



## 2005-06 Undergraduate Catalog

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College of Mount St. Joseph

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## Academic Calendar

### 2005-2006

#### First Semester

August 22	Monday	Classes begin (Day and Evening)
September 5	Monday	Labor Day - Holiday
October 14	Friday	Midsemester Holiday
November 23-27	Wednesday-Sunday	Thanksgiving recess
November 28	Monday	Classes resume
December 5-9	Monday-Friday	Semester examinations
December 9	Friday	Semester ends

#### Second Semester

January 16	Monday	Martin Luther King Holiday
January 17	Tuesday	Classes Begin (Day & Evening)
February 24	Friday	Midsemester Holiday
March 13-17	Monday-Friday	Spring vacation
March 20	Monday	Classes resume
April 14-17	Friday-Monday	Easter recess begins
April 18	Tuesday	Classes resume
May 8-12	Monday-Friday	Semester examinations
May 12	Friday	Semester ends
May 13	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, Kimberly Burke, M.Ed.; 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.

### **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 department residency requirement of 9 hours in the major 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.

### **Learning Outcomes**

Art, Art Education, and Fine Arts on page 115

Graphic Design on page 115

Interior Design on page 115

### **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 Orientation Seminar (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

OR

ART 302 Advanced Drawing (3) A

ART 350 Pre-Thesis Independent Study (3) (area of concentration)

ART 400 Senior Art Seminar: Capstone (1)

ART 495 Thesis (3)

ELECTIVES: Art history (6), Art studio (15)



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

MTH 174	Statistics I (3) N
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
PSY 385	Personality Theories (3) S
SOC 103	Introduction to Sociology (3) S
Additional psychology courses desirable.	

Note: Students planning to enroll in a master's 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**

(59 hours)

Department Courses - 56 hours

AED 290	Comprehensive Art Education I (3)
AED 390	Comprehensive Art Education II (4)
ART 100	Art Orientation Seminar (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 160	Introduction to Computer Graphics (2) A
ART 202	Drawing II (3) A
ART 217	Painting (3) A
ART 328	Fabric Design (3) A
ART 330	Art History: Art Criticism (3) A
ART 362	Printmaking (3) A
ART 400	Senior Art Seminar: Capstone (1) CAP
ART 495	Thesis (3)
ELECTIVES:	Art history (6)
	Advanced studio course (3) OR
	Independent Study (3)

ALSO REQUIRED:

PHI 285	Philosophy of Art (3) R
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Additional education hours required for licensure. See Education on page 42.

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

(56 hours)

Department Courses - 56 hours

ART 100	Art Orientation Seminar (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 230	Art History: Design (3) A
GRD 253	Digital Illustration (3)
ART 281	Photography I (3) A
ART 380	Digital Photography (3) A
ART 400	Senior Art Seminar: Capstone (1) CAP
GRD 205	Drawn Design (3)
GRD 250	Typography: Form and Composition (3)
GRD 251	Advanced Topography: Problem Solving (3)
GRD 254	Layout and Print Production (3)
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)

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

(56 hours)

Department Courses - 54-56 hours

ART 100	Art Orientation Seminar (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 233	Art History: Architecture and Interior Design (3) A
ART 400	Senior Art Seminar: Capstone (1) CAP
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 Electives:

ART 118	Furniture and Finishes (3)
ART 121	Art History: World Art (3)

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

(62 hours)

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

Department Courses - 59 hours

ART 100	Art Orientation Seminar (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: Capstone (1) CAP
ART 495	Thesis (3)

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

Also Required - 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

(71 hours)

Department Courses - 71 hours

ART 100	Art Orientation Seminar (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
GRD 253	Digital Illustration (3)
ART 281	Photography I (3) A
ART 380	Digital Photography (3) A
ART 301	Figure Drawing (3) A
OR	
ART 302	Advanced Drawing (3) A
ART 400	Senior Art Seminar: Capstone (1) CAP
GRD 205	Drawn Design (3)
GRD 250	Typography: Form and Composition (3)
GRD 251	Advanced Typography: Problem Solving (3)
GRD 254	Layout and Print Production (3)
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)

Other Requirements - 3 hours

PHI 285                    Philosophy of Art (3) R

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

(68 hours)

Department Courses - 65 hours

ART 100                    Art Orientation Seminar (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: Capstone (1) CAP  
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

**Requirements for a Major in Art - Associate in Arts Degree**

(28 hours)

Department Courses - 28 hours

ART 100                    Art Orientation Seminar (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)  
Strongly Recommended:  
ART 301            Figure Drawing (3) A  
and/or  
ART 302            Advanced Drawing (3) A

**Requirements for a Major in Graphic Design - Associate in Arts Degree**

(37 hours)

Department Courses - 37 hours

ART 100            Art Orientation Seminar (1)  
ART 101            Drawing I (3) A  
ART 103            Design (3) A  
ART 202            Drawing II (3) A  
ART 230            Art History: Design (3) A

OR

Art History Elective

GRD 253            Digital Illustration (3)  
ART 281            Photography I (3) A  
ART 380            Digital Photography (3) A  
GRD 205            Drawn Design (3)  
GRD 250            Typography: Form & Composition (3)  
GRD 254            Layout & Print Production (3)  
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 Orientation Seminar (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 309            Interior Design II: Cultural Appreciation (3)  
IND 310            Interior Design III: Theory Interrelationships (3)  
IND 314            Environmental Technologies (3)

Suggested Electives:

ART 118            Furniture and Finishes (3)  
IND 311            AutoCAD (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 234 Art History: Photography (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

COM/ENG 315 History of the Motion Picture (3) LAE

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 &amp; Interactive Design (3)

GRD 253 Digital Illustration (3)

GRD 470 Web &amp; Interactive Design Seminar (3)

**Requirements for a Minor in Illustration**

(21 hours)

Department Courses- 21 hours

ART 101 Drawing I (3) A

ART 121 Art History: World Art (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 (3) (*highly recommended*)

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

Huron Art Department Courses - 6 hours

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)

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 282            Photography II (3) A

ART 380            Digital Photography (3) A

ART 280            Principles of Animation (3) A

OR

ART 350            Independent Study (3) A

ART 381            Advanced Photography Workshop (3) A

### Behavioral Sciences

The Behavioral Sciences Department offers baccalaureate majors in aging services and administration, criminology/sociology, paralegal studies, paralegal studies (JAG), psychology, recreational therapy, sociology, and social work; dual majors in aging services and administration/recreational therapy, and aging services and administration/social work; associate degrees in aging services and administration, 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; and professional certificate tracks in long term care through the aging services and administration 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 College offers dual majors in aging services and administration/recreational therapy, and aging services and administration/social work.

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.

### **Learning Outcomes**

Aging Services & Administration on page 115

Aging Services & Administration/Recreational Therapy on page 115

Aging Services & Administration/Social Work on page 116

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

(118 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 – 73 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 and Psychological 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
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 405	Behavioral Sciences Capstone (3) CAP
RCT 482	Recreational Therapy Internship (12)

REQUIRED SUPPORTIVE COURSES – 30 hours

BIO 131	Basic Human Anatomy and Physiology (4) N
IDS 331	Holistic Wellness and Aging (3) IDS
PSY 204	Lifespan Development (4) S
PSY 340	Abnormal Psychology (3) S
PSY 390	Counseling Theories (3)
RCT/SWK 287	Stress Awareness and Reduction (3)
SOC 216	Sociology of the Family (3) S
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**

(110 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 — 73 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 and Psychological 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)
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 405	Behavioral Sciences Capstone (3) CAP
SWK 432	Fieldwork II and Seminar (5)
SWK 432A	Fieldwork II/Senior Thesis (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**

(56-59\*\* hours)

## Department Courses - 40 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 405	Behavioral Sciences Capstone (3) CAP
ASA 425	Long Term Care Administration (3)
ASA 432	Practicum/Internship (3)
ASA 450*	Senior Seminar (3)
GST 261	Social and Psychological 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).

### **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 and Psychological 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 and Psychological 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 and Psychological 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)

**Criminology/Sociology**

Judy Singleton, Ph.D., Program Director

Criminology is a behavioral science devoted to the study of crime as a social phenomenon. Criminologists employ an interdisciplinary perspective in an attempt to understand the creation and use of laws, patterns of crime, causes of crime and criminality, social reaction to crime, criminal justice administration, and the efficacy of punishment of criminal offenders as compared with forms of treatment or rehabilitation.

Sociology is a behavioral science that provides a framework for understanding social inequality, patterns of behavior, forces of social change and resistance, and how social systems work. Sociology offers a range of research techniques that can be applied to virtually any aspect of society: street crime and delinquency, corporate downsizing, welfare reform, how families differ, etc. The Mount offers a dual major in criminology and sociology, and a minor in criminology.

## Learning Outcomes

Criminology/Sociology on page 116

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

(55 hours)

#### 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 - 34 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 (3) CAP

#### 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)

## 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. There is also an online major offered to Army paralegals in the JAG Corp. Paralegal studies classes are offered on campus and online through a Web-based course of instruction.

### **Learning Outcomes**

Paralegal Studies on page 117

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

(54 hours)

Prerequisites - 6 hours

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

Department Courses - 36 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 405            Behavioral Sciences Capstone (3) CAP  
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 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 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 42.

### **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.

### Learning Outcomes

Psychology on page 117

### Requirements

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 42.

### Requirements for a Major in Psychology - Bachelor of Science Degree

(52-53 hours)

PREREQUISITES - 3 hours

MTH 176                      Statistics I with SPSS (3) N

DEPARTMENT COURSES - 49-50 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)

PSY 405                      Behavioral Sciences Capstone (3) CAP

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**

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.

### Learning Outcomes

Recreational Therapy on page 117

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

(81 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 - 42 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 405	Behavioral Sciences Capstone (3) CAP
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 Dual Major in Recreational Therapy and Aging Service Administration - Bachelor of Science Degree**

(118 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 – 73 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 and Psychological 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
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 405	Behavioral Sciences Capstone (3) CAP
RCT 482	Recreational Therapy Internship (12)

**REQUIRED SUPPORTIVE COURSES – 30 hours**

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

## 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.

### Learning Outcomes

Social Work on page 117

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

(74 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 - 39 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 405	Behavioral Sciences Capstone (3) CAP
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.

### Learning Outcomes

Sociology on page 118

### Requirements

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 42.

### **Requirements for a Major in Sociology - Bachelor of Science Degree**

(46 hours)

PREREQUISITE - 3 hours

MTH 176            Statistics I with SPSS (3) N

DEPARTMENT COURSES — 25 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 (3) CAP

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

ANT 103            Cultural Anthropology (3) S

IDS 200            Religion, Culture and Community (3) IDS

IDS 271            Theology and Human Ecology (3) IDS

IDS 390-395        Theology and Anthropology (3) IDS

IDS 370            Addictions:An Interdisciplinary Approach (3) IDS

SOC 201            Social Problems and Deviant Behavior (3) S

SOC 214            Society and Politics in the Third World (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

### **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  
 SOC 201 Social Problems and Deviant Behavior (3) S  
 SOC 202 Minority Groups (3) S  
 SOC 214 Society and Politics in the Third World (3) S  
 SOC 215 Sociology of Religion (3) S  
 SOC 216 Sociology of the Family (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

## 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 Anthropology**

(21-22 hours)

## DEPARTMENT COURSES - 3 hours

- ANT 103 Cultural Anthropology (3) S

Six additional courses from the following: 18-19 hours

- BIO 330 Evolution (4) N  
 IDS 201 Introduction to Linguistics (3) IDS  
 IDS 271 Theology and Human Ecology (3) IDS  
 IDS 390-395 Theology and Anthropology (3)  
 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 214 Society and Politics in the Third World (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. The program aims 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, athletic training 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, the Biological Honor Society, a national society devoted to the pursuit and dissemination of scientific knowledge.

The majors' curriculum is designed to accommodate a variety of interests and abilities within the discipline of biology. The department provides a solid foundation in biology and permits students to focus on courses in which they have particular interest and which will best prepare them for advanced study in biology, for Ohio teacher licensure, for professional programs such as medicine or dentistry, and for employment in industry. The student-advisor relationship is a crucial component of appropriate curricular planning, and students are expected to set clear goals and follow a sequence of courses appropriate for meeting those goals.

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, neurobiology, paleobiology, botany and entomology. Alternatively, in consultation with his or her advisor and in keeping with the student's goals, a directed study project or an internship may be chosen in place of the experimental research project.

To remain a biology major, a student must have achieved a minimum grade point average of 2.0 in all courses used toward the major (for example biology, chemistry, geology, physics) at the end of the first semester of study. At the end of the second semester of study, the minimum cumulative grade point average in courses used toward the major must be 2.25 and at the end of the third semester of study it must be at least 2.5. By the end of the fourth semester of study and beyond, a biology major must maintain a cumulative grade point average of 2.75 in all courses used toward the major. If at any time during the subsequent years of study, a student's cumulative grade point average in these courses drops below 2.75, the student must meet with his or her advisor to develop a plan for improvement and for meeting the required standard.

### **Learning Outcomes**

Biology on page 118

### **Requirements**

#### **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 42.

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## Requirements for a Major in Biology - Bachelor of Science Degree

(56-60 hours)

BIOLOGY COURSES – 41 hours

Common Biology Core – 12 hours

BIO 111	Principles of Biology I (4) N
BIO 112	Principles of Biology II (4) N
BIO 100	Biology Seminar I (1)
BIO 398	Biology Seminar II (1)
BIO 399	Biology Seminar III (1)
BIO 401	Biology Capstone (1) CAP

Expanded Knowledge in Biology – 28 additional hours in Biology courses (Four of these courses must be 300-level courses; co-op courses are excluded from these 28 hrs)

Culminating Experience – 1-4 hours (select one)

BIO 340	Research in Biology (1-4)
BIO 341	Directed Study in Biology (1-4)
BIO 342	Internship in Biology (1-4)

CHEMISTRY COURSES – 8 hours

CHE 111	General Chemistry I (3) N
CHE 111A	General Chemistry I LAB (1) N
CHE 112	General Chemistry II (3) N
CHE 112A	General Chemistry II LAB (1) N

Expanded Knowledge in Related Fields (7-8 hours)

Two courses from the following areas:

Geology, Physics, or 200-300 level Chemistry

or

One course from one of the following areas:

Geology, Physics, or 200-300 level Chemistry

Plus one mathematics course beyond that which fulfills the core curriculum requirement

## Requirements for a Minor in Biology

(20 hours)

COMMON BIOLOGY CORE – 4 hours in one of the following:

BIO 101	Introductory Biology (4) N
BIO 110	Biological Science (4) N
BIO 111	Principles of Biology I (4) N

EXPANDED KNOWLEDGE in BIOLOGY – 16 additional hours (Two of these must be 300-level Biology courses; co-op courses are excluded from these 16 hrs)

NOTE: Many 200 and 300 level biology courses have Chemistry prerequisites.

