits are required in an extra MTH or FIN class.)

Requirements for a Major in Accounting - Bachelor of Science Degree

(75-76 hours)

PREREQUISITES - 6 hours

BUS 101 Introduction to Business* (3)

CIS 135 Spreadsheets (3)

BUSINESS CORE COURSES - 36 hours

ACC 213/214 Principles of Accounting I, II (3,3)

BUS 210 Business Law (3)

BUS 260 Business Research (3)

BUS 352 Business Communications (3)

BUS 499 Business Policy (3)

CIS 300 Business Information Systems (3)

ECO 211 Principles of Macroeconomics (3) S

ECO 212 Principles of Microeconomics (3) S

FIN 300 Corporate Finance (3)

MGT 300 Management/Organizational Behavior (3)

MKT 300 Principles of Marketing (3)

PROGRAM REQUIREMENTS - 24 hours

ACC 301/302 Intermediate Accounting I, II (3,3)

ACC 303 Auditing (3)

ACC 304 Cost Accounting (3)

ACC 340 Taxation I (3)

Additional hours in Accounting (9)

OTHER REQUIREMENTS – 9-10 hours

MTH 174 Statistics I (3) N

or

MTH 175 Statistics I Using SPSS (3) N Corequisite: CIS 106 SPSS (1)

or

MTH 176 Statistics I with SPSS (3) N

MTH 189 Business Calculus (3) N

ETH:PHI 397 The Ethical Conduct of Business (3) (E)

or

ETH: REL 251 Business Ethics (3) (E)

* May be waived at advisor discretion.

Requirements for a Major in Computer Information Systems - Bachelor of Science Degree**(75-76 hours)****PREREQUISITES - 6 hours**

BUS 101 Introduction to Business* (3)
 CIS 135 Spreadsheets (3)

BUSINESS CORE COURSES - 33 hours

ACC 213/214 Principles of Accounting I, II (3,3)
 BUS 260 Business Research (3)
 BUS 352 Business Communications (3)
 BUS 499 Business Policy (3)
 CIS 300 Business Information Systems (3)
 ECO 211 Principles of Macroeconomics (3) S
 ECO 212 Principles of Microeconomics (3) S
 FIN 300 Corporate Finance (3)
 MGT 300 Management/Organizational Behavior (3)
 MKT 300 Principles of Marketing (3)

PROGRAM REQUIREMENTS - 27 hours

CIS 129 Introduction to Computer-Based Problem Solving (3)
 CIS 230 Principles of Structured Programming (3)
 CIS 270 Object Oriented Applications (3)
 CIS 310 Database Management System Design (3)
 CIS 320 Advanced Programming Concepts (3)
 CIS 330 Systems Analysis and Design (3)
 CIS 375 Systems Architecture (3)
 CIS 480 Systems Development Project (3)
 One CIS 300 level elective (3)

OTHER REQUIREMENTS – 9-10 hours

MTH 174 Statistics I (3) N
 or
 MTH 175 Statistics I Using SPSS (3) N Corequisite: CIS 106 SPSS (1)
 or
 MTH 176 Statistics I with SPSS (3) N
 MTH 189 Business Calculus (3) N
 ETH:PHI 397 The Ethical Conduct of Business (3) E
 or
 ETH: REL 251 Business Ethics (3) E

* May be waived at advisor discretion.

Requirements for a Major in Business Administration - Associate in Science Degree**(51-52 hours)****PREREQUISITES - 6 hours**

BUS 101 Introduction to Business* (3)
 CIS 135 Spreadsheets (3)

BUSINESS CORE COURSES - 27 hours

ACC 213/214	Principles of Accounting I, II (3,3)
BUS 260	Business Research (3)
BUS 352	Business Communications (3)
CIS 300	Business Information Systems (3)
ECO 211	Principles of Macroeconomics (3) S
ECO 212	Principles of Microeconomics (3) S
MGT 300	Management/Organizational Behavior (3)
MKT 300	Principles of Marketing (3)

PROGRAM REQUIREMENTS - 12 hours

Additional hours (300 level or above) in business department courses (12)

OTHER REQUIREMENTS - 6-7 hours

MTH 174	Statistics I (3) N
or	
MTH 175	Statistics I Using SPSS (3) N Corequisite: CIS 106 SPSS (1)
or	
MTH 176	Statistics I with SPSS (3) N
MTH 189	Business Calculus (3) N

* May be waived at advisor discretion.

Requirements for a Major in Accounting - Associate in Science Degree

(54-55 hours)

PREREQUISITES - 6 hours

BUS 101	Introduction to Business* (3)
CIS 135	Spreadsheets (3)

BUSINESS CORE COURSES - 27 hours

ACC 213/214	Principles of Accounting I, II (3,3)
BUS 260	Business Research (3)
BUS 352	Business Communications (3)
CIS 300	Business Information Systems (3)
ECO 211	Principles of Macroeconomics (3) S
ECO 212	Principles of Microeconomics (3) S
MGT 300	Management/Organizational Behavior (3)
MKT 300	Principles of Marketing (3)

PROGRAM REQUIREMENTS - 15 hours

ACC 301/302	Intermediate Accounting I, II (3,3)
ACC 304	Cost Accounting (3)
ACC 340	Taxation I (3)

Additional hours in Accounting (3)

OTHER REQUIREMENTS - 6-7 hours

MTH 174	Statistics I (3) N
or	
MTH 175	Statistics I Using SPSS (3) N Corequisite: CIS 106 SPSS (1)
or	
MTH 176	Statistics I with SPSS (3) N
MTH 189	Business Calculus (3) N

* May be waived at advisor discretion.

Requirements for a Major in Computer Information Systems - Associate in Science Degree

(54-55 hours)

PREREQUISITES - 6 hours

BUS 101 Introduction to Business* (3)
 CIS 135 Spreadsheets (3)

BUSINESS CORE COURSES - 27 hours

ACC 213/214 Principles of Accounting I, II (3,3)
 BUS 260 Business Research (3)
 BUS 352 Business Communications (3)
 CIS 300 Business Information Systems (3)
 ECO 211 Principles of Macroeconomics (3) S
 ECO 212 Principles of Microeconomics (3) S
 MGT 300 Management/Organizational Behavior (3)
 MKT 300 Principles of Marketing (3)

PROGRAM REQUIREMENTS - 15 hours

CIS 129 Introduction to Computer-Based Problem Solving (3)
 CIS 230 Principles of Structured Programming (3)
 CIS 270 Object Oriented Applications (3)
 CIS 310 Database Management System Design (3)
 CIS 330 Systems Analysis and Design (3)

OTHER REQUIREMENTS - 6-7 hours

MTH 174 Statistics I (3) N
 or
 MTH 175 Statistics I Using SPSS (3) N Corequisite: CIS 106 SPSS (1)
 or
 MTH 176 Statistics I with SPSS (3) N
 MTH 189 Business Calculus (3) N

* May be waived at advisor discretion.

Requirements for a Minor in Business Administration

(33-34 hours)

PREREQUISITES - 6 hours

BUS 101 Introduction to Business* (3)
 CIS 135 Spreadsheets (3)

BUSINESS CORE COURSES - 21 hours

ACC 213/214 Principles of Accounting I, II (3,3)
 BUS 260 Business Research (3)
 BUS 352 Business Communications (3)
 ECO 211 Principles of Macroeconomics (3) S
 MGT 300 Management/Organizational Behavior (3)
 MKT 300 Principles of Marketing (3)

PROGRAM REQUIREMENTS - 3 hours

Additional hours (300 level or above) in business department courses (3)

OTHER REQUIREMENTS - 3-4 hours

MTH 174 Statistics I (3) N

or

MTH 175 Statistics I Using SPSS (3) N Corequisite: CIS 106 SPSS (1)

or

MTH 176 Statistics I with SPSS (3) N

* May be waived at advisor discretion.

Requirements for a Minor in Computer Information Systems (24 hours)

PREREQUISITES - 9 hours

MTH 185 Precalculus (3) N

or

3 years of high school math

BUS 101 Introduction to Business* (3)

CIS 135 Spreadsheets (3)

PROGRAM REQUIREMENTS - 15 hours

CIS 129 Introduction to Computer-Based Problem Solving (3)

CIS 230 Principles of Structured Programming (3)

CIS 270 Object Oriented Applications (3)

CIS 310 Database Management System Design (3)

One CIS elective course (3)

* May be waived at advisor discretion.

Chemistry and Physical Sciences

Diana Davis, Ph.D., Chairperson

The Chemistry and Physical Sciences Department offers majors in chemistry, biochemistry, natural science with a concentration in chemistry, and medical technology. A major in chemistry and mathematics is also available. The department also offers courses in physical science, geology and physics.

Chemistry

The following courses in chemistry are offered in an endeavor to satisfy the needs and interests of three types of students: 1) those who elect chemistry in order to teach, to enter medical school, to work as professional chemists, or to enter graduate school; 2) those who need a knowledge of chemistry as a basis for some related field, such as athletic training, education, nursing, physical therapy, or medical technology; and 3) those who desire a knowledge of chemistry in order to live more intelligently in this age of technology.

The immediate objective of the study of chemistry, in addition to the acquisition of a basic knowledge of the science, is the development of the ability to think, to work in the laboratory, to interpret observations, and to express ideas clearly and concisely.

A major in chemistry is designed to provide the student with professional competency in chemistry, with supporting courses in mathematics, physics and biology, and also with an option of complementary courses depending on the career goals of the student. Complementary course programs suggested are biology, mathematics, computer science, education, business, communication studies, and psychology.

Students must earn a grade of "C" or higher in all courses required for completion of majors in the department

of chemistry and physical sciences.

A student in good standing may elect to pursue cooperative education in chemistry.

Requirements for Ohio Teacher License

Students choosing a major in chemistry who also want to pursue Ohio teacher licensure must satisfy the same requirements as the major in chemistry and additional requirements in biological science and in education. The pertinent Adolescent and Young Adult License (grades 7-12) is chemistry, integrated science or chemistry/life science. A concentration in science is available in the Middle Childhood Licensure (grades 4-9) program. See Education on page 48.

Requirements for a Major in Chemistry - Bachelor of Science Degree

(60-61 hours)

PREREQUISITES:

Chemistry: One entrance unit in chemistry or the successful completion of a placement test.

Math: Three years of college preparatory high school mathematics including functions.

DEPARTMENT COURSES - 41 hours

CHE 111,111A	General Chemistry and Lab (3,1) N
CHE 112,112A	General Chemistry and Lab (3,1) N
CHE 211,211A	Organic Chemistry and Lab (3,1) N
CHE 212,212A	Organic Chemistry and Lab (3,1) N
CHE 314,314A	Intermediate Analytical Chemistry and Lab (3,1) N
CHE 315,315A	Instrumental Analysis and Lab (3,1) N
CHE 325,325A	Biochemistry: Proteins and Metabolism and Lab (3,1) N
or	
CHE 326,326A	Biochemistry: Nucleic Acid Structure and Function and Lab (3,1) N
CHE 350,350A	Physical Chemistry I and Lab (3,1) N
CHE 355,355A	Physical Chemistry II and Lab (3,1) N
CHE 360,360A	Intermediate Inorganic Chemistry and Lab (3,1) N
CHE 400	Chemistry Seminar (1)

OTHER REQUIREMENTS - 19-20 hours

BIO Elective (4)	
MTH 191,191A	Calculus I and Lab (3,1) N
MTH 192	Calculus II (3 or 4 if taken with optional MTH 192A Calculus II Lab) N
PHY 201,201A	General Physics I and Lab (3,1) N
PHY 202,202A	General Physics II and Lab (3,1) N

Requirements for a Major in Biochemistry - Bachelor of Science Degree

(60-61 hours)

PREREQUISITES:

Chemistry: One entrance unit in chemistry or the successful completion of a placement test.

Math: Three years of college preparatory high school mathematics including functions.

DEPARTMENT COURSES - 33 hours

CHE 111,111A	General Chemistry and Lab (3,1) N
CHE 112,112A	General Chemistry and Lab (3,1) N
CHE 211,211A	Organic Chemistry and Lab (3,1) N
CHE 212,212A	Organic Chemistry and Lab (3,1) N
CHE 314,314A	Intermediate Analytical Chemistry and Lab (3,1) N
CHE 325,325A	Biochemistry: Proteins and Metabolism and Lab (3,1) N
CHE 326,326A	Biochemistry: Nucleic Acid Structure and Function and Lab (3,1) N
CHE 350,350A	Physical Chemistry I and Lab (3,1) N
CHE 400	Senior Seminar (1)

OTHER REQUIREMENTS – 27-28 hours

BIO 115	Principles of Biology and Lab (4) N
BIO 305	Microbiology (4) N
BIO 320	Genetics (4) N
MTH 191,191A	Calculus I and Lab (3,1) N
MTH 192	Calculus II (3 or 4 if taken with optional MTH 192A Calculus II Lab) N
PHY 201,201A	General Physics I and Lab (3,1) N
PHY 202,202A	General Physics II and Lab (3,1) N

Requirements for a Major in Chemistry and Mathematics - Bachelor of Science or Bachelor of Arts Degree

(73-74 hours)

** A student pursuing this major but earning on degree will select the B.A. or B.S. degree based on the primary advising department.

PREREQUISITES:

Chemistry: One entrance unit in chemistry or the successful completion of a placement test.

Math: Three years of college preparatory high school mathematics including functions.

DEPARTMENT COURSES - 36 hours

CHE 111,111A	General Chemistry and Lab (3,1) N
CHE 112,112A	General Chemistry and Lab (3,1) N
CHE 211,211A	Organic Chemistry and Lab (3,1) N
CHE 212,212A	Organic Chemistry and Lab (3,1) N
CHE 314,314A	Intermediate Analytical Chemistry and Lab (3,1) N
CHE 315,315A	Instrumental Analysis and Lab (3,1) N
CHE 325,325A	Biochemistry: Proteins and Metabolism and Lab (3,1) N
or	
CHE 326/326A	Biochemistry: Nucleic Acid Structure and Function and Lab (3,1) N
CHE 350,350A	Physical Chemistry I and Lab (3,1) N
CHE 355,355A	Physical Chemistry II and Lab (3,1) N

Mathematics/Computer Science Requirements – 37-38 hours

MTH 191,191A	Calculus I and Lab (3,1) N
MTH 192,192A	Calculus II and Lab (3,1) N
MTH 220	Foundations of Advanced Mathematics (4) N
MTH 255	Introduction to Linear Algebra (3) N
MTH 291	Calculus III (3) N
MTH 292	Calculus IV (3) N
MTH 301	Mathematical Modeling (3) N
MTH 320	Probability and Statistics (3) N
MTH 361	Abstract Algebra (3) N
CSC 129	Introduction to Computer-Based Problem Solving (3)
CHE 400	Senior Seminar (1)
or	
MTH 400	Senior Research (1,1) (1 credit per semester taken in 2 semesters) N

One of the following two:

MTH 310	Differential Equations (3) N
MTH 325	Numerical Analysis (3) N

Requirements for a Major in Natural Science with a Chemistry Concentration - Bachelor of Science Degree

(52 hours)

PREREQUISITE:

Chemistry: One entrance unit in chemistry or the successful completion of a placement test.

DEPARTMENT COURSES - 28 hours

CHEMISTRY CONCENTRATION

CHE 111/111A	General Chemistry and Lab (3,1) N
CHE 112/112A	General Chemistry and Lab (3,1) N
CHE 211/211A	Organic Chemistry and Lab (3,1) N
CHE 212/212A	Organic Chemistry and Lab (3,1) N
CHE 400	Senior Seminar (1)

Plus additional 200 level or above chemistry courses (electives) to total 28 semester hours.

Other Requirements — 24 hours

BIO Electives (16)

GEO/PHY Electives (8)

Requirements for a Minor in Chemistry

(23 hours)

PREREQUISITE:

Chemistry: One entrance unit in chemistry or the successful completion of a placement test.

DEPARTMENT COURSES - 23 hours

CHE 111,111A	General Chemistry and Lab (3,1) N
CHE 112,112A	General Chemistry and Lab (3,1) N
CHE 211,211A	Organic Chemistry and Lab (3,1) N
CHE 212,212A	Organic Chemistry and Lab (3,1) N
CHE	Electives (300 level) (7)

Medical Technology

(Clinical Laboratory Sciences) Mary M. Riestenberg, Ph.D., Coordinator

The program in Medical Technology is designed to prepare students to understand and perform the more complex clinical laboratory procedures and to become supervisors or team members working under the direction of a clinical pathologist. Students will also be qualified to participate in medical research.

The pre-medical technology curriculum is based upon a broad educational and cultural foundation consisting of three or four years of academic work. This is followed by one calendar year of professional study in an accredited school of medical technology. The College does not guarantee placement of any student in a school of medical technology. Placement is based on open competition with students from other colleges and universities.

At the College, the student studies liberal arts and basic sciences, according to the requirements for the baccalaureate degree and the academic prerequisites to medical technology as determined by the Medical Technology Committee of the National Accrediting Agency for Clinical Laboratory Sciences, 8410 W. Byrn Mawr, Chicago, IL 60631, (773) 714-8880. During the 12 months of clinical education or professional training, the student takes prescribed courses in all phases of medical technology in an approved laboratory school.

The College is affiliated with the hospital-based program at St. Elizabeth Medical Center, in Edgewood, Kentucky. Students may seek admission at other accredited hospital-based programs if they secure the permission of the academic dean and the medical technology advisor of the College. A list of these programs may be found in the current edition of the Allied Health Education Directory.

Upon the successful completion of 90 or 100 semester hours of academic work and the clinical year at the hospital school, the student receives a baccalaureate degree from the College with a major in medical technology. The student is then eligible to take a certification examination.

Programs in medical technology will also accept students who have or will have a Bachelor of Science degree in Biology, Chemistry, Biochemistry, or Natural Science.

Requirements for a Major in Medical Technology - Bachelor of Science Degree

(70-80 hours)

DEPARTMENT COURSES - 20 hours

CHE 111,111A	General Chemistry and Lab (3,1) N
CHE 112,112A	General Chemistry and Lab (3,1) N
CHE 211,211A	Organic Chemistry and Lab (3,1) N
CHE 212,212A	Organic Chemistry and Lab (3,1) N
CHE 314,314A	Intermediate Analytical Chemistry and Lab (3,1) N
or	
CHE 325,325A	Biochemistry: Proteins and Metabolism and Lab (3,1) N
or	
CHE 326/326A	Biochemistry: Nucleic Acid Structure and Function and Lab (3,1) N

OTHER REQUIREMENTS - 22 hours

BIO 115	Principles of Biology (4) N
BIO 201,202	Human Anatomy and Physiology (4,4) N
BIO 305	Microbiology (4) N
BIO 306	Immunology (3) N
MTH Elective (3)	Statistics Recommended

RECOMMENDED COURSES - 18 hours

CHE 315,315A Instrumental Analysis (3,1) N
PHY 201,201A General Physics I and Lab (3,1) N
PHY 202,202A General Physics II and Lab (3,1) N
CIS Elective (3)
MGT Elective (3)

OTHER REQUIREMENTS - 28 to 38 hours

Taken at an accredited school of medical technology.

Cooperative Education

Maggie Davis, M.Ed., Director

Cooperative Education (Co-op) is a unique educational program open to all baccalaureate degree students in every major. It complements academic programs by integrating theory with practice. Qualified students are eligible to work in positions related to their academic majors. These paid work experiences are coordinated by the cooperative education staff and departmental faculty coordinators who counsel and monitor student learning. Students earning credit establish written goals for their work experience and set specific learning objectives each semester. The student's work performance is evaluated each semester by the faculty coordinator and the employer. The grading policy for the co-op experience is determined by each academic department.

Cooperative education at the Mount is a year-round program. Work assignments are approximately 16 weeks in length. The two work plans are as follows:

Alternating Positions: Students are employed full time one semester and attend college full time the following semester. They are considered full-time students by the College during the work semester.

Parallel Positions: Students carry full-time course work and are available for part-time employment.

Job referrals are based on expressed career interests, academic performance and available positions. Employers make hiring decisions through a competitive interview process and establish a rate of pay and work schedule. Compensation for work performed is made directly to the student.

Requirements for Cooperative Education

Prerequisites: CED 220 Professional Development Course (1)

Full-time student status in a baccalaureate degree program. Minimum cumulative grade point average of 2.5. Completion of required major course work.

Approval of department chairperson.

Education

Jay Parks, Interim Chairperson

The undergraduate programs offered in the Education Department prepare individuals for initial entry into the teaching profession. The programs provide learning environments in which pre-professional teachers can acquire the knowledge, skills, attitudes, and values required to meet the needs of students in a dynamic and diverse society. Licensure programs qualify the student for teaching in Ohio and historically in numerous

other states. The Mount's Education Department is nationally ranked in the first quartile for passage rate of 96% on the Praxis exam.

Education Department Vision Statement

The Education Department of the College of Mount St. Joseph is a cohesive, collaborative team of professional educators who value effective teaching and pledge to graduate caring competent educators for the 21st century. We embrace the mission and goals of the department as well as the College and the ideals of inclusion, technology, diversity, professionalism, including excellence in teaching and learning through the use of innovative technology.

Education Department Mission Statement

The College of Mount St. Joseph Education Department carries out the mission of the College, while educating teaching professionals who possess the knowledge, skills and disposition to promote our beliefs in:

- Commitment to diversity
- Lifelong learning through high quality teaching
- Service to others

The mission is practiced by honoring high quality teaching within the Education Department and encouraging students to evaluate the context of change.

Admission to the Department

The Department of Education Undergraduate Student Handbook outlines the criteria for acceptance into and retention in the teacher preparation programs.

Most students apply for admission to the department during their sophomore year. Application packets are available in the Education Department (CL 217).

To be eligible for admission to teacher education programs, students must:

1. Pass the PRAXIS I exam
2. Complete 28 hours of coursework, and have grades of "C" or better in all licensure concentration courses.
3. Meet department GPA requirements.
4. Demonstrate good moral character as evidenced by the signing of a statement on the Application for Admission.
5. Provide three written recommendations (1-education faculty; 1-liberal arts faculty; 1-education advisor); four written recommendations for Middle Childhood Education (1-education advisor; 1-education faculty; and 1-faculty in each concentration area.)

Transfer student policy: A student transferring into the Education Department at the Mount must complete a minimum of 6 semester hours of Education course work and a practicum in residence at the Mount prior to student teaching.

State Licensure Requirements

Whenever changes in Ohio Standards for Teacher Education and Licensure are recommended by the State Department of Education and the Ohio Board of Regents and passed into law by the Ohio State Legislature, requirements will necessarily be altered to comply with current standards and regulations. The programs listed in this catalog meet the 1998 Ohio State Department of Education standards and required

updates. Students should work closely with their Education Department advisor to stay abreast of current requirements.

Effective 1/1/03, students who are accepted and enroll in Early Childhood, Middle Childhood, and Special Education programs are required to complete 12 hours of approved course work in the teaching of reading. Similarly, students in Multi-age and Adolescent Young Adult licensure programs are required to complete an approved content reading course. These required courses are included in the programs outlined in this catalog.

The licensure programs available at the Mount are:

- Inclusive Early Childhood Education (working with students in Pre-K - 3rd grade)
- Middle Childhood Education (working with students in grades 4 - 9 in two subject content areas)
- Adolescent Young Adult Education (working with students in grades 7-12 in a content area/major)
- Multi-age Education (working with students ages 3-21 in art, music, or physical education)
- Special Education Intervention Specialist (working with students with special needs ages 5-21)
- School Nurse licensure, and endorsement programs in Reading and Computer/Technology are also available
- Paraprofessional (working as a classroom instructional assistant in Pre-K - 12th grade.*)

* Program pending approval by Ohio Department of Education.

Clinical Experience

Beginning in the sophomore year, continuous and sequential participation in school and related experiences constitutes part of the course requirements for all education programs. These experiences provide for many opportunities to observe best practices, develop skills and attitudes, and apply theoretical knowledge as it is learned to solving instructional problems. The student teaching experiences are reserved for the senior year as the culminating activity.

Current documentation of the following is required prior to clinical experience:

- CPR and First Aid certification
- Child Abuse training
- TB test and immunizations
- Fingerprinting information processed by BCI and FBI may be required by some school districts

Inclusive Early Childhood Program

The Inclusive Early Childhood program is both a major and a license for students who want to work with all children between the ages of 3 through 8, and with their families, other professionals and representatives from community agencies. The program is structured to meet the guidelines of the National Council for Teacher Education (NCATE), the National Association for the Education for the Young Child (NAEYC), and the Division for Early Childhood (DEC) of the Council for Exceptional Children. The program prepares teacher candidates to use the current research and knowledge about child development and learning to promote the development and learning of all young children.

Associate of Arts Degree*

By January 2006, all paraprofessionals who have instructional duties in programs supported by Title I funds must have an associate degree or two years/48 semester hours of college course work, or passed an assessment test. This program was designed to meet this recent state requirement. Courses may subsequently be applied towards a bachelor of arts degree and teacher licensure in Inclusive Early Childhood Education. Students should consult with an advisor regarding admission to the program and course sequencing.

*Pending approval by the Ohio Department of Education.

Requirements for a Major and License in the Inclusive Early Childhood Education Program - Bachelor of Arts Degree

(96 hours)

Requisites for Licensure (These courses also satisfy Core areas as noted, and must be completed prior to enrolling in education courses) (18 hours)

COM 100	The Spoken Word (3) C
COM 101	The Written Word (3) C
MTH 143	Topics: Problem Solving and Numbers (3) N
PSY 103	Introduction to Psychology (3) S
PSY 205	Child and Adolescent Development (3) S
SOC 103	Introduction to Sociology (3) S

Professional Core Requirements (30 hours)

EDU 205	Educational Assessment (3)
EDU 317	Computers in the Instructional Process (3)
EDU 330	Phonics & Linguistics (3)
EDU 355	Foundations and Policy Studies (3)
IEC 333A, B, C	Practicums (3)
IEC 444	Student Teaching and Seminar for IEC (12) [required for licensure only]
SED 215	Human Exceptionalities (3)

Curriculum Requirements (48 hours)

ART 209	Early Childhood Art Education (3) A
EDU 304	Children's Literature (3)
EDU 315	Literacy in the Inclusive Setting (3)
EDU 335	Communication Development & Disorders (3)
IEC 210	Health, Nutrition & Safety (3)
IEC 230	Understanding the Whole Child (3)
IEC 250	Developmentally & Individually Appropriate Practices (3)
IEC 255	Child, Family & Community (3)
IEC 310	Assessment & Diagnosis of Young Children (3)
IEC 330	Integrating Math, Science and Social Studies through Reading (6)
IEC 340	Literacy Development for the Young Child (3)
IEC 410	Critical Issues in Early Childhood & Special Education (3)
IEC 420	Working with Families (3)
IEC 450	Seminar in Early Childhood Education (3)
MUS 246	Music Experiences for Young Children (3) M

Requirements for a Major in Inclusive Early Childhood Education - Associate of Arts Degree

(64 hours)

ART 209	Early Childhood Art Education (3) A
or	
Approved Music Course	(3)
COM 100	Spoken Word (3) C
COM 101	The Written Word (3) C
+EDU 200	Environmental & Behavioral Management (3)
EDU 205	Educational Assessment (3)
EDU 317	Computers in the Instructional Process (3)
EDU 396A	Co-op Paraprofessional In-school Experience #1: Intro (1)
EDU 396B	Co-op Paraprofessional In-school Experience: Special Education (1)
EDU 396C	Co-op Paraprofessional In-school Experience: Tutoring (1)
EDU 396D	Co-Op Paraprofessional In-school Experience: Small Groups (5)
IDS 100	Foundations Seminar (3) IDS
IEC 210	Health, Nutrition & Safety (3)
IEC 230	Understanding the Whole Child (3)
+IEC 233	Seminar for Paraprofessionals (1)
IEC 250	Developmentally and Individually Appropriate Practices (3)
IEC 255	Child, Family & Community (3)
IEC 333A	Practicum: Literacy (1)
IEC 340	Literacy Development for the Young Child (3)
+MTH 163	Teaching Mathematics in Early Childhood (3) N
PHI 200	Perspectives on Human Nature (3) R
PSY 103	Introduction to Psychology (3) S
PSY 205	Child & Adolescent Development (3) S
SED 215	Human Exceptionalities (3)
SOC 103	Introduction to Sociology (3) S

+Courses pending approval by College Curriculum Committee.

Pending approval by the Ohio Department of Education.

Middle Childhood Education Program

The Middle Childhood Education program at the College of Mount St. Joseph is both a major and a license, preparing individuals to meet the needs of students in grades 4 - 9 in accordance with the standards of the State of Ohio. The teacher candidate receives a liberal arts and sciences education in support of specific course work and field experiences at the middle grades level. The teacher education program is developmentally based and offers the teacher candidate in-depth study in two concentration areas (select two from Language Arts, Math, Science, or Social Studies) as well as art, music, physical education and inclusion courses to better equip them to meet the needs of all children in the middle years.

The program meets the guidelines of the National Council for Accreditation in Teacher Education, the National Middle School Association and the concentration areas adhere to their respective learned societies: National Council of Teachers of Mathematics, National Council for the Social Studies, International Reading Association and National Council of Teachers of English, and National Science Teachers' Association. The candidate who completes the middle childhood course work and field experiences are uniquely qualified to teach at the middle school level.

Requirements for the Middle Childhood Major and Licensure Program (4th through 9th grades) - Bachelor of Arts Degree

(96-101 hours)

Requisites for licensure (These courses also satisfy Core Curriculum LAS areas as noted, and must be completed prior to enrolling in education courses) (18 hours)

COM 100	The Spoken Word (3) C
COM 101	The Written Word (3) C
MTH 153	Topics: Geometry and Measurement (3) N (recommended)
PSY 103	Introduction to Psychology (3) S
PSY 205	Child and Adolescent Development (3) S
SOC 103	Introduction to Sociology (3) S

Professional Core Requirements (36-37 hours)

EDU 205	Educational Assessment (3)
EDU 317	Computers in the Instructional Process (3)
EDU 330	Phonics & Linguistics (3)
EDU 355	Foundations and Policy Studies (3)
EDU 360	Foundations of Literacy (3)
MCE 333A, B, C	Practicums (3-4)
MCE 444	Student Teaching (12) [required for licensure only]
SED 215	Human Exceptionalities (3)
SED 430	Teaching in the Inclusive Setting (3)

Curriculum Requirements (21 hours plus 2 selected concentrations)

ART 211	Middle Childhood Art Education (3) A
EDU 415	Adolescent Literature (3)
MCE 300	Introduction to Middle School (3)
MCE 350	Integrated Curriculum & Methods (2)
MUS 247	Music in the Middle School (3) M
PED 240	Integrated Health & PE (3)

Two of the following, according to your selected subject concentrations:

MCE 355	Content Reading & Methods for Middle School Language Arts (2)
MCE 365	Content Reading & Methods for Middle School Science (2)
MCE 370	Content Reading & Methods for Middle School Social Studies (2)
MCE 375	Content Reading & Methods for Middle School Mathematics (2)

Subject Concentration Requirements - Two of the following four concentrations must be selected by candidates seeking Middle Childhood licensure. (Certain courses may also satisfy Core Curriculum LA&S requirements; work with your advisor to determine which courses will apply.)

Language Arts - 21 hours

COM 210	Mass Media & Modern Culture (3) LAE
COM 300	Prose Communication (3) LAE
COM 320	Oral Communication (3) LAE
ENG 372	Creative Writing: Fiction (3) LAE

Choose 2 Literature classes from:

ENG 334	Literature of the Age of Faith (3) LAE
ENG 335	Literature of the Age of Protest (3) LAE
ENG 336	Literature of the Age of Ideology (3) LAE
ENG 337	Literature of the Age of Uncertainty (3) LAE

Choose 1 Literature class from:

ENG 211	American Literature I (3) L
ENG 226	Multicultural Women Writers (3) L

Mathematics - 25 hours

CSC 129	Introduction to Computer-Based Problem Solving (3)
IDS 211	Mathematics and the Liberal Arts (3) IDS
MTH 153	Topics: Geometry and Measurement (3) N
MTH 174	Statistics I (3) N
or	
MTH 175	Statistics I Using SPSS (3) N
or	
MTH 176	Statistics I with SPSS (3) N
MTH 191A	Calculus I Lab (1)
MTH 220	Foundations of Advanced Mathematics (4) N
MTH 302	Mathematics Curriculum and Methods: Middle Childhood (2)
MTH 326	Mathematics Laboratory for Teachers (3)

Additional course required for students who enter the Mount having successfully (B or higher) completed two years of high school algebra, but have not taken precalculus or have not successfully (B or higher) completed precalculus - 3 hours

MTH 191	Calculus I (3) N (Prerequisite MTH 185)
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Additional course required for students who enter the Mount having successfully (B or higher) completed precalculus - 3 hours

MTH 191	Calculus I (3) N
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or

Additional course required for students who enter the Mount having successfully (B or higher) completed non AP calculus at the high school level. - 3 hours

MTH 192	Calculus II (3) N
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No additional courses required for students who enter the Mount with an AP Calculus score of 3, 4 or 5.

Science - 24 hours

BIO 110	Biological Science (4) N
BIO 131	Basic Human Anatomy & Physiology (4) N
GEO 115	Earth Science (4) N
PHY 105/105A	Physical Science & Lab (3,1) N
Choose 1 from:	
CHE 104/104A	General and Organic Chemistry & Lab (3,1) N
CHE 105	Chemistry for Everyday Living (4) N
Choose 1 from:	
GEO 120	Geology of Cincinnati (4) N
GEO 135	Environmental Geology (4) N

Social Studies - 22 hours

GEG 202	World Regional Geography (3) S
HIS 105	Civilization to 1500 (3) H
HIS 106	Civilization since 1500 (3) H
HIS 209	U.S. History to 1865 (3) H
HIS 210	U.S. History from 1865-1945 (3) H
PSC 201	American National Government (3) S
PSC 201S	Service Learning (1)
SOC 202	Minority Groups (3) S

Adolescent Young Adult Program

The Education Department of the College of Mount St. Joseph offers Adolescent and Young Adult Licensure programs to those who are interested in using their arts or sciences degree to teach at the 7th through 12th grade levels with students from 12-21 years of age. The Adolescent and Young Adult licensure programs at the Mount follow the NCATE Approved Curriculum Guidelines, the guidelines of each discipline's learned society, and the State of Ohio Model Curriculums.

At the Mount, teacher candidates must meet the Core Curriculum requirements of the college while completing prescribed course work in their major area of study. Teacher candidates are also instructed in best practice according to the guidelines of the learned society for each discipline. They also take a block of professional education courses that provide a strong framework in the philosophy, theory and practice of teaching. The Adolescent Young Adult Licensure programs offered at the Mount are:

- Biology/Life Science
- Chemistry
- Chemistry/Life Science
- Integrated Language Arts
- Integrated Math
- Integrated Science
- Integrated Social Studies

Requirements for the Adolescent and Young Adult Licensure Programs (7th-12th)

PREREQUISITE OR COREQUISITE: Bachelor's degree in the primary content area.

REQUISITES FOR LICENSURE (These courses also satisfy Core Curriculum areas as noted, and must be completed prior to enrolling in Education courses)

(18 hours)

COM 100	The Spoken Word (3) C
COM 101	The Written Word (3) C
PSY 103	Introduction to Psychology (3) S
SOC 103	Introduction to Sociology (3) S
PSY 205	Child and Adolescent Development (3) S
MTH	Choose a discipline specific mathematics class in the core curriculum (3) N

PROFESSIONAL CORE REQUIREMENTS (39-42 hours)

EDU 205	Educational Assessment (3)
EDU 317	Computers in the Instructional Process (3)
EDU 355	Foundations and Policy Studies (3)
EDU 311	Content Reading (3)
SEC 345	Introduction to Secondary Education (3)
SEC 333Y	Practicum (1-3) - Taken with methods course for content area
SEC 365	Adolescent & Young Adult Curriculum & Methods (3)
SED 215	Human Exceptionalities (3)
SED 430	Teaching in the Inclusive Setting (3)
SEC 444	Student Teaching (12)

Plus methods course appropriate to subject concentration
 SEC 375 Teaching methods for the Sciences (2)
 SEC 385 Teaching methods for the Social Sciences (2)
 +ENG 205 Methods for Teaching Language Arts (2)
 MTH 303 Mathematics Curriculum and Methods: Adolescent to Young Adult (3)
 +Course pending approval by College Curriculum Committee

Multi-Age Licensure Programs

Art Education, Music Education, and Physical Education

The Mount's Education Department offers Multi-age Licensure programs to those who are interested in teaching students from 3 to 21 years of age in the areas of art, music or physical education. These programs follow the NCATE Approved Curriculum Guidelines, the guidelines of each discipline's learned society, and the State of Ohio Model Curriculums. Students in a Multi-age Licensure program must meet the Core Curriculum requirements of the College while completing course work in their major area of study. They also take a block of professional education courses that provide a strong framework in the philosophy, theory and practice of teaching.

Requirements for the Multi-age Licensure Program (ages 3-21)

Requisites for licensure (These courses also satisfy Core Curriculum LAS areas as noted, and must be completed prior to enrolling in education courses) (18 hours)

COM 100 The Spoken Word (3) C
 COM 101 The Written Word (3) C
 MTH Choose discipline specific mathematics class in the Core Curriculum (3) N
 PSY 103 Introduction to Psychology (3) S
 PSY 205 Child and Adolescent Development (3) S
 SOC 103 Introduction to Sociology (3) S

Professional Core Requirements (37-39 hours)

EDU 205 Educational Assessment (3)
 EDU 311 Content Reading (3)
 EDU 317 Computers in the Instructional Process (3)
 EDU 355 Foundations and Policy Studies (3)
 EDU 360 Foundations of Literacy (3)
 EDU 380 Multi-age Curriculum & Methods (3)
 EDU 333A or M, Practicums (1-3)
 or PED 333A, B,
 C
 EDU 444A or M, Student Teaching (12) [required for licensure only]
 or PED 444
 SED 215 Human Exceptionalities (3)
 SED 430 Teaching in the Inclusive Setting (3)

Education Visual Arts Specialist Licensure Requirements - 60 hours

Prerequisite or Corequisite: Bachelor of Arts Degree in Art Education

(Note: art education is a major in the Art Department, and a multi-age license in the Education Department.)

Refer to Art Department, art education major on page 4 for a listing of requirements.

Music Education Licensure Requirements - 80 hours

(Note: Music is a major in the Music Department, and music education is a multi-age license in the Education Department.)

Refer to the chairperson of the Music Department for requirements.

Physical Education Licensure Requirements - 44 hours

Physical education is a major for a bachelor of arts degree and a licensure in the Education Department.

BIO 131/131A	Basic Human Anatomy & Physiology (4) N
PED 135	Foundations for Teaching Physical Education (3)
PED 204	Fundamentals of Movement & Dance (3)
PED 220	Kinesiology (3)
PED 230	Physical Fitness (2)
PED 235	Gymnastics (2)
PED 305	Health Issues (3)
PED 315	Teaching Team Sports (3)
PED 320	Teaching Individual/Lifetime Activities (3)
PED 330	Motor Development (3)
PED 350	Exercise Physiology (2)
PED 360	Early/Middle Childhood Physical Education (3)
PED 370	Adapted Physical Education (3)
PED 410	Adolescent Physical Education (3)

Choose Two:

PED 119	Racquetball (1)
PED 124	Badminton (1)
PED 155	Tennis (1)
PED 195	Advanced Tennis (1)

Choose Two:

PED 118	Archery (1)
PED 121	Strategies of Golf (1)
PED 122	Bowling (1)
PED 165	Aerobics I (1)

Special Education Intervention Specialist Program

Mild/Moderate or Moderate/Intensive Concentration

The Special Education program is based on preparing the intervention specialist to work in a variety of settings in order to meet the needs of students with learning or behavioral needs (ages 5-21). The College offers programs in the areas of Mild/Moderate or Moderate/Intensive licensure. The intervention specialist is critical in supporting students in inclusive settings. This program ensures that the teacher candidate is prepared to work in collaborative and consulting roles in general education settings as well as in cross-categorical special education settings.

The program of study for Intervention Specialist licensure prepares the teacher candidate to assess the needs and to provide a high quality education for students with exceptionalities. The programs meet the international standards set forth by NCATE, the Council for Exceptional Children for Beginning Special Education Teachers, and the reading guidelines set forth by the State of Ohio. It also incorporates adaptive and instructional technology training throughout the course work.

Requirements for Intervention Specialist Licensure Program - Bachelor of Arts Degree

Requisites for licensure (These courses also satisfy Core Curriculum LAS areas as noted, and must be completed prior to enrolling in Education courses) (18 hours)

COM 100	The Spoken Word (3) C
COM 101	The Written Word (3) C
MTH	Choose a discipline specific mathematics class in the Core Curriculum (3) N
PSY 103	Introduction to Psychology (3) S
PSY 205	Child and Adolescent Development (3) S
SOC 103	Introduction to Sociology (3) S

Professional Core Requirements for Mild/Moderate licensure (57 hours)

ART 209	Early Childhood Art Education (3) A
and	
MUS 247	Music in the Middle School (3) M
or	
ART 211	Middle Childhood Art Education (3) A
and	
MUS 246	Music Experience for Young Children (3) M
EDU 205	Educational Assessment (3)
EDU 304	Children's Literature (3)
or	
EDU 415	Adolescent Literature (3)
EDU 315	Literacy in the Inclusive Setting (3)
EDU 317	Computers in the Instructional Process (3)
EDU 330	Phonics & Linguistics (3)
EDU 335	Communication Development & Disorders (3)
EDU 338	Diagnostic Reading (3)
EDU 355	Foundations and Policy Studies (3)
EDU 360	Foundations of Literacy (3)
EDU 380	Curriculum Methods & Materials in Multi-age Education (3)
SED 215	Human Exceptionalities (3)
SED 333A	Mild/Moderate Practicum: Early Childhood/MCE (2)
SED 333B	Mild/Moderate Practicum: Secondary (1)
SED 430	Teaching in an Inclusive Setting (3)
SED 444	Student Teaching (12) (two placements) [required for licensure only]

Curriculum Requirements for Mild/Moderate licensure
(21 hours)

SED 305	American Sign Language (3) LAE
SED 320	Teaching Students with Mild/Moderate Needs (3)
SED 330	Assessment and Diagnosis in Special Education (3)
SED 345	Issues in Technology & Transition (3)
SED 365	American Sign Language II (3) (an optional elective) LAE
SED 380	Methods & Materials for Mild/Moderate Disabilities (3)
SED 460	Applied Behavior Analysis (3)
SED 465	Medical Issues and the Learning Process (3)

School Nurse Licensure

The School Nurse Licensure program is designed for registered nurses who are currently employed in schools or other health facilities. The program is built on the degree requirements for the baccalaureate nursing curriculum for registered nurses. The program provides graduates with the knowledge, skills, attitudes, and

values needed to address the health and welfare of school-age children. In addition to theoretical and clinical courses, a supervised clinical practicum will be completed with a licensed school nurse in a community school. BSN-prepared registered nurses and registered nurses currently enrolled in the RN/BSN completion program at the College of Mount St. Joseph are eligible for admission to the School Nurse Licensure program.

Requirements for the School Nurse Licensure Program

(14-19 hours)

Prerequisite or corequisite requirement: Bachelor of Science in Nursing Degree

Professional Education Core Requirements (9 hours)

EDU 355 Foundations and Policy Studies (3)

EDU 380 Curriculum, Methods and Materials for Multi-Age Education (3)

SED 215 Human Exceptionalities (3)

Curriculum Requirements for School Nurse Licensure Program (10 hours)

NUR 450 School Nurse Practicum (5-10) - Partial credit may be awarded through portfolio validation of previous experiential learning in school nursing or passing scores on the National Association of the School Nurse Certification Exam.

The School Nurse License is also available at the graduate level.

Reading Endorsement

The Mount's Education Department offers a Reading Endorsement at both the undergraduate and graduate levels. The Reading Endorsement, developed according to learned society and state guidelines, is designed to help educators teach reading according to best practice. Adding the Reading Endorsement to an Ohio teaching license provides an in-depth knowledge base related to the theories, practice and technology in the field of reading education.

The course work required for the Reading Endorsement covers the foundations of reading instruction including content area reading, emergent literacy, and diagnosis and remediation of the variety of reading problems that learners may experience. Completion of the Reading Endorsement also requires successful completion of a practicum remediating a child with reading problems, and passing the Praxis II reading exam.

Requirements for the Reading Endorsement

(18 hours)

Corequisite or Prerequisite: Current Teacher License

Requirements for adding the Reading Endorsement to the Inclusive Early Childhood license (18 hours)

EDU 304 Children's Literature (3)

EDU 315 Literacy in the Inclusive Setting (3)

EDU 330 Phonics & Linguistics (3)

EDU 338 Diagnosis and Remediation of Reading Problems (3)

+EDU 338P Remediation of Reading Practicum (3)

IEC 340 Literacy Development for the Young Child (3)

Requirements for adding the Reading Endorsement to the Middle Childhood license (18 hours)

EDU 330	Phonics & Linguistics (3)
EDU 338	Diagnosis and Remediation of Reading Problems (3)
+EDU 338P	Remediation of Reading Practicum (3)
EDU 360	Foundations of Literacy (3)
EDU 415	Adolescent Literature (3)
EDU 650	Topics in Literacy (3) (Graduate level only)

Requirements for adding the Reading Endorsement to the Adolescent Young Adult license (18 hours)

EDU 304	Children's Literature (3)
or	
EDU 415	Adolescent Literature (3)
EDU 330	Phonics & Linguistics (3)
EDU 338	Diagnosis and Remediation of Reading Problems (3)
+EDU 338P	Remediation in Reading Practicum (3)
EDU 360	Foundations of Literacy (3)
EDU 650	Topics in Literacy (3) (Graduate level only)

Requirements for adding the Reading Endorsement to the Multi-age license (18 hours)

EDU 304	Children's Literature (3)
or	
EDU 415	Adolescent Literature (3)
EDU 330	Phonics & Linguistics (3)
EDU 338	Diagnosis and Remediation of Reading Problems (3)
+EDU 338P	Remediation in Reading Practicum (3)
EDU 360	Foundations of Literacy (3)
EDU 650	Topics in Literacy (3) (Graduate level only)

Requirements for adding the Reading Endorsement to the Intervention Specialist license (18 hours)

EDU 304	Children's Literature (3)
or	
EDU 415	Adolescent Literature (3)
EDU 330	Phonics & Linguistics (3)
EDU 338	Diagnosis and Remediation of Reading Problems (3)
+EDU 338P	Remediation in Reading Practicum (3)
EDU 360	Foundations of Literacy (3)
EDU 650	Topics in Literacy (3) (Graduate level only)

+Courses pending approval by the College Curriculum Committee

Computer/Technology Endorsement

The Endorsement in Educational Computing Technology Literacy, offered at the undergraduate and graduate level, is designed for both teacher candidates seeking initial licensure and currently practicing teachers who hold certification or licensure. This endorsement will allow the holder to serve as a role model in using technology to enhance instruction and in collaborating with peers and others on the use of instructional technology. The endorsement holder will be qualified to handle a myriad of responsibilities for educational technology within the school building, from teaching educational technology courses to running a computer lab. Opportunities are structured within the program for the endorsement candidate to get practicum experience at the specific level indicated on the original certification or license. Under the guidance of a college supervisor, and with the support of a cooperating teacher, practicum experience will take place at pre-K - 12th grade sites within the Greater Cincinnati area.

Requirements for the Computer/Technology Endorsement

(12-17 hours)

Corequisite or Prerequisite: Current Teacher License and computer proficiency skills

Requirements for the Computer Technology Endorsement (12-17 hours for undergraduates)

CIS 101	Computer Literacy (1) or assessed as competent
CIS 102	Work Processing Basics (1) or assessed as competent
CIS 103	Spreadsheet Basics (1) or assessed as competent
CIS 104	Database Software Basics (1) or assessed as competent
CIS 105	Information Retrieval (1) or assessed as competent
CIS 107	Presentation Graphics Basics (1)
EDU 317/517	Computers in the Instructional Process (3)
EDU 319/519	Designing Computer Interactive Instruction (3)
EDU 321/521	Assessing Computer Programs for Classroom Application (2)
EDU 333C/533C	Educational Computer Technology Practicum & Seminar (3)

Health Sciences

Darla Vale, D.N.Sc., RN, CCRN, Chairperson

The Health Sciences Department offers baccalaureate degrees in athletic training and nursing and a master's degree in physical therapy. Programs leading to a Parish Nursing/Health Ministries Certificate and School Nurse Licensure are also offered.

Athletic Training

Malissa Martin, Ed.D., ATC/L., CSCS, Program Director

The College of Mount St. Joseph provides a four-year undergraduate major course of study in athletic training designed to prepare graduates as certified athletic trainers in various allied health care arenas. The athletic training curriculum combines with a strong liberal arts foundation to develop athletic trainers that participate in collaborative, multidisciplinary health care for physically active individuals.

Admission Procedures

The Mount's Athletic Training program provides both freshmen and transfer admittance. Freshman students gain admission to the Athletic Training program by meeting a two-stage process. After meeting general acceptance requirements to the College of Mount St. Joseph, students interested in pursuing an athletic training major with a bachelor of science degree must meet the following minimum criteria:

Attain a 2.5 high school grade point average	50 points
Successful completion of high school chemistry	20 points
Successful completion of high school geometry or equivalent	20 points
Submission of three completed Mount Athletic Training Reference Forms	30 points
A completed Athletic Training program application	10 points
Complete a personal interview with the athletic training faculty and staff	10 points
	Total points = 140

Selection to the Athletic Training program is based on weighted assessment of the program's required admission materials. Prospective students are encouraged to complete application materials early, as the College

application materials are due by mid-January of the intended year of enrollment. Separate Athletic Training program application materials are due by mid-February and are mailed to applicants with the College acceptance letter. Admission to the College does not guarantee admission to the Athletic Training program.

Transfer students wishing to enter the Mount's Athletic Training program must submit an Athletic Training program application, three completed Mount Athletic Training Reference Forms, as well as high school and all undergraduate transcripts. Transfer applications will be assessed on an individual basis.

Prior to program initiation, transfer and freshman students must complete and return an Athletic Training program technical standards form and meet minimum health requirements, which include, but are not limited to a complete physical examination and proof of updated vaccinations. Applicants are encouraged to contact the Department of Health Sciences for detailed information about the Athletic Training program. Notification of acceptance to the Mount's Athletic Training program is mailed at the beginning of March of the intended year of enrollment.

Athletic Training Requirements at the Mount

The College of Mount St. Joseph offers an athletic training major through the Department of Health Sciences. Athletic training degree candidates must meet specific educational requirements, including:

- Successful completion of at least 1,200 hours of athletic training experience supervised by a certified athletic trainer.
- Completion of at least 800 of the required hours in interscholastic, intercollegiate or professional sports.
- Satisfactory completion of courses in health, human anatomy, kinesiology/biomechanics, human physiology, physiology of exercise, therapeutic exercise, modalities, injury and disease assessment, pathology, pharmacology, and athletic training administration.
- Current first aid/CPR/AED certification.
- Maintain a minimum 2.5 cumulative GPA with a minimum grade of "B" in athletic training clinical courses.

The Mount has developed its program to instruct students in the theory and science of athletic training and in the art of its application. Students gain a thorough understanding of injuries and their prevention, recognition, management, treatment, and rehabilitation.

Learning Opportunities at the Mount

The Mount's program combines classroom and laboratory work with real life athletic training experiences. During each semester of the athletic training program, students participate in clinical work that corresponds to their class work. Clinical assignments include experiences with intercollegiate and interscholastic athletics, outpatient sports medicine clinics, physicians, emergency medicine, and performance enhancement training. Successful completion of supervised clinical instruction assignments is factored into the student's clinical course grade.

Didactic and laboratory classes in the major are held in the state-of-the-art Health Sciences Instructional Suite (HSIS). The HSIS encompasses classrooms, laboratory space and a research lab.

Retention in the Athletic Training Major

Athletic training students are required to earn at least a "C" in all athletic training courses (ATR prefixes), except Emergency Response & CPR (ATR 181) and athletic training clinical courses (ATR 232, 233, 332, 333), where at least a "B" must be earned. Athletic training students must also maintain a minimum 2.5 cumulative GPA and demonstrate minimum competency during each clinical assignment. Minimum clinical

competency is defined as receiving a passing score on the clinical performance assessment and successful completion of course specific NATA competencies and proficiencies. Students failing to meet the program's minimum requirements will be placed on probation for one semester. At the end of the probationary period, the student must have restored his or her cumulative GPA to 2.5 or better. In the case of inadequate clinical internship performance, the student must repeat the clinical internship and receive a minimum passing score prior to advancing in the athletic training program.

Accreditation Status

The College of Mount St. Joseph's Athletic Training program has been granted Candidacy for Accreditation status by the Joint Review Committee on Educational Programs in Athletic Training (JRC-AT). They can be reached at P.O. Box 460939, Centennial, CO 80046-0939, (303) 627-6229. The JRC-AT accredits programs in conjunction with the Commission on Accreditation of Allied Health Education Programs (CAAHEP). Their address is 35 East Wacker Drive, Suite 1970, Chicago, IL 60601-2208, (312) 553-9355, caahep@caahep.org. An accreditation decision is expected in Spring 2004. The essentials and guidelines of the JRC-AT, CAAHEP and the National Athletic Trainers Association Board of Certification (NATABPC) guide the continued development of the Mount's Athletic Training program.

Candidacy status does not guarantee eventual accreditation nor is it an accreditation status. Effective January 1, 2004, graduation from a CAAHEP accredited program is required for students to sit for the National Athletic Trainers' Association Board of Certification examination.

National Athletic Trainers Association

If you have any questions concerning the athletic training profession or the requirements for certification you can contact the NATA at 1-800-ASK-NATA or through the World Wide Web at <http://www.nata.org/>.

For more information and admission materials: Contact the Athletic Training program director in the Department of Health Sciences, 513-244-4890, College of Mount St. Joseph, 5701 Delhi Road, Cincinnati, Ohio 45233.

Requirements for a Major in Athletic Training - Bachelor of Science Degree

(85 hours)

Department Courses — 37 hours

ATR 180	Principles and Practices of Athletic Training with Lab (3)
ATR 181	Emergency Response and CPR with Lab (3)
ATR 212	Therapeutic Modalities (3)
ATR 213	Therapeutic Exercise (3)
ATR 214	Assessment & Management of Athletic Injuries I (3)
ATR 215	Assessment & Management of Athletic Injuries II (3)
ATR 232	Clinical Perspectives I (2)
ATR 233	Clinical Perspectives II (2)
ATR 320	Strength Training & Wellness (3)
ATR 332	Clinical Perspectives III (1)
ATR 333	Clinical Perspectives IV (1)
ATR 340	Athletic Training Seminar (2)
ATR 413	Administration of Athletic Training (3)
ATR 415	Pharmacology in Athletic Training (2)
+ATR 480	Athletic Training Capstone (3)

+Pending course approval by College Curriculum Committee

Other Requirements — 48 hours

BIO 195	Human Anatomy and Physiology for Allied Health (3) N
BIO 202	Human Anatomy and Physiology II (4) N
BIO 301	Pathophysiology (4) N
BIO 312	Advanced Topics/Human Anatomy (2) N
CHE 104	General and Organic Chemistry (3) N
or	
CHE 111	General Chemistry (3) N
CHE 104A	General and Organic Chemistry Lab (1) N
or	
CHE 111A	General Chemistry Lab (1) N
IDS 206	Biochemical and Therapeutic Applications of Nutrition (4) IDS
IDS 307	Healthy Communities (3) IDS
MTH 174	Statistics I (3) N
or	
MTH 176	Statistics I with SPSS (3) N
PED 220	Kinesiology (3)
PED 305	Personal Health Issues (3)
PED 350	Exercise Physiology (2)
ETH:PHI 250	Health Care Ethics (3) E
PSY 103	Introduction to Psychology (3) S
PSY 204	Lifespan Development (4) S
SOC 103	Introduction to Sociology (3) S

Nursing

Susan Johnson, Ph.D., RN, Nursing Program Director

The outstanding reputation of the Mount's baccalaureate degree in nursing is built upon more than seven decades of experience in preparing women and men as professional practitioners of nursing. Graduates of the Nursing program assume prominent roles in all areas of nursing and health care delivery systems across the United States and throughout the world.

The innovative primary health care community-focused curriculum has been praised as visionary and on the leading edge of nursing education for preparing competent and confident nurses for the 21st century. The Nursing program, approved by the Ohio Board of Nursing, and fully accredited by the National League for Nursing Accrediting Commission, 61 Broadway, New York, NY 10006, (212) 363-5555, places a strong emphasis on a new and expanded interpretation of community which includes all citizens in need of health care. The program provides the learning environment for students' development of competencies in assessment, communication, critical thinking, decision-making, problem solving, and therapeutic nursing interventions across the life span. These concepts and principles are integrated throughout the students' educational program and form the basis for a value centered approach to caring for individuals, families, aggregates, populations-at-risk, and communities.

On completion of the Nursing program, students will administer competent and culturally-sensitive professional nursing care to clients with diverse needs across the life span and in different settings through:

- A. use of effective therapeutic interventions.
- B. use of effective communication.
- C. use of critical thinking.
- D. development of caring therapeutic relationships.

- E. effective application of the principles of leadership and management.
- F. exercising professional, legal, ethical, regulatory, social, and political responsibilities.
- G. integration of knowledge and technology.

Upon successful completion of the requirements for the Bachelor of Science in Nursing (BSN) degree students are eligible to write the National Council Licensure Examination (NCLEX-RN) for licensure as registered nurses. The BSN degree provides graduates with unique opportunities for continued personal, professional growth and development, and a foundation for graduate studies in nursing. Attainment of the BSN degree enables graduates to meet new challenges, particularly in leadership, management and community-focused nursing, in response to dramatic changes in nursing and the health care delivery system today and for the future.

Program of Studies

There are two tracks leading to the BSN degree offered in the Nursing program. The Day Track (pre-licensure) has as its major focus the preparation of students for initial entry into the professional practice of nursing. An Accelerated Track is specifically designed for registered nurses (RNs), graduates of diploma and associate degree programs, who wish to pursue the BSN degree in an accelerated format. RNs may also complete the program in the Day Track.

BSN-Day Track

For admission into this competitive program, students must first be accepted by the College on the basis of standard admission requirements. Since a strong background in science is important for nursing students, high school courses in general science, biology, and anatomy and physiology are recommended. All individuals seeking admission to the Nursing program must have completed a course in high school chemistry or its equivalent.

BSN-Accelerated Track for Registered Nurses

Kathleen Monahan, MSN, RN, RN/BSN Coordinator

Designed specifically for registered nurses who wish to earn the BSN degree, the Accelerated Track offers an opportunity for registered nurses to earn the BSN in weekend, late afternoon and evening timeframes. Classes involve intensive study, close working relationships with the faculty and other students, and innovative opportunities for self-directed learning.

Registered nurses who wish to enter the Nursing program must first be admitted to the College by completing an adult application available through the College's Admission Office. RNs are required to schedule an appointment with the RN/BSN coordinator in order to learn the policies and procedures of the Accelerated Track, to evaluate previous course work and for initial advising and planning of schedules.

School Nurse Licensure Program for Registered Nurses

At the College of Mount St. Joseph, registered nurses interested in earning both a BSN degree and license as a school nurse can combine the two in a unique program of study approved by the State of Ohio Department of Education. The Nursing program in conjunction with the Education Department has designed the School Nurse Licensure program to include the College's requirements in general education, those for the BSN degree and those for licensure as a school nurse.

Designed for registered nurses who are currently employed in schools or other health care facilities, the School Nurse licensure program is built on the baccalaureate nursing curriculum for registered nurses. Courses are offered within the weekend, late afternoon and evening timeframes, and during the summer months. The program provides graduates with the knowledge, skills, attitudes, and values needed to address the health and welfare of school-age children. In addition to theoretical courses, a supervised clinical practicum will be

completed with a certified school nurse in one of the local schools in the community.

The School Nurse Licensure program is also available to RNs who already have their BSN but seek a license as a school nurse in the state of Ohio.

Opportunities for Credentialing of Prior Learning for Registered Nurse Students

In concert with the policies of the College of Mount St. Joseph on credentialing of prior learning, the faculty of the Nursing Program have established policies and guidelines that recognize academic and experiential learning of registered nurses, who wish to earn the baccalaureate degree in nursing. Contact the RN/BSN coordinator for further information regarding these policies, 513-244-4511.

Articulation Agreements

Articulation agreements which facilitate the transfer credits of registered nurse graduates of diploma and associate degree nursing programs have been established with Cincinnati State Technical and Community College, Raymond Walters College, and Good Samaritan College of Nursing and Health Science. Contact the Department of Health Sciences for further information regarding these agreements.

Requirements for Admission to the Nursing Major - Day and Accelerated Tracks

All students seeking admission to pursue the baccalaureate degree in nursing in the Day Track or Accelerated Track must fulfill the following requirements:

1. Admission to the College of Mount St. Joseph.
2. Completion of 28 credit hours including 13 credit hours of specific prerequisite courses. Specific prerequisite courses must include completion of the chemistry, anatomy and physiology, and introductory psychology and sociology requirements.
3. Achievement of an overall GPA of 2.5 with a minimum grade of "C" in specific prerequisite courses.
4. Submission of a completed application for admission to the Nursing program (see Nursing Student Handbook).
5. Completion of an interview with the nursing program director or designee of the Nursing program.

Contact the Department of Health Sciences for detailed information on the program of studies, policies on admission and academic achievement, policies governing transfer credits, opportunities for credentialing of prior learning, health requirements and clinical guidelines, and policies on withdrawal, dismissal, residency and graduation requirements.

Parish Nursing/Health Ministries Certificate Program

This interdisciplinary certificate program builds on the Mount's tradition of meeting community educational needs with an emphasis on Christian values. Offered jointly by the Departments of Health Sciences and Religious Studies, the parish nursing/health ministries curriculum is designed to provide the knowledge and experiences needed to promote health and healing within a faith community. The program fulfills the educational needs identified by practicing parish nurses, health ministers and church leaders and also meets the Standards of Parish Nursing established by the American Nurses Association.

On completion of this program, students will receive a Certificate in Parish Nursing/Health Ministries from the College of Mount St. Joseph. This certificate indicates that a collection of designated courses have been completed to provide a specialization within one's field. Students are not required to have a bachelor's degree to complete the certificate program, however the certificate courses can be incorporated into a BSN degree or a master's degree in religious studies.

Requirements for the Bachelor of Science of Nursing Degree/Day Track

(96 hours)

PREREQUISITES - 35 hours

BIO 195 Human Anatomy and Physiology for Allied Health (3) N

BIO 202 Human Anatomy and Physiology II (4) N

BIO 215 Introductory Microbiology (4)

BIO 301 Pathophysiology (4)

CHE 104/104A General and Organic Chemistry (3) N

MTH 174 Statistics I (3) N

or

MTH 176 Statistics I with SPSS (3) N

PSY 103 Introduction to Psychology (3) S

PSY 204 Lifespan Development (4) S

ETH:REL 252 Theological Health Care Ethics (3) E

or

ETH:PHI 250 Health Care Ethics (3) E

SOC 103 Introduction to Sociology (3) S

DEPARTMENT COURSES - 61 hours

IDS 206 Biochemical and Therapeutic Applications of Nutrition (4) IDS

IDS 307 Healthy Communities (3) IDS

NUR 201 Foundations of Primary Health Care Nursing I (2)

NUR 202 Clinical Applications of Foundations in Primary Health Care Nursing I (2)

NUR 203 Foundations of Primary Health Care Nursing II (3)

NUR 204 Clinical Applications of Primary Health Care Nursing II (3)

NUR 205 Health Assessment Across the Lifespan (3)

NUR 217 Pharmacology and Medication Administration (3)

NUR 301 Primary Health Care Nursing of Childbearing Families and Children (5)

NUR 302 Clinical Applications of Primary Health Care Nursing: Childbearing Families and Children (4)

NUR 304 Primary Health Care Nursing of Clients with Acute and Chronic Conditions (5)

NUR 305 Clinical Applications of Primary Health Care Nursing: Acute and Chronic Conditions (4)

NUR 330 Nursing Research (3)

NUR 401 Primary Health Care Nursing of Clients with Complex Multi-system Conditions (4)

NUR 402 Clinical Applications of Primary Health Care Nursing: Complex Multi-system Conditions (5)

NUR 404 Primary Health Care Nursing and Management of Multiple and Complex Health Care Needs of Individuals and Communities (3)

NUR 405 Clinical Applications of Primary Health Care Nursing with Community as Client (5)

Requirements for the Bachelor of Science in Nursing/Accelerated Track

(100 hours)

PREREQUISITES - 35 hours

BIO 195 Human Anatomy and Physiology for Allied Health (3) N

BIO 202 Human Anatomy and Physiology II (4) N

BIO 215 Introductory Microbiology* (4) N

BIO 301 Pathophysiology (4) N

CHE 104/104A General and Organic Chemistry* (4) N

MTH 174 Statistics I (3) N

or

MTH 176 Statistics I with SPSS (3) N

PSY 103 Introduction to Psychology* (3) S

PSY 204 Lifespan Development (4) S

ETH:REL 252 Theological Health Care Ethics (3) E

or

ETH:PHI 250 Health Care Ethics (3) E

SOC 103 Introduction to Sociology* (3) S

DEPARTMENT COURSES - 65 hours

IDS 206 Biochemical and Therapeutic Applications of Nutrition (4) IDS

IDS 307 Healthy Communities (3) IDS

NUR 201 Foundations of Primary Health Care Nursing I* (2)

NUR 202 Clinical Applications of Foundations in Primary Health Care Nursing I* (2)

NUR 203 Foundations of Primary Health Care Nursing II* (3)

NUR 204 Clinical Applications of Primary Health Care Nursing II* (3)

NUR 205 Health Assessment Across the Lifespan with Lab (3)

NUR 217 Pharmacology and Medication Administration* (3)

NUR 301 Primary Health Care Nursing of Childbearing Families and Children* (5)

NUR 302 Clinical Applications of Primary Health Care Nursing: Childbearing Families and Children* (4)

NUR 304 Primary Health Care Nursing of Clients with Acute and Chronic Conditions* (5)

NUR 305 Clinical Applications of Primary Health Care Nursing: Acute and Chronic Conditions* (4)

NUR 315 Nursing in the Professional Role (3)

NUR 330 Nursing Research (3)

NUR 411 Primary Health Care Nursing of Clients at High Risk for Complex Multi-system Conditions (4)

NUR 412 Clinical Applications of Primary Health Care Nursing of Clients at High Risk for Complex Multi-system Conditions (5)

NUR 413 Management Strategies in Primary Health Care Nursing Practice (4)

NUR 414 Clinical Applications of Management Strategies in Primary Health Care Nursing Practice (5)

* Consult the Nursing Program on Credentialing Policies

Requirements for the School Nurse Licensure Program with or without the BSN-Accelerated Nursing Track

(14-19 hours)

In addition to the requirements for the BSN-Accelerated Track, the following courses are required for the School Nurse Licensure program. Courses are offered at undergraduate or graduate level. BSN-prepared nurses may earn a license in School Nursing by completing these course requirements:

Prerequisite or Co-requisite Requirement:

Bachelor of Science in Nursing Degree

EDU 355 Social Foundations and Policies Studies (3)

EDU 380 Multi-Age Curriculum and Methods (3)

SED 215 Human Exceptionalities (3)

NUR 450 School Nurse Practicum (5-10)

(Partial credit may be awarded through portfolio validation of previous experiential learning in school nursing or passing scores on the National Association of the School Nurse Certification Exam.)

School Nurse Licensure is also available at the graduate level.

Requirements for the Parish Nursing/Health Ministries

(21 hours)

Interdisciplinary Course: 3 credits

IDS 307 Healthy Communities (3)

Prerequisites or Corequisites:

PSY 103 Introduction to Psychology (3)

SOC 103 Introduction to Sociology (3)

Nursing Courses: 6 credits

NUR 331 Parish Nursing/Health Ministries I (2)

NUR 332 Parish Nursing/Health Ministries I Practicum (1)

NUR 333 Parish Nursing/Health Ministries II (2)

NUR 334 Parish Nursing/Health Ministries II Practicum (1)

Religious Studies Courses: 12 credits with 3 credits from 4 theological categories

Theology:

REL 212 Crisis, Faith & Adult Development (3)

or

REL 224 The Theology of Healing (3)

Spirituality:

REL 104 Personal Spirituality/Theology of Experience (3)

or

REL 206 Spirituality and Wellness (3)

Pastoral Care:

RPS 341 Ministry to Marriage and Family (3)

or

RPS 342 Pastoral Counseling/Principles of Systems Intervention (3)

or

RPS 344 Forming Christian Community (3)

Ethics:

ETH: REL 255 Christian Social Justice (3)

or

ETH:REL 252 Health Care Ethics (3)

The Parish Nursing/Health Ministries certificate program is also available at the graduate level.

Physical Therapy

Mary Romanello,, Ph.D., PT/ATC, Program Director

The Master of Physical Therapy degree (MPT) is a comprehensive degree program designed to prepare a clinician who can think critically and solve problems; apply scientifically validated therapeutic skills and techniques effectively; respect the uniqueness, dignity and diversity of the individual; and understand the responsibilities of the health care provider in the professional and community life of the next century.

There are some exciting changes in the program offerings, which affect students entering as freshmen beginning in the fall of 2003. The College has proposed and is seeking approval to elevate the degree awarded in the Physical Therapy program to a Doctor of Physical Therapy (DPT). The American Physical Therapy Association (APTA) has established a position supporting this trend in physical therapy education in order to recognize the level of professional performance standards in the field of physical therapy.

As a result, freshmen enroll in a major of their choice for their undergraduate education and during their course of study take the prerequisite courses that are required for admission in the graduate Physical Therapy program. Students who attend the College for their undergraduate education and meet the requirements will have direct admission into the professional Physical Therapy program after either three or four years of undergraduate education. The DPT program will be three years in length and is expected to begin in the summer of 2006.

The Mount's Master of Physical Therapy degree program is currently accepting transfer students who have completed prerequisite coursework. The professional course work encompasses two and one-half years including three summers; qualified students may enter the professional program in either the Spring or Summer semester. Admission is on an individual basis for those who have previous college experience.

Transfer Student Admission

Students with previous college experience will be considered for admission to the current MPT program. Applicants will be evaluated for class placement on an individual basis. Individuals who already have a BS/BA degree are not required to complete the BS in Rehabilitation Science; however, all necessary prerequisite courses for the professional phase of the program must be met and include the following:

8 semester hours	Chemistry with lab
8 semester hours	Physics with lab
4 semester hours	Biology with lab
8 semester hours	Human Anatomy and Physiology (human or mammalian) with lab
18 semester hours	Humanities and Social Sciences. Recommended courses: psychology (life span), sociology and ethics (medical or health care)
3 semester hours	Statistics

Students with a BS/BA degree who meet all the prerequisite standards may begin classes either spring or summer semester if there is space available in the class. Each applicant is evaluated on an individual basis.

Transfer students should contact the Physical Therapy program for further admission information.

The College of Mount St. Joseph has been authorized by the Ohio Board of Regents to offer the Master of Physical Therapy program.

The Physical Therapy program at the College of Mount St. Joseph has been fully accredited by the Commission on Accreditation for Physical Therapy Education of the American Physical Therapy Association, 1111 N. Fairfax Street, Alexandria, VA 22314, (703) 706-3245. Faculty and students are members of The American Physical Therapy Association and participate at the national and state levels by attending professional meetings and presenting research findings.

Professional Phase Courses – 36 hours

BIO/PT 312	Advanced Topics in Human Anatomy (2)
BIO 326	Human Gross Anatomy(8) N
BIO 328	Human Neuroanatomy (4) N
PT 301	Professional Socialization (2)
PT 410/410A	Applied Human Physiology w/Lab (4)
PT 415/415A	Biomechanics & Kinesiology w/Lab (4)
PT 420/420A	Basic Examination and Evaluation with Lab (3)
PT 430/430A	Therapeutic Procedures I w/Lab (3)
PT 440/440A	Therapeutic Exercise I w/Lab (4)
PT 460	Foundations of Critical Inquiry in Physical Therapy (2)

500 level courses are for graduate credit only - 70-71 hours

PT 501	Clinical Medicine and Surgery I (1)
PT 502	Clinical Medicine and Surgery II (1)
PT 503	Clinical Medicine and Surgery III (2)
PT 512/512A	Therapeutic Procedures II w/Lab (3)
PT 515/515A	Evaluation & Treatment: Cardiopulmonary and Acute Care (3)
PT 525/525A	Applied Orthopedics I-Extremities w/Lab (7)
PT 526/526A	Applied Orthopedics II-Spine w/Lab (4)
PT 530/530A	Applied Neuroscience w/Lab (4)
PT 531/531A	Neurological Rehabilitation w/Lab (4)
PT 545/545A	Life Span Conditions and Treatment I w/Lab (4)
PT 546/546A	Life Span Conditions and Treatment II w/Lab (4)
PT 550	Pharmacology (2)
PT 551	Issues in Physical Therapy I (1)
PT 552	Issues in Physical Therapy II (1)
PT 553	Issues in Physical Therapy III (1)
PT 555	Seminars in Physical Therapy (Elective) (1-2)
PT 565	Research Practicum I (2)
PT 566	Research Practicum II (Elective) (2)
PT 570	Administration Theory and Practice in PT (3)
PT 571	Administration Practicum (Elective) (1-2)
PT 585	Clinical Internship I (5)
PT 586	Clinical Internship II (5)
PT 595	Clinical Internship III (5)
PT 596	Clinical Internship IV (5)
PT 599	Capstone Seminar (2)

Students are required to take at least one elective course.

Humanities

Margaret P. McPeak, C.S.J., M.A., Chairperson

The Humanities Department presents students with academic programs grounded in a tradition of the liberal arts and sciences. Such programs provide students and faculty members with opportunities to broaden their understanding of the human experience, to enrich their own human potential and that of other people, and to enhance those skills in thought processes and communication which are essential for effective living.

Guided by the mission of the College of Mount St. Joseph, department programs are interdisciplinary in nature, focus on integrity and social responsibility, and strive to spark a desire for academic excellence among students and faculty members. Course designs offer opportunities for students to integrate life and learning,

to serve other people, and to explore with respect and concern cultures and beliefs that differ from their own.

Members of the department accept responsibility for providing programs that emphasize learning experiences and issues directed to global citizenship, ethics, cultural diversity, effective communication, critical thinking, and interdependence between and among diverse academic disciplines.

Through the department, students may pursue majors in communication studies, English, history, and liberal studies; they may earn minors in American studies, communication studies, English, history, philosophy, women's studies, and written communication.

In addition, faculty members offer all students a set of department courses that satisfy a number of the general education requirements in the liberal arts and sciences. Course sequences in modern foreign languages also are available which students may apply to elective hours in the Liberal Arts and Sciences Core Curriculum.

Communication Studies

Margaret P. McPeak, C.S.J., M.A., Coordinator

The major program in communication studies integrates the interdisciplinary tradition of the Humanities Department and the rich liberal arts and sciences heritage of the College into the study of human communication – theories, principles, functions, processes, institutions, and practices. Its focus is on deepening students' understanding and appreciation of communication's formative role in shaping individuals, relationships, organizations, social and political institutions, cultures and knowledge.

Faculty members endeavor to develop in all students taking communication courses – majors and non-majors – an increased capacity for making informed judgments, for critical and responsible thinking, and for effective and ethical practices in all aspects of their professional, community and personal lives.

Design of the major program facilitates the development of graduates who have a broad knowledge and understanding of communication principles, theory, history, and practice; who are critical thinkers and decision makers; who are respectful of all persons and cultures; and who are proficient, creative, responsible, and ethically grounded communicators.

Students may pursue a major in communication studies and earn bachelor of arts or associate of arts degrees. They also may pursue minors in communication studies and written communication.

Licensure for Teachers

Students choosing a major in communication studies who also want to pursue Ohio teacher licensure must satisfy the same requirements as the major and additional requirements in humanities and in education. The pertinent Adolescent and Young Adult License (grades 7-12) is integrated language arts. A concentration in language arts is available in the Middle Childhood Licensure (grades 4-9) program. See Education on page 48.

Requirements for a Major in Communication Studies - Bachelor of Arts Degree

(41-43 hours)

Required Core Courses — 24 hours

COM 100	The Spoken Word (3) C
COM 101	The Written Word (3) C
COM 200	Introduction to Communication Theory (3) LAE
COM 210	Mass Media and Modern Culture (3) LAE
COM 300	Advanced Composition (3) LAE
COM 320	Oral Communication (3) LAE
+COM 330	Rhetorical Foundations of Human Communication (3) LAE
+COM 340	Intercultural and World Communication (3) LAE

Communication Studies And Cognate Electives — 15 hours

One course from:

COM 310	Visual Communication (3) LAE
COM 315	History of the Motion Picture (3) LAE
COM 359	Masters of the American Cinema (3) LAE

One course from:

MKT 351	Marketing Communication Management (3)
COM 355	Introduction to Public Relations (3)
MKT 356	Advertising (3)

One course from:

COM 380	News Writing I (3) LAE
COM 388	Feature Writing (3) LAE

One course from the following:

COM 350	Specialized Topics in Communication (3) LAE
COM 385	News Writing II (3)
COM 390	Drama Workshop (3) LAE
ENG 461Z	Writing for Publication (3)
GRD 270	Web Page Design (3) (prerequisite ART 103 or ART 202 or GRD 205)

One additional course from any of the four elective course areas above

One Work Experience (1-3):

COM 396	Cooperative Education Work Experience (1-3)
COM 400	Internship (3)
COM 496	Alternative Co-op Work Experience (1-3)

Required Integrative Project – 1 hour

COM 499	Senior Seminar (1)
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Includes Capstone Synthesis

Residency Requirement — 9 Hours

+Course pending approval by College Curriculum Committee.

Requirements for a Major in Communication Studies - Associate of Arts Degree

(30 hours)

Required Core Courses - 24 hours

COM 100	The Spoken Word (3) C
COM 101	The Written Word (3) C
COM 200	Introduction to Communication Theory (3) LAE
COM 210	Mass Media and Modern Culture (3) LAE
COM 300	Advanced Composition (3) LAE
COM 320	Oral Communication (3) LAE
+COM 330	Rhetorical Foundations of Human Communication (3) LAE
+COM 340	Intercultural and World Communication (3) LAE

Communication Studies And Cognate Electives - 6 hours

Two course from the following electives:

COM 310	Visual Communication (3) LAE
COM 315	History of the Motion Picture (3) LAE
COM 359	Masters of the American Cinema (3) LAE
COM 355	Introduction to Public Relations (3)
COM 380	News Writing I (3) LAE
COM 388	Feature Writing (3) LAE
COM 350	Specialized Topics in Communication (3) LAE
COM 385	News Writing II (3)
COM 390	Drama Workshop (3) LAE
ENG 461Z	Writing for Publication (3)
GRD 270	Web Page Design (3) (prerequisite ART 103 or ART 202 or GRD 205)
MKT 351	Marketing Communication Management (3)
MKT 356	Advertising (3)

Residency Requirement - 6 hours

+Course pending approval by College Curriculum Committee.

Requirements for a Minor in Communication Studies

(24 hours)

Required Core Courses — 24 hours

COM 100	The Spoken Word (3) C
COM 101	The Written Word (3) C
COM 200	Introduction to Communication Theory (3) LAE
COM 210	Mass Media and Modern Culture (3) LAE
COM 300	Advanced Composition (3) LAE
COM 320	Oral Communication (3) LAE
+COM 330	Rhetorical Foundations of Human Communication (3) LAE
+COM 340	Intercultural and World Communication (3) LAE

+Course pending approval by College Curriculum Committee.

Requirements for a Minor in Written Communication

(24 hours)

COURSES IN THE DISCIPLINE - 24 hours

COM 101	The Written Word (3) C
COM 200	Introduction to Communication Theory (3) LAE
COM 300	Advanced Composition (3) LAE
Fifteen hours from the following:	
COM 380	Newswriting I (3) LAE
COM 385	Newswriting II (3)
COM 388	Feature Writing (3) LAE
ENG 370	Creative Writing: Poetry (3) LAE
ENG 371	Seminar in Creative Writing: Poetry (3) LAE
ENG 372	Creative Writing: Fiction (3) LAE
ENG 441Z	Advanced Creative Writing (3)

or

Other upper level writing courses as available and appropriate

(Students are also expected to contribute to campus publications including MSJ Dateline, Perspectives and Epiphany.)

Residency requirement: 6 hours

English

Elizabeth Bookser Barkley, Ph.D., Coordinator

The courses in English offer students an understanding and appreciation of literature as a part of their cultural heritage, an insight into themselves and modern society, and help toward the development of critical standards. Course sequences are available to prepare the prospective teacher with an adequate background for effective teaching and to provide the prospective graduate student with the critical skills and historical understanding necessary for successful advanced study.

Licensure for Teachers

Students choosing a major in English who also want to pursue Ohio teacher licensure must satisfy the same requirements as the major and additional requirements in humanities and in education. The pertinent Adolescent and Young Adult License (grades 7-12) is integrated language arts. A concentration in language arts is available in the Middle Childhood Licensure (grades 4-9) program. See Education on page 48.

Requirements for a Major in English - Bachelor of Arts Degree

(43 hours)

COURSES IN THE DISCIPLINE - 24 hours

ENG 211	American Literature I (3) L
ENG 212	American Literature II (3) L
ENG 334	Literature of the Age of Faith (3) LAE
ENG 335	Literature of the Age of Protest (3) LAE
ENG 336	Literature of the Age of Ideology (3) LAE
ENG 337	Literature of the Age of Uncertainty (3) LAE

Electives: Modern or contemporary literature (3), Major author or seminar (3)

Integrated core: World Views Sequence - 18 hours

ENG 172 Contemporary Perspectives (3) L

ENG 273 Classical World (3) LAE

HIS/PHI 274 Age of Faith (3) H,R

HIS/PHI 275 Age of Protest (3) H,R

HIS/PHI 276 Age of Ideology (3) H,R

IDS 277 Age of Uncertainty (3) IDS

(History and Philosophy Interdisciplinary course)

ENG 499 Senior Seminar (1)

Includes Capstone Synthesis

Residency requirement: 9 hours

Requirements for a Minor in English

(21 hours)

Courses In The Discipline - 21 hours

Advanced Composition or Creative Writing (3)

Courses distributed over the following:

American, English, Modern, Contemporary Literature (18)

Residency requirement: 6 hours

History

Historical study develops critical thinking, research and writing skills as well as an appreciation of the impact of the past upon the present. A major in history, because of the comprehensive nature of the subject, prepares one for a wide range of career possibilities including law, government service, teaching, business, communications, and museum and archival work.

Licensure for Teachers

Students choosing a major in history who also want to pursue Ohio teacher licensure must satisfy the same requirements as the major and additional requirements in humanities, behavioral sciences, economics and education. The pertinent Adolescent and Young Adult License (grades 7-12) is integrated social studies. Degree seeking students should be aware that social studies licensure does not satisfy for a major. A concentration in social studies is available in the Middle Childhood Licensure (grades 4-9) program. See Education on page 48.

Requirements for a Major in History - Bachelor of Arts Degree

(36 hours)

Courses in the Discipline — 18 hours

HIS 105 World Civilization to 1500 (3) H

or

HIS 106 World Civilization since 1500 (3) H

HIS 209 United States History to 1865 (3) H

HIS 210 United States History from 1865 to 1945 (3) H

HIS 211 United States History Since 1945 (3) H

HIS 400 American History Seminar (3)

HIS 401 European History Seminar (3)

Includes Capstone Synthesis.

Integrated core: World Views Sequence — 18 hours

ENG 172 Contemporary Perspectives (3) L

ENG 273 Classical World (3) LAE

HIS/PHI 274 The Age of Faith (3) H,R

HIS/PHI 275 The Age of Protest (3) H,R

HIS/PHI 276 The Age of Ideology (3) H,R

IDS 277 The Age of Uncertainty (3) IDS

(History and Philosophy Interdisciplinary Course.)

Residency requirement: 9 hours

Requirements for a Minor in History

(21 hours)

Courses in the Discipline - 21 hours

(Any history courses are acceptable)

Residency requirement: 6 hours

American Studies Minor

Timothy P. Lynch, Ph.D., Coordinator

The minor in American studies encourages students to examine American thought and culture through a multidisciplinary approach. Film, history and literature constitute the core of the minor. For the elective component, students may choose courses in their areas of interest provided these courses emphasize the American experience. Courses with emphasis in the American experience will be identified in each semester's or term's Class Schedule.

Requirements for a Minor in American Studies

(21 hours)

History (6)

Literature (6)

Film (3)

Electives (6) — course work that emphasizes the American experience

Residency requirement: 6 hours

Liberal Studies

Margaret P. McPeak, C.S.J., M.A., Chairperson

A major in liberal studies provides students with opportunities for a more extensive study of the liberal arts and sciences and for a broader understanding of various academic fields of interest. Through the major, students will devote more than half of their degrees exploring ideas germane to disciplines in the liberal arts and sciences. They will have ample opportunity to think critically and communicate effectively about issues concerning global citizenship, ethics, and cultural diversity as their perspectives draw from interdependencies among disciplines. Toward such an end, students can choose to pursue greater breadth, more depth or a combination of both in completing either associate's or bachelor's degrees in liberal studies.

Requirements for a Major in Liberal Studies - Bachelor of Arts Degree

(74 hours)

Interdisciplinary Studies - 6 hours

IDS 100 Foundation Seminar (3) IDS

IDS 200/300 Interdisciplinary Studies (3) IDS

Note: Transfer students who declare a liberal studies major will follow Core Curriculum requirements for transfer students

Discipline-Specific Study - 38 hours

Humanities (12)

COM 100 Speech (3) C

COM 101 Writing (3) C

Literature (3) L

Art or Music (3) A, M

Social Studies and History (9) S,H

History (3) H

Choose two different disciplines (6)

Economics (3) S

Psychology (3) S

Sociology (3) S

Natural Science and Mathematics (7) N

Biology + lab (4) N

or

Geology + lab (4) N

or

Chemistry + lab (4) N

or

Physics + lab (4) N

Mathematics (3) N

Religious Studies and Philosophy (6) R

Philosophy (3) R

Religious Studies (3) R

Ethics (3) E

Select from ETH:REL or ETH:PHI

Required Integrated Project (1)
 Senior Seminar (1)
 Includes Capstone Synthesis

Liberal Arts and Sciences (LA&S) Electives - 30 hours
LA&S elective hours may be fulfilled by courses of a non-technical nature from traditional LA&S disciplines such as art (A), literature (L), music (M), speech (C), writing (C), other liberal arts areas (LAE), social sciences (S) & history (H), natural sciences & mathematics (N), religious studies & philosophy & ethics (R, E), and interdisciplinary studies (IDS). These elective hours may be fulfilled in any combination.

Residency Requirement - 9 hours

Requirements for a Major in Liberal Studies - Associate of Arts Degree

(48-49 hours)

Interdisciplinary Studies - 3 hours
IDS 100 Foundation Seminar (3) IDS

or

IDS 200/300 Interdisciplinary Studies (3) IDS

Note: Transfer students who declare a liberal studies major will follow Core Curriculum requirements for transfer students

Discipline-Specific Study - 18-19 hours

Humanities (6)

COM 101 Writing (3) C

Choose one (3)

 Art (3) A

 Literature (3) L

 Music (3) M

COM 100 Speech (3) C

Social Studies and History (6) S,H

 History (3) H

Choose one different discipline (3)

 Economics (3) S

 Psychology (3) S

 Sociology (3) S

Natural Science and Mathematics (3-4) N

 Biology + lab (4) N

or

 Geology + lab (4) N

or

 Chemistry + lab (4) N

or

 Physics + lab (4) N

 or

 Mathematics (3) N

Religious Studies and Philosophy (3) R

 Philosophy (3) R

 Religious Studies (3) R

Ethics (3) E

Select from ETH:REL or ETH:PHI

Liberal Arts And Sciences (LA&S) Electives - 27 hours

LA&S elective hours may be fulfilled by courses of a non-technical nature from traditional LA&S disciplines such as art (A), literature (L), music (M), speech (C), writing (C), other liberal arts areas (LAE), social sciences (S) & history (H), natural sciences & mathematics (N), religious studies & philosophy & ethics (R, E), and interdisciplinary studies (IDS). These elective hours may be fulfilled in any combination.

Residency Requirement - 6 hours

Modern Foreign Languages

Michael R. Klabunde, Ph.D., Coordinator

The study of modern foreign languages offers the student an opportunity to develop communication skills which are increasingly necessary in our closely interrelated world, to be introduced to new cultural patterns, and to broaden aesthetic and intellectual awareness. Courses in French and Spanish are available at the first-, second- and (contingent upon adequate enrollment) third-year levels. In these classes emphasis is placed upon effective, communicative language skills in appropriate cultural contexts. Language courses in advanced literature and civilization, if not taught on campus, are available through Consortium cross-registration opportunities.

Philosophy

Svetlana Rura, Ph.D., Coordinator

Courses in philosophy provide students with an opportunity to develop critical thinking skills of analysis, synthesis and sound reasoning and to become cognizant of philosophical theories and their influence in society.

Requirements for a Minor in Philosophy

(21 hours)

Courses In The Discipline - 21 hours

Residency requirement: 6 hours

Women's Studies

Elizabeth Bookser Barkley, Ph.D., Coordinator

Because the College of Mount St. Joseph, with its tradition as a Catholic women's college, is committed to providing an environment for the developing woman in a changing world, an innovative interdisciplinary program in Women's Studies is offered for the student interested in investigating gender and all aspects of women - past, present and future.

Women's studies courses increase the understanding of evolving cultural and societal aspects of women's roles. They focus on the nature, history, status, and contributions of women as well as attitudes towards women and relationships between women and men. These courses also help women and men examine alternative

ways of looking at themselves and their roles in society.

A minor in women's studies is especially helpful in contemporary careers in which an understanding of contemporary women's issues is essential, such as health, education, public relations, social work, religious studies, and law.

Requirements for a Minor in Women's Studies

(24 hours)

WST 150 Woman as Person (3)
or
WST 151 Woman as World Citizen (3)
or
WST/ENG 225 Women and Autobiographical Writing (3) L

Additional Women's Studies Courses: 9 hours

Other courses with a significant amount of material about women: 9 hours

Courses in any department with an emphasis on women or those which devote a significant area of content to women may be considered for women's studies. Courses with such emphasis will be identified in each semester's or term's Class Schedule.

Women's Research: 3 hours

Any course where a final project or paper centers on research about women and/or women's views. Course selection and research to be approved and assessed by the women's studies coordinator.

Residency requirements: 6 hours

Mathematics and Computer Science

Diana Davis, Ph.D., Interim Chairperson

The Mathematics and Computer Science Department has majors in mathematics, computer science, and a major in mathematics and chemistry. In addition, the Mathematics and Computer Science Department, in cooperation with the Business Administration Department, offers students a major in mathematics and business administration with a concentration in economics or finance. Interested students should contact the chair of the Mathematics and Computer Science Department. Course work for Ohio Teacher Licensure in integrated mathematics is also offered.

The major programs are offered to students of various needs and interests:

1. Students who wish to enter some work related area in which mathematics and/or computer science is applied, such as actuarial science, scientific programming, network administration, or statistics;
2. Students who wish to teach;
3. Students who wish to enter graduate school in mathematics, computer science or a related academic area;
4. Students who desire to engage in the critical thinking of disciplines such as mathematics and computer science.

Students majoring in mathematics or computer science engage in a work experience related to mathematics or computer science in order to integrate skills learned in the classroom and to obtain experience that should prove valuable upon graduation. This work experience may take place within a business, industry, secondary school, or another appropriate setting. In addition, majors engage in a senior research project in which they study a mathematical or computer science topic under the guidance of a faculty member.

Students majoring in other disciplines may minor in mathematics or computer science. These minors are encouraged for students who would like a strong quantitative base in their college programs.

Mathematics and/or computer science majors are expected to maintain a grade point average of 2.0 in mathematics and related courses. Students are also expected to maintain a "C" or better in "core" courses. Core courses are department courses numbered below 300. Students double majoring in mathematics and business administration (with a concentration in economics or finance) must achieve a cumulative 2.0 grade point average in business courses. Students transferring to the Mount from another college and wishing to obtain a major in mathematics and/or computer science must complete at least half of the credits for their major program through the Mount. A transfer student desiring to complete a minor in mathematics or computer science at the Mount is required to satisfy all requirements for the minor as defined by the Mathematics and Computer Science Department at the Mount. Every transfer student who desires a minor in mathematics or computer science must earn a minimum of five credits toward that minor at the College of Mount St. Joseph.

The Mathematics and Computer Science Department serves all students of the College by offering liberal arts and sciences and elective courses in mathematics. The courses are selected and presented with a view to enable all interested students to acquire the knowledge and skills suited to their needs: for the liberal arts majors, appreciation of the contributions of mathematics to our culture; for the science and business majors, ability to use mathematics and computer science as tools in any particular disciplines; for the future teachers, understanding of the basic concepts and structures of mathematics and computer science.

In all mathematics and computer science courses the emphasis is on imparting a thorough understanding of processes, on cultivating a precise and accurate manner of expressing facts, on developing the ability to think logically and independently, and on increasing appreciation of and efficiency in the use of technology. The Mathematics and Computer Science Department offers courses which provide students specific professional preparation and sufficient breadth to excel in their intended mathematics or computer science careers.

Licensure for Teachers

Students choosing a major in mathematics who also want to pursue Ohio teacher licensure must satisfy the same requirements as the major and additional requirements in mathematics and education. The pertinent Adolescent and Young Adult License (grades 7-12) is integrated mathematics. A concentration in mathematics is available also in the Middle Childhood Licensure (grades 4-9) program. See Education on page 48.

Educational Computing Technology Literacy Endorsement

Students choosing a major in mathematics or in any other academic discipline, as well as Ohio Teacher Licensure, can earn an endorsement in Educational Computing Technology Literacy as an addition to their Licensure. See Education on page 48.

Requirements for a Major in Mathematics - Bachelor of Arts Degree

(47 hours)

Department Courses - 47 hours

MTH 191	Calculus I (3) N
MTH 191A	Calculus I Lab (1)
MTH 192	Calculus II (3) N
MTH 192A	Calculus II Lab (1)
MTH 220	Foundations of Advanced Mathematics (4) N
MTH 255	Introduction to Linear Algebra (3) N
MTH 291	Calculus III (3) N
MTH 292	Calculus IV (3) N
MTH 301	Mathematical Modeling (3) N
MTH 320	Probability and Statistics (3) N
MTH 361	Abstract Algebra (3) N
MTH 391	Real Analysis (3) N
MTH 400	Senior Research (1,1) (1 credit per semester taken in 2 semesters.)
MTH 326	Mathematics Laboratory for Teachers (3)
or	
MTH 396	Cooperative Education Work Experience (3)
CSC 129	Introduction to Computer-Based Problem Solving (3)

Electives - 2 courses (6 hours)

MTH 305	College Geometry (3) N
MTH 310	Differential Equations (3) N
MTH 315	Number Theory (3) N
MTH 325	Numerical Analysis (3) N
CSC 375	Graph Theory (3)

Requirements for a Major in Computer Science with a Minor in Mathematics - Bachelor of Science Degree

(67 hours)

Department Courses — 67 hours

CSC 129	Introduction to Computer-Based Problem Solving (3)
CSC 130	Introduction to Computer Science I (3)
CSC 132	Introduction to Computer Science II (3)
CSC 231	Data Structures (3)
CSC 240	Assembly Language Programming (3)
CSC 250	Object-Oriented Programming (3)
CSC 290	Operating Systems (3)
CSC 310	Database Management System Design (3)
CSC 320	Computer Networks and Internetworking (4)
CSC 322	Client-Server Applications (4)
CSC 370	Introduction to Algorithms (3)
CSC 377	Introduction to Automata (3)
CSC 396	Cooperative Education Work Experience (3)
CSC 400	Senior Research (1,1) (1 credit per semester taken in 2 semesters)
MTH 191	Calculus I (3) N
MTH 191A	Calculus I Lab (1)
MTH 192	Calculus II (3) N
MTH 192A	Calculus II Lab (1)
MTH 220	Foundations of Advanced Mathematics (4) N
MTH 255	Introduction to Linear Algebra (3) N
MTH 291	Calculus III (3) N

Electives - 2 courses

One chosen from the following:

CSC 325	Network and Internetwork Security (3)
CSC 365	Advanced Web Development (3)
CSC 375	Graph Theory (3)
CSC 395	Visual Languages (3)

One Chosen From The Following:

MTH 301	Mathematical Modeling (3) N
MTH 315	Number Theory (3) N
MTH 320	Probability and Statistics (3) N
MTH 325	Numerical Analysis (3) N

Requirements for a Major in Mathematics and Chemistry - Bachelor of Arts Degree

(73-74 hours)

** A student pursuing this major, but earning one degree will select the B.A. or B.S. degree based on the primary advising department.

Mathematics/Computer Science Requirements - 33 hours

MTH 191	Calculus I (3) N
MTH 191A	Calculus I Lab (1)
MTH 192	Calculus II (3) N
MTH 192A	Calculus II Lab (1)
MTH 220	Foundations of Advanced Mathematics (4) N
MTH 255	Introduction to Linear Algebra (3) N
MTH 291	Calculus III (3) N
MTH 292	Calculus IV (3) N
MTH 301	Mathematical Modeling (3) N
MTH 320	Probability and Statistics (3) N
MTH 361	Abstract Algebra (3) N
CSC 129	Introduction to Computer-Based Problem Solving I (3)

Chemistry Requirements – 36 hours

CHE 111/111A	General Chemistry/Lab (3,1) N
CHE 112/112A	General Chemistry/Lab (3,1) N
CHE 211/211A	Organic Chemistry/Lab (3,1) N
CHE 212/212A	Organic Chemistry/Lab (3,1) N
CHE 314/314A	Intermediate Analytical Chemistry/Lab (3,1) N
CHE 315/315A	Instrumental Analysis/Lab (3,1) N
CHE 325/325A	Biochemistry: Proteins and Metabolism & Lab (3,1) N
or	
CHE 326/326A	Biochemistry: Nucleic Acid Structure and Function & Lab (3,1) N
CHE 350/350A	Physical Chemistry I/Lab (3,1) N
CHE 355/355A	Physical Chemistry II/Lab (3,1) N

Other Requirements – 1-2 hours

MTH 400	Senior Research (1,1) (1 credit per semester taken in 2 semesters.)
or	
CHE 400	Senior Research (1)

Electives - 3 hours (one of two)

MTH 310	Differential Equations (3) N
MTH 325	Numerical Analysis (3) N

Requirements for a Major in Mathematics and Business Administration (Concentration in Economics or Finance) - Bachelor of Arts Degree or Bachelor of Science Degree

(89-92 hours)

**A student pursuing this major but earning one degree will select the B.A or B.S. degree based on the primary advising department.

Mathematics/Computer Science Courses — 39-42 hours

CSC 129	Introduction to Computer-Based Problem Solving (3)
MTH 191	Calculus I (3) N
MTH 191A	Calculus I Lab (1)
MTH 192	Calculus II (3) N
MTH 192A	Calculus II Lab (1)
MTH 220	Foundations of Advanced Mathematics (4) N
MTH 255	Introduction to Linear Algebra (3) N
MTH 291	Calculus III (3) N
MTH 292	Calculus IV (3) N
MTH 301	Mathematical Modeling (3) N
MTH 310	Differential Equations (3) N
MTH 320	Probability and Statistics (3) N
MTH 325	Numerical Analysis (3) N
MTH 361	Abstract Algebra (3) N
MTH 391	Real Analysis (3) N

*Only one of MTH 310 or 325 is required; both are preferred.

Business Administration Courses — 33 hours

ACC 213/214	Principles of Accounting I, II (3,3)
BUS 210	Business Law (3)
BUS 499	Business Policy (3)
CIS 135	Spreadsheets (3)
CIS 300	Business Information Systems (3)
ECO 211	Principles of Macroeconomics (3) S
ECO 212	Principles of Microeconomics (3) S
FIN 300	Corporate Finance (3)
MGT 300	Management/Organizational Behavior (3)
MKT 300	Principles of Marketing (3)

Business Ethics Requirement — 3 hours

ETH: PHI 397	The Ethical Conduct of Business (3) E
or	
ETH: REL 251	Business Ethics (3) E

Economics Concentration — 14 hours

MTH/ECO 330	Mathematical Economics (3) N,S
MTH 380	Chaos Theory and Stock Market (Auto-Study) (3)
One Additional Economics Course (3)	
MTH 400	Senior Research in Mathematics/Economics (1,1) (1 credit per semester taken in 2 semesters)
MTH 396	Cooperative Education Work Experience (3)
or	
ECO 396	Cooperative Education Work Experience (3) (If MTH 396 or ECO 396 is taken for fewer than 3 credits, 1-2 credits are required in an extra MTH or ECO class.)

OR

Finance Concentration — 14 hours

MTH/ECO 330 Mathematical Economics (3) N,S

MTH 380 Chaos Theory and Stock Market (Auto-Study) (3)

One Additional Finance Course (3)

MTH 400 Senior Research in Mathematics/Finance (1,1) (1 credit per semester taken in 2 semesters)

MTH 396 Cooperative Education Work Experience (3)

or

FIN 396 Cooperative Education Work Experience (3) (If MTH 396 or FIN 396 is taken for fewer than 3 credits, 1-2 credits are required in an extra MTH or FIN class.)

Requirements for a Minor in Mathematics

(21 hours)

MATHEMATICS COURSES - 15 hours

MTH 191 Calculus I (3) N

MTH 191A Calculus I Lab (1)

MTH 192 Calculus II (3) N

MTH 192A Calculus II Lab (1)

MTH 220 Foundations of Advanced Mathematics (4) N

MTH 255 Introduction to Linear Algebra (3) N

ELECTIVES - 6 hours

Two courses numbered above 255, or two computer science courses (CSC 129 and CSC 130), or CSC 129 and one mathematics course numbered above MTH 255.

Residency requirement: 5 hours

Requirements for a Minor in Computer Science

(21-22 hours)

COMPUTER SCIENCE COURSES - 12 hours

CSC 129 Introduction to Computer-Based Problem Solving (3)

CSC 130 Introduction to Computer Science I (3)

CSC 132 Introduction to Computer Science II (3)

CSC 231 Data Structures (3)

Electives - 9-10 hours

One 200 level computer science course numbered above 231 and two 300 level computer science (or CIS) courses.

Residency requirement: 5 hours

Music

Ulli Brinksmeier, M.M., Chairperson

The Music Department is an accredited institutional member of the National Association of Schools of Music, 11250 Roger Bacon Dr., Reston, VA 20190, (703) 437-0700. Its mission is to educate students by fostering a comprehensive musicianship that enables them to hear, comprehend, write, and perform various musical languages. Programs are offered to equip students with the skills and knowledge necessary for pursuing graduate study and professional careers associated with music. An audition for initial acceptance into the music program is required.

Structural, cognitive and aesthetic aspects of music are investigated and cultivated through theoretical and historical studies of music. Basic musicianship is expanded and enhanced through participation in vocal and instrumental ensembles and in private study. Applications for theoretical studies in music are enhanced by use of state-of-the-art technology in ear-training and sight singing.

The Music Education program prepares students to obtain Multi-Age License in Music for teaching ages 3-21.

All students majoring in music perform in student recitals at the College throughout the year. All students are required to demonstrate proficiency in basic musicianship, voice and piano.

The Music Department encourages students to consider a dual-concentration type of curriculum, e.g., studies in pastoral ministry for the prospective church musician or combinations of music and business, music and communication studies.

Licensure for Teachers

Students choosing a major in music who also want to pursue Ohio teacher licensure must satisfy the same requirements as the major and additional requirements in music and education. The pertinent Multi-Age License (ages 3-21) is music education. See Education on page 48 for professional education core requirements.

Private Instruction

Music instruction is offered to all qualified students in the study of orchestral and keyboard instruments, voice and guitar. Students are presented in recitals throughout the year. All music majors who register for 1.5 credit hours of Applied Music must also register for Repertoire Class (MUS 000R).

Requirements for a Major in Music - Bachelor of Arts Degree

(52 hours)

DEPARTMENT REQUIREMENTS - 52 hours

Theory: 14 hours

MUS 101/101A	Theory I and Lab (3)
MUS 102/102A	Theory II and Lab (3)
MUS 203/203A	Theory III and Lab (3)
MUS 204/204A	Theory IV and Lab (3)
MUS 329	Arranging and Orchestration (2)

History: 12 hours

IDS 231	World Music (3) IDS
MUS 132	Music History/Lit: Pre-History to 1600 (3) M
MUS 233	Music History/Lit: 1600-1850 (3) M
MUS 234	Music History/Lit: 1850-Present (3) M

Conducting: 2 hours

MUS 301	Conducting (2)
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Performance: 12 hours

Major Applied Instrument — Student must pass a jury exam at the end of each semester to insure continuous progress.

Secondary Areas: 6 hours (Piano and Voice Proficiency)

MUS 105 Class Piano I (non-piano majors) (2)
MUS 106 Class Piano II (non-piano majors) (2)
MUS 205 Class Piano III (non-piano majors) (2)

or

MUS 140/140A Piano as needed for demonstration of proficiency
MUS 206 Keyboard Harmony (2)
MUS 241 Class Voice (non-voice majors) (2)

or

MUS 150/150A Voice as needed for demonstration of proficiency

Ensembles: 6 hours

Choral/Instrumental Ensembles (6)

Electives: Music courses to reach a total of 52 semester hours in music

Requirements for a Minor in Music

(18 hours)

DEPARTMENTAL REQUIREMENTS - 18 hours

Theory: 6 hours

MUS 101/101A Theory I and Lab (3)
MUS 102/102A Theory II and Lab (3)

History: 6 hours (two of the five)

IDS 231 World Music (3) IDS
MUS 130 Masterworks of Music (3) M
MUS 132 Music History/Lit: Pre-History-1600 (3) M
MUS 233 Music History/Lit: 1600-1850 (3) M
MUS 234 Music History/Lit: 1850-Present (3) M

Performance: 2 hours

Choral/Instrumental Ensemble: (2)

MUS 110-120

Piano Proficiency: 2 hours

MUS 105 Class Piano I (2)

or

MUS 140/140A Applied Piano (2)

Major Applied Study: 3 hours

MUS 140-195 Private Instruction

Pre-Professional Studies

Pre-Health Professions

The Mount offers an interdisciplinary academic program that can be structured as preparation for admission to a health professional school of medicine, dentistry, osteopathy, occupational therapy, optometry, pharmacy, physical therapy, podiatry, or veterinary science. Students interested in allied health professions are advised to study carefully the requirements of the particular professional school they wish to enter. They can choose

from a number of majors within the College and then work with a faculty advisor to design a course of study suited to their plans. Course planning for these pre-professional programs is generally under the direction of the Biology, Chemistry and Physical Sciences, and Health Sciences departments.

Pre-Medicine

The pre-medical program of liberal arts and sciences enables the student to meet the medical school entrance requirements as listed in the *Bulletin of the Association of American Medical Colleges*. Pre-medical students often choose to major in biology, chemistry, biochemistry, or natural science with a concentration in biology or chemistry. They are advised to consider carefully the requirements of the particular medical school they wish to enter.

Pre-Art Therapy

An undergraduate program in Pre-Art Therapy is a general, well-rounded studio arts degree with a concentration in Pre-Art Therapy. The requirements are identical to those for a Bachelor of Arts in Art degree. Several recommended liberal arts and sciences courses are also listed. The degree is intended for those interested students who wish to pursue a graduate degree in the clinical area, which combines the fields of studio art and psychology or other behavioral sciences. Prospective students are encouraged to contact regional institutions that offer a Master of Arts in Art Therapy for any recent changes in undergraduate requirements or recommendations.

Pre-Law

The Association of American Law Schools suggests that law schools seek students who have an accomplishment in understanding, the capacity to think for themselves, and the ability to express their thoughts with clarity and force. The Association prescribes no specific course of study for pre-law students, but it does outline three basic skills which need to be developed during the undergraduate years: comprehension and expression in words; critical understanding of the human institutions and values with which the law deals; and creative power in thinking. To help develop these skills, the curriculum offers pre-law students a choice from a variety of majors including, but not limited to, history, communication arts, English, business, science, sociology, psychology, and paralegal studies. While there is no specifically required pre-law sequence of courses, students are strongly advised to enroll in at least some of the areas listed below during their undergraduate career.

Recommended elective courses: 6 semester hours each in accounting; economics; history/political science; language and literature, including techniques of inquiry; mathematics and computer science, including statistics; philosophy, including creative and critical thinking; and sociology and psychology.

Religious and Pastoral Studies

John Trokan, D.Min., Chairperson

Religious and pastoral studies is presented as an academic discipline and as an opportunity for personal and professional growth. In its courses for the core curriculum requirements, the department provides opportunities for the student to deepen her/his critical understanding of the spiritual and specifically Christian dimension of life. On a professional level the department provides a comprehensive program to prepare laity and religious to fill the growing need in the church for religious educators and for lay pastoral ministers.

In conjunction with the Education Department, the Religious Pastoral Studies Department offers a bachelor's degree with a major in religious education with a minor in education which fully qualifies majors to work both in the Catholic schools as religion teachers and as directors of religious education in congregations and parishes where there is no school system. The program in pastoral ministry prepares students for

initial professional involvement in campus ministry, family ministry, youth ministry, retreat work, liturgical ministry, ecumenical work, pastoral care, parish administration, various forms of social action, and creative modes of parish and congregational education. Comprehensive theological training, professional pastoral studies and field education under the supervision of specialists are integral parts of this program.

In addition to the professional programs the department provides a major and a minor in academic religious studies. This will supply the prospective graduate with an adequate, well-rounded preparation for advanced studies. The department encourages students to consider including a second area of concentration in their curriculum, such as socio-psychology, education, social work, gerontology, or music. Studies in music are especially encouraged for prospective music ministers and liturgists. An interdisciplinary certificate in Parish Nursing/Health Ministries is offered, as well as an interdisciplinary minor in ethics.

Credit for religion/theology courses taken at the Mount or as transfer credit more than 10 years ago is subject to validation by the student's successful completion ("C" or better) of a more recent upper-level college course or standardized exam in the same discipline. This validation requirement does not apply if the courses are part of an earned degree or regionally accredited college credits that are part of a nursing school diploma.

All majors in pastoral ministry, religious education or religious studies are required to complete a core theology curriculum. REL 101, Introduction to Religion, is recommended as a prerequisite for all majors.

Parish Nursing/Health Ministries Certificate Program

This interdisciplinary certificate program builds on the Mount's tradition of meeting community educational needs with an emphasis on Christian values. Offered jointly by the departments of Health Sciences-nursing program and Religious and Pastoral Studies, the Parish Nursing/Health Ministries curriculum is designed to provide the knowledge and experiences needed to promote health and healing within a faith community. The program fulfills the educational needs identified by practicing parish nurses, health ministers and church leaders and also meets the Standards of Parish Nursing established by the American Nurses Association.

On completion of this program, students will receive a certificate in Parish Nursing/Health Ministries from the College of Mount St. Joseph. This certificate indicates that a collection of designated courses have been completed to provide a specialization within one's field. Students are not required to have a bachelor's degree to complete the certificate program, however the certificate courses can be incorporated into a BSN degree or a master's degree in religious studies.

Requirements for a Major in Religious Studies - Bachelor of Arts Degree

(36 hours)

THEOLOGICAL CORE - 30 hours

Scripture: 6 hours

REL 102 Christian Scriptures (3) R

REL 103 Hebrew Scriptures (3) R

Systematics: 6 hours

REL 214 Feminist Womanist Theology and Spirituality (3) R

REL 324 Liturgy and Sacraments (3) R

REL 325 Christology (3) R

REL 326 Theology of Church (3) R

Moral: 3 hours

ETH: REL 250 Christian Ethics (3) E

ETH: REL 255 Christian Social Justice (3) E

Historical: 3 hours

REL 302 Survey of Church History (3) R

Spirituality: 3 hours

REL 104 Personal Spirituality/Theology of Experience (3) R

REL 204 African American Religious Experience (3) R

REL 206 Spirituality and Wellness (3) R

REL 340 Spirituality of Aging (3) R

Religion and Culture: 6 hours

IDS 390-394 Theology and Anthropology (3) IDS

REL 101 Introduction to Religion (3) R

REL 201 World Religions (3) R

Senior Learning Assessment: 3 hours

REL 399 Concluding Seminar and LAS Capstone (3)

RELIGIOUS STUDIES Electives: (6)

Requirements for a Major in Religious Education with a Minor in Education - Bachelor of Arts Degree

(64 hours)

THEOLOGICAL CORE - 39 hours

Scripture: 6 hours

REL 102 Christian Scriptures (3) R

REL 103 Hebrew Scriptures (3) R

Systematics: 6 hours

REL 214 Feminist Womanist Theology and Spirituality (3) R

REL 324 Liturgy and Sacraments (3) R

REL 325 Christology (3) R

REL 326 Theology of Church (3) R

Moral: 3 hours

ETH: REL 250 Christian Ethics (3) E

ETH: REL 255 Christian Social Justice (3) E

Historical: 3 hours

REL 302 Survey of Church History (3) R

Spirituality: 3 hours

REL 104 Personal Spirituality/Theology of Experience (3) R

REL 204 African American Religious Experience (3) R

REL 206 Spirituality and Wellness (3) R

REL 340 Spirituality of Aging (3) R,S

Religion and Culture: 6 hours

IDS 390-394 Theology and Anthropology (3) IDS

REL 101 Introduction to Religion (3) R

REL 201 World Religions (3) R

Senior Learning Assessment: 3 hours

REL 399 Concluding Seminar and LAS Capstone (3)

RELIGIOUS EDUCATION: 9 hours

RPS 340 Philosophy and Methods of Religious Education (3)

RPS 344 Forming Christian Community (3)

RPS 350 Youth Ministry (3)

Required Minor in Education: 25 hours

CED 220 Professional Development (1)

EDU 205 Educational Assessment (3)

EDU 360 Foundations of Literacy (3)

PSY 103 Introduction to Psychology (3) S

PSY 205 Child and Adolescent Development (3) S

SEC 333Y Adolescent and Young Adult Practicum (3)

SEC 345 Introduction to Secondary Education (3)

SEC 365 Adolescent and Young Adult Curriculum and Methods (3)

SED 215 Human Exceptionalities (3)

Note: Students seeking a Diocesan Certification as a Director of Religious Education should also complete the minor in education.

Requirements for a Major in Religious Pastoral Ministry - Bachelor of Arts Degree

(48 hours)

THEOLOGICAL CORE - 39 hours

Scripture: 6 hours

REL 102 Christian Scriptures (3) R

REL 103 Hebrew Scriptures (3) R

Systematics: 6 hours

REL 214 Feminist Womanist Theology and Spirituality (3) R

REL 324 Liturgy and Sacraments (3) R

REL 325 Christology (3) R

REL 326 Theology of Church (3) R

Moral: 3 hours

ETH: REL 250 Christian Ethics (3) E

ETH: REL 255 Christian Social Justice (3) E

Historical: 3 hours

REL 302 Survey of Church History (3) R

Spirituality: 3 hours

REL 104 Personal Spirituality/Theology of Experience (3) R

REL 204 African American Religious Experience (3) R

REL 206 Spirituality and Wellness (3) R

REL 340 Spirituality of Aging (3) R

Religion and Culture: 6 hours

IDS 390-394 Theology and Anthropology (3) IDS

REL 101 Introduction to Religion (3) R

REL 201 World Religions (3) R

Senior Learning Assessment: 3 hours

REL 399 Concluding Seminar and LAS Capstone (3)

Religious Pastoral Studies: 9 hours

RPS 342 Pastoral Counseling (3)

RPS 344 Forming Christian Community (3)

RPS 345 Pastoral Internship (3)

ELECTIVES: Religious Pastoral Studies: 9 hours

Requirements for An Interdisciplinary Minor in Ethics

(18 hours)

Courses selected must include 3 different disciplines (from philosophy, religious studies, communication studies, business, sociology).

Three credits from:

ETH:PHI 240 Ethics (3) E

or

ETH:REL 250 Christian Ethics (3) E

or

ETH:REL 255 Christian Social Justice (3) E

or

REL 315H Honors: Religion and Public Life (3) R

Three credits from:

ETH:PHI 250 Health Care Ethics (3) E

or

ETH:PHI 392H Honors: Reproductive Ethics (3) E

or

ETH:REL 252 Theological Health Care Ethics (3) E

Three credits from:

ETH:PHI 397 The Ethical Conduct of Business (3) E

or

ETH:REL 251 Business Ethics (3) E

or

Three credits from:

COM 210 Mass Media and Modern Culture (3) LAE

or

ETH:REL 253 Media and Moral Values (3) E

Three credits from:

IDS 271 Theology and Human Ecology (3) IDS

or

IDS 390 or 391 or 392 or 393 or 394 Theology and Anthropology (3) IDS

Plus three credits in an elective from any of the above courses.

With prior approval from the director of the interdisciplinary minor in ethics, a student may substitute one of the above three credit courses for: another 3 credit Mount course which targets ethical issues; or 3 credits of service learning taken in combination with approved service learning courses.

Requirements for a Minor in Religious Studies

(18 hours)

DEPARTMENT REQUIREMENTS - 18 hours

ETH:REL 250 Christian Ethics (3) E

or

ETH:REL 255 Christian Social Justice (3) E

REL 102 Christian Scriptures (3) R
or
REL 103 Hebrew Scriptures (3) R

Electives: Religious Studies (12) (courses to be tailored to the students major course of study)

Requirements for the Parish Nursing/Health Ministries Certificate

(21 hours)

Interdisciplinary Course: 3 credits

IDS 307 Healthy Communities: Interdisciplinary Approach (3) IDS

Prerequisites or Corequisites:

PSY 103 Introduction to Psychology (3) S

SOC 103 Introduction to Sociology (3) S

Nursing Courses: 6 credits

NUR 331 Parish Nursing/Health Ministries I (2)

NUR 332 Parish Nursing/Health Ministries I Practicum (1)

NUR 333 Parish Nursing/Health Ministries II (2)

NUR 334 Parish Nursing/Health Ministries II Practicum (1)

Religious Studies Courses: 12 credits with 3 credits from 4 theological categories

Theology:

REL 212 Crisis, Faith & Adult Development (3) R

or

REL 224 The Theology of Healing (3) R

Spirituality:

REL 104 Personal Spirituality/Theology of Experience (3) R

or

REL 206 Spirituality and Wellness (3) R

Pastoral Care:

RPS 341 Ministry to Marriage and Family (3)

or

RPS 342 Pastoral Counseling/Principles of Systems Intervention (3)

or

RPS 344 Forming Christian Community (3)

Ethics:

ETH:REL 252 Health Care Ethics (3) E

or

ETH: REL 255 Christian Social Justice (3) E

The Parish Nursing/Health Ministries certificate program is also available at the graduate level.

Academic Policies

Additional academic policies and information may be found in the Undergraduate Degree Programs section of this catalog starting on page 250.

Student Responsibility

The final responsibility for fulfilling the requirements of a course syllabus in each class, for meeting all program/degree requirements, and for complying with College regulations and procedures rests with the student. The College of Mount St. Joseph provides academic advising. Students should consult with their academic advisor when selecting courses or making adjustments in their course schedule. Students are expected to attend advising appointments having prepared a tentative schedule of classes.

Attendance

Students are expected to attend classes regularly. They must meet the requirements of the course as set by the instructor and stated in the course syllabus. Attendance at all class sessions is required in accelerated evening and weekend courses.

Academic Honesty

History, Rationale, Rights, and Responsibilities of Faculty and Students

Background: Frequent reports in today's media indicate that a culture of plagiarism and other dishonesty exists in our society. New technologies combine with old temptations to increase the pressures against acting honestly in academic work.

It is imperative then, that we as a college community value intellectual and moral integrity and promote honesty in work and school as a way to succeed. We must therefore identify and penalize all violations of our shared trust as violations of the principles that inspire our institution and bind us together.

Imperatives for Honesty: Our society and the academic community promote many reasons for intellectual honesty:

- **Moral:** Judaeo-Christian principles underlying our moral beliefs forbid theft of others' style and material.
- **Academic:** The ultimate goal of the learning experience is that one develops his or her own synthesis of knowledge, based on seriously reading and understanding the work of others; the work of others must therefore be meticulously documented as the basis for one's own; plagiarism, the dishonest use of others' work, invalidates the meaning of the academic experience.
- **Legal:** Western law protects the owner of the style and the material used by another.
- **Professional:** Professional ethics demand respect for the documented labor of others.

The Shared Trust of Faculty and Students: Faculty and students have the responsibility of behaving honestly in whatever ways and by whatever means they use and share information.

Honesty must be the foundation of our communication in written, spoken, artistic, scientific, symbolic, and cybernetic ways:

1. Written: Essays, research papers, reports, case studies, statistical analyses, poetry, fiction, drama;
2. Spoken: Speeches, class discussions, panel discussions;
3. Artistic: Paintings, photographs, cartoons, musical compositions;
4. Scientific: Field research, research projects, lab reports, lab examinations;
5. Symbolic: Mathematical expressions, graphs, tables;
6. Cybernetic: Computer databases, files, records.

As with all other character traits, honesty must be consistent if it is to be part of the moral structure of our personalities.

Faculty, students and administrators must value honesty and want to encourage and develop it among their peers and throughout their college and social communities. In an academic community placing a premium on intellectual and moral integrity, students and faculty will take equal responsibility for bringing to light any incidents that violate the shared trust. Students and faculty will avoid allowing or actively participating in acts that violate the community trust (examples: faculty will investigate suspicious documentation; students will refuse requests to cooperate with cheaters and plagiarists). So that we may all agree about what behaviors honesty includes, the following contexts are provided as examples.

1. Honesty on examinations, tests and quizzes: The student who values integrity
 - will prepare for and perform on all exams, tests and quizzes according to the professor's directions and will consult the professor on any matters on which he or she is unsure;
 - will perform on examinations, tests and quizzes using his or her knowledge and information and based on his or her own research and study efforts;
 - will use during an exam only those aids that the instructor has specified and approved;
 - will refuse to use crib notes, have a substitute take an exam, give or receive unauthorized information prior to or during an exam, or alter answer sheets during test reviews.
2. Honesty by actions: The student who values integrity
 - will respectfully and punctually use public material (e.g., tapes, records, disks, books from the library or an academic department or the Consortium) that needs to be available and in usable condition for other students;
 - will not make an unauthorized copy of restricted material without permission (e.g., hard copies, videotapes, software);
 - will not provide work or materials for another student to copy and submit as his or her own.
3. Honesty of student academic records: The student who values integrity
 - will not alter or tamper with student records (e.g., transcripts, grade sheets, financial statements, references, etc.) which are the property of the College;
 - will not alter or tamper with grades and assessments maintained by faculty in their records.
4. Honesty on written, oral, computer, artistic, and scientific assignments: The student who values integrity
 - will document all distinctive language, concepts, data, ideas, statistics, symbols, formulas, graphs, designs, and the like borrowed from published, printed, spoken, or broadcast sources whether these sources are public or private, copyrighted or uncopyrighted; failure to document written/spoken/visual/symbolic communication, style or material is plagiarism – representing the words and/or images and/or symbols, style, and content of another as one's own;

- will document his or her research meticulously according to acceptable standards and the professor's prescribed format; will consult the professor or an appropriate resource (e.g., the Writing Center) on any indefinite matter. (The diligent student may and should consult any legitimate resource when doing a project, such as the Writing Center, about refining his or her writing or speaking style and about ethically using others' material as part of that project.)
- will not substitute words/images/symbols from another's work as one's own and will not rearrange syntax of another's written document as one's own sentence structure;
- will not represent the visual or verbal organization of another's work as one's own;
- will compose an individual project, or his or her segment of a group project, wholly on his or her own and will not use any deceitful behavior whereby the work of another is represented as his or her own. These deceitful behaviors include ghost-written work, inappropriate collaboration, the use of an assignment for more than one class without the instructor's permission, the submission of photocopies of others' work as one's own.

5. Honesty in the use of computer databases and files: The student who values integrity

- will generate his or her own material and will refuse to copy other students' disk files, databases and other electronically stored material;
- will properly cite and document all information derived from such reference sources as information retrieval services, computer bulletin boards, or CD ROM reference materials.

Students have an absolute responsibility to comprehend and practice without exception the honest academic behaviors that are stated and implied in this document and to consult an appropriate professional resource in any case about which they are uncertain or unclear.

Students have rights when their professors question the integrity of a project. Students have the right

- to receive a full explanation of the problem when a professor doubts the honesty of a written, spoken, performed, illustrated, or computerized project;
- to enjoy confidentiality during all stages of an inquiry into the integrity of a project they have submitted;
- to challenge any decision in which the documentable evidence indicates dishonest behavior on an academic project (the process that students should follow is indicated in the College's policy on academic dispute resolution);
- to be involved in deciding the form of penalty they will receive and the restitution they will make when an evident case of academic dishonesty is demonstrated (see "Restitution and Education" on page 100).

Procedures for Restitution & Discipline

Rationale: The purpose of any process of restitution and education of an offender of an academic honesty policy is two-fold: 1) as the word "restitution" implies, to make good for any loss which the offender has caused; 2) to help the offender learn the appropriate behavior as an alternative to the offense which he/she committed. It is assumed that for every violation of academic honesty some kind of restitution or education of the student will be applied. It is further assumed that the instructor has the ultimate authority to deal with a case of academic dishonesty in his/her course.

Procedures: When an instructor has reason to believe that the academic honesty policy has been violated, the following steps will be followed:

Step 1: The instructor will confer with the involved student(s) concerning the issue of honesty in the situation at hand and determine what action needs to be taken.

Step 2: The methods available to the instructor in collaboration with the student to resolve the issue are as follows:

1. The instructor require that the work be redone and/or that reasonable restitution be made (see "Restitution and Education" on page 100).
2. The student receive a failing grade for the assignment.
3. The student receive a failing grade for the course, without the option of dropping the course if the deadline has not yet passed. (The instructor should inform the registrar and his/her department chair if option 3 is chosen.)
4. The instructor, with the knowledge of the department chair, recommends to the academic dean one of the following: that the student
 - be discontinued in the department
 - be suspended from the College
 - be dismissed from the College.

Academic honesty should not be indicated on the student's official record as reason for failing a course, suspension or dismissal.

The student involved in the issue of academic honesty has the right to appeal any decision regarding academic honesty through academic appeal process.

Restitution and Education: After an instructor has determined that a violation of academic honesty has occurred and an appeals process has been completed if the student opts to pursue it, the instructor will decide on an appropriate action of restitution and education. In deciding this action, the instructor is encouraged to discuss the situation, while maintaining confidentiality, with knowledgeable colleagues, his/her department chair, or the academic dean. A specific action of restitution and education should utilize the skills and strengths of the student (e.g., having to teach a pro-bono word processing session for a major in computer information who violated a policy in preparing an assignment in computer programming). Part of any restitution or education is that the instructor give a full explanation to the student concerning the appropriate behavior which should have been followed in the assignment where the violation took place. Some suggestions for restitution and education include asking the student:

1. To complete another assignment (e.g., write an additional paper to the one in which the offense was committed);
2. To provide some private restitution to the owner of the written or published work which was violated.

Legal Penalty for Tampering with Education Records

No person shall knowingly tamper with records (files, documents, etc.) held at the College of Mount St. Joseph, or tamper with computer software or data, or knowingly gain unauthorized access to computer systems. Ohio Revised Code 2913.04 and 2913.42 defines and establishes criminal codes for tampering with records and unauthorized access to computer systems. Violators are subject to state prosecution. The College's policy for addressing cases of record tampering or unauthorized access to computer systems can result in a person's 1) suspension, 2) rescission of a Mount degree if the violation is discovered after graduation, or 3) prosecution.

Final Examinations

Final examinations are given at the end of each semester at the hours specified in the *Class Schedule*. Final examination schedules are also available on the Mount's Web site and in the Conlan Center.

Students may not be excused from examinations or make any change (time or day) in the schedule without the written approval on a Change in Examination Schedule form. Forms to request a change in the examination schedule are available in the Conlan Center. The Change in Examination Schedule form, with all required signatures affixed, must be presented to the instructor before a make-up examination is given. A change in the examination schedule may be made for serious reasons ONLY (e.g., serious illness of a student, serious illness or death in a student's family, when more than two exams are scheduled on the same day, etc.). A special \$5.00 examination fee is charged to reschedule an examination.

In the event a final exam is canceled for day or evening classes because of weather or other reasons, the make-up exam will be administered on the first Saturday after classes begin the next semester. The Registrar's Office will have information about time and place for each make-up exam. In the case of weekend classes, the make-up exam will be administered the following weekend at the same time and place of the originally scheduled exam.