## Business Administration

Jim Brodzinski, Chairperson

The Business Administration program provides 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. Upon completion of their degrees, graduates pursue a variety of career options including:

1. management, sales, marketing, information systems, finance, and operations,
2. public sector and non-profit positions in government service, volunteer organizations, or education, or
3. graduate studies in accounting, business, law, management, economics, information systems, hospital administration, and other related fields.

The Business Administration program provides opportunities for traditional students and the adult learner. A highly qualified teaching faculty enhance 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 degrees in business administration, accounting, and computer information systems. Minors are also available in business administration and computer information systems.

Students graduating with a major or minor in the Business Administration 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.

### Learning Outcomes

Accounting on page 118

Business Administration on page 118

Computer Information Systems on page 119

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

(66 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) CAP
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 hours**

MTH 174	Statistics I (3) N
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 Accounting - Bachelor of Science Degree****(75 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) CAP
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 hours

MTH 174 Statistics I (3) N

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 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) CAP

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 hours

MTH 174            Statistics I (3) N  
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 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 hours

MTH 174            Statistics I (3) N  
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 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 hours**

MTH 174	Statistics I (3) N
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 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 hours**

MTH 174	Statistics I (3) N
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 hours)

## PREREQUISITES - 6 hours

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

## BUSINESS CORE COURSES - 24 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)

## PLUS,

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

## OTHER REQUIREMENTS - 3 hours

MTH 174 Statistics I (3) N  
 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.

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

## Chemistry and Physical Sciences

Diana Davis, Ph.D., Chairperson

The Chemistry and Physical Sciences Department offers majors in chemistry, biochemistry and natural science with a concentration in chemistry. 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.

The major in chemistry is approved by the American Chemical Society. It 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.

### Learning Outcomes

Chemistry, Biochemistry, and Natural Science on page 119

Chemistry/Mathematics on page 119

### Requirements for a Major in Chemistry - Bachelor of Science Degree

(62 hours)

#### PREREQUISITES:

Chemistry: College preparatory high school chemistry or the successful completion of a placement test.

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

DEPARTMENT COURSES - 43 hours

CHE 111,111A	General Chemistry and Lab (3,1) N
CHE 112,112A	General Chemistry and Lab (3,1) N
CHE 200	Chemistry Sophomore Seminar (1)
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 and Capstone (2) CAP

OTHER REQUIREMENTS - 19 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**

(62 hours)

PREREQUISITES:

Chemistry: College preparatory high school chemistry or the successful completion of a placement test.  
Math: Three years of college preparatory high school mathematics including functions.

DEPARTMENT COURSES - 35 hours

CHE 111,111A	General Chemistry and Lab (3,1) N
CHE 112,112A	General Chemistry and Lab (3,1) N
CHE 200	Chemistry Sophomore Seminar (1)
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 and Capstone (2) CAP

OTHER REQUIREMENTS — 27 hours

BIO 111	Principles of Biology and Lab I (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

(75-76 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: College preparatory high school chemistry or the successful completion of a placement test.

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

### Chemistry Requirements - 37 hours

CHE 111,111A	General Chemistry and Lab (3,1) N
CHE 112,112A	General Chemistry and Lab (3,1) N
CHE 200	Chemistry Sophomore Seminar (1)
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 – 36 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)

One of the following two:

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

### Capstone Requirement: 2-3 hours

CHE 400	Senior Seminar and Capstone (2) CAP
or	
MTH 400	Senior Research (1,1) (1 credit per semester taken in 2 semesters) N
and	
MTH 402	The Pinnacle and Beyond: Mathematics, Computer Science, The Mount, and Society (Capstone) (1) CAP

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

(52 hours)

### PREREQUISITE:

Chemistry: College preparatory high school 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 200	Chemistry Sophomore Seminar (1)
CHE 211/211A	Organic Chemistry and Lab (3,1) N
CHE 212/212A	Organic Chemistry and Lab (3,1) N
CHE 400	Senior Seminar and Capstone (2) CAP

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: College preparatory high school 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)

## 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**

Mifrando Obach, Ph.D., 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. For all the latest information about the Department and programs offered, visit us on the Web at [www.msjs.edu/academics/departments/education/](http://www.msjs.edu/academics/departments/education/).

### **Mission Statement**

The Education Department at the College of Mount St. Joseph educates teacher candidates to develop knowledge, skills, and dispositions to be competent and caring teachers.

### **Core Values:**

1. We promote critical thinking and reflective practices with all students.
2. We teach students to have respect for themselves and others through collaboration and service.
3. We encourage students to participate in professional development and scholarship.
4. We value and model ethical conduct.
5. We value a knowledge and appreciation of diversity.

### **Undergraduate Student Handbook**

The Department of Education Undergraduate Student Handbook is a publication that outlines specific and detailed information that all education majors and licensure candidates are responsible for knowing. The department's Student Handbook is updated each year. You will find the most current version of the handbook on our Web site at [inside.msjs.edu/departments/academic/education/students/](http://inside.msjs.edu/departments/academic/education/students/).

### **Admission to the Department**

Admission to the College does not guarantee admission to the teacher preparation program. Candidates



must be officially admitted to the licensure program. Refer to the Student Handbook for details on the admission process and requirements.

Most students apply for admission to the department during their sophomore year. Application packets are available in the Education Department (CL 217). It is important to complete the admission process in a timely manner. Since many of the required courses within the major require departmental admission, gaining official department admission will ensure that you are able to move along and make progress in your program without interruption or delay. For details on admission requirements, refer to the Education Department Student Handbook or [www.msjs.edu/academics/departments/education/admission/](http://www.msjs.edu/academics/departments/education/admission/).

### **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 most current Ohio State Department of Education standards, at the time of publication. Students should work closely with their Education Department advisor to stay abreast of current requirements. These requirements are also published on the Education Department Web site at [www.msjs.edu/academics/departments/education/](http://www.msjs.edu/academics/departments/education/).

The licensure programs available at the Mount are:

- Early Childhood Paraprofession (working as a classroom instructional aide in Pre-K-3rd grade)
- 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 mild/moderate special needs ages 5-21)
- School Nurse licensure, and an endorsement programs in reading are also available.

### **Inclusive Early Childhood Program**

The Inclusive Early Childhood bachelor's degree 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 Accreditation of Teacher Education (NCATE), the National Association for the Education of Young Children (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.

The Associate of Arts degree program in Inclusive Early Childhood was designed to meet the requirement that paraprofessionals in schools (instructional aides) either obtain a minimum of 48 credits of college course work or pass a competency test. Courses in this degree program may subsequently be applied towards a bachelor of arts degree and teacher licensure in early childhood.

### **Learning Outcomes**

Inclusive Early Childhood Education on page 120

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

(103 hours)

### Core Curriculum Requisites (27 hours)

Requisites for Licensure (These courses also satisfy Core areas as noted.) (27 hours)

AED 210	Art Experiences for Children (3) A
COM 100	The Spoken Word (3) C
COM 101	The Written Word (3) C
MTH 143	Topics: Problem Solving and Numbers (3) N
MUS 246	Music for Young Children (3) M
PSY 103	Introduction to Psychology (3) S
PSY 205	Child and Adolescent Development (3) S
SED 305	American Sign Language (3) LAE ( <i>recommended core elective</i> )
SOC 103	Introduction to Sociology (3) S

### Education Common Courses (13-16 hours)

EDU 190	Intro to Education (1)
EDU 205	Educational Assessment (3)
EDU 317	Computers in the Instructional Process (3) ( <i>course can be waived with computer technology proficiency test.</i> )
EDU 355	Foundations and Policy Studies (3)
SED 215	Human Exceptionalities (3)
SED 430	Teaching in an Inclusive Setting (3)

### Reading Courses (13 hours)

RDG 315	Literacy in the Inclusive Setting (3)
RDG 315P	Practicum: Literacy (1)
RDG 330	Phonics & Linguistics (3)
RDG 331	Methods of Teaching Language Arts through Reading (3)
RDG 340	Literacy Development for the Young Child (3)

### Program Specific Courses (47 hours)

EDU 335	Communication Development & Disorders (3)
IEC 210	Health, Nutrition & Safety for Early Childhood (3)
IEC 230	Understanding the Whole Child (3)
IEC 250	Developmentally and Individually Appropriate Practices (3)
IEC 310	Assessment of Young Children (3)
IEC 311	Classroom Management for Early Childhood (3)
IEC 337	Methods of Teaching Math in IEC (3)
IEC 337P	Practicum: Mathematics in Inclusive Early Childhood (1)
IEC 338	Methods of Teaching Social Studies in IEC (3)
IEC 339	Methods of Teaching Science in IEC (3)
IEC 421	Collaborative Practices in Working with Families, Communities, and Peers (3)
IEC 421P	Working with Families Practicum (1)
IEC 444	Student Teaching (12)
RDG 304	Children's Literature (3)

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

(64 hours)

AED 210	Art Experiences for Children (3) A
COM 100	Spoken Word (3) C
COM 101	The Written Word (3) C
MTH 143	Topics: Problem Solving & Number Systems (3) N
IDS 100	Foundations Seminar (3) IDS
PHI 200	Perspectives on Human Nature (3) or other Core Area R or E course
PSY 103	Intro to Psychology (3) S
PSY 205	Child & Adolescent Development (3) S
SOC 103	Intro to Sociology (3) S
IEC 311	Classroom Management for Early Childhood (3)
EDU 205	Educational Assessment (3)
EDU 317	Computers in the Instructional Process (3) ( <i>course can be waived with computer technology proficiency test and credits replaced with IEC electives</i> )
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)
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 337	Math Methods for Early Childhood (3)
EDU 190	Intro to Education (1)
RDG 340	Literacy Development for the Young Child (3)
SED 215	Human Exceptionalities (3)

### 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 conjunction with specific course work and field experiences to prepare him/her to teach in the middle grades. The teacher education program is developmentally based and offers the teacher candidate in-depth study in two concentration areas (select two from Language Arts, Mathematics, Science, or Social Studies) as well as art, classroom management, and special education 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 of Teacher Education (NCATE), the National Middle School Association (NMSA) 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 will be considered highly qualified to teach at the middle school level.

### Learning Outcomes

Middle Childhood Education on page 120

## 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) (21 hours)

AED 210	Art Experiences for Children (3) A
COM 100	The Spoken Word (3) C
COM 101	The Written Word (3) C
MTH 153	Topics: Geometry and Measurement (3) N ( <i>recommended, or other MTH choice (3) N</i> )
PSY 103	Introduction to Psychology (3) S
PSY 205	Child and Adolescent Development (3) S
SOC 103	Introduction to Sociology (3) S

Education Common Courses (13-16 hours)

EDU 190	Intro to Education (1)
EDU 205	Educational Assessment (3)
EDU 317	Computers in the Instructional Process (3) ( <i>course can be waived with computer technology proficiency test</i> )
EDU 355	Foundations and Policy Studies (3)
SED 215	Human Exceptionalities (3)
SED 430	Teaching in the Inclusive Setting (3)

Reading Courses (12 hours)

RDG 311	Content Reading (3)
RDG 330	Phonics & Linguistics (3)
RDG 338	Diagnosis & Remediation of Reading Problems (3)
RDG 360	Foundations of Literacy (3)

Program Specific Courses

(26 hours)

EDU 356	Classroom Management (3)
MCE 300	Introduction to the Middle School (3)
MCE 360P	Literacy Practicum (1)
MCE 380P	Content Practicum (2)
MCE 444	Student Teaching (12)
Choose two from the following, according to subject content:	
MCE 386	Methods of Teaching Language Arts (3)
MCE 383	Methods of Teaching Science (3)
MCE 384	Methods of Teaching Middle School Mathematics (3)
MCE 385	Methods of Teaching Social Studies (3)

Content Area Requirements

Language Arts (24 hours)

COM 200	Introduction to Communication Theory (3) LAE
COM 210	Mass Media (3) LAE
COM 300	Adv. Composition (3) LAE
COM 320	Oral Communication (3) LAE
ENG 372	Creative Writing (3) LAE

Choose two from the following four:

- 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 one from the following two:

- ENG 211 American Lit (3) L
- ENG 226 Multicultural Women Writers (3) L

Social Studies (22 hours)

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

Science (24 hours)

- BIO 110 Biological Science & Lab (4) N
- BIO 131 Human Anatomy and Physiology & Lab (4) N
- PHY 105/105A Physical Science (4) N
- GEO 115 Earth Science (4) N
- CHE 105 Chemistry for Every Day (4) N

Choose one from the following two:

- GEO 120 Geology of Cincinnati (4) N
- GEO 135 Environmental Geology (4) N

Mathematics (26 hours)

- MTH 153 Topics Geo & Measurements (3) N
- MTH 174 or 176 Statistics (3) N
- MTH 170 A Liberal Arts View of Mathematics (3) N
- MTH 185 Precalculus (3) N
- MTH 191 Calculus (3) N
- MTH 191A Calculus Lab (1)
- MTH 220 Foundations of Adv. Math (4) N
- MTH 326 Math Lab for Teachers (3)
- CSC 129 Intro to Computer-Based Problem Solving (3)

### **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 7<sup>th</sup> through 12<sup>th</sup> grade levels with students from 12-21 years of age. The Adolescent and Young Adult licensure programs at the Mount follow the National Council for Accreditation of Teacher Education (NCATE) Approved Curriculum Guidelines, the guidelines of each discipline's learned society, and the State of Ohio Model Curriculums.

At the College of Mount St. Joseph, teacher candidates must meet the Core Curriculum requirements of the College while completing prescribed 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. Teacher candidates are instructed in best practice according to the guidelines of the learned society for each discipline. The Adolescent Young Adult Licensure programs offered at the College of Mount St. Joseph 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

Education Common Courses (13-16 hours)

EDU 190	Intro to Education (1)
EDU 205	Educational Assessment (3)
EDU 317	Computers in the Instructional Process (3) <i>(course can be waived with computer technology proficiency test)</i>
EDU 355	Foundations and Policy Studies (3)
SED 215	Human Exceptionalities (3)
SED 430	Teaching in the Inclusive Setting (3)

Reading Requirement (3 hours)

RDG 311	Content Reading (3)
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Program Specific Courses (25 hours)

AYA 345	Introduction to Secondary Education (3)
AYA 365	AYA Curriculum & Methods (3)
AYA 380P	AYA Practicum (3)
AYA 444	Student Teaching (10)
EDU 356	Classroom Management (3)

Methods Course - Choose 1 according to content:

AYA 383	Methods of Teaching Science (3)
MTH 303	Methods of Teaching Math (3)
AYA 385	Methods of Teaching Social Studies (3)
AYA 386	Methods of Teaching Language Arts (3)

## 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 National Council for Accreditation of Teacher Education (NCATE) Approved Curriculum Guidelines, the guidelines of each discipline's learned society, and the State of Ohio Model Curriculum. 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

Education Common Courses (7-10 hours)

EDU 190	Intro to Education (1)
EDU 205	Educational Assessment (3) ( <i>required for all licensures except Physical Education</i> )
EDU 317	Computers in the Instructional Process (3) ( <i>may be waived with passing score on technology proficiency test</i> )
EDU 355	Foundations and Policy Studies (3)
SED 215	Human Exceptionalities (3)
SED 430	Teaching in the Inclusive Setting (3) ( <i>required for all licensures except Physical Education</i> )

Reading Requirement

(3 hours)

RDG 311	Content Reading (3)
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### Education Visual Arts Specialist Licensure Requirements

Prerequisite or Corequisite: Bachelor of Arts Degree in Art Education

EDU 380	Curriculum Methods for Multi-Age (3)
EDU 333A	Art Education Practicum (2-3)
EDU 444A	Art Education Student Teaching (12)

Refer to Art Department, art education major on page 3 for a listing of major requirements.