Grades

The final grade assigned by the instructor at the end of the semester is based on the student's achievement during the term and the final examination. Each grade (except "P" or "S") is assigned a specific number of quality points per credit hour. A student's grade point average is determined by dividing the total number of quality points by the total number of credit hours attempted (excluding courses graded "P" or "S") during the semester. The grade point average of a student is computed on courses taken at the Mount and on approved courses taken through the Greater Cincinnati Consortium and overseas consortium programs.

Grading System

The grading system, with quality points assigned each grade, is as follows:

Grade Quality Points

A	Excellent achievement of course objectives	4.00
AU	Audit (not calculated in GPA)	0.00
B	High achievement of course objectives	3.00
C	Satisfactory achievement of course objectives	2.00
D	Minimal achievement of course objectives	1.00
F	Failure	0.00
FA	Failure due to absence	0.00
I	Incomplete (Incomplete grades are initiated by the student with a course work completion plan. Incomplete grades, if not changed by the instructor, convert to an "F" the following semester.)	0.00
IP	Current term in progress	0.00
NC	No credit	0.00
NR	Grade not reported by instructor	0.00
P	Pass (not calculated in GPA)	0.00
S	Satisfactory (not calculated in GPA)	0.00
SP	Satisfactory Progress (Grade option for thesis, research and internship courses with no credit awarded needs to be converted to a final grade upon completion of the course requirements.)	0.00

U	Unsatisfactory	0.00
W	Withdrawn (not calculated in GPA)	0.00

Students who receive a grade of "F" or "FA" must repeat the course to obtain credit.

Pass/Fail System

A Pass/Fail system is offered to encourage students to explore new areas of knowledge without concern for effects on their grade point average.

Degree seeking students who have completed 48 semester hours may register for one course per semester if the course has been designated in the *Class Schedule* as being offered on a Pass/Fail basis. The course must be an elective; that is, it must not be taken to satisfy core curriculum requirements or requirements in the student's major or minor field. Students need to specify "PF" as the preferred grading option on their registration form. Selecting a class for "P/F" needs to be done in person in Student Administrative Services, Conlan Center. Exceptions are made for permitting "P/F" courses to satisfy major or minor requirements if the course/credits are only graded on a pass/fail basis. Non-degree seeking students may register for courses offered on a Pass/Fail basis without 48 semester hours previously earned. However, non-degree seeking students must sign a statement of understanding that should they change to degree seeking status, the courses taken for Pass/Fail will not apply toward requirements for a selected major or minor.

Students must be in good academic standing to register for Pass/Fail, and must complete all course requirements satisfactorily.

If a student wishes to change from Pass/Fail to the grading system or vice versa, the changes in day or evening classes must be made in Student Administrative Services during the first five weeks of class. Students must make such a change before the third meeting of an accelerated course. For summer sessions, students must declare that "PF" grading option or preferred change to a letter grade during the first quarter of the summer class. Pass/Fail credits are counted in the maximum credits allowed for a semester or term of study.

Grades of "P/F" or "S/U" will be assigned. Although credit is given for a "P" (or "S") grade, it does not affect the student's grade point average. A grade of "F" (or "U"), however, does calculate in the grade point average.

Credit hours for course work with a "P" or "S" grade are counted toward the residency hours and total hours earned required for graduation. However, credit hours earned for "P" or "S" grades (which are not calculated into the grade point average) do not count toward the minimum 45 semester hours residency requirement for graduation with honors.

Incomplete Grades

Students must initiate requests for an "I" (incomplete) grade with an instructor. "I" grades are only assigned by an instructor for a student who has made significant academic progress in the course, but for a serious reason has not fulfilled all course requirements. "I" Grade Petitions are available in each academic department.

"I" grades convert to "F" grades on the following schedule:

Fall semester "I" grades change to "F"	Last day of spring semester
Spring semester "I" grades change to "F"	The end of the 3 rd week of fall semester
Term III "I" grades change to "F"	The end of 3 rd week of fall semester
Summer session "I" grades change to "F"	The last day of fall semester

Change of Grade

If for a serious reason an instructor must change a students grade, the instructor must submit a Change of Grade to the registrar and give a rationale for the change. Only instructors are authorized to change grades.

Family Educational Rights and Privacy Act of 1974 (FERPA)

(as Amended)

In accordance with the Family Educational Rights and Privacy Act of 1974 (as amended) students at the College of Mount St. Joseph have the right to inspect, review and challenge the accuracy of their education records. It is the policy of the College of Mount St. Joseph that all student records, other than directory information, are to be treated with confidence.

1. Education records are those records, files, documents, and other materials which contain information directly related to a present or former student enrolled in the College. Each office responsible for a type of education record is to have review procedures and methods for correcting inaccurate data.

Information not considered to be education records are:

- (a) medical and counseling records used solely for treatment.
 - (b) law enforcement records.
 - (c) records created by College personnel which are in the sole possession of the maker and are not accessible or revealed to any other person, except a substitute instructor.
 - (d) directory information.
 - (e) records created by College personnel for the purpose of fund raising.
 - (f) employment records of an individual if employment is not related to the individuals status as a student.
 - (g) alumni records which maintains information after the student stopped attending the College and does not contain information about the person as a student.
2. The right to inspect and review education records is granted to each student except for the following:
 - (a) financial records of parents.
 - (b) confidential letters and statements of recommendation for admission, employment or honorary recognition placed in education records after January 1, 1975, for which a student has signed a waiver of his or her right of access.
 - (c) unauthorized access to computer/electronic files.
 - (d) records excluded from FERPA's definition of education records.
 3. Students are notified of their FERPA rights in the College of Mount St. Joseph's catalog, Student Handbook and in each semester or terms *Class Schedule*.
 4. Students desiring to review records should make a written and dated request to the appropriate office maintaining the specific education record or records. Records will be made available for inspection by that office as soon as reasonably possible and, in any case, within the 45-day period following the request, as required by law.
 5. Students have the right to request changes to their educational record that the student believes are inaccurate or misleading. The student must write the College office responsible for the education record, identify the part of the record being challenged and specify why the information is inaccurate or misleading. If the College office denies the request, the student will be notified of the decision. The

student will then be advised of the right to a hearing. The student may file a formal request with the College Hearing and Appeals Board which will hear the request and make a determination according to its usual procedures.

6. The law provides that a student may waive her/his right of access to letters of recommendation concerning admission, employment or honors and if the student is told, on her/his request, the names of all letter writers. No student may be required to execute a waiver. Under such a waiver, a student has no right to inspect the file accumulated. The option of offering letters of recommendation on a confidential and/or non-confidential basis is available.

7. Release of information about a student.

(a) Directory Information

The College of Mount St. Joseph, in accordance with FERPA, has designated the following categories of information about students as public information.

- Name
- Address(es) (local, home and e-mail)
- Telephone (local and home)
- Date and place of birth
- Photograph
- Student classification (year in school)
- Program of study
- Major(s) and minor(s)
- Academic advisor
- Inclusive dates of enrollment and enrollment status (e.g. undergraduate or graduate; full-time or part-time)
- Degrees and awards received (to include honors)
- Most recent previous educational agency or institution attended
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams

Students may restrict the publication and release of directory information by filing a written request in the Registrars Office, Conlan Center each semester or term.

- (b) The College will not release information from education records, other than directory (public) information, without the students written consent. Exceptions exist for FERPA authorized disclosures without consent. Disclosure without consent is granted to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor or collection agent); a person serving on the Board of Trustees.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

- (c) Requests for education records may be released in compliance with a lawful subpoena or judicial order. Students shall be notified of all such subpoenas or orders in advance of compliance, unless notification is denied by order in the subpoena.
- (d) Requests for records may be released in connection with a students application for, or receipt of, financial aid.
- (e) Records may be issued to state or federal authorities and agencies specifically exempted from the prior consent requirements of the Act; also, to organizations conducting studies on behalf of the College if such studies do not permit the personal identification of students to any persons other than to representatives of such organizations and if the personal identification is destroyed

Solomon Amendment

In compliance with the Solomon Amendment which became effective April 1, 1977, the College of Mount St. Joseph must supply directory information (plus prior military experience) upon written request from representatives of any branch of Federal Armed Forces for the purpose of federal recruiting.

Repeated Courses

Only course work with a final grade of "D" or "F," audits or withdrawals may be repeated. A student may enroll a maximum of three times in a course under this repeat policy. This policy also applies to a transfer course which repeats an equivalent Mount course.

The credit hours of the repeated course are counted only once, except in topics courses where the content varies with each offering. When a course is repeated, the credit and highest grade earned will be the one counted in the students cumulative grade point average (GPA) and toward graduation requirements. The students academic record, however, will show every attempt at a course and a grade for each attempt.

Course Age Limits

Each academic department regulates the acceptable age limits of courses required in their discipline. Refer to departmental policies in this catalog.

Grade Reports

"Early Warning Reports" and "Mid-Term Warning Reports" are electronically submitted by instructors to identify all students who are not doing satisfactory work. Advisors and students are electronically sent copies of the "Early Warning Report" and/or "Mid-Term Warning Report."

Academic grade reports are issued from the Registrars Office to students at the end of each semester or term. Students have full access to their grades via the Web. Grade reports will be mailed only upon request to the Registrars Office, Conlan Center.

Transcripts

Transcripts of a student's complete academic record at the College are obtained only upon written request from the student. An official transcript, one bearing the College seal and the authorized signature of the registrar, is sent directly from the registrar to the individual and/or institution specified by the student. An official transcript issued to the student is labeled "Student Copy." The College is not permitted by law to issue copies of documents from other institutions. The first transcript requested may be issued without charge. After the first copy, a fee of \$5 is required for each copy requested (and \$1 for additional copies requested at the same time). A \$10.00 fee is charged for electronic, fax or immediate over-the-counter requests. Information for requesting an immediate transcript electronically can be found on the Mount's Web site at <http://www.msj.edu/academics/services/registrar/transcripts/>.

No transcript is issued for an applicant whose financial obligations to the College have not been fulfilled.

Academic Appeals

Procedure for Resolving Academic Complaints by Students

Introduction: Appeals concerning academic issues should follow the procedure described below. These appeals are distinct from appeals concerning tuition or fee payments. The latter should be pursued through Student Administrative Services (see Withdrawals and Reduced Charges).

The College of Mount St. Joseph is a community of faculty and students engaged in academic pursuits. The College is committed to the highest principles of academic and personal integrity and to a sensitive regard for the rights of others. Essential to these rights are the individual responsibilities of both faculty and students.

Faculty are responsible for clearly communicating their expectations of students and their policies for testing and grading. Students are responsible for observing these policies, meeting the expectations of the instructor and mastering the content of the course.

In any human endeavor occasional misunderstandings and disagreements may occur. The matter of an academic appeal could relate to disagreements concerning evaluation, grading, advising, etc. Issues related to sexual harassment, discrimination and issues related to student life are handled through different procedures. (See Student Handbook.)

When a student questions an academic decision he/she must first discuss the matter with the faculty member. Only if that discussion is unsatisfactory should an informal academic appeal be pursued. A student should also consult with his/her advisor who will help the student define the issue and the legitimacy of the complaint.

Only the instructor of the course in question can change a grade.

Definitions for Academic Appeals

1. **Complaint:** An informal claim by an affected student against a faculty member. (See Step I below.)
2. **Appeal:** A written allegation by an affected student against a faculty member. (Step II follows the completion of Step I.)
3. **Time Limit:** An issue needing resolution should be presented shortly after it occurs, and no later than 45 days following the occurrence.

Step I. The Informal Complaint Procedure:

1. The student shall discuss the complaint with the faculty member.
2. If a problem is not mutually resolved, the student shall attempt to resolve it with the department chair who, in turn, will meet with the instructor. If that is not satisfactory or if the complaint is registered against the department chair, the student shall confer with the academic dean. The dean can delegate this responsibility to an assistant dean.

A student should not assume that filing a complaint means that the matter is settled. Unless the course is completed the student should continue to attend class and fulfill its requirements.

Step II. The Formal Appeal Procedure:

1. If the complaint is not satisfactorily resolved in Step I, the student may file a written appeal to the academic dean. This appeal shall describe the problem, summarize the circumstances surrounding it

and indicate what has already been done in an effort to resolve it. The faculty member is to be given a copy of this letter and has the opportunity to respond to the dean.

2. The dean shall convene an Appeal Committee and a hearing shall be held within 15 days of the receipt of the appeal. Within 15 days of the completion of the hearings the Committee shall submit its findings to the dean for consideration and send copies to both the faculty member and the student. With the agreement of both parties the time limits indicated here can be extended.
3. The Appeal Committee shall:
 - be composed of three members of the teaching faculty one each chosen by the student and the faculty member and one chosen by the academic dean.
 - hear testimony from both the student and the faculty member as well as anyone else deemed appropriate.
 - maintain confidentiality concerning all information presented in the hearing.
 - have access to all materials it judges to be relevant to the case.
4. No legal counsel will be present at the hearing of the Appeal Committee.
5. The student or the faculty member may appeal the decision to the dean and then to the president if either party finds the resolution of the matter unsatisfactory.
6. The student may withdraw the appeal at any juncture by a written request to the dean.

Class Levels

The number of semester hours used in determining a student's academic level is based on the cumulative semester hours earned at the end of the semester.

A student's class status based on cumulative hours earned (total transfer hours plus Mount hours) is determined as follows:

Freshman:	0-27 semester hours
Sophomore:	28-59 semester hours
Junior:	60-91 semester hours
Senior:	92+ semester hours

Academic Honors

Deans List: Any undergraduate student carrying 6 hours or more of course work for a letter grade (excluding "P/F" courses) and whose grade point average for a semester is 3.50 or above is placed on the Deans List. Recognition is based on completion of all courses by the end of a given semester. An incomplete grade precludes such recognition. Deans List is noted on the student's academic record after first and second semesters. There is not a Deans List for summer sessions.

Academic Honors and Awards

The College of Mount St. Joseph offers a number of prestigious awards and honors to students to recognize outstanding achievement in academics, leadership, athletics, and service to the College, community and church. Student award recipients are recognized at the annual honors convocation and at the commencement ceremony.

Honor Societies

Membership in Kappa Gamma Pi, the National Honor Society of Catholic Colleges, is awarded annually to a maximum of 10 percent of the baccalaureate graduating class. Students eligible for the award must have graduated with honors (based on the grade point average and residency requirement for honors), must have been outstanding for service and leadership and must have met whatever current qualifications are specified by Kappa Gamma Pi.

Alpha Chi, national college honor scholarship society, admits college juniors and seniors of superior scholastic standing who rank in the upper 10 percent of their classes. Members represent all academic disciplines. The society's purpose is to promote academic excellence and exemplary character among students and to honor those achieving such distinction.

Kappa Gamma Pi and Alpha Chi honors are noted in the commencement program.

Refer to the individual academic departments for discipline specific honor societies.

Good Academic Standing

A student is considered in good academic standing if their cumulative grade point average meets the minimums set forth below.

Academic Levels	Cumulative GPA Required for Good Academic Standing
(based only on Mount earned hours)	
0.0-27.5 semester hours	1.75
28.0-59.5 semester hours	1.90
60.0 semester hours and above	2.00

Academic Warning

Any student whose semester/term grade point average falls below 1.75 will receive an academic warning. A warning may be issued for one semester only.

Academic Action

Mount students are expected to work well above the minimum both for their individual benefit and for the good of the academic community. Notification of probationary status serves as a *serious warning* that unless the quality of work improves, they will be subject to academic condition, suspension or dismissal from the College.

Determination of academic action is made by the academic dean after first and second semesters. Academic action decisions are not made after summer sessions.

The College reserves the right to require remedial action on behalf of a student whose semester/term GPA initiates academic probation or academic condition. Such action may include, but is not limited to, requiring students to repeat failed courses, take a reduced course load, or seek remedial support. The academic dean administers these regulations and conditions in consultation with the students academic department.

Academic Probation

Students place themselves on probation when they fail to maintain the required minimum cumulative grade point average. The Academic Probation policy applies as follows:

1. Students who have earned fewer than 27.5 credit hours at the Mount and have failed to achieve a cumulative grade point of 1.75.
2. Students who have earned 28.0-59.5 credit hours at the Mount and have failed to achieve a cumulative grade point average of 1.90.
3. Students who have earned 60 credit hours at the Mount and have failed to achieve a cumulative grade point average of 2.0.

Students on probation cannot carry an academic overload and should decide, with the help of counseling and advising, how to concentrate their efforts on their studies so that they can bring their work up to the required standard. Students who fail to meet the minimum standard after two consecutive semesters of academic probation will be subject to suspension or dismissal from the College.

Academic Condition

In certain cases where the grade point average would warrant suspension, but other exceptional circumstances indicate a potential for success, one semester of Academic Condition may be applied. It is the students responsibility to demonstrate that she/he has a reasonable prospect for academic success at the Mount. Students on Academic Condition are required to meet with their academic advisor and complete a written plan for improving the quality of their work. A copy of the plan must be submitted to the department chairperson and the academic dean prior to beginning coursework in a subsequent semester/term at the Mount. Students failing to complete a remedial plan or remove themselves from Academic Condition within one semester will be suspended.

Academic Suspension

A student will be subject to an academic suspension if they have:

1. Failed to achieve the required minimum grade point average after two consecutive semesters.
2. Failed as a term of their Academic Condition status to complete a remedial plan prior to beginning course work in a subsequent semester/term or raise their grade point average to the minimum standard after one semester.
3. Earned a session grade point average of 1.00 or less for a semester/term.

A student must remain on suspension for at least one semester and meet certain conditions before returning to the College. Students have the option to appeal a suspension through the "Appeals/Petitions Process for Reinstatement."

Academic Dismissal

In general, a student whose cumulative grade point deficit is so great as to preclude completing a degree program in a reasonable period of time will be subject to dismissal. When academically dismissed, studies

may not be resumed at the Mount, except in the case of Academic Renewal or Fresh Start.

Eligibility for Financial Aid

Members of varsity sports programs and students receiving financial aid must be aware of special eligibility requirements for these programs. Requests for reinstatement of financial aid awards will be considered on an individual basis. Such requests should be submitted in writing to the director of student administrative services.

Satisfactory Progress Requirements for Intercollegiate Athletes

A student participating in intercollegiate athletics must be enrolled as a full-time student and in good academic standing during the semester in which he/she is participating. Furthermore, to be eligible for competition, an intercollegiate athlete must have earned a cumulative total of hours equivalent to 24 hours during the previous twelve months. For intercollegiate athletes participating in Fall Term I, the cumulative hours shall be counted from the immediately previous Fall Term I through the immediately previous Summer Term IV. For intercollegiate athletes participating in Spring Term II, the cumulative hours shall be counted from the immediately previous Spring Term II through the immediately previous Fall Term I. An intercollegiate athlete who has been enrolled for less than one academic year must have earned 12 hours during the previous academic term, which shall mean Fall Semester Term I or Spring Semester Term II. These requirements shall not apply to students during their first semester of full-time enrollment at the College of Mount St. Joseph.

Appeals/Petitions for Reinstatement

Appeals for immediate reinstatement must be submitted within two weeks of the date of suspension. Immediate reinstatement may be granted only if there is a correction in factual information upon which the original decision was made. Otherwise, petitions should be made at least one month before the desired date of re-entry. Appeals and petitions must be in writing and addressed to the academic dean. It is the students responsibility to obtain all of the following required documentation:

1. A self-assessment of factors that contributed to poor academic performance.
2. A narrative description of what will be or has been done differently to improve the poor academic performance.
3. Recommendations from an advisor and at least one faculty member (from the students department, if a major has been declared) for reinstatement.
4. Evidence of accomplishment, if seeking reinstatement after the required one term/semester suspension period. This could include an official transcript of academic work completed since the suspension, proof of satisfactory military service, letters reporting gainful employment with supervisor(s) attesting to ones performance, initiative and acceptance of responsibility, or any other documentation that would support the petition.

The students academic as well as personal record while at the College of Mount St. Joseph will be reviewed by the academic dean to determine whether to grant reinstatement. A successful appeal or petition lifts suspension but the status of academic probation remains.

Academic Renewal

Baccalaureate degree-seeking students may file a written petition to the academic dean requesting Academic Renewal. Students who have been academically dismissed or whose academic performance in one specific semester or term has been severely affected are eligible to petition. The petition is to include a brief explanation of factors that may have caused poor academic performance, how conditions have changed, a plan of action that will result in satisfactory academic performance, and a recommendation from the department chairperson of the declared/intended major. If granted by the dean, all failing grades for a particular semester or term will be eliminated from calculations of the semester term and the cumulative grade point average. The official transcript will report such action while retaining a record of all courses taken. Academic renewal will be granted only once. It is the students responsibility to contact any agency providing financial assistance to determine the effects of the academic renewal on past or future benefits.

A student permitted to continue a degree program as a result of this action will be required to meet the degree and major requirements in effect the date that academic renewal is granted; however, the student will be ineligible for graduation honors: summa cum laude, magna cum laude or cum laude.

Fresh Start

A student returning to the Mount after an absence of at least three calendar years and who completes one semester with a grade point average (GPA) of at least 2.5, may file a written appeal to the academic dean for a fresh start. If granted by the academic dean, the students transcript will be treated in the same manner as a student transferring from another institution i.e., the GPA from previous course work will not be counted in the current GPA, but credit hours from previous course work will be counted in total hours earned.

Graduation

Degrees Awarded

The College offers the following degrees:

Master of Arts in Education
Master of Arts in Physical Therapy
Master of Arts in Religious Studies
Master of Science in Organizational Leadership
Bachelor of Arts
Bachelor of Fine Arts
Bachelor of Science
Bachelor of Science in Nursing
Associate in Arts
Associate in Science

Requirements for the Baccalaureate Degree

1. Official acceptance by the Admission Office.
2. A minimum of 128 semester hours.
3. Fulfillment of the 30 hour residency requirement.
4. A minimum cumulative grade point average of 2.00.

5. Completion of 52 semester hours of core curriculum requirements. (Refer to the specific core curriculum requirements.)
6. A major satisfying the requirements of the department and minimum grade point average of 2.00 in courses required for the major. Refer to departmental requirements for majors.
7. Integration of the specificity of the major field into the broader focus of the core curriculum.
8. Completion of assessment courses and/or projects.
9. A formal application for the degree must be on file in the Registrars Office by the application deadline specified in each semesters or terms Class Schedule.
10. Fulfillment of all financial obligations to the College.

All of the listed degree requirements must be satisfied before a diploma or transcript with the degree noted can be released.

Requirements for the Associate Degree

1. Official acceptance by the Admission Office.
2. A minimum of 64 semester hours.
3. Fulfillment of the 30 hour residency requirement.
4. A minimum cumulative grade point average of 2.00.
5. Completion of 27-28 semester hours of core curriculum requirements. (Refer to the specific core curriculum requirements.)
6. A major satisfying the requirements of the department and a minimum grade point average of 2.00 in courses required for the major. Refer to departmental requirements for majors.
7. A formal application for the degree must be on file in the Registrars Office by the application deadline specified in each semesters or terms Class Schedule.
8. Fulfillment of all financial obligations to the College.

All of the listed degree requirements must be satisfied before a diploma or transcript with the degree noted can be released.

Graduation with Honors

The baccalaureate and associate degrees are conferred with special honors on students whose final academic cumulative grade point average is 3.50 or above plus the Mount residency requirements for honors merits such recognition. In addition to the GPA criteria, students must have completed a minimum of 45 semester hours in Mount coursework earning a letter grade by the end of the final semester or term of courses/credits required for the degree. Courses earning a Pass/Fail grade or credits earned through experiential learning options do not apply toward the 45 hour minimum. Official graduation honors are noted on the students diploma and academic record.

The students cumulative grade point average and fulfillment of the residency requirement for honors (refer to preceding paragraph) determine the following distinctions:

Baccalaureate Degree

Cum Laude:	3.50-3.69
Magna Cum Laude:	3.70-3.89
Summa Cum Laude:	3.90-4.00

Associate Degree

With Distinction:	3.50 or above
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Tentative Graduation Honors at Commencement

The May commencement ceremony is held before final grades for second semester, Terms II and III are reported by instructors. Therefore, tentative (unofficial) graduation honors are noted in the commencement program and read at the commencement ceremony. Tentative graduation honors for purposes of the commencement ceremony are based on: 1) the applied graduation candidates previous fall semester/term earned cumulative grade point average; and 2) a required minimum of 45 semester hours in Mount course work with a letter grade (excluding P/F grades or experiential learning credits) earned by the end of the previous fall semester/term.

Degree Applications/Graduation

Students formally apply for graduation through the Registrars Office. The degree application must be on file by the deadline date specified in each semester or term *Class Schedule*. Students applying for graduation after the application deadline date must appeal in writing to the registrar. If the appeal is approved, the student will be charged a late application processing fee. If degree requirements are not completed by the date (month/year) specified on the students degree application, the student must re-apply for a new degree granting date. There is a graduation fee assessed. The graduation fee is a one time charge with payment applied to the actual degree granting date (provided the fee rate remains the same).

If a student earns one degree during one academic year and another degree during a future academic year, the graduation fee is charged twice. If a student applies for an associate and a bachelors degree in the same academic year, or two associate or two bachelors degrees in the same academic year, the full graduation fee is charged for the first degree and 50 percent of the full fee for the second degree. A student earning a bachelors and masters degree during the same academic year will be charged the full graduation fee twice.

August, December and May degrees are conferred by the College of Mount St. Joseph at the annual commencement ceremony in May. Diplomas will be mailed to graduates from the Registrars Office. A student who has completed all requirements for a degree at the conclusion of the summer term (August) or first semester (December) may request, in writing, a transcript with the degree noted from the Registrars Office.

The May commencement ceremony is held before final second semester grades are submitted by instructors. Therefore, official diplomas for all May graduates (including Term III) will be mailed after grades have been processed and degree certifications are completed based on the final semester or term grades. Diplomas for August graduates are mailed in September. December graduates diplomas are mailed beginning the week after the May commencement ceremony.

Three months prior to the May commencement ceremony, applied degree candidates and approved nongraduating participants will be contacted concerning 1) the graduation fee; 2) ordering or renting cap, gown, and hood; and 3) information regarding ceremony participation.

Nongraduating Participants in Commencement Ceremony

Those students who have not completed degree requirements but are within nine semester hours of graduation at the end of the second semester (or Term III), and who will complete their final course work by the end of the following summer sessions (August) may apply to be nongraduating participants in the commencement ceremony. An application to be a nongraduating participant must be submitted to the registrar by the same deadline published to file degree applications for May graduation. Students who originally apply to graduate in May, but do not fulfill their required degree requirements in second semester or Term III, do not have to apply a second time to be reclassified as a nongraduating participant in the May ceremony. All students that qualify as nongraduating participants must confirm with the registrar that their application is on file for the August graduation date when degree requirements will actually be completed. The graduation charge is not applied to non-graduating participants in the commencement ceremony.

Core Curriculum Requirements

All students pursuing baccalaureate and associate degrees must fulfill the requirements of the Core Curriculum, an interdisciplinary liberal arts and sciences curriculum. The following lists provide the specific breakdown of Core Curriculum credits for students seeking baccalaureate and associate degrees. Courses coded to satisfy the Core Curriculum are approved in each semester/term *Class Schedule*.

Baccalaureate Degree

Core Curriculum Requirements
52 Total Credit Hours

<p>Interdisciplinary Studies (3-6 credit hours)</p> <p>IDS 100 Foundations Seminar (3 credit hours)</p> <ul style="list-style-type: none"> • Required for first-time traditional students or traditional transfer students with 27 hours or less • First-time adult students and adult transfers with 0-27 credit hours may take IDS 100 or substitute an additional IDS 200-300 level course in place of IDS 100. • All transfer students with 28-59 credit hours take an additional IDS 200-300 level course in place of IDS 100. • All transfer students with 60 or more credit hours take an additional Core Elective in place of IDS 100. <p>IDS 200-300-level course (3 credit hours)</p> <ul style="list-style-type: none"> • Required for all students
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Discipline-Specific Core (37 credit hours; required for all students)	
<ul style="list-style-type: none"> ● Humanities - Core Codes C, L, A, M - 12 credit hours <ul style="list-style-type: none"> Speech (COM 100) (3 credit hours) Code C Writing (COM 101) (3 credit hours) Code C (Must be taken within first 42 credit hours.) Literature (ENG) (3 credit hours) Code L Art or Music (3 credit hours) Codes A, M ● History and Social Sciences - Core Codes H, S - 9 credit hours <ul style="list-style-type: none"> History (3 credit hours) Code H Choose two different disciplines (6 credit hours total): <ul style="list-style-type: none"> Economics (3 credit hours) Code S Psychology (3 credit hours) Code S Sociology (3 credit hours) Code S ● Natural Sciences and Mathematics - Core Code N - 7 credit hours <ul style="list-style-type: none"> Biology + lab or Geology + lab or Chemistry + lab or Physics + lab (4 credit hours) Mathematics (3 credit hours) ● Religious Studies and Philosophy - Core Code R - 6 credit hours <ul style="list-style-type: none"> Philosophy (3 credit hours) Religious Studies (3 credit hours) ● Ethics - Core Code E - 3 credit hours <ul style="list-style-type: none"> Ethics (3 credit hours) Select from ETH:REL or ETH:PHI 	
Liberal Arts & Sciences Electives Outside the Student's Major (9-12 credit hours)	
<ul style="list-style-type: none"> ● Courses for the Liberal Arts & Sciences Core Electives may include IDS 200-300 level courses, courses coded A, C, L, M, H, S, N, R, E, LAE, or transfer equivalents. Core Electives CANNOT be technical or basic skills courses numbered 001-099, auto-studies, experiential learning, co-op, service learning, or courses taken for a Pass/Fail grade. ● Courses with a Core Code, which are being applied toward a minor, may be used as Core Electives, even if the courses are from the students major department. ● Transfer students with 60 credit hours or more are required to take 12 credit hours of Core Electives. 	
Core Capstone Synthesis Reflection—integrated in the student's major requirements	

Baccalaureate Degree - Transfer Students

Core Curriculum

The IDS (Interdisciplinary Studies) Requirements for the Corresponding Number of Transfer Credits Accepted at Time of Admission

Fewer than 28 credit hours (six IDS credits or two IDS courses):

Traditional Transfer Students:

- * IDS 100 (3 credits) within the first 27 credits at the Mount, plus
- * One IDS 200-300 level course

Adult Transfer Students:

- * Encouraged but not required to take IDS 100

- * Instead of IDS 100, may substitute an IDS 200-300 level course or an IDS transfer equivalent course, plus
- * One IDS 200-300 level course or an IDS transfer equivalent course

28-59 credit hours (six IDS credits or two IDS courses)

- All transfer students take two IDS 200-300 level courses
- IDS transfer equivalent courses may satisfy one or both required IDS courses

Greater than 59 credit hours (three IDS credits or one IDS course)

- All transfer students take one IDS 200-300 level course (3 credits) or substitute an IDS transfer equivalent course to meet this requirement

Associate Degree

Core Curriculum Requirements 27-28 Total Credit Hours

<p>Interdisciplinary Studies (3 credit hours)</p> <p>IDS 100 Foundations Seminar (3 credit hours)</p> <ul style="list-style-type: none"> • Required for first-time traditional students • Required for traditional transfer students with 0-27 hours • First-time adult students and adult transfers with 0-27 credit hours may take IDS 100 or an IDS 200-300 level course. <p>OR</p> <p>IDS 200-300-level course (3 credit hours)</p> <ul style="list-style-type: none"> • Adult students and all transfer students with 28 or more transfer credits may opt to substitute an IDS 200-300 level course for IDS 100.
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Discipline-Specific Core (18-19 credit hours; required for all students)	
<ul style="list-style-type: none"> ● Humanities - Core Codes C, L, A, M - 6 credit hours <ul style="list-style-type: none"> Writing (COM 101) (3 credit hours) Code C (Must be taken within first 42 credit hours.) Choose one (3 credit hours): Codes A, M, L, or C Art, Music, Literature (ENG), or Speech (COM 100) ● History and Social Sciences - Core Codes H, S - 6 credit hours <ul style="list-style-type: none"> Choose two different disciplines (6 credit hours total): History (3 credit hours) Code H Economics (3 credit hours) Code S Psychology (3 credit hours) Code S Sociology (3 credit hours) Code S ● Natural Sciences and Mathematics - Core Code N - 3-4 credit hours <ul style="list-style-type: none"> Biology + lab or Geology + lab or Chemistry + lab or Physics + lab (4 credit hours) OR Mathematics (3 credit hours) ● Religious Studies and Philosophy - Core Code R or E - 3 credit hours <ul style="list-style-type: none"> Choose one (3 credit hours): REL, PHI, ETH:REL, or ETH:PHI 	
Liberal Arts & Sciences Electives Outside the Student's Major (6 credit hours)	
<ul style="list-style-type: none"> ● Courses for the Liberal Arts & Sciences Core Electives may include IDS 200-300 level courses, courses coded A, C, L, M, H, S, N, R, E, LAE, or transfer equivalents. Core Electives CANNOT be technical or basic skills courses numbered 001-099, auto-studies, experiential learning, co-op, service learning, or courses taken for a Pass/Fail grade. 	

Associate Degree - Transfer Students

Core Curriculum

The IDS (Interdisciplinary Studies) Requirements for the Corresponding Number of Transfer Credits Accepted at Time of Admission

Fewer than 28 credit hours (three IDS credits or one IDS course):

Traditional Transfer Students:

- * IDS 100 (3 credits) within the first 27 credits at the Mount

Adult Transfer Students:

- * Encouraged but not required to take IDS 100
- * Instead of IDS 100, may substitute an IDS 200-300 level course or an IDS transfer equivalent course, plus
- * All transfer students take one IDS 200-300 level course (3 credits) or substitute an IDS transfer equivalent course to meet this requirement

28 or more credit hours (three IDS credits or one IDS course)

- All transfer students take one IDS 200-300 level course (3 credits) or substitute an IDS transfer equivalent course to meet this requirement

Additional electives to complete the 27-28 hour Core Curriculum.

Core Curriculum Course Codes

Courses that fulfill the Core Curriculum requirements are coded within each departments program, in each course description under Course Descriptions and in each semester/term *Class Schedule* and on the Web.

IDS = Interdisciplinary Studies

Discipline Specific Core Course Coding

C = COM 100 & COM 101

L = Literature

A = Art

M = Music

N = Mathematics/Natural Sciences

H, S = Social Science/History (History = H; PSY, SOC, ECO = S)

R = Religious Studies/Philosophy

E = Ethics

Liberal Arts & Sciences Core Electives **LAE** = Core elective only courses. LAE, IDS and discipline specific codes listed above satisfy the core electives area.

Traditional Liberal Arts & Sciences Fields (Disciplines)

Which Offer Courses to Satisfy Core Curriculum Requirements

Current LA&S Fields Offered at the College of Mount St. Joseph	Code
American Sign Language (SED)	LAE
Anthropology	S, LAE
Art	A, LAE
Biology	N, LAE
Chemistry	N, LAE
Communication Studies	C, LAE
Economics	S, LAE
English	L, LAE
Ethics (ETH:REL or ETH:PHI)	E
French	LAE
Geology	N, LAE
Geography	S, LAE
Gerontology	S, LAE
History	H, LAE
Interdisciplinary Studies	IDS
Mathematics	N, LAE
Music	M, LAE
Philosophy	R, LAE
Physics	N, LAE
Political Science	S, LAE
Psychology	S, LAE
Religion	R, LAE
Sociology	S, LAE
Spanish	LAE
Womens Studies	L, LAE

**Academic Departments Not Offered at the Mount but
Courses Accepted as Transfer Credit to Satisfy Core**

LA&S

	Code
Archeology	N
Astronomy	N
Atmospheric Sciences & Meteorology	N
Botany	N
Cartography	S
Dance	LAE
Drama/Theatre Arts	LAE
Earth Sciences	N
Film/Video/Photographic Arts	LAE
Foreign Languages (All)	LAE
General Studies	LAE
Government	S
Humanities	LAE
International Studies	S
Linguistics	LAE
Multicultural Studies	S
Oceanography	N
Urban Studies	S
Zoology	N

Accreditation, Memberships, & Assessment

Accreditation or Approval

The College receives its regional accreditation from:
The Higher Learning Commission of the

North Central Association of Colleges and Schools

30 North LaSalle Street, Suite 2400

Chicago, IL 60602

800-621-7440

<http://www.ncahigherlearningcommission.org/>

American Bar Association
American Chemical Society
Board of Examiners of Nursing Home Administrators
Commission on Accreditation in Physical Therapy Education
Council on Social Work Education
National Accrediting Agency for Clinical Laboratory Sciences
National Association of Schools of Music
National League for Nursing Accrediting Commission
Ohio Board of Nursing
Ohio Board of Regents
Ohio Department of Education

Institutional Memberships

Adult Higher Education Alliance
American Assembly of Collegiate Schools of Business
American Association for Higher Education
American Association for Paralegal Education
American Association of Colleges for Teacher Education
American Association of Colleges of Nursing
American Association of Collegiate Registrars and Admissions Officers
American College Personnel Association
American Council on Education
American Sociological Association
Association for Continuing Higher Education
Association of Catholic Colleges and Universities
Association of Gerontology in Higher Education
Association of Graduate Programs in Ministry
Association of Independent Colleges and Universities of Ohio
Association of Independent Liberal Arts Colleges for Teacher Education
Association for Integrative Studies
Association of University Programs in Health Administration
Cincinnati Paralegal Association
College and University Professional Association for Human Resources
College Entrance Examination Board
Consortium for the Advancement of Private Higher Education
Cooperative Education and Internship Association
Council for the Advancement and Support of Education
Council of Independent Colleges
Council on Social Work Education
EDUCAUSE
Employers Resource Association
Greater Cincinnati Chamber of Commerce
Greater Cincinnati Consortium of Colleges and Universities
Hamilton County Police Association
Institute of International Education
International Association of Campus Law Enforcement Administrators
Mathematics Association of America
NAFSA: National Association of International Educators
National Academic Advising Association
National Association for College Admission Counseling
National Association for the Education of Young Children
National Association of Campus Activities
National Association of Campus Card Users
National Association of College and University Business Officers
National Association of Colleges and Employers
National Association of College Auxiliary Service
National Association of Lay Ministers
National Association of Student Financial Aid Administrators
National Association of Student Personnel Administrators
National Campus Compact
National Catholic College Admission Association
National Catholic Educational Association
National Coalition for Campus Children's Centers
National Collegiate Athletic Association
National Football Foundation and College Hall of Fame, Inc.

National Federation of Paralegal Associations, Inc.
National League of Nursing
National Orientation Directors Association
National Society for Experiential Education
Ohio Academic Advising Association
Ohio Association for College Admission Counseling
Ohio Association of Colleges for Teacher Education
Ohio Association of Collegiate Registrars and Admissions Officers
Ohio Association of Private Colleges for Teacher Education
Ohio Biological Survey
Ohio Campus Law Enforcement Association
Ohio College Association
Ohio College Personnel Association
Ohio Continuing Higher Education Association
OhioLINK
OHIONET
Southern Ohio Transfer Council

Institutional Review Board

The College of Mount St. Joseph maintains a process for the protection of human subjects involved in research conducted by students, faculty and staff of the College. A copy of this policy is available in the Office of the Academic Dean.

Assessment

On an annual basis, the College of Mount St. Joseph assesses the effect of its major academic programs and Core Curriculum on student learning. The results of this assessment are used to maintain and improve the quality of its academic programs.

Advising

Course Load and Selection

Full-time student status is at least 12 credit hours in a semester or term.

The maximum course load during a semester for full time tuition is 18 credit hours.

Part-time student status is 11 credit hours or fewer in a semester.

All credits, in one semester, regardless of course delivery format, are added in figuring full- or part-time status. Accelerated Term III cannot be combined with day or evening Semester II classes to acquire full-time status.

All summer sessions combine to form one semester.

Students planning a course load during accelerated, evening, weekend, or summer terms should be aware of the intensive condensed time frame for academic content during the short-term sessions.

Students must meet special course restrictions and required prerequisites established by academic departments when selecting classes.

Course Numbering System

Courses #001-099 are preparatory to college-level work, may carry credit hours applied to total hours earned for graduation and fulfill only general elective credit.

Courses #100-199 are introductory courses or sequences of courses, with no departmental prerequisites, that introduce basic skills, techniques, concepts, or questions of the field.

Courses #200-299 continue the introduction to the field beyond the 100-level or introduce the field by focusing on a major area in the field. Such courses may not have departmental prerequisites but are designed for students with some college experience.

Courses #300-399 are advanced courses that depend on previously learned knowledge and skills in the discipline or a maturity of skills in critical thinking. In such courses, students are asked increasingly to employ the tools of the discipline in response to basic questions. Ordinarily these courses have prerequisites or require junior standing.

Courses #400-499 require students to do more independent work, often involving the creation or synthesis of knowledge using previously learned skills, and these courses usually are designed for the major.

Courses #500 and above are graduate level/credit courses. A student must be in a graduate program to earn graduate credit for these courses.

Graduate Courses for Undergraduates

Undergraduate seniors in their final semester of study at the College of Mount St. Joseph may enroll, with written approval of their academic advisor and a graduate program advisor, in graduate courses (courses #500+), subject to the following conditions:

1. Graduate courses may be crosslisted with an undergraduate course number (#100-499) to meet undergraduate academic credit/degree requirements. Graduate level courses with numbers 500 and above will not fulfill undergraduate degree requirements.
2. Undergraduate seniors in their final semester of study at the College may take graduate courses for graduate credit applied to a graduate academic record with the permission of the chairperson of the department offering graduate studies.
3. Undergraduate seniors may not register for more than 18 hours of credit while taking graduate courses.
4. The maximum amount of graduate credit may not exceed nine (9) hours while simultaneously pursuing an undergraduate degree.

Undergraduate seniors in their final semester of study at another regionally accredited college or university may not enroll for more than six (6) hours of graduate credit as a non-matriculated student, subject to the above restrictions.

Academic Advising Mission Statement

In fulfilling its mission to foster success by assisting students in the development of educational plans and career goals, the College of Mount St. Joseph, as a Catholic academic community, strengthens the learning environment by providing the opportunities for ongoing academic support services focusing on the development of students. The advisor assumes the responsibility to serve as the primary resource and guide to assist students in achieving their academic and career related goals.

The role of the student in the advising process:

- The student needs to establish academic goals and formulate a plan to achieve those goals.
- The student should become informed of the requirements for the academic program as well as for the core curriculum.
- The student should be aware of important dates, policies, and procedures as outlined in the College catalog, Student Handbook, and *Schedule of Classes*.
- The student should initiate appointments with the advisor prior to registration and should come prepared with a tentative schedule to support academic goals.
- The student has the responsibility to inform the advisor of any changes to the schedule that deviate from the schedule agreed upon at the time of registration clearance.
- The student should meet with the advisor to complete the graduation application and final audit.

The role of the advisor in the advising process:

- To guide the student in development of a degree completion plan and to monitor the academic progress toward completion of the degree.
- To assist the student in making a realistic self-appraisal of academic potential in choosing an academic program of study.
- To be a source of information to help the student choose courses that will move them toward established goals.
- To be a source of referral to services provided for students on campus.
- To remain current and knowledgeable with all College curriculum, academic policies and procedures.
- To meet with the student prior to each registration period to discuss course options and to update the student file.

Undeclared Students

An "undeclared major" is any undergraduate student who has completed the application process and has not yet declared a major. Undeclared students are among the largest group of new and transfer students at the Mount. Choosing the right major requires careful planning and consideration.

The academic advisors in the Conlan Center are committed to guiding undeclared students while they grow and develop both academically and intellectually.

Students may call the Registrar's Office at 513-244-4621 to schedule an appointment with an academic advisor.

Academic Major Field

Upon admission, students are encouraged to declare their preferred academic major area of study or, they may be classified as undeclared. This preference is used in planning a course schedule. It is assumed that in many instances an initial declaration is tentative. Before the beginning of the junior year, students normally make a firm decision on a major.

Change of Major/Minor/Degree/Program

Change of Major/Degree forms are available in the appropriate academic department and in the Conlan Center. Students are responsible for satisfying any departmental admission requirement for the major. A change of major necessitates a review of the Mount courses and transfer courses to determine placement of credits within the new major and/or department.

Students are to complete the current catalog's major, minor, concentration, or certificate program requirements in effect on the date that a change of major/degree form is submitted to the Registrar's Office. The student's admission status and core curriculum requirements remain unchanged.

Assessment and Placement Testing

The Mount provides students with an opportunity to confirm their basic skill competencies in writing, mathematics and computing. The appropriate academic departments, in conjunction with The Learning Center, will make recommendations, course placements and monitor students' progress.

Proficiency for traditional students includes:

Writing Proficiency: During the registration process, students complete a self-assessment of their writing needs. Based on the results, appropriate course work will be recommended.

Quantitative Reasoning: High School Algebra II is required except for those who demonstrate competency in basic algebraic skills through a combination of high school mathematics programs and SAT or ACT mathematics scores. In consultation with the Mathematics Department, the academic advisors will indicate the appropriate entry level mathematics course for students.

Universal Computing Requirement: During the registration process, students complete a self-assessment to determine their basic computer skills. Based on the results, appropriate course work will be recommended.

Proficiency for adult students may be demonstrated by: a) successful completion of previous college course work; b) life or work experience; and/or c) successful completion of the COMPASS Assessment Tests in writing, mathematics and/or reading.

Adult students may be required to take the COMPASS Assessment Test if one or more of the following apply:

1. Completed high school, but have no previous college credits.
2. Previously completed college course work is fewer than 12 semester hours (18 quarter hours).
3. Cumulative GPA for prior college course work is less than 2.0.
4. Prior college course work was taken six or more years ago.
5. Patterns in academic record indicate a need to assess skill levels.

Developmental Course Policy

Students who are required to take one or more developmental courses must complete each course with a grade of "C" or better in order to enter their junior year. Decisions about which courses Project EXCEL students will be required to take are made by the EXCEL Placement Committee, with the exception of mathematics developmental courses.

Students who are required to take one or more developmental courses:

- should enroll in a minimum of one developmental course in their first semester or as soon as the course is offered.
- should register for any developmental course they fail to complete with a grade of "C" or higher the next semester the course is offered.
- should seek approval from their academic advisor before dropping a developmental course.
- may be waived from a developmental course only by the appropriate developmental course coordinator.
- will be monitored by the coordinator of academic support; EXCEL students will be monitored by the EXCEL program director.

Core Curriculum

At the heart of a Mount education is the Core Curriculum, an interdisciplinary Liberal Arts and Sciences curriculum. A graduate of the College, therefore, will possess not only the professional skills necessary for success in the workplace, but also qualities associated with a liberally educated person able to thrive in a complicated and diverse world. Some of those skills are thinking critically and creatively, communicating effectively, appreciating the complexity of human behavior, knowing the relation among various ethical systems, and appreciating the relationship of Roman Catholicism to other belief systems.

All students take 52 credit hours in courses in the Core Curriculum. Six credits are specifically devoted to interdisciplinary studies (IDS). Students begin with a three-credit Foundations Seminar course (IDS 100) which introduces the individual Liberal Arts and Sciences areas, discusses the various ways each discipline views the world, and shows the benefits of integrating these worldviews when problem-solving. This preliminary course also addresses general skills, practices and expectations of college study. Later, students take another three credits from a 200- or 300-level IDS course of their choosing. This upper-level course provides students the opportunity for further practice in integrating disciplines by examining a specific problem or subject too complex to treat with just one discipline.

Thirty-seven credits of the Core Curriculum are distributed among Liberal Arts and Sciences courses which expand upon concepts and approaches to learning introduced in IDS 100. Students fulfill these credits by choosing from courses in the following areas: Humanities (12 credits), Social Sciences and History (9 credits), Natural Sciences and Mathematics (7 credits), Religious Studies and Philosophy (6 credits), and Ethics (3 credits). Courses selected in the Humanities ask students to interpret the value of creative and esthetic processes in their lives, and give them practice in effectively communicating their thoughts in oral and written form. Selections from the Social Sciences and History show students the relationship between self, society and the world at large, and how this connection developed over time. Choices in the Natural Sciences and Mathematics expose students to the principles and methodology of scientific inquiry, and how quantitative reasoning aids in the interpretation of the natural world. Courses in Religious Studies and Philosophy allow students to explore the spiritual and conceptual dimensions of their lives by comparing their personal religious and philosophical traditions with those of the college and of other cultures. In Ethics

classes, students address questions of right and wrong, values, and appropriate choice and responsibility for the actions they take in their lives.

Nine credits of the Core Curriculum are electives drawn from a wide selection of additional courses in the Liberal Arts and Sciences, and/or more IDS courses. These classes afford students the opportunity to sample a wide variety of topics, or to pursue a personal interest in greater depth.

A final component of the Core Curriculum is the Capstone Synthesis Reflection. This course, reflective paper, project or presentation is integrated into each academic department's culminating experience. This allows students nearing graduation to demonstrate the integration of the specificity of their majors into the broader focus of the courses taken in the Core Curriculum.

Learning Outcomes and Performance Indicators

Baccalaureate Degree

The purpose of the Core Curriculum in an undergraduate education at the Mount is to provide students with a broad range of learning experiences in order to create a habit of mind conducive to a lifetime of learning in a diverse society. Accordingly, all baccalaureate students will archive their academic work to demonstrate their learning in the following areas:

Global/Citizenship

Understand and appreciate the interdependence and interrelatedness of all people as well as of people and their environment:

1. Document and reflect on participation in a service or leadership experience during the College years;
2. Demonstrate knowledge about global issues confronting persons in the contemporary world;
3. Explain aspects of the Judeo-Christian tradition as they intersect with other religions, philosophical ideologies, and global issues;
4. Reflect critically on personal and professional development during the college years in the context of global citizenship.

Ethics

Understand the Judeo-Christian ethical tradition and recognize ethical responsibility in one's personal and professional life:

1. Describe ethical responsibilities in the context of professional and/or scholarly practice;
2. Explain how the Judeo-Christian tradition emphasizes social justice and responsibility;
3. Assess ethical concerns of a problem or dilemma;
4. Construct and defend an ethical response to a problem or dilemma.

Interdependence/Interdisciplinarity

Draw on disciplinary perspectives and integrate their insights through construction of a more comprehensive perspective:

1. Demonstrate a capacity for inclusive, not dualistic, thinking recognizing the presence of ambiguity;
2. Compare and contrast viewpoints from different disciplines and perspectives (multidisciplinarity);

3. Integrate knowledge and concepts across disciplines (interdisciplinarity);
4. Explain the global interconnectedness of social and natural systems.

Sociocultural Relationships

Understand social and cultural influences on behavior:

1. Demonstrate an understanding of culturally held and socially maintained biases;
2. Explain the influence of social and cultural diversity on human systems;
3. Explain how religious and spiritual values influence social practices;
4. Demonstrate knowledge of the continual development of societies (for example, religious influences, economic conditions, philosophical ideologies, etc.);
5. Understand the interdependence of people from different social and cultural backgrounds.

Communication

Construct and interpret various forms of communication including written, oral, and visual effectively and ethically:

1. Control surface features (syntax, grammar, punctuation, spelling), presentation and documentation;
2. Adapt messages (form and structure) to meet the needs of the audience and context;
3. Use communication media effectively and creatively.

Critical/Creative Thinking

Reason in an open-ended manner to evaluate a situation, generate multiple solutions and support the reasoning behind a solution:

1. Distinguish among categories of information (e.g. fact, opinion; relevant, irrelevant; biased, unbiased);
2. Interpret quantitative and qualitative information;
3. Support a position with appropriate evidence;
4. Integrate one's own ideas with those of others to address an issue;
5. Demonstrate an ability to apply a creative process using imagination and intuition to solve a problem.

Requirements

See Core Curriculum Requirements starting on page 114.

Course Descriptions

Academic Performance Center Courses

The Academic Performance Center offers courses in basic skills, as well as individualized instruction. APC level courses do not apply to the student's core or major requirements, but course hours are accepted toward the degree, and for financial aid purposes.

APC 090 Arithmetic Review (0 hours credit)

Review of basic concepts of numeration and number operations with emphasis on fractions, decimals, percents, ratios, and proportions.

APC 091 College Success Skills (2)

The purpose of this course is to provide the student with guidelines and instruction to enhance and teach skills in time management, organization, test taking, goal setting, library use, critical thinking, and textual analysis. Study skills, study strategies, and self-motivated learning are targeted in this course. The course also teaches the value of diversity in education through films, discussion, and reading and writing assignments. Students at any level may register.

APC 092 Advanced Skills Enhancement (2)

A course designed for students experiencing academic difficulty, APC 092 addresses self-assessment, learning styles applications, skills enhancement and goal setting. Professionals from across campus assist students through presentations on career development, wellness, the writing process, time management, college reading, faculty expectations, college services, and other issues, depending on the needs of the students attending.

APC 092A Advanced Skills Enhancement/ Independent Study (1 or 2)

Requirements: For adult and transfer students, students receiving academic accommodations, or by the permission of the instructor.

A course designed for returning students, or students experiencing academic difficulty, this independent study course provides an individualized curriculum based on the course content of APC 092, but specifically tailored to the needs of the student.

APC 094 Elementary Geometry and Topics (2)

This course is primarily for elementary education majors or other students in need of review.

Basic concepts of geometry, including plane closed figures, constructions and simple proofs, applications of area and Pythagorean Theorem to solutions of problems, review of other topics including number sense, ratio and proportion.

APC 095 Basic Algebra (3)

Prerequisite: APC 090 or equivalent

Topics from Algebra, which include operations with signed numbers, solution of equations, polynomials, factoring, graphing, and exponents.

Art: Art Courses**ART 100 Art Seminar: Orientation (1)**

Discussions, writing exercises, projects, speakers and a field trip are designed to acquaint new art majors with department programs, time management strategies, ways of discussing and writing creatively and academically about art, ways to conduct art-related research through the Internet, practical steps in preparing a resume, cover letter, and slide portfolio, Mount career services, and the area art scene. Art majors only.

ART 101 Drawing I (3) A

Fundamental drawing approaches using various tools, materials and techniques; subject matter from nature, still life, manufactured forms, the model, imagination; emphasis on creative problem solving in wet, dry and mixed media.

ART 103 Design (3) A

Introduction to the elements and principles of two-dimensional design; including a comprehensive introduction to Color Theory; creative problem solving using a variety of tools, materials and approaches.

ART 106 Three-Dimensional Design (3) A

A series of problems and exercises organized to assist conceptualization of form in space. Projects are scaled

to provide the broadest survey of ideas and materials. Color as an aspect of form and dimension is explored.

ART 121 Art History: World Art (3) A

General survey of visual arts around the world with concentration on key Western and Eastern cultures, periods and artists. Lecture.

ART 122 Quiltmaking (3) A

An introduction to the technical process and artistic possibilities of geometric design, color applications, piecing, applique, and quilting.

ART 130 Lettering (3) A

Introduction to major freehand lettering styles: Roman, Bookhand, Uncial, Gothic, Italic calligraphy; use of various lettering tools and materials; layout principles. Includes technical exercises and creative projects.

ART 140 Ceramics (3) A

Explores principles of working in clay using handbuilding methods: coil, slab, pinch, and drape. Includes study of clay traditions in pottery, sculpture, figure, narrative, decoration, mark making, and glazing.

ART 142 Metalcraft and Jewelry (3) A

Basic principles of metal work and jewelry involving processes of cutting, shaping, soldering, polishing, simple stone setting in sterling silver and copper.

ART 181 Basic Camera Techniques (3) A

Emphasis on learning how to use a 35mm SLR camera and attachments.

ART 201 Art History: Special Topics (1, 2 or 3) A

Courses offered on an occasional basis to explore subject matter of special interest or timely relevance.

ART 202 Drawing II (3) A

Prerequisite: ART 101.

Further practical experience in developing perceptual (seeing) and technical (drawing) skills. Wide variety of media used with an emphasis on color media. Study of perspective, proportion, Color Theory and usage, the thematic series (that may include still life, landscape or the figure) will establish an environment for the exploration and cultivation of personal expression.

ART 209 Early Childhood Art Education (3) A

Prerequisite: IEC 230.

Theory and practice of teaching the visual arts in prekindergarten through grade three. Includes basic art concepts and studio experiences; art teaching methods and interdisciplinary collaboration; lesson planning and sequencing; artistic expression and response of children ages 3 through 8; evaluating art forms. Emphasis on communicating through arts; understanding and valuing the arts in peoples' lives. Field experience, lecture and studio. For Inclusive Early Childhood Education majors only.

ART 211 Middle Childhood Art Education (3) A

Prerequisite: MCE 300.

Theory and practice of teaching the visual arts in grades four through nine. Includes basic art concepts and studio experiences; art teaching methods and interdisciplinary collaboration; lesson planning and sequencing; artistic expression and response of children ages 8 through 14; evaluating art forms. Emphasis on communicating through the arts; understanding and valuing the arts in peoples' lives. Field experience, lecture and studio. For Middle Childhood Education majors only.

ART 216 Watercolor (3) A

Exploration of special characteristics of watercolor as a painting medium for illustration and fine arts. Color mixing, brush handling, composition, and control of techniques stressed.

ART 217 Painting (3) A

An introduction to fundamental painting concepts, tools, materials, and practices. Intensive exercises introduce students to both oil and acrylic paints: students choose one of the two to use for the second half of the semester. Projects are grounded in traditional methods while developing each student's individual approach to painting. Visits to exhibitions, readings and writing supplement studio practice.

ART 218 Figure Painting (3) A

Prerequisite: ART 101 and ART 217.

Recommended: ART 301 or equivalent.

Basic painting practice and methods are applied to the human form. Students work from male and female models. Emphasis is placed on the development of painting skills on all levels. Projects range from gesture studies to full-color compositions of the human figure in space.

ART 230 Art History: Design (3) A

A survey of visual communication from pre-history through the present. Emphasis is placed on the contemporary period focusing on graphic, industrial and environmental design. Lecture.

ART 231 Art History: Modern Art (3) A

A survey of European and American art from Neo-Classicism through Contemporary movements. Emphasis is placed on painting and sculpture. Lecture.

ART 232 Art History: Women Artists (3) A

Historical survey of women artists (13th century-present); also investigation of position and contributions of women artists in contemporary art world. Lecture.

ART 233 Art History: Architecture and Interior Design (3) A

Examines the history of interior design and architecture from antiquity to contemporary applications. Teaching methodologies include field trips to various locations of historical importance. Lecture.

ART 237: Art History: African-American Art (3) A

A survey of African-American artists from the 18th through the 20th centuries, examining their influences and contributions in an historical context. Lecture.

ART 238 Art History: African Art (3) A

A course on the visual arts of Africa ranging from prehistoric to modern times. Examination of the meanings behind the images. Historical and cultural influences on art forms will be covered. Lecture.

ART 239 Art History: American Art (3) A

A survey of American painting, sculpture, photography, and architecture with a look at the decorative arts including furniture. The course traces the New World's development through these disciplines beginning in the 16th century and continuing to present-day America. Cultural, political and social issues discussed as they pertain to the way America's art history unfolds. Important exhibitions will be explored for their roles in the development of art in America. Lecture.

ART 248 Illustration: Mixed Media (3) A

Prerequisite: Art 101.

A course to explore the integration of skills, media, and styles that are part of visual elucidation. Historical trends and a range of genres and applications will be examined, along with problems to strengthen the student's own expressive drawing skills.

ART 257H Honors: Drawing, Experiential Perception, The East (3) A

Prerequisite: Honors Program Director's approval.

Students experience seeing/drawing as a meditation process and as a way to listen to thoughts and feelings, to focus concentration and questioning, and to tap into their own creative 'hearts/minds.' Readings, research and guest speakers ground this experience in the history of meditative disciplines in India, Tibet, China, Japan, and in the emergence of Zen and meditation practice in the United States.

ART 280 Principles of Animation (3) A

An introduction to the theory and practice of animated film. Includes the equipment and process needed to move from a creative idea to a creative film. Techniques include drawing on film, claymation, cutouts, pixillation, puppets, and computer generation.

ART 281 Photography I (3) A

Introduction to the use of the camera and darkroom techniques; fundamentals of photographic design.

ART 282 Photography II (3) A

Prerequisite: ART 218 or instructor approval.

Advanced darkroom course. Black and white printing, color printing and experimental printing.

ART 300 Studio Art: Special Topics (1, 2 or 3)

Special opportunities for creative explorations in media through courses not offered on a regular basis.

ART 301 Figure Drawing (3) A

Prerequisite: ART 101.

Basic drawing practice is applied to drawing the human form. Students work from male and female models. Emphasis is placed on advancement of drawing skills on all levels. Basic anatomy is covered, as is an advanced exploration of compositional and content issues involved in depicting the human figure in space.

ART 302 Advanced Drawing (3) A

Prerequisite: ART 202 or ART 301.

Skills in drawing realistically and imaginatively are assumed. Exploration of advanced concepts, issues and strategies in drawing. Emphasis is on individual theme/statement development: class meetings are primarily critiques of outside work. Discussion and research of contemporary issues in drawing is ongoing throughout the semester.

ART 304 Sculpture Workshop (3) A

Prerequisite: Instructor approval.

Figure Modeling: The course will focus exclusively on the figure. Students will work in a more traditional approach to figure sculpture: preparation drawings and clay maquettes will be done directly from observation of the figure; polymer resin casts will then be made from relief or three-dimensional molds; surface finishing will complete the process.

Mixed Media: Individual tutoring in various media will include, but is not limited to: wood carving and fabrication, stone carving, welding and steel fabrication, and neon. Emphasis will be on various techniques and large scale.

ART 317 Painting Workshop (3) A

Prerequisite: ART 217 or instructor approval.

Strongly recommended: ART 218.

Advanced development of painting concepts, paint handling, color knowledge, and composition. Critical emphasis is placed on the development of content and intention in the work of each individual. Class meetings are primarily critiques of outside work. Discussion, assigned reading and research of contemporary painting issues are ongoing throughout the semester. This course requires a mature level of painting discipline, self-motivation and commitment to painting.

ART 328 Fabric Design Workshop (3) A

Prerequisite: ART 101, ART 103 or Instructor approval.

The exploration of the processes of dyeing, marking, painting, printing, and embellishing the surface of cloth. Emphasis varies by semester with content drawn from the following areas:

Drawing on Fabric. Direct application of pigments on cloth using pastels, markers, paints and various tools; also, fabric manipulation.

Printing on Fabric. Images are transferred from printing plates to cloth. Processes may include (but are not limited to) relief, stencil, monoprinting, cyanotype, photo transfer, marbledizing, screenprinting (film-cut,

photographic emulsion).

Fabric Dyeing. Use of fiber-reactive dyes on cloth, processes may include (but are not limited to) batik with wax resist; direct painting with wax, gutta, other resists; thickened dyes, sized fabric; compression dyeing.

Fiber and Fabric. Textile structures that incorporate both fiber and fabric. Techniques may include (but are not limited to): collage, stitchery, applique, reverse applique ("mola"), quilting, trapunto stuffing.

ART 330 Art History: Art Criticism (3) A

This course explores the role of art in our culture, the directions it has taken and why. Field trips to area museums, galleries, visits by guest art critics and authors. This course satisfies an art history requirement. Lecture.

ART 341 Ceramics Workshop (3) A

Prerequisite: ART 140 or instructor approval.

A multilevel course that accommodates beginning work on the potters wheel, as well as advanced throwing and handbuilding, surface decorating, use of multiple clay bodies, glazemaking, loading and firing kilns. Emphasis on developing personal style and expression in claywork in addition to control and participation in production from start to finish. May be taken more than once for development of individual skills in any of the above categories.

ART 342 Metalcraft and Jewelry Workshop (3) A

Prerequisite: ART 142 or instructor approval.

Advanced problems in raising and forming; metal creation of jewelry involving advanced techniques including use of roller or distressing material.

ART 350 Independent Study (1-3) A

Prerequisite: Instructor and chair signature.

Selected areas of concentration for students in art. Learning contract required.

ART 362 Printmaking Workshop (3) A

The exploration of a variety of techniques in which inked images from prepared surfaces are transferred to paper resulting in a series of original prints. Creative experiences in hand printing methods and the use of mechanical presses. Students will produce both editions of identical images and unique, single-image prints. Emphasis on non-toxic procedures. Courses are offered on a rotating basis with one course per year from among the following:

Relief Printmaking. Various methods of producing multiple prints from incised and inked surfaces. Processes include vinylcut, woodcut, linocut, masonitecut and wood engraving.

Intaglio and Lithography. A course that explores two unique printmaking processes. The intaglio section includes drypoint, etching, aquatint and photosensitive techniques. The lithography section includes stone and metal plate, waterless and photolithographic techniques.