### Music Education Licensure Requirements

Prerequisite or Corequisite: Bachelor of Arts Degree in Music

EDU 380	Curriculum Methods for Multi-Age (3)
EDU 333M	Music Education Practicum (2-3)
EDU 444M	Music Education Student Teaching (12)
MUS 343	Methods of Music I (4)
MUS 344	Methods of Music II (4)

Refer to the Music Department on page 75 for major 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.

Program Specific Courses (65-66 Hours)

BIO 131/131A	Basic Human Anatomy & Physiology (4) N
ATR 320	Strength Training & Wellness (3)
PED 135	Foundations for Teaching Physical Education (3)
PED 204	Movement & Exploration (3)
PED/ATR 220	Kinesiology (3)
PED 221	Sport & Lifelong Activities I (3)
PED 222	Sport & Lifelong Activities II (3)
PED 223	Sport & Lifelong Activities III (3)
PED 241	Assessment and Evaluation of PE (3)
PED 305	Personal Health Issues (3)
PED 307	Standard First Aid (1) or current CPR & first aid certification
PED 315	Teaching Team Sports (3)
PED 320	Teaching Individual/Lifetime Activities (3)
PED 330	Motor Development (3)
PED 333C	As needed (0-1)
PED 342	Organization & Management of PE (3)
PED/ATR 350	Exercise Physiology (2)
PED 360	Curriculum & Methods for Early/Middle Childhood Physical Education (3)
PED 360P	PE Practicum-Early Childhood (1)
PED 370	Adapted Physical Education (3)
PED 410	Curriculum & Methods for Adolescent Physical Education (3)
PED 410P	Practicum: MCE/HS (1)
PED 444	Student Teaching (12)

### Special Education Intervention Specialist Program

Mild/Moderate 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 licensure in the area of Mild/Moderate Intervention Specialist. 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 program meets the standards set forth by National Council for Accreditation of Teacher Education (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.

### Learning Outcomes

Special Education on page 120

### Requirements for Intervention Specialist Licensure Program - Bachelor of Arts Degree

Requisites for licensure (These courses also satisfy Core Curriculum LAS areas as noted.) (27 hours)

AED 210 Art Experiences for Children (3) A

COM 100 The Spoken Word (3) C

COM 101 The Written Word (3) C

MTH 143 (Recommended) or other MTH choice in the Core Curriculum (3) N

MUS 246 Music for Young Children (3) M

PSY 103 Introduction to Psychology (3) S

PSY 205 Child and Adolescent Development (3) S

SED 305 American Sign Language (3) LAE

SOC 103 Introduction to Sociology (3) S

Education Common Courses (13-16 hours)

EDU 190 Intro to Education (1)

EDU 205 Educational Assessment (3)

EDU 317 Computers in the Instructional Process (3) (*course can be waived with computer technology proficiency test*)

EDU 355 Foundations & Policy Studies (3)

SED 215 Human Exceptionalities (3)

SED 430 Teaching in an Inclusive Setting (3)

Reading Courses

(15 hours)

RDG 311 Content Reading (3)

RDG 315 Literacy in the Inclusive Setting (3)

RDG 330 Phonics & Linguistics (3)

RDG 338 Diagnosis & Remediation of Reading Problems (3)

RDG 360 Foundations of Literacy (3)

Program Specific Courses (44 hours)

EDU 335 Communication Development & Disorders (3)

IEC 337 Methods of Teaching Math in IEC (3)

IEC 421 Collaborative Practices in Working with Families, Communities and Peers (3)

RDG 331 Methods of Teaching Languages Arts Through Reading (3)

SED 320 Teaching Students with Mild/Moderate Needs (3)

SED 330 Assessment & Diagnosis in Special Education (3)

SED 345 Issues in Technology & Transition (3)

SED 345P Practicum:Technology & Transition (1)

SED 380 Curriculum & Methods for Mild/Moderate Needs (3)

SED 380P Practicum:Methods for Students with Mild/Moderate Needs (1)

SED 444 Student Teaching (12)

SED 460 Applied Behavior Analysis (3)

SED 465 Medical Issues in the Learning Process (3)

## Reading Endorsement

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. Completion of the Reading Endorsement also requires passing the Praxis II reading exam.

Requirements for Reading Endorsement  
(18 hours)

Corequisite or Prerequisite: Current Ohio Teacher License

Requirements for adding the Reading Endorsement (18 hours)

RDG 304	Children's Literature (3)
RDG 330	Phonics & Linguistics (3)
RDG 338	Diagnosis and Remediation of Reading Problems (3)
RDG 339	Remediation of Reading Practicum (3)

Six (6) additional hours from the following:

RDG 311	Content Reading (3)
RDG 315	Literacy in the Inclusive Setting (3)
RDG 331	Methods for Teaching Language Arts Through Reading in IEC (3)
RDG 340	Literacy Development for the Young Child (3)
RDG 360	Foundations of Literacy (3)

## Health Sciences

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

The Health Sciences Department offers baccalaureate degrees in athletic training and nursing. A program leading to a School Nurse Licensure is 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 that incorporates research and technologies within an interdisciplinary liberal arts foundation emphasizing values, integrity, and social responsibility. The program incorporates a broad-based comprehensive blend of academic, clinical and professional experiences through partnerships with various allied health care professionals. The program is accredited by the Commission on the Accreditation of Allied Health Education Programs (CAAHEP).

### Pre-Clinical Admission Requirements

The Mount's Athletic Training program provides both freshmen and transfer admittance and includes 8 semesters of both didactic and hands-on experiences. A rigorous selection process has been developed in an attempt to select the most well-rounded and well prepared candidates to enter the program. Applicants must have a minimum GPA of 2.5 and have completed high school chemistry and geometry or equivalent to

make application to the program. Experiences in athletic training and/or other allied health care programs is highly recommended. Freshman gain admission to the program by completing 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 to be accepted into the pre-clinical program:

Athletic training application	0-30 points
Athletic training essay	0-20 points
High school or College Transfer GPA	30-40 points
Letters of recommendation	0-10 points
Complete a personal interview with the athletic training faculty and staff	0-20 points

Selection to the program is based on a weighted assessment of the 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 admission materials. Admission to the College does not guarantee admission to the Athletic Training program. Interviews are conducted in March and students are notified of their acceptance in early April.

Transfer students must complete the application process and are evaluated on an individual basis through transcript analysis, grade point average, and an interview with the Athletic Training Education Program Director.

For students who do not make the admission deadline there is rolling admission provided the student meets admission requirements and there is available space in the program.

Prior to program initiation, transfer and freshman students must complete and return an Athletic Training Education Program technical standards form and meet minimum health requirements, which include, but are not limited to a complete physical examination and medical history form and proof of updated vaccinations. Applicants are encouraged to contact the Department of Health Sciences for detailed information about the Athletic Training Education Program.

### **Athletic Training Clinical Program Requirements**

During the first year students take introductory courses and participate in the pre-clinical phase of the program. Students who meet the following minimal requirements after the first year move into the clinical phase of the program:

- Minimum GPA 2.5
- Minimal grade of B in ATR 180, ATR 180A, and ATR 181
- Minimal grade of C in BIO 197
- Completion of pre-clinical rotations
- Satisfactory pre-clinical rotation evaluations
- Professional rescuer certification including CPR/AED

After gaining acceptance into the clinical program degree candidates, must meet specific educational and clinical requirements throughout the clinical program including:

- Maintaining a GPA of 2.5
- Maintaining Emergency responder certification including CPR/AED

- Yearly OSHA training
- Achieving minimal competency in a variety of clinical experiences under the direct supervision by certified athletic trainers or other allied health care professionals.
- Completion of clinical placement requirements.
- Maintain a minimum grade of B in athletic training clinical perspective courses (ATR 232, 233, 332, 333)
- Maintain a grade of C in all upper level (ATR 200 and above) athletic training courses
- Maintaining a grade of C in all anatomy and physiology courses (BIO 198 and 312)

Students failing to meet the minimal clinical program requirements will be placed on probation for one semester. At the end of the probationary period, the student must restore deficiency requirements. If deficiencies are not restored the student can be dismissed from the program. In the case of inadequate clinical placement performance or a grade of less than a B in a Clinical Perspectives course, the student must repeat the Clinical Perspective course and clinical placements and receive a passing score prior to advancing in the program.

Students who plan to participate in sports at the Mount are encouraged to apply but must realize that summer clinical placements will be required to complete the athletic training education major. Athletic training students are limited to participation in one sport season per year.

### **Learning Opportunities**

The athletic training curriculum is a multi-disciplinary program characterized by a student-centered learning approach to academic achievement. It incorporates a challenging academic curriculum with a demanding schedule of clinical experiences. The program combines classroom and laboratory work with real life athletic training experiences. During each semester students participate in clinical work that corresponds with their current or previous class work. Clinical placements include experiences with intercollegiate and interscholastic athletics, professional sports, emergency medicine, general medicine, dance medicine, outpatient sports medicine clinics and performance enhancement training. Successful completion of supervised clinical placements 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 and the College of Mount St. Joseph Sports Complex. These facilities encompass classrooms, laboratory space and research labs.

### **National Athletic Trainers Association**

If you have any questions concerning the athletic training profession or the requirements for athletic training 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 Education Program Director in the Department of Health Sciences, 513-244-4890 or 513-244-4542, College of Mount St. Joseph, 5701 Delhi Road, Cincinnati, Ohio 45233.

### **Learning Outcomes**

Athletic Training on page 121

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

(96 hours)

Department Courses — 49 hours

ATR 180	Principles and Practices of Athletic Training (3)
ATR 180A	Basic Skills in Athletic Training LAB (1)
ATR 181	First Aid and Emergency Procedures in Athletic Training (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 (3)
ATR 233	Clinical Perspectives II (3)
ATR 313	Administration of Athletic Training (3)
ATR 315	Pharmacology in Athletic Training (3)
ATR 320	Strength Training & Wellness (3)
ATR 332	Clinical Perspectives III (3)
ATR 333	Clinical Perspectives IV (3)
ATR430	Research in Health Sciences (3)
ATR 440	Athletic Training Seminar (3)
ATR 480	Athletic Training Capstone (3) CAP

Other Requirements — 47 hours

BIO 197	Human Anatomy and Physiology for the Health Sciences I (3) N
BIO 198	Human Anatomy and Physiology for the Health Sciences III (4) N
BIO 301	Pathophysiology (4) N
BIO 312	Musculoskeletal Anatomy Review (1) 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
ATR/PED 220	Kinesiology (3)
PED 305	Personal Health Issues (3)
ATR/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 an 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.

Learning Outcomes on page 121

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.

### **Learning Outcomes**

Nursing on page 121

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

(96 hours)

**PREREQUISITES - 35 hours**

BIO 197	Human Anatomy and Physiology for the Health Sciences I (3) N
BIO 198	Human Anatomy and Physiology for the Health Sciences II (4) N
BIO 215	Introductory Microbiology (4)
BIO 301	Pathophysiology (4)
CHE 104/104A	General and Organic Chemistry (3,1) 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
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 207	Population-Focused Primary Health Care Nursing (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 317	Pharmacology and Medication Administration (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 406	Primary Health Care Nursing of Clients with Mental Health Conditions (3)
NUR 407	Clinical Applications of Primary Health Care Nursing of Clients with Mental Health Conditions (2)
NUR 408	Advanced Clinical Applications of Primary Health Care Nursing (3) CAP
NUR 430	Research in Health Sciences (3)

**Requirements for the Bachelor of Science in Nursing/Accelerated Track**

(100 hours)

**PREREQUISITES - 35 hours**

BIO 197	Human Anatomy and Physiology for Health Sciences I (3) N
BIO 198	Human Anatomy and Physiology for Health Sciences 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 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 317	Pharmacology and Medication Administration* (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) CAP
NUR 430	Research in Health Sciences (3)

\* 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.

## 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. Students in all majors must earn a minimum 2.0 grade point average in their major courses.

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

Linda Cardillo, Ph.D, 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 42.

### Learning Outcomes

Communication Studies on page 122

### 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	Advanced 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	Newswriting I (3) LAE
COM 388	Feature Writing (3) LAE

One course from the following:

COM 350	Specialized Topics in Communication (3) LAE
COM 385	Newswriting 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	Co-op Work Experience: Parallel (1-3)
COM 400	Internship (3)
COM 496	Co-op Work Experience: Alternating (1-3)

Required Integrative Project – 1 hour

COM 499	Senior Seminar/Capstone (1) CAP
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Required Cumulative GPA in Major Courses: 2.0 Residency Requirement — 9 Hours

**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	Advanced 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	Newswriting I (3) LAE
COM 388	Feature Writing (3) LAE
COM 350	Specialized Topics in Communication (3) LAE
COM 385	Newswriting 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)

Required Cumulative GPA in Major Courses: 2.0 Residency Requirement - 6 hours

**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	Advanced Oral Communication (3) LAE
COM 330	Rhetorical Foundations of Human Communication (3) LAE
COM 340	Intercultural and World Communication (3) LAE

**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 42.

### Learning Outcomes

English on page 122

### 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/Capstone (1) CAP

Required Cumulative GPA in Major Courses: 2.0  
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 42.

### **Learning Outcomes**

History on page 122

### **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) CAP

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.)

Required Cumulative GPA in Major courses: 2.0

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.

### Learning Outcomes

Liberal Studies on page 122

### 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)

LIBST 499            Senior Seminar/Capstone (1)CAP

Liberal Arts and Sciences (Core) Electives - 30 hours Core elective hours may be fulfilled by courses of a non-technical nature from traditional Core 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 (Core) Electives - 27 hours  
Core LAE elective hours may be fulfilled by courses of a non-technical nature from traditional Core 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**

Margaret P. McPeak, C.S.J., M.A., 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 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 discipline; 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. See Education: AYA Program on page 47. A concentration in mathematics is available also in the Middle Childhood Licensure (grades 4-9) program. See Education: MCE Program on page 45.