ART 365 Internship in Gallery Management (1, 2, or 3) A

Prerequisite: Gallery director's signature.

Practical problems in gallery work: contacting artists, handling contracts, sales; practice in management of an art gallery. Limited to selected students.

ART 380 Digital Photography (3) A

Prerequisites: ART 281.

Fundamentals of computerized image creation using flatbed scanners, film scanners, video capture boards, still video cameras, printers, and other electronic devices. Print and Web applications. (Mac Lab)

ART 381 Photography Workshop (3) A

Prerequisite: ART 281 or instructor approval.

Development of advanced photographic skills; emphasis on art and communication.

ART 396 Cooperative Education Work Experience: Parallel (1-3)

Prerequisite: CED 220.

An art-related work experience supervised by an art faculty coordinator in collaboration with the cooperative education staff. Credit is awarded upon successful completion of the work experience, documentation and evaluation. The course may be repeated up to nine credit hours.

ART 400 Senior Art Seminar (1)

Discussions and presentations help senior art students prepare for their professional careers by emphasizing communication and leadership. Projects include resume and portfolio development.

ART 490 Advanced Studio Problems (1-3)

Prerequisite: Permission of instructor and chairperson.

Problems in studio arts under supervision of a faculty member. Learning contract required.

ART 495 Thesis (3)

Prerequisite: Art majors only. Previous experience and/or advanced work in thesis area.

In-depth independent study, research and application in a specific field of visual art, chosen by the student, approved by the art faculty resulting in a culminating exhibit in the senior year. Required for a degree in art as evidence of the student's ability to synthesize knowledge and skills acquired at the college level.

ART 496 Cooperative Education Work Experience: Alternating (1-3)

Prerequisite: CED 220.

An art-related work experience supervised by an art faculty coordinator in collaboration with the cooperative education staff. Credit is awarded upon successful completion of the work experience, documentation and evaluation. The course may be repeated up to nine credit hours.

Art: Art Education Courses

AED 160 Introduction to Computer Graphics (1)

An introductory course in image-structuring techniques using graphics software.

AED 290 Comprehensive Art Education I (3)

Introduction to the theory and practice of teaching art in grades prekindergarten to six utilizing a discipline-based art education approach. Focus on the planning and teaching of art and on the uses, meaning and value of art in people's lives. Includes art media, techniques, processes, structures, functions; lesson planning, artistic development; personal expression; aesthetic and critical responses; motivational techniques; classroom management, community resources; field experiences in the pre-K to 6th grade level setting. Art majors only.

AED 390 Comprehensive Art Education II (4)

Prerequisite: AED 290.

Continuation of the theory and practice of teaching art, with an emphasis on the secondary school level. Explores issues related to art education: art production, art history, art criticism, and aesthetics; Ohio's Model Competency-Based Program-performance and instructional objectives, assessment strategies, intervention; National Visual Arts Standards. Includes curriculum unit planning; resources and materials; evaluation and grading; adolescent/young adult artistic development-expression and response; teacher characteristics; space/facility planning; Internet research & retrieval; health and safety standards; advocacy; resume & portfolio development; contemporary issues (including multicultural appreciation and gender awareness). Clinical/field experiences related to grades 7-12 setting. Art majors only.

Art: Graphic Design Courses

GRD 205 Drawn Design (3)

Fundamental graphic exercises that are based on simple design process. Painting, graphic drawing, mono prints and embossing will be experienced.

GRD 250 Typography: Form and Composition (3)

Prerequisites: ART 101, GRD 205.

This course will introduce students to letterform design and typographic composition. Type styles will be identified and drawn. Pencil page layouts of primitive forms will be executed. An overview of history of typography and letterform design will be investigated.

GRD 253 Digital Illustration (3)

Prerequisite: ART 101.

An introduction to the theory and practice of computer illustration. Includes exploration of creating imagery using the Macintosh computer, starting with exercises to learn Adobe Illustrator software and advancing to varied illustration projects.

GRD 254 Layout and Print Production (2)

This course will teach the industry standard software. It is designed to help the graphic designer produce ads, newsletters, brochures, and other publications on the computer; use of grid system to design layouts that incorporate typography, mastheads, boxes, rules, borders, and graphics. Preparing work for print is also covered.

GRD 255 Graphic Design 1: Visual Form (3)

Prerequisite: ART 103.

Foundation graphic design studies, applying the basic elements of color, line, and shape to a specific message. Each will improve visual perception and problem solving skills. Projects will be critiqued weekly.

GRD 256 Graphic Design 2: Aesthetic Communication (3)

Prerequisite: GRD 255.

Compounded communication studies applying typograph with image to produce well constructed and aesthetically refined compositions. Projects will be critiqued weekly.

GRD 270 Web Page Design (3)

Prerequisites: ART 103 or ART 202 or GRD 205.

This course develops page design for the World Wide Web. Classes will incorporate the use of page authoring and graphics software (Macromedia Dreamweaver MX®) as well as instruction in basic HTML editing (BBEdit 6.5®). Site maintenance hierarchy using folders and files, navigation and site-mapping techniques will be explored. (MacLab)

GRD 355 Graphic Design 3: Visual Semantics (3)

Prerequisites: GRD 250, 256.

This course will introduce third year graphic design students to principles of visual semantics. Students will explore and hopefully discover largely unknown phenomena in the interaction of form and typography. Concepts such as Dynamic Symmetry and Visual Semantic will be explored.

GRD 356 Graphic Design 4: Visible Language (3)

Prerequisite: GRD 355.

This course will introduce third year design students to principles of sequential design. Students will explore advanced typographic composition and book/sequential design layout. Advanced concepts such as Visible Language and Semiotics Principles for the graphic designer will be explored.

GRD 370 Advanced Web & Interactive Design (3)

Prerequisites: GRD 270, HTML or MM DreamWeaver.

Advanced Web and Interactive Design will focus on high-end web design and its interactive capabilities. This course is structured for upper level students (junior and above). A basic knowledge of HTML or Macromedia Dreamweaver MX® is necessary for this course to be successful for the student. The software program Macromedia Flash MX® will be investigated. The student will design and publish to the World Wide Web a sophisticated multi-level Web site implementing the latest techniques in Motion Graphics.

GRD 455 Graphic Design 5: Systems Practicum (3)

Prerequisite: GRD 356.

The development of an identity, design system and collateral pieces for a client; includes emphasis on type & image theory, process work, file preparation and presentation techniques.

GRD 456 Graphic Design 6: Thesis (3)

Prerequisites: GRD 455.

In-depth supervised research and design of a campaign developed by the student from their portfolio of college studies; culminates in thesis exhibit; includes LAS capstone reflection paper.

GRD 470 Web & Interactive Design Seminar (3)

Prerequisites: GRD 370 or instructor approval.

Students will prepare final program summation. The students will present written and visual documentation of a significant interactive project. Projects and discussions, outside consultants to visit and give advice to the students.

Art: Interdisciplinary Art Courses

IDS 334 Jesus Through the Ages (3) IDS

Art and Religious Studies Interdisciplinary Course.

The course will examine the historical evolution of images of Jesus through the disciplines of art and religious studies. We will consider the religious ideas that have influenced artistic renderings of Jesus. We will look at how he is perceived in religious history, culture and art. The course will enlighten students about Jesus in history and strive to deepen students' relationship with Jesus through this study.

Art: Interior Design Courses

IND 112 Theory of Interior Design (3)

Studies concepts and elements of interior design as related to programming, human environment, circulation, spatial organizations, methodologies of research, anthropometrics, and ergonomics. Exposes student to full range of interior design principles and practices relative to the profession. Lecture.

IND 118 Furniture and Finishes (3)

Course introduces student to design concepts and application of beginning furniture design, finish selection, Trompe L'Oiel, and other interior-related specialty items.

IND 207 Architectural Drafting I (3)

Introduction to basic techniques of architectural drafting including understanding of plans, elevations, specifications, schedules, isometric drawing, detailing, and the tools and media required to execute architectural drawings. Also included is beginning instruction on rendering, model building, and material board composition.

IND 208 Architectural Drafting II (3)

Prerequisite: IND 207.

Basic para-line and perspective drawing as related to interior design with emphasis on one, two and three point perspective, freehand & grid-based perspectives, and isometric drawing techniques. Presentation stud-

ies include exposure to a variety of media types, learning different advanced rendering techniques, and model building.

IND 212 Interior Design I Commercial Overview (3)

Prerequisites: IND 207.

Projects focus on basic use of color, furnishings, materials, historical and modern trends in designing technique, and systems of representation for commercial projects. Typology studies include retail, hospitality, institutional, entertainment; and other standard areas of non-residential function.

IND 213 Construction Technologies (3)

Explores issues of structures, construction, and finishes as related to interior design with emphasis on detailing, materials, structural theories and components, building codes and ordinances, life safety, and fire requirements. Lecture.

IND 307 Professional Practice (3)

Prerequisite: IND 208 or senior status.

Class focuses on the business and financial aspects of the interior design profession as related to management, ethics, marketing, legal and contractual issues. A full gamut of situations and problems that face practicing designers are studied and solved through various practical and imaginative techniques. Course also serves as introduction to and initial programmatic and schematic of upcoming thesis for spring semester.

IND 309 Interior Design II Cultural Appreciation (3)

Prerequisite: IND 212.

Advanced study in color, furnishings, materials, historical typologies, and modern design for systems of spatial representation. Concentration on residential and commercial projects that expose the student to numerous religious, culture, and social design issues that require research and solutions. Specific focus is also placed on space planning and the incorporation of code compliancy in design.

IND 310 Interior Design III Theory/Interrelationships (3)

Prerequisite: IND 309.

Applications of programming, conceptualization and problem solving regarding specific theoretical interior-related situations that require abstract space planning, systems design, and volumetric study solutions.

IND 311 AutoCAD (3)

Prerequisite: IND 207.

The study of computer aided drafting and design and its ability to create visual representations of imagined objects in a variety of forms. Course is an overview of AutoCAD ranging from simple drafting to more advanced custom features that are used commonly at architectural and interior design firms.

IND 314 Environmental Technologies (3)

Examines building systems as they pertain to interior environments, concentrating on the specific areas of heating, ventilation and air conditioning (HVAC), lighting, electrical, plumbing, acoustics, and green (sustainable) design as it applies to the interiors profession.

IND 409 Interior Design IV "Ethics/Global Awareness" (3)

Prerequisite: IND 310.

Advanced study in applications of programming, conceptualization and problem solving regarding green design, universal design, design for the young and elderly, health-oriented design, and other far-ranging societal issues as related to interior environments.

IND 410 Interior Design V: Thesis (3)

Prerequisite: IND 409.

An in-depth research and design project in interior design chosen by the student and approved by the art faculty resulting in a thorough project exploration involving individual philosophical theories and methodologies. Final product represents culmination of skills and knowledge amassed during college studies.

IND 411 Advanced AutoCAD (3)

Prerequisite: IND 311 or Instructor Approval.

Class involves creating a 3-D virtual environment to explore and communicate design ideas. Using AutoCAD, and 3-D VIZ, concepts relating to 3-D space, 3-D objects and computer, photo-realistic renderings are explored as related to architecture and interiors.

Behavioral Sciences: Aging Services and Administration Courses

ASA 255 Service Provision in the Aging Network (1)

Students will learn about the general structure of administration at different types of institutions serving the elderly such as nursing homes, adult day centers, recreation centers, etc. Also addressed will be the goals and expectations of practicum and internship placement. Students will receive guidance in site selection. Communication techniques and professionalism will be discussed. Students will develop individualized learning objectives and specific learning activities for the experience. Site assignments along with required documentation and materials will be finalized.

ASA 350 Special Topics in Gerontology (1-3)

Announcement of topics will be made when course is offered.

ASA 351 Aging Institute (1)

The Aging Institute is a conference on issues related to the older adult population and the field of aging. Students have the unique opportunity of listening to experts in gerontology. In addition, students are required to do a paper on the issues addressed during the Institute. All written work is submitted at the end of the semester.

ASA 365 Health and Interdisciplinary Assessment of the Elderly (3)

This course will cover the components, purpose, impact, and application of interdisciplinary assessment. The use of assessment instruments and regulations governing assessment of residents will be addressed. The Minimum Data Set and its impact on Quality Indicators, Quality Measures and RUGS Reimbursement will be a focus.

ASA 367 Clinical Aspects of Long Term Care (3)

This course will cover regulations that impact clinical issues and a resident's physical, functional, cognitive, mental and psycho-social well being in a long-term care setting. It will provide an overview of the basic clinical outcomes, facility structure, processes and systems to support quality care delivery. Care plan construction, development, systems, processes and regulations will also be a component of the course.

ASA 370 Resident Care and Health Services (3)

This course covers administrative practices and procedures regarding resident care, medical practice, ethical and legal considerations, emergency planning, contemporary health issues, third party reimbursements, and professionalization. Resident care department structure, roles, functions and processes will be examined.

ASA 377 Evaluation Research and Grantsmanship (3)

Crosslisted with SWK 377/SOC 377.

Prerequisite: SOC 375.

An application of basic research methods and data collection learned in Behavioral Sciences Research Methods I to the evaluation of existing programs in social agencies, and the tasks and skills of grant writing to develop new programs and services. Students learn how to locate grant sources, integrate program evaluation into grant proposals, and practice grant writing.

ASA 390 Independent Study (1-3)

This is a student initiated project intended to provide the student with a new dimension of education and to encourage intellectual activity and initiative. Permission of the program director is required.

ASA 396 Cooperative Education Work Experience: Parallel (1-3)

Prerequisite: CED 220.

A part-time work related experience in gerontology supervised by a faculty coordinator in collaboration with the cooperative education staff. Credit is awarded upon successful completion of the work experience, documentation of the predetermined learning agreement and evaluation of work performances.

ASA 400 Administration of LTC and Service Organizations (3)

Prerequisite: Approval of instructor.

This course covers physical plant and departmental management practices, staffing and regulations regarding long-term care facilities. Policy development, financial management, boards, basic marketing principles, risk management programs and concepts as well as practices related to profit and non-profit facilities will be addressed.

ASA 425 Long Term Care Administration (3)

Prerequisite: Approval of instructor.

This course focuses on problems and issues such as managerial, financial and legal aspects found in the long-term care industry. It examines organizational systems and structures. It includes budget development, staffing issues, personnel issues, and marketing as well as Medicare and Medicaid reimbursement in the long-term care setting. Students apply information from accounting classes to acquire knowledge of the process of developing a Medicaid cost report.

ASA 432 Practicum/Internship (3)

Prerequisites: ASA 255, and permission of instructor.

A practicum of at least 135 clock hours in a community based or long term care facility is required of students in the Aging Services and Administration major. The focus of the practicum is directed toward student interest and career objectives. Students will meet throughout the term to discuss problems, concerns and issues in the placement. Those who plan to sit for the nursing home administration licensure exam must substitute the practicum for a 400 clock hour internship in an approved long term care facility. Students will receive hands-on training in all departments to prepare them for the position of administrator and must complete a second 400 clock hour internship.

ASA 450 Senior Seminar (3)

Prerequisites: Senior class standing and approval of director.

The seminar course serves as a capstone course for one's academic program. The student has the opportunity to integrate the theoretical and research problems within the context of academic course work in gerontology, the liberal arts and human experience. A thesis or project demonstrating critical thinking skills and growth in one's area of study is required. This course is required of all first-time bachelor's degree students.

ASA 496 Cooperative Education Work Experience Alternating (1-3)

Prerequisite: CED 220.

A full-time work related experience in gerontology supervised by a faculty coordinator in collaboration with the cooperative education staff. Credit is awarded upon successful completion of the work experience, documentation of the predetermined learning agreement and evaluation of work performances.

Behavioral Sciences: Anthropology Courses**ANT 103 Cultural Anthropology (3) S**

An introduction to the study of human life and culture. Examines the beginnings of civilization, the relationship between biological and cultural evolution, and the world's cultural diversity.

ANT 207 Native American Heritage (3) S

Prerequisite: ANT 103

Examines the Native American cultural systems before and after contact with Europeans. Explores European

and Native American world views, perceptions of one another, reactions toward one another, and subsequent consequences for both groups of peoples. Emphasis on Woodland nations/tribes.

Behavioral Sciences: Geography Courses

GEG 202 World Regional Geography (3) S

World geography is a study of major regions of the world, focusing on spatial patterns and processes. Some of the variables which produce patterns of world diversity are gender, race, politics, economics, climates, and demographics.

Behavioral Sciences: Gerontology Courses

GST 261 Social Aspects of Aging (3) S

Crosslisted with SOC 261.

Prerequisite: SOC 103.

An explanation of the basic sociological and psychological concepts and principles of aging individuals. Topics such as the social theories of aging, socialization, life course, social inequality, primary relationships, economy, the community, politics, and government will be covered.

GST 340 Spirituality and Aging (3) S,R

Crosslisted with REL 340.

Prerequisite: 100 Level REL.

A holistic approach to the enrichment and growth of elderly persons' spiritual experience will be examined from a nondenominational point of view with references to psychology and the behavioral sciences. Topics such as prayer, reconciliation and peace, interpersonal relationships, the faith of the elderly, and stages of development will be discussed.

GST 358 Organizational Administration in Healthcare (3)

Crosslisted with SWK 358.

This course examines some of the administrative, managerial and human resource issues in the area of social community. Particular emphasis is given to the leadership function of the LTC/agency administrator in the aging and social network.

GST 359 Work, Leisure and Retirement (3) S

This course provides an overview of work with emphasis on the importance, background, development, and current trends of work, retirement, and leisure issues in the United States. Comparisons are made on how other cultures address these issues.

GST 360 Mental Health and Aging (3) S

This course provides an historical overview of the mental health system. Common emotional problems, psychiatric and cognitive disorders, and community mental health issues are addressed. In addition, mental health promotion as well as intervention in and treatment of mental health problems among older persons and their families.

GST 379 Oral History and the Aging Process (3) LAE

Crosslisted with HIS 379.

Prerequisite: Approval of instructor.

This course examines, from an oral tradition, a specific historical period in the lives of older persons. An overview of the historical period, information about the aging process, especially with regard to memory, reminiscence and meaning are addressed. Students learn the oral history methodology and interview elders in retirement centers and in family and community settings.

Behavioral Sciences: Interdisciplinary Gerontology Studies Courses

IDS 307 Healthy Communities (3) IDS

Prerequisite or Corequisite: PSY 103 and SOC 103.

Gerontology, Nursing, Social Work and Sociology Interdisciplinary Course.

This course examines the practice of interdisciplinary health teams with the goal of facilitating the development of healthy individuals, families, communities, and populations. Emphasis is on applying theories and models to assess community-identified capacities and needs. Diversity of individuals, communities, and populations are explored using interactive learning strategies, thus supporting the development of partnerships among professionals and the citizens of the community.

IDS 331 Holistic Wellness and Aging (3) IDS

Prerequisite: PSY 103 or SOC 103

This course uses an interdisciplinary approach to integrate knowledge and concepts about holistic health across multiple disciplines and applies them to the maintenance of wellness in aging. Concepts and approaches address the physical, mental, nutritional, social, spiritual, and cognitive aspects of wellness.

Behavioral Sciences: Interdisciplinary Paralegal Studies Courses

IDS 332 Child Abuse (3) IDS

Prerequisite: PSY 103 or SOC 103.

Paralegal Studies, Psychology, Sociology and Social Work Interdisciplinary Course.

An examination of the interrelationship between various types of abuse and neglect and its short-term and long-term impact on the lives of children. A review of the latest research on sexual abuse, physical abuse, psychological abuse, and emotional neglect.

Behavioral Sciences: Interdisciplinary Psychology Courses

IDS 201 Introduction to Linguistics (3) IDS

Prerequisite: COM 101 or equivalent and PSY 103.

English and Psychology Interdisciplinary Course.

An introduction to phonology, morphology and syntax. Semantics, historical and comparative linguistics, language acquisition, psycholinguistics, sociolinguistics, and animal communication will also be considered.

IDS 332 Child Abuse (3) IDS

Prerequisite: PSY 103 or SOC 103.

Paralegal Studies, Psychology, Sociology and Social Work Interdisciplinary Course.

An examination of the interrelationship between various types of abuse and neglect and its short-term and long-term impact on the lives of children. A review of the latest research on sexual abuse, physical abuse, psychological abuse, and emotional neglect.

IDS 357H Honors: Psychology in Literature (3) IDS

Prerequisite: COM 101 or equivalent, PSY 103, and approval of the Honors Program Director.

English and Psychology Interdisciplinary Course for students in the Honors Program.

This course will explore how psychological concepts and attitudes influence the creation and interpretation of a variety of significant literary texts. It will be team-taught by a professor from each discipline who will challenge students to examine their own psychology within the framework of psychological theories and research findings. This framework will be applied to an understanding of pertinent literary theory that will support students' ability to read and appreciate creative texts.

Behavioral Sciences: Interdisciplinary Social Work Courses

IDS 307 Healthy Communities (3) IDS

Prerequisite or Corequisite: PSY 103 and SOC 103.

Gerontology, Nursing, Social Work and Sociology Interdisciplinary Course.

This course examines the practice of interdisciplinary health teams with the goal of facilitating the development of healthy individuals, families, communities, and populations. Emphasis is on applying theories and models to assess community-identified capacities and needs. Diversity of individuals, communities, and populations are explored using interactive learning strategies, thus supporting the development of partnerships among professionals and the citizens of the community.

IDS 332 Child Abuse (3) IDS

Prerequisite: PSY 103 or SOC 103.

Paralegal Studies, Psychology, Sociology and Social Work Interdisciplinary Course.

An examination of the interrelationship between various types of abuse and neglect and its short-term and long-term impact on the lives of children. A review of the latest research on sexual abuse, physical abuse, psychological abuse, and emotional neglect.

Behavioral Sciences: Interdisciplinary Sociology Courses

IDS 200 Religion, Culture and Community (3) IDS

Prerequisites: 100 level REL & SOC 103.

Religious Studies and Sociology Interdisciplinary Course.

This course examines the connections between family, religion and community across cultures, both locally and globally. Focus will be on the loss of traditional forms and linkages and the recent efforts to revitalize them. Where appropriate, historical family life, culture and community connections will be studied.

IDS 271 Theology and Human Ecology (3) IDS

Prerequisites: 100 level REL & SOC 103.

Religious Studies and Sociology Interdisciplinary Course.

Ecology, the study of the interconnectedness of life, and religion interact to promote ethical and long-term responses to the planet Earth. This course examines the work being done in human ecology and religion, as well as the historical, social and spiritual implications of this cross-disciplinary exploration.

IDS 307 Healthy Communities (3) IDS

Prerequisite or Corequisite: PSY 103 and SOC 103.

Gerontology, Nursing, Social Work and Sociology Interdisciplinary Course.

This course examines the practice of interdisciplinary health teams with the goal of facilitating the development of healthy individuals, families, communities, and populations. Emphasis is on applying theories and models to assess community-identified capacities and needs. Diversity of individuals, communities, and populations are explored using interactive learning strategies, thus supporting the development of partnerships among professionals and the citizens of the community.

IDS 332 Child Abuse (3) IDS

Prerequisite: PSY 103 or SOC 103.

Paralegal Studies, Psychology, Sociology and Social Work Interdisciplinary Course.

An examination of the interrelationship between various types of abuse and neglect and its short-term and long-term impact on the lives of children. A review of the latest research on sexual abuse, physical abuse, psychological abuse, and emotional neglect.

IDS 390 Appalachian Culture and Spirituality (3) IDS

Prerequisites: 100 level REL and SOC 103.

Religious Studies and Sociology Interdisciplinary Course.

This course is an immersion experience in the Appalachian Mountains in Kentucky and will focus on understanding Appalachian Culture and Religion. We will examine how culture and religion affect Appalachian lifestyle, behavior and family, social, ecological and political systems. Students will experience the richness of mountain life through Appalachian educators, artisans and leaders.

IDS 391 Cherokee Culture and Spirituality (3) IDS

Prerequisites: 100 level REL and SOC 103.

Religious Studies and Sociology Interdisciplinary Course.

This course is an immersion experience about what has gone well for the Native Americans as people of faith, people of hope and people of determination. The Cherokee have dealt with the developing tourism industry that surrounds them in the Smokey Mountains, while stewarding the resources of the area with grace and wisdom. The Cherokee natives share the value of relationship, spiritual and artistic heritage and living with the consequences of the Trail of Tears.

IDS 392 Honduran Culture and Spirituality (3) IDS

Prerequisites: 100 level REL and SOC 103.

Religious Studies and Sociology Interdisciplinary Course.

This course will provide students an immersion experience to study, dialogue and work side by side with Central Americans on the theological cultural, economic, ecological, political and social challenges and solutions that directly affect all our lives in the Americas.

IDS 393 Lakota Culture and Spirituality (3) IDS

Prerequisites: 100 level REL and SOC 103.

Religious Studies and Sociology Interdisciplinary Course.

This course will be an immersion experience at Red Cloud Mission on the Pine Ridge Reservation in South Dakota and focus on understanding Lakota Sioux History, Culture and Religion. Students will learn from the Lakota Sioux Plains Indians about their culture and spirituality and examine how the dynamic interplay of these two can affect personal religious development, lifestyle, behavior and family, social, ecological and political systems.

IDS 394 US/Mexican Border Experience (3) IDS

Prerequisites: 100 level REL and SOC 103.

Religious Studies and Sociology Interdisciplinary Course.

This course is an exploration of the US/Mexico Boarder at the Tierra Madre Charity Mission in New Mexico. Students will be asked to do analysis of the social systems, culture, history, and racism as they are encountered throughout the border. Students will learn how to use the Praxis Circle for social change as a tool to examine what they encounter during this immersion experience.

Behavioral Sciences: Paralegal Studies Courses

PRL 150 Introduction to Paralegalism (3)

An introduction to the field including its background and future types of paralegal positions, skills required to function as a paralegal, legal ethics, legal analysis and writing, business writing, and the legal system.

PRL 151 Introduction to Legal Principles (3) S

Crosslisted with PSC 151.

An introduction to basic legal principles through the study of the judicial system, judicial decision making, judicial remedies, the range of law, basic theories of law, and legal reasoning.

PRL 152 Legal Research (3)

Prerequisite: PRL 151 or taken simultaneously with PRL 151.

An introduction to the use of research materials in the law library, including computer assisted legal research, and a familiarization with the preparation of legal memoranda.

PRL 210 Business Law I (3)

Crosslisted with BUS 210.

Nature of law in legal systems. Torts, liability, contracts, essential elements.

PRL 251 Nurse Consulting and the Law (3)

Prerequisites: PRL 151, 152, and permission of Paralegal Studies program director.

An introduction to legal nurse consulting, including the development of LNC, types of positions held by LNC's, and setting up one's business.

PRL 261 Introduction to Corporate Law (3)

Prerequisites: PRL 151, 152.

An introduction to corporate terminology and corporate structure and the analysis and preparation of the forms encountered by a corporation in its operation, with emphasis on developing a student's ability to prepare necessary documents in the corporate law area.

PRL 271 Introduction to Estates and Probate (3)

Prerequisites: PRL 151, 152.

An introduction to basic wills and trusts concepts and an examination of the law and procedure of preparing wills, administration of estates and general probate procedure. The drafting of wills and trusts, preparation of probate documents, filing procedures, asset collection, accounting, and closing procedures will be covered.

PRL 281 Introduction to Real Estate Law (3)

Prerequisites: PRL 151, 152.

An introduction to the law of real estate, including concepts relating to ownership, transfer and encumbrance of real estate.

PRL 291 Introduction to Litigation Procedures (3)

Prerequisites: PRL 151, 152.

An introduction to the federal and state court systems, initiation of a lawsuit and its procedure through the judicial system. Emphasis placed on jurisdiction, venue, discovery, theories of liability, and causes of action commonly seen in litigation.

PRL 311 Corporate Law Practice (3)

Prerequisite: PRL 261 or equivalent.

An advanced seminar style class in corporate law covering topics such as mergers, securities, employees, benefits, licenses, creditor's rights, taxation, and accounting.

PRL 321 Estates, Tax and Planning (3)

Prerequisite: PRL 271 or equivalent.

Analysis of and preparation of the federal and state estate tax and fiduciary income tax returns. Development of estate planning concepts.

PRL 331 Real Estate Law Practice (3)

Prerequisite: PRL 281 or equivalent.

Detailed analysis and preparation of all documents related to conveyances, leases, mortgages, and other real estate transactions.

PRL 341 Litigation Practice and Procedure (3)

Prerequisite: PRL 291 or equivalent.

Development of skills in investigation of cases and interviewing clients and witnesses. Preparation of pleadings and discovery devices. Coverage of trial preparation techniques.

PRL 350 Special Topic Seminars (1-3 credits per seminar)

An in-depth treatment of topics of specific concern for the paralegal profession.

PRL 353 Computer Applications in the Law (3)

This course is designed to cover the concepts of computer usage in the law in various areas. Students will learn how to design systems for the law office and will begin to develop skills in the usage of various software packages available in an automated law environment.

PRL 354 Constitutional Law (3) S

Crosslisted with PSC 354.

This course is designed to provide students with an in-depth study of the Constitution of the United States. Special attention will be given to the Bill of Rights and the freedoms and rights contained therein, such as the freedom of speech, due process, equal protection, freedom of the press, freedom of religion, etc.

PRL 355 Family Law (3)

Prerequisites: PRL 151 and PRL 152.

Students in this course have the opportunity to learn family law and the paralegal's role in the practice of family law. Attention is given to such topics as annulments, separation, dissolution of marriage, child custody, spousal support, parental rights, surrogate birth, family violence, etc.

PRL 358 Law and Psychology (3) LAE

Crosslisted with PSY 358.

Prerequisite: PRL 151 and PSY 103.

This course explores the interaction of law with the science of psychology. Possible topics include the insanity defense, duty to warn, involuntary hospitalization, competence to stand trial, bias and reliability in court testimony, eyewitness testimony, battered women's defense, jury selection, courtroom testimony of children, surrogate parenting, etc.

PRL 360 Medical Issues and the Law I (3)

Prerequisites: PRL 251 or permission of Paralegal Studies program director.

An introduction to various topics as they relate to medicine and the law, such as: toxic torts, negligence, personal injury, medical malpractice, product liability, medical records analysis, ethics and professionalism, legal writing, and arenas of practice for nurse paralegals. Emphasis on the role of the nurse paralegal in litigation, discovery and disclosure, trial preparation, alternative dispute resolution, insurance, HMOs, health care risk management, and expert witnesses.

PRL 380 Internship Experience (3)

The student works a minimum of 150 hours in a corporate legal department, law firm or other legal setting utilizing and refining skills learned in the classroom. Student must apply with the director of the Paralegal Studies program.

PRL 390 Nurse Paralegal Practicum (3)

The student works a minimum of 150 hours in a law-related environment as a nurse paralegal, utilizing and refining skills learned in the classroom. Student must apply with the director of the Paralegal Studies Program.

PRL 396 Cooperative Education Work Experience: Parallel (1-3)

Prerequisite: CED 220.

A work related experience supervised by a faculty coordinator in collaboration with the cooperative education staff. Credit is awarded upon successful completion of the work experience, documentation of predetermined learning agreement and evaluation of work performance.

PRL 399 Independent Study (1, 2, 3)

This course is designed for students who wish to study an area of their own interest independently. Permission of the Paralegal program director is required.

PRL 450 Advanced Legal Research (3)

Prerequisites: PRL 150, 151, 152, 261, 271, 291, and either 281 or 251.

This course should expand the knowledge gained in Legal Research (PRL 152) with a focus on legal research, writing, analysis, evaluation, and drafting. The course goes beyond the use of research tools into developing actual research and drafting skills.

PRL 496 Cooperative Education Work Experience: Alternating (1-3)

Prerequisite: CED 220.

A work related experience supervised by a faculty coordinator in collaboration with the cooperative education staff. Credit is awarded upon successful completion of the work experience, documentation of predetermined learning agreement and evaluation of work performance.

Behavioral Sciences: Political Science Courses

PSC 151 Introduction to Legal Principles (3) S

Crosslisted with PRL 151.

An introduction to basic legal principles through the study of the judicial system, judicial decision making, judicial remedies, the range of law, basic theories of law, and legal reasoning.

PSC 201 American National Government (3) S

An introduction to the American political system, its structure and historical evolution. The role of political parties, the media and interest groups are considered.

PSC 220 Political Theories (3) S

An examination of major political theories and ideologies from antiquity to modern times. Among the writers considered: Plato, Aristotle, St. Augustine, Niccolo Machiavelli, Thomas Hobbes, John Locke, Jean-Jacques Rousseau, Edmund Burke, John Stuart Mill, Karl Marx, Henry David Thoreau, and Mohandas Gandhi.

PSC 223 Social Policies and Issues (3) S

Crosslisted with SWK 223.

Prerequisite: ECO 201.

A problem-focused analysis of post and current social policies: income maintenance, family, educational, social service, environmental, and civil rights. Political analysis includes factors which influence policy development, policy implementation. Attention is given to local, state and federal policies.

PSC 330 American Foreign Relations (3) LAE

Crosslisted with HIS 330.

Prerequisite: HIS 210 or HIS 211.

This course is designed to provide the student with an overview of American foreign relations from the early days of the Republic until the present. An emphasis will be placed upon the emergence of the United States as a world power in the 20th century.

PSC 335 International Politics (3) S

Crosslisted with SOC 335.

Prerequisite: SOC 103.

This course studies the major political issues and events in the contemporary world. Their historical roots are traced, and their implications for the democratic peace and economic prosperity are analyzed. Particular attention is devoted to the role of the United States in the rapidly changing world.

PSC 350 Topics in American Political Science (3) S

Courses that are not taught on a regular basis but are offered occasionally to broaden student awareness of important topics in American politics. Courses include Constitutional Law, American foreign relations, American Political Issues, American Presidency.

PSC 354 Constitutional Law (3) S

Crosslisted with PRL 354.

This course is designed to provide students with an in-depth study of the Constitution of the United States. Special attention will be given to the Bill of Rights and the freedoms and rights contained therein, such as the freedom of speech, due process, equal protection, freedom of the press, freedom of religion, etc.

PSC 380 Directed Independent Study (3)

Reading, research or creative work in a special field of interest.

PSC 390 Topics in Political Science (Variable) S

Courses that are not taught on a regular basis but are offered occasionally to broaden student awareness of important topics in politics. Courses include Constitutional Law, American Political Issues, American Presidency.

PSC 396 Cooperative Education Work Experience: Parallel (1-3)

Prerequisite: CED 220.

A political science work experience supervised by a Humanities Department coordinator in collaboration with the cooperative education staff. Credit is awarded upon successful completion of the work experience, documentation of predetermined Learning Agreement and evaluation of work performance. Course may be repeated up to six credit hours.

PSC 496 Cooperative Education Experience: Alternating (1-3)

Prerequisite: CED 220.

A political science work experience supervised by a Humanities Department coordinator in collaboration with the cooperative education staff. Credit is awarded upon successful completion of the work experience, documentation of predetermined Learning Agreement and evaluation of work performance. Course may be repeated up to six credit hours.

Behavioral Sciences: Psychology Courses

PSY 103 Introduction to Psychology (3) S

An introduction to the scientific study of human behavior and mental processes, including the basic terminology, methods, principles, and theories of psychology.

PSY 204 Lifespan Development (4) S

Prerequisite: PSY 103.

A comprehensive study of human development from conception through death. Theories and research including physical, cognitive and psychosocial aspects of development. [Not for students taking PSY 205 or 206, due to duplication of content.]

PSY 205 Child and Adolescent Development (3) S

Prerequisite: PSY 103.

A comprehensive study of human development from conception through adolescence. Principles and theories of development with emphasis on their application to the prenatal, infancy, childhood, and adolescent stages of life. Effects of genetic and social factors on the adaptive capacities of the child. Emphasis on empirically-obtained information. [Not for students taking PSY 204, due to partial duplication of content.]

PSY 206 Adult Development and Aging (3) S

Prerequisite: PSY 103; PSY 205 recommended.

The interaction of maturational, social and personality factors in human development from young adulthood to death. Normative development as well as problems of personal, social, familial, and occupational adjustment during each stage of adulthood. [Not for students taking PSY 204, due to partial duplication of content.]

PSY 208 Social Psychology (3) S

Crosslisted with SOC 208.

Prerequisites: PSY 103 or SOC 103.

The study of how we think about, relate to and influence one another. Social perception, attitudes, social influence, prejudice, aggression, and attraction are examined.

PSY 225 Human Sexual Behavior (3) S

Prerequisite: PSY 103.

Biological, social and psychological aspects of sexuality. Issues related to communication, gender, dating, sexual behavior, pregnancy, roles, contraception, abortion, and sexual deviance and dysfunction are among the topics discussed.

PSY 240 Psychology and the Popular Press (3) S

Prerequisite: PSY 103.

Students apply basic principles of psychological science and critical thinking to evaluate current popular psychology literature. Literature on gender differences, emotional intelligence and repressed memories has been examined in past courses, but these topics may change. Seminar format.

PSY 265 Consumer Behavior (3) LAE

Crosslisted with MKT 365.

Prerequisite: PSY 103 or MKT 300.

The student assumes the role of a marketing manager who needs knowledge of consumer behavior in order to develop, evaluate and implement effective marketing strategies. Concepts and theories from the behavioral sciences are examined and analyzed as to their usefulness for developing marketing strategies.

PSY 309 Social Influence (3) S

Prerequisites: PSY 103.

An in-depth look at how salespeople, governments, marketers, friends, and others influence our attitudes and behavior. A variety of influence tactics and ways of defending ourselves against them will be examined. Seminar format.

PSY 310 Cognition and Memory (3) S

Prerequisite: PSY 103.

In this course, students will examine the major ideas and theories regarding human cognition and memory. This will include Information Processing, Parallel Distributed Processing, Semantic Networks, Neural Networks, Fuzzy Set Theories, as well as both implicit and explicit approaches. Students will examine this material through class discussions, activities and research projects both in and out of class.

PSY 335 Tests and Measurements (3) S

Prerequisites: PSY 103, MTH 175, CIS 106, or MTH 176.

Principles and applications of psychological testing. Technical and methodological principles (reliability, validity, standardization), ethical considerations and a survey of currently available tests.

PSY 340 Abnormal Psychology (3) S

Prerequisite: PSY 103.

Current and historical theories about the characteristics, etiology and treatment of psychological and emotional problems.

PSY 350 Special Topics in Psychology (1, 2, 3) S

Prerequisite: PSY 103.

Topics vary. May be repeated as topic changes.

PSY 358 Law and Psychology (3) LAE

Crosslisted with PRL 358.

Prerequisite: PRL 151 or PSY 103.

This course explores the interaction of law with the science of psychology. Possible topics include the insanity defense, duty to warn, involuntary hospitalization, competence to stand trial, bias and reliability in court

testimony, eyewitness testimony, battered women's defense, jury selection, courtroom testimony of children, surrogate parenting, etc.

PSY 360 Physiological Psychology (3) S

Prerequisite: PSY 103.

The physiological basis of behavior and mental processes. Includes neurophysiology, sense organs, neurotransmitters, and pathological maladies.

PSY 375 Research I (4)

Prerequisites: PSY 103, SOC 103, CIS 106, MTH 175, or MTH 176 and two additional courses in PSY.

An introduction to psychological research emphasizing ethics and the integration of research design and statistics. Observational, correlational and survey research are explored in conjunction with descriptive and inferential statistical analysis.

PSY 376 Research II (3)

Prerequisite: PSY 375.

A continuation of PSY 375. Use of more advanced research designs and statistical methods. Includes experimental design, single-subject research, and quasi-experimental methods.

PSY 385 Personality Theories (3) S

Prerequisite: PSY 103.

This course covers the major theories used to guide research and practice in personality psychology as well as many of the methods used in personality research. Theories include trait, cognitive, behavioral, psychoanalytic, and humanistic perspectives.

PSY 390 Counseling Theories (3)

Prerequisite: PSY 103.

Several dominant paradigms of counseling and psychotherapy will be studied from both a practical and a theoretical perspective. Freud and Psychodynamics, Rogerian Person-Centered Therapy, Gestalt Therapy, Reality Therapy, Existential Therapy, Rational-Emotive Therapy, and Behavior techniques will be discussed.

PSY 396 Cooperative Education Work Experience: Parallel (1-3)

Prerequisites: CED 220 and permission of psychology advisor.

A work-related experience supervised by a faculty coordinator in collaboration with the cooperative education staff. Credit is awarded on successful completion of the work experience, documentation of predetermined Learning Agreement and evaluation of work performance. PSY 396/496 may be repeated up to nine credit hours. Performance will be graded as Satisfactory/Unsatisfactory.

PSY 399 Independent Study (1-3)

Prerequisite: Junior or senior psychology major.

Students engage in research or pursue a psychological topic independently under the supervision of a psychology faculty member. Instructor's approval required.

PSY 400 Senior Thesis (3)

Prerequisites: PSY 375 and 376.

Independent project that integrates the theory and research relevant to a student's area of specialization. A thesis project demonstrates research skills and growth in student's area of study.

PSY 410 Great Ideas/History of Psychology (3) S

Prerequisite: Nine semester hours in psychology, including PSY 103.

Students will gain a perspective on the modern field of psychology by examining its origins. The intellectual environment that gave rise to the field of psychology and important themes through which the field has evolved over the last hundred years will be examined. Seminar format.

PSY 496 Cooperative Education Work Experience: Alternating (1-3)

Prerequisites: CED 220 and permission of PSY advisor.

A work-related experience supervised by a faculty coordinator in collaboration with the cooperative education staff. Credit is awarded on successful completion of the work experience, documentation of predetermined Learning Agreement and evaluation of work performance. PSY 396/496 may be repeated up to nine credit hours. Performance will be graded as Satisfactory/Unsatisfactory.

Behavioral Sciences: Recreational Therapy Courses

RCT 201 Introduction to Recreational Therapy (3)

Historical perspectives of recreation therapy and its role in health care through the years will be explored. Guiding philosophies, models, theories, and practices of recreation therapy will be presented. The functioning needs and implications of recreation therapy with persons with disabilities will also be presented. Fieldwork will be required.

RCT 250 Principles and Practices of Recreational Therapy (3)

Prerequisite: RCT 201.

Corequisite: RCT 250L.

This course is designed to convey principles for the effective delivery of recreational therapy services. The standards of practice for recreational therapy and the principles of client assessment, activity and task analysis, treatment planning, implementation and evaluation will be addressed.

RCT 250L Principles and Practices of Recreational Therapy Lab (1)

Corequisite: RCT 250.

This course will provide an opportunity for students to learn, practice and adapt a variety of activities used in recreational therapy practice. It will also cover medical terminology.

RCT 280 Leadership and Facilitation Techniques in Recreational Therapy (3)

Prerequisite: RCT 201.

Corequisite: RCT 280L.

This course emphasizes the concepts and intervention techniques used in recreational therapy. Students knowledge and skills in the areas of leadership, groups, individual therapy, observation, and the professional code of ethics.

RCT 280L Clinical Leadership and Facilitation Techniques in Recreation Therapy Lab (1)

Corequisite: RCT 280.

This is the lab component for RCT 280. It will enable students to practice skills taught in class, teach other clinical skills such as transfers and lifts, and gain experience with a variety of equipment and interventions used in recreational therapy.

RCT 287 Stress Awareness and Reduction (3)

Crosslisted with SWK 287.

Prominent theories on stress and stressors current in the field today. Indicators of stress levels within which persons can function and techniques of management and reduction of stress levels.

RCT 290 Clinical Fieldwork in Psychiatric Settings (1)

Prerequisite: RCT 201.

RCT 290 is a field-based course. The student will complete 60 hours of work in recreation therapy in a selected agency that provides psychiatric services, under the direction of a certified therapeutic recreation specialist. The student will gain a better understanding of persons served in psychiatric hospitals and units and the services a CTRS provides.

RCT 291 Clinical Fieldwork in Rehabilitation Settings (1)

Prerequisite: RCT 201.

RCT 291 is a field-based course. The student will complete 60 hours of work in recreation therapy in a selected hospital that provides rehabilitation services, under the direction of a certified therapeutic recreation

specialist. The student will gain a better understanding of persons served in rehabilitation and the services a CTRS provides.

RCT 292 Clinical Fieldwork in Geriatric Settings (1)

Prerequisite: RCT 201.

RCT 292 is a field-based course. The student will complete 60 hours of work in recreation therapy in a selected facility that provides geriatric services, under the direction of a certified therapeutic recreation specialist. The student will gain a better understanding of persons served in long term care facilities and the services a CTRS provides.

RCT 300 Community Aspects of Recreational Therapy (3)

Prerequisite: RCT 201.

This course will explore the presence of recreation therapy in schools, community recreation programs, adult day care, home health care, etc. Students will explore alternative sites and begin the development of some programs in the community. Students will learn the importance of advocacy in RT. Fieldwork required in this class.

RCT 305 Leisure Education in Recreational Therapy (3)

Prerequisite: RCT 201.

Corequisite: RCT 305L.

This course provides an overview of the historical and philosophical foundations of leisure and recreation. It then applies these principles to the basic concepts of leisure education and counseling. Students will have the opportunity to explore and gain an understanding of the importance of leisure in their lives and the lives of their future clients.

RCT 305L Leisure Education in Recreational Therapy Lab (1)

Corequisite: RCT 305.

This is the lab course for RCT 305 Leisure Education in Recreational Therapy. Within this course the student will develop and lead a variety of leisure education activities.

RCT 355 Program Design and Evaluation in Recreational Therapy (3)

Prerequisite: RCT 201.

The student will learn about protocol development, clinical paths and program development in recreational therapy. They will develop discharge plans and community reintegration programs.

RCT 430 Organization and Management in Recreation Therapy and Professional Development (3)

Prerequisite: RCT 201.

Management and administrative skills are emphasized in this course. Planning budgets, written plans of operation, working with accrediting bodies, working with quality improvement programs, risk management, and the public relations role of the recreation therapist will be presented in this course. National certification qualifications and exam and state certification will be presented. Students will also prepare for the internship.

RCT 482 Clinical Internship in Recreation Therapy (12)

Prerequisites: RCT 201, 250, 280, 300, 305, 355, 430.

Full-time 15-week clinical experience supervised by a certified therapeutic recreation specialist. Designed to provide students with a culminating experience that will help them synthesize and analyze the education experience into clinical practice.

Behavioral Sciences: Social Work Courses

SWK 220 Introduction to Social Work (3)

Prerequisite: SOC 103.

An overview of the profession of social work and human services in health, education and welfare institutions.

Includes historical development, basic concepts, as well as current trends and issues in human service systems and the social work profession.

SWK 223 Social Policies and Issues (3) S

Crosslisted with PSC 223.

Prerequisite: ECO 201.

A problem-focused analysis of past and current social policies: income maintenance, family, educational, social service, environmental, and civil rights. Political analysis includes factors which influence policy development, policy implementation. Attention is given to local, state and federal policies.

SWK 287 Stress Awareness and Reduction (3)

Crosslisted with RCT 287.

Prominent theories on stress and stressors current in the field today. Indicators of stress levels within which persons can function and techniques of management and reduction of stress levels.

SWK 321 Human Behavior in the Social Environment (3)

Prerequisites: PSY 103, SOC 103, SWK 220.

A variety of theoretical models are used to understand individual/family and group behaviors within society. The course features theories, concepts and research findings which build knowledge of social development and experiences in respect to age, socioeconomic class, gender, race/ethnicity, sexual orientation, and other characteristics of human diversity.

SWK 327 Interviewing and Assessment (3)

Prerequisites: SWK 220 and 321, junior class standing.

Assessment, relationship-building and problem-solving with individuals, groups and organizational systems with the emphasis on work with individuals. Students learn how to integrate knowledge and values of social work as they learn interviewing techniques and the skills of assessment, goal setting and intervention. Students are expected to participate in practice exercises and observational activities outside of class meeting time.

SWK 328 Group Approaches to Problem-solving (3)

Prerequisite: Junior class standing.

Intervention and planning with families, groups and community systems with the emphasis on working with families and groups. Students expand their mastery of the roles that social workers play as they develop skills in forming and leading groups, developing programs and teaching problem-solving skills. Students are expected to participate in practice exercises and observational activities outside of class meeting time.

SWK 329 Organizational and Community Development (3)

Prerequisites: SWK 327, junior class standing.

Emphasizes organizing and planning service delivery primarily at the macro level. Students develop skills in community needs assessment and action research in monitoring programs, as well as social action on behalf of client groups. Students are expected to participate in practice exercises and observational activities outside of class meeting time.

SWK 330 Fieldwork I and Seminar (5)

Prerequisites: SWK 327, SOC 202; admission to the Social Work program, and upper junior or senior class standing.

The student spends two days per week in a social agency (for a total of 224 hours during the semester) under the supervision of a worker in the agency serving as field instructor. The seminar is held to help students integrate theory with practice and to guide students to address pertinent ethical and policy issues.

SWK 350 Special Topic Seminars (1-3 credits per seminar)

Topics: Advocacy for the Elderly, Legal Aid Services, Special Populations, Women's Issues, etc.

SWK 358 Organizational Administration in Healthcare (3)*Crosslisted with GST 358.*

This course examines some of the administrative, managerial and human resource issues in the area of social community. Particular emphasis is given to the leadership function of the LTC/agency administrator in the aging and social network.

SWK 375 Social Research I (4)*Crosslisted with SOC 375.**Prerequisites:* PSY 103, SOC 103, CIS 106, MTH 175, or MTH 176.

An introduction to social research emphasizing ethics and the integration of basic and applied research designs. Observations, surveys and simple experiments are carried out in conjunction with descriptive and inferential statistical analysis.

SWK 377 Evaluation Research and Grants (3)*Crosslisted with SOC 377/ASA 377.**Prerequisite:* SWK 375.

An application of basic research methods and data collection learned in Social Research I to the evaluation of existing programs in social agencies, and the tasks and skills of grant writing to develop new programs and services. Students learn how to locate grant sources, integrate program evaluation into grant proposals and practice grant writing.

SWK 399 Independent Study (1,2, 3)

The student fulfills the objectives of a learning contract under the supervision of a social work faculty member. Any topic which supplements or expands the student's knowledge of social work may be the focus for study. Requires approval of program director and Behavioral Sciences Department chairperson.

SWK 432 Fieldwork II and Seminar (5)*Prerequisites:* SWK 329 (may be taken concurrently), SWK 330, SWK 375 and senior class standing.

The student spends two days per week (or 224 hours during the semester) in a social agency under the supervision of an agency field instructor. Students take responsibility for service to clients applying the knowledge and intervention skills learned in the classroom. The seminar assists the student to integrate theory with practice, and guidance in the design and implementation of practice related research.

SWK 432A Fieldwork II/Senior Thesis (1)*Prerequisite:* SWK 432 (taken concurrently or the term immediately following SWK 432).

The student completes a senior thesis based on a practice related individual research project conducted during the Fieldwork II agency placement.

Behavioral Sciences: Sociology Courses

+Courses pending approval by College Curriculum Committee

SOC 103 Introduction to Sociology (3) S

Course introduces students to the basic concepts of sociology used to analyze human societies: culture, self and role, socialization, groups, families, organizations, communities, and social institutions, such as education, religion, political, and economic. Focuses on the diversity of these forms.

SOC 201 Social Problems and Deviant Behavior (3) S*Prerequisite:* SOC 103.

Extensive exploration of the various sociological approaches to the study of deviance and social problems. Includes such topics as changing sex roles, AIDS, euthanasia, suicide, crime, terrorism, and governmental deviance. Emphasis on contemporary theory and research.

SOC 202 Minority Groups (3) S

Prerequisite: SOC 103.

Study of intergroup, racial and ethnic relations in America, including the cultural and political problems resulting from prejudice and discrimination.

SOC 208 Social Psychology (3) S

Crosslisted with PSY 208.

Prerequisite: PSY 103 or SOC 103.

The study of how we think about, relate to and influence one another. Social perception, attitudes, social influence, prejudice, aggression, and attraction are examined.

SOC 213 Sociology of Development (3) S

Prerequisite: SOC 103.

Problems of Third World poverty and underdevelopment are studied. Conceptual frameworks used to explain social change in the modern world are introduced. Key cultural, social, economic, and political issues affecting developing countries are discussed.

SOC 215 Sociology of Religion (3) S

Prerequisite: SOC 103.

Religion is studied as a social phenomenon. Social and group life impinges on religion, and religion interacts with social institutions. Such controversial topics as religious cults, religious conflict, women and religion, religion and social change are also discussed.

SOC 216 Sociology of the Family (3) S

Prerequisite: SOC 103.

Families and the functions of the family as a social institution are studied within the context of social and cultural forces that have an impact on them. The interdependencies of families and communities are examined.

+SOC 217 Police and Society (3)

Prerequisites: SOC 103 and SOC 290.

Addresses the history of policing in the United States, covers the characteristics of the current community policing era, and discusses police ethics and deviance.

SOC 261 Social Aspects of Aging (3) S

Crosslisted with GST 261.

Prerequisite: SOC 103

An explanation of the basic sociological and psychological concepts and principles of aging individuals. Topics such as the social theories of aging, socialization, life course, social inequality, primary relationships, economy, the community, politics, and government will be covered.

SOC 285 Drugs in American Society: Prevention/Intervention Programs (3) S

Prerequisite: SOC 103.

Introduction to issues about the use and abuse of drugs and alcohol among teens, adults and elders. An examination of prevention, early intervention and treatment programs for abuses involving different ages and sexes.

SOC 290 Introduction to Criminal Justice System (3) S

Prerequisite: SOC 103.

A survey of the criminal justice system and its elements: police, prosecution, courts, and corrections. Selected problems current in the system; examination of the citizen's rights and duties in the area of regulatory codes.

SOC 291 Beginning Fieldwork in Criminal Justice (3) S

Prerequisites: SOC 290 and permission of the Sociology program director.

Beginning field placements in which interns gain insight into the criminal justice system.

SOC 292 Juvenile Delinquency (3) S*Prerequisite:* SOC 103.

Nature of delinquent behavior; theories of causation; treatment of delinquents; recent trends in delinquency; the Juvenile Court process.

SOC 293 Criminology (3) S*Prerequisite:* SOC 290.

Nature of criminal behavior; theories of crime causation and crime control; recent trends in crime; modern procedures in the treatment of criminals.

SOC 294 Criminal Law and Public Response (3) S*Prerequisite:* SOC 290.

Nature of regulatory codes, survey of the Criminal Code and its relationship to society at large. Efforts at revision and enforcement on federal, state and local levels.

SOC 295 Corrections (3)*Prerequisite:* SOC 290.

Basic principles, history, current philosophies and methodology in corrections; survey of treatment methods and custodial care in correctional institutions; survey of other noninstitutional methods. Theory and techniques of probation and parole; interviewing and counseling in corrections; supervision and management of clients.

+SOC 298 Community Justice (3) S*Prerequisite:* SOC 103.

This course provides an overview of the community justice approach to improving community quality of life, which concentrates on building collaborative partnerships in communities among non-criminal justice agencies and criminal justice agencies. The focus of the course is on the importance of informal social controls—families and other social institutions—in order to promote justice and public safety. Also, the course reviews the importance of the community court and community corrections movements, and emphasizes the role of community oriented policing movement within the community justice movement.

SOC 299 Advanced Fieldwork in Criminal Justice (4, 8)*Prerequisites:* SOC 290 and permission of the Sociology program director.

Assignment in law enforcement, court, correctional, or other justice setting. The student functions as an intern of the agency, carrying full responsibilities and under the supervision of an agency officer and the course instructor.

SOC 300 Management/Fund Raising in Nonprofit Organizations (3)*Prerequisites:* Junior status or above and permission of instructor.*Corequisite:* SOC 300S: Service Learning: Management/Fund Raising in Nonprofit Organizations (1)

The purpose of this course is to introduce students to the nonprofit, philanthropic sector and expose students to many of the import aspects of nonprofit management and fund raising. The course is structured specifically to meet several of the American Humanics competency requirements for certification, including competencies within the areas of: historical and philosophical foundations, general nonprofit management, board and volunteer development and management, program planning, financial and risk management, fund raising, and career development and exploration. Service-learning in a nonprofit agency is an important aspect of the class.

SOC 335 International Politics (3) S*Crosslisted with PSC 335.**Prerequisite:* SOC 103.

The course studies the major political issues and events in the contemporary world. Their historical roots are traced, and their implications for democratic peace and economic prosperity are analyzed. Particular attention is devoted to the role of the United States in this rapidly changing world.

SOC 350 Selected Topics in Sociology/Social Work/Criminal Justice (1, 2, 3)

Topics vary. May be repeated once as topic changes.

SOC 370 Sociological Theories (3) S

Prerequisite: SOC 103.

The development of sociological theories; the study of outstanding contemporary sociologists and their contributions in research, social policy and practice.

SOC 375 Social Research I (4)

Crosslisted with SWK 375.

Prerequisites: PSY 103, SOC 103, CIS 106, MTH 175 or MTH 176, and two additional courses in PSY or SOC.

An introduction to social research emphasizing ethics and the integration of basic and applied research designs and statistics. Observations, surveys and simple experiments are carried out in conjunction with descriptive and inferential statistical analysis.

SOC 377 Evaluation Research and Grantsmanship (3)

Crosslisted with SWK 377/ASA 377.

Prerequisite: SOC 375.

An application of basic research methods and data collection learned in Behavioral Sciences Research Methods I to the evaluation of existing programs in social agencies, and the tasks and skills of grant writing to develop new programs and services. Students learn how to locate grant sources, integrate program evaluation into grant proposals, and practice grant writing.

SOC 380 Independent Study (1, 2, 3)

Student-initiated project intended to add a new dimension of education and encourage intellectual activity, initiative and sustained effort. Topics to be chosen in consultation with an instructor who has special competence in the subject involved. Open to junior and senior majors. Approval of instructor required.

SOC 396 Cooperative Education Work Experience: Parallel (1-3)

Prerequisite: CED 220.

A work-related experience supervised by a faculty coordinator in collaboration with the cooperative education staff. Credit is awarded on successful completion of the work experience, documentation of predetermined Learning Agreement and evaluation of work performance. Course may be repeated up to six credit hours.

SOC 400 Senior Thesis (3)

Prerequisites: SOC 375, and 377 or PSY 376.

Independent projects which integrate the theory and research relevant to students' areas of specialization. Thesis projects demonstrate critical thinking skills and growth in students' areas of study.

SOC 496 Cooperative Education Work Experience: Alternating (1-3)

Prerequisite: CED 220.

A work-related experience supervised by a faculty coordinator in collaboration with the cooperative education staff. Credit is awarded on successful completion of the work experience, documentation of predetermined Learning Agreement and evaluation of work performance. Course may be repeated up to six credit hours.

Biology: Biology Courses

BIO 100 Biology Seminar I (1)

Prerequisite: Departmental Permission

This course is designed to introduce the student to the skills, techniques, viewpoints, and perspectives needed for success in the biological sciences, both in college and beyond.

BIO 101 Introduction to Biology (4) N

Basic concepts of cell biology, genetics, evolution, diversity of life, and ecology. This course is intended for non-science majors. Lecture, lab.

BIO 110 Biological Science (4) N

Basic concepts of cell biology, genetics, evolution, classification, and the human animal. This course is intended for elementary education majors. Lecture, lab.

BIO 115 Principles of Biology (4) N

Prerequisite: High school chemistry or equivalent.

A study of cell structure and functions, cellular energetics, genetics, ecology, evolution, and population biology. Lecture, lab.

BIO 116 Biodiversity (4) N

Prerequisite: BIO 115 or equivalent.

An examination of selected representatives of the tremendous variety of organisms that inhabit our planet, including vertebrate and invertebrate animals, plants, protists, fungi, and monera. Special emphasis is on morphology, life history, ecology, evolution, and classification. Lecture, lab. Animal dissection required.

BIO 131 Basic Human Anatomy and Physiology (4) N

An overview of human structure and function with emphasis on basic concepts. A systematic approach along with integration of the following systems: skin integrity; skeletomuscular; metabolic homeostasis (cardiovascular, respiratory, immunity, digestive, urinary); neuro-endocrine regulation; reproduction/sexuality. Developmental aspects of early, middle and older age will be examined. Lecture, discussion, lab. Animal dissection required.

BIO 131A Basic Human Anatomy and Physiology/Biology of Aging (2) N

An overview of human structure and function with emphasis on basic concepts. Introduction to the human body, along with a systematic approach to the following systems: skin integrity, skeletomuscular and neurosensory. Theories of aging and normal developmental aspects of early, middle and old age will be examined. Common pathological conditions of the elderly will be considered. May be taken with or without BIO 131B. For weekend students only. Lecture, discussion, lab.

BIO 131B Basic Human Anatomy and Physiology/Biology of Aging (2) N

An overview of human structure and function with emphasis on basic concepts. A systematic approach with integration of the following systems: cardiovascular, respiratory, immunity, digestive, urinary, endocrine, and reproduction/sexuality. Theories of aging and normal developmental aspects of early, middle and old age will be examined. Common pathological conditions of the elderly will be considered. May be taken with or without BIO 131A. For weekend students only. Lecture, discussion, lab.

BIO 150 Dinosaur Biology (3) N

A Distance Learning course.

An introduction to the biology and geologic history of dinosaurs, including their origin, anatomy, physiology, organic evolution, classification, behavior, ecology, and the world in which they lived. For this distance-learning course, each student must have dependable access to the World Wide Web, electronic-mail capabilities, and a computer with a CD-ROM drive.

BIO 195 Human Anatomy and Physiology for Allied Health (3) N

A study of the structure and function of the human body, including the skeletal, muscular, and nervous-sensory systems. Discusses biological concepts and principles as a foundation for understanding normal developmental changes as well as pathological alterations. Includes clinical correlations in health practice and athletics. Designed for nursing and athletic training majors.

BIO 196H Honors: Geobotany (4) N

Crosslisted with GEO 195H.

Prerequisite: Honor's Program Director's approval.

An introductory course that introduces students to the interrelatedness of the disciplines of geology and botany, with emphasis on the geobotany of the tristate area. Students will be introduced to the basics of plant form and function, plant ecology, soil and mineral characteristics, landforms, habitat and species conservation, and climate. The course is designed especially for students in the honors program, and has no prerequisites. Course includes laboratory component and field trips. Lecture and Lab.

BIO 201, 202 Human Anatomy and Physiology I and II (4,4) N

Prerequisite: CHE 111 or equivalent.

A study of the structure and functions of human organ systems, skeletal, muscular, nervous-sensory (201), circulatory, respiratory, endocrine, reproductive, urinary, digestive (202). Lecture, lab. Animal dissections required.

BIO 203 Embryology (4) N

Prerequisites: BIO 115, and departmental permission.

A study of the molecular and cellular events involved in differentiation and development of organism, as well as that of the morphogenesis of animal organ systems. Lecture, lab. Animal dissections required.

BIO 215 Introductory Microbiology (4) N

Prerequisites: CHE 104 or the equivalent or permission of the instructor.

Basic principles of microorganisms presented with emphasis on diseases of bacterial and viral etiology and the body's defenses against such diseases. Primarily for nursing and physical therapy majors. Lecture, lab.

BIO 231 Advanced Biology of Aging (1)

Prerequisite: BIO 201-202 or BIO 195 or BIO 131 or equivalent

An examination of normal changes in the human body anatomy and physiology that occur with aging. Primarily for RNs or students in the BSN program who have completed introductory anatomy and physiology.

BIO 275A Honors: Impact of Darwinism Laboratory (1) N

Corequisite: BIO 275H.

Laboratory applications of the concepts introduced in BIO 275H.

BIO 275H Honors: Impact of Darwinism (3) N

An introduction to evolutionary thought including its history, development and ramifications. Special emphasis will be given to Darwinism's role in society including art, biology, economics, philosophy, psychology, and medicine. Lecture, lab.

BIO 301 Pathophysiology (4) N

Prerequisites: BIO 201-202 or equivalent.

Lecture and discussion of alterations in biological processes which affect the body's dynamic equilibrium (homeostasis). A conceptual approach presented by body systems, designed to integrate knowledge from both basic and clinical sciences. Discussion of causes pathogenesis and compensatory mechanisms for disease states.

BIO 304 Physiology (4) N

Prerequisites: BIO 115, CHE 111, 112, and departmental permission.

A study of the functions of the tissues, organs and organ systems of multicellular animals and plants. This course focuses initially on the subcellular level and then on the whole organism, and integrates ecology, anatomy and evolution, as well as chemical and physical principles. Lecture lab.

BIO 305 Microbiology (4) N

Prerequisites: CHE 111-112, BIO 115 and departmental permission.

A study of microorganisms, their structures, functions, genetics, and evolutionary relationships, theories of infection and immunity. Primarily for biology majors, pre-medical students and medical technology majors. Lecture, lab.

BIO 306 Immunology (3) N

Prerequisites: BIO 215 or 305 and departmental permission.

A study of the vertebrate immune response, including the nature and structure of antigens and antibodies, the cellular basis of the immune response, immunogenetics and diseases related to immune functions.

BIO 310 Cell Biology (3) N

Prerequisites: BIO 115, CHE 111-112, and 211-212 and departmental permission.

A study of the fine structure and function of eucaryotic and procaryotic cells and their organelles, the chemical composition and organization of cells, cell metabolism and bioenergetics, genetic regulation and cellular differentiation. Lecture.

BIO 310A Cell Biology Laboratory (1) N

Corequisite: BIO 310.

Laboratory experiences correlated with the Cell Biology course. Includes experimental approaches to cell fine structure and function and the techniques of molecular biology. Animal dissections required.

BIO 312 Advanced Topics in Human Anatomy (2)

Crosslisted with PT 312.

Prerequisites: BIO 201 or equivalent and department permission.

This course is an in-depth exploration of the human musculoskeletal and peripheral nervous systems. Both gross and surface anatomical features will be covered, including development of palpation skills to locate bony landmarks, muscles, tendons, joints, and ligaments on the living human body.

BIO 315 Ecology (4) N

Prerequisites: BIO 115, 116 and departmental permission.

A study of the interactions that determine the distribution and abundance of organisms. Emphasis on local species. Lecture, lab, field trips.

BIO 320 Genetics (4) N

Prerequisites: CHE 111, 112, 211, 212, BIO 115 and departmental permission.

A study of molecular, classical and population genetics. Possible coverage of biochemical genetics, immunogenetics and human genetics as class interest and time allow. Lecture, lab.

BIO 326 Human Gross Anatomy (8) N

Prerequisites: BIO 201, 202.

This is a complete survey of the anatomy of the human body using lecture and human cadaver dissection. The course is primarily designed for the physical therapy major, and therefore, places emphasis on the skeletal, muscular, and peripheral vascular and nervous systems. Departmental permission required. Lecture, lab.

BIO 328 Human Neuroanatomy (4) N

Prerequisites: BIO 201-202 and departmental permission.

This course focuses on the morphology and functions of the human nervous system using lecture and human brain dissection. Emphasis is placed on the normal function and structure of the nervous system and clinical effects of damage to this system.

BIO 330 Evolution (4) N

Prerequisites: BIO 115, 116 and departmental permission.

A study of the evolutionary process with emphasis on the history of diversity, mechanisms and speciation. Lecture, lab.

BIO 335 Entomology (4) N

Prerequisites: BIO 115-116 and departmental permission.

The study of insects with emphasis on their morphology, physiology, ecology, behavior, evolution, and classification. Consideration will also be given to how integrated pest management decision making and the role insects have played in human culture. Lecture, lab. Animal dissections required.

BIO 340 Bioinvestigation (1 to 4)

Prerequisite: Departmental permission required.

Selected problems for independent study under the guidance of a faculty member.

BIO 398 Biology Seminar II (1)

Prerequisite: Departmental permission.

This course is designed to integrate the biology courses in the student's curriculum and to bring the student up to date with respect to advances in various areas of biological investigation and in the techniques used in these investigations. In addition, the student will learn about educational and career options and opportunities available in the biological sciences after graduation from college and will gain skills, techniques, viewpoints, and perspectives to help him or her pursue those opportunities and succeed in them.

BIO 399 Biology Seminar III (1)

Prerequisite: Departmental permission.

This course is designed to integrate the biology courses in the student's curriculum and to bring the student up to date with respect to advances in various areas of biological investigation and in the techniques used in these investigations. In addition, the student will learn about educational and career options and opportunities available in the biological sciences after graduation from college and will gain skills, techniques, viewpoints, and perspectives to help him or her pursue those opportunities and succeed in them.

BIO 400 Biology Seminar IV (0)

This course is to allow the student to make a formal presentation of the results of the senior research-project before an audience of his or her peers.

BIO 401 Biology Capstone (1)

This capstone course is designed to integrate the courses of the student's field of interest and to bring the student up to date with respect to advances in various areas of investigation and in the techniques used in these investigations. Each student will make a public presentation of the results of his or her senior research project.

Biology: Interdisciplinary Biology Courses

IDS 225 Natural History of National Parks (4) IDS

Biology and Geology Interdisciplinary course.

An overview of the natural history of a select group of U.S. national parks and monuments, with an emphasis on the geology of these natural treasures (but not ignoring the plants and animals that inhabit them). Students will be introduced to the basics of map interpretation, mineral, rock, and fossil identification, and the recognition and interpretation of landforms and geologic structures that might be encountered in our national parks and monuments. The course is designed to accommodate students with no college-level science background; it satisfies the general education science requirement for non-science majors. Field trips may be scheduled. Lecture, lab.

IDS 255 Fossils and Earth History (4) IDS

Biology and Geology Interdisciplinary course.

An introductory course designed to introduce the student to the science of paleontology. Emphasis of the course is on how fossils are interpreted and how they contribute to our understanding of earth history and ancient environments. Course will focus on fossil record of major groups of organisms and will cover such aspects as their evolution, biogeography and paleoecology. No college-level science background needed. Required field trips will be scheduled. Course satisfies general education science requirement for non-science majors. Lecture, lab.

Business Administration: Accounting Courses

* Asterisk courses do not meet accounting degree requirements.

ACC 213 Principles of Accounting I (3)

This course introduces the student to the characteristics and basic concepts of accounting, the recording process, adjusting the accounts, completion of the accounting cycle, accounting for merchandising operations, internal control and cash, accounting for receivables, inventories, plant assets: acquisition, depreciation, disposals, natural resources, intangible assets, current liabilities, payroll accounting and basic accounting principles.

ACC 214 Principles of Accounting II (3)

Prerequisite: ACC 213.

This course is a continuation of ACC 213 and introduces the student to accounting for partnerships, corporations: organization, capital stock transactions, dividends and retained earnings, income reporting, long-term liabilities, investment, statement of cash flows, financial statement analysis, managerial accounting, job order costing, process costing, cost-volume-profit relationships, budgetary planning, and performance evaluation through standard costs.

ACC 301 Intermediate Accounting I (3)

Prerequisite: ACC 214 (or its equivalent).

This course provides the student with an in-depth study of financial accounting standards, conceptual framework underlying financial accounting, a review of the accounting process, statement of income and retained earnings, balance sheet and statement of cash flows, accounting and the time value of money, receivables, valuation of inventories, acquisition and disposition of property, plant and equipment, depreciation, depletion, and intangible assets.

ACC 302 Intermediate Accounting II (3)

Prerequisite: ACC 301.

This course is a continuation of ACC 301 and covers current liabilities and contingencies, long-term liabilities, stockholders' equity: contributed capital and retained earnings, dilutive securities and earnings per share calculations; investment, revenue recognition, accounting for income taxes, pensions and post-retirement benefits, leases, accounting changes and error analysis, and statement of cash flows.

ACC 303 Auditing (3)

Prerequisite: ACC 302.

Basic concepts and standards of auditing, audit procedures, working papers, internal and external audit reports.

ACC 304 Cost Accounting (3)

Prerequisite: ACC 214 or equivalent.

Basic concepts and techniques of product and service costing, including process and job order costing, standard costs, budgeting and management use of cost accounting information.

ACC 330 Fund Accounting (3)

Prerequisite: ACC 214 or equivalent.

This course will give the student an overview of financial reporting for governmental and not-for-profit entities general, special revenues, capital projects, debt service, internal service, enterprise, and fiduciary funds, long-term debt and fixed asset accounting groups, and planning and control of cash and temporary investments.

ACC 340 Taxation I (3)

Prerequisite: ACC 214 or equivalent.

Fundamentals of tax law application with emphasis on federal tax laws applicable to individual taxpayers.

ACC 341 Taxation II (3)

Prerequisite: ACC 340 or equivalent.

Fundamentals of tax law application with emphasis on federal tax laws applicable to corporate taxpayers.

ACC 396 Cooperative Education Work Experience: Parallel (1-3)*

Prerequisite: CED 220.

A business related work experience supervised by a business administration faculty member in collaboration with the cooperative education staff. Credit is awarded as a general elective upon completion of the work experience and documentation of predetermined Learning Agreement. Evaluation of work performed is on a pass/fail basis. The course may be repeated as a general elective up to nine credit hours.

ACC 440 Theoretical Topics in Accounting (3)

Prerequisite: ACC 302 or equivalent.

This course will provide the student with an in-depth understanding of the development of accounting theory, income concepts, financial statements: the income statement, balance sheet and statement of cash flows; working capital, long-term assets: property, plant and equipment; investments, intangibles, long-term liabilities, accounting for income taxes, leases, pensions and other post-retirement benefits and equity.

ACC 481 Advanced Accounting Problems (3)

Prerequisite: ACC 302.

This course will expand the student's understanding of corporate expansion and accounting for business combinations, intercorporate investments in common stock, reporting entity and consolidated financial statements, branch operations, segment and interim reporting, and partnerships: formation, operation, changes in membership, and liquidation.

ACC 496 Cooperative Education Work Experience: Alternating (1-3)*

Prerequisite: CED 220.

A business related work experience supervised by a business administration faculty member in collaboration with the cooperative education staff. Credit is awarded as a general elective upon completion of the work experience and documentation of predetermined Learning Agreement. Evaluation of work performed is on a pass/fail basis. The course may be repeated as a general elective up to nine credit hours.

Business Administration: Business Courses

* Asterisk courses do not meet business degree requirements.

BUS 101 Introduction to Business (3)*

Provides a general overview of the business environment and the practical vocabulary needed in actual work situations. This course offers information and career suggestions on functional business areas such as accounting, information systems, management, marketing, finance, economics, and production management. This course also provides information on major business topics such as investments, management issues and business trends. Required for all freshman business majors and recommended for those students who are undecided on their area of concentration. (Course may be waived at advisor discretion.)

BUS 210 Business Law I (3)

Crosslisted with PRL 210.

The study of the nature of law and the legal system, and its application to business and the market place.

BUS 260 Business Research (3)

Prerequisite: MTH 174 or 175 or 176.

Provides a foundation for gathering information and making decisions in business. The course emphasizes the importance of information in business decision making – when to seek information, where to seek information, how to obtain information, and how to use the information obtained. The course will enhance the student's abilities in formulating business problems and their solutions through applied research.

BUS 352 Business Communications I (3)*Prerequisites:* COM 100 and COM 101.

Enhances the student's written and oral communication skills through emphasis on writing and evaluating business letters, memos and reports. Develops student's abilities to present ideas in an effective manner.

BUS 396 Cooperative Education Work Experience: Parallel (1-3)**Prerequisite:* CED 220.

A business related work experience supervised by a business administration faculty member in collaboration with the cooperative education staff. Credit is awarded as a general elective upon completion of the work experience and documentation of predetermined Learning Agreement. Evaluation of work performed is on a pass/fail basis. The course may be repeated as a general elective up to nine credit hours.

BUS 400 Business and Society (3)*Prerequisites:* MGT 300, junior status.

Broadens and deepens student's understanding of ethical issues which businesses need to consider as part of responsible decision making. Analysis of stakeholders integrates the external and internal factors such as politics, competition, economic issues, technology with suppliers, competitors, political organizations, and employees. Does not fulfill liberal arts ethics requirement.

BUS 496 Cooperative Education Work Experience: Alternating (1-3)**Prerequisite:* CED 220.

A business related work experience supervised by a business administration faculty member in collaboration with the cooperative education staff. Credit is awarded as a general elective upon completion of the work experience and documentation of predetermined Learning Agreement. Evaluation of work performed is on a pass/fail basis. The course may be repeated as a general elective up to nine credit hours.

BUS 499 Business Policy (3)*Prerequisites:* ACC 214, BUS 260, CIS 300, MGT 300, FIN 300, and MKT 300.

A case study approach to general management situations. Integrated cases of substantial length and complexity are studied from the perspective of management. This is the "capstone" course of the business program.

Business Administration: Computer Information Systems Courses

* Asterisk courses do not meet computer information systems degree requirements.

CIS 101 Computer Literacy (1)*

Explore the past, present and future world of computers and the impact of computers on your life. Learn about hardware, software, storing and retrieving information, networking, and the World Wide Web. Discuss the social and ethical issues arising from the computerized world.

CIS 102 Word Processing Basics (1)*

Learn the basic operations of a microcomputer word processing program. Produce and enhance documents required in other courses and needed for your personal and professional life. Create, format, edit, and print documents. Enhance documents with clip art, word art and tables. Learn file management. Lab.

CIS 103 Spreadsheet Basics (1)*

Learn the basic operations of a microcomputer spreadsheet program. Produce files and financial reports supporting work in other courses. Use tools to perform what-if analysis for decision making. Perform numeric calculations, create graphs and database records. Lab.

CIS 104 Database Software Basics (1)*

Learn the basic principles of a microcomputer database management system to produce database reports and use query capabilities. Learn to build and customize a database. Work with data entry, tables, queries,

and reports. Manage, import and export files. Lab.

CIS 105 Information Retrieval (1)*

Learn practical library research skills for immediate course-related needs. Learn methods and techniques of searching computer databases. Use automated catalogs, books, periodicals, and other reference sources. Use the Internet and World Wide Web as research tools.

CIS 106 SPSS (1)*

Corequisite: MTH 175.

Learn the basics of SPSS to generate statistical data. Use many features including problem organization, data entry, generation of frequency distributions, histograms, cross tabulations of two or more variables, correlations, sampling, scatterplots and tabular and graphical output. Lab.

CIS 107 Presentation Graphics Basic (1)*

Learn the basic principles of an electronic presentation program to produce impressive presentations easily, quickly and enjoyably. Create, edit and enhance presentations on a microcomputer, incorporate objects from other software applications, modify clip art and templates, add graphs and organizational charts, and learn how to incorporate multi-media into the presentation. Lab.

CIS 108 Internet Literacy (1)*

Provides students with the conceptual background and online skills necessary to become Internet literate. Students will explore how the Internet is being integrated into business, government and society. Societal issues of equity, privacy, security, protectionism censorship, decency, copyright, and fair use will be discussed.

CIS 109 Creating Web Pages (1)*

This class will provide students with the concepts for web page creation. Students will use Microsoft Front Page to create web pages, learn web page design techniques, manage collections of related web pages and learn about web page formats and functions.

CIS 113 Structured COBOL (3)

Using the COBOL language, students learn structured programming methodology by designing, coding and testing programs which cover a variety of typical business problems.

CIS 129 Introduction to Computer-Based Problem Solving (3)

Crosslisted with CSC 129.

Prerequisite: MTH 185 or 3 years of high school mathematics

Introduction to top-down design and stepwise refinement methods for solving problems using computers. The course will include foundational control structures, with emphasis on application.

CIS 135 Spreadsheets (3)

Progress from basic spreadsheet operations on microcomputers to more intermediate applications. Learn to efficiently produce worksheets. After mastering the basic features of creating, editing and formatting a spreadsheet, work with more advanced formulas and functions, perform what-if analysis, create graphs and databases, and work with macros. Lab.

CIS 230 Structured Programming (3)

Prerequisite: CIS 129

Students learn structured programming methodology by designing, coding and testing programs which generate a variety of typical business informational reports and process typical business transactions.

CIS 270 Object Oriented Applications (3)

Prerequisite: CIS 129

Students learn event driven and object-oriented programming by using and developing objects for graphical user interfaces and applications, which can be executed over the World Wide Web and Intranets.

CIS 300 Business Information Systems (3)

Prerequisites: ACC 213, CIS 135, MGT 300.

An introduction to the goals, components and development of all levels of information systems. The course includes hands-on use of microcomputer productivity software for management, communication and decision-making. Students use spreadsheets to perform what-if and sensitivity analysis, summarizing and reporting.

CIS 310 Database Management System Design (3)

Crosslisted with CSC 310.

Prerequisite: CIS 230 or CSC 231.

An introduction to database structures and design concepts. Includes hands-on experience setting up a data dictionary, designing screens and using a query language.

CIS 315 Web Application Design (3)

Prerequisite: CIS 270.

Introduces students to the basic components of Web-based software applications. Students are introduced to the Web application design process and learn how to develop Web applications using existing Web resources.

CIS 320 Advanced Programming Concepts (3)

Prerequisite: CIS 310.

Students learn advanced programming concepts, including multi-dimensional arrays, graphics, report designers, advanced data handling, accessing databases, ActiveX controls and web applications.

CIS 330 System Analysis & Design (3)

Prerequisite: CIS 230.

The theory and methods of analysis, design and implementation of batch and interactive computer systems. Students will analyze and design information systems and/or evaluate commercial packages. Introduction to CASE software.

CIS 345 Visual Basic Programming (3)

Students learn event-driven and object-oriented programming by designing, coding, and testing stand-alone applications and graphical user interfaces (GUI front-ends) for other applications. Satisfies programming language requirement.

CIS 350 C Programming (3)

Prerequisite: One programming language.

Introduces students to the syntax of the "C" language, typical applications and programming methods, use of function libraries, and data structures such as stacks, queues, matrices, and linked lists. Satisfies programming language requirement.

CIS 360 Java Programming (3)

Prerequisite: One programming language

Students learn event-driven and object-oriented programming by using and developing objects for graphical user interfaces and applications which can be executed over the World Wide Web and intranets. Satisfies programming language requirement.

CIS 365 Advanced Web Development (3)

Prerequisite: CIS 320.

This course covers modern concepts of dynamic web development utilizing both client and server-side scripting. This course also covers database connectivity and intractability.

CIS 375 System Architecture (3)

Prerequisite: CIS 310

Students learn hardware/software technology concepts to enable them to understand the relationship of computer architecture components and the efficiency considerations necessary for effective use in a business environment.

CIS 396 Cooperative Education Work Experience: Parallel (1-3)*

Prerequisite: CED 220.

A business related work experience supervised by a business administration faculty member in collaboration with the cooperative education staff. Credit is awarded as a general elective upon completion of the work experience and documentation of predetermined Learning Agreement. Evaluation of work performed is on a pass/fail basis. The course may be repeated as a general elective up to nine credit hours.

CIS 445 Advanced Visual Basic (3)

Prerequisite: CIS 270.

Students learn advanced applications in Visual Basic, including multi-dimensional arrays, graphics, report designer, advanced data handling, multiple document interfacing, active X, and dynamic link libraries. Satisfies programming requirement.

CIS 455 C++ Programming (3)

Prerequisite: CIS 270.

Students learn object oriented design and programming methods and techniques including encapsulation, inheritance, polymorphism, templates, and parameterized types. Applications will involve the use of data structures such as stacks, queues and linked lists.

CIS 465 Advanced Java Programming (3)

Prerequisite: CIS 270.

Students learn advanced applications in JAVA, including accessing applications and data sources from Web pages and the development of stand-alone applications.

CIS 480 System Development Project (3)

Prerequisite: CIS 320 and 330.

This course presents students with a business need or problem and requires the student to develop an information system solution following all stages of the system development life cycle: systems analysis, systems design, programming, implementation, and evaluation. Students have the opportunity to apply the programming, database and analytical skills developed within the other required computer information systems courses.

CIS 496 Cooperative Education Work Experience: Alternating (1-3)*

Prerequisite: CED 220.

A business related work experience supervised by a business administration faculty member in collaboration with the cooperative education staff. Credit is awarded as a general elective upon completion of the work experience and documentation of predetermined Learning Agreement. Evaluation of work performed is on a pass/fail basis. The course may be repeated as a general elective up to nine credit hours.

Business Administration: Economics Courses

* Asterisk courses do not meet business degree requirements.

ECO 201 Economic Issues (3)* S

Introduction to current critical problems facing society and their economic interpretation and solution. Topics include crime, government regulation, health care, poverty, population growth, energy, pollution, social security, and income maintenance. Recommended for business as well as non-business majors.

ECO 205 Economics of Sports (3)* S

An investigation into the economic impact of organized sports within our economy. Professional and collegiate sports structures will be investigated; the role of government and public finance will also be included.

ECO 211 Principles of Macroeconomics (3) S

This course concentrates on macroeconomics theory; a study of the economic system as a whole. Topics

include employment, inflation, financial institutions, monetary, and budget policy.

ECO 212 Principles of Microeconomics (3) S

This course concentrates on microeconomic theory; a study of individual markets. Topics include the economics of the firm and the household, consumer behavior, labor, energy, and government regulation.

ECO 330 Mathematical Economics (3) S

Crosslisted with MTH 330.

Prerequisite: MTH 192 or permission of instructor.

A calculus based approach applied to the following types of economic analysis: equilibrium analysis (static and dynamic), optimization techniques and mathematical programming. The mathematical tools used will include: differential and integral calculus, differential equations, difference equations, and matrix algebra.

ECO 350 International Economics (3) S

Prerequisites: ECO 211, 212.

Discusses issues in the areas of free trade vs. protectionism, balance of payments and international trade and finance.

ECO 396 Cooperative Education Work Experience: Parallel (1-3)*

Prerequisite: CED 220.

A business related work experience supervised by a business administration faculty member in collaboration with the cooperative education staff. Credit is awarded as a general elective upon completion of the work experience and documentation of predetermined Learning Agreement. Evaluation of work performed is on a pass/fail basis. The course may be repeated as a general elective up to nine credit hours.

ECO 490 Seminar in Economics (Variable Credit 1-3) S

Prerequisite: Permission of instructor.

This course covers selected economic topics in-depth. This may be repeated more than once based on the specific contents of the course with advisor's permission.

ECO 496 Cooperative Education Work Experience: Alternating (1-3)*

Prerequisite: CED 220.

A business related work experience supervised by a business administration faculty member in collaboration with the cooperative education staff. Credit is awarded as a general elective upon completion of the work experience and documentation of predetermined Learning Agreement. Evaluation of work performed is on a pass/fail basis. The course may be repeated as a general elective up to nine credit hours.

Business Administration: Finance Courses

* Asterisk courses do not meet business degree requirements.

FIN 102 Personal Finance (3)*

Foundations for planning and management of an integrated financial plan. Includes personal budgeting, credit, savings institutions, insurance, annuities, investments.

FIN 300 Corporate Finance (3)

Prerequisites: ACC 214 or equivalent, MTH 174 or 175 or 176.

Fundamental concepts of managerial finance. Topics include financial analysis and control, capital market theories, long-term financial decision analysis.

FIN 310 Introduction to Investment Theory (3)

Prerequisite: FIN 300.

Evaluation and analysis of equity of securities, capital market theory, use of funds, portfolio analysis and evaluation.

FIN 396 Cooperative Education Work Experience: Parallel (1-3)*

Prerequisite: CED 220.

A business related work experience supervised by a business administration faculty member in collaboration with the cooperative education staff. Credit is awarded as a general elective upon completion of the work experience and documentation of predetermined Learning Agreement. Evaluation of work performed is on a pass/fail basis. The course may be repeated as a general elective up to nine credit hours.

FIN 420 Case Study Analysis of Finance (3)

Prerequisite: Permission of instructor.

Analysis of finance problems through the use of case studies, oral and visual presentations. Topics include: forward financial planning, asset management, financial instruments and markets, multinational finance and capital budgeting techniques.

FIN 490 Seminar in Finance (3)

Prerequisite: Permission of instructor.

In-depth analysis of selected financial topics. This may be repeated more than once based on the specific contents of the course with advisor's permission.

FIN 496 Cooperative Education Work Experience: Alternating (1-3)*

Prerequisite: CED 220.

A business related work experience supervised by a business administration faculty member in collaboration with the cooperative education staff. Credit is awarded as a general elective upon completion of the work experience and documentation of predetermined Learning Agreement. Evaluation of work performed is on a pass/fail basis. The course may be repeated as a general elective up to nine credit hours.

Business Administration: Management Courses

* Asterisk courses do not meet business degree requirements.

MGT 129 Introduction to Management for Women (3)*

An introductory course in basic theories of management and their applications. Focuses on developing managerial skills for effective self-management and management of others. Study of several management tools and theories.

MGT 300 Management/Organizational Behavior (3)

Explains the functions of planning, organizing, leading, controlling, and decision making. Describes the importance of organization structure, authority and responsibility, operational and behavioral aspects of achieving organizational objectives.

MGT 310 Human Resource Management (3)

Prerequisite: MGT 300.

Explores topics involving the management of people including recruitment selection, interviewing, testing, training, job analysis and design, salary and benefits, laws, discipline, and grievances. Also included are topics such as multicultural diversity, Family Leave Policy, quality management, Americans With Disabilities Act and other issues.

MGT 332 Operations Management (3)

Prerequisite: MTH 189.

This course examines operations necessary in the production of a good or service. Topics include quality planning and control, scheduling, inventory management, and product and process design. The student will learn to identify the decisions which must be made in operations management and will study the tools and methods needed.

MGT 333 Coach, Lead, Manage (3)

Prerequisite: MGT 300.

This course is designed to provide the theoretical concepts and practical applications required to understand and practice managerial, leadership and coaching skills needed in profit and nonprofit organizations. The course balances integration of theory and practice, understanding and application. Students study theories of behavioral as a means to the end of developing behavioral skills. This study increases students' interest in and acceptance of the conceptual material, and it also significantly increases their ability to apply the concepts they have learned.

MGT 335 Understanding Quality Management (3)

Prerequisite: MGT 300.

This course examines the role quality plays in today's workplace. It surveys major approaches to quality, quality management concepts, tools, and the major approaches of Deming, Juran, and others. Systems thinking, continuous improvement, and customer value strategy are emphasized.

MGT 370 Labor Relations (3)

Prerequisite: MGT 300.

Studies the historical and contemporary roles played by management and union. Historical and current legal framework is considered in shaping the relationships. Case study and a bargaining simulation are used to provide experiences which demonstrate aspects of the relationship.

MGT 396 Cooperative Education Work Experience: Parallel (1-3)*

Prerequisite: CED 220.

A business related work experience supervised by a business administration faculty member in collaboration with the cooperative education staff. Credit is awarded as a general elective upon completion of the work experience and documentation of predetermined Learning Agreement. Evaluation of work performed is on a pass/fail basis. The course may be repeated as a general elective up to nine credit hours.

MGT 450 Seminar in Management (3)

Prerequisite: MGT 300.

This course presents selected management topics in depth. It may be repeated more than once based on the specific contents of the course with advisor's permission.

MGT 453 Current Topics (3)

Prerequisite: MGT 300.

A course which exposes students to the various aspects of business from a practical point of view. This is accomplished through guest lectures and ensuing discussions centering on entrepreneurship, family owned business, acquisitions and mergers, leadership and other pertinent business related material. The course also is intended to help students develop a strategic plan for individual accomplishments and achievements. Students will study selected readings and through group discussion and self-analysis will develop a program, focusing on self-direction, organized planning, master-mind association, auto-suggestion and other self-help techniques.

MGT 460 Seminar in Human Resources (3)

Prerequisites: MGT 300 and 310.

An in-depth study of selected personnel topics. This course may be repeated more than once based on the specific contents of the course with advisor's permission.

MGT 461 Leadership and the Politics of Power (3)

Prerequisite: MGT 300.

The study of various aspects of leader/follower transactions as a basis for understanding the political power structure of organizations with its implications for management, design and performance.

MGT 480 Team Building (3)

Prerequisite: MGT 300.

Provides a unique opportunity to study team development and characteristics while also exploring interpersonal issues and personal feelings in group involvement. This course increases one's effectiveness as a team member and provides explanations of the leader's role in initiating, building and maintaining teams. The course teaches management of conflict between and within groups and decision making and problem-solving styles.

MGT 496 Cooperative Education Work Experience: Alternating (1-3)*

Prerequisite: CED 220.

A business related work experience supervised by a business administration faculty member in collaboration with the cooperative education staff. Credit is awarded as a general elective upon completion of the work experience and documentation of predetermined Learning Agreement. Evaluation of work performed is on a pass/fail basis. The course may be repeated as a general elective up to nine credit hours.

Business Administration: Marketing Courses

* Asterisk courses do not meet business degree requirements.

MKT 300 Principles of Marketing (3)

Explores the marketing concept of customer orientation focusing on product development, pricing, distribution, promotion, and achievement of organizational objectives.

MKT 311 Principles of Retailing (3)

Prerequisite: MKT 300.

Conventional department stores, discount department stores, variety stores, etc., are examined in the context of the "retail revolution." Buying methods, pricing, management merchandising techniques, store locations and equipment, sales promotion, customer service, and data processing are among topics discussed.

MKT 345 Customer Service (3)

Prerequisite: MKT 300 or approval of the instructor.

This course focuses on the identification and meeting of customer needs. Understanding customer expectations is a basis for quality, and customer satisfaction depends on accurately measuring, then meeting or exceeding those expectations. This course will examine the structuring of the customer and supplier relationship to support effectively the requirements of the customer.

MKT 351 Marketing Communication Management (3)

Students study the theory and practice of managing public relations and advertising activities in small to medium sized firms. They develop appropriate techniques and problem solving skills by applying course material in case studies and simulations.

MKT 356 Advertising (3)

The course is a survey of the principles and practices of advertising. It covers the social and economic significance of advertising, its relation to business organization, the importance of an advertising plan, the preparation of advertisements, and the selection of media. No prerequisites. COM 200 and MKT 300 recommended.

MKT 357 Professional Selling (3)

Presents a behavioral approach to persuasion in the business transaction. The social and psychological elements of effective communication are emphasized. Individual and group presentations will be evaluated.

MKT 365 Consumer Behavior (3) LAE

Crosslisted with PSY 265.

Prerequisite: PSY 103 or MKT 300.

The student assumes the role of a marketing manager who needs knowledge of consumer behavior in order to develop, evaluate and implement effective marketing strategies. Concepts and theories from the behavior

sciences are examined and analyzed as to their usefulness for developing marketing strategies.

MKT 371 International Marketing (3)

Prerequisite: MKT 300.

Develops competency in evaluating and applying concepts essential to the executive operating in an international environment; describes international trade, customs in both the global and multinational marketplace, legalities, and advertising techniques.

MKT 392 Direct Marketing (3)

Prerequisite: MKT 300.

Provides students with an overview of how direct marketing is an integral part of an organization's total marketing program. All aspects of direct marketing are surveyed, from decision making to customer segmentation to the media and creative elements of direct marketing and promotion.

MKT 396 Cooperative Education Work Experience: Parallel (1-3)*

Prerequisite: CED 220.

A business related work experience supervised by a business administration faculty member in collaboration with the cooperative education staff. Credit is awarded as a general elective upon completion of the work experience and documentation of predetermined Learning Agreement. Evaluation of work performed is on a pass/fail basis. The course may be repeated as a general elective up to nine credit hours.

MKT 415 Marketing Research (3)

Prerequisite: MKT 300 and BUS 260.

Emphasizes the role of market research in marketing management. It includes planning research design, observation, experiment, and simulation. It also covers the execution of survey design: questionnaire construction, sample design, interviewing, tabulation, analysis, interpretation of results, and presentation.

MKT 420 Marketing Management (3)

Prerequisite: MKT 300.

Provides an understanding of the administration and the management of the marketing function including the treatment of marketing planning and strategy.

MKT 460 Seminar in Marketing (3)

Prerequisite: MKT 300.

Covers selected marketing topics in depth. It may be repeated more than once based on the contents of the specific course with advisor's permission.

MKT 496 Cooperative Education Work Experience: Alternating (1-3)*

Prerequisite: CED 220.

A business related work experience supervised by a business administration faculty member in collaboration with the cooperative education staff. Credit is awarded as a general elective upon completion of the work experience and documentation of predetermined Learning Agreement. Evaluation of work performed is on a pass/fail basis. The course may be repeated as a general elective up to nine credit hours.

Career and Experiential Education Courses

CED 150 Career Exploration for Undeclared Majors (1)

Designed for freshmen and sophomores who have not yet chosen a major. Students will gain an understanding of the process of career decision making. They will learn how interests, skills and values relate to career choices, and acquire information about educational and career options. Emphasis is placed on self-evaluation, decision making and goal setting.

CED 200 Leadership Development (1)

The Leadership Development course has as its central focus the development of leadership ability. The

course provides a basic understanding of leadership, the components of leadership and assists the student in developing a personal philosophy of leadership. It also builds an awareness of the moral and ethical responsibilities of leadership and of one's own ability and style of leadership. Using the Social Change Model, participants are encouraged to become citizens within a community (both on and off campus). The course is Pass/Fail.

CED 220 Professional Development (1)

Required for participation in the Cooperative Education program. Open to all full-time students at a sophomore level or above who have declared a major.

Designed to prepare students for the cooperative education process. Students begin with self-assessment and skills analysis; then move on to career exploration, resume development, interviewing, job search strategies, and issues related to successful co-op work experiences.

CED 394 Cooperative Education Parallel Work Experience (0)

Prerequisite: CED 220.

For students placed in part-time work assignments through the Cooperative Education program.

CED 396 Cooperative Education Parallel Work Experience (1-3)

Prerequisite: CED 220.

For students placed in part-time work assignments through the Cooperative Education program. Credit is awarded upon successful completion of the work experience, validation of a learning agreement and evaluation of work performance.* A total of nine credits cumulative may be earned through co-op work experience.

* Students may choose 1-3 credits per semester with advisor's approval.

CED 494 Cooperative Education Alternating Work Experience (0)

Prerequisite: CED 220.

For students placed in full-time work assignments through the Cooperative Education program.

CED 496 Cooperative Education Alternating Work Experience (1-3)

Prerequisite: CED 220.

For students placed in full-time work assignments through the Cooperative Education program. Credit is awarded upon successful completion of the work experience, validation of a learning agreement and evaluation of work performance.* A total of nine credits cumulative may be earned through co-op work experience.

* Students may choose 1-3 credits per semester with advisor's approval.

Chemistry and Physical Sciences: Chemistry Courses

CHE 104 General and Organic Chemistry (3) N

Prerequisites: High school chemistry or equivalent; MTH 098.

An overview of general and organic chemistry. Emphasis will be on structure, bonding, and reactions of inorganic and organic compounds important in living systems.

CHE 104A General and Organic Chemistry Laboratory (1) N

Corequisite: CHE 104

Laboratory applications of the concepts introduced in CHE 104.

CHE 105 Chemistry for Everyday Living (4) N

Prerequisites: High school chemistry or equivalent; MTH 098.

The basic principles of chemistry will be introduced in the context of things that affect everyday living. The course is intended for non-science majors. Lecture, lab.

CHE 111, 112 General Chemistry (3,3) N

Prerequisite: One entrance unit in chemistry or the successful completion of a placement test. Students will normally be concurrently enrolled in CHE 111A, 112A.

Fundamental principles and laws of chemistry, the more important elements and their compounds; structure and bonding; quantitative and thermodynamic determinations and calculations. For majors in chemistry, biochemistry, biology, medical technology, pre-medicine, and pre-pharmacy.

CHE 111A, 112A General Chemistry Laboratory (1,1) N

Corequisite: CHE 111, 112.

Laboratory applications of the concepts introduced in Chemistry 111, 112 and an introduction to semi-micro qualitative analysis.

CHE 185 The Science of Art (4) N

The course is an examination of the scientific aspects of the art and artwork of many cultures throughout history. Topics include the nature of light and color, the interaction of light with matter; scientific description of symmetry; the chemicals and minerals used in paints and pigments; the natural materials used to produce dyestuffs; and the chemical nature of dyes. The course will include materials from scientific disciplines of chemistry, physics and geology. The art examples used include both fine art and folk art and come from cultures in Africa, Asia, Australia, Europe, North America, and South America. Laboratory sessions are designed to compliment the lecture material with special emphasis given to multiculturalism. Designed primarily for the art major but open to all students. Lecture, Lab.

CHE 207 Introduction to Organic Chemistry (3) N

Prerequisites: CHE 104 or CHE 111, 112.

An introduction to the concepts of organic chemistry and biochemistry. The course will include an overview of carbon chemistry with emphasis on the functional groups important in biomolecules. The biochemistry section will cover the structure and function of proteins, lipids, nucleic acids and carbohydrates.

CHE 207A Introduction to Organic Chemistry and Biochemistry Laboratory (1) N

Corequisite: CHE 207

Laboratory applications of the concepts introduced in CHE 207.

CHE 211, 212 Organic Chemistry (3,3) N

Prerequisites: CHE 111, 112 or equivalent.

Principles of organic chemistry; theories of bonding and mechanisms; typical carbon compounds, their preparation, properties and reactions.

CHE 211A, 212A Organic Chemistry Laboratory (1,1) N

Corequisite: CHE 211, 212.

Laboratory practice in the classical and instrumental techniques of organic chemistry; techniques for the safe preparation, purification and analysis of typical organic compounds.

CHE 314 Intermediate Analytical Chemistry (3) N

Prerequisites: CHE 111, 112 or equivalent.

Corequisite: CHE 314A.

Theory and calculations involved in data treatment, equilibrium, volumetric analysis, and electroanalytical techniques. Introduction to instrumental analysis.

CHE 314A Intermediate Analytical Laboratory (1) N

Corequisite: CHE 314.

Laboratory applications of the concepts introduced in Chemistry 314.

CHE 315 Instrumental Analysis (3) N

Prerequisites: CHE 314, 314A.

Corequisite: CHE 315A.

Theories on which modern instrumental techniques are based, including chromatography and separations; optical, atomic and nuclear magnetic resonance spectroscopy, and radiochemical methods.

CHE 315A Instrumental Analysis Laboratory (1) N

Prerequisites: CHE 314, 314A.

Corequisite: CHE 315.

Laboratory applications of the concepts introduced in CHE 315.

CHE 325 Biochemistry: Proteins and Metabolism (3) N

Prerequisites: CHE 111, 112, 211, 212.

A study of the physical and chemical aspects of biological activity. Topics include: the structure and chemistry of amino acids, proteins, enzymes, enzyme cofactors, carbohydrates, and lipids; enzyme kinetics and bioenergetics; the detailed metabolism of carbohydrates; general aspects of lipid and protein metabolism. The goal of this course is to provide an understanding of the underlying chemical principles involved in living systems.

CHE 325A Biochemistry: Proteins and Metabolism Laboratory (1) N

Corequisite: CHE 325.

Experiments will be performed which illustrate common techniques used in modern biochemistry. The focus will be on the chemical theories and principles underlying the experiments as well as proper laboratory techniques and accurate results.

CHE 326 Biochemistry: Nucleic Acid Structure and Function (3) N

Prerequisites: CHE 111, 112, 211, 212.

A study of nucleic acid structure and function with emphasis on the molecular interactions and reactions that result in the processing of genetic information. Topics include DNA packaging, replication, transcription, translation, damage, and repair; regulation of gene activity; fundamentals of modern biotechnology.

CHE 326A Biochemistry: Nucleic Acid Structure and Function Laboratory (1) N

Corequisite: CHE 326.

Laboratory applications of the concepts introduced in CHE 326.

CHE 340 Special Topics in Chemistry (3) N

Prerequisites: PHY 201, 202 and MTH 191, 192.

Two or more topics of current interest will be considered. Announcement of topics will be made when course is offered.

CHE 350, 355 Physical Chemistry I, II (3, 3) N

Crosslisted with PHY 350.

Prerequisites: CHE 111, 112, PHY 201, 202, MTH 191, 192.

Corequisite: CHE 350A, 355A.

A calculus based problem-solving approach to the theories and principles of physical chemistry. Topics include chemical thermodynamics, kinetic theory of gases, chemical kinetics, and quantum mechanics.

CHE 350A, 355A Physical Chemistry Laboratory (1,1) N

Crosslisted with PHY 350A.

Corequisite: CHE 350, 355.

The lab will include techniques of error analysis, kinetics, thermodynamics, and quantum mechanics. Emphasis will be on proper techniques and proper analysis of data.

CHE 360 Intermediate Inorganic Chemistry (3) N

Prerequisites: CHE 212, CHE 350 (or corequisite).

Models and theory of inorganic chemistry beyond that covered in general chemistry. Chemical bonding theory and a study of representative members of the Periodic System.

CHE 360A Intermediate Inorganic Laboratory (1) N

Corequisite: CHE 360.

Laboratory practice in the classical and instrumental techniques of inorganic chemistry as well as laboratory application of the concepts introduced in Chemistry 360.

CHE 375 Intermediate Organic Chemistry (3) N

Prerequisites: CHE 211, 212.

Theory of organic chemistry beyond that covered in CHE 211, 212; more advanced study of synthesis, mechanism and spectroscopy.

CHE 390 Research Problems in Chemistry (Variable)

Prerequisite: Permission of instructor.

Problems in chemistry for selected students, pursued under the supervision of a faculty member. Variable credit, four credit maximum permitted toward degree.

CHE 396 Cooperative Education Work Experience: Parallel (1-3)

Prerequisite: CED 220.

A chemistry related work experience supervised by a Chemistry Department faculty coordinator in collaboration with the cooperative education staff. Credit is awarded upon successful completion of the work experience, documentation of a predetermined Learning Agreement and evaluation of work performance. The course may be repeated for a maximum total of six credits.

CHE 400 Chemistry Seminar (1)

Designed to provide a forum for integration and application of previous course work through readings, reports, discussions and presentations. (Includes recent developments in the profession.) Individual student research project required.

CHE 496 Cooperative Education Work Experience: Alternating (1-3)

Prerequisite: CED 220.

A chemistry related work experience supervised by a Chemistry Department faculty coordinator in collaboration with the cooperative education staff. Credit is awarded upon successful completion of the work experience, documentation of a predetermined Learning Agreement and evaluation of work performance. The course may be repeated for a maximum total of six credits.

Chemistry and Physical Sciences: Geology Courses**GEO 115 Earth Science (4) N**

Components of physical and historical geology are considered, including the earth, its materials, processes and history. Students will be introduced to responsible use of earth resources, the basics of map interpretation, rock, mineral and fossil identification, and recognition and interpretation of landforms. Field trips will be scheduled. Lecture, lab.

GEO 120 Geology of Cincinnati (4) N

Geology of Cincinnati provides students with an overview of introductory topics in geology with an emphasis on the glacier and fossil history of Southwest Ohio. The course emphasizes the area's present-day minerals, rocks, plant and animal communities, landforms, topography, and geological structures as legacies of its geological past. The course also relates the geological processes acting in the past and present with the cultural development of Cincinnati. Geology of Cincinnati is designed to accommodate students with no college-level science background. Field trips will be scheduled. Lecture, lab.

GEO 130 Oceanography (4) N

A study of the past, present and possible futures of the largest component of earth's hydrosphere the world's oceans, beginning with the formation of earth and tracing the coevolution of the hydrosphere, atmosphere, lithosphere and biosphere. The immense changes in ocean distribution and circulation and the global impacts

forced by plate tectonics and continental drift serve as a starting point for a study of wind and density driven circulations and how the ocean controls and is controlled by the atmosphere producing world climates. The emphasis is on the physical features of the oceans and compliments course work in marine biology. Lecture and laboratory.

GEO 135 Environmental Geology (4) N

An introductory course in geology as it relates to human activities and well being. Students are introduced to the Earth's materials and processes, geological hazards, resources, consumption of those resources, and health and environmental problems associated with natural disasters, waste disposal, pollution, and energy use, and other related topics. Lecture, lab.

GEO 165 Meteorology (4) N

A study of the conditions of the atmosphere that produce weather, i.e., air temperature, humidity, clouds, precipitation, pressure and winds. The course will include an introduction to weather prediction and interpretation of satellite imagery. Lecture, Lab.

GEO 196H Honors: Geobotany (4) N

Crosslisted with BIO 196H.

Prerequisite: Honors Program Director's approval.

An introductory course that introduces students to the interrelatedness of the disciplines of geology and botany, with emphasis on the geobotany of the tristate area. Students will be introduced to the basics of plant form and function, plant ecology, soil and mineral characteristics, landforms, habitat and species conservation, and climate. The course is designed especially for students in the honors program, and has no prerequisites. Course includes laboratory component and field trips. Lecture and Lab.

GEO 390 Research Problems in Natural Science (Variable)

Prerequisite: Permission of instructor.

Problems in geology for selected students, pursued under the guidance of a faculty member.

Chemistry and Physical Sciences: Interdisciplinary Chemistry Courses

IDS 206 Biochemical and Therapeutic Applications of Nutrition (4) IDS

Prerequisite: CHE 104

Chemistry, Athletic Training and Nursing Interdisciplinary course.

This course integrates biochemistry and nutrition, focusing on the interrelationship between the two as it relates to wellness and disease processes across the lifespan. Topics include the structure and function of biomolecules, biochemical energy production, normal and therapeutic nutrition, as well as exercise requirements necessary to enhance performance and prevent and manage illness and injury.

Chemistry and Physical Sciences: Interdisciplinary Geology Courses

IDS 225 Natural History of National Parks (4) IDS

Geology and Biology Interdisciplinary course.

An overview of the natural history of a select group of U.S. national parks and monuments, with an emphasis on the geology of these natural treasures (but not ignoring the plants and animals that inhabit them). Students will be introduced to the basics of map interpretation, mineral, rock, and fossil identification, and the recognition and interpretation of landforms and geologic structures that might be encountered in our national parks and monuments. The course is designed to accommodate students with no college-level science background; it satisfies the general education science requirement for non-science majors. Field trips may be scheduled. Lecture, lab.

IDS 255 Fossils and Earth History (4) IDS

Geology and Biology Interdisciplinary course.

An introductory course designed to introduce the student to the science of paleontology. Emphasis of the course is on how fossils are interpreted and how they contribute to our understanding of earth history and ancient environments. Course will focus on fossil record of major groups of organisms and will cover such aspects as their evolution, biogeography and paleoecology. No college-level science background needed. Required field trips will be scheduled. Course satisfies general education science requirement for non-science majors. Lecture, lab.

Chemistry and Physical Sciences: Physics Courses**PHY 105 Physical Science (4) N**

Prerequisite: MTH 098 or equivalent.

Basic laws and principles governing the nature of matter and forms of energy are considered with an emphasis given to astronomy. Concepts are related to the student's environment. This course is designed primarily for the non-science student. Lecture, lab.

PHY 130 Astronomy (3) N

Introduction to astronomy including: observations of the sky and how they are effected by Earth's motion; the evolution of astronomical thought; the tools that astronomers use; the Solar System; the nature and evolution of stars and galaxies; and the evolution of the universe. Lecture and laboratory.

PHY 175 Science of Musical Sound (4) N

Prerequisite: MTH 098 or equivalent.

Basic laws and physical principles governing musical sound will be considered including sound production, wave motion, reverberation, and psychoacoustics of perceived sound. Lecture and lab.

PHY 201, 202 General Physics (3,3) N

Prerequisite: MTH 185 or equivalent.

Corequisite: PHY 201A, 202A.

Fundamental principles, laws and theories of mechanics, relativity, heat, sound, electricity, and light. Lecture, lab.

PHY 201A, 202A General Physics Laboratory (1,1) N

Corequisite: PHY 201, 202.

Laboratory applications of the concepts introduced in PHY 201, 202.

PHY 350 Physical Chemistry I (3) N

Crosslisted with CHE 350.

Prerequisites: CHE 111, 112, PHY 201, 202, MTH 191, 192.

Corequisite: PHY 350A.

A calculus based problem-solving approach to the theories and principles of physical chemistry. Topics include chemical thermodynamics, kinetic theory of gases, chemical kinetics, and quantum mechanics.

PHY 350A Physical Chemistry I Laboratory (1) N

Crosslisted with CHE 350A.

Corequisite: PHY 350.

The lab will include techniques of error analysis, kinetics, thermodynamics, and quantum mechanics. Emphasis will be on proper techniques and proper analysis of data.

Education: Inclusive Early Childhood Education Courses

+Courses pending approval by College Curriculum Committee

IEC 210 Health, Nutrition & Safety (3)

Prerequisite: PSY 205.

Health, nutrition and safety practices for ECE programs; health appraisal procedures and referrals. Certified training in the recognition, prevention and management of communicable diseases; the recognition and prevention of child abuse and neglect. First Aid and CPR for infants and young children is included.

IEC 230 Understanding the Whole Child (3)

Prerequisite: PSY 205.

Specialized study of typical and atypical development in children from birth to age 8, major developmental theories, conditions and risk factors that effect children's development and learning. A 10-hour field experience is included.

+IEC 233 Seminar for Paraprofessionals (1)

This seminar for paraprofessionals will familiarize students with an overview of early childhood curriculum theory, learning development of young learners, and instructional designs. Philosophical, history and legal foundations of special education will be included. Instructional designs in various educational setting and practical applications and implications will be discussed.

IEC 250 Developmentally and Individually Appropriate Practices: Inclusion of All Learners (3)

Prerequisites: IEC 230 and SED 215.

Providing an inclusive, developmentally appropriate education program and learning opportunities to promote all children's development and learning; comparison of models of early childhood education programs. A 10-hour field experience is included.

IEC 255 Family, Child, Community (3)

Prerequisites: IEC 230, SED 215, SOC 103.

The interrelationship among home, society and culture and their influence on the child who is typically and atypically developing; the impact of poverty, violence, child abuse, and substance abuse on the young child's development and learning.

IEC 310 Assessment and Diagnosis of Young Children (3)

Prerequisites: EDU 335 IEC 230, SED 215, admission to Education Department.

Use of formal and informal assessment instruments and strategies to diagnose and assess young children's learning and development. A 10-hour field experience is included.

IEC 330 Integrating Math, Science, and Social Studies Through Reading (6)

Prerequisites: IEC 250, admission to Education Department.

Corequisite: IEC 333B.

Creating a learning environment in which young children develop key knowledge and concepts of mathematics, science, and social science through a variety of meaningful experiences, projects and thematic units. Content reading strategies and appropriate teaching practices will be infused into each content area subject. An equal amount of time will be devoted to the best practices in each of the content areas (mathematics, 2 credit hours; science, 2 credit hours; social studies, 2 credit hours).

IEC 333A Inclusive Early Childhood: Literacy Practicum (1)

Prerequisites: Admission to Department and permission from advisor. (Students must satisfy clinical experience prerequisite — see department.)

Corequisite: EDU 315.

The candidate will complete 50 hours of supervised teaching in an inclusive early childhood setting. Candidates will plan, develop, and provide a variety of literacy and reading experiences for small groups of

children. The cooperating teacher and college supervisor will evaluate the candidate. Students are required to be in the inclusive early childhood setting a minimum of two times per week throughout the semester.

IEC 333B Integrated Early Childhood Practicum (1)

Prerequisites: Admission to Education Department and permission from advisor. (Students must satisfy clinical experience prerequisite — see department.).

Corequisites: IEC 330.

The candidate will complete 50 hours of supervised teaching in an inclusive early childhood setting. Candidates will plan, develop, and provide a variety of literacy and reading experiences in an integrated curriculum for small groups of children. The cooperating teacher and a college supervisor will evaluate the candidate. Students are required to be in the inclusive early childhood setting a minimum of twice a week.

IEC 333C Working with Families and Agencies Practicum (1)

Prerequisites: Admission to Department and permission from advisor. (Students must satisfy clinical experience prerequisite — see department.).

Corequisite: IEC 420.

Participate for 50 hours, under supervision, as an interagency and intra-agency team member in an inclusive early childhood setting. Provide consultation services to families under supervision of cooperating agency personnel and college supervisor. The 50 clinical experience hours must be distributed throughout the entire semester.

IEC 340 Literacy Development for the Young Child (3)

Prerequisite: Admission to the Education Department.

This course provides the teacher candidate with effective methods to develop literacy for young children. Emphasis is on creating an effective learning environment which promotes the development of literacy skills of reading, writing, listening, and speaking in young children. The course content provides the knowledge base for developing learning plans and creating the evaluation materials that are developmentally appropriate for young children. This course also includes determining appropriate diagnostic measures to be used to assess young children's performance and to use such assessments information to develop appropriate methods and activities to teach emergent literacy skills. This course includes a 20 hour clinical experience.

IEC 410 Critical Issues in Early Childhood and Special Education (3)

Prerequisites: IEC 255, IEC 310, IEC 330, admission to Education Department.

Investigates the conditions, legal issues, legislation, public policies, and programs that affect children and their families; the historical and philosophical backgrounds of early childhood and special education.

IEC 420 Working With Families (3)

Prerequisites: IEC 255, IEC 310, admission to Education Department.

Corequisite: IEC 333C.

Working with families and other professionals to plan educational and intervention strategies for young children and their families. Course includes developing IFSPs.

IEC 425 Administration of Early Childhood Education Programs (3)

Prerequisites: IEC 230, IEC 250, IEC 310, admission to Education Department.

Management and administration of early childhood programs. Includes providing a quality program; working with parents and staff.

IEC 444 Student Teaching and Seminar for Inclusive Early Childhood Education (12)

Prerequisites: Admission to Department and permission from Clinical Experience Director. (Students must satisfy student teaching prerequisites — see department)

Corequisite: IEC 450.

Fifteen weeks of supervised teaching in two Inclusive Early childhood settings: seven (7) weeks in a child care center, preschool or Head Start program and eight (8) weeks in a kindergarten or primary (grades 1, 2, or 3) classroom. The student teacher plans, develops and provides a variety of learning experiences for young children; gradually takes responsibility for the entire program. The student teacher will be evaluated

by the cooperating teacher and a College supervisor.

IEC 450 Seminar in Early Childhood Education (3)

Prerequisite: Admission to Education Department.

Corequisite: IEC 444.

This course is designed to extend the knowledge of child development and learning and the implications for early childhood programs.

+Courses pending approval by College Curriculum Committee.

Education: Middle Childhood Education Courses

MCE 300 Introduction to Middle School (3)

Prerequisites: PSY 205, COM 100, COM 101.

A comprehensive introduction and study of the middle school concept, its philosophy, and the distinctive components and characteristics of exemplary middle schools. Diversity in the middle school and the essential characteristics of effective middle level teaching. 30 hours field experience.

MCE 333A MCE Literacy Practicum (2)

Prerequisites: Admission to Department and permission from advisor. (Students must satisfy clinical experience prerequisites.)

Corequisite: MCE 355, MCE 365, MCE 370 or MCE 375.

The teacher candidate will complete a 100 hour practicum in a middle school classroom. This practicum will include teaching content reading strategies appropriate for use with the content subjects of math, science, social studies and language arts. Candidate will examine program rationale, current knowledge base, and organizational patterns distinctive to a middle school. The interrelatedness of the Middle School curriculum for teaching content subjects will be demonstrated using integrated lessons and/or units. Candidates will be required to plan, develop, and teach a variety of lessons during this practicum. The cooperating teacher and college supervisor will evaluate the candidates' classroom teaching lessons as well as other responsibilities during this middle school practicum. The candidate is required to attend their assigned placement a minimum of two times per week throughout the semester.

MCE 333B MCE Content Practicum (1)

Prerequisites: Admission to Department and permission from advisor. (Students must satisfy clinical experience prerequisite — see department) Students must also have completed MCE 300, and EDU 205.

Corequisites: MCE 350 and two of the following: MCE 355, MCE 365, MCE 370, MCE 375, EDU 317 recommended.

This is a field based practicum designed to give the MCE student experience working with the middle school level students in their areas of concentration. Assignments will be given in both methods courses for the student to complete in their field placement. It is expected that each student will have the opportunity to teach lessons in both of their concentration areas. At least 50 hours will be spent in the assigned classroom. The candidate is required to attend their assigned placement a minimum of two times per week throughout the semester. Students will receive at least two supervisory visits from the college supervisor during this time.

MCE 333C Middle Childhood Practicum (1)

Prerequisite: Admission to the Education Department.

Field experience in the areas of the middle level student's concentrations.

MCE 350 Integrative Curriculum and Methods (2)

Prerequisites: Admission to the Education Department, meet department GPA requirements, MCE 300, 15 hours in each concentration area.

Corequisites: MCE 333B and two of the following: MCE 355, MCE 365, MCE 370, MCE 375, EDU 317

recommended.

Emphasis is on integrated curriculum and active learning for a diverse student population. Designing of lessons, units and curricula at middle level. 50 hours field experience.

MCE 355 Content Reading and Methods for Middle School Language Arts (2)

Prerequisites: 15 hours in the concentration area, admission to Education Department, meet department GPA requirements, permission of advisor.

Corequisites: MCE 333B and MCE 350.

This course is designed to introduce to the teacher candidate the principles, practices, and guidelines necessary to teach language arts to a diverse population of middle level students. The teacher candidate will prepare language arts lessons that assure success for all learners enabling them to construct a meaningful understanding of language arts concepts. Lessons and language arts curricula projects will be correlated to the Ohio Model and to the learning outcomes for the Ohio Reading and Writing Proficiency Tests. Integration in other subject areas will be explored and encouraged.

MCE 365 Content Reading and Methods for Middle School Science (2)

Prerequisites: 15 hours in the concentration area, admission to the Education Department; meet department GPA requirements, permission of advisor.

Corequisites: MCE 333B and MCE 350.

This course is designed to prepare the teacher candidate to teach science. It is intended to help science education students address the difference between being a student of science, a user of science, and a teacher of science. This process involves addressing the concepts of learning and teaching, and the nature of knowledge in science. These concepts will be integrated into practical activities designed to prepare the students for teaching in actual science classrooms. The content reading strategies and skills needed to independently acquire and apply science concepts will be included.

MCE 370 Content Reading and Methods for Middle School Social Studies (2)

Prerequisites: 15 hours in the concentration area, admission to the Education Department; meet department GPA requirements, permission of advisor.

Corequisites: MCE 333B and MCE 350.

This course is designed to prepare the teacher candidate to teach social studies/the social sciences to children in grades 4 through 9. Students will become familiar with the scope and sequence of middle school social studies as well as the philosophies behind various teaching approaches as outlined by the NCSS Standards and the Ohio Model for the Social Studies. The candidate will investigate and practice using various teaching techniques and material. Emphasis will be on content reading strategies and skills needed to independently acquire and apply social studies concepts.

MCE 375 Content Reading and Methods for Middle School Mathematics (2)

Prerequisites: 15 hours in the concentration area, admission to the Education Department; meet department GPA requirements, permission of advisor.

Corequisites: MCE 333B and MCE 350.

This course is designed to prepare the teacher candidate to teach scope and sequence of middle school mathematics as well as the philosophies behind various teaching approaches as outlined by NCTM Standards and the Ohio Model for Math. Content reading strategies appropriate for teaching math to middle grade students will be emphasized.

MCE 444 Middle Childhood Student Teaching (12)

Prerequisites: Admission to Department and permission from Clinical Experience Director. (Students must satisfy student teaching prerequisites — see department)

An intensive all day experience for 15 weeks in a parochial, private or public middle grades/school (grades 4-9). Students in the Middle Childhood program will complete their student teaching either by working in both content areas simultaneously across the 15 weeks or by spending seven weeks in one concentration and eight weeks in the other. The middle level preprofessional will be supervised in his/her student teaching experience by both practicing licensed teacher(s) in his/her concentration areas and by qualified college personnel.

Education: Physical Education Courses

PED 118 Archery (1)

This course is designed to enable students to gain a beginner level of understanding of and competency in basic archery, with emphasis on proficiency in field target accuracy.

PED 119 Beginning Racquetball (1)

This course involves beginning instruction on the rules, safety and etiquette of the sport of racquetball as well as acquainting student with the fundamental skills, techniques and strategies in racquetball.

PED 121 Strategies of Golf (1)

This course involves instruction on the rules, safety and etiquette of the sport of golf as well as acquainting students with the fundamental skills, techniques and strategies of golf.

PED 122 Bowling (1)

This course will enable students to demonstrate acceptable knowledge of the rules, safety measures and etiquette of the sport of bowling, as well as acquaint students with the fundamental skill, techniques and competencies of bowling.

PED 124 Badminton (1)

The course is designed to assist and improve a student's techniques, strategies and training methods of playing badminton. This course will include classroom and performance-based instructional strategies.

PED 135 Foundations for Teaching Physical Education (3)

An introductory analysis of the work of physical education teachers. This course provides prospective physical education teachers with foundational historical, sociological, philosophical, pedagogical knowledge and analysis for skill acquisition in schools. Teacher socialization and professionalism are also emphasized. Students will also be required to participate in introductory field-work in school and agencies within multiple settings.

PED 150 Individualized Exercise (1)

Includes basic strength training workouts in the weight room, plus various types of aerobic conditioning routines. Emphasis is placed on improving muscular strength, cardiovascular endurance and flexibility.

PED 155 Tennis 1 (1)

Basic skills and strategies for beginners. Forehand, backhand, serve, and volley are emphasized.

PED 160 Strength Training (1)

Basic physical training principles related to weight training with emphasis on muscular strength and endurance.

PED 165 Aerobics I (1)

A combination of low impact and high intensity exercises, dance steps and sports moves done to music.

Intercollegiate courses may be repeatable up to four (4) times (1 credit per season). There is a maximum of four (4) credits per sport. These courses are graded on a pass/fail basis and counted as general elective credit only.

PED 175A Intercollegiate Women's Volleyball (1)

(Intercollegiate athletes only)

PED 175B Intercollegiate Women's Basketball (1)

(Intercollegiate athletes only)

PED 175C Intercollegiate Softball (1)

(Intercollegiate athletes only)

PED 175D Intercollegiate Men's Tennis (1)

(Intercollegiate athletes only)

PED 175E Intercollegiate Football (1)

(Intercollegiate athletes only)

PED 175F Intercollegiate Baseball (1)

(Intercollegiate athletes only)

PED 175G Intercollegiate Wrestling (1)

(Intercollegiate athletes only)

PED 175H Intercollegiate Women's Tennis (1)

(Intercollegiate athletes only)

PED 175I Intercollegiate Women's Soccer (1)

(Intercollegiate athletes only)

PED 175J Intercollegiate Men's Basketball (1)

(Intercollegiate athletes only)

PED 175K Intercollegiate Women's Cross Country (1)

(Intercollegiate athletes only)

PED 175L Intercollegiate Men's Cross Country (1)

(Intercollegiate athletes only)

PED 175M Intercollegiate Women's Golf (1)

(Intercollegiate athletes only)

PED 175N Dance Team (1)

(Dance Team members only)

PED 175O Cheerleading (1)

(Mount Cheerleaders only)

PED 175P Intercollegiate Men's Golf (1)

(Intercollegiate athletes only)

PED 175Q Intercollegiate Women's Track and Field (1)

(Intercollegiate athletes only)

PED 175R Intercollegiate Men's Track and Field (1)

(Intercollegiate athletes only)

PED 190 Independent Study (1)

Can be designed to meet individual needs of student.

PED 195 Advanced Tennis (2)

The advanced tennis course will review basic skills emphasizing advanced techniques and match strategies.

PED 204 Fundamentals of Movement and Dance (3)

The philosophy, theory, methods and techniques of a variety of educational dance forms, elementary rhythm, folk dance, square dance, modern dance, and aerobic dance. Emphasis on the philosophy, theory, methods and techniques in a realistic learning environment.

PED 220 Kinesiology (3)

Prerequisite: BIO 131.

Fundamentals of human motion as they relate to physical education activities and skill performance. A study of the relationship of anatomical, physiological and mechanical principles to the muscular movement of the human form.

PED 230 Physical Fitness (2)

Designed for the physical education professional to analyze and apply known theories through demonstration of proper strength training and physical fitness concepts.

PED 235 Gymnastics (2)

The course focuses on gymnastics and controlling one's body while transferring weight and balance in a variety of ways. Educational gymnastics is the central focus with emphasis on skill themes and movement concepts for early and middle childhood. One-third of the course emphasizes Danish gymnastics (manipulating equipment) and Olympic gymnastics (traditional) for middle schools and adolescents.

PED 240 Integrated Health and Physical Education (3)

Analysis of methods, materials and techniques used within a comprehensive school health curriculum and the physical education curriculum for early and middle age students. Apply basic principles and practices affecting skill acquisition in the physical education setting. This course includes a 10-hour field experience.

PED 305 Health Issues (3)

The study of lifetime health management including personal, family and community health needs. Access to technology, community and professional resources.

PED 307 Standard First Aid/CPR (1)

Safety principles and practices of first aid. American Red Cross certification in first aid and adult CPR.

PED 315 Teaching Team Sports (3)

Prerequisites: PED 360, PSY 205.

Building on developmental game stages (PED 360), this course used the Sport Education model to design middle and high school units in selected team sports.

PED 320 Teaching Individual/Lifetime Activities (3)

Prerequisites: Four courses in basic performance skills as listed in licensure requirements; PED 360 if possible, permission of advisor.

This course focuses on performance and analysis of a variety of individual and lifetime movement skills, including racket sports, target sports, fitness, and adventure activities. These activities extend and build on content learned in PED 360.