#### Learning Outcomes

Computer Science on page 123

Mathematics on page 123

Mathematics/Chemistry on page 119

## Requirements for a Major in Mathematics - Bachelor of Arts Degree

(48 hours)

Department Courses - 48 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 320	Probability and Statistics (3) N
MTH 361	Abstract Algebra (3) N
MTH 391	Real Analysis (3) N
MTH 326	Mathematics Laboratory for Teachers (3)
or	
MTH 396	Cooperative Education Work Experience (3)
MTH 400	Senior Research (1,1) (1 credit per semester taken in 2 semesters.)
MTH 402	The Pinnacle and Beyond: Mathematics, Computer Science, the Mount, and Society (Capstone) (1) CAP

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)

### 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. (See Education.) A concentration in mathematics is available also in the Middle Childhood Licensure (grades 4-9) program. (See Education.)

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

(68 hours)

Department Courses — 68 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)
CSC 402	The Pinnacle and Beyond: Mathematics, Computer Science, the Mount and Society (Capstone) (1) CAP
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 375	Graph Theory (3)
CSC 380	Topics in Computer Science (3)
CSC 365	Advanced Web Development (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

(75-76 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:

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

Chemistry: College preparatory high school chemistry or the successful completion of a placement test.

Mathematics/Computer Science Requirements – 36 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)

One of the following two:

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

Chemistry Requirements - 37 hours

CHE 111,111A	General Chemistry and Lab (3,1) N
CHE 112,112A	General Chemistry and Lab (3,1) N
CHE 200	Chemistry Sophomore Seminar (1)
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

Capstone Requirement: 2-3 hours

MTH 400	Senior Research (1,1) (1 credit per semester taken in 2 semesters) N
and	
MTH 402	The Pinnacle and Beyond: Mathematics, Computer Science, The Mount, and Society (Capstone) (1) CAP
or	
CHE 400	Senior Seminar and Capstone (2) CAP

## 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 42 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).

### Learning Outcomes

Music on page 123

### Requirements for a Major in Music - Bachelor of Arts Degree

(53 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)

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)

Music Capstone:

1 hour

MUS 400            Music Capstone (1) CAP

Electives: Music courses to reach a total of 53 semester hours in music

### **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 42 for professional education core requirements.)

### **Requirements for a Minor in Music**

(19 hours)

DEPARTMENTAL REQUIREMENTS - 19 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

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).

## 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, medical technology, physicians assistant 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 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.

The Religious Pastoral Studies Department offers a bachelor's degree with a major in religious 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.

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.

### Learning Outcomes

Religious Education, Religious Pastoral Ministry, and Religious Studies on page 124

### 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,S

Religion and Culture: 6 hours

IDS 390-395 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 Capstone (3)

RELIGIOUS STUDIES Electives: (6)

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

(64 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,S

Religion and Culture: 6 hours

IDS 390-395 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 Capstone (3)

Requirements in RELIGIOUS EDUCATION: 34 hours

AYA 345 Introduction to Secondary Education (3)  
AYA 365 Adolescent and Young Adult Curriculum and Methods (3)  
CED 220 Professional Development (1)  
EDU 205 Educational Assessment (3)  
PSY 103 Introduction to Psychology (3) S  
PSY 205 Child and Adolescent Development (3) S  
RDG 360 Foundations of Literacy (3)  
RPS 340 Philosophy and Methods of Religious Education (3)  
RPS 344 Forming Christian Community (3)  
RPS 345 Internship (3)  
RPS 350 Youth Ministry (3)  
SED 215 Human Exceptionalities (3)

### 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,S

Religion and Culture: 6 hours

IDS 390-395 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 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

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 Theology and Anthropology (3) IDS  
or 392 or 393 or  
394, or 395

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)

## **Academic Policies**

Additional academic policies and information may be found in the ja Undergraduate Degree Programs section of this catalog starting on page 239.

## **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 86).

## 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 86).
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.

## Grades

### 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 <sup>rd</sup> week of fall semester
Term III “I” grades change to “F”	The end of 3 <sup>rd</sup> 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 student’s grade, the instructor must submit a Change of Grade to the registrar and give a rationale for the change. Only instructor’s are authorized to change grades.

Grades may be changed by an instructor after the end of a semester only if:

1. an error is discovered in the determination of the original grade assignment; or,
2. the automatic “I” (incomplete) to “F” (failure) conversion needs to be corrected.

Grade changes cannot be made which exceed a time limit of 1 calendar year after the original grade assignment. This includes the grade of “SP” (satisfactory progress) which must be changed to a letter grade within 1 calendar year. Grades cannot be changed in courses that are part of a student’s earned degree that is officially noted on the academic record. Grade changes become official when received and recorded by the Registrar’s Office.

## 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 student’s cumulative grade point average (GPA) and toward graduation requirements. The student’s 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 Registrar's 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 Registrar's 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 Grade Appeal

A grade appeal may be initiated by any student who believes that he or she has been evaluated inaccurately or unfairly in the determination of the final course grade. This is a serious charge and the student must bear in mind that the faculty member has both the right and responsibility to render a fair and critical judgment regarding the quality of the academic work performed according to the grading criteria stated in the course syllabus. The student has the burden of proof to show otherwise, and must be able to provide some evidence of the lack of a fair evaluation in order to file an appeal. The following procedure must be followed in filing an appeal.

1. Within 15 working days of the grade being posted on the web, the student must meet with the instructor and try to resolve the grade dispute. The student will submit a letter in advance of the meeting to the instructor explaining the student's view of how the grade was evaluated inaccurately or unfairly according to the grading criteria in the course syllabus. The student is encouraged to consult with his/her advisor who will help the student define the issue and the basis for the appeal.
2. If a resolution is not reached and the student still believes the appeal has merit, the student shall submit within 10 working days following the meeting with the instructor in Step #1 a written request to the department chairperson for a meeting with the chairperson and the instructor. A copy of the letter given to the instructor in Step #1 should be attached to the request. The instructor will respond in writing to the chairperson prior to the Step 2 meeting explaining the basis for the grade. A copy of the instructor's letter will be given to the student before the meeting. If the instructor is a department chairperson, a senior faculty member in the department, appointed by the Academic Dean or an administrator designated by the Academic Dean will serve in place of the chairperson. The student may be accompanied to this meeting by one person, who must be either his/her academic advisor or a member of the full-time Mount faculty of his/her own choosing to serve in an advisory role to clarify issues, not as an advocate.



3. Should the resolution be unsatisfactory to the student or the instructor, within ten working days of the meeting in Step #2, either party may submit a written letter to the chairperson describing the basis for continuing the appeal. Within five working days the chairperson will submit a letter to the Academic Dean describing the outcomes of the Step #2 meeting along with all evidence and documentation.
4. The Academic Dean or an administrator designated by the Academic Dean will meet with both the instructor and the student together or separately. The final decision made by the Academic Dean or the administrator designated by the Academic Dean will be based on a review of the Step 1, 2, and 3 materials that have been submitted and the process that has been followed. There is no further appeal.

No legal counsel will be present during the grade appeal process. The student may withdraw the appeal at any juncture by a written request to the department chairperson who will notify the Academic Dean.

## **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 individual's status as a student.
  - (g) alumni records which maintain 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 student's 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.

## 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

## Honors

### Academic Honors & 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.

**Dean's 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 Dean's List. Recognition is based on completion of all courses by the end of a given semester. An incomplete grade precludes such recognition. Dean's List is noted on the student's academic record after first and second semesters. There is not a Dean's List for summer sessions.

### 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.

## Academic Standing

### 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.

### 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 student's 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 student's 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.

### **Eligibility to Participate in Intercollegiate Athletics**

All entering freshmen are eligible to participate in intercollegiate athletics. However, students who are classified as Admit Conditional will be subject to monitoring of academic progress by the Athletic Committee for purposes of determining continued eligibility.

### **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 student's 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 student's 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 one's performance, initiative and acceptance of responsibility, or any other documentation that would support the petition.

The student's 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 student's 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 student's 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 undergraduate degrees:

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 Registrar's Office by the application deadline specified in each semester's or term's 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 Registrar's Office by the application deadline specified in each semester's or term's 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 student's diploma and academic record.

The student's 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 candidate's 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 Registrar's 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 student's 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 bachelor's degree in the same academic year, or two associate or two bachelor's 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 bachelor's and master's 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 Registrar's 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 Registrar's 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

<b>Interdisciplinary Studies (3-6 credit hours)</b>
<p>IDS 100 Foundations Seminar (3 credit hours)</p> <ul style="list-style-type: none"> <li>• Required for first-time traditional students or traditional transfer students with 27 hours or less</li> <li>• 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.</li> <li>• All transfer students with 28-59 credit hours take an additional IDS 200-300 level course in place of IDS 100.</li> <li>• All transfer students with 60 or more credit hours take an additional Core Elective in place of IDS 100.</li> </ul> <p>IDS 200-300-level course (3 credit hours)</p> <ul style="list-style-type: none"> <li>• Required for all students</li> </ul>

<b>Discipline-Specific Core (37 credit hours; required for all students)</b>	
<ul style="list-style-type: none"> <li>● Humanities – Core Codes C, L, A, M – 12 credit hours                             <ul style="list-style-type: none"> <li>Speech (COM 100) (3 credit hours) <span style="float: right;">Code C</span></li> <li>Writing (COM 101) (3 credit hours) <span style="float: right;">Code C</span></li> <li>(Must be taken within first 42 credit hours.)</li> <li>Literature (ENG) (3 credit hours) <span style="float: right;">Code L</span></li> <li>Art or Music (3 credit hours) <span style="float: right;">Codes A, M</span></li> </ul> </li> <li>● History and Social Sciences – Core Codes H, S – 9 credit hours                             <ul style="list-style-type: none"> <li>History (3 credit hours) <span style="float: right;">Code H</span></li> <li>Choose two different disciplines (6 credit hours total):                                     <ul style="list-style-type: none"> <li>Economics (3 credit hours) <span style="float: right;">Code S</span></li> <li>Psychology (3 credit hours) <span style="float: right;">Code S</span></li> <li>Sociology (3 credit hours) <span style="float: right;">Code S</span></li> </ul> </li> </ul> </li> <li>● Natural Sciences and Mathematics – Core Code N – 7 credit hours                             <ul style="list-style-type: none"> <li>Biology + lab or Geology + lab or Chemistry + lab or Physics + lab (4 credit hours)</li> <li>Mathematics (3 credit hours)</li> <li>(Must be taken within the first 64 hours)</li> </ul> </li> <li>● Religious Studies and Philosophy – Core Code R – 6 credit hours                             <ul style="list-style-type: none"> <li>Philosophy (3 credit hours)</li> <li>Religious Studies(3 credit hours)</li> </ul> </li> <li>● Ethics – Core Code E – 3 credit hours                             <ul style="list-style-type: none"> <li>Ethics (3 credit hours)</li> <li>Select from ETH:REL or ETH:PHI</li> </ul> </li> </ul>	
<b>Liberal Arts &amp; Sciences Electives Outside the Student’s Major (9-12 credit hours)</b>	
<ul style="list-style-type: none"> <li>● Courses for the Liberal Arts &amp; 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 in the Mount’s curriculum CANNOT be taken for a Pass/Fail grade.</li> <li>● 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 student’s major department.</li> <li>● Transfer students with 60 credit hours or more are required to take 12 credit hours of Core Electives.</li> </ul>	
<b>Core Capstone Synthesis Reflection–integrated in the student’s major requirements</b>	

### 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><b>Interdisciplinary Studies (3 credit hours)</b></p> <p>IDS 100 Foundations Seminar (3 credit hours)</p> <ul style="list-style-type: none"> <li>• Required for first-time traditional students</li> <li>• Required for traditional transfer students with 0-27 hours</li> <li>• First-time adult students and adult transfers with 0-27 credit hours may take IDS 100 or an IDS 200-300 level course.</li> </ul> <p>OR</p> <p>IDS 200-300-level course (3 credit hours)</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>
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<b>Discipline-Specific Core (18-19 credit hours; required for all students)</b>	
<ul style="list-style-type: none"> <li>● Humanities — Core Codes C, L, A, M — 6 credit hours                             <ul style="list-style-type: none"> <li>Writing (COM 101) (3 credit hours) <span style="float: right;">Code C</span></li> <li>(Must be taken within first 42 credit hours.)</li> <li>Choose one (3 credit hours): Codes A, M, L, or C</li> <li>Art, Music, Literature (ENG), or Speech (COM 100)</li> </ul> </li> <li>● History and Social Sciences — Core Codes H, S — 6 credit hours                             <ul style="list-style-type: none"> <li>Choose two different disciplines (6 credit hours total):</li> <li>History (3 credit hours) <span style="float: right;">Code H</span></li> <li>Economics (3 credit hours) <span style="float: right;">Code S</span></li> <li>Psychology (3 credit hours) <span style="float: right;">Code S</span></li> <li>Sociology (3 credit hours) <span style="float: right;">Code S</span></li> </ul> </li> <li>● Natural Sciences and Mathematics — Core Code N — 3-4 credit hours                             <ul style="list-style-type: none"> <li>Biology + lab or Geology + lab or</li> <li>Chemistry + lab or Physics + lab (4 credit hours)</li> <li>OR</li> <li>Mathematics (3 credit hours)</li> </ul> </li> <li>● Religious Studies and Philosophy — Core Code R or E — 3 credit hours                             <ul style="list-style-type: none"> <li>Choose one (3 credit hours):</li> <li>REL, PHI, ETH:REL, or ETH:PHI</li> </ul> </li> </ul>	
<b>Liberal Arts &amp; Sciences Electives Outside the Student's Major (6 credit hours)</b>	
<ul style="list-style-type: none"> <li>● Courses for the Liberal Arts &amp; 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 in the Mount's curriculum CANNOT be taken for a Pass/Fail grade.</li> </ul>	

### 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 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 Adult and Experiential Learning  
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**

### **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.

## Academic Exploration Program

Any undergraduate student who has completed the application process and has not yet declared a major will receive advising services through the Academic Exploration Program (AEP). Undeclared students are among the largest group of new and transfer students at the Mount. Choosing the right major requires careful planning and consideration.

Faculty advisors in the AEP are committed to guiding undeclared students while they grow and develop both academically and intellectually.

## 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 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 Assessment:** 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.

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

The Mount offers developmental courses in mathematics and writing as well as an academic success seminar.

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 their academic advisor.

## 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.

## Requirements

See Core Curriculum Requirements starting on page 100.

## Learning Outcomes and Performance Indicators

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.

### Baccalaureate Degree

#### 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.

*Definition of Interdisciplinarity*

Interdisciplinary studies (IDS) may be defined as a process of answering a question, solving a problem, or addressing a topic that is too broad or complex to be dealt with adequately by a single discipline or profession. . . . IDS draws on disciplinary perspectives and integrates their insights through construction of a more comprehensive perspective.