PED 330 Motor Development (3)

Corequisite: PED 333A.

This course has been designed to provide the undergraduate student with the theoretical and developmental knowledge to provide a foundation for (1) understanding the significance of preschool and early childhood physical education; (2) developing analytical and observational skills necessary for interpreting and program decision-making purposes; and (3) selecting appropriate activities and planning and implementing developmental movement experiences for children. While a lifespan approach to motor development is used, the major focus is from birth to 10 years.

PED 333A Physical Education Practicum: Early Childhood (1)

Prerequisites: Admission to Department and permission from advisor. (Students must satisfy clinical experience prerequisites)

Corequisite: PED 330.

This field experience involves two class periods per day, Monday through Friday, for 10 weeks for a total of 50 hours, at an early school physical education program. The main emphasis will be planning and implementing

developmentally appropriate lessons under the direct supervision of the teacher at that school.

PED 333B Physical Education Practicum: Middle/High School (1)

Prerequisites: Admission to Department and permission from advisor. (Students must satisfy clinical experience prerequisites)

Corequisite: PED 360.

This field experience involves two class periods per day, Monday through Friday for 10 weeks for a total of 50 hours, at a middle or high school physical education program. The main emphasis will be planning and implementing lessons based on the national standards in physical education under the direct supervision of the teacher at that school.

PED 333C Physical Education Practicum (1)

Prerequisites: Admission to Department and permission from advisor. (Students must satisfy clinical experience prerequisites)

This additional field experience will be individualized as needed.

PED 350 Exercise Physiology (2)

This course examines advanced physical training and exercise physiology principles and assessment. Sociological and psychological benefits of exercise will be addressed. Access to technologies related to the field to assist in the reduction of health risks. A five-hour field component is included.

PED 360 Early/Middle Childhood Physical Education (3)

Prerequisites: PED 330, PSY 205.

Corequisite: PED 333B.

Building on PED 330 (Motor Development), this course designs physical education curriculum content that is developmentally appropriate for early and middle schools. This planning and assessment is informed by national standards in physical education and national and Ohio guidelines for learning outcomes, teaching effectiveness, and meeting individual differences. The 20-hour field component in the associated practicum (PED 333) is designed to implement content ideas learned in this course.

PED 370 Adapted Physical Education (3)

Prerequisite: SED 215.

Surveys the methods of teaching and administration of a physical education program for all those who deviate from normal physically, mentally and socially. An overview of federal and state laws governing the education of children with disabilities is included. A 20-hour field component is included.

PED 380 Independent Study (Variable)

Approval of department chairperson required.

Directed reading and study of a particular interest to individual students. Open to juniors and seniors.

PED 396 Cooperative Education Work Experience: Parallel (1-3)

Prerequisite: CED 220.

An education related work experience supervised by Education Department faculty in collaboration with the cooperative education staff. Credit is awarded upon successful completion of the work experience, documentation of a predetermined learning assignment and evaluation of work performance. The course may be repeated for a maximum total of six credits.

PED 410 Adolescent Physical Education (3)

Prerequisites: Five or more PED 300 level courses.

This course emphasizes curriculum development for adolescents that builds on middle school programming based on the National Association for Sport and Physical Education guidelines (1995, 1998) for the Physically Educated Person and Appropriate Teaching Practices. Emphasis on lifetime activities, wellness and adventure education dominate curriculum emphasis. Culminating and integrating focus includes assessment, inclusion, legal issues, and professionalism.

PED 444 Student Teaching for Multi-Age Physical Education (12)

Prerequisites: Admission to Department and permission from Clinical Experience Director. (Students must satisfy student teaching prerequisites — see department)

Intensive full-day experience in teaching and related professional development. Student teaching allows the student to synthesize the theory and practice under the guidance of an experienced master teacher. This all day experience lasts for 15 weeks in two different placements.

PED 470 Advanced Adapted Physical Education (3)

Prerequisites: PED 370, 410.

Methods and strategies for teaching adapted physical education, curriculum planning and assessment will help prepare the student for the practicum in adapted physical education which is the focus for this class. Includes 30 field hours to be included in a school situation.

PED 496 Cooperative Education Work Experience: Alternating (1-3)

Prerequisite: CED 220.

An education related work experience supervised by Education Department faculty in collaboration with the education staff. Credit is awarded upon successful completion of the work experience, documentation of a predetermined learning assignment and evaluation of work performance. The course may be repeated for a maximum total of six credits.

Education: Professional Education Courses

+Courses pending approval of College Curriculum Committee

+EDU 200 Environmental & Behavioral Management (3)

This course offers a study of the environmental factors which contribute to effective teaching and learning: classroom organization; rules and procedures; teacher attitudes and expectations; appreciation for and management of cultural, racial and socio-economic differences; basic behavioral management theories, principles, models and strategies for individual, class and school-wide use.

EDU 205 Educational Assessment (3)

Prerequisite: PSY 205.

A study of standardized, teacher-made and informal assessments and their use in the teacher/learning process. Interpretation of standardized scores includes: percentile rank; stanine scores; and grade equivalent scores. The study of teacher-made assessments will include skills in planning, constructing, scoring and interpreting alternate choice, multiple choice, matching, short answer, and essay tests. Informal assessment methodologies will include performance assessments, direct assessments and portfolio assessments. Students will begin their personal/professional portfolio which will be continued throughout all subsequent courses. Assignments will be adapted to different ages of students' interests and subject areas. A 10-hour field experience is included.

EDU 304 Children's Literature (3)

To assist teachers in becoming acquainted with the many trade books that are available for today's students and to enable teachers to utilize comprehensive, creative and insightful strategies including multiculturalism with these trade books in their classrooms. Shows how children's literature is related to the total reading program in the schools.

EDU 311 Content Reading (3)

A basic course in methods and procedures for teaching reading skills to use in teaching the content reading subjects, particularly math, science, and social studies. This reading course includes skills and strategies which can be used to assist students in these subjects. Teaching emphasis will be placed on the use of comprehension skills, readability formulas, vocabulary, and study strategies. This course will also include adaptations of reading strategies to meet the needs of the diverse students. This course includes a 20 hour

field experience.

EDU 315 Literacy in the Inclusive Setting (3)

Prerequisite: Admission to Education Department.

Corequisites: IEC 333A or EDU 333A.

This course includes strategies for developing literacy skills in inclusive settings. The integration of early literacy skills in the curriculum will be emphasized. Methods and assessments for meeting the needs of diverse populations will be addressed. Informal assessments such as running records, reflective journal, learning log, checklist and informal observations will be included the course.

EDU 317 Computers in the Instructional Process (3)

An introductory course on the use of computers and technology in K-12 classroom. Using a combination of lecture and hands-on instruction, it will address issues surrounding the use of instructional technology, including, but not limited to: integrated software packages (word processing, spreadsheet, database); CD-ROMs; instructional software; the Internet; PowerPoint and other presentations program; hypermedia; and technology in the instructional process.

EDU 319 Designing Computer Interactive Instruction (3)

Prerequisite: EDU 317.

This course is designed to help preprofessional and practicing teachers design interactive instruction for use in a K-12 school setting. Students will receive instruction on how to use peripheral devices in building hypermedia and multimedia programs; digitized cameras, scanners, CD-ROMs, and videodisks. Instruction will center around hypermedia and multimedia programs, specifically Hyperstudio. Students will develop their own hypermedia program as a final project.

EDU 321 Assessing Computer Programs for Classroom Application (2)

Prerequisite: EDU 319.

This course is designed as the culminating course of the endorsement program. Students will survey and assess the computer technology software and hardware programs available to their specific licensure program and content area. Instructional methods and evaluation techniques for using educational technology in the curriculum will be discussed. The project for the course is a portfolio containing technology resources and its application to the level and content area of the student.

EDU 330 Phonics and Linguistics (3)

Prerequisite: Admission to the Education Department.

To teach the teacher candidate the fundamental principles and concepts of the phonological structure of language. The teacher candidate will learn the sound-symbol correspondences of language and understand the relationship of phonemic awareness and phonological system of language to the reading process. The teacher candidate will also learn about the linguistic and cognitive bases of reading.

EDU 333A Art Education Practicum (1-3)

Prerequisites: Permission of advisor (students must satisfy clinical experience requirements - see department), EDU 380.

The field experience is the central component of this two-hour course. The student will be assigned to two placements in grades 7-9 and 10-12 where he/she will participate in two class periods daily Monday through Friday for 12 weeks with bi-weekly Friday seminars. Teaching activities as designated by the content area methods specialist will be assigned in order to apply theory learned in prior course work.

EDU 333C Educational Computer Technology Practicum and Seminar (2)

Prerequisites: Permission of advisor (students must satisfy clinical experience requirements - see department), EDU 317 and EDU 319.

This practicum is designed to give candidates seeking a computer technology endorsement experience in a computer lab in a K-12 school setting. This practicum will expose endorsement candidates to the teaching of computer technology concepts and skills; computer lab management; purchasing procedures for educational technology systems; and district, state and national curriculums for computer technology standards.

Additionally, candidates will learn configuration techniques for educational technology in a classroom or lab setting; techniques for securing hardware and software; and troubleshooting tips for maintaining hardware and software. The one- hour seminar will involve the students in discussions regarding issues in computer technology such as ethics, educational significance of technology, and justification for technology expenses.

EDU 333M Music Education Practicum (1-3)

Prerequisites: Permission of advisor (students must satisfy clinical experience requirements - see department), EDU 380.

The field experience is the central component of this two-hour course. The student will be assigned to two placements in grades 7-9 and 10-12 where he/she will participate in two class periods daily Monday through Friday for 12 weeks with bi-weekly Friday seminars. Teaching activities as designated by the content area methods specialist will be assigned in order to apply theory learned in prior course work.

EDU 335 Communication Development and Disorders (3)

Prerequisites: IEC 230 for IEC majors only.

Major theories of language acquisition and development of literacy; the causes of communication deficits and disorders; the developmental process for typically and atypically developing young children; the conditions that effect children's language and literacy development and learning; bilingual education. Case studies of typically and atypically developing children.

EDU 338 Diagnosis and Remediation of Reading Problems (3)

Prerequisite: Admission to Education Department.

Corequisite: EDU 338P for reading endorsement candidates only.

The purpose of this course is to provide instruction to preservice or inservice teachers concerning the diagnosis of reading difficulties in students. The assessment instruments to use when determining the causes of reading difficulties will be stressed. Specific tests for these purposes will be introduced, explained and later administered to students who have been identified as having reading disabilities. Specific needs of a diverse population and/or cultural needs will be included. This course is required for the reading endorsement.

EDU 338P Remediation of Reading Practicum (3)

Corequisite: EDU 338.

EDU 355 Foundations and Policy Studies (3)

Prerequisite: Admission to the Education Department.

An interpretive, normative and critical examination of issues in American education. Students study the major historical, philosophical, political, and sociological forces that have influenced the development of contemporary schools within our diverse, multicultural society. Focus is placed on the history of 20th century American education. Utilizing educational policy studies, specific issues of school law, finance and governance are also addressed.

EDU 360 Foundations of Literacy (3)

Prerequisite: Admission to the Education Department.

This course focuses on literacy skills in grades 4-12. Emphasis is on the teaching of reading, writing, listening and speaking throughout the curriculum. Teaching literacy skills and classroom strategies to diverse populations is examined. Informal assessment techniques such as fluency checks, interest inventories and writing rubrics will be included. This course includes a 20 hour clinical experience.

EDU 380 Curriculum, Methods and Materials for Multi-Age Education (3)

Prerequisite: PSY 205.

Building upon the content in Child and Adolescent Development (PSY 205), this course will include a study of general methods and curriculum for teaching that are appropriate across the age range of 3-21 years. Lesson plans and methods of teaching will be addressed as well as how to adapt curriculum and materials for students with special needs. The application of learning to child development content will be enhanced with an emphasis on behavior management and application in the field. The role of specific disciplines of the Multi-Age Licensure students will be emphasized. A 25- hour field experience is included.

EDU 396 Cooperative Education Work Experience: Parallel (1-3)*Prerequisite:* CED 220.

An education related work experience supervised by Education Department faculty in collaboration with the cooperative education staff. Credit is awarded upon successful completion of the work experience, documentation of a predetermined learning assignment and evaluation of work performance. The course may be repeated for a maximum total of six credits.

+EDU 396A Co-Op Paraprofessional In-school Experience #1 (1)*Prerequisite:* Majors only.

The paraprofessional candidate will work in a classroom under the mentorship of a licensed teacher for forty hours, will attend three two-hour meetings with the college supervisor and will be observed in the classroom twice by the college supervisor. The focus of this experience will be learning the basic routines of the classroom, demonstrating professional standards of conduct, communicating effectively with students and school staff, using a variety of media tools, and generally supporting the needs of the teacher.

+EDU 396B Co-Op Paraprofessional In-school Experience #2 (1)*Prerequisite:* Majors only.

The paraprofessional candidate will work under the mentorship of a licensed teacher for forty hours, will attend three two-hour meetings with the college supervisor, and will be observed by the college supervisor twice. The focus of this experience will be working with special needs students.

+EDU 396C Co-Op Paraprofessional In-school Experience #3 (1)*Prerequisite:* Majors only.

The paraprofessional candidate will work under the mentorship of a licensed teacher for forty hours, will attend three two-hour meetings with the college supervisor, and will be observed twice by the college supervisor. The focus of this experience will be working with individual students, especially in reading and mathematics. Specific students who need additional assistance will be assigned to the paraprofessional candidate, who will tutor the students under the guidance of the teacher.

+EDU 396D Co-Op Paraprofessional In-school Experience #4 (5)*Prerequisite:* Majors only.

The paraprofessional candidate will work under the mentorship of a licensed teacher for a full day, five days a week, for six weeks, will attend four two-hour meetings with the college supervisor and will be observed six times by the college supervisor. The focus of this experience will be working with small groups of students for remediation and/or enrichment in areas of need.

EDU 415 Adolescent Literature (3)

Designed to help teachers in grades 4-12 become knowledgeable of the many trade books available for incorporating adolescent and young adult literature across the curriculum. While this course enables teachers to incorporate comprehensive, creative and critical thinking skills into teaching units developed using adolescent literature, its primary focus will be on the older adolescent. Designed to give an in-depth knowledge and understanding of the range of literature available, including American literature, world literature and multicultural literature.

EDU 444A Art Education Student Teaching (12)*Prerequisites:* Admission to Department and permission from Clinical Experience Director. (Students must satisfy student teaching prerequisites - see department)

Intensive full day experience in teaching and related professional development. Student teaching allows the student to synthesize the theory and practice under the guidance of an experienced master teacher. This all day experience lasts for 15 weeks in two different placements.

EDU 444M Music Education Student Teaching (12)*Prerequisites:* Admission to Department and permission from Clinical Experience Director. (Students must satisfy student teaching prerequisites - see department)

Intensive full day experience in teaching and related professional development. Student teaching allows the

student to synthesize the theory and practice under the guidance of an experienced master teacher. This all day experience lasts for 15 weeks in two different placements.

EDU 495 Independent Study (1-3)

Permission of department chair and faculty member required. Independent study under the guidance of a faculty member to meet stated objectives.

EDU 496 Cooperative Education Work Experience: Alternating (1-3)

Prerequisite: CED 220.

An education related work experience supervised by Education Department faculty in collaboration with the cooperative education staff. Credit is awarded upon successful completion of the work experience, documentation of a predetermined learning assignment and evaluation of work performance. The course may be repeated for a maximum total of six credits.

EDU 499 Workshops (1-3)

The workshop's content will be announced when the course is offered.

+Courses pending approval by College Curriculum Committee.

Education: Secondary Education Courses

SEC 333Y Adult and Young Adolescent Practicum (1-3)

Prerequisites: Permission of advisor (students must satisfy clinical experience requirements - see department).

Corequisite: SEC 375 or SEC 385 or ENG 205 or MTH 303.

This 115 hour field experience is the central component of this two-hour course. The student will be assigned to a specific school in grades 7-12 where he/she will participate in two class periods daily Monday through Friday for 12 weeks with bi-weekly Friday seminars. Teaching activities as designated by the content area methods specialist will be assigned in order to apply theory learned in prior course work.

SEC 345 Introduction of Secondary Education (3)

Prerequisite: PSY 205.

Building on the broader learning objectives obtained in Child and Adolescent Development (PSY 205), this course is focused on best teaching practices to complement the development, needs and learning processes of students in grades 7 through 12. The course provides teaching theory and practices designed to elicit personalized, active student learning complimentary to adolescents' physical, cognitive, affective, emotional/psychological, moral /ethical, and social development. The focus is on pedagogical conditions that affect adolescents' development and learning processes. The course includes a component where participants research adolescences and relevant discussions result from same. The course will include applying theory to practice through the planning of instruction, selection of teaching strategies, ethics, classroom management, multiculturalism, inclusion, diversity and motivation. A 10-hour field experience is required.

SEC 365 Adolescent and Young Adult Curriculum and Methods (3)

Prerequisites: PSY 205, SEC 345.

This course is to familiarize students with curriculum theory, instructional design planning, implementation strategies, and instruction evaluation. The nature of knowledge and learning are studied as they relate to different types of content. Various instructional designs are studied as they relate to different types of content and differing student characteristics. Selected teaching models are described, applied and practiced, including the general inductive model; general deductive model; concept attainment model; inquiry model; interactive model; cooperative learning model; and integrative model.

SEC 375 Teaching Methods for the Sciences (2)

Prerequisite: Admission to Department.

Corequisite: SEC 333Y.

An exploration of methods used in teaching biology/science, chemistry/physical sciences and earth/space/

environmental sciences. Students will plan instruction for a wide range of learner abilities, backgrounds and goals based on learners/prior knowledge and conceptualizations. Laboratory and field based experiences require use of current resources in the field. Students will use appropriate electronic technologies which have application in the learning environment. Safety issues and the ethical use of living materials are emphasized.

SEC 385 Teaching Methods for Social Studies (2)

Prerequisite: Admission to Department.

Corequisite: SEC 333Y.

A study of methods that are specific to the social studies area. Provides additional content specific methodology such as researching current trends and integrating social studies with other content area.

SEC 444Y Adolescent and Young Adult Student Teaching (10)

Prerequisites: Admission to Department and permission from Clinical Experience Director. (Students must satisfy student teaching prerequisites - see department)

Intensive full day experience in teaching and related professional development. Student teaching allows the student to synthesize the theory and practice under the guidance of an experienced master teacher. This is all day experience lasts for 12 weeks in the Adolescent and Young Adult (AYA-7-12) programs.

Education: Special Education Courses

SED 215 Human Exceptionalities (3)

Survey of the differing areas and types of human exceptionalities. General characteristics, etiology, classification, incidence, and learning potential of different exceptionalities are presented. An overview of federal and state laws governing the education of children with disabilities is presented. A 20-hour field experience is included.

SED 305 American Sign Language I (3) LAE

This is a first level course in the visual gestural language of American Sign Language (ASL). This is an elementary sign language class designed to provide a foundation for non-signers wishing to study ASL with deaf individuals who sign. The focus is development of receptive and expressive sign skills, manual alphabet, numbers, and sign vocabulary. Various aspects of syntax, grammar and culture will be explored and researched.

SED 320 Teaching Students with Mild/Moderate Needs (3)

Prerequisite: SED 215.

This course surveys the areas of mild and moderate needs. The course will present an overview of causes, characteristics and theories of children diagnosed as needing mild/moderate level of support. Emphasis is placed on relevant literature as it relates to differential diagnosis, teaching, management, and educational techniques. Issues in definition and identification procedures for children with mild and moderate needs are reviewed. The impact of mild and moderate needs on learning are presented. Future trends in the fields of learning disabilities, mental retardation and behavior handicaps are reviewed. This course includes a 30-hour field experience

SED 325 Teaching Students with Moderate/Intensive Needs (3)

Prerequisite: SED 215.

This course examines the concepts, causes, characteristics, and educational practices related to the population with moderate to intensive educational needs. The course includes the study of family adaptations, life span issues and health care considerations. The social and cultural impact of having a disability as well as trends in the field are studied. This course includes a 30-hour field component.

SED 330 Assessment and Diagnosis in Special Education (3)

Prerequisites: Admission to the Education Department, EDU 205, SED 320 or SED 325.

This course involves the intensified study of educational assessment and diagnosis of school-age students.

The course includes the study and use of standardized and nonstandardized assessment instruments to diagnose academic, behavior and other learning problems. It emphasizes the ability to evaluate reading, spelling, arithmetic, written language, and spoken language problems as well as social and motor handicaps. A 10-hour field component is included.

SED 333A Mild/Moderate Practicum: Early Childhood/Middle Childhood Education (2)

Prerequisites: Admission to Department and permission from advisor. (Students must satisfy clinical experience prerequisites) SED 215, SED 320, and SED 330.

The 50 hours of clinical work per credit hour is the emphasis in the course. Students will practice managing the classroom environment, planning instruction, and teaching students with mild/moderate educational needs in a variety of settings across different age levels under the supervision of a cooperating teacher(s) and College supervisor.

SED 333B Mild/Moderate Practicum: Secondary (1)

Prerequisites: Admission to Department and permission from advisor. (Students must satisfy clinical experience prerequisites) SED 215, SED 320, and SED 330.

The 50 hours of clinical work per credit hour is the emphasis in the course. Students will practice managing the classroom environment, planning instruction, and teaching students with mild/moderate educational needs in a variety of settings across different age levels under the supervision of a cooperating teacher(s) and College supervisor.

SED 333C Moderate/Intensive Practicum: Early Childhood/Middle Childhood Education (2)

Prerequisites: Admission to Department and permission from advisor. (Students must satisfy clinical experience prerequisites) SED 215, SED 325, and SED 330.

Corequisite: SED 385.

The 50 hours of clinical work per credit hour is the emphasis in the course. Students will practice managing the classroom environment, planning instruction and teaching students with moderate/intensive educational needs in a variety of settings across different age levels under the supervision of a cooperating teacher(s) and College supervisor.

SED 333D Moderate/Intensive Practicum: Secondary (1)

Prerequisites: Admission to the Education Department and permission from advisor. (Students must satisfy clinical experience prerequisites) SED 215, SED 325, and SED 330.

Corequisite: SED 390.

The 50 hours of clinical work per credit hour is the emphasis in the course. Students will practice managing the classroom environment, planning instruction and teaching students with moderate/intensive educational needs in a variety of settings across different age levels under the supervision of a cooperating teacher(s) and College supervisor.

SED 345 Issues in Technology and Transition (3)

Prerequisites: Admission to the Education Department, SED 320 or 325.

This course involves the use of technology in managing the teaching/learning environment and in enhancing the quality of life for students with special needs. Evaluation and practice with commercial software packages and hands on experiences with selecting and using adaptive equipment is included in the course. The course also includes principles and techniques used in providing career education and transition services to students with special needs. A 10-hour community-based field component is included.

SED 365 American Sign Language II (3) LAE

Prerequisite: SED 305.

This is a second level course in the visual gestural language of American Sign Language (ASL). This course is designed to offer a further overview of linguistic and sociolinguistic information regarding ASL while advancing communication skills in the language and cultural awareness of the deaf community.

SED 380 Curriculum and Methods for Students with Mild/Moderate Needs (3)

Prerequisites: Admission to the Education Department, SED 320.

Methods, materials and techniques used in the treatment of students with mild and moderate needs. Emphasis is placed on both remediation and compensation strategies and techniques for academic, social and behavioral problems. The course presents a variety of techniques for teaching basic academic skills (reading, spelling, mathematics, writing, oral language) and how to modify instructional materials for students who need mild/moderate levels of support. The course also relies on research-supported instructional strategies for designing classroom environments that best facilitate learning. Students participate in a practicum in a classroom in conjunction with this course.

SED 385 Curriculum and Methods for Students with Moderate to Intensive Needs in Early and Middle Childhood Settings (3)

Prerequisites: Admission to the Education Department, SED 215, SED 325.

Corequisite: SED 333C.

This course presents curriculum programming, instructional strategies and assessment techniques for students with moderate to intensive needs in early childhood and middle childhood settings. The areas of functional academics, social skills, motor and mobility skills, and communication from a life span perspective are covered. Curriculum adaptations and support in the general education core curriculum for early childhood and middle childhood is addressed. Best practices in community-based instruction, authentic assessment and ecological evaluations are emphasized. Skills in developing Individual Education Plans (IEPs), in writing integrated unit and lesson plans, and in using diagnostic/prescriptive teaching are included. The course also covers research-supported instructional strategies for designing classroom environments that best facilitate learning. Students participate in a practicum in a classroom in conjunction with this course.

SED 390 Curriculum and Methods for Students with Moderate to Intensive Needs in Secondary Settings (3)

Prerequisites: Admission to the Education Department, SED 215, SED 325.

Corequisite: SED 333D.

This course presents curriculum programming, instructional strategies and assessment techniques for students with moderate to intensive needs in secondary settings. The areas of functional academics, social skills, sex and health education, motor and mobility skills, and communication from a life span perspective are covered. Curriculum adaptations and support in the secondary general education core curriculum is addressed. Best practices for adolescents in community-based instruction, authentic assessment and ecological evaluations are emphasized. Skills in coordinating Individual Education Plans (IEPs) and Individual Transition Plans (ITPs), and in writing unit and lesson plans that promote transitions for students into adult life are included. Students participate in a practicum in a classroom in conjunction with this course.

SED 396 Cooperative Education Work Experience: Parallel (1-3)

Prerequisite: CED 220.

A work experience supervised by Education Department faculty in collaboration with the cooperative education staff. Credit is awarded upon successful completion of the work experience, documentation of a predetermined Learning Assignment and evaluation of work performance. May be repeated for a maximum total of six credits.

SED 430 Teaching in an Inclusive Setting (3)

Prerequisites: Admission to the Education Department/Licensure program, SED 215, and a methods course and practicum in the major or licensure program.

This course focuses on the skills teachers need to fully integrate students with special needs into general education settings. Models of teacher consultation and collaboration for instructional purposes and methods to modify teaching techniques, course content, materials and grading procedures to accommodate students with special needs in inclusive classrooms are covered. A 25-hour field component in an inclusive education setting is included.

SED 444 Special Education Student Teaching (12)

Prerequisites: Admission to Department and permission from Clinical Experience Director. (Students must satisfy student teaching prerequisites — see department)

Intensive full-day experience in teaching and related professional development. The 15-week experience

involves systematic planning and execution of responsibilities under the supervision of experienced certified special education personnel and College supervisors in two settings.

SED 460 Applied Behavior Analysis (3)

Prerequisite: SED 215, SED 320 or 325.

This course involves the intensified study of behavior management for students with exceptional learning needs. The course includes the study of applied behavior analysis, record keeping of student performance data, task analysis, writing of behavior programs, and ethical issues in behavior modification. A 10-hour field component is included.

SED 465 Medical Issues and the Learning Process (3)

Prerequisite: SED 320 or SED 325.

This course examines the medical aspects of specific health conditions associated with learners with special needs. The integration of health care plans into classroom instruction is covered. Medical emergencies, physical management and training techniques for teaching personal care are covered. Issues in participating on transdisciplinary teams and the roles of community medical personnel are included.

SED 495 Independent Study (1-3)

Permission of department chair and faculty member required.

Independent study under the guidance of a faculty member to meet stated objectives.

SED 496 Cooperative Education Work Experience: Alternating (1-3)

Prerequisite: CED 220.

Work experience supervised by Education Department faculty in collaboration with the cooperative education staff. Credit is awarded upon successful completion of the work experience, documentation of a predetermined Learning Assignment and evaluation of work performance. May be repeated for a maximum total of six credits.

SED 499 Workshops in Special Education (1-3)

The workshop's content will be announced when the course is offered.

Ethics Courses

ETH:PHI 240 Ethics (3) E

This course is a study of the major ethical theories of the Western tradition. The action-based approach and the virtue-based approach will be covered. Fulfills Ethics requirement.

ETH:PHI 250 Health Care Ethics (3) E

This course is a study of major ethical principles and their application to health care issues. Emphasis is on the method of decision making and health care policy. Fulfills Ethics requirement.

ETH:PHI 392H Honors: Reproductive Ethics (3) E

Prerequisite: IDS 100H: Honors Foundation Seminar I, and approval of Honors Program Director.

This course examines the numerous and perplexing moral dilemmas raised by modern reproductive science and technology. Topics to be discussed include: in vitro fertilization, genetic testing and screening, birth control, infanticide, and abortion. Fulfills Ethics requirement.

ETH:PHI 397 The Ethical Conduct of Business (3) E

This course examines the moral dilemmas raised by the conduct of business. Topics to be discussed include: product safety, truth advertising, fair pricing, pollution, sexual harassment, and affirmative action. Fulfills Ethics requirement.

ETH:REL 250 Christian Ethics (3) E

The main themes of Christian ethics as they have developed in the Scriptures in the life and reflection of

the church. The uniqueness of the Christian vision of moral action. A study of contemporary personal and social moral issues. Fulfills Ethics requirement.

ETH:REL 251 Business Ethics (3) E

This class will explore actual business practices as to whether or not they are ethical. We will examine the use of scripture, tradition, philosophy, and science and other forms of human experience as guides to ethical living. We will examine arguments from laissez-faire, mixed capitalist and socialist viewpoints. Students will discuss debates on worker empowerment, leveraged buyouts, sexual discrimination, whistle blowing, advertising, environmental policy, and the activities of multinational corporations along with issues. Fulfills Ethics requirement.

ETH:REL 252 Theological Health Care Ethics (3) E

A course designed primarily for those students majoring in health related fields. Using Christianity as a foundation, it will include the development of ethical theory, principles and presuppositions as well as an analysis of the major ethical issues raised in contemporary health care. Fulfills Ethics requirement.

ETH:REL 253 Media and Moral Values (3) E

This course will enable students to critically reflect upon mass media and to examine the value messages contained within them in light of the Gospel values and Christian ethical principles. Fulfills ethics requirement.

ETH:REL 255 Christian Social Justice (3) E

This course will acquaint students with both concrete efforts by Christians in support of social justice and with the Christian premises that underlie these efforts. Topics include economic justice, religious liberty and church-state relations, rights of women and minorities, war and peace, pro-life issues, and environmental ethics. Fulfills ethics requirement.

EXCEL Courses

EXC 103 Studying for Success (2)

A course designed to promote the development of skills basic to success in college. The focus will include: reading in the content areas; strategies for effective notetaking; preparing for a broad range of test formats; organizing and managing time; utilizing instructional resources; improving communication skills; becoming a self-advocate on a college campus.

Health Sciences: Athletic Training Courses

ATR 180 Principles and Practices of Athletic Training w/Lab (3)

This course introduces students to the history of the athletic training profession, the role and responsibility of the athletic trainer in the high school, college, and professional work settings, ethical codes and standards of professional practice, medical terminology, and development, maintenance, and storage of medical records. Within the course content, students are oriented to the athletic trainer's role within the College's intercollegiate athletic department. They become familiar with the prevention, recognition and care of common injuries evaluated and treated by athletic trainers. Students develop proficiency in standard preventative taping and wrapping techniques for the upper and lower extremities. They are taught proper procedures for wound care and emergency care and are oriented to interdisciplinary relationships with a variety of health care providers. This course requires a minimum of 75 clinical hours under the direct supervision of a certified athletic trainer or other allied health/medical clinical instructor.

ATR 181 Emergency Response with CPR w/Lab (3)

The student will learn advanced first aid techniques applicable for the athletic trainer, coach, teacher or other person who is primarily responsible for the medical care of others. The course is consistent with the

USDOT guidelines for first responder training. Upon successful course completion the student will receive certification from the American Red Cross in Emergency Response and CPR for the Professional Rescuer. This course requires a minimum of 75 clinical hours under the direct supervision of a certified athletic trainer or other allied health/medical clinical instructor.

ATR 212 Therapeutic Modalities (3)

Corequisites: ATR 214, ATR 232.

Students will demonstrate understanding of the theoretical principles underlying the use of therapeutic modalities in athletic training including their indications, contraindications, precautions, and physiological effects. Students will demonstrate proficiency in selection and application of therapeutic modalities used in the treatment of injuries sustained by active individuals.

ATR 213 Therapeutic Exercise (3)

Prerequisite: ATR 212.

Corequisites: ATR 215, ATR 233.

Students will demonstrate understanding of the theoretical principles underlying the use of therapeutic exercise in athletic training. Using biomechanical and physiological concepts of healing, the students will learn basic therapeutic exercises and stretching techniques used to restore normal function in active individuals following injury or surgery.

ATR 214 Assessment and Management of Athletic Injuries I (3)

Prerequisites: BIO 195, athletic training major.

Corequisites: ATR 232, ATR 212.

The student will learn advanced techniques of assessment of athletic injuries. Prevention, evaluation and treatment of each injury will be addressed. Emphasis will be on orthopedic assessment.

ATR 215 Assessment and Management of Athletic Injuries II (3)

Prerequisites: ATR 214, BIO 195, athletic training major.

Corequisites: ATR 233, ATR 213.

The student will learn advanced techniques of assessment of athletic injuries. Prevention, evaluation and treatment of each injury will be addressed. Emphasis will be on the head, neck, torso, and integumentary.

ATR 232 Clinical Perspectives I (2)

Prerequisite: athletic training major

Corequisites: ATR 212, ATR 214.

Clinical Perspectives I focuses on laboratory experiences designed to integrate psychomotor skills of orthopedic assessment and treatment as well as therapeutic modalities. The course includes clinical experiences with a certified athletic trainer in the intercollegiate setting. Students will also interact with the team physician and other health providers during injury assessment and follow-up care. This course requires a minimum of 150 hours under the direct supervision of a certified athletic trainer or other allied health/medical clinical instructor.

ATR 233 Clinical Perspectives II (2)

Prerequisites: ATR 232, athletic training major.

Corequisites: ATR 213, ATR 215.

Clinical Perspectives II provides laboratory experiences designed to develop students' psychomotor skills necessary for evaluation and treatment of head, neck, and facial injuries, as well as general medical conditions frequently found in active individuals. Students will develop and implement therapeutic exercise plans consistent with physical examination findings in the active individual. The course includes clinical experiences with a certified athletic trainer in the intercollegiate setting and a physician treating general medical conditions. This course requires a minimum of 150 hours under the direct supervision of a certified athletic trainer or other allied health/medical clinical instructor.

ATR 320 Strength Training & Wellness (3)

Prerequisites: BIO 195, BIO 202.

Corequisite: ATR 333.

Emphasis is placed on current concepts of strength training and exercise as they relate to improved athletic performance for individuals of differing ages. The course includes basic physiological principles in the prescription and administration of exercise programs.

ATR 332 Clinical Perspectives III (1)

Prerequisites: ATR 232, ATR 233, athletic training major.

This laboratory course develops psychomotor skills related to assessment and treatment of disease processes frequently encountered in the athletic health care environment. Required clinical experiences occur in fitness and/or performance enhancement centers, sportsmedicine clinics, and high schools. This course requires a minimum of 225 hours under the direct supervision of a certified athletic trainer or other allied health/medical clinical instructor.

ATR 333 Clinical Perspectives IV (1)

Prerequisites: ATR 232, ATR 233, ATR 332, athletic training major.

Corequisite: ATR 320.

This laboratory course develops psychomotor skills associated with strength training and wellness. Required clinical experiences in high schools, sportsmedicine clinics, fitness and/or performance enhancement centers provide context for integration of psychomotor, cognitive, and affective skills associated with wellness and athletic performance. This course requires a minimum of 225 hours under the direct supervision of a certified athletic trainer or other allied health/medical clinical instructor.

ATR 340 Athletic Training Seminar (2)

Prerequisite: athletic training major senior status or permission of program director.

The course integrates principles of prevention, treatment, and assessment of various medical conditions in the active population. Common surgical interventions, radiological and laboratory testing are examined as part of an interdisciplinary approach to health care. This course requires a minimum of 225 hours under the direct supervision of a certified athletic trainer or other allied health/medical clinical instructor.

ATR 380 Independent Study in Athletic Training (1-3)

Independent study under the guidance of a faculty member to meet stated objectives. Written permission of department chairperson and faculty member required.

ATR 413 Administration of Athletic Training (3)

Students in this course will learn the methods and strategies that will allow them to plan, coordinate and supervise an athletic training program at the high school, college or professional level. Topics will include health care of athletes, liability issues, financial management, personnel management, reimbursement, and public relations.

ATR 415 Pharmacology in Athletic Training (2)

Students will study the therapeutic use of drugs in athletic training including the legal, moral and ethical implications of drug administration by the athletic trainer. Students will learn the various classes and subclasses of drugs commonly used in athletics. Dosages, indications, contraindications, and modes of action will be discussed. Although the emphasis of the course will be on non-prescription drugs, there will also be a substantial amount of information on common prescription drugs and on performance enhancing chemicals.

ATR 480 Athletic Training Capstone (3)

Prerequisites: Athletic training major, senior status.

The Athletic Training Capstone is designed as a culminating experience where students analyze complex health care problems from a broad perspective. Students will integrate health care and core curriculum concepts to examine the practice and profession of athletic training in the context of the sports medicine team. This course requires a minimum of 225 hours under the direct supervision of a certified athletic trainer or other allied health/medical clinical instructor.

Health Sciences: Interdisciplinary Athletic Training Courses

IDS 206 Biochemical and Therapeutic Applications of Nutrition (4) IDS

Prerequisite: CHE 104

Chemistry, Athletic Training and Nursing Interdisciplinary course.

This course integrates biochemistry and nutrition, focusing on the interrelationship between the two as it relates to wellness and disease processes across the lifespan. Topics include the structure and function of biomolecules, biochemical energy production, normal and therapeutic nutrition, as well as exercise requirements necessary to enhance performance and prevent and manage illness and injury.

Health Sciences: Interdisciplinary Nursing Courses

IDS 206 Biochemical and Therapeutic Applications of Nutrition (4) IDS

Prerequisite: CHE 104

Chemistry, Athletic Training and Nursing Interdisciplinary course.

This course integrates biochemistry and nutrition, focusing on the interrelationship between the two as it relates to wellness and disease processes across the lifespan. Topics include the structure and function of biomolecules, biochemical energy production, normal and therapeutic nutrition, as well as exercise requirements necessary to enhance performance and prevent and manage illness and injury.

IDS 307 Healthy Communities (3) IDS

Prerequisite or Corequisite: PSY 103 and SOC 103.

Gerontology, Nursing, Social Work and Sociology Interdisciplinary Course.

This course examines the practice of interdisciplinary health teams with the goal of facilitating the development of healthy individuals, families, communities, and populations. Emphasis is on applying theories and models to assess community-identified capacities and needs. Diversity of individuals, communities, and populations are explored using interactive learning strategies, thus supporting the development of partnerships among professionals and the citizens of the community.

Health Sciences: Nursing Courses

NUR 201 Foundations of Primary Health Care Nursing I (2)

Prerequisites: CHE 104, BIO 195, PSY 103, SOC 103.

Corequisites: NUR 202, NUR 205, IDS 206, BIO 202.

This course introduces the student to the foundations of the art and science of nursing. The evolution of nursing and the history of health care are explored as the basis for the practice of professional nursing in partnership with culturally and ethno-culturally and socioeconomically diverse client systems. The concepts of professional nursing and health promotion and the content fundamental to the practice of primary health care nursing are emphasized. It explores the role of the nurse as a professional and the ethical, legal and regulatory standards of practice.

NUR 202 Clinical Applications in Primary Health Care Nursing I (2)

Prerequisites: CHE 104, BIO 195, PSY 103, SOC 103.

Corequisites: NUR 201, NUR 205, IDS 206, BIO 202.

This course is the clinical component of NUR 201 and is taken concurrently. Nursing care that facilitates the client's activities of daily living and that is consistent with the client's ethno-cultural values and beliefs is implemented. Application of the concepts and content fundamental to the practice of nursing are addressed in an on-campus skills laboratory and in clinical settings in the community. Health assessment techniques are used to obtain a client database. Learning strategies include interactive integrating seminars held in the classroom or in collaboration with students and professionals of other disciplines in community-based settings.

NUR 203 Foundations of Primary Health Care Nursing II (3)

Prerequisites: NUR 201, NUR 202, NUR 205, IDS 206, BIO 202.

Corequisites: NUR 204, BIO 215, IDS 307, PSY 204.

This course is a continuation of NUR 201 and is taken concurrently with NUR 204. Nursing practice based on the application of nursing and related theories is addressed. The course focuses on the nursing process as a systematic method for determining the health care concerns of clients within the framework of primary health care. Content relevant to the promotion of primary prevention, screening behaviors and the implementation of therapeutic interventions in a changing health care environment is presented. Teaching-learning principles are introduced and incorporated into the nursing process as a means of promoting health among clients of varying developmental stages and ethno-cultural backgrounds.

NUR 204 Clinical Applications of Foundations in Primary Health Care Nursing II (3)

Prerequisites: BIO 202, NUR 201, NUR 202, NUR 205, IDS 206.

Corequisites: BIO 215, NUR 203, IDS 307, PSY 204.

This course is a continuation of NUR 202 and is taken concurrently with NUR 203. Application of the nursing process in the promotion of health and with clients experiencing health concerns is emphasized. Nursing care includes the implementation of selected therapeutic interventions and addresses the promotion of primary prevention and screening health behaviors with clients of varying developmental stages and ethno-cultural backgrounds. The role of family in the promotion of client health is addressed. Learning strategies include simulated skill performance in a lab setting, application of the nursing process in community-focused settings and participation in interactive integrating seminars.

NUR 205 Health Assessment Across the Lifespan Lecture and Lab (3)

Corequisites: BIO 202, NUR 201, NUR 202, IDS 206.

This course presents the art and science of assessing the health of clients across the lifespan. The content addresses the purpose and method of obtaining a comprehensive holistic client database using a nursing assessment model. The use of effective communication techniques to obtain assessment data is addressed. Deviations in health patterns are identified by comparing assessment data to norms, standards and theories. Assessment findings are documented in a manner appropriate for an interdisciplinary health care community.

NUR 217 Pharmacology and Medication Administration (3)

Prerequisites: BIO 215, NUR 203, NUR 204.

Corequisites: NUR 301, 302.

This course explores basic mechanisms of drug action, indications and contraindications of drug therapy. Nursing interventions related to dosage, therapeutic effects as well as toxic and expected side effects of various medications. Emphasis will focus on the care of clients receiving medication across the life span and in culturally and socioeconomically diverse settings. Techniques involved in the administration, calculation of drug dosages, regulation and maintenance of controlled substances, I.V. therapy and administration of medications in parenteral and non-parenteral forms are presented and practiced.

NUR 301 Primary Health Care Nursing of Childbearing Families and Children (5)

Prerequisites: BIO 215, NUR 203, NUR 204, IDS 307, PSY 204.

Corequisites: NUR 302, NUR 217.

This course explores the needs of childbearing families and children experiencing the childbearing process, surgery and health conditions common to these client systems. The nursing process is used within the primary health care framework to assist the student in facilitating the client and his/her family in adapting to the condition and returning to and maintaining a state of optimal wellness. Age specific therapeutic nursing interventions within the primary health care framework are emphasized. Principles of leadership, management, coordination, and evaluation as applied to the self and client systems are explored. Community concepts include home visit process, referrals, resources, school-based nursing, and public health concerns related to children and families.

NUR 302 Clinical Applications of Primary Health Care Nursing of Childbearing Families and Children (4)

Prerequisites: BIO 215, NUR 203, NUR 204, IDS 307, PSY 204.

Corequisites: NUR 301, NUR 217.

This course is the clinical component to NUR 301 and is taken concurrently. Students implement the nursing process within the primary health care framework to provide nursing care to childbearing families and children in a variety of inpatient and outpatient clinical settings in the community. Using communication and critical thinking skills the student works in partnership with others to provide holistic health care to identified clients from culturally and socioeconomically diverse settings. Students also engage in seminar activities in which they integrate knowledge and practice experiences from current and previous learning in nursing and the liberal arts and sciences. These activities facilitate the development of the student's professional role (i.e., ethical, legal, regulatory, social), clinical competence and self-confidence in primary health care community-focused nursing practice.

NUR 304 Primary Health Care Nursing of Clients with Acute and Chronic Conditions (5)

Prerequisites: NUR 301, NUR 302.

Corequisites: NUR 305, BIO 301.

This course explores the needs of individuals and families experiencing acute and chronic health conditions using the primary health care model. The focus of nursing care is illness intervention and health management with individuals experiencing medical, surgical and behavior/mental disorders. Content related to the legal, ethical and emotional impact of these conditions is integrated throughout. Emphasis is on developing diagnostic reasoning, process skills and reflective judgment. Principles of leadership and management including delegation, coordination and evaluation of client care systems are further developed.

NUR 305 Clinical Applications of Primary Health Care Nursing of Clients with Acute and Chronic Conditions (4)

Prerequisites: NUR 301, NUR 302.

Corequisites: NUR 304, BIO 301.

This course is the clinical component to NUR 304 and is taken concurrently. Students are expected to use critical thinking and communication skills to effectively plan and implement therapeutic nursing interventions in meeting needs of clients experiencing acute and chronic medical, surgical and behavior/mental conditions at various stages of the life cycle. Principles of collaboration, teaching, leadership and management, delegation, coordination, evaluation, and research also are incorporated as essential elements of providing holistic client care. Students also engage in seminar activities in which they integrate knowledge and practice experiences from current and previous learning in nursing and the liberal arts and sciences. These activities facilitate the development of the student's professional role (i.e., ethical, legal, regulatory, social), clinical competence and self-confidence in primary health care community-focused nursing practice.

NUR 315 Nursing in the Professional Role (3)

Prerequisite: Registered nurse.

NUR 315 is designed to facilitate the transition of the registered nurse to the role of registered nurse student seeking the Bachelor of Science in Nursing degree. Course content focuses on the development of professional nursing in the United States. The student's personal and professional philosophy and roles are explored in relationship to the image of nursing. Nursing process and nursing theory are taught as two approaches that guide nursing practice.

NUR 330 Nursing Research (3)

Prerequisite: MTH 174 or MTH 176.

Nursing Research 330 focuses on the interaction of the components of the research process with application to the theory and practice of nursing. This course emphasizes the critical appraisal and utilization of research including selected nursing theories and ethical considerations. Nursing research studies are examined. Critical and reflective thinking, as a consumer of nursing research, are stressed. Please Note: Enrollment in accelerated sections limited to registered nurses.

NUR 331 Parish Nursing/Health Ministries I: Introduction to Practice (2)

This course presents an overview of parish nursing/health ministries practice with an emphasis on defining holistic health within a faith community. Students will learn how to collaborate with others to plan and implement a health promotion program.

NUR 332 Parish Nursing/Health Ministries I: Practicum (1)

Corequisite: NUR 331 Parish Nursing/Health Ministries I.

In this course, the student will spend approximately 45 hours working on clinical projects related to the Parish Nursing/Health Ministry I: Introduction to Practice course. The course will focus on the promotion of health and healing within the context of the values, beliefs, and practices of a faith community and the community it serves. Preceptors for this clinical experience may include parish nurses, pastors, chaplains, and lay ministers.

NUR 333 Parish Nursing/Health Ministries II: Strategies for Practice (2)

Prerequisite: NUR 331 Parish Nursing/Health Ministries I.

In this course, students will use a systematic process to collaborate with others to promote health and healing for individuals and families within a faith community. The development of health programs, support groups and strategies to empower parishioners will be explored.

NUR 334 Parish Nursing/Health Ministries II: Practicum (1)

Corequisite: NUR 333.

In this course, the student will spend approximately 45 hours working on clinical projects related to the Parish Nursing/Health Ministries II: Strategies for Practice. The course will focus on the development of programs to promote health and healing within the context of the values, beliefs, and practices of a faith community and the community it serves. Students will work with parish nurses, pastors, chaplains, and lay ministers.

NUR 396 Cooperative Education Work Experience: Parallel (1-3)

Prerequisite: CED 220.

A part-time work related experience supervised by a faculty coordinator in collaboration with the cooperative education staff. Credit is awarded upon successful completion of the work experience, documentation of predetermined learning agreement and evaluation of work performance.

NUR 401 Primary Health Care Nursing of Clients with Complex Multi-System Conditions (4)

Prerequisites: NUR 304, NUR 305.

Corequisites: NUR 330, NUR 402.

This course focuses on clients experiencing conditions that are life threatening and/or involve multiple body systems. The course includes high risk obstetrical and critical medical-surgical conditions in children and adults. Content focuses on acute and rehabilitation phases of these conditions and use of advanced technology and resources in the hospital, home and community settings. The role of the nurse in the care of clients with these conditions also is emphasized within the context of primary health care. Organizational and management concepts are applied when collaboratively caring for clients in primary health care nursing practice.

NUR 402 Clinical Applications of Primary Health Care Nursing of Clients with Complex Multi-System Conditions (4)

Prerequisites: NUR 304, NUR 305.

Corequisites: NUR 330, NUR 401.

This course is the clinical component to NUR 401 and is taken concurrently. It focuses on promoting health in partnership with clients experiencing conditions that are life threatening and/or involve multiple body systems. The course includes high risk obstetrical and critical medical-surgical conditions and the rehabilitative phases of multi-system conditions and related technology in children and adults. Care of these clients in hospitals, homes and community settings is emphasized in the context of the liberal arts and sciences, nursing theories, research and advanced technology within a primary health care environment. Competencies in communication with diverse populations, leadership and management, delegation, coordination and evaluation of client care, critical thinking, and interdisciplinary collaboration are enhanced. Students also engage in seminar activities in which they integrate knowledge and practice experiences from current and previous learning in nursing and the liberal arts and sciences. These activities facilitate the development of the student's professional role (i.e., ethical, legal, regulatory, social), clinical competence and self-confidence

in primary health care community-focused nursing practice.

NUR 404 Primary Health Care Nursing and Management of Multiple and Complex Health Care Needs of Individuals and Communities (3)

Prerequisites: NUR 401, NUR 402.

Corequisites: NUR 330, NUR 405.

This course focuses on nursing care of populations at risk, including minorities, elderly, chronic mentally ill, women, and children; it also explores the barriers in accessing and using health resources for these populations. Students have opportunities to investigate health concerns and needs of individuals and communities with multiple and complex health care needs and develop skills in problem resolution. They also learn more advanced concepts of communication, leadership, and management, delegation, coordination and evaluation of client care, interdisciplinary collaboration, and critical thinking required for working in complex situations.

NUR 405 Clinical Applications of Primary Health Care Nursing with Community as Client (5)

Prerequisites: NUR 401, NUR 402.

Corequisites: NUR 330, NUR 404.

This course is the clinical component of NUR 404 and is taken concurrently. It focuses on promoting primary health care with the community as client. It promotes the synthesis of concepts from nursing and health, liberal arts and sciences, and the sociopolitical, cultural and economic dimensions of community as a whole. Students have guided experiences in community settings to develop further practice competencies, including communications, collaboration, critical thinking, teaching/learning, management and leadership and delegation, coordination and evaluation of client care. In this clinical component, the student participates in the care of a community as client, develop partnerships with other professionals and internalize the role of the professional nurse while working collaboratively with a nurse preceptor. Students also engage in seminar activities in which they integrate knowledge and practice experiences from current and previous learning in nursing and the liberal arts and sciences. These activities facilitate the development of the student's professional role (i.e., ethical, legal, regulatory, social), clinical competence and self-confidence in primary health care community-focused nursing practice.

NUR 411 Primary Health Care Nursing with Clients at High Risk for Complex Multi-System Conditions (4)

Prerequisites: Registered nurse, IDS 307, NUR 315, NUR 330.

Corequisites: NUR 412.

This course focuses on promoting culturally relevant nursing care for populations who are vulnerable and at high risk for complex multi-system conditions. The barriers these populations experience in accessing and using health resources are explored. Problem resolution skills to address client, family and community functioning are emphasized.

NUR 412 Clinical Applications of Primary Health Care Nursing with Clients at Risk for Multi-Systems Conditions (5)

Prerequisites: Registered nurse, IDS 307, NUR 315, NUR 330.

Corequisite: NUR 411.

This course is the clinical component of NUR 411 and is taken concurrently. It focuses on promoting primary health care with the individual, family and community as client. It promotes the synthesis of concepts from nursing and health, liberal arts and sciences, and the cultural and economic dimensions of client systems. Students have experiences in homes and community settings to develop competencies of communication, critical thinking, assessment, and management of client care.

NUR 413 Management Strategies in Primary Health Care Nursing Practice (4)

Prerequisites: Registered nurse, NUR 411, NUR 412.

Corequisite: NUR 414.

This course focuses on the various theories pertaining to organizations and relevant leadership and management strategies. Emphasis is given to the use of change theory for collaboratively working with clients in primary health care nursing practice. Issues relevant to nursing practice and health care delivery in the 21st

century are included.

NUR 414 Clinical Applications of Management Strategies in Primary Health Care Nursing Practice (5)

Prerequisites: Registered nurse, NUR 411, NUR 412.

Corequisite: NUR 413.

This course is the clinical component of NUR 413 and is taken concurrently. It focuses on leadership, delegation, coordination and evaluation of client care. It promotes synthesis of concepts from nursing and health, liberal arts and sciences, and the sociopolitical dimensions of client systems. The student works collaboratively with a nurse preceptor to develop partnerships with other professionals and promote primary health care.

NUR 450 School Nurse Licensure Practicum (1-10)

Prerequisites: BSN-prepared registered nurses and registered nurses enrolled in the BSN program-School Nurse Licensure combined program.

This course is designed for BSN-prepared registered nurses and registered nurse students seeking a BSN and a license in school nursing from the State of Ohio, Department of Education. Registered nurse students are placed in selected schools as clinical settings in order for them to have the opportunity to develop the appropriate competencies associated with the knowledge, values and attitudes previously acquired in prerequisite course work. Learning outcomes will be met through participation in the delivery of school health services and health teaching. The major focus of a comprehensive school health program is to educate preschool through grade 12 students about how to maintain an optimal state of wellness and encourage participation in their own self-care, as developmentally appropriate. Periodic seminars allow registered nurse students the opportunity to integrate theory and experience and to explore current issues and research findings in school health nursing. Validation of knowledge and/or experience in school nursing through portfolio development or certification examination may reduce the number of field experience hours.

NUR 452 Independent Study (1-3)

Independent study under the guidance of a faculty member to meet stated objectives. Written permission of department chairperson and faculty member required.

NUR 496 Cooperative Education Work Experience: Alternating (1-3)

Prerequisite: CED 220.

A full-time work related experience supervised by a faculty coordinator in collaboration with the cooperative education staff. Credit is awarded upon successful completion of the work experience, documentation of predetermined learning outcomes and evaluation of work performance.

Health Sciences: Physical Therapy Courses

PT 301 Professional Socialization (2)

Prerequisite: Matriculation to Professional Phase of the MPT program.

This course challenges the student to apply the knowledge of ethical foundations of the profession of physical therapy. The role, scope and utilization of the physical therapist in today's health care system are investigated. The principles of communication are related to the effective delivery of health care in a diverse society emphasizing relationships with patients, families and other healthcare professionals. Learning theories and learning styles are applied to patient case scenarios for improving effective communication. This course expands the student's concept of cultural diversity and self-awareness for sensitizing the student for personal and professional enrichment. Undergraduate credit only.

PT 312 Advanced Topics in Human Anatomy (2)

Crosslisted with BIO 312.

Prerequisites: BIO 201, or equivalent and department permission

This course is in-depth exploration of the human musculoskeletal and peripheral nervous systems. Both

gross and surface anatomical features will be covered, including development of palpation skills to locate bony landmarks, muscles, tendons, joints, and ligaments on the living human body. Undergraduate credit only.

PT 410 and PT 410A Applied Human Physiology w/Lab (4)

Prerequisite: Matriculation into the Professional Phase of the MPT program.

Application of the principles of exercise physiology to work and rehabilitation environments. Acute and adaptive responses to exercises are examined from the molecular to the systems level. The major emphasis is on the neuromuscular, cardiovascular, pulmonary, and endocrine systems. Includes assessment techniques and training principles. Undergraduate credit only.

PT 415 and PT 415A Biomechanics and Kinesiology w/Lab (4)

Prerequisites: BIO 326/326A.

A study of the principles of musculoskeletal biomechanics and kinesiology including mechanical behavior and properties of bone, tendon, ligament, joint, cartilage, skeletal muscle, and peripheral nerve as applied to the human body. Analysis of forces, and muscle functions involved in human movement are modeled as a foundation for evaluation and therapeutic intervention. The components of normal posture and gait are included. Undergraduate credit only.

PT 420 and PT 420A Basic Examination & Evaluation w/Lab (3)

Prerequisites: BIO 326/326A.

Principles and applications of basic musculoskeletal examination techniques that are applicable to a variety of patient populations are learned. Emphasis is placed on clinical decision making by integrating basic sciences of anatomy, physiology, kinesiology, and pathology with analysis and synthesis of subjective and objective patient data. The student then learns to screen and evaluate common neck and low back musculoskeletal dysfunction. Undergraduate credit only.

PT 430/430A Therapeutic Procedures I w/Lab (3)

Prerequisites: BIO 301 and BIO 326/326A.

Principles and application of basic patient care skills essential to safe and effective treatment, including positioning, bed mobility, transfer, gait training, wheel chair measurement and wheel chair training are learned. This course also includes theory, demonstration and practice in the scientific application of basic massage techniques, introduction to documentation based on the disablement model and *Guide to Physical Therapist Practice* (American Physical Therapy Association publication) and effective communication skills. Undergraduate credit only.

PT 440/440A Therapeutic Exercise I w/Lab (4)

Prerequisites: BIO 326/326A.

Corequisites: PT 415 and PT 420/420A.

Basic theory, treatment planning, and implementation of exercise programs directed towards the functional restoration of the musculoskeletal system are discussed. The student learns basic therapeutic exercise, stretching, and manual therapy techniques and their safe application using biomechanical and physiological concepts as they relate to the stages of connective tissue, bone and joint tissue healing following injury or surgery. The student then learns a regional approach to musculoskeletal treatment beginning with planning and therapeutic exercise intervention of common neck and trunk musculoskeletal impairments. Undergraduate credit only.

PT 460 Foundations of Critical Inquiry in Physical Therapy (2)

This course is the first in a series of courses designed to foster the utilization of and production of research literature into the practice of physical therapy. This course introduces the student to evidence based physical therapy practice and the concepts of clinical research methodology and measurement. The concepts of reliability, validity, sampling, and control and design issues are explored as well as statistics used to evaluate these concepts. Also covered is the continuum of research, as well as the categorization of clinical research into levels of evidence. The students then utilize this knowledge to efficiently and accurately appraise literature relevant to the practice of physical therapy. Critical appraisal of literature is fostered and continued

throughout the remainder of the professional curriculum. Undergraduate credit only.

PT 501 Clinical Medicine & Surgery I (1)

Prerequisites: BS degree in Rehabilitation Sciences or equivalent.

This course is the first of a three-semester sequence covering medical and surgical conditions commonly treated by physical therapists with emphasis on the musculoskeletal cardiopulmonary systems. Graduate credit only.

PT 502 Clinical Medicine & Surgery II (1)

This course is the second of a three-semester sequence covering related medical and surgical conditions commonly treated by physical therapists with emphasis on pediatric pathologies, spine disorders, and health and wellness. Graduate credit only.

PT 503 Clinical Medicine & Surgery III (2)

This course is the third of a three-semester sequence covering medical and surgical conditions commonly treated by physical therapists with emphasis neurological disorders, diabetes, geriatrics, AIDS, and rheumatology. Graduate credit only.

PT 512/512A Therapeutic Procedures II (3)

Prerequisites: BS Degree in Rehabilitation Sciences or equivalent.

The theory and science of thermal, electrical and mechanical agents as they apply to clinical practice of physical therapy intervention are covered. Skills in safe and effective use of clinical modalities are developed during laboratory sessions. Graduate credit only.

PT 515/515A Evaluation & Treatment: Cardiopulmonary & Acute Care (3)

Prerequisites: BS Degree in Rehabilitation Sciences or equivalent.

Evaluation, treatment planning and therapeutic interventions of patients with complex medical conditions requiring physical therapy services are discussed; included are cardiopulmonary conditions, wounds and burns. Evaluation and treatment procedures encompass various stages of recovery and include treatment of the patient in the intensive care unit. Emphasis is placed upon synthesis, analysis, and integration of subjective and objective patient data for scientific clinical decision making. Graduate credit only.

PT 525/525A Applied Orthopedics I - Extremities w/Lab (7)

Prerequisites: PT 415/415A, PT 420/420A, and PT 440/440A.

A regional approach to examination, evaluation, treatment planning, and therapeutic exercise and manual therapy intervention techniques for common musculoskeletal conditions is presented. Emphasis is placed on clinical decision making by integrating basic sciences of anatomy, physiology, kinesiology, and pathology with analysis and synthesis of subjective and objective patient data, principles of therapeutic exercise and manual therapy, and current outcomes research in the development of therapeutic interventions. Graduate credit only.

PT 526/526A Applied Orthopedics II - Spine w/Lab (4)

Prerequisite: PT 525.

Evaluation and treatment principles of the cervical, thoracic spine, and lumbar spine, sacrum, coccyx and the sacroiliac joint are learned. Students develop basic skills in manual therapy spinal techniques; and learn about various spinal conditions, arthritic diseases and surgical procedures for the spine. Graduate credit only.

PT 530/530A Applied Neuroscience w/Lab (4)

Prerequisites: BIO 328/328A.

The course integrates form and function of the human nervous system in both healthy and pathological states. Subsystems are discussed in relation to diagnoses requiring physical therapy intervention. Emphasis is placed on examination of impairments, functional limitations and disabilities of neurological diagnoses. The student is introduced to interventions, plan of care and prognoses for neurological diagnoses across a patient/client's lifespan. Graduate credit only.

PT 531/531A Neurological Rehabilitation w/Lab (4)

Prerequisite: PT 530.

A continuation of PT 530 with emphasis on therapeutic or rehabilitative interventions used by physical therapists for patients with neurological diagnoses. The focus is on the scientific basis of interventions, clinical presentation and medical management of common neurological diagnoses. Emphasis is placed upon synthesis, analysis, and integration of subjective and objective patient data and incorporating individual patient/client needs for scientific clinical decision making. Graduate credit only.

PT 545/545A Life Span Conditions & Treatment I w/Lab (4)

Emphasizes theory, evaluation, treatment planning and implementation of therapeutic interventions with an emphasis on the normal developmental changes that occur from birth to young adulthood. Includes pathological conditions and issues related to pediatric and adolescent populations. Graduate credit only.

PT 546/546A Life Span Conditions & Treatment II w/Lab (4)

Prerequisite: PT 545.

Emphasis theory, evaluation, treatment planning and implementation of therapeutic interventions with an emphasis on normal maturation and aging; includes complex medical and multi-system conditions that occur in adulthood and with aging including industrial injuries, diabetes, amputations, bone diseases, rheumatic diseases, fibromyalgia chronic pain and Alzheimer's disease aging. Graduate credit only.

PT 550 Pharmacology (2)

An exploration of the basic principles of pharmacology, including pharmacokinetics and pharmacodynamics as well as toxicology. The mechanisms of action, indications, dosage, contraindications, adverse and side effects of medications administered to patients commonly treated by physical therapists are explored. Additionally, variations in the pharmacokinetics and pharmacodynamics across the lifespan — from infancy to aged — are discussed. Graduate credit only.

PT 551 Issues in Physical Therapy I (1)

Discussion of issues related to clinical education. Emphasis is placed on professional behavior, role of the student in the clinic, self-assessment, documentation, and method of evaluation. This course precedes the first clinical internship. Graduate credit only.

PT 552 Issues in Physical Therapy II (1)

Prerequisites: Clinical Internships I and II.

A forum to discuss clinical experience and to explore current issues in physical therapy, ethical decision making in the clinic, resume writing, and interviewing skills. Graduate credit only.

PT 553 Issues in Physical Therapy III (1)

Preparation for entry into final clinical internships and entrance into the profession. Topics will include consulting, political issues, involvement in the American Physical Therapy Association (APTA), licensure, role as clinical educator, and clinical education requirements. Graduate credit only.

PT 555 Seminars in Physical Therapy (1-2)

Prerequisites: 5th Year Graduate Phase standing the Physical Therapy program.

Exploration of special topics in physical therapy utilizing a seminar format of discussion, self-directed learning and sharing. One seminar is required for completion of the program in Physical Therapy; others may be taken as electives. Seminar topics will be posted prior to registration so that students can choose areas of interest. Graduate credit only.

PT 565 Research Practicum I (2)

Prerequisite: PT 560.

A research proposal is completed and presented. Instruction includes the application of statistical analysis, data management and reporting. Graduate credit only.

PT 566 Research Practicum II (2)*Prerequisites:* PT 560 and PT 565.

Completion of the research project developed in PT 560/565. Students wishing to complete data collection and analysis will be assigned a faculty mentor to assist them in this process. Students will complete their proposed project and prepare the results for publication or presentation. Graduate credit only.

PT 570 Administration Theory & Practice in PT (3)

Concepts in administration and management as they apply to the delivery of physical therapy services in health care facilities and organizations are explored, including basic administrative concepts of planning and decision making, budgeting, fiscal management and marketing applied to the implementation of clinical services. Essential communication and personnel management skills including assertiveness, negotiation and conflict management are applied to service line management of PT departments and interaction across multiple disciplines. Graduate credit only.

PT 571 Administration Practicum (1-2)*Corequisite:* PT 570 and permission of instructor.

Participation in physical therapy administrative functions in an actual PT department to experience and develop an understanding of administration and management as they apply to the delivery of physical therapy services in health care facilities and organizations. The student is exposed to the operations of a PT department from an administrative standpoint rather than as a clinician. Graduate credit only.

PT 585/586 Clinical Internship I & II (5,5)*Prerequisites:* PT 440/440A, PT 512/512A, PT 515/515A.

Full-time (40+ hours per week) clinical experience that provides the student with opportunities for supervised practice in evaluation and treatment of patients with both acute and chronic diagnoses requiring physical therapy interventions. Graduate credit only.

PT 595/596 Clinical Internship III & IV (5,5)*Prerequisites:* All Physical Therapy Professional courses.

Full-time (40+ hours per week) clinical experience that provides the student with opportunities for supervised practice in evaluation and treatment of patients with both acute and chronic diagnoses requiring physical therapy interventions. Graduate credit only.

PT 599 Capstone Seminar (2)*Prerequisites:* PT 595 and PT 596.

Culminating seminar with an emphasis on entry into the profession of physical therapy. Seminar will include entry-level professional expectations. Clinical knowledge will be reinforced and enhanced through advanced clinical topics/complex cases and selected guest faculty. Graduate credit only.

Humanities: Communication Studies Courses

+Course pending approval by College Curriculum Committee.

COM 096 Basic Writing (3)

Basic Writing prepares new students to make the transition from high school to college writing with intensive writing practice and feedback. It helps them to write more confidently and purposefully and to develop ways to clarify and edit their writing for a college-level audience.

COM 100 Spoken Word (3) C

Spoken Word enhances average and advanced students' understanding of interpersonal and public communication processes and practices. Emphasis is placed on developing effective and ethical listening and speaking strategies needed in personal academic, and professional life.

COM 101 Written Word (3) C

Written Word introduces new college students to academic writing with intensive writing practice and feedback. It guides them in developing strategies for communicating clearly, effectively, and creatively in a college setting. It emphasizes critical reading, writing, and thinking. It teaches students to discover and create knowledge by generating questions, investigating issues, and forming their own opinions.

COM 200 Introduction to Communication Theories (3) LAE

COM 100+101 recommended

This course is an introduction to the field of communication as a distinct area of study and practice, including theoretical approaches, methods, content areas, and rationales for scholarship commonly found within the field; and a survey of major communication theories and research findings. Emphasis will be placed on application of theories to particular contexts as a way of illuminating possibilities for improving human communication practice.

COM 210 Mass Media and Modern Culture (3) LAE

COM 101 + 200 recommended

This course focuses on developing students' knowledge, understanding, and critical assessment of mass media (including books, newspapers, magazines, film, radio, television, and the internet) and their relationship to modern culture. It deals with the history of mass media, mass media as major business enterprises, the psychological and sociological impacts of mass media, and ethical issues related to them.

COM 300 Advanced Composition (3) LAE

Crosslisted with ENG 300.

Prerequisite: COM 101 or equivalent; COM 200 recommended.

A course on writing nonfiction. While most of the work is practical, some theoretical considerations are made regarding style and methods of adapting discourse to meet the needs of a variety of audiences. Writing assignments involve descriptive, expository and persuasive writing.

COM 310 Visual Communication (3) LAE

COM 100, 101, 200, 201 recommended.

An introduction to film, video and other visual communication techniques, this course helps the student develop skills needed to produce visual media messages from original conception to presentation.

COM 315 History of the Motion Picture (3) LAE

Crosslisted with Eng 315.

The course is designed to be a basic survey of film history. It focuses on the early development of the narrative feature film and also on several major social, industrial and stylistic trends that evolved after World War II.

COM 320 Oral Communication (3) LAE

Prerequisites: COM 100 or equivalent; COM 200 recommended.

The techniques of conveying information, participating in conferences and group discussions, interviewing effectively, and speaking in public are studied and practiced.

+COM 330 Rhetorical Foundations of Human Communication (3) LAE

Prerequisites: COM 100 + 101 or equivalents; COM 200 + 320 recommended

This course is an introduction to major theories and perspectives in the rhetorical tradition, from the classical era to the contemporary period, with emphasis on recurring philosophical and ethical controversies surrounding the nature and role of rhetoric. A central theme of the tension between the promise of rhetoric for constructing a rich, just, and meaningful civic life and the dangers of its use as a tool for manipulation, oppression, and demagoguery.

+COM 340 Intercultural and World Communication (3) LAE

Prerequisites: COM 100 + 101 or equivalents; COM 200 + 320 recommended

This course explores the relationship between communication and cultural identity, experience, and meaning

within and across a variety of cultures, including national cultures, ethnic groups, racial groups, economic classes, genders, and others. The class will examine communication within various cultures; the ways in which communication constructs cultures; and the role of communication in creating and/or reducing cultural biases.

COM 350 Topics in Communication (1-3) LAE

Courses are offered under this number depending upon the need and interest. Independent study program, guided readings and individual projects may also be included under Topics.

COM 355 Introduction to Public Relations (3)

Topics covered include the definition of public relations, public relations for profit and nonprofit organizations, planning and budgeting a public relations program, preparing communications, media relations, special events, community relations, and how to gain top management support for public relations programs.

COM 359 Masters of the American Cinema (3) LAE

Crosslisted with Eng 359.

The course is designed to be an in-depth study of major American film directors. The styles and major traits of these directors will be stressed. Emphasis will also be placed on how American films often reflect historical and cultural trends.

COM 365 Introduction to Broadcasting (3) LAE

An introduction to the fundamentals of radio and television, the course will focus on the history, technologies, control, influence, and future developments of the broadcast media.

COM 380 Newswriting I (3) LAE

The course in newswriting introduces students to literary forms common in today's news media and to basic interviewing techniques.

COM 385 Newswriting II (3)

Prerequisite: COM 380 or equivalent.

This is an advanced course in newswriting. It is designed to develop the skills necessary to report on a wide range of contemporary issues.

COM 388 Feature Writing (3) LAE

A study of the craft of newspaper and magazine feature writing, with attention to leads, structure and polished prose.

COM 390 Drama Workshop (3) LAE

An introduction to play production, this course considers some of the principles of acting, directing and staging. Participants produce scenes and short plays in a laboratory theater.

COM 396 Cooperative Education Work Experience: Parallel (1-3)

Prerequisite: CED 220.

A communications related work experience supervised by department faculty coordinators in collaboration with the cooperative education staff. Credit is awarded upon successful completion of the work experience, documentation of predetermined Learning Agreement and evaluation of work performance. Evaluation is on pass/fail basis. The course may be repeated up to six credit hours.

COM 400 Internship (3)

Internships provide the student with the opportunity to gain practical experience in an appropriate segment of the communications industry. While there is some variation, typically the student will spend approximately 135 hours in a work environment. Enrollment is limited to majors in communication studies. Registration by permission of the department only. Co-op work experience may be substituted for the internship with permission of the department.

COM 496 Cooperative Education Work Experience: Alternating (1-3)

Prerequisite: CED 220.

A full-time communications related work experience supervised by department faculty coordinators in collaboration with the cooperative education staff. Credit is awarded upon successful completion of the work experience, documentation of predetermined Learning Agreement and evaluation of work performance. Evaluation is on pass/fail basis. The course may be repeated up to six credit hours.

COM 499 Senior Seminar (1)

Individualized application of communication theory and methods to a special problem. The seminar is part of the program assessment process. Permission of department required.

Humanities: English Courses

+Courses pending approval by College Curriculum Committee

ENG 140 Survey of Women Writers (3) L

Crosslisted with WST 140.

A chronological study of women writers of the English speaking world from the 15th century to the present day with emphasis upon their historical and literary significance.

ENG 153 Introduction to Poetry (3) L

Prerequisite: COM 101 or equivalent recommended.

A study of elements and rhetoric poetry and the chief theories about the interpretation of poetry. Emphasis is on poetry as an art form and a statement.

ENG 172 Contemporary Perspectives (3) L

A study of the various value systems operative in today's world; analysis of literary, historical and philosophical bases to illustrate multi-cultural value systems; written essays to document the student's progress in understanding the various attitudes.

ENG 175 Modern Short Fiction (3) L

A study of American and European short stories.

ENG 176 Modern Novel (3) LAE

Readings in modern fiction emphasizing leading writers of world literature who express the concerns of modern society.

+ENG 205 Methods for Teaching Language Arts (3)

Prerequisite: Admission to Education Department.

Corequisite: SEC 333Y.

An introduction for teaching English in three modules: literature (fiction, nonfiction, poetry, drama), composition, language and grammar.

ENG 211, 212 American Literature (3, 3) L

Prerequisite: COM 101 or equivalent.

A study of the major writers of poetry, fiction and nonfictional prose.

ENG 223 Cincinnati Authors (3) LAE

Prerequisite: COM 101 or equivalent.

A study of significant literary works in a variety of genres by writers who are either native Cincinnatians or who have resided in Cincinnati for a period of time.

ENG 225 Women and Autobiographical Writing (3) L

Crosslisted with WST 225.

A course which studies the literary form of women's personal writing: diary, autobiography, memoir, letters; as well as alternate forms such as poetry, fiction, oral history, and the arts. Through autobiographical formats, perceptions of women in society will also be studied as well as the common experiences of women's lives.

ENG 226 Multicultural Women Writers (3) L

Crosslisted with WST 226.

Prerequisite: COM 101 or equivalent.

A study of the variety of ways multicultural women writers express their evolving identities and their culture.

ENG 230 Modern Native American Literature (3) L

Prerequisites: COM 101 or equivalent; occasionally taught as honors course.

A study of major and minor 20th century American Indian writers. Poetry, fiction, autobiography, and film are covered. The emphasis is on how these writers make significant statements about the history and the tribal and social experiences of Native American men and women.

ENG 245H Honors: African-American Writers (3) L

Prerequisites: COM 101 or equivalent, HRN 100H Honors Seminar I and approval of the Honors Program Director.

A survey of significant works by African-American writers, beginning with slave narratives and ending with contemporary novels.

ENG 250 Mothers/Daughters (3) L

Crosslisted with WST 250.

The history and literature of the mother/daughter relationships, past and present, focusing primarily on their changing roles in modern society.

ENG 273 The Classical World (3) LAE

Prerequisite: ENG 172 or equivalent, COM 101 or equivalent.

This course introduces the student to the Greco-Roman views of the world through a study of the history, philosophy, art, and literature of classical antiquity.

ENG 300 Advanced Composition (3) LAE

Crosslisted with COM 300.

Prerequisite: COM 101 or equivalent; COM 200 recommended.

A course in writing and nonfiction. While most of the work is practical, some theoretical considerations are made regarding style and methods of adapting discourse to meet the needs of a variety of audiences. Writing assignments involve descriptive, expository and persuasive writing.

ENG 315 History of the Motion Picture (3) LAE

Crosslisted with COM 315.

This course is designed to be a basic survey of film history. It focuses on the early development of the narrative feature film and also on several major social, industrial and stylistic trends that evolved after World War II.

ENG 317 Shakespeare (3) LAE

Prerequisite: ENG 172 or equivalent, COM 101.

A study of selected comedies, histories and tragedies.

ENG 333 Modern Drama (3) LAE

Prerequisite: COM 101 or equivalent.

A study of English, American and European playwrights from Ibsen to the present.

ENG 334 Literature of the Age of Faith (3)

For English majors only.

Prerequisite: ENG 172 or equivalent.

A study of significant works from the end of the classical period to 1485, with particular attention to the influence of non-western cultures and the developing Christian faith on European literary texts

ENG 335 Literature of the Age of Protest (3) LAE

For English majors only.

Prerequisite: ENG 172 or equivalent.

A study of significant works from 1485 to 1800, with particular attention to the influence of renaissance, protestant, and enlightenment concepts on European literary texts.

ENG 336 Literature of the Age of Ideology (3) LAE

For English majors only.

Prerequisite: ENG 172 or equivalent.

A study of significant works written between 1800 and 1900.

ENG 337 Literature of the Age of Uncertainty (3) LAE

For English majors only.

Prerequisite: ENG 172 or equivalent.

A study of significant works of the 20th century.

ENG 340 English Novel (3) LAE

Prerequisite: ENG 172 or equivalent.

A study of the English novel from the beginnings to the present.

ENG 350 Topics in Literature (1-3)

Special seminars, guided readings, minicourses of five or 10-week duration.

ENG 359 Masters of American Cinema (3) LAE

Crosslisted with COM 359.

The course is designed to be an in-depth study of major American film directors. The styles and major traits of these directors will be stressed. Emphasis will also be placed on how American films often reflect historical and cultural trends.

ENG 370 Creative Writing: Poetry (3) LAE

Prerequisite: COM 101 or equivalent.

A study of methods, models and practice in poetry writing.

ENG 371 Seminar in Creative Writing: Poetry (3) LAE

Prerequisite: ENG 370 or equivalent.

An advanced study of methods, models and practice in fiction writing.

ENG 372 Creative Writing: Fiction (3) LAE

Prerequisite: COM 101 or equivalent.

A study of methods, models and practice in fiction writing.

ENG 373 Seminar in Creative Writing: Fiction (3) LAE

Prerequisite: ENG 372 or equivalent.

An advanced study of methods, models and practice in fiction writing.

ENG 380 Modern Poetry (3) LAE

Prerequisite: COM 101 or equivalent.

A study of English and American poetry from 1900 to 1960. Readings include the works of Yeats, Eliot, Pound, Frost, Stevens, e.e. Cummings, and others.

ENG 385 Contemporary Literature (3) LAE

Prerequisite: COM 101 or equivalent.

A study of major figures and movements in English and American poetry and prose since 1945, with related

readings in contemporary world literature.

ENG 390 Independent Study (1-3)

Student-initiated research, project or creative work under faculty guidance. Permission of department required.

ENG 499 Senior Seminar (1)

Advanced study of literature and language. The seminar is part of the program assessment process. Permission of the department is required.

Auto Study

Approval of instructor is required for all Auto Study courses.

ENG 410Z The Novels of Mark Twain (3)

ENG 413Z Greek Literature (3)

ENG 414Z Roman Literature (3)

ENG 419Z The Novels of Ernest Hemingway (3)

ENG 424Z Greek Tragedy (3)

ENG 436Z Literature of the Vietnam Era (3)

ENG 441Z Advanced Creative Writing (3)

ENG 450Z John Milton (3)

ENG 461Z Writing for Publication (3)

ENG 475Z Melville and Hawthorne (3)

Humanities: Ethics for Philosophy Courses

ETH:PHI 240 Ethics (3) E

This course is a study of the major ethical theories of the Western tradition. The action-based approach and the virtue-based approach will be covered. Fulfills Ethics requirement.

ETH:PHI 250 Health Care Ethics (3) E

This course is a study of major ethical principles and their application to health care issues. Emphasis is on the method of decision making and health care policy. Fulfills Ethics requirement.

ETH:PHI 392H Honors: Reproductive Ethics (3) E

Prerequisite: IDS 100H: Honors Foundation Seminar I, and approval of Honors Program Director.

This course examines the numerous and perplexing moral dilemmas raised by modern reproductive science and technology. Topics to be discussed include: in vitro fertilization, genetic testing and screening, birth control, infanticide, and abortion. Fulfills Ethics requirement.

ETH:PHI 397 The Ethical Conduct of Business (3) E

This course examines the moral dilemmas raised by the conduct of business. Topics to be discussed include: product safety, truth advertising, fair pricing, pollution, sexual harassment, and affirmative action. Fulfills Ethics requirement.

Humanities: French Courses

FRE 101-102 Level One (3, 3) LAE

A basic introduction to French emphasizing confidence-building in the use of practical, spoken language. Attention is focused on pronunciation and speech patterns, the development of a working vocabulary, and the framing of simple sentences. Students are introduced to the concepts of cultural diversity and the appreciation of other cultures. Laboratory practice. No prerequisite.

FRE 101A-102A Level One Lab (1, 1)

Corequisite: FRE 101-102.

FRE 201-202 Level Two (3, 3) LAE

Prerequisite: FRE 101 and 102 or the equivalent.

For students who can already control simple French structures in conversation. This class will increase the student's facility in speaking, improve aural comprehension and expand vocabulary. Stress is placed on diversity in communicative styles within the French-speaking world. Cultural and literary readings. Laboratory practice.

FRE 201A-202A Level Two Lab (1, 1)

Corequisite: FRE 201-202.

FRE 301-302 Level Three (3, 3) LAE

Prerequisite: FRE 201 and 202 or equivalent.

Attention is given to conversational practice of complex French structures in a variety of formal and informal contexts. Students will gain an in-depth appreciation and knowledge of cultural, social and economic aspects of the French-speaking world by practicing and expanding their language skills through extended conversation and debate, current newspaper and magazine readings, audiovisual materials, and written assignments. Laboratory practice.

FRE 301A-302A Level Three Lab (1, 1)

Corequisite: FRE 301-302.

Humanities: History Courses

HIS 105 World Civilization to 1500 (3) H

A study of the social, cultural, economic, and political development of the early cultures and civilizations of the world from the beginning of history to approximately 1500. Comparisons are made between Near Eastern, African, European, Asian, and pre-Columbian American societies.

HIS 106 World Civilization Since 1500 (3) H

A global survey of the civilizations and cultures of the world since 1500. Emphasis is placed on comparing and contrasting Western and non-Western civilizations politically, culturally, economically, and intellectually.

HIS 200 Local History (3) H

A concentration on the historical development of the city of Cincinnati and the surrounding area with Cincinnati used as a model for discussing American urban growth in general.

HIS 209 United States History to 1865 (3) H

A study of the political, economic and social forces that have directed American development from the colonial period to the Civil War.

HIS 210 United States History from 1865 to 1945 (3) H

American development from the Civil War through World War II. Considers the transition of America from a rural/agrarian to an urban/industrial society, as well as the emergence of America as a world power.

HIS 211 United States History Since 1945 (3) H

An examination of American society during the post-war years. Among the topics considered: the Cold War, Civil Rights movement, the Vietnam War, the counter culture feminism, and neo-conservatism.

HIS 274 The Age of Faith (3) H,R

Crosslisted with PHI 274.

Prerequisite: ENG 172 or equivalent.

This course is a study of the major philosophical ideas and political events that contributed to the development of Christianity from the 1st century through Middle Ages.

HIS 275 The Age of Protest (3) H,R

Crosslisted with PHI 275.

Prerequisite: ENG 172 or equivalent.

This course is an analysis of the disintegration of the medieval worldview and accompanying philosophical and political revolutions that reshape the thinking of Western Europe during the 16th through 18th centuries.

HIS 276 The Age of Ideology (3) H,R

Crosslisted with PHI 276.

Prerequisite: ENG 172 or equivalent.

This course is a study of the major 19th century ideologies that develop from philosophical and political responses to the challenges and shifts in thinking that follow the disintegration of the medieval worldview.

HIS 281 Women in American History (3) H

A study of women's experiences in American history beginning with an examination of Native American and colonial women and ending with an analysis of 20th century feminism. Women's roles are examined primarily through reading their letters, diaries and autobiographies.

HIS 290 America at Play: Baseball, Bareknuckles and Backseats (3) LAE

The course examines American society and culture through an exploration of the history of sports, recreation and leisure. Emphasis is on how these activities affect class identity, gender construction and race relations. The impact of an emerging mass consumer society is also explored.

HIS 330 American Foreign Relations (3) LAE

Crosslisted with PSC 330.

Prerequisite: HIS 210 or HIS 211.

This course is designed to provide the student with an overview of American foreign relations from the early days of the Republic until the present. An emphasis will be placed upon the emergence of the United States as a world power in the 20th century.

HIS 350 Topics in American History (3) LAE

Courses that are not taught on a regular basis but are offered occasionally to broaden student awareness of important subject areas in American history. Courses include Constitutional, American Foreign Policy, American Issues, American Economic and Social History, and Labor History.

HIS 379 Oral History and the Aging Process (3) LAE

Crosslisted with GST 379.

Prerequisite: Approval of instructor.

This course introduces the student to the methods of oral history by examining America's recent past through interviews with those who have lived through it. An emphasis is placed on how the aging process affects memory and recollection.

HIS 396 Cooperative Education Work Experience: Parallel (1-3)

Prerequisite: CED 220.

A history related work experience supervised by a Humanities Department coordinator in collaboration with the cooperative education staff. Credit is awarded upon successful completion of the work experience,

documentation of predetermined Learning Agreement and evaluation of work performance. Course may be repeated up to six credit hours.

HIS 398 Internship at the Cincinnati Historical Society (Variable)

Practical experience in photographic arrangement and preservation, exhibit preparation, manuscript processing, reference correspondence, and work with printed materials and the education system.

HIS 400 American History Seminar (3)

The seminar in American history provides the student with an opportunity to research a particular topic in American history and write a paper of significant length.

HIS 401 European History Seminar (3)

The seminar in European history provides the student with an opportunity to research a particular topic in European history and write a paper of significant length.

HIS 480 Independent Study (1-3)

Reading, research or creative work on a selected era or situation.

HIS 496 Cooperative Education Work Experience: Alternating (1-3)

Prerequisite: CED 220.

A history related work experience supervised by a Humanities Department coordinator in collaboration with the cooperative education staff. Credit is awarded upon successful completion of the work experience, documentation of predetermined Learning Agreement and evaluation of work performance. Course may be repeated up to six credit hours.

Auto Study

Approval of instructor is required for all Auto Study courses.

HIS 410Z Roman History (3)

A study of how Rome developed from a small settlement on the Tiber to become master of the Mediterranean.

HIS 412Z Medieval History (3)

A study of the intellectual, religious and social attitudes as well as the political events which shaped the thousand-year period of European history from the decline of Rome to the Reformation.

HIS 415Z History of India (3)

An examination of the historical development of India with particular emphasis on the relationship of its religious tradition to its political and cultural uniqueness.

Humanities: Interdisciplinary English Courses

IDS 201 Introduction to Linguistics (3) IDS

Prerequisite: COM 101 or equivalent and PSY 103.

English and Psychology Interdisciplinary Course.

An introduction to phonology, morphology and syntax. Semantics, historical and comparative linguistics, language acquisition, psycholinguistics, sociolinguistics, and animal communication will also be considered.

IDS 242 Exploring the Sacred (3) IDS

Prerequisites: 100 level REL & COM 101.

Religious Studies and English Interdisciplinary Course.

This course seeks to uncover the sacred in the world around us, rather than in formal creeds or institutions. Students will examine the spiritual/sacred dimensions of their world by looking through the lenses of literature and theology, and can expect to develop a clearer understanding of the experience of the sacred, and a

capacity to use the tools of theology and literature to continue their own investigations of this area. Students will focus on their experiences, as well as those of others as described in novel, short story, essay, and film, in an effort to locate and clarify the presence and significance of the sacred.

IDS 357H Honors: Psychology in Literature (3) IDS

Prerequisite: COM 101 or equivalent, PSY 103, and approval of the Honors Program Director.

English and Psychology Interdisciplinary Course for students in the Honors Program.

This course will explore how psychological concepts and attitudes influence the creation and interpretation of a variety of significant literary texts. It will be team-taught by a professor from each discipline who will challenge students to examine their own psychology within the framework of psychological theories and research findings. This framework will be applied to an understanding of pertinent literary theory that will support students' ability to read and appreciate creative texts.

Humanities: Interdisciplinary History Courses

IDS 235 History of American Protest Music (3) IDS

Music and History Interdisciplinary course.

For the earliest days of the Republic to the present, ordinary people have expressed their thoughts and feelings as they lifted their voices in song. In response to taxation, slavery, war, environmental degradation, economic oppression, labor unrest, racial injustice, sexism, and much more, song has served as a "weapon of the weak." In song, people have expressed their claim to justice and mustered the courage to persist against insurmountable odds, revealing their hopes and fears, anxieties and concerns, aspirations and ideals. This course, then, will survey American history "from the bottom up" through songs of protest and complaint.

IDS 277 The Age of Uncertainty (3) IDS

Prerequisite: ENG 172 or equivalent.

History and Philosophy Interdisciplinary Course.

This course is an analysis of nihilistic perspectives that lead to social and political turmoil, which in turn contributes to uncertainty experienced during the 20th and early 21st centuries.

IDS 278 The Holocaust (3) IDS

Prerequisite: ENG 172 or equivalent.

History and Philosophy Interdisciplinary Course.

This course explores the uniqueness of the Holocaust and its far-reaching ramifications for the 20th century and beyond. Course material includes accounts of peoples' personal experiences and historical and philosophical analyses of conditions, circumstances and ideologies that led to the destruction of six million Jews during World War II.

Humanities: Interdisciplinary Philosophy Courses

IDS 277 The Age of Uncertainty (3) IDS

Prerequisite: ENG 172 or equivalent.

History and Philosophy Interdisciplinary Course.

This course is an analysis of nihilistic perspectives that lead to social and political turmoil, which in turn contributes to uncertainty experienced during the 20th and early 21st centuries.

IDS 278 The Holocaust (3) IDS

Prerequisite: ENG 172 or equivalent.

History and Philosophy Interdisciplinary Course.

This course explores the uniqueness of the Holocaust and its far-reaching ramifications for the 20th century and beyond. Course material includes accounts of peoples' personal experiences and historical and philosophical analyses of conditions, circumstances and ideologies that led to the destruction of six million Jews

during World War II.

Humanities: Philosophy Courses

PHI 100 Critical Thinking (3) LAE

This course is designed to give the student an opportunity to practice the techniques and procedures of effective thinking. In an effort to develop skills in analysis and criticism, attention will be given to validity in judgment and argumentation.

PHI 140 The Philosophical Point of View (3) R

This course is designed to provide the student with an understanding of the particular perspective from which philosophers consider the world and human experience.

PHI 200 Perspectives on Human Nature (3) R

This course is designed to emphasize the importance of our views concerning what it means to be human and the effect of these views on human experience and personal identity. Attention will be given to major views within the history of philosophy or to various ways humanity relates to the world.

PHI 274 Age of Faith (3) H,R

Crosslisted with HIS 274.

Prerequisite: ENG 172 or equivalent.

This course is a study of the major philosophical ideas and political events that contribute to the development of Christianity from the 1st century through the High Middle Ages.

PHI 275 Age of Protest (3) H,R

Crosslisted with HIS 275.

Prerequisite: ENG 172 or equivalent.

This course is an analysis of the disintegration of the medieval worldview and accompanying philosophical and political revolutions that reshaped the thinking of Western Europe during the 16th through the 18th centuries.

PHI 276 Age of Ideology (3) H,R

Crosslisted with HIS 276.

Prerequisite: ENG 172 or equivalent.

This course is a study of major 19th century ideologies that develop from philosophical and political responses to the challenges and shifts in thinking that follow the disintegration of the medieval worldview.

PHI 285 Philosophy of Art (3) R

This course is designed to investigate the place of art in life as a whole. Emphasis will be placed on the function of art, the nature of art and major theories of art as presented in the Eastern and Western philosophical traditions.

PHI 390 Topics in Philosophy (3) LAE

Special seminars, courses and guided readings requested by students will be offered under this number.

PHI 398 Independent Study (1-3)

This course is designed for students who wish to study an area of their own interest independently. Permission of an instructor is required.

Auto Study

Approval of instructor is required for all Auto Study courses.

PHI 412Z Euthanasia (3)

PHI 413Z Community and the Individual (3)

PHI 414Z Animal Rights (3)

PHI 415Z Discrimination and Affirmative Action (3)

Humanities: Spanish Courses

SPA 101-102 Level One (3, 3) LAE

A basic introduction to Spanish emphasizing confidence-building in the use of practical, spoken language. Attention is focused on pronunciation and speech patterns, the development of a working vocabulary, and the framing of simple sentences. Students are introduced to the concepts of cultural diversity and the appreciation of other cultures. Laboratory practice. No prerequisite.

SPA 101A-102A level One Lab (1, 1)

Corequisite: SPA 101-102.

SPA 201-202 Level Two (3, 3) LAE

Prerequisites: SPA 101 and 102 or their equivalent.

For students who can already control simple Spanish structures in conversation. This class will increase the student's facility in speaking, improve aural comprehension and expand vocabulary. Stress is placed on diversity in communicative styles within the Spanish-speaking world. Cultural and literary readings. Laboratory practice.

SPA 201A-202A Level Two Lab (1, 1)

Corequisite: SPA 201-202.

SPA 301-302 Level Three (3, 3) LAE

Prerequisites: SPA 201 and 202 or their equivalent.

Attention is given to conversational practice of complex Spanish structures in a variety of formal and informal contexts. Students will gain an in-depth appreciation and knowledge of cultural, social and economic aspects of the Spanish-speaking world by practicing and expanding their language skills through extended conversation and debate, current newspaper and magazine readings, audiovisual materials, and written assignments. Laboratory practice.

SPA 301A-302A Level Three Lab (1, 1)

Corequisite: SPA 301-302

Humanities: Women's Studies Courses

WST 140 Survey of Women Writers (3) L

Crosslisted with ENG 140.

A chronological study of women writers of the English speaking world from the 15th century to the present day with special emphasis upon their historical and literary significance.

WST 150 Woman as Person: Relationships (3)

An interdisciplinary course including history, literature, psychology, and sociology which studies woman as an individual in terms of her nature, history and status with an emphasis on relationships.

WST 151 Woman as World Citizen (3)

An interdisciplinary course, which through a variety of faculty and speakers in such fields as law, politics,

business, education, housing, and welfare, helps the student gain insights into the possibilities open to a woman as a member of many communities within a global society.

WST 225 Women and Autobiographical Writing (3) L

Crosslisted with ENG 225.

A course which studies the literary form of women's personal writing: diary, autobiography, memoir, letters; as well as alternate forms such as poetry, fiction, oral history, and the arts. Through autobiographical formats, perceptions of women in society will also be studied as well as the common experiences of women's lives.

WST 226 Multicultural Women Writers (3) L

Crosslisted with ENG 226.

Prerequisite: COM 101 or equivalent.

A study of the variety of ways multicultural women writers express their evolving identities and their culture.

WST 250 Mothers/Daughters (3) L

Crosslisted with ENG 250.

The history and literature of mother/daughter relationships, past and present, focusing primarily on their changing roles in modern society.

WST 350 Topics (1-3)

Special seminars, guided readings, minicourses of five or 10-week duration.

WST 380 Independent Study (1-3)

Individualized study of an issue appropriate to women's studies. May be focused in one or more disciplines.

WST 400 Internship Field Experiences (1-3)

Field experiences to provide students with practical experience and field research with various social agencies dealing with women.

Interdisciplinary Studies Courses

IDS 100 Foundations Seminar (3) IDS

What does social responsibility mean, and how does an educated person act in a socially responsible manner? In this course, we will begin seeking answers to this complex question by looking at the diversity of Liberal Arts and Sciences at the college level. We will discuss how these disciplines vary in their viewpoints on the world and their approaches to this and other problems, with special attention given to the value of interdisciplinarity when confronting such issues. We will also devote our attention to the nature of college-level study. In particular, we will include the college's expectations for good writing and appropriate referencing, strategies for successful collaborative learning, evaluation and effective use of electronic and print media, and services available on campus to aid you in your studies.

IDS 100H Honors Program Seminar I (3) IDS

Prerequisites: Admission to the Honors Program; approval of the Honors Program director.

Honors Program Interdisciplinary Course.

A seminar course for the first-year Honors students. This seminar is designed around various themes and is an opportunity for students to reflect on the themes from the viewpoint of several different disciplines. It involves extensive reading, class discussion and a student project.

IDS 200 Religion, Culture and Community (3) IDS

Prerequisites: 100 level REL & SOC 103.

Religious Studies and Sociology Interdisciplinary Course.

This course examines the connections between family, religion and community across cultures, both locally and globally. Focus will be on the loss of traditional forms and linkages and the recent efforts to revitalize

them. Where appropriate, historical family life, culture and community connections will be studied.

IDS 201 Introduction to Linguistics (3) IDS

Prerequisite: COM 101 or equivalent and PSY 103.

English and Psychology Interdisciplinary Course.

An introduction to phonology, morphology and syntax. Semantics, historical and comparative linguistics, language acquisition, psycholinguistics, sociolinguistics, and animal communication will also be considered.

IDS 206 Biochemical and Therapeutic Applications of Nutrition (4) IDS

Prerequisite: CHE 104

Chemistry, Athletic Training and Nursing Interdisciplinary course.

This course integrates biochemistry and nutrition, focusing on the interrelationship between the two as it relates to wellness and disease processes across the lifespan. Topics include the structure and function of biomolecules, biochemical energy production, normal and therapeutic nutrition, as well as exercise requirements necessary to enhance performance and prevent and manage illness and injury.

IDS 209 Mathematics Through the Ages (3) IDS

Prerequisite: MTH 098 or equivalent.

Mathematics Interdisciplinary course.

A study of the origins and development of mathematics from pre-historic times to the 21st century. Effects of social, religious, political and economic conditions of a given time upon mathematics/mathematicians. Considerations of mathematical discovery as a product of a time period and as a forerunner of new developments in ensuing time periods, particularly in science, art, philosophy, economics and societal living. Issues related to gender, race, and nationality of mathematicians and mathematical contributions are included.

IDS 211 Mathematics and the Liberal Arts (3) IDS

Prerequisite: MTH 098 or equivalent.

Mathematics Interdisciplinary course.

Problem solving and critical reasoning; aspects of science, art, behavioral science, and other disciplines as related in mathematics; patterns and functions with applications. Topics may include number, measurement and graphs in mathematical and scientific settings; development of geometry with applications in art; basic statistical analysis.

IDS 225 Natural History of National Parks (4) IDS

Biology and Geology Interdisciplinary course.

An overview of the natural history of a select group of U.S. national parks and monuments, with an emphasis on the geology of these natural treasures (but not ignoring the plants and animals that inhabit them). Students will be introduced to the basics of map interpretation, mineral, rock, and fossil identification, and the recognition and interpretation of landforms and geologic structures that might be encountered in our national parks and monuments. The course is designed to accommodate students with no college-level science background; it satisfies the general education science requirement for non-science majors. Field trips may be scheduled. Lecture, lab.

IDS 231 World Music (3) IDS

Music Interdisciplinary course.

A survey of the diversity of musical cultures. Emphasis will be devoted to music/musicians of Africa, North and South America, Eastern Europe, India, Indonesia, and Japan.

IDS 235 History of American Protest Music (3) IDS

Music and History Interdisciplinary course.

For the earliest days of the Republic to the present, ordinary people have expressed their thoughts and feelings as they lifted their voices in song. In response to taxation, slavery, war, environmental degradation, economic oppression, labor unrest, racial injustice, sexism, and much more, song has served as a "weapon of the weak." In song, people have expressed their claim to justice and mustered the courage to persist against insurmountable odds, revealing their hopes and fears, anxieties and concerns, aspirations and ideals. This

course, then, will survey American history "from the bottom up" through songs of protest and complaint.

IDS 242 Exploring the Sacred (3) IDS

Prerequisites: 100 level REL & COM 101.

Religious Studies and English Interdisciplinary Course.

This course seeks to uncover the sacred in the world around us, rather than in formal creeds or institutions. Students will examine the spiritual/sacred dimensions of their world by looking through the lenses of literature and theology, and can expect to develop a clearer understanding of the experience of the sacred, and a capacity to use the tools of theology and literature to continue their own investigations of this area. Students will focus on their experiences, as well as those of others as described in novel, short story, essay, and film, in an effort to locate and clarify the presence and significance of the sacred.

IDS 255 Fossils and Earth History (4) IDS

Biology and Geology Interdisciplinary course.

An introductory course designed to introduce the student to the science of paleontology. Emphasis of the course is on how fossils are interpreted and how they contribute to our understanding of earth history and ancient environments. Course will focus on fossil record of major groups of organisms and will cover such aspects as their evolution, biogeography and paleoecology. No college-level science background needed. Required field trips will be scheduled. Course satisfies general education science requirement for non-science majors. Lecture, lab.

IDS 271 Theology and Human Ecology (3) IDS

Prerequisites: 100 level REL & SOC 103.

Religious Studies and Sociology Interdisciplinary Course.

Ecology, the study of the interconnectedness of life, and religion interact to promote ethical and long-term responses to the planet Earth. This course examines the work being done in human ecology and religion, as well as the historical, social and spiritual implications of this cross-disciplinary exploration.

IDS 277 The Age of Uncertainty (3) IDS

Prerequisite: ENG 172 or equivalent.

History and Philosophy Interdisciplinary Course.

This course is an analysis of nihilistic perspectives that lead to social and political turmoil, which in turn contributes to uncertainty experienced during the 20th and early 21st centuries.

IDS 278 The Holocaust (3) IDS

Prerequisite: ENG 172 or equivalent.

History and Philosophy Interdisciplinary Course.

This course explores the uniqueness of the Holocaust and its far-reaching ramifications for the 20th century and beyond. Course material includes accounts of peoples' personal experiences and historical and philosophical analyses of conditions, circumstances and ideologies that led to the destruction of six million Jews during World War II.

IDS 307 Healthy Communities (3) IDS

Prerequisite or Corequisite: PSY 103 and SOC 103.

Gerontology, Nursing, Social Work and Sociology Interdisciplinary Course.

This course examines the practice of interdisciplinary health teams with the goal of facilitating the development of healthy individuals, families, communities, and populations. Emphasis is on applying theories and models to assess community-identified capacities and needs. Diversity of individuals, communities, and populations are explored using interactive learning strategies, thus supporting the development of partnerships among professionals and the citizens of the community.

IDS 331 Holistic Wellness and Aging (3) IDS

Prerequisite: PSY 103 or SOC 103

This course uses an interdisciplinary approach to integrate knowledge and concepts about holistic health across multiple disciplines and applies them to the maintenance of wellness in aging. Concepts and approaches

address the physical, mental, nutritional, social, spiritual, and cognitive aspects of wellness.

IDS 332 Child Abuse (3) IDS

Prerequisite: PSY 103 or SOC 103.

Paralegal Studies, Psychology, Sociology and Social Work Interdisciplinary Course.

An examination of the interrelationship between various types of abuse and neglect and its short-term and long-term impact on the lives of children. A review of the latest research on sexual abuse, physical abuse, psychological abuse, and emotional neglect.

IDS 334 Jesus Through the Ages (3) IDS

Art and Religious Studies Interdisciplinary Course.

The course will examine the historical evolution of images of Jesus through the disciplines of art and religious studies. We will consider the religious ideas that have influenced artistic renderings of Jesus. We will look at how he is perceived in religious history, culture and art. The course will enlighten students about Jesus in history and strive to deepen students' relationship with Jesus through this study.

IDS 357H Honors: Psychology in Literature (3) IDS

Prerequisite: COM 101 or equivalent, PSY 103, and approval of the Honors Program Director.

English and Psychology Interdisciplinary Course for students in the Honors Program.

This course will explore how psychological concepts and attitudes influence the creation and interpretation of a variety of significant literary texts. It will be team-taught by a professor from each discipline who will challenge students to examine their own psychology within the framework of psychological theories and research findings. This framework will be applied to an understanding of pertinent literary theory that will support students' ability to read and appreciate creative texts.

IDS 390 Appalachian Culture and Spirituality (3) IDS

Prerequisites: 100 level REL and SOC 103.

Religious Studies and Sociology Interdisciplinary Course.

This course is an immersion experience in the Appalachian Mountains in Kentucky and will focus on understanding Appalachian Culture and Religion. We will examine how culture and religion affect Appalachian lifestyle, behavior and family, social, ecological and political systems. Students will experience the richness of mountain life through Appalachian educators, artisans and leaders.

IDS 391 Cherokee Culture and Spirituality (3) IDS

Prerequisites: 100 level REL and SOC 103.

Religious Studies and Sociology Interdisciplinary Course.

This course is an immersion experience about what has gone well for the Native Americans as people of faith, people of hope and people of determination. The Cherokee have dealt with the developing tourism industry that surrounds them in the Smokey Mountains, while stewarding the resources of the area with grace and wisdom. The Cherokee natives share the value of relationship, spiritual and artistic heritage and living with the consequences of the Trail of Tears.

IDS 392 Honduran Culture and Spirituality (3) IDS

Prerequisites: 100 level REL and SOC 103.

Religious Studies and Sociology Interdisciplinary Course.

This course will provide students an immersion experience to study, dialogue and work side by side with Central Americans on the theological cultural, economic, ecological, political and social challenges and solutions that directly affect all our lives in the Americas.

IDS 393 Lakota Culture and Spirituality (3) IDS

Prerequisites: 100 level REL and SOC 103.

Religious Studies and Sociology Interdisciplinary Course.

This course will be an immersion experience at Red Cloud Mission on the Pine Ridge Reservation in South Dakota and focus on understanding Lakota Sioux History, Culture and Religion. Students will learn from the Lakota Sioux Plains Indians about their culture and spirituality and examine how the dynamic interplay

of these two can affect personal religious development, lifestyle, behavior and family, social, ecological and political systems.

IDS 394 US/Mexican Border Experience (3) IDS

Prerequisites: 100 level REL and SOC 103.

Religious Studies and Sociology Interdisciplinary Course.

This course is an exploration of the US/Mexico Boarder at the Tierra Madre Charity Mission in New Mexico. Students will be asked to do analysis of the social systems, culture, history, and racism as they are encountered throughout the border. Students will learn how to use the Praxis Circle for social change as a tool to examine what they encounter during this immersion experience.

Mathematics and Computer Science: Computer Science Courses

CSC 129 Introduction to Computer-Based Problem Solving (3)

Crosslisted with CIS 129.

Prerequisite: MTH 185 or 3 years of high school mathematics.

Introduction to top-down design, stepwise refinement and recursive methods for solving problems using computers. The course includes foundational control structures, with emphasis on applications.

CSC 130 Introduction to Computer Science I (3)

Prerequisite: CSC 129.

Introduction to problem solving techniques and the utilization of a widely used high-level programming language to practice these techniques. How to design, code, debug, and document programs.

CSC 132 Introduction to Computer Science II (3)

Prerequisite: CSC 130.

Continuation of techniques of programming, especially large programs; introduction to more sophisticated notions such as recursion, complex data types and standard data structures.

CSC 231 Data Structures (3)

Prerequisite: CSC 132.

In-depth study of the abstract data type: its theory and implementation, study of complex data structures including trees, B-trees and graphs.

CSC 240 Assembly Language Programming (3)

Prerequisite: CSC 129.

Computer arithmetic, instruction sets, addressing techniques, CPU and memory organization and assembly language programming.

CSC 250 Object-Oriented Programming (3)

Prerequisite: CSC 231.

Techniques of abstraction and object design, inheritance, polymorphism, and message passing using the languages of C++ and SmallTalk.

CSC 290 Operating Systems (3)

Prerequisite: CSC 240.

Study of the dominant functions of an operating system (resource allocation and hardware hiding); algorithms associated with memory management, CPU scheduling, file processing, and I/O.

CSC 310 Database Management Systems Design (3)

Crosslisted with CIS 310.

Prerequisite: CSC 130 or CIS 230.

Introduction to database structures and design concepts; hands-on experience setting up a data dictionary, designing screens and using a query language.

CSC 320 Computer Networks and Internetworking (4)

Prerequisite: CSC 290.

Introduction to networking and internetworking that covers first principles of networking with the fundamentals of the technology that implements them.

CSC 322 Client-Server Applications (4)

Prerequisite: CSC 320.

Continuation of CSC 320 in which more advanced topics are studied with emphasis on network applications such as electronic mail, file transfer protocols, and World Wide Web technology; original client-server programming paradigms such as Socket API, Remote Procedure Call, concurrent programming, client pull, server push, and database interfacing.

CSC 325 Network and Internetwork Security (3)

Prerequisites: CSC 320, MTH 255.

Concepts and principles of encryption and data security, including classic ciphers, the Data Encryption Standard, and public-key encryption; applications to computer networks and file and database systems; access controls, information flow controls, program and system verification.

CSC 365 Advanced Web Development (3)

Prerequisites: CSC 231, CSC 310.

Modern concepts of dynamic web development utilizing both client and server-side scripting; database connectivity and intractability.

CSC 370 Introduction to Algorithms (3)

Prerequisite: CSC 231.

Introduction to useful algorithms for searching, sorting, and decision making; utilization of methods to quantify and classify efficiency of algorithms; probabilistic and randomized Algorithms and dynamic programming.

CSC 375 Graph Theory (3)

Prerequisites: CSC 129, MTH 220.

Graphs and digraphs with accompanying algorithms; special graphs called trees, cycles, networks, and bipartite; algorithms involving accessibility, planarity and colorability.

CSC 377 Introduction to Automata (3)

Prerequisites: CSC 231, MTH 220.

Introduction to formal languages, automata, and computability, i.e., theory of computation. Study of this theory familiarizes students with the foundations of computer science and strengthens a student's ability to carry out formal and rigorous mathematical arguments.

CSC 380 Topics in Computer Science: (1-3)

Prerequisite: CSC 231.

Ordinarily one or two topics are studied. Course may be taken more than once.

CSC 395 Visual Languages (3)

Prerequisite: CSC 231.

Languages providing windows-based graphical user interface objects; Visual C++, Visual J++, and SmallTalk Visualworks.

CSC 396 Cooperative Education Work Experience: Parallel (1-3)

Prerequisites: CED 220, CSC 231.

Application of skills and concepts learned in the classroom to professional work experience.

CSC 400 Senior Research (1,1) (1 credit per semester taken in two semesters)

Prerequisite: Senior status or permission of instructor.

Students work independently mentored by a faculty advisor on a topic that integrates computer science and

mathematics learned in previous courses.

CSC 460 Independent Study (1-3)

Selected areas of concentration for students approved by the department chairperson.

CSC 496 Cooperative Education Work Experience: Alternating (1-3)

Prerequisites: CED 220, CSC 231.

Application of skills and concepts learned in the classroom to professional work experience.

Mathematics and Computer Science: Interdisciplinary Mathematics Courses

IDS 209 Mathematics Through the Ages (3) IDS

Prerequisite: MTH 098 or equivalent.

Mathematics Interdisciplinary course.

A study of the origins and development of mathematics from pre-historic times to the 21st century. Effects of social, religious, political and economic conditions of a given time upon mathematics/mathematicians. Considerations of mathematical discovery as a product of a time period and as a forerunner of new developments in ensuing time periods, particularly in science, art, philosophy, economics and societal living. Issues related to gender, race, and nationality of mathematicians and mathematical contributions are included.

IDS 211 Mathematics and the Liberal Arts (3) IDS

Prerequisite: MTH 098 or equivalent.

Mathematics Interdisciplinary course.

Problem solving and critical reasoning; aspects of science, art, behavioral science, and other disciplines as related in mathematics; patterns and functions with applications. Topics may include number, measurement and graphs in mathematical and scientific settings; development of geometry with applications in art; basic statistical analysis.

Mathematics and Computer Science: Mathematics Courses

+Courses pending approval by College Curriculum Committee

MTH 098 Intermediate Algebra (3)

Prerequisite: High school algebra I or APC 095.

Real numbers, simplifying expressions, functions and relations, graphing of equalities and inequalities, solving equations, and solving systems of equations; topics presented in a problem-solving context; applications from business, economics, science, and consumer affairs.

MTH 143 Topics: Problem Solving and Number Systems (3) N

Prerequisite: MTH 098 or equivalent.

Education (IECE) majors only.

Number systems, their operations and properties; elements of number theory, functions, history of mathematics, data collection, and introductory probability and statistics; emphasis on problem solving.

MTH 153 Topics: Geometry and Measurement (3) N

Prerequisite: APC 094 or high school geometry.

Education and Art majors only.

Two and three-dimensional geometry, including coordinate and transformational geometry; measurement with standard and nonstandard units (metric and non-metric); extensive use of technology.

+MTH 163 Teaching Mathematics in Early Childhood (3)

Mathematic tracking strategies, including use of technology, manipulatives, visual materials and problem-

solving activities. Assessment methods; content algorithmic skills and thinking skills; review of NCTM principles and standards and Ohio standards for mathematics-includes a comprehensive project.

MTH 174 Statistics I (3) N

Prerequisite: MTH 098 or equivalent.

Data collection, graphical displays of data, descriptive statistics, basic concepts of probability and sampling distributions, continuous distributions including normal and t-distribution, estimation and hypothesis testing; interpretation of statistical uses, measures and procedures in different disciplines; statistical applications. (Same content as MTH 175/176 without the use of SPSS.)

MTH 175 Statistics I Using SPSS (3) N

Prerequisite: MTH 098 or equivalent.

Corequisite: CIS 106 (SPSS).

Data collection, graphical displays of data, descriptive statistics, basic concepts of probability and sampling distributions, continuous distributions including normal and t-distribution, estimation and hypothesis testing; interpretation of statistical uses, measures and procedures in different disciplines; statistical applications using SPSS.

MTH 176 Statistics I with SPSS (3) N

Prerequisite: MTH 098 or equivalent.

Data collection, graphical displays of data, SPSS software, descriptive statistics, basic concepts of probability and sampling distributions, continuous distributions including normal and t-distribution, estimation and hypothesis testing; interpretation of statistical uses, measures and procedures in different disciplines; statistical applications using SPSS. *Academic programs (majors, minors, concentrations) that require MTH 175 or MTH 174 may also satisfy the statistics requirement with MTH 176 Statistics I With SPSS. (3) (N)*

MTH 185 Precalculus (3) N

Prerequisite: Two years of Algebra or MTH 098.

Functions and relations including properties, graphs and applications; linear, quadratic, polynomial, rational, exponential, logarithmic, and trigonometric functions; extensive use of technology for guided exploration and collaborative study.

MTH 189 Business Calculus (3) N

Prerequisite: MTH 098 or equivalent; MTH 185 or 4 years high school college prep mathematics useful.

Fundamental concepts of differential calculus; selected techniques applicable in management science, economics and finance.

MTH 191 Calculus I (3) N

Prerequisite: MTH 185 or equivalent. (Students seeking review before calculus should take MTH 185.)

Corequisite: MTH 191A.

Differential calculus, limits, continuity, and derivations of algebraic, trigonometric, exponential, and logarithmic functions; fundamental concepts, theorems and applications.

MTH 191A Calculus I Lab (1)

Corequisite: MTH 191.

Laboratory applications of concepts introduced in Calculus I; stress on use of appropriate software for calculus.

MTH 192 Calculus II (3) N

Prerequisite: MTH 191 or equivalent.

Integral calculus: definite and indefinite integral, techniques of integration, and applications of integration.

MTH 192A Calculus II Lab (1)

Prerequisite: MTH 191A.

Laboratory applications of concepts introduced in Calculus II; use of appropriate software for projects related

to differential and integral calculus.

MTH 220 Foundations of Advanced Mathematics (4) N

Prerequisite: MTH 191 or equivalent.

This course develops a language and point of view that provides a transition from elementary to advanced mathematics. Emphasis is placed on the nature and technique of proof and logic. Content also includes, but is not limited to, sets, functions, graph theory and combinatorics, algebra and analysis.

MTH 255 Introduction to Linear Algebra (3) N

Prerequisites: MTH 220 or equivalent.

Vectors, systems of linear equations, vector spaces, linear transformations, matrices, determinants, and related applications.

MTH 291 Calculus III (3) N

Prerequisites: MTH 192 or equivalent.

Sequences, infinite series, power series, Taylor series, functions of several variables, and vectors.

MTH 292 Calculus IV (3) N

Prerequisite: MTH 291 or equivalent.

Parametric curves, partial derivatives, gradients, multiple integration, vector fields, and line integrals.

MTH 301 Mathematical Modeling (3) N

Prerequisites: MTH 255 and MTH 291.

Modeling techniques to solve problems from fields such as natural sciences, social sciences, business, and engineering; applications of general problem-solving strategies and fundamental modeling techniques to support future studies or work in mathematics-dependent fields.

MTH 302 Mathematics Curriculum and Methods: Middle Childhood (2)

Prerequisites: Admission to the Education Department and MTH 153.

Corequisite: MCE 350 and SEC 333Y.

Problem solving strategies, instructional strategies, model curricula mathematics assessment, use of manipulatives and technology in the classroom, mathematical communication (oral and written), integrating with other disciplines, lesson-planning for diverse groups of upper middle school students.

MTH 303 Mathematics Curriculum and Methods: Adolescent to Young Adult (3)

Prerequisite: Admission to the Education Department and EDU 365.

Corequisite: SEC 333Y.

Problem solving strategies, instructional strategies, model curricula, mathematics assessment, use of manipulatives and technology in the classroom, mathematical communication (oral and written), integration with other disciplines, lesson-planning for diverse groups of adolescents and young adults.

MTH 305 College Geometry (3) N

Prerequisites: MTH 220, junior or senior level or permission of instructor.

Study of geometry from different perspectives, including Euclidean, non-Euclidean, and transformational; use of current geometry software; survey of the history of geometry.

MTH 310 Differential Equations (3) N

Prerequisites: MTH 255, MTH 292 and CSC 129.

First and second order ordinary differential equations having constant coefficients; linear systems; non-homogeneous equations using undetermined coefficients; applications.

MTH 315 Number Theory (3) N

Prerequisites: MTH 192, MTH 220, CSC 129.

Study of relations between and among integers; including divisibility, primes, unique factorization, congruence, primitive roots, and indices; Diophantine equations and Fibonacci numbers; selected historical topics.

MTH 320 Probability and Statistics (3) N

Prerequisite: MTH 220.

Descriptive statistics, probability, discrete and continuous random variables, probability distributions, sampling, estimation.

MTH 325 Numerical Analysis (3) N

Prerequisites: MTH 255, MTH 291 and CSC 129.

Numerical differential and integration; measures of accuracy; sources of error and error analysis; solutions of non-linear equations by iterative processes; differential equations; functional approximation; initial value problems; applications.

MTH 326 Mathematics Laboratory for Teachers (3)

Prerequisite: MTH 302 or MTH 303.

Selected mathematical topics and their relationships to school mathematics, grades 4-12; problem solving heuristics; mathematical thinking skills and language development; mathematical communication; technology use in the classroom; mathematical lesson planning and peer teaching; in-depth discussion about teaching of mathematics; *Ohio Academic Content Standards* and *NCTM Principles and Standards for School Mathematics*.

MTH 330 Mathematical Economics (3) N,S

Crosslisted with ECO 330.

Prerequisite: MTH 192 or permission of instructor.

Calculus-based approach applied to the following types of economic analysis: equilibrium analysis (static and dynamic), optimization techniques and mathematical programming; mathematical tools: differential and integral calculus, differential equations, difference equations, and matrix algebra.

MTH 361 Abstract Algebra (3) N

Prerequisite: MTH 255.

Abstract algebraic structures and their application; group and group isomorphism and homomorphisms; rings and fields; historical references.

MTH 380 Topics in Mathematics (1-3)

Prerequisite: MTH 220.

Ordinarily one or two topics are presented. Course may be taken more than once.

MTH 391 Real Analysis (3) N

Prerequisites: MTH 292, MTH 220.

Foundations of calculus, including convergence, limits, sequences and series of real numbers and of functions, continuity and differentiation, Riemann integral.

MTH 396 Cooperative Education Work Experience: Parallel (1-3)

Prerequisites: CED 220, MTH 220.

Opportunity for students to work in an area to which mathematics is applied such as computers, statistics, business, or actuarial science.

MTH 400 Senior Research (1,1) (1 credit per semester taken in two semesters)

Prerequisite: 21 hours of mathematics above MTH 191.

Students work independently mentored by a faculty advisor on a topic that integrates mathematics learned in previous courses.

MTH 460 Independent Study (1-3)

Selected areas of concentration for students approved by the department chairperson.

MTH 496 Cooperative Education Work Experience: Alternating (1-3)

Prerequisites: CED 220, MTH 220.

Opportunity for student to work in an area to which mathematics is applied such as computers, statistics,

business, or actuarial science.

Music: Interdisciplinary Music Courses

IDS 231 World Music (3) IDS

Music Interdisciplinary course.

A survey of the diversity of musical cultures. Emphasis will be devoted to music/musicians of Africa, North and South America, Eastern Europe, India, Indonesia, and Japan.

IDS 235 History of American Protest Music (3) IDS

Music and History Interdisciplinary course.

For the earliest days of the Republic to the present, ordinary people have expressed their thoughts and feelings as they lifted their voices in song. In response to taxation, slavery, war, environmental degradation, economic oppression, labor unrest, racial injustice, sexism, and much more, song has served as a "weapon of the weak." In song, people have expressed their claim to justice and mustered the courage to persist against insurmountable odds, revealing their hopes and fears, anxieties and concerns, aspirations and ideals. This course, then, will survey American history "from the bottom up" through songs of protest and complaint.

Music: Music Courses

MUS 101, 101A Theory I, Lab (3)

Studies in basic musicianship. Development of skills in melody writing and elementary formal analysis. Application to keyboard, sight-singing and ear-training.

MUS 102, 102A Theory II, Lab (3)

Further studies in basic musicianship. Development of skills in two-voiced counterpoint and four-part homophonic composition. Application to keyboard and analysis of small song-forms. Sight-singing and ear-training continued.

MUS 103 Class Piano (2)

Opportunity offered for the non-music major with little or no piano background.

MUS 105 Class Piano I (2)

Designed for the music major with little or no piano background.

Foundation areas of technique, repertoire, functional piano skills, and practice approaches are introduced. A proficiency examination is required. One semester of class piano required for beginners before private piano study is permitted.

MUS 106 Class Piano II (2)

A continuation of MUS 105, with emphasis on technique and repertoire. A proficiency examination is required.

MUS 114 Class Voice (2)

Designed for beginning singers with no previous formal vocal training; methods in good vocal production stressing proper breathing, resonance, focus, and diction. Non-music majors.

MUS 130 Masterworks of Music (3) M

A survey of musical masterpieces representative of the major stylistic eras, from the Middle Ages to the 20th century. A course designed to aid in the development of discriminative listening and to expand the repertoire of the average concert-goer. Lectures, live performances and prepared listening tapes. Recommended for the non-music major.

MUS 132 Music History and Literature: Pre-History to 1600 (3) M

The growth of Western music from the earliest known examples through Medieval and Renaissance works and composers with emphasis placed on styles, forms and techniques. Admittance to non-majors by permission of the Music Department.

MUS 138 The History of Rock and Roll (3) M

The course will focus on the study of various musical styles that have evolved and contributed to the creation of the music styles associated with the rock genre. Study will begin with the origins that inspired the creativity of various artists prior to the 1950s and continue until the present decade. In addition to a wealth of music, attention will also be given to the social and cultural influences and issues, technological developments, and the music business.

The following courses (MUS 139A, 139B, 139C) are designed to expand the repertoire of the average concert-goer and to aid in the development of discriminative listening. Courses need not be taken in sequence.

MUS 139A Enjoyment of Music I (3) M

Explores stylistic elements of the music of the Renaissance, Baroque and Classical composers.

MUS 139B Enjoyment of Music II (3) M

Designed for the weekend student. Explores stylistic elements of the music of the Romantic composers, including early 20th century composers.

MUS 139C Enjoyment of Music III (3) M

Designed for the weekend student. Explores stylistic elements of the music of the 20th century. Includes the American scene and non-Western music.

MUS 203/203A Theory III, Lab (3)

Prerequisites: MUS 101, MUS 102.

Continued development of compositional and analytical skills, focusing on polyphonic Mass and Motet, Invention, Fugue, Variation, Sonata allegro, Minuet and Trio, Rondo and Rondo-sonata. Sight-singing and ear-training continued.

MUS 204/204A Theory IV, Lab (3)

Prerequisite: MUS 203/203A.

Further development of compositional and analytical skills, focusing on Romantic, Late Romantic and Contemporary genres, forms and styles. Sight-singing and ear-training continued.

MUS 205 Class Piano III (2)

A continuation of MUS 106, with emphasis on repertoire and functional piano skills. A proficiency examination is required.

MUS 206 Keyboard Harmony (2)

Continued development of keyboard skills associated with harmonic structure, transposition, musical style, sight reading, accompanying, and improvisation. A proficiency examination is required.

MUS 209 Music in Recreation (2) M

Survey of music resources for recreational activities; development and application of leadership and performance skills associated with recreational music activities; emphasis on development of functional guitar skills.

MUS 221 String Class (1)

Beginning string class techniques. Maintenance of instruments, evaluation of materials and methods.

MUS 222 Brass Class (1)

Beginning brass class techniques. Instruction in tone production, techniques of playing and teaching, care

of instruments, evaluation of materials.

MUS 233 Music History and Literature: 1600-1850 (3) M

Study of Baroque, Classical and Early Romantic works and composers, with emphasis on styles, forms and techniques. Admittance to non-music majors by permission of the Music Department.

MUS 234 Music History and Literature: 1850-present (3) M

Study of late Romantic, Modern, Contemporary works and composers with emphasis on styles, forms and techniques. Admittance to non-music majors by permission of the Music Department.

MUS 241 Class Voice (2)

Designed for the beginning vocalist; methods in good vocal production stressing proper breathing, resonance, focus, and diction. Music majors.

MUS 246 Music Experiences for Young Children (3) M

Music and music making in childhood with particular focus on developmentally appropriate experiences in pre-kindergarten and child care/preschool settings as well as for the K-3 grades. For inclusive early childhood education and special education majors.

MUS 247 Music in the Middle School (3) M

Integrating music experiences into the middle school curriculum using strategies for implementing state and national standards for arts education. For middle childhood education and special education majors.

MUS 301 Conducting (2)

Fundamentals of conducting and musicianship with emphasis on vocal and choral techniques, development of baton technique score preparation and interpretation of instrumental music. Laboratory experience with small ensembles.

MUS 323 Woodwind Class (1)

Class instruction on basic woodwind instruments; materials, methods, care of instruments.

MUS 324 Percussion Class (1)

Techniques and rudiments of the most frequently used percussion instruments of both definite and indefinite pitch. Notation, care of instruments, methods, and materials.

MUS 329 Arranging and Orchestration (2)

A practical approach to methods, techniques and devices in music writing for small instrumental ensembles with or without voices and for choral groups with special consideration given to effective use of specific voicing and textures and the various functions of accompaniment.

MUS 333M Practica (1-3)

Crosslisted with EDU 333M.

The field experience is the central component of this course. The student will be assigned to specific 7-9 and 10-12 schools where he/she will participate in two class periods daily on a Monday through Friday schedule, working six weeks in each placement. Teaching activities as designated by the content area methods specialist will be assigned in order to apply theory learned in prior course work. Periodic Friday seminars will continue these activities. College supervisors will coordinate with the content area methods specialists.

MUS 334 Voice Pedagogy (2)

The study of vocal physiology as it relates to voice production plus an overview of literature for the beginning student with emphasis on the Ohio Approved List.

MUS 343 Methods of Music I (4)

Strategies, models, methodologies for guiding the musical needs and experiences of children age pre-school through grade 6. Music teaching/learning will incorporate Kodaly, Orff and Dalcroze theories, multiculturalism and the use of music technology. For music majors. Field experience.

MUS 344 Methods of Music II (4)

Instructional strategies and resources for developmentally appropriate music for learners from grade 7 through age 21. Areas of vocal, instrumental and general music will encompass teaching methodologies and models of curriculum integration. Resources will include those of multiculturalism and technological advance. For music majors. Field experience.

MUS 350 Special Topics (1 to 3)

Independent study courses. Topics are determined according to student needs.

MUS 396 Cooperative Education Work Experience: Parallel (1-3)

Prerequisite: CED 220.

A music related work experience supervised by music faculty in collaboration with the cooperative education staff. Credit is awarded upon successful completion of the work experience, evaluation of work performance and documentation of predetermined Learning Agreement.

MUS 496 Cooperative Education Work Experience: Alternating (1-3)

Prerequisite: CED 220.

A music related work experience supervised by music faculty in collaboration with the cooperative education staff. Credit is awarded upon successful completion of the work experience, evaluation of work performance and documentation of predetermined Learning Agreement.