(Klein & Newell, "Advancing Interdisciplinary Studies," in Gaff & Ratcliff, Handbook of the Undergraduate Curriculum (Jossey-Bass 1996))

### **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.

### **Associate Degree**

#### **Global/Citizenship**

Understand and appreciate the interdependence and interrelatedness of all people as well as of people and their environment:

1. Demonstrate knowledge about global issues confronting persons in the contemporary world.

### **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.

### **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).

### **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.

### **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.

### **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.

Choose one of the following depending on the course taken:

1. Explain aspects of the Judeo-Christian tradition as they intersect with other religions, philosophical ideologies, and global issues;
2. Explain how the Judeo-Christian tradition emphasizes social justice and responsibility;
3. Explain how religious and spiritual values influence social practices.



## **Art Department**

### **Learning Outcomes for Art, Art Education, and Fine Arts**

Students who successfully complete the art, art education or fine arts majors will:

- engage in the creative art making process, using imagery, structures and media to express and communicate ideas, feelings, experiences and aspirations.
- identify the formal, technical and expressive aspects in visual artworks, using critical skills to describe, analyze, interpret and evaluate such works.
- understand and appreciate the historical, social and cultural contexts of the arts and artists in societies past and present, further clarifying why people create and value the arts.

### **Learning Outcomes for Graphic Design**

Students who successfully complete the graphic design major will be able to:

- demonstrate creative and technical abilities in drawing and design and a breadth of appreciation and knowledge in visual arts.
- apply skills and knowledge in a studio area of concentration with an original creative concept brought into visual form with effective presentation.
- define and integrate an understanding of the roles artists and designers have in today's world.

### **Learning Outcomes for Interior Design**

Students who successfully complete the Interior Design major will be able to:

- demonstrate creative and technical abilities in drawing and design and a breadth of appreciation and knowledge in visual arts.
- apply skills and knowledge of design with an original creative concept brought into visual form with effective presentation.
- define and integrate an understanding of the roles of artists and designers in today's world.

## **Behavioral Sciences Department**

### **Learning Outcomes for Aging Services & Administration**

Students who successfully complete the aging services and administration major will be able to:

- demonstrate undergraduate-level knowledge and skills relevant to the study of aging.
- analyze and solve problems involved in service to older adults.
- demonstrate professional written and oral communication skills.

### **Learning Outcomes for Aging Services & Administration/Recreational Therapy**

Students who successfully complete the Aging Services & Administration/Recreational Therapy major will be able to:

- demonstrate undergraduate-level knowledge and skills relevant to the study of aging.
- demonstrate professional-level skills in written and oral communication.
- analyze and solve problems involved in service to older adults.
- assess client functioning using recreational therapy protocols, interpret results and report findings.
- demonstrate the ability to develop treatment plans in accordance with agency protocols.
- demonstrate the ability to implement the treatment plan by planning and leading modalities based on client needs and in accordance with agency protocols.

### **Learning Outcomes for Aging Services & Administration/Social Work**

Students who successfully complete the Aging Services & Administration/Social Work major will be able to:

- demonstrate undergraduate-level knowledge and skills relevant to the study of aging.
- demonstrate professional-level skills in written and oral communication.
- analyze and solve problems involved in service to older adults.
- apply critical thinking skills.
- practice the values and ethics of the social work professions with an understanding and respect for diversity.
- understand the nature of oppression and discrimination and strategies to change and promote social and economic justice.
- demonstrate professionalism.
- understand the history of social work.
- analyze the impact of social policies on client systems, workers and agencies.
- apply knowledge of the bio-psycho-social variables that effect individual development and behavior.
- evaluate research studies and apply findings to practice.
- use communication skills that are effective for a variety of client populations, colleagues and members of the community.
- use supervision appropriate to generalist practice.
- unders supervision, function within the structure of organizations and service delivery systems.
- seek necessary organizational change.

### **Learning Outcomes for Criminology/Sociology**

Students who successfully complete the criminology/sociology major will be able to:

- demonstrate the acquisition of the criminological/sociological perspective.
- demonstrate the ability to critically examine social institutions.
- apply the scientific research process to criminological/ sociological topics.

### **Learning Outcomes for Paralegal Studies**

Graduates of the Paralegal Studies program will be able to:

- perform the duties of an entry level paralegal in a law firm or other legal work setting.
- interpret and apply legal codes of ethics in a work environment.
- perform legal research using both printed and electronic sources.

### **Learning Outcomes for Psychology**

Students who successfully complete the psychology major will be able to:

- demonstrate undergraduate level knowledge of major terms, concepts and theories relevant to disciplines.
- assess claims and make judgments on the basis of well-supported reasons.
- design and conduct empirical research and write scientific research reports at an undergraduate level.
- understand and appreciate the structure and operation of the psychology program.

### **Learning Outcomes for Recreational Therapy**

Students who successfully complete the recreational therapy major will be able to:

- assess client functioning, interpret results and report findings.
- develop RT treatment plans in accordance with agency protocols.
- implement RT treatment plans by planning and leading modalities based on client needs and in accordance with agency protocols.
- monitor and evaluate client progress, communicate progress and revise RT treatment plans.
- perform ethically in compliance with professional standards of conduct.
- understand management functions and follow RT department management-related protocols.

### **Learning Outcomes for Social Work**

Students who successfully complete the social work major will be able to:

- apply critical thinking skills to social work practice and demonstrate professionalism.
- practice the values and ethics of social work professions with an understanding and respect for diversity.
- understand society and create strategies to change/promote social and economic justice.
- analyze the impact of social policies on client systems, workers and agencies, and apply the knowledge and skills of generalist social workers to systems of all sizes.
- apply knowledge of biological/psychological/sociological variables affecting individuals.
- evaluate research studies and apply findings to practice.

### **Learning Outcomes for Sociology**

Students who successfully complete the sociology major will be able to:

- demonstrate the acquisition of the sociological perspective.
- demonstrate the ability to critically examine social institutions.
- apply the scientific research process to sociological topics.

### **Biology Department**

#### **Learning Outcomes for Biology**

Students who successfully complete the biology major will be able to:

- demonstrate and apply an appropriate knowledge of the terms, concepts, and theories relative to the biological sciences.
- undertake advanced work in industry, secondary education, graduate or professional school.
- be competitive and marketable in a chosen field.
- demonstrate the critical thinking, communication, and research skills needed to excel, particularly in the use of the scientific method to investigate problems and synthesize results in written and oral presentations.

### **Business Administration Department**

#### **Learning Outcomes for Accounting**

Students who successfully complete the accounting major will be able to:

- demonstrate appropriate knowledge in the areas of accounting, economics, management, quantitative business analysis, finance, and marketing, as well as international, legal and social environment issues.
- demonstrate proficiency using analytical reasoning, critical thinking, communication skills, technological skills, global awareness, and ethical values in identifying problems and issues as well as making decisions related to business problems.
- use skills and credentials to obtain a professional position or acceptance to graduate school.
- identify and solve unstructured real-world problems drawn from accounting practice by: identifying central problems, generating alternative solutions, offering persuasive reasons and evidence for proposed solution, and recognizing causes of problem.
- demonstrate an appreciation of active involvement through participation in professional activities.

#### **Learning Outcomes for Business Administration**

Students who successfully complete the business administration major will be able to:

- demonstrate appropriate knowledge in the areas of accounting, economics, management, quantitative business analysis, finance, and marketing, as well as international, legal and social environment issues.

- demonstrate proficiency using analytical reasoning, critical thinking, communication skills, technological skills, global awareness, and ethical values in identifying problems and issues, as well as make decisions related to business problems.
- use skills and credentials to obtain a professional position or acceptance to graduate school.
- identify and solve unstructured real-world problems drawn from accounting practice by: identifying central problems, generating alternative solutions, offering persuasive reasons and evidence for proposed solution, and recognizing causes of problem.
- demonstrate an appreciation of active involvement through participation in professional activities.

### **Learning Outcomes for Computer Information Systems**

Students who successfully complete the Computer Information Systems major will be able to:

- demonstrate an appropriate knowledge in the areas of accounting, economics, management, quantitative business analysis, finance, marketing, legal and social environments, and international issues.
- demonstrate proficiency using analytical reasoning, critical thinking, communication skills, technological skills, global awareness and ethical values in identifying problems, issues and making decisions in relation to business problems.
- use skills and credentials to obtain a professional position or acceptance to graduate school.
- use a structured methodology to analyze, design, implement, and maintain a computer-based systems solution including a well structured relational database.

### **Chemistry & Physical Sciences Department**

#### **Learning Outcomes for Chemistry, Biochemistry, and Natural Science**

Students who successfully complete the chemistry, biochemistry, or natural science major will be able to:

- demonstrate foundational knowledge of scientific theories and competence in laboratory techniques.
- generate scientific data using appropriate and ethical disciplinary protocols and laboratory techniques, including proper use of equipment, instruments and materials.
- analyze and interpret scientific data based on sound scientific reasoning.
- assess scientific questions, and design methods to answer them.
- research, understand and cite scientific literature.
- describe scientific results using clear, concise language, and observe technical conventions in written and oral reports.

#### **Learning Outcomes for Chemistry/Mathematics or Mathematics/Chemistry**

Students who successfully complete the chemistry or biochemistry major will be able to:

- demonstrate foundational knowledge of scientific theories and competence in laboratory techniques.
- generate scientific data using appropriate and ethical disciplinary protocols and laboratory techniques, including proper use of equipment, instruments and materials.

- analyze and interpret scientific data based on sound scientific reasoning.
- assess scientific questions, and design methods to answer them.
- research, understand and cite scientific literature.
- describe scientific results using clear, concise language, and observe technical conventions in written and oral reports.

Students who successfully complete the mathematics major will be able to:

- independently read and understand mathematics.
- understand the processes in mathematics, methods of formal proof, problem solving techniques and strategies and applications of computers in mathematics.
- understand the branches of mathematics and how they are related.
- function effectively in a professional workplace related to mathematics or in a graduate program.

## Education Department

### Learning Outcomes for Early Childhood Education, Middle Childhood Education, and Special Education

#### Candidate Proficiencies

The Education Department has developed the following six candidate proficiencies describing the knowledge, skills, and dispositions that each teacher candidate will have upon completion of the program. Under each proficiency are the corresponding PRAXIS III (*Pathwise*) assessment criteria

1. **Content** - The candidate knows the subject matter and applies that knowledge in planning and presenting lessons aligned with state standards.
  - Demonstrates an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future. (A3)
  - Makes content comprehensible to students. (C2)
  - Encourages students to extend their thinking. (C3)
  - Monitors students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands. (C4)
2. **The Learner** - The candidate plans and presents instruction based upon the knowledge of how students learn and the diverse experiences that students bring to the classroom.
  - Becomes familiar with relevant aspects of students' background knowledge and experiences. (A1)
  - Articulates clear learning goals for the lesson that are appropriate to the students. (A2)
3. **Pedagogy** - The candidate applies a variety of instructional activities, assesses students' progress in meeting objectives, and differentiates instruction based on students' needs and assessment results.
  - Creates or selects teaching methods, learning activities, and instructional materials or other resources that are appropriate to the students and that are aligned with the goals of the lesson. (A4)

- Creates or selects evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson. (A5)
  - Communicates challenging learning expectations to each student. (B3)
  - Makes learning goals and instructional procedures clear to students. (C1)
  - Uses instructional time effectively. (C5)
4. **Learning Environment** - The candidate creates a learning environment that encourages active, engaged learning and respect for others.
- Creates a climate that promotes fairness. (B1)
  - Establishes and maintains rapport with students. (B2)
  - Establishes and maintains consistent standards of classroom behavior. (B4)
  - Makes the physical environment as safe and conducive to learning as possible. (B5)
5. **Support for Learning** - The candidate collaborates with colleagues, families, and the community to support student learning.
- Builds professional relationships with colleagues to share teaching insights and to coordinate learning activities for students. (D3)
  - Communicates with parents or guardians about student learning (D4)
6. **Professionalism** - The candidate is a reflective practitioner who engages in opportunities for professional growth.
- Reflects on the extent to which the learning goals were met. (C1)
  - Demonstrates a sense of efficacy. (D2)

## Health Sciences Department

### Learning Outcomes for Athletic Training

Students who successfully complete the athletic training major will be able to:

- demonstrate professional, legal, ethical, social, and political responsibilities in the role of a certified athletic trainer.
- communicate effectively with athletes, their families, colleagues, and other health care professionals while respecting cultural and ethnic differences.
- employ critical thinking skills to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.
- demonstrate accountability for actions and outcomes while fulfilling commitments as a certified athletic trainer.
- implement safe and effective therapeutic interventions.

### Learning Outcomes for Nursing

The graduate of the baccalaureate nursing program will be able to:

- implement safe, effective and culturally sensitive therapeutic interventions.

- communicate effectively with individuals, families, groups, and populations with diverse needs across the lifespan.
- employ critical thinking to make competent decisions.
- develop caring, culturally sensitive relationships with clients across the lifespan.
- apply principles of leadership and management.
- exercise professional, legal, ethical, social, and political responsibilities.
- use information literacy to acquire and apply knowledge.

## **Humanities Department**

### **Learning Outcomes for Communication Studies**

Students who successfully complete the communication studies major will be able to:

- apply communication theory and critical thinking in various communication settings.
- develop the ability to communicate effectively, ethically and creatively.
- understand the role communication plays in the social construction of meaning.

### **Learning Outcomes for English**

Students who successfully complete the English major will be able to:

- read closely and interpret literature in its context.
- produce writing that is critical, creative and graceful.
- participate in collaborative, meaningful discussions with peers and professors.

### **Learning Outcomes for History**

Students who successfully complete the history major will be able to:

- critically research, read and evaluate historical sources, both primary and secondary.
- write clearly and effectively when examining a historical problem or question.
- recognize the interrelationship of social, economic, political, intellectual, and cultural forces that determine and influence history.

### **Learning Outcomes for Liberal Studies**

Students who successfully complete the liberal studies major will be able to:

- communicate effectively, both in oral and written communications.
- exhibit skills in critical thinking and problem solving.
- imbue critical thinking with ethical thought.



## **Mathematics & Computer Science Department**

### **Learning Outcomes for Mathematics**

Students who successfully complete the mathematics major will be able to:

- independently read and understand mathematics.
- understand the processes in mathematics, methods of formal proof, problem solving techniques and strategies and applications of computers in mathematics.
- understand the branches of mathematics and how they are related.
- function effectively in a professional workplace related to mathematics or in a graduate program.

### **Learning Outcomes for Computer Science**

Students who successfully complete the computer science major will be able to:

- perform independent research within the computer science field and to effectively communicate through written and oral presentations.
- apply systematic planning, testing and implementation techniques to solve computer science problems.
- function effectively in a professional workplace related computer science field or in a graduate program.

## **Music Department**

### **Learning Outcomes for Music**

Students who successfully complete the Music major will be able to:

- demonstrate performance ability appropriate for the B.A. in music.
- develop vocal and keyboard skills appropriate for the B.A. in music.
- perform advanced ensemble literature.
- comprehend various musical genres and stylistic periods.
- identify historical periods and cultures.
- improvise in various musical styles.
- understand theoretical/compositional music concepts.
- understand formal/structural concepts.
- critically review personal musical/intellectual performance.

## Religious & Pastoral Studies Department

### Learning Outcomes for Religious and Pastoral Studies

Graduates of the Religious and Pastoral Studies program will be able to:

- minister with a competent background in scripture as well as systematic, historical and ethical theology.
- think theologically about people, problems, and events, as well as about a particular mission, and access the scriptures and the Christian tradition in their ministry.
- reflect theologically about their pastoral experiences so they can enrich their own spirituality.
- recognize and process with groups the theological concerns that surface in diverse pastoral settings.
- see themselves as change agents within an organizational framework while transforming the system in which they live, work and pray.

## Course Descriptions

### **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(s):* 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(s):* 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(s):* 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(s):* ACC 302

Basic concepts and standards of auditing, audit procedures, working papers, internal and external audit reports.

**ACC 304 Cost Accounting (3)**

*Prerequisite(s):* 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(s):* 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(s):* 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(s):* 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(s):* 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(s):* 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(s):* 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(s):* 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.

**AED 210 Art Experiences for Children (3) A**

*New Course*

*Prerequisite(s):* PSY 205, IEC, MCE, and SED Majors Only.

Theory and practice of teaching the visual arts in the early and middle grades. Course includes basic art concepts, vocabulary, techniques, materials, and studio experiences; methods of incorporating developmentally appropriate art experiences into an interdisciplinary curriculum; lesson planning and sequencing; artistic expression and response of children at various grade levels; and evaluating art forms. There is also emphasis on

communicating through the arts, and understanding and valuing arts in peoples' lives. Lecture and studio. This course includes a 10-hour field experience.

**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 grad level setting. Art majors only.

**AED 390 Comprehensive Art Education II (4)**

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 standards, 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 and 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.

**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(s):* 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.

**ART 100 Art Seminar: Orientation (1)**

Foundational techniques for reading, writing, and thinking about art. Course work is designed to acquaint new art majors with ways of seeing and writing creatively and academically about art. Investigates art related research through the internet and library resources.

**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 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 118 Furniture and Finishes (3) A**

Course introduces student to design concepts and application of beginning furniture design, finish selection, Trompe L'Oeil, and other interior-related specialty items.

**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 122A Quiltmaking (3) A**

An introduction to the technical process and artistic possibilities of geometric design, color, applications, piecing, applique, and quilting.

**ART 122B Quiltmaking:Piecing (3) A**

The course is designed to provide an overview of the art form of applique through the study of its past use in cultures around the world and its current, contemporary use in American quiltmaking.

**ART 126 Art History:Japanese Art (3)**

*New Course*

This course is a survey of Japanese artistic achievements from pre-historic through contemporary times as expressed in painting, sculpture, prints, and calligraphy as well as architecture, gardens and the decorative arts. We will explore how politics, economics, religion, literature, theater and geography shaped the major themes in Japan's rich aesthetic traditions. Artworks from the instructor's personal collection will enrich the class discussions.

**ART 128A Introduction to Bookbinding (3) A**

This course explores a variety of book structures and bookbinding materials. It begins with a simple book structure incorporating a single, folded sheet of paper and progresses to a multi-section sewn binding.

**ART 128B Bookbinding:Non-Adhesive (3) A**

*New Course*

Beginning with the simplest of structures, non-adhesive books offer endless possibilities and variations to understanding and learning the world of communication that the book in any form can offer an artist as an avenue of expression.

**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 160 Introduction to Computer Graphics (2) A**

An introductory course in image-structuring techniques using current graphics software.

**ART 181 Basic Camera Techniques (3) A**

An introduction to the technological and aesthetic skills needed for photography. The course focus is on learning how to use 35mm or digital cameras to produce color images. There is no darkroom component to this course.

**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(s):* 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 211 Middle Childhood Art Education (3) A**

*Prerequisite(s):* 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. Lecture, studio, and field trips. For Middle Childhood Education majors only.

**ART 216 Watercolor (3) A**

An exploration of the 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(s):* ART 101 and ART 217.

*Concurrent requisite(s):* 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 234 Art History:Photography (3) A**

This class will look at photographic history through the lens of a museum curator. We will try to answer this question: If you were to create a history of a photography museum exhibit what would you include and why? The course makes extensive use of WebCT, internet resources, and collaborative learning.

**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(s):* 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(s):* 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(s):* ART 218 or instructor approval.

Prerequisite ART 181 or 281 or instructor approval – This is an advanced darkroom course that emphasizes traditional and digital methods for producing photographic fine art. Traditional and experimental methods include, but are not limited to: cyanotype, hand coloring, liquid light, multiple image montage, tinting and toning, and digital 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(s):* 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(s):* ART 101 and ART 202.

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 304A Figure Modeling (3) A**

*Prerequisite(s):* Instructor Approval.

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.

**ART 304B Sculpture Workshop Mixed Media (3) A**

*Prerequisite(s):* Instructor Approval.

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 308A Pastel Landscape (1.5) A**

*New Course*

Students discover creative possibilities and techniques of drawing in pastel and investigate strategies for producing vibrant images using this expressive medium. The principles of landscape design, perspective and color theory will complement the experience of direct observation in natural settings.

**ART 308B Oil Painting Landscape:En Plein Air (1.5)**

*New Course*

An exploration into the creative possibilities and techniques of painting landscape directly from nature. Students will investigate strategies for producing vibrant images in oil using spontaneous brush stroked. The principles of landscape composition, perspective and color theory will compliment the experience of direct observation in unique natural settings.

**ART 317 Painting Workshop (3) A**

*Prerequisite(s):* ART 217 or Instructor Approval. ART 218 strongly recommended.

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 328A Drawing on Fabric (3) A**

*Prerequisite(s):* ART 101, ART 103 or Instructor Approval.

Direct application of pigments on cloth using pastels, markers, paints and various tools; also, fabric manipulation.

**ART 328B Printing on Fabric (3) A**

*Prerequisite(s):* ART 101, ART 103 or Instructor Approval.

Images are transformed from printing plates to cloth. Processes may include (but are not limited to) relief, stencil, monoprinting, cyanotype, photo transfer, marbling, screenprinting (film-cut, photographic emulsion).

**ART 328C Fabric Dyeing (3) A**

*Prerequisite(s):* ART 101, ART 103 or Instructor Approval.

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.

**ART 328D Fiber and Fabric (3) A**

*Prerequisite(s):* ART 101, ART 103 or Instructor Approval.

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 329A Fabric Construction Workshop Books, Boxes, & Bags (1.5) A**

*New Course*

This course continues to explore the making and decorating of different textile surfaces. Participants will develop ideas and techniques using Tyvek film and fabric, silk paper, angelina fibers and Softsculpt as well as introducing new materials such as plastic canvas, pipe cleaners and wireform.



**ART 329B Fiber/Fabric Workshop:Structural Textures (3)**

*New Course*

Course will explore methods on nuno and dry felting, silk/vegetable fiber papermaking, and fiberfusion techniques to create interesting fabrics with unique surface textures.

**ART 330 Art History: Art Criticism (3) A**

This course promotes critical thinking about aesthetics. Reading and writing art criticism are integral activities. The course explores the role of art in our culture. Field trips to area art galleries and museums and visits by guest art critics, gallery owners and artists are included. This course satisfies an art history requirement.

**ART 341 Ceramics Workshop (3) A**

*Prerequisite(s):* 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(s):* 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 342A Metalcraft Workshop: Basic Box Construction & Found Objects (1.5)**

*New Course*

Basic principles of metal work and jewelry involving introductory processes of cutting, shaping, soldering, and finishing in copper with incorporation of found objects.

**ART 346A Ceramics Workshop (1.5)**

*New Course*

This course explores hand-building the box form with a variety of possibilities. Students will build container forms with slab and combination techniques exploring intent, purpose, and story. The emphasis is on process not glaze-fired work. Pieces will be bisque fired the week after class for pick up later.

**ART 346B Ceramics Workshop: Teapots - A Study in Form and Function (1.5)**

*New Course*

This course examines the domestic and creative history of the teapot and its imaginative expression today. Construction techniques will focus on hand building techniques that are adaptable to personal or classroom use. Juxtaposition of parts and creative expression are prime considerations as students balance form, symbolism and function. The emphasis is on process not glaze-fired work. Pieces will be bisque for pickup later.

**ART 362A Relief Printmaking (3) A**

Various methods of producing multiple prints from incised and inked surfaces. Processes include vinylcut, woodcut, linocut, and wood engraving.

**ART 362B Intaglio and Lithography (3) A**

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(s):* 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**

*Prerequisite(s)*: ART 281 or instructor approval.

The fundamentals of digital photography are explored using Adobe PhotoShop. Topics include, but are not limited to: cameras, scanners, printers, software, and copyright concerns. Individual students do not need a digital camera.

**ART 381 Advanced Photography Workshop (3) A**

*Prerequisite(s)*: ART 282 or instructor approval.

Advanced photographic skills are explored with a focus on lighting, portfolio development, professional development, and studio use. This course may be taken more than once.

**ART 396 Cooperative Education Work Experience: Parallel (1-3)**

*Prerequisite(s)*: 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. Evaluation of work performed is on a pass/fail basis. The course may be repeated up to nine credit hours.

**ART 400 Senior Art Seminar:Capstone (1) CAP**

*Prerequisite(s)*: 40 hours of CORE completed.

A reading, thinking, writing, and discussion course to fulfill the Capstone requirement. It is taken concurrently with the Senior Thesis (ART 495, GRD 456, or IND 410) requirement. This course focuses on the ability of Art majors to define their Liberal Arts Education in relationship to their artist self, to the six Baccalaureate level core curriculum Learning Outcomes, and to the role of contemporary artists and designers in the world.

**ART 490 Advanced Studio Problems (1-3)**

*Prerequisite(s)*: Permission of instructor and chairperson.

Problems in studio arts under supervision of a faculty member. Learning contract required.

**ART 495 Thesis (3)**

*Prerequisite(s)*: 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. Taken concurrently with ART 400.

**ART 496 Cooperative Education Work Experience: Alternating (1-3)**

*Prerequisite(s)*: 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. Evaluation of work performed is on a pass/fail basis. The course may be repeated up to nine credit hours.

**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 and write either a critique or summary of the presentation. 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 the RUGS Reimbursement System will be a focus.

**ASA 367 Clinical Aspects of Long Term Care (3)**

This course will cover clinical and functional issues prevalent in the LTC facility, community and other older adult support agencies. Issues covered will include, but not be limited to: pain management, pressure ulcers, falls, nutrition and hydration, vision, communication, incontinence, catheters, feeding tubes, restraints, and cognitive, mood and behavioral changes. Systems and processes that support the resident's physical, functional, cognitive, mental and psycho-social well being in a long-term care setting will be addressed. It will provide an overview of regulations, clinical care and 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)**

*Prerequisite(s):* SOC 375.

Crosslisted with SOC 377/SWK 377.

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 396 Cooperative Education Work Experience: Parallel (1-3)**

*Prerequisite(s):* 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. Evaluation of work performed is on a pass/fail basis.

**ASA 400 Administration of LTC and Service Organizations (3)**

*Prerequisite(s):* 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 405 Behavioral Sciences Capstone (3) CAP**

*Prerequisite(s):* 40 hours of Core curriculum completed.

A reflective, integrative experience for all majors from the Behavioral Sciences. Fulfills the college capstone

requirement. Students will examine their undergraduate learning through reflection, discussion, and examination of a significant problem. Students will produce a paper and a poster presentation in which they will integrate the Baccalaureate Level Learning Outcomes with their majors and their life-long goals for learning and service.

**ASA 425 Long-Term Care Administration (3)**

*Prerequisite(s)*: 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)**

*Prerequisite(s)*: 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 an 800 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. Students have the option of doing the 800 hour internship for 3 hours or 6 hours.

**ASA 450 Senior Seminar (3)**

*Prerequisite(s)*: 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(s)*: 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. Evaluation of work performed is on a pass/fail basis.

**ATR 180 Principles and Practices of Athletic Training (3)**

This course introduces students to the profession of athletic training, standards of professional practice, professional ethics, and various careers in athletic training. Students are oriented to basic injuries to athletes and the physically active population along with various injury prevention methods.

**ATR 180A Basic Skills in Athletic Training (LAB) (1)**

Students are introduced to and develop proficiency in standard preventive taping, wrapping techniques for the upper and lower extremities along with basic modality applications and the selection and fitting of supportive equipment. This course requires a minimum of 100 clinical hours as part of the pre-clinical phase of the athletic training program. Athletic Training majors only.

**ATR 181 First-Aid and Emergency Procedures in Athletic Training with 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 health care of others. Upon successful course completion the student will receive certification from the American Red Cross in CPR for the Professional Rescuer.

**ATR 212 Therapeutic Modalities (3)**

*Corequisite(s)*: 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(s):* ATR 212.

*Corequisite(s):* 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)**

*Prerequisite(s):* BIO 197, athletic training major.

*Corequisite(s):* ATR 232, ATR 212.

The student will learn advanced techniques of assessment of injuries and medical conditions to physically active individuals. Prevention, evaluation and treatment will be addressed. Emphasis will be on the head, neck, face, and torso regions.

**ATR 215 Assessment and Management of Athletic Injuries II (3)**

*Prerequisite(s):* ATR 214, BIO 197, athletic training major.

*Corequisite(s):* ATR 233, ATR 213.

The student will learn advanced techniques of assessment of musculoskeletal injuries to physically active individuals. Prevention, evaluation and treatment will be addressed. Emphasis will be on orthopedic assessment.

**ATR 220 Kinesiology (3)**

*Prerequisite(s):* 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.

**ATR 232 Clinical Perspectives I (2)**

*Prerequisite(s):* ATR 180-180A.

*Corequisite(s):* 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.

**ATR 233 Clinical Perspectives II (3)**

*Prerequisite(s):* ATR 232, athletic training major.

*Corequisite(s):* 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 with the team physician and other health care providers.

**ATR 313 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 315 Pharmacology in Athletic Training (3)**

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 used commonly in athletics. Dosages, indications, contraindications, and modes of action will all 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 and medical terminology.

**ATR 320 Strength Training & Wellness (3)**

*Prerequisite(s)*: BIO 197, BIO 198.

*Corequisite(s)*: 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)**

*Prerequisite(s)*: ATR 232, ATR 233, athletic training major.

This laboratory course develops psychomotor skills related to orthopedic assessment, medical assessment, therapeutic modalities, and rehabilitation through module exercises. Students are also introduced to diagnostic procedures used in the assessment of musculoskeletal injuries and medical conditions. Required clinical experiences occur in off-campus sites.

**ATR 333 Clinical Perspectives IV (3)**

*Prerequisite(s)*: ATR 232, ATR 233, ATR 332, athletic training major.

*Corequisite(s)*: 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. Required clinical experiences occur at off-campus site.

**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 430 Research in the Health Sciences (3)**

This course focuses on the interaction of the components of the research process with application to the theory and practice of Healthcare. This course emphasizes the critical appraisal and utilization of health-related research including selected theories and ethical considerations. Critical and reflective thinking, as a health care clinician who provides evidence based practice, will be emphasized.

**ATR 440 Athletic Training Seminar (3)**

*Prerequisite(s)*: Athletic training major senior status or permission of program director.

Current topics and issues in athletic training will be presented and discussed in this seminar style course. Preparation for NATABOC examination and athletic training capstone experience will be included. Required clinical experiences occur in on and off-campus clinical sites.

**ATR 480 Athletic Training Capstone (3) CAP**

*Prerequisite(s)*: Athletic training major, senior status, 40 hours in Core curriculum completed.

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. Required clinical experiences occur at on and off-campus clinical sites.

**AYA 345 Introduction to Secondary Education (3)**

*Prerequisite(s)*: 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 adolescents 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.

**AYA 365 AYA Curriculum and Methods (3)**

*Prerequisite(s)*: PSY 205, AYA 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.

**AYA 380P AYA Practicum (3)**

*Prerequisite(s)*: Permission of advisor (Students must satisfy clinical experience requirements for Level III status.)

*Corequisite(s)*: AYA 383, 384, 386 or MTH 303.

This 150 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.

**AYA 383 Methods of Teaching Science (3)**

*Prerequisite(s)*: AYA 345 and AYA 365, and 15 credits in science content area.

*Corequisite(s)*: AYA 380P.

Crosslisted MCE 383.

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.

**AYA 385 Methods of Teaching Social Studies (3)**

*Prerequisite(s)*: AYA 345 and 365, and a minimum of 15 hours in social studies concentration area.

*Corequisite(s)*: AYA 380P.

Crosslisted MCE 385.

This course is designed to prepare the teacher candidate to teach Social Studies and the Social Sciences to children in the middle and secondary grades. Students will become familiar with the curriculum framework as well as the philosophies behind various teaching approaches as outlined by the NCSS Standards and the Ohio K-12 Content Standards for the Social Studies. The teacher candidate will investigate and practice using various teaching techniques and materials.

**AYA 386 Methods of Teaching Language Arts (3)**

*Prerequisite(s)*: AYA 345 and 365, plus 15 hours in language arts concentration area.

*Corequisite(s)*: AYA 380P.

Crosslisted MCE 386.

This course is designed to introduce the teacher candidate to the principles, practices, and guidelines neces-

sary to teach Language Arts to a diverse population of middle level students and secondary level students. The teacher candidate will prepare language arts lessons that ensure success for all learners enabling them to construct a meaningful understanding of language arts concepts. Lessons and language arts curricula projects will be aligned to the ODE content standards and to the learning outcomes for the Ohio Reading and Writing Proficiency Tests. Integration in other content areas will be explored and encouraged.

**AYA 444 AYA Student Teaching Capstone (10) CAP**

*Prerequisite(s)*: Admission to the Education Department and permission from clinical experience director (Level IV Status).

*Corequisite(s)*: SED 430.

An 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 an all day experience lasting 12 weeks in the AYA (grades 7-12) program.

**BIO 100 Biology Seminar I (1)**

*Prerequisite(s)*: 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 111 Principles of Biology I (4) N**

*Prerequisite(s)*: High school chemistry or equivalent.

A study of cell structure and functions, cellular energetics, genetics, and evolution. Lecture, lab.

**BIO 112 Principles of Biology II (4) N**

*Prerequisite(s)*: BIO 111 and CHE 111.

Basic concepts of classification, a survey of the diversity of life, ecology, population biology, development, and behavior. Lecture, lab. Animal dissections 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 and development. Lecture, lab. Animal dissections 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 nontraditional students only. Lecture, discussion, lab. Animal dissections required.

**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 nontraditional students only. Lecture, lab. Animal dissections required.



**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 Internet, electronic-mail capabilities, and a computer with a CD-ROM drive.

**BIO 196H Honors: Geobotany (4) N**

*Prerequisite(s)*: Honor's Program Director or Instructor's approval.

Crosslisted with GEO 196H.

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. Lecture, lab, field trips.

**BIO 197 Human Anatomy and Physiology for the Health Sciences I (4) N**

*Prerequisite(s)*: CHE 104

A study of the structure and function of the human body, including the integumentary, 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. Limited to nursing and athletic training majors. Lecture, lab. Animal dissections required.

**BIO 198 Human Anatomy & Physiology for the Health Sciences II (4) N**

*Prerequisite(s)*: BIO 197, CHE 104.

A study of the structure and function of the human body, including the endocrine, cardiovascular, respiratory, digestive, lymphatic, urinary, and reproductive 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. Limited to nursing and athletic training majors. Lecture, Lab. Animal dissections required.

**BIO 201 Anatomy and Physiology I (4) N**

*Prerequisite(s)*: BIO 111, CHE 111, CHE 112.

A study of the structure and functions of vertebrate organ systems from an evolutionary perspective, with particular emphasis on the human body. This semester specifically introduces basic principles of anatomy and physiology, tissues, and the integumentary skeletal, muscular, nervous and sensory systems. Designed for biology and chemistry departmental majors. Lecture, lab. Animal dissections required.

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

*Prerequisite(s)*: BIO 201.

A study of the structure and functions of vertebrate organ systems from an evolutionary perspective, with particular emphasis on the human body. This semester specifically covers the circulatory, respiratory, endocrine, reproductive, urinary, and digestive systems. Designed for biology and chemistry departmental majors. Lecture, lab. Animal dissections required.

**BIO 203 Embryology (4) N**

*Prerequisite(s)*: BIO 111, CHE 111, CHE 112.

A study of the molecular and cellular events involved in differentiation and development of organisms, as well as that of the morphogenesis of animal organ systems. Lecture, lab. Animal dissections required.

**BIO 210 Zoology (4) N**

*Prerequisite(s)*: BIO 111, BIO 112.

An examination of selected representatives of the tremendous variety of animals and animal-like organisms that inhabit our planet, including vertebrate and invertebrate animals, and protists. Special emphasis is on morphology, life history, ecology, evolution and classification. Lecture, lab. Animal dissections required.

**BIO 215 Introductory Microbiology (4) N**

*Prerequisite(s)*: CHE 104, BIO 197, BIO 198, IDS 206.

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 majors. Lecture, lab.

**BIO 275H Honors: Impact of Darwinism (4) 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**

*Prerequisite(s)*: BIO 197, BIO 198, or BIO 201, BIO 202.

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 of pathogenesis and compensatory mechanisms for disease states.

**BIO 305 Microbiology (4) N**

*Prerequisite(s)*: BIO 111, CHE 111-112.

A study of microorganisms, their structures, functions, genetics, and evolutionary relationships, theories of infection and immunity. Primarily for biology and chemistry majors. Lecture, lab.

**BIO 306 Immunology (3) N**

*Prerequisite(s)*: BIO 215 or BIO 305.

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. Lecture.

**BIO 308 Marine Biology (4) N**

*Prerequisite(s)*: BIO 111, BIO 112, one 200-level Biology course, and permission of instructor.

*Corequisite(s)*: BIO 308A

An examination of the marine ecosystems with emphasis on the diversity of life and the physical constraints of living in a saline aquatic world. Lecture, lab, and required field trip over Spring Break. Animal dissections required.

**BIO 308A Marine Biology (LAB) (0) N****BIO 310 Cell Biology (3) N**

*Prerequisite(s)*: BIO 111, CHE 111-112, and 211-212.

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(s)*: 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 Musculoskeletal Anatomy Review (1) N**

*Prerequisite(s)*: BIO 197 or BIO 201.

This course is an in-depth exploration of the human musculoskeletal and peripheral nervous systems. Both gross and surface anatomical features will be covered, using models and the living human body.

**BIO 313 Biology of Plants (4)**

*New Course*

*Prerequisite(s)*: BIO 115 or BIO 111, CHE 111/Equiv

Basic concepts of botany, the study of plants and fungi. Included are cell biology, anatomy, physiology, evolution, ecology, distribution, and diversity. The course includes the importance of plants and fungi to

humans medically and as sources of food, fabrics, building materials, and more. Lecture and lab. Field trips.

**BIO 315 Ecology (4) N**

*Prerequisite(s):* BIO 111, BIO 112.

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**

*Prerequisite(s):* BIO 111, CHE 111, CHE 112, CHE 211, CHE 212.

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 322 Biochemistry:Nucleic Acid Structure and Function (3) N**

*Prerequisite(s):* BIO 111, CHE 111, CHE 112, CHE 211, CHE 212.

Crosslisted CHE 326.

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. Lecture.

**BIO 322A Biochemistry: Nucleic Acid Structure and Function Laboratory (1) N**

*Corequisite(s):* BIO 322

Crosslisted with CHE 326A

Laboratory applications of the concepts introduced in BIO 322.

**BIO 328 Human Neurobiology (4) N**

*Prerequisite(s):* BIO 197 and BIO 198, or BIO 201 and BIO 202.

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. Lecture, lab.

**BIO 330 Evolution (4) N**

*Prerequisite(s):* BIO 111, BIO 112.

A study of the evolutionary process with emphasis on the history of diversity, mechanisms and speciation. Lecture, lab.

**BIO 335 Entomology (4) N**

*Prerequisite(s):* BIO 111, BIO 112.

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 Research in Biology (1 to 4)**

*Prerequisite(s):* Biology major and departmental permission.

In this course, the student will design and conduct a program of laboratory or field observations, experiments, or both, under the direction of a faculty member in the Department of Biology or a designee of the Department. The student will collect and interpret the data gathered in the course of these observations, experiments, or both, and will present the results of the work as agreed upon by the student and his or her research advisor. Normally this will include an oral presentation open to the public and a written paper.

**BIO 341 Directed Study in Biology (1-4)**

*Prerequisite(s):* Biology major and departmental permission.

In this course, the student will pursue the focused study of a biological problem under the direction of a faculty member in the Department of Biology or a designee of the Department. The student will present an account of the work as agreed upon by the student and his or her research advisor. Normally this will include an oral presentation open to the public and a written paper.

**BIO 342 Internship in Biology (1-4)**

*Prerequisite(s):* Biology major and departmental permission.

In this course, the student will participate in a practical experience at a business, hospital, laboratory, or other institution, under the direction of a faculty member in the Department of Biology or a designee of the Department. The internship is individually designed to provide the student with knowledge, skills, and practice, in a biologically or related profession or field of study. The student will present an account of the work as agreed upon by the student and the instructor-of-record of the course. Normally this will include an oral presentation open to the public, and a written paper.

**BIO 396 Cooperative Education Work Experience:Parallel (1-3)**

*Prerequisite(s):* BIO 100 or BIO 398 or BIO 399, and departmental permission.

A work experience supervised by a faculty member in the Department of Biology, in collaboration with the cooperative education staff. Credit is awarded as a general elective upon completion of the work experience and documentation of compliance with a pre-determined learning contract. The course may be repeated as a general elective up to nine credit hours. Learning contract required.

**BIO 399 Biology Seminar III (1)**

*Prerequisite(s):* 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. Different aspects of these topics are emphasized in BIO 398 and BIO 399. .

**BIO 401 Biology Capstone (1) CAP**

*Prerequisite(s):* Departmental permission.

This capstone experience is designed to integrate the courses of the Biology major with the core curriculum.

**BIO 496 Cooperative Education Work Experience:Alternating (1-3)**

*Prerequisite(s):* BIO 100 or BIO 398 or BIO 399, and departmental permission.

A work experience supervised by a faculty member in the Department of Biology, in collaboration with the cooperative education staff. Credit is awarded as a general elective upon completion of the work experience and documentation of compliance with a pre-determined learning contract. The course may be repeated as a general elective up to nine credit hours. Learning contract required.

**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)**

The study of the nature of law and the legal system, and its application to business and the marketplace. Crosslisted with PRL 210.

**BUS 260 Business Research (3)**

*Prerequisite(s):* 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)**

*Prerequisite(s):* 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(s):* 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)**

*Prerequisite(s):* 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 465 International Business (3)**

*New Course*

*Prerequisite(s):* MGT 300

This course provides an understanding of the factors affecting business in a global arena. Specifically, this course analyzes the opportunities and problems associated with operating businesses in multiple countries, e.g., differences in the economic, social and cultural environment. In addition, students examine the need of the firm to modify values, systems, and techniques, when venturing into foreign markets. Students analyze the feasibility of the firm to enter foreign markets through the use of cases and a research feasibility project.

**BUS 496 Cooperative Education Work Experience: Alternating (1-3)**

*Prerequisite(s):* 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) CAP**

*Prerequisite(s):* ACC 214, BUS 260, CIS 300, MGT 300, FIN 300, and MKT 300 plus 40 hours of core completed.

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.

**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 201 Leadership and Community (2)***New Course*

This course is designed to help students develop a better understanding of leadership in general, and their role(s) as a leader in particular. Using the Social Change Model of Leadership Development as a theoretical base, the course will explore the personal, group, and societal dimensions of leadership through discussion, experiential activities, and site visits to agencies throughout Cincinnati. There is a five-hour service requirement as part of this course.

**CED 220 Professional Development (1)**

*Prerequisite(s):* 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(s):* CED 220.

For students placed in part-time work assignments through the Cooperative Education program. Successful completion of the work experience, validation of a learning agreement and evaluation of work performance is required. Evaluation of work performed is on a pass/fail basis.

**CED 396 Cooperative Education Parallel Work Experience (1-3)**

*Prerequisite(s):* 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. Evaluation of work performed is on a pass/fail basis. 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(s):* CED 220.

For students placed in full-time work assignments through the Cooperative Education program. Successful completion of the work experience, validation of a learning agreement and evaluation of work performance is required. Evaluation of work performed is on a pass/fail basis.

**CED 496 Cooperative Education Alternating Work Experience (1-3)**

*Prerequisite(s):* 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. Evaluation of work performed is on a pass/fail basis. 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.

**CHE 104 General and Organic Chemistry (3) N**

*Prerequisite(s):* 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(s):* CHE 104.

Laboratory applications of the concepts introduced in CHE 104.

**CHE 105 Chemistry for Everyday Living (4) N**

*Prerequisite(s):* 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 General Chemistry (3) N**

*Prerequisite(s):* College preparatory high school chemistry or the successful completion of a placement test. Three years of college preparatory high school mathematics including functions.

*Corequisite(s):* Students will normally be concurrently enrolled in CHE 111A.

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 General Chemistry Laboratory (1) N**

*Corequisite(s):* CHE 111.

Laboratory applications of the concepts introduced in Chemistry 111 and an introduction to semi-micro qualitative analysis.

**CHE 112 General Chemistry (3) N**

*Prerequisite(s):* College preparatory high school chemistry or the successful completion of a placement test. Three years of college preparatory high school mathematics including functions.

*Corequisite(s):* Students will normally be concurrently enrolled in CHE 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 112A General Chemistry Laboratory (1) N**

*Corequisite(s):* CHE 112.

Laboratory applications of the concepts introduced in Chemistry 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 200 Chemistry Sophomore Seminar (1)**

*Prerequisite(s):* CHE 111, 112.

An introduction to scientific communication skills. Students will learn to search the scientific literature, properly cite references, write and present scientific information. The course includes chemistry seminars and a discussion of scientific ethics.

**CHE 211 Organic Chemistry (3) N**

*Prerequisite(s):* CHE 111, 112 or equivalent.

Principles of organic chemistry; theories of bonding and mechanisms; typical carbon compounds, their preparation, properties and reactions.

**CHE 211A Organic Chemistry Laboratory (1) N**

*Corequisite(s):* CHE 211.

Laboratory practice in the classical and instrumental techniques of organic chemistry; techniques for the safe preparation, purification and analysis of typical organic compounds.

**CHE 212 Organic Chemistry (3) N**

*Prerequisite(s)*: CHE 111, 112 or equivalent.

Principles of organic chemistry; theories of bonding and mechanisms; typical carbon compounds, their preparation, properties and reactions.

**CHE 212A Organic Chemistry Laboratory (1) N**

*Corequisite(s)*: CHE 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**

*Prerequisite(s)*: CHE 111, 112 or equivalent.

*Corequisite(s)*: 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(s)*: CHE 314.

Laboratory applications of the concepts introduced in Chemistry 314.

**CHE 315 Instrumental Analysis (3) N**

*Prerequisite(s)*: CHE 314, 314A.

*Corequisite(s)*: 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**

*Prerequisite(s)*: CHE 314, 314A.

*Corequisite(s)*: CHE 315.

Laboratory applications of the concepts introduced in CHE 315.

**CHE 325 Biochemistry: Proteins and Metabolism (3) N**

*Prerequisite(s)*: 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(s)*: CHE 325.

Experiments will be performed which illustrate common techniques used in 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**

*Prerequisite(s)*: CHE 111, 112, 211, 212.

A study of the nucleic acid structure and function with an 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. 2/2005

**CHE 326A Biochemistry: Nucleic Acid Structure and Function Laboratory (1) N**

*Corequisite(s)*: CHE 326.

Laboratory applications of the concepts introduced in CHE 326.



**CHE 340 Special Topics in Chemistry (3) N**

*Prerequisite(s)*: 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 Physical Chemistry I (3) N**

*Prerequisite(s)*: CHE 111, 112, PHY 201, 202, MTH 191, 192.

*Corequisite(s)*: CHE 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. Crosslisted with PHY 350.

**CHE 350A Physical Chemistry Lab (1) N**

*Corequisite(s)*: CHE 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. Crosslisted with PHY 350A.

**CHE 355 Physical Chemistry II (3) N**

*Prerequisite(s)*: CHE 111, 112, PHY 201, 202, MTH 191, 192.

*Corequisite(s)*: CHE 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 355A Physical Chemistry Lab (1) N**

*Corequisite(s)*: CHE 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**

*Prerequisite(s)*: 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(s)*: CHE 360.

Laboratory practice in the classical and instrumental techniques of inorganic chemistry as well as laboratory application of the concepts introduced in CHE 360.

**CHE 375 Intermediate Organic Chemistry (3) N**

*Prerequisite(s)*: 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(s)*: 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(s)*: 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 and Capstone (2) CAP**

*Prerequisite(s)*: 40 hour of Core completed.

The senior seminar and capstone experience is the culmination of the students' college chemistry education. Students will attend professional scientific presentations, while at the same time preparing a presentation, both oral and written, of their own research. Students will also work with instructors and peers to put current or historical issues in chemistry into a wider social/ethical context.

**CHE 496 Cooperative Education Work Experience: Alternating (1-3)**

*Prerequisite(s)*: 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.

**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 106 SPSS (1)**

*Corequisite(s)*: 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 pages and learn about web page formats and functions.

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

*Prerequisite(s):* 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. Crosslisted with CSC 129.

**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(s):* 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 240 Health Care Informatics (3)**

An introduction to the use of information technology in health care delivery, applications, decision-making, planning and research.

**CIS 270 Object Oriented Applications (3)**

*Prerequisite(s):* 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)**

*Prerequisite(s):* 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)**

*Prerequisite(s):* CSC 130 or CIS 230.

An introduction to database structures and design concepts. Includes hands-on experience setting up a data dictionary, designing screens and using a query language. Crosslisted with CSC 310.

**CIS 315 Web Application Design (3)**

*Prerequisite(s):* 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(s):* 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(s):* 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 350 C Programming (3)**

*Prerequisite(s):* 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 375 System Architecture (3)**

*Prerequisite(s):* 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(s):* 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(s):* 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(s):* 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 480 System Development Project (3)**

*Prerequisite(s):* 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(s):* 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.

**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**

*Prerequisite(s):* 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**

*Prerequisite(s):* COM 101 + 200 recommended.

This course develops students' visual literacy and understanding of visual communication theories and their application. Students will learn how to engage in critical analysis of the visual world around them and will have opportunities to create well-designed, meaningful visual messages using various media.

**COM 300 Advanced Composition (3) LAE**

*Prerequisite(s):* 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. Crosslisted with ENG 300.

**COM 310 Visual Communication (3) LAE**

*Prerequisite(s):* COM 100, 101, 200, 201 recommended.

This course develops students visual literacy and understanding of visual communication theories and their application. Students will learn how to engage in critical analysis of the visual world around them and will have opportunities to create well-designed, meaningful visual messages using various media.

**COM 315 History of the Motion Picture (3) LAE**

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. Crosslisted with ENG 315.

**COM 320 Oral Communication (3) LAE**

*Prerequisite(s):* 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**

*Prerequisite(s):* 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**

*Prerequisite(s):* 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 350J Health Communication (3) LAE**

This course explores, from a humanistic, narrative perspective, the impact of communication on health and conceptions of health in various contexts. Topics include doctor-patient communication, differing cultural conceptions of health and illness, family communication surrounding health, issues related to managed care (e.g., HMOs), public health campaigns, the impact of media messages on health, ethical issues, patient empowerment, and communication surrounding pregnancy and birth, infertility, chronic illness, disability, sex education, risk-taking behaviors, mental illness, aging, and death and dying.

**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**

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. Crosslisted with ENG 359.

**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(s):* 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(s):* 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(s):* CED 220.

A full-time communications related work experience supervised by department faculty coordinators in col-

laboration 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 Communication Studies/Capstone (1) CAP**

*Prerequisite(s):* 40 hours of Core curriculum completed.

Individual application of communication theory and methods to a special problem in a manner that demonstrates integration of concepts and methods of the liberal arts and sciences and those of the major. Permission of department required.

**CRM 103 Introduction to Criminal Justice System (3) S**

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.

**CRM 217 Police and Society (3)**

*Prerequisite(s):* CRM 103

Police and Society discusses and surveys: the role of police as formal social control agents in a stratified society; the history of policing; policing as an occupation; the impact of social change on police work; social characteristics of police; styles of policing; and police deviance.

**CRM 291 Beginning Fieldwork in Criminal Justice (3)**

*Prerequisite(s):* CRM 103 and permission of the Sociology program director.

Beginning field placements in which interns gain insight into the criminal justice system.

**CRM 295 Corrections (3)**

*Prerequisite(s):* CRM 103.

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.

**CRM 298 Community Justice (3) S**

*Prerequisite(s):* CRM 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.

**CRM 350 Selected Topics in Sociology/Social Work/Criminal Justice (1,2,3)**

Topics vary. May be repeated once as topic changes.

**CRM 370 Criminological Theory (3)**

*New Course*

This course reviews the basic concepts and principals of criminological theories; evaluates the adequacy of criminological theories as explanations of criminal and deviant behavior; promotes understanding that ideas have consequences by examining the connection between criminological theory and social policy.

**CRM 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.

**CRM 396 Cooperative Education Work Experience:Parallel (1,3)**

*Prerequisite(s):* 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. Evaluation of work performed is on a pass/fail basis.

### **CRM 405 Behavioral Sciences Capstone (3) CAP**

*Prerequisite(s)*: 40 hours Core curriculum completed.

A reflective, integrative experience for all majors from the Behavioral Sciences. Fulfills the college capstone requirement. Students will examine their undergraduate learning through reflection, discussion, and examination of a significant problem. Students will produce a paper and a poster presentation in which they will integrate the Baccalaureate Level Learning Outcomes with their majors and their life-long goals for learning and service.

### **CRM 496 Cooperative Education Work Experience:Alternating (1-3)**

*Prerequisite(s)*: 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. Evaluation of work performed is on a pass/fail basis.

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

*Prerequisite(s)*: MTH 185 or 3 years of high school mathematics.

Crosslisted with CIS 129.

Introduction to top-down design and stepwise refinement and recursive methods for solving problems using computers. The course will include foundational control structures, with emphasis on applications.

### **CSC 130 Introduction to Computer Science I (3)**

*Prerequisite(s)*: 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(s)*: CSC 130.

Continuation of techniques of programming, especially in large programs; introduction to more sophisticated notions such as recursion, complex data types and standard data structures.

### **CSC 231 Data Structures (3)**

*Prerequisite(s)*: 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(s)*: CSC 129.

Computer arithmetic, instruction sets, addressing techniques, CPU and memory organization and assembly language programming.

### **CSC 250 Object-Oriented Programming (3)**

*Prerequisite(s)*: 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(s)*: 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 (4)**

*Prerequisite(s):* 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. Crosslisted with CIS 310.

**CSC 320 Computer Networks and Internetworking (4)**

*Prerequisite(s):* CSC 290.

Introduction to networking and internetworking that covers first principles of networking with the fundamentals of the technology which implements them.

**CSC 322 Client-Server Applications (4)**

*Prerequisite(s):* 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)**

*Prerequisite(s):* 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 370 Introduction to Algorithms (3)**

*Prerequisite(s):* 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)**

*Prerequisite(s):* 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)**

*Prerequisite(s):* 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(s):* CSC 231.

Ordinarily one or two topics are presented. Course can be taken more than once.

**CSC 396 Cooperative Education Work Experience: Parallel (1-3)**

*Prerequisite(s):* CED 220, CSC 231.

Application of skills and concepts learned in the classroom to professional work experience. Credit is awarded upon successful completion of the work experience, documentation of predetermined Learning Agreement and evaluation of work performance. Evaluation of work performed is on a pass/fail basis.

**CSC 400 Senior Research (1,1) (1 credit per semester taken in two semesters)**

*Prerequisite(s):* 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 402 The Pinnacle and Beyond: Mathematics, Computer Science, the Mount, and Society (1) CAP**

*Prerequisite(s)*: 40 hours of Core completed.

Crosslisted MTH 402

This course looks at the 'big picture' providing an opportunity to reflect on what has gone on before and to build bridges to the future. The course provides a chance for exploration into the impact of mathematics and computer science on the world and vice-versa as well as a chance for personal reflection on the past and future impact of a math and/or computer science major and of a liberal arts education at the Mount.

**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)**

*Prerequisite(s)*: CED 220, CSC 231.

Application of skills and concepts learned in the classroom to professional work experience. Credit is awarded upon successful completion of the work experience, documentation of predetermined Learning Agreement and evaluation of work performance. Evaluation of work performed is on a pass/fail basis.

**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 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 350 International Economics (3) S**

*Prerequisite(s)*: ECO 211, 212.

Discusses issues in the areas of free trade vs. protectionism, balance of payments and international trade and finance.

**ECO 360 Money and Banking (3)**

*Prerequisite(s)*: ECO 211, ECO 212

Money, financial markets, and financial institutions are described and analyzed with economic tools such as supply and demand. The role of a central bank will be discussed along with the international financial system. Different monetary and fiscal policies will also be analyzed. Crosslisted with FIN 360.

**ECO 396 Cooperative Education Work Experience: Parallel (1-3)**

*Prerequisite(s)*: 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(s)*: 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(s):* 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.

**EDU 190 Introduction to Education (1)**

This exploratory course encourages potential teachers to think about education from the viewpoint of the teacher, both as a profession and as a process. Participants will explore their own educational experiences, observe teaching from a professional point of view, and interact with current teaching professionals. They will also have an overview of the organizational structure and school governance as it pertains to the licensure options in Ohio.

**EDU 205 Educational Assessment (3)**

*Prerequisite(s):* 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 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. Course will be waived if student passes a technology proficiency test.

**EDU 333A Art Education Practicum (1-3)**

*Prerequisite(s):* Permission of advisor (Level III status).

*Corequisite(s):* EDU 380.

The field experience is the central component of this 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. [Course Number changed to EDU 380P effective 8/05.]

**EDU 333M Music Education Practicum (1-3)**

*Prerequisite(s):* Permission of advisor (Level III status).

*Corequisite(s):* EDU 380.

The field experience is the central component of this 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. [Course Number changed to EDU 380P effective 8/05.]

**EDU 335 Communication Development and Disorders (3)**

*Prerequisite(s):* PSY 205, SED 215.

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. This course has a 10-hour field experience included.

### **EDU 355 Foundations and Policy Studies (3)**

*Prerequisite(s):* Admission to Education Department (Level II Status).

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 356 Classroom Management (3)**

*Prerequisite(s):* MCE 300 or AYA 345

This course will provide a theoretical framework for understanding children's behaviors within the context of the classroom. The focus will be on concepts and strategies for enticing, rather than coercing students into prosocial, compliant, and on-task behavior. Positive motivation of Middle School and adolescent individuals will be stressed. In class, we will interpret and simplify often-times complex concepts and practices regarding the management of student behavior. By teaching proactive strategies for managing the environment of the classroom, and understanding the source of student misbehaviors, the teacher candidate will become proficient at creating a safe, secure, learning environment.

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

*Prerequisite(s):* 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 380P Multi-Age Practicum (2)**

*New Course*

*Prerequisite(s):* AED 290/390 or MUS 343/344 and permission of advisor.

### **EDU 396 Cooperative Education Work Experience: Parallel (1-3)**

*Prerequisite(s):* 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(s):* For students in the IEC AA Degree Program.

Working under the direction of a licensed teacher, the paraprofessional candidate will learn how to support the classroom teacher. Candidates will demonstrate knowledge of the basic routines in the classroom and professional standards of conduct. Effective forms of communication with students and staff