Applied Music - Ensembles

Ensembles perform for community and campus events.

MUS 110B Mount Singers (1) M

A group of six to 12 singers for study and performance of varying styles of music including popular, show choir and Broadway repertoire.

MUS 110E Chamber Singers (1) M

A select group of singers, chosen by audition, who sing music from various periods and styles ranging from Renaissance madrigals to contemporary chamber works.

MUS 111 Music Theatre Class (1) M

A practical introduction to musical theatre. Emphasis on good vocal production stressing proper breathing, resonance, focus, and diction. Basic techniques for rehearsal. Movements, carriage, posture, and interpretation developed individually and in groups with emphasis on integrating of music and action.

MUS 120A Mount Community Concert Band (1) M

Open to all wind, brass and percussion instrumental musicians; includes College and community musicians. Performs approximately six concerts on and off campus each semester. Offered each semester including summer; repertoire features popular, show music, light classical, marches, and novelties. Open to non-music majors and music majors.

MUS 120B Chamber/Instrumental Ensemble (1) M

Available to all qualified instrumentalists, featuring works for classical guitar, strings, brass and woodwinds. The ensemble performs a variety of music from all eras.

MUS 120E Lion's Roar Marching Band (1) M

The Lion's Roar Marching Band is open to all wind, brass and percussion instrumentalists, by director approval. The marching band is offered first semester, but will have two parades during the second semester. The marching band performs for all Mount home football games, as well as local parades and ceremonies. The band performs a wide variety of music and marching styles. The band also provides pep bands for basketball games and other events. Open to music majors and non-music majors. Students do not need to take this course for credit to participate.

MUS 120F Campus Concert Band (1) M

Open to all student wind, brass and percussion instrumentalists, by director's approval. (Director approval may require an audition.) This performing group meets during the second semester, and performs for on- and off-campus concerts and ceremonies. The band performs a wide variety of music from the classical and popular repertoire. Open to music majors and non-music majors. Students do not need to take this course for credit to participate.

MUS 120G Jazz Ensemble (1) M

This specialized ensemble is open to saxophone, trumpet, trombone, and rhythm instrumentalists, by the director's approval. (Director approval may require an audition.) The jazz ensemble studies the "big band" literature from the 1930s to present day, with an emphasis on correct style and performance practices. The ensemble meets first and second semester and gives both on- and off- campus performances. Open to music and non-music majors. Students do not need to take this course for credit to participate.

Music - Private Instruction

MUS 000R Repertoire Class (0)

This is a class wherein music majors perform for one another in preparation for the public recital. Students research and deliver verbal Program Notes as part of the performance. Attendance and participation is required for music majors.

MUS 140 Piano (1 or 1.5)

Development of piano repertoire selected from major composers including Bach, Haydn, Mozart, Beethoven, Brahms, Chopin, Schumann, Liszt, Mendelssohn, Debussy, Ravel, and works of 20th century composers.

MUS 141 Organ (1 or 1.5)

Preparatory studies: Regatz, Peeters and Gleason. A substantial repertoire of Bach, Mendelssohn, Franck, Dupre, and other composers representative of the Baroque period through the 20th century.

MUS 142 Harpsichord (1 or 1.5)

Technique, ornamentation and articulation as used in the works of the French, English, Italian, and German composers for the harpsichord. Ensemble repertoire included.

MUS 150 Voice (1 or 1.5)

Principles of method and style periods. Uniform breath management, resonance, focus, and diction mark a beginning upon which may be built a stable and fluent technique.

MUS 160 Violin (1 or 1.5)

Technical facility in scales, arpeggios and violin studies. Baroque, Classical and Romantic concerti and sonatas and contemporary music.

MUS 161 Viola (1 or 1.5)

Technical requirements: major, minor scales and arpeggios. Studies by Kruetzer, Sitt, Rode, and Campagnoli; concerti by Handel, Mozart and Deberiot; sonatas by Brahms and Reger.

MUS 162 Violoncello (1 or 1.5)

Technical facility in scales, arpeggios and violoncello studies. Baroque, Classical and Romantic concerti and sonatas. Contemporary music and pieces from the chamber music literature.

MUS 163 Double Bass (1 or 1.5)

Technical facility in scales and arpeggios. Studies by Simandi, Hbabe, Butler, Green. Selections from the solo literature for double bass and violoncello.

MUS 164 Guitar (1 or 1.5)

Technical facility in scales, arpeggios and selected studies. Emphasis on classical guitar techniques.

MUS 170 Harp (1 or 1.5)

Technical studies, etudes, preludes, orchestral, and ensemble parts from Salzedo, Naderman, Vito, David. Original works and transcriptions from composers of baroque, classical, romantic and modern periods.

MUS 180 Flute and Piccolo (1 or 1.5)

Studies by Kohler, Anderson, Altes, Karg-Elert, JeanJean. Representative works by Handel, Bach, Mozart, Schubert, Debussy, other French composers. Prokofiev, Berio and other 20th century composers.

MUS 181 Clarinet (1 or 1.5)

Studies by Klose, Rose, Perier, JeanJean, Jetti. Representative works by Schumann, Von Weber, Mozart, Brahms, Stravinsky, and others. Single reed making and adjusting.

MUS 182 Saxophone (1 or 1.5)

Studies by Ferling, Iasilli, Rascher, Karg-Elert. Representative works by Gillhaud, Gurewich, Tomasi, Bozza, Creston. Single reed making and adjusting.

MUS 183 Oboe (1 or 1.5)

Studies by Barret, Ferling, Andraud, Labate, Bleuzet. Representative works by Dittersdorf, Marcello, Handel, Telemann, Schumann, Mozart, Vivaldi. Double reed making and adjusting.

MUS 184 Bassoon (1 or 1.5)

Studies by Weissenborn, Milde, Bitsch. Representative works by Wolf-Ferrari, Elgar, Mozart, Von Weber, Vivaldi, Bach. Double reed making and adjusting.

MUS 190 Trumpet (1 or 1.5)

Studies by St. Jacome, Charles, Clarke, Maxime-Alphonse, and Pietzsch. Representative solo literature by Haydn, Mozart, Faure, Hindemith, Clarks, Sowerby, and other 20th century composers.

MUS 191 French Horn (1 or 1.5)

Studies by Kopprasch, Huth, Maxime-Alphonse, and Hauser. Representative solo literature by Haydn, Mozart, Beethoven, Hindemith, Bassett, Jacob, and other 20th century composers.

MUS 192 Trombone/Baritone (1 or 1.5)

Studies by Blume, Vobaron, Paudert, and Blazhevich. Representative solo literature by Bach, Gaubert, De La Lux, Saint-Saens, Coker, Blazhevich, other 20th century composers, and appropriate selections from the literature for bassoon and violoncello.

MUS 193 Tuba (1 or 1.5)

Studies by Blume, Slama, Bell, and Gregoriev. Representative solo literature by Bach (Bell), Frankfkiser, Rossini (Hume), Persichetti, Martelli, Beversdorf, Williams, other 20th century composers, and appropriate selections from the literature for trombone, bassoon and violoncello.

MUS 195 Percussion (1 or 1.5)

Technical facility on instruments of definite and non-definite pitch.

Religious and Pastoral Studies: Ethics for Religion Courses

ETH:REL 250 Christian Ethics (3) E

The main themes of Christian ethics as they have developed in the Scriptures in the life and reflection of the church. The uniqueness of the Christian vision of moral action. A study of contemporary personal and social moral issues. Fulfills Ethics requirement.

ETH:REL 251 Business Ethics (3) E

This class will explore actual business practices as to whether or not they are ethical. We will examine the

use of scripture, tradition, philosophy, and science and other forms of human experience as guides to ethical living. We will examine arguments from laissez-faire, mixed capitalist and socialist viewpoints. Students will discuss debates on worker empowerment, leveraged buyouts, sexual discrimination, whistle blowing, advertising, environmental policy, and the activities of multinational corporations along with issues. Fulfills Ethics requirement.

ETH:REL 252 Theological Health Care Ethics (3) E

A course designed primarily for those students majoring in health related fields. Using Christianity as a foundation, it will include the development of ethical theory, principles and presuppositions as well as an analysis of the major ethical issues raised in contemporary health care. Fulfills Ethics requirement.

ETH:REL 253 Media and Moral Values (3) E

This course will enable students to critically reflect upon mass media and to examine the value messages contained within them in light of the Gospel values and Christian ethical principles. Fulfills ethics requirement.

ETH:REL 255 Christian Social Justice (3) E

This course will acquaint students with both concrete efforts by Christians in support of social justice and with the Christian premises that underlie these efforts. Topics include economic justice, religious liberty and church-state relations, rights of women and minorities, war and peace, pro-life issues, and environmental ethics. Fulfills ethics requirement.

Religious and Pastoral Studies: Interdisciplinary Religious Studies Courses

IDS 200 Religion, Culture and Community (3) IDS

Prerequisites: 100 level REL & SOC 103.

Religious Studies and Sociology Interdisciplinary Course.

This course examines the connections between family, religion and community across cultures, both locally and globally. Focus will be on the loss of traditional forms and linkages and the recent efforts to revitalize them. Where appropriate, historical family life, culture and community connections will be studied.

IDS 242 Exploring the Sacred (3) IDS

Prerequisites: 100 level REL & COM 101.

Religious Studies and English Interdisciplinary Course.

This course seeks to uncover the sacred in the world around us, rather than in formal creeds or institutions. Students will examine the spiritual/sacred dimensions of their world by looking through the lenses of literature and theology, and can expect to develop a clearer understanding of the experience of the sacred, and a capacity to use the tools of theology and literature to continue their own investigations of this area. Students will focus on their experiences, as well as those of others as described in novel, short story, essay, and film, in an effort to locate and clarify the presence and significance of the sacred.

IDS 271 Theology and Human Ecology (3) IDS

Prerequisites: 100 level REL & SOC 103.

Religious Studies and Sociology Interdisciplinary Course.

Ecology, the study of the interconnectedness of life, and religion interact to promote ethical and long-term responses to the planet Earth. This course examines the work being done in human ecology and religion, as well as the historical, social and spiritual implications of this cross-disciplinary exploration.

IDS 334 Jesus Through the Ages (3) IDS

Art and Religious Studies Interdisciplinary Course.

The course will examine the historical evolution of images of Jesus through the disciplines of art and religious studies. We will consider the religious ideas that have influenced artistic renderings of Jesus. We will look at how he is perceived in religious history, culture and art. The course will enlighten students about Jesus

in history and strive to deepen students' relationship with Jesus through this study.

IDS 390 Appalachian Culture and Spirituality (3) IDS

Prerequisites: 100 level REL and SOC 103.

Religious Studies and Sociology Interdisciplinary Course.

This course is an immersion experience in the Appalachian Mountains in Kentucky and will focus on understanding Appalachian Culture and Religion. We will examine how culture and religion affect Appalachian lifestyle, behavior and family, social, ecological and political systems. Students will experience the richness of mountain life through Appalachian educators, artisans and leaders.

IDS 391 Cherokee Culture and Spirituality (3) IDS

Prerequisites: 100 level REL and SOC 103.

Religious Studies and Sociology Interdisciplinary Course.

This course is an immersion experience about what has gone well for the Native Americans as people of faith, people of hope and people of determination. The Cherokee have dealt with the developing tourism industry that surrounds them in the Smokey Mountains, while stewarding the resources of the area with grace and wisdom. The Cherokee natives share the value of relationship, spiritual and artistic heritage and living with the consequences of the Trail of Tears.

IDS 392 Honduran Culture and Spirituality (3) IDS

Prerequisites: 100 level REL and SOC 103.

Religious Studies and Sociology Interdisciplinary Course.

This course will provide students an immersion experience to study, dialogue and work side by side with Central Americans on the theological cultural, economic, ecological, political and social challenges and solutions that directly affect all our lives in the Americas.

IDS 393 Lakota Culture and Spirituality (3) IDS

Prerequisites: 100 level REL and SOC 103.

Religious Studies and Sociology Interdisciplinary Course.

This course will be an immersion experience at Red Cloud Mission on the Pine Ridge Reservation in South Dakota and focus on understanding Lakota Sioux History, Culture and Religion. Students will learn from the Lakota Sioux Plains Indians about their culture and spirituality and examine how the dynamic interplay of these two can affect personal religious development, lifestyle, behavior and family, social, ecological and political systems.

IDS 394 US/Mexican Border Experience (3) IDS

Prerequisites: 100 level REL and SOC 103.

Religious Studies and Sociology Interdisciplinary Course.

This course is an exploration of the US/Mexico Boarder at the Tierra Madre Charity Mission in New Mexico. Students will be asked to do analysis of the social systems, culture, history, and racism as they are encountered throughout the border. Students will learn how to use the Praxis Circle for social change as a tool to examine what they encounter during this immersion experience.

Religious and Pastoral Studies: Religious Pastoral Studies Courses

RPS 340 Philosophy and Methods of Religious Education (3)

Prerequisite: 12 hours in Theological core.

This course is an introduction to the field of Christian religious education. Along with studying the ideas and events which have shaped the teaching of Christian faith, participants will examine the wider contents – church, family, community – in which this activity takes place.

RPS 341 Ministry to Marriage and Family (3)

Prerequisite: 12 hours in Theological core.

This course will explore the pastoral issues which directly apply to the preventative health or enrichment strategies for marriage and families, as well as remediation issues. It will deal with the family as a system, social analysis of the family and the developmental family life cycle.

RPS 342 Pastoral Counseling (3)

Prerequisite: 12 hours in Theological core.

Short-term counseling of individuals. Basic principles of counseling involving problems typically encountered in parish life will be stressed. A study of counseling theories and methods as they apply to the various areas of pastoral ministry.

RPS 344 Philosophy and Methods of Forming Christian Community (3)

Prerequisite: 12 hours in Theological core.

This course will deal with the personal, interpersonal and organizational skills necessary to be an effective leader and change agent minister in the church. Techniques for administration, supervision, program planning, development, evaluation, and consultation will be treated.

RPS 345 Pastoral Internship (3)

Prerequisite: 12 hours in Theological core.

Supervised pastoral education on a part-time basis during the academic year under the guidance of a professional supervisor. The course is designed to develop in the student pastoral expertise in one or several areas of concern. Possible areas of choice include: campus ministry, social action, retreat work, work with aged, religious education, chaplaining, pastoral care, youth ministry, and support group work.

RPS 346 Advanced Pastoral Internship (3)

Prerequisite: RPS 345.

An extension of Pastoral Internship.

RPS 350 Youth Ministry (3)

An exploration of issues affecting the practice of Christian religious education and ministry with youth. This course examines the interplay between North American culture, the developmental phrase of youth and the "church systems," parish, school, family in which youth ministry happens. Youth workers are encouraged to integrate a theoretical understanding of this ministry with the practical skills for working with young people.

RPS 380 Special Topics (Variable)

To be arranged by student with a faculty member.

RPS 396 Cooperative Education Work Experience: Parallel (1-3)

Prerequisite: CED 220.

A work related experience supervised by a faculty coordinator in collaboration with the cooperative education staff. Credit is awarded upon successful completion of the work experience, documentation of predetermined Learning Agreement and evaluation of work performance.

RPS 496 Cooperative Education Work Experience: Alternating (1-3)

Prerequisite: CED 220.

A work related experience supervised by a faculty coordinator in collaboration with the cooperative education staff. Credit is awarded upon successful completion of the work experience, documentation of predetermined Learning Agreement and evaluation of work performance.

Religious and Pastoral Studies: Religious Studies Courses

+Courses pending approval by College Curriculum Committee.

REL 101 Introduction to Religion (3) R

An examination of how fundamental religious questions arise out of human experience and the variety of

ways that people respond to those questions. Attention will be given to both historic and contemporary expressions of religious concern. Concepts of God, faith, religious experience, and theological reflection will be among the topics examined. While material from a variety of religious traditions will be used, special attention will be given to Christian perspectives.

REL 102 Christian Scriptures (3) R

An exposition of the basic theology of the four Gospels coupled with an analysis of the historical and cultural milieu from which the Christian message arose and the manner in which that message was transmitted and interpreted.

REL 103 Hebrew Scriptures (3) R

The sacred history and literature of ancient Israel as the focus of God's self-revelation. The course will unite historical study, archeology, literary analysis, and biblical theology.

REL 104 Personal Spirituality and the Theology of Experience (3) R

The principles and methods of the development of a personal spirituality using the resources of both the Eastern and Western religious traditions. The incorporation of life experiences and decisions into religious growth.

REL 106 Christianity in the Global Community (3) R

Christianity is a valued religious tradition and worldview. This course will emphasize the richness of this tradition for today's world while taking up critical questions that will inform and challenge the student. What characterizes contemporary Christianity? Is Christianity relevant in today's world? This is an introductory course that will focus on key beliefs, values and practices of Christianity. It will begin with a survey study of contemporary Christianity then move to consider questions about Christianity as it interacts with other religious worldviews. (Pending core curriculum approval.)

REL 195 Spirit of Charity (3) R

An introduction to the spirit of charity embodied in the tradition of Vincent de Paul, Louise de Marillac, Elizabeth Seton, and their followers. The course includes an exploration of 17th century French spirituality, 19th century American spirituality and the 21st century embodiment of these traditions.

REL 201 World Religions (3) R

An historic-phenomenological analysis of the major non-Christian religions in their differences and similarities: Judaism, Islam, Hinduism, Buddhism, Taoism, and Confucianism.

REL 202 New Trends in Theology (3) R

An introduction to major trends in modern Christian theology. Topics include human experience as religious and the "doing" of theology. Special attention will be paid to political theology, feminist theology and liberation theology.

REL 203 Theology of Dr. Martin Luther King (3) R

This course is a study of the life and thought of Martin Luther King, Jr., focusing on his contribution to Christian theology and ethics through his leadership role in the Civil Rights Movement. Students will be compelled to examine King's interpretation and appropriation of the Bible, of Gandhian ideas and methods, of Western philosophical categories, of the principles of American participatory democracy and Social Gospel concepts, considering how the black experience of oppression and the traditions of the black church influenced him.

REL 204 African-American Religious Experience (3) R

This course in the African-American Religious Experience is designed to enable students to develop an awareness as well as an appreciation of and for the historical religious values and traditions that undergird the African-American religious life in North America. Students will come to grips with the important historical, sociological and spiritual pilgrimage of African Americans from slavery into contemporary life and the suppositions of African-American religious life which help shape the social and contextual hegemony of

the African-American community.

REL 206 Spirituality and Wellness (3) R

Judeo-Christian spirituality is incarnational at its core. In the book of Genesis, God "walks in the garden" to encounter the first humans. Moses first meets God in a bush and his people are freed through natural plagues and physical death. The prophets see God's hand in the political-social-economic events of the day and call people to live justly through it all. Jesus Christ is born as a human being to show us that the kingdom of God is among us in the here and now. In this spirituality God enters the "natural world" to show us how to live as whole, healthy, fully conscious humans, through the exercising of freedom of choice — our "Free Will" — in accord with the Divine.

REL 212 Crisis, Faith and Human Development (3) R

This course will look at crisis in adult life as an important time in the growth of faith and self. The potential impact of crisis on individual faith and "sense of self," and the way that faith and self may shape the response to crisis, will be explored through psychological and theological resources.

REL 214 Feminist Womanist Theology and Spirituality (3) R

Theologies of liberation are developing throughout the world. The need for feminist theology arises from the historical reality of sexism in human societies. This course will explore the roots and manifestations of sexism in secular society and the church. The major emphasis will be in the U.S. and will also include a look at the global dimension of feminism. The response of women as they seek to correct injustices and ground this transformation in the Christian tradition will be the focus of study.

REL 215 Life Through Death (3) R

The center of this course will be the Christian understanding of the Paschal Mystery — the belief of life through death. Discussion will also center on becoming more comfortable with helplessness in the face of death, the mourning process, why bad things happen to good people, children and death, and the value of support groups. Opportunities to discuss with bereaved persons and local professionals about suicide, murdered children, cancer, stillbirth and miscarriage, and life as a widowed person.

REL 218 Celtic Spirituality (3) R

The spirituality of the Celtic people was distinctive and yet has universal appeal. The Celts were aware of God's immediate presence, along with that of unseen spirits; they lived their faith in common and expressed it in artistic symbolism; they continued to yearn for God and sought God as pilgrims. Each of these themes will be explored.

REL 221 Theology of Human Marriage and Sexuality (3) R

The purpose of this course is to allow students the benefit of sustained, thoughtful reflection on the relationship between marriage and marital sexuality on the one hand, and Christian faith on the other. The course will cover the history of Christian treatment of sex and marriage, including treatment of gender roles, divorce, remarriage, interfaith marriage, birth control, and infertility therapies. Catholic traditions will be studied along with those of other branches of Christianity. The spiritual significance of marriage and sexuality will also be explored by examining ideas such as vocation, sacrament, chastity, forgiveness, and community service.

REL 224 The Theology of Healing: Towards a Synthesis of Spiritual, Mental and Physical Health (3) R

An analysis of health which includes the physical, emotional and spiritual perspectives. The role of spirituality in the process of healing.

REL 302 Survey of Church History (3) R

A study of the pervasive role of the Christian Church in the shaping of European culture from the fall of the Roman Empire through the Renaissance.

REL 310 The American Religious Experience (3) R

An introduction to the interplay between religion and the emergence of a distinctive American identity. This survey will focus on various interpretations and explanations which are still shaping this lively experiment.

REL 315H Honors: Religion and Public Life (3) R

Prerequisite: Instructor approval and/or Honors Program director's approval.

This course examines a variety of perspectives on the relationship between religion and public life, especially in a pluralistic culture. Students will be engaged in analysis of current political and cultural events/trends from a religious perspective.

REL 316H Honors: Speaking of God (3) R

Prerequisite: Instructor approval and/or Honors Program director's approval.

This course will explore how modern Christians speak to and about God, drawing from the perspectives of contemporary women theologians, including Sallie McFague, Sandra Schneiders, Elizabeth Johnson, Patricia Killen, Monika Hellwig, Carolyn Bohler and others. We will examine the language and rituals of prayer, including the use of Scripture and consider how we might talk with and about God in our modern world. As part of what has changed in our modern world, women theologians are "finding their voices" in the conversation about God. We will examine what impact, if any, these voices are having on the Christian community's understanding and experience of God.

+REL 321 Spirituality of the Educator (3) R

This course will review the meaning of spirituality and the pressing need for the spiritual conversation in today's educational system. Education is at its very essence a spiritual endeavor as well as an intellectual, moral and emotional one. Therefore, the educator must pay heed to his or her own spiritual growth in order to understand, share and provide spiritual experiences with the students.

REL 324 Liturgy and Sacrament (3) R

Prerequisite: 100 level REL.

This course will study the relationship between sacramental theology and fundamental Christian theology. It will examine the history and development of the liturgy, study the nature, theology and pastoral implications of worship and sacrament. The role of liturgy in the formation of Christian community through its signs, rites and music will be explored.

REL 325 Christology (3) R

Prerequisite: 100 level REL.

A presentation of the church's Christological tradition and theology. The relation of the Mystery of Christ to contemporary personal self-understanding and to other topics of theology.

REL 326 Theology of Church (3) R

Prerequisite: 100 level REL.

A study of the contemporary challenges and issues facing the Catholic Church. Theological models of the church and the theology of Vatican Council II will be reviewed. The modern history of the church will also be treated.

REL 340 Spirituality of Aging (3) R,S

Crosslisted with GST 340.

Prerequisite: 100 level REL.

A holistic approach to the enrichment and growth of elderly persons' spiritual experience will be examined from a nondenominational point of view with references to psychology and the behavioral sciences. Topics such as prayer, reconciliation and peace, interpersonal relationships, the faith of the elderly, and stages of development will be discussed.

REL 350 Pauline Theology and Christian Beginnings (3) R

Prerequisite: 100 level REL.

A study of the major Pauline Epistles and theological themes, Paul's thought will be studied in the context

of the issues and events of the early church.

REL 351 The Johannine Literature (3) R

Prerequisite: 100 level REL.

This course will examine the major themes and trends in Johannine study. The students will be introduced to the significant themes and theology of both the Gospel and the Epistles. Various approaches to the New Testament will be presented.

REL 399 Concluding Seminar and LAS Capstone (3)

Prerequisites: Completion of major requirements, senior status.

This is an integrating component of the religious studies, the religious education and the pastoral ministry majors. Students will be expected to apply their major course material to a practical or a research project. The students will be expected to articulate a personal theological vision.

Courses Taught at Other Sites

Air Force ROTC: Aerospace Studies at the University of Cincinnati

Air Force ROTC produces leaders for the Air Force and builds better citizens for America.

Qualified College of Mount St. Joseph students train to become a leader in America's aerospace force through a cooperative agreement with the University of Cincinnati.

Qualified students may also compete for scholarship opportunities with Air Force ROTC.

You and Air Force ROTC

Air Force ROTC will prepare you to assume your position as a commissioned officer in the United States Air Force. Along the way you will develop into a leader through a combination of classroom and practical leadership experiences as well as esprit de corps activities with others in the cadet wing.

Scholarships are also available for those students interested in the program.

Once you graduate, you'll be commissioned as a second lieutenant and be ready to take on a career as a pilot, navigator, engineer, program manager, scientist, space and missile operator, air battle manager, nurse, security forces or maintenance officer as well as any of the over 150 officer career fields offered.

Aerospace Studies Overview

Any one from an incoming freshman to an established student may qualify for the program.

The Air Force ROTC program begins with the General Military Course. As a freshman or sophomore you'll split your time between classroom work, a one quarter-hour aerospace studies course, and hands on leadership skills development, the leadership laboratory.

As a junior and senior your classroom instruction increases to 3 quarter-hour courses and you assume cadet wing leadership positions in the leadership laboratory.

You'll earn 12-quarter hours while completing courses in your academic major and the aerospace studies classes count towards your degree requirements. Please see your advisor for specifics for your academic major.

Once all of your degree requirements and aerospace studies requirements are complete you'll be commissioned as an officer in your United States Air Force.

Additional Training Opportunities

Air Force ROTC offers many other opportunities for you to experience the Air Force and develop as a future leader. You can learn about flight through the Civil Air Patrol; learn to parachute or fly a glider at the United States Air Force Academy; or spend time at an Air Force base "shadowing" an active duty Air Force officer.

While in school, you'll also have an opportunity to participate in the cadet wing's color guard, presenting our flag at activities at events throughout the greater Cincinnati area.

If you are interested in additional information, just give us a call at 513-556-2237, visit the website at afrotc.com or write us at Air Force ROTC Detachment 665, University of Cincinnati, PO Box 210042, Cincinnati, OH 45221-0042.

Medical Technology (Clinical Laboratory Sciences)

411 Clinical Microbiology (6)

A study of microorganisms present in clinical material including identification through morphological characteristics, biochemical and immunologic tests. Methods of predicting antibiotic susceptibility are included as well as the diseases or conditions caused by the microorganisms.

412 Clinical Chemistry (10)

An analysis of the chemical constituents of blood and other body fluids. Included are the basic principles of separation and methods of measurement, instrumentation and computer applications. The pathophysiology of normal and disease states is included.

413 Hematology/Coagulation (7)

The study of the cellular elements of blood, hematopoiesis and hemostasis. The principles and methods of analysis by manual and automated methods are included as well as the pathophysiology of disease states.

414 Clinical Immunology (2)

A study of the serological tests used to aid in the diagnosis of disease. The principle of the methods and the pathophysiology of the diseases is included. A study of the immune system and tests used to identify components of the immune system and its role in health and disease.

415 Immunohematology (5)

A study of the blood group systems, the detection of antigens and antibodies and the principles and methods involved in selecting and assuring compatible blood components for patient therapy.

416 Clinical Mycology (2)

Identification of medically significant fungi from clinical material. The pathophysiology of disease is also discussed.

417 Clinical Parasitology (2)

A study of the morphology, life cycles and pathology of medically significant parasites and the methods used in their detection and identification.

418 Clinical Microscopy and Body Fluids (3)

A study of the different body fluids. The physical, biochemical and microscopic tests used in analyzing body fluids. Disease states and conditions related to the laboratory findings are discussed.

419 Laboratory Management/Education (1)

The fundamental concepts and theories of management and education with emphasis on the application of these principles to the laboratory setting.

Military Science (ROTC opportunity available)

Military Science at Xavier University

The Department of Military Science at Xavier University, in cooperation with the College of Mount St. Joseph, provides the opportunity for any qualified student to enroll in the Army Reserve Officers' Training Corps (ROTC).

Once a student has completed all requirements, he/she is commissioned as a Second Lieutenant officer in the United States Army.

Two programs are available: a) the traditional four year program which consists of lower division and upper division courses, or b) the two year program which consists of a four week Leader's Training Course, and upper division courses.

There is no military obligation incurred by enrolling in the lower division courses (freshmen and sophomore years unless you are a scholarship winner), or by attending the Leader's Training Course.

Advanced course cadets are eligible to receive a monthly stipend during the school year. Juniors receive a \$350 a month and seniors receive \$400 a month. Credit for military science course is granted through an agreement between Xavier University and the College of Mount St. Joseph, and may be used to satisfy general electives.

Army ROTC Scholarships

Incoming freshmen who have won a three or four year ROTC scholarship will receive a free room in the residence hall from the College of Mount St. Joseph (if these students have additionally received a scholarship from the Mount, they will receive that scholarship up to the extent funds are needed to cover cost of tuition, room and board).

Current freshman or sophomore students may compete for Army ROTC scholarships worth \$12,000 per year for tuition and fees, \$900 per year for books, plus up to \$400 per month for living expenses while a student at the College of Mount St. Joseph. If awarded one of the above ROTC scholarships, the College of Mount St. Joseph will continue to provide whatever scholarship assistance the student was awarded from the Mount up to the cost of tuition, room and board.

Lower Division Courses: Freshmen Year

MILS 101 Foundations of Leadership (1 SH)

MILS 102 Leadership Lab * (1 SH)

MILS 103 Basic Leadership (1 SH)

MILS 104 Leadership Lab * (1 SH)

Sophomore Year MILS 201 Individual Leadership Studies (3 SH)

MILS 202 Leadership Lab* (1 SH)

MILS 203 Leadership and Teamwork (3 SH)

MILS 204 Leadership Lab * (1 SH)

MILS 299 Leader's Training Course Optional) (4 SH)

Junior Year MILS 301 Leadership and Problem Solving (3 SH)

MILS 302 Leadership Lab* (1 SH)

MILS 303 Leadership and Ethics (1 SH)

MILS 304 Leadership Lab* (1 SH)

MILS 399 National Advanced Leadership Camp (4 SH)

Senior Year MILS 401 Leadership and Management (2 SH)

MILS 402 Leadership Lab* (1 SH)
MILS 403 Officership (2 SH)
MILS 404 Leadership Lab* (1 SH)

* Each laboratory is a corequisite.

Additional information, ROTC Scholarship Applications and "All for One Battalion" information can be obtained by contacting the ROTC Scholarship Officer, Department of Military Science, Xavier University, (513) 745-1062 or toll free 1-888-4XU-ROTC.

Financial Information

The College of Mount St. Joseph receives no annual apportionments from the Catholic Church, state or federal governments. Students attending the College are paying approximately three-fourths of the actual cost of education. The balance is provided primarily by the support of alumni, other individuals, corporations, foundations, and the Sisters of Charity.

Information regarding current tuition, fees, other charges, and the withdrawal reduction schedule is published in each *Class Schedule*. The College does reserve the right to make changes in charges for each academic year. Any adjustment will be announced three months prior to the upcoming academic year.

Tuition rates each semester/term are based on:

Part-time (fewer than 12 semester hours).....per credit hour tuition

Full-time (12-18 semester hours).....full-time tuition

Additional hours over 18 semester hours.....per credit hour tuition

Some courses may have additional fees.

Payment of Charges

All tuition and related fees are payable in full at the published confirmation date. Students should read closely all information regarding the confirmation process in the *Class Schedule* for each semester/term and fulfill the requirements indicated. Failure to do so may result in cancellation of the student's registration. Information concerning payment options is available in the Student Administrative Services Office. Because financial aid is considered a payment for College charges, all financial aid paperwork should be completed well before the beginning of the student's first semester/term at the College. For subsequent years, students are encouraged to complete the Free Application for Federal Student Aid (FAFSA) by March 1.

Students with delinquent accounts may not enter subsequent classes until outstanding balances have been paid in full. Students will not receive a transcript or a diploma until accounts are settled. Unpaid balances, for any reason, are subject to monthly service fees.

Withdrawals And Reduced Charges

Tuition/financial appeals are separate and different from academic appeals. See Academic Policies for more details.

All students complying with established procedures for withdrawal from the College, credit-hour reduction affecting the 12-18 hour full-time tuition rate, or credit hour reduction within the part-time rate are entitled

to have charges reduced if the drop takes place prior to the date that a zero percent refund takes effect. (Please see the tuition reduction schedule which is published in the *Class Schedule* for rates.)

Notification of withdrawal or cancellation is recognized as the date the drop (withdrawal) form is received by Student Administrative Services. In cases where students or parents feel individual circumstances warrant exception to the reduction policy, a written appeal for review can be made to the billing coordinator in the Student Administrative Services Office.

A full reduction of departmental (course) fees is made in cases of withdrawal before classes begin. After classes begin, no reduction is made for departmental fees. A full reduction of room and board charges will be made in the case of withdrawal from the Residence Hall before classes begin. No room charge reduction is made after classes begin. Subsequent board charges will be reduced on a pro-rata basis, less a \$50 administrative fee. The date of adjustment is the date of notification or departure from the Residence Hall, whichever is later.

College charges for all students remain an obligation in accordance with the provisions of the reduced charges. Financial aid may be adjusted according to the reduction of costs. When outside agencies, grants, scholarships, or loans do not cover the withdrawal or credit hour reduction, the individual will be responsible for the amount due.

All tuition refund requests must be made in writing in the Student Administrative Services Office.

Payment Requirements

Required payment to confirm a registration must be paid by deadlines specified in each term's *Class Schedule*. Failure to do so may result in cancellation of the student's registration. Students may not start classes, nor receive transcripts or a diploma until all financial obligations to the College have been met.

Veteran's Education

See Registration on page 249 for a detailed description.

Financing the College

The College of Mount St. Joseph receives no annual apportionments from the Catholic Church, state or federal governments. Tuition and fees cover approximately 80 percent of the cost of the operation. The remaining amount comes from generous donors including alumni, parents, friends, corporations, foundations, and the Sisters of Charity. These gift investments are made in several ways.

Gifts to the Mount Annual Fund

Gifts to the Mount Annual Fund enable the College to meet its current expenses. The Annual Fund helps support student scholarships, student services and programs, faculty development, and campus maintenance.

Gifts to Endow Scholarships

A gift of \$300,000 will provide a fully endowed scholarship while a gift of \$25,000 or more will establish a partial scholarship. Each year the interest earned on these endowments is given in scholarship aid to worthy students. The principal will not be spent, only the interest earned each year. These gifts may be made outright or through bequests, insurance, trusts, and annuities.

Gifts to Capital Projects

The continued maintenance and improvement of its facilities is paramount to the success of the College. Donors may make outright or planned gifts to ensure the Mount's classrooms, library, science labs, computer labs, and recreational facilities support its students in their academic pursuits. To recognize the generosity of donors, the College has developed several naming opportunities for buildings, laboratories and classrooms.

Information about making an outright or planned gift or information about special giving opportunities is available from the Office of Institutional Advancement at 513-244-4871. Or write to the Office of Institutional Advancement, College of Mount St. Joseph, 5701 Delhi Road, Cincinnati, OH 45233-1670.

Nondiscrimination Policy

The College of Mount does not discriminate on the basis of age, sex, race, color, religion, creed, national or ethnic origin, nor against otherwise qualified handicapped students in the administration of its admission, employment and academic policies, athletics, or other school-administered programs, services and activities, or the granting of scholarships, loans and other financial aid.

Registration

Dates, times and procedures for Web registration are published in each semester's or term's *Class Schedule*, and on the Mount's Intranet Web site inside.msje.edu.

In person registration support is provided in the Conlan Center, Student Administrative Services.

Accelerated program registration closes one week prior to the beginning of classes.

Students registering on or after the first day of the semester are charged a \$25 late fee. The late registration fee does not apply to schedule adjustments (adding or dropping classes).

Registrations not confirmed with payment by the specified payment deadline are canceled. Students with canceled course schedules must re-register and meet their entire financial commitment at that time, including the re-registration fee of \$25.

Preassignments for Accelerated Courses

The College offers a variety of accelerated formats and time-frames in which classes are condensed during a term. It is essential to maximize in-class time. To do so, instructors require that a preassignment be prepared in advance of the first class session. Preassignments are available in the lobby of the Administration Building at the receptionist's desk (generally one month before the beginning of each term) and on the Mount's Intranet Web site inside.msje.edu. Students are required to have purchased books and completed preassignments before the first class meeting.

Traditional students are not advised to register for courses in the accelerated timeframes because of the concentrated framework and self-directed learning style of this format. Traditional students must have specific approval from their academic advisor to enroll in an accelerated course.

Study at Other Institutions: The Greater Cincinnati Consortium of Colleges and Universities

Full- and part-time degree-seeking students, both undergraduate and graduate, are eligible to enroll in the Greater Cincinnati Consortium cross-registration program. Degree-seeking Mount students may enroll in a maximum of two courses or six semester hours in Consortium courses each academic year. Enrollment in Consortium courses occurs concurrently with enrollment at the Mount. Courses taken through the Consortium may not exceed a total of eight courses or 24 semester hours in a student's total baccalaureate program. In an associate degree program, Consortium courses may not exceed four courses or 12 semester hours. A maximum of only two courses or six semester hours may be taken through the Consortium during the student's final 30 hours of Mount residency.

Graduate students cannot earn more than 30 percent of the credits required for the master of arts degree in off-campus courses taken through the Consortium.

Extenuating circumstances may require an exception to the Consortium cross-registration policy. Appeals for exceptions are submitted in writing to the academic dean. Approved College Study Abroad Programs are exempt from Consortium policies.

Mount students are charged Mount tuition when registering through the Consortium. Credit hours earned by courses taken through the Consortium are treated as Mount residency hours. Consortium grades are calculated in the student's Mount grade point average. The purpose of the Consortium is to provide students with a means of taking courses not offered at their own college.

Cross-registration procedures are as follows:

1. Begin with the Consortium contact person in the College of Mount St. Joseph's Registrar's Office to secure course and Consortium procedure information.
2. Developmental courses taken through the Consortium that are similar in content to those offered at the College of Mount St. Joseph will be accepted as general electives; however, those courses that are not applied toward a degree at a host institution will not be accepted.
3. Obtain a signature of approval from an academic advisor on a Mount registration or add form.
4. Complete the cross-registration form in the College of Mount St. Joseph's Registrar's Office. The Mount's Consortium representative's signature on the Consortium form is required. The student may wish to call the host school's registration office to determine the availability of space.
5. Take the cross-registration form to the registration office of the institution where the course will be taken (host school). Specific times and dates are scheduled for this purpose and are available for student reference in the Registrar's Office.
6. If a change in enrollment status (add/drop) is made, the add/drop procedure must be completed at both schools.

The following schools are members of the Consortium: Art Academy of Cincinnati, The Athenaeum, Chatfield College, Cincinnati Christian University (formerly *Cincinnati Bible College and Seminary*), Cincinnati State Technical and Community College, College of Mount St. Joseph, Hebrew Union College, Miami University, Northern Kentucky University, Thomas More College, The Union Institute, University of Cincinnati, Wilmington College, and Xavier University.

Articulation Agreements

Articulation agreements recognizing the quality of instruction at other institutions and assuring students from designated programs within those institutions appropriate recognition for their work are maintained with the Antonelli College of Cincinnati, The Athenaeum, Chatfield College, Cincinnati Bible College, Cincinnati State Technical and Community College, Clermont College, Columbus State College, Diocese of Covington, Edison State College, Good Samaritan Hospital School of Nursing, Raymond Walters College, and Sinclair Community College.

Adding/Dropping Courses

During periods when Web registration is open for a term, students may drop or add courses over the Internet. Students are expected to seek an advisor's approval before making any changes to an advisor approved class schedule.

To add a class after the first week of day and evening classes, students must obtain the instructor's signature on an add/drop form. In accelerated format classes, adding a course is not possible after the first class session.

After the first week of classes, add/drops cannot be done on Web registration. Students must submit an add/drop form with any required signatures for processing in Student Administrative Services.

Any student who fails to process an add/drop will receive a grade of FA (failure due to absence). Any student who does not officially add a class will not receive credit or a grade for course work.

Course Withdrawal Policy

Each semester or class term is broken down into three withdrawal periods. Classes officially dropped during the first withdrawal period are removed from the student's academic record. A grade of "W" (withdrawal) will be assigned to any classes dropped during the second withdrawal period. The "W" grade is not calculated in the student's grade point average. The class remains on the student's academic record.

No drops are accepted during the third withdrawal period. Instructors will assign grades for any classes not dropped before the third period begins.

First/Second Semesters and All Summer Sessions (15 week term)

Week 1-5	No record of dropped class
Week 6-10	Grade of "W" for dropped class
Week 11+	No drops accepted

4 Week Term

Weekend/Week 1	No record of dropped class
Weekend/Week 2-3	Grade of "W" for dropped class
Weekend/Week 4	No drops accepted

5 Week Term

Weekend/Week 1-2	No record of dropped class
Weekend/Week 3-4	Grade of "W" for dropped class
Weekend/Week 5	No drops accepted

6 Week Term

Weekend/Week 1-2	No record of dropped class
Weekend/Week 3-4	Grade of "W" for dropped class
Weekend/Week 5-6	No drops accepted

7 Week Term

Weekend/Week 1-3	No record of dropped class
Weekend/Week 4-5	Grade of "W" for dropped class
Weekend/Week 6-7	No drops accepted

8 Week Term

Weekend/Week 1-3	No record of dropped class
Weekend/Week 4-6	Grade of "W" for dropped class
Weekend/Week 7-8	No drops accepted

10 Week Term

Week 1-3	No record of dropped class
Week 4-6	Grade of "W" for dropped class
Week 7-10	No drops accepted

Specific dates for each term are published in the Class Schedule and on the Mount's Web site www.msj.edu.

Student Withdrawal from the College

Traditional students who completely withdraw from the College during the semester must complete a Withdrawal Form and withdraw from all classes on an add/drop form. These forms are available in Student Administrative Services. Failure to process a drop form will result in a grade of "FA" (failure due to absence) for all courses taken during the semester, and the student may be subject to suspension or dismissal.

Auditing Courses

Students may audit courses (except auto-study options) on a space available basis as determined by the instructor and the department offering the course. Registration in a class for "audit" needs to be done in person (not in Web registration) in Student Administrative Services, Conlan Center. There is no limit to the number of courses a student may audit, but each course may be audited only one time (except in topics courses where the content varies with each offering). Courses taken for audit earn zero credits and quality points. Audits require the signature of the instructor. Conditions or requirements of the audit are determined by the instructor or department. Full-time students (12 or more credit hours) may audit free. Other students pay one-half price for audited courses. Lab fees are additional for all students.

Baccalaureate or graduate program alumni of the College may audit courses (except auto-study options) on a space-available basis for a special discounted tuition rate, plus any lab fees, provided appropriate academic prerequisites have been completed.

If a student wishes to change from audit to a grade or vice versa, the change must be made in the Conlan Center with Student Administrative Services during the first five weeks of class. Students must make such a change before the third class meeting of an accelerated class.

Senior Citizens Registering for Classes

Senior citizens (persons 65 years of age or older) may register for most undergraduate classes tuition free on a space-available basis. Senior citizens may audit undergraduate classes or register for credit providing appropriate prerequisites have been fulfilled. Both options are available at no cost. Independent studies and auto-study options are exceptions to this policy. Senior citizens are required to pay any and all fees associated with the application process and course fees at the regular rate.

Veterans Education

The College of Mount St. Joseph is approved for the education and training of veterans and their dependents under all existing public laws. Veterans qualified for V.A. educational benefits must contact the College's certifying official each semester or term to verify eligibility. Students receiving V.A. benefits who are placed on academic probation for more than two consecutive semesters may be suspended from benefits unless progress is shown toward improving their grade point average, even though they may not be suspended from the College. Requests for information should be referred to the College's V.A. certifying official in the Conlan Center, Registrar's Office.

Student Rights and Responsibilities

The College expects its students to act responsibly. College community regulations are designed to facilitate growth and development of individual responsibility, not to restrict freedom of behavior.

Continued membership in the Mount student body is contingent upon responsible behavior. A detailed description of students' rights and responsibilities is outlined in the Student Handbook.

Undergraduate Degree Programs

Baccalaureate Degree Programs

Listed are majors and areas of concentration or licensure with the associated degrees awarded through designated academic departments.

Beneath each major is the format in which the major and degree program is available: Standard and/or Accelerated.

ACCOUNTING

Bachelor of Science

Standard and Accelerated

(Department of Business Administration)

AGING SERVICES AND ADMINISTRATION

Bachelor of Arts

Accelerated

(Department of Behavioral Sciences)

AGING SERVICES AND ADMINISTRATION/RECREATIONAL THERAPY

Bachelor of Science (Dual Major)

Standard and Accelerated

(Department of Behavioral Sciences)

AGING SERVICES AND ADMINISTRATION/SOCIAL WORK

Bachelor of Arts (Dual Major)

Accelerated

(Department of Behavioral Sciences)

ART

Bachelor of Arts

Standard

Concentration in pre-art therapy.
(Department of Art)

ART EDUCATION

Bachelor of Arts

Standard

Multi-age licensure in art education.
(Department of Art)

ART-FINE ARTS

Bachelor of Fine Arts

Standard

Concentration areas in ceramics, drawing, fabric design, metalcraft/jewelry, painting, photography, print-making, sculpture.
(Department of Art)

ART-GRAPHIC DESIGN

Bachelor of Arts or Bachelor of Fine Arts

Standard

(Department of Art)

ART-INTERIOR DESIGN

Bachelor of Arts or Bachelor of Fine Arts

Standard

(Department of Art)

ATHLETIC TRAINING

Bachelor of Science

Standard

(Department of Health Sciences)

BIOCHEMISTRY

Bachelor of Science

Standard

(Department of Chemistry and Physical Sciences)

BIOLOGY

Bachelor of Science

Standard

Concentrations in molecular and organismal biology. Preparation in pre-professional areas including medicine, dentistry, physical therapy, and veterinary medicine.
(Department of Biology)

BUSINESS ADMINISTRATION

Bachelor of Science

Standard and Accelerated

Concentrations in economics, finance, international business, management, and marketing.
(Department of Business Administration)

BUSINESS ADMINISTRATION/MATHEMATICS

Bachelor of Science or Bachelor of Arts

Standard

(Departments of Business Administration and Mathematics/Computer Science)

CHEMISTRY

Bachelor of Science

Standard

Preparation in pre-professional areas including medicine, optometry, dentistry, podiatry, and medical technology.

(Department of Chemistry and Physical Sciences)

CHEMISTRY/MATHEMATICS

Bachelor of Science or Bachelor of Arts

Standard

(Departments of Chemistry and Physical Sciences and Mathematics/Computer Science)

COMMUNICATION STUDIES

Bachelor of Arts

Standard and Accelerated

(Department of Humanities)

COMPUTER INFORMATION SYSTEMS

Bachelor of Science

Standard and Accelerated

Concentration in systems development.

(Department of Business Administration)

COMPUTER SCIENCE WITH A MINOR IN MATHEMATICS

Bachelor of Science

Standard

(Department of Mathematics and Computer Science)

CRIMINOLOGY/SOCIOLOGY

Bachelor of Science

Standard

(Department of Behavioral Sciences)

ENGLISH

Bachelor of Arts

Standard

(Department of Humanities)

HISTORY

Bachelor of Arts

Standard

(Department of Humanities)

INCLUSIVE EARLY CHILDHOOD EDUCATION

Bachelor of Arts

Standard

Licensure in inclusive early childhood education (ages 3-8).

(Department of Education)

LIBERAL STUDIES

Bachelor of Arts

Standard and Accelerated

(Department of Humanities)

MATHEMATICS

Bachelor of Arts

Standard

(Department of Mathematics and Computer Science)

MEDICAL TECHNOLOGY

Bachelor of Science

Standard

(Department of Chemistry and Physical Sciences)

MIDDLE CHILDHOOD EDUCATION

Bachelor of Arts

Standard

Licensure in middle childhood education (grades 7-12).

(Department of Education)

MUSIC

Bachelor of Arts

Standard

Licensure in music education.

(Department of Music)

NATURAL HISTORY

Bachelor of Science

Standard

(Department of Biology)

NATURAL SCIENCE

Bachelor of Science

Standard

Concentrations in biology or chemistry.

(Departments of Biology or Chemistry and Physical Sciences)

NURSING

Bachelor of Science in Nursing

Standard; RN to BSN completion program - Accelerated

(Department of Health Sciences)

PARALEGAL STUDIES

Bachelor of Arts

Standard

(Department of Behavioral Sciences)

PHYSICAL EDUCATION

Bachelor of Arts

Standard

Licensure in physical education.

(Department of Education)

PSYCHOLOGY

Bachelor of Science

Standard

(Department of Behavioral Sciences)

RECREATIONAL THERAPY

Bachelor of Science

Standard

(Department of Behavioral Sciences)

REHABILITATION SCIENCE

Bachelor of Science

Standard

Admission to Physical Therapy program required.

(Department of Health Sciences)

RELIGIOUS EDUCATION WITH A MINOR IN EDUCATION

Bachelor of Arts

Standard

(Department of Religious and Pastoral Studies)

RELIGIOUS PASTORAL MINISTRY

Bachelor of Arts

Standard

(Department of Religious and Pastoral Studies)

RELIGIOUS STUDIES

Bachelor of Arts

Standard

(Department of Religious and Pastoral Studies)

SOCIAL WORK

Bachelor of Arts

Standard and Accelerated

(Department of Behavioral Sciences)

SOCIOLOGY

Bachelor of Science

Standard

(Department of Behavioral Sciences)

SPECIAL EDUCATION

Bachelor of Arts

Standard

Licensure in mild/moderate needs and/or moderate/intensive needs (ages 3-21).

(Department of Education)

Minors

Listed are minors available with the baccalaureate degree programs offered from the academic departments. A minor is a selection of courses taken outside a chosen major and can only be earned with a bachelor's degree (not an associate degree).

AGING SERVICES AND ADMINISTRATION (Department of Behavioral Sciences)

AMERICAN STUDIES (Department of Humanities)

ANTHROPOLOGY (Department of Behavioral Sciences)

ART HISTORY (Department of Art)

BIOLOGY (Department of Biology)

BUSINESS ADMINISTRATION (Department of Business Administration)

CHEMISTRY (Department of Chemistry and Physical Sciences)
COMMUNICATION STUDIES (Department of Humanities)
COMPUTER INFORMATION SYSTEMS (Department of Business Administration)
COMPUTER SCIENCE (Department of Mathematics and Computer Science)
CRIMINAL JUSTICE (Department of Behavioral Sciences)
CRIMINOLOGY (Department of Behavioral Sciences)
EDUCATION (Department of Education)
ENGLISH (Department of Humanities)
ETHICS (Department of Religious and Pastoral Studies)
GERONTOLOGY (Department of Behavioral Sciences)
HISTORY (Department of Humanities)
iDESIGN (Department of Art)
ILLUSTRATION (Department of Art)
INTERNATIONAL ART & DESIGN STUDIES (Department of Art)
MATHEMATICS (Department of Mathematics and Computer Science)
MUSIC (Department of Music)
PARALEGAL STUDIES (Department of Behavioral Sciences)
PHILOSOPHY (Department of Humanities)
POLITICAL SCIENCE (Department of Behavioral Sciences)
PHOTOGRAPHY (Department of Art)
PSYCHOLOGY (Department of Behavioral Sciences)
RELIGIOUS STUDIES (Department of Religious and Pastoral Studies)
SOCIO-PSYCHOLOGY (Department of Behavioral Sciences)
SOCIOLOGY (Department of Behavioral Sciences)
WOMEN'S STUDIES (Department of Humanities)
WRITTEN COMMUNICATION (Department of Humanities)

Associate Degree Programs

Listed are majors available with an associate degree through the designated academic departments.

Beneath each major is the format in which the major and associate degree program is available: Standard

and/or Accelerated.

ACCOUNTING

Associate in Science
Standard and Accelerated
(Department of Business Administration)

AGING SERVICES AND ADMINISTRATION

Associate in Arts
Accelerated
(Department of Behavioral Sciences)

ART

Associate in Arts
Standard
(Department of Art)

ART-GRAPHIC DESIGN

Associate in Arts
Standard
(Department of Art)

ART-INTERIOR DESIGN

Associate in Arts
Standard
(Department of Art)

BUSINESS ADMINISTRATION

Associate in Science
Standard and Accelerated
(Department of Business Administration)

COMMUNICATION STUDIES

Associate in Arts
Standard and Accelerated
(Department of Humanities)

COMPUTER INFORMATION SYSTEMS

Associate in Science
Standard and Accelerated
(Department of Business Administration)

INCLUSIVE EARLY CHILDHOOD EDUCATION

Associate in Arts
Standard
(Department of Education)

LIBERAL STUDIES

Associate in Arts
Standard and Accelerated
(Department of Humanities)

PARALEGAL STUDIES

Associate in Arts
Standard
(Department of Behavioral Sciences)

Certificate Programs

AMERICAN HUMANICS

Standard and Accelerated

(Department of Behavioral Sciences)

GERONTOLOGY

Accelerated

(Department of Behavioral Sciences)

iDESIGN

Standard

(Department of Art)

LONG TERM CARE

Accelerated

(Department of Behavioral Sciences)

Admission/Marketing

Director

Nursing/Nurse Manager

PARALEGAL STUDIES

Standard

(Department of Behavioral Sciences)

PARISH NURSING/HEALTH MINISTRIES

Standard and Accelerated

(Departments of Health Sciences and Religious and Pastoral Studies)

RECREATIONAL THERAPY

Standard

(Department of Behavioral Sciences)

Licensure Programs in Education

Standard

Adolescent and Young Adult Licensure (Grades 7-12)

Biology/Life Science Chemistry

Chemistry/Life Science

Integrated Language Arts

Integrated Math

Integrated Science

Integrated Social Sciences

Inclusive Early Childhood Education Licensure (Ages 3-8)

Middle Childhood Education Licensure (Grades 4-9)

Multi-Age Licensure (Ages 3-21)

Art Education
Music Education
Physical Education

Paraprofessional Licensure (Grades Pre-K-12)

School Nurse Licensure

Special Education Intervention Specialist Licensure (Ages 5-21)

Mild/Moderate
Moderate/Intensive

Endorsements in Education

Adapted Physical Education
Reading
Computer Technology

Course Delivery Formats

All degree, certificate and licensure programs listed earlier specify the formats in which they are available. The standard format is available in day and evening time frames. The accelerated format is available in the evenings and on the weekends. Distance learning classes are available on the World Wide Web.

Standard Format

Daytime courses meet two or three times per week for a 16-week semester. Evening courses meet for the same number of hours per week, but in one extended evening session during the 16-week semester. Students who are only available in the evening can seek degrees with majors in business administration, computer information systems, graphic design, interior design, liberal studies, paralegal studies, and religious pastoral ministry.

Accelerated Format

Accelerated study at the Mount is an intense learning experience that offers working adults the opportunity to complete uniquely designed courses in the evenings and on weekends. Instructors follow a different teaching methodology with fewer class contact hours and more independent study. Students can earn degrees with majors in business administration, communication studies, computer information systems, liberal studies, aging services and administration, nursing (BSN completion), and social work. Students who are able to take additional/standard evening courses can complete degrees with majors in accounting and nursing (BSN completion) with a certificate in parish nursing/health ministries.

Accelerated courses are offered over several terms including the summer. Each course requires attendance at five to eight class sessions, meeting every two to three weeks for 3 1/2 hours. Each course requires a preassignment that must be completed before the first class meeting. The completed preassignment and expected 20 hours of independent study between each class meeting are integral to this format.

Distance Learning Format

Courses make heavy use of the World Wide Web. They are offered utilizing WebCT, an Internet-based course management system.

Study Abroad

The College of Mount St. Joseph encourages students to study abroad. Arrangements may be made for

students to spend a year, a semester or a summer in study abroad for which academic credit will be granted. Credit hours are treated as Mount residency hours. Students participating in any of the specific study abroad programs named below will receive Consortium grades which are calculated in the student's Mount grade point average. For all other study abroad programs grades are treated as transfer credit. In some cases, work experience abroad may also be arranged. Full-time students who are in good academic standing and who are of junior or senior standing are eligible to participate. Upon the recommendation of their advisor and department chairperson, sophomores who are in very good academic standing may also be eligible to participate. Federal and state financial aid may be used for overseas study, but College of Mount St. Joseph grants and scholarships cannot be used for study abroad. Information and application procedures are available from the director of international programs.

The College of Mount St. Joseph currently has formal study abroad programs with the following institutions and organizations: The Congress-Bundestag Exchange Program for study in Germany; Thames Valley University in London, England (through the University of Wisconsin-Platteville); Huron University in London, England; The Spanish-American Institute for International Education in Seville, Spain (through the University of Wisconsin-Platteville). Students are encouraged to speak with the director of international programs if they wish to study abroad at a program other than those mentioned above.

Auto-Study Courses

Auto-study courses provide an opportunity for students to select courses in areas of interest that are not usually offered as a classroom experience. They consist of a series of packets on selected topics, prepared by the faculty who later serves as a tutor to the student. Auto-study courses are designed for adult students. All students must meet with the instructor for each intended auto-study. Auto-study listings are found in the schedule. The instructor's approval in Web registration is required before a student may enroll. Baccalaureate degree seeking students are permitted to take a maximum of four courses (12 credit hours) through auto study during their period of matriculation. Associate degree seeking students are permitted to take a maximum of two courses (6 credit hours) through auto study during their period of matriculation. Auto-study courses may not be taken for audit. Packets are available from the sponsoring faculty member and from the offering academic department.

Learning Contracts/Independent Learning Options

All independent learning courses (Independent Studies, Internships, Service Learning courses, Advanced Studio Problems – Art, and Directed Research) require the completion of a learning contract. An independent learning course provides the opportunity for student-initiated, student-driven, in-depth study complementing the student's overall academic program under the supervision of a faculty member and should not be taken merely to fulfill minimum credit requirements.

An independent study opportunity can be established as: a) a special topic or noncataloged course (which might include lab research), b) a specialty area, or c) a cataloged course offered to one student with less credit hours (done only under extenuating circumstances). The independent study credits will be included in the normal course load. The instructor's approval in Web registration is required before a student may enroll.

Any student seeking credit through an independent learning opportunity must contact the instructor to discuss and complete a learning contract. Through contractual learning, the student is to understand the instructor's expectations and criteria for evaluation. A completion date is established between the student and instructor. There is no re-contracting after an established completion date. A copy of the signed learning contract must be on file in the Registrar's Office.

Definition of Major, Minor and Concentration

- A major is a primary academic field of study. A major consists of a block of courses selected by an academic department which enables the student to specialize in a field of study and earn a degree.

- A minor is a second field of study taken along with a major. Selecting a minor is optional. The collection of courses an academic department offers as a minor may be taken to provide specialization in an academic area different from the major. A minor requires fewer hours than a major. Minors can only be earned with a bachelor's degree (not an associate degree).
- A concentration is a collection of courses designated by an academic department to supplement and strengthen the specialization within a major's field of study. A concentration can only be earned with a bachelor's degree.
- In terms of hours, the credit hours for a major exceeds the minor or a concentration. The minimum number of hours required for a major, minor or concentration vary among academic departments. Refer to the specific academic department in this catalog for requirements.

Certificate Programs

Certificate-seeking students apply for acceptance through the Admission Office.

Official transcripts must be sent directly from any previously attended regionally accredited college to the Admission Office. Transfer credit policies and procedures followed by the College of Mount St. Joseph for degree-seeking students apply to certificate-seeking students. Refer to transfer credit policies.

Certificate-seeking students follow the certificate program requirements published in the College Catalog in effect for the first semester of enrollment after acceptance. Certificate students are eligible for financial aid. Students pursuing a certificate have a college residency requirement equivalent to at least one-half of the total credit hours required to complete the selected certificate program. Specific departments may have a more rigorous residency requirement.

Students apply for a certificate following the same application process and deadline dates as students applying to graduate with a degree. Certificate applications are submitted to the Registrar's Office, Conlan Center, by degree application dates published in each semester's or term's *Schedule of Classes* or posted on the Mount's Web site. Applicants for certificates are recognized at the annual spring honors convocation. Certificates are mailed to students from the Registrar's Office, Conlan Center.

Simultaneous Double Major/Double Degree

A student who wishes to have a double major earning one degree must satisfy all requirements for each major simultaneously. If the majors are in two different degree areas (e.g., B.A./B.S.), the single degree conferred and noted on academic records will be based upon the student's choice of a first major. No extra semester hours beyond the minimum of 128 are required. For example, a student may pursue a single degree of bachelor of science with the first major being accounting and the second major being communication studies. In this example, a minimum of 128 semester hours would be required.

If a student pursues two majors in different degree areas and elects to earn two separate degrees (e.g., B.A./B.S.), the student must earn a minimum of 30 hours in residency beyond the total hours required for one baccalaureate degree. At least 15 of these 30 additional hours must be in upper-level courses. For example, a student may earn a bachelor of science degree with an accounting major and a bachelor of arts degree with a communication studies major. For the two degrees, the students would earn a minimum of 158 semester hours.

The same principle is followed for the student simultaneously seeking an associate in arts and an associate in science. The student would complete 15 extra semester hours beyond the 64 semester hours required for the first associate degree, totaling 79 earned hours. The additional hours may be taken concurrently with

requirements for the first baccalaureate or associate degree. Both degrees will be noted on the student's transcript, and two diplomas will be awarded.

Additional Undergraduate Degrees

The College catalog used to determine the core curriculum and the degree requirements will be the one in effect for the student's first semester of enrollment after acceptance from the Admission Office. Students enrolling for the first time in the summer session will be bound by the College catalog in effect for the following fall semester/term. Students with an earned baccalaureate degree will have the core curriculum requirements waived if pursuing a second baccalaureate degree.

If a student earns an associate degree and continues Mount course work to pursue one or more additional undergraduate degrees (associate or baccalaureate), the student's acceptance status and core curriculum requirements remain unchanged. If a student changes his or her major, minor, concentration or certificate program, although the core curriculum requirements remain unchanged, the catalog in effect at the time of the change determines the requirements for the new major, minor, concentration or certificate. If a student does not enroll for courses at the Mount for a period of two years the student must reapply for admission.

Returning Alumni

Baccalaureate alumni wishing to earn a second major (not a second degree) must complete the major requirements stated by the catalog in effect at the time they resume course work for the second major. Baccalaureate alumni seeking an additional degree (e.g., baccalaureate or associate) after an absence of two years or more must reapply for admission, fulfill all major requirements, plus all requirements for the degree as established by the catalog in effect when they return to pursue the additional degree. Students who reapply for admission and begin classes during the summer sessions will be bound by the College catalog in effect for the following fall semester/term. For the baccalaureate degree, they must complete a minimum of 30 credit hours in residency beyond the first degree, at least 15 of these hours must be in upper-level courses. The core curriculum requirements will be waived if a second baccalaureate degree is being pursued. For an associate degree, they must complete a minimum of 30 credit hours in residency beyond the first degree, of which 9 of these additional hours must be in upper-level courses, plus the current core curriculum requirements.

Residency Requirements

The term "residency" is used to describe the length of time a student should maintain continuous enrollment at their degree granting institution in order to qualify for the rights, privileges and representation of earning that institution's degree.

The residency requirements for baccalaureate and associate degrees are:

- The final 30 semester hours must be completed at the College of Mount St. Joseph in order to fulfill the residency requirement.
- Students during their final 30 hours may enroll in a maximum of two courses or six semester hours through the Greater Cincinnati Consortium of Colleges and Universities (GCCCCU) without interrupting residency.
- Any transfer credit submitted during a student's final 30 semester hours will interrupt residency.

- A minimum of 64 semester hours (for the baccalaureate degree) must be earned from a regionally accredited four-year institution.
- Extenuating circumstances may require an exception to the residency policy. Appeals for exceptions must be submitted in writing to the academic dean.

Credit hours earned through experiential learning options neither fulfill nor interrupt the residency requirement.

Residency for Certificate Programs:

Students pursuing a certificate have a college residency requirement equivalent to at least one-half of the total credit hours required to complete the program. Specific academic departments may have a more rigorous residency requirement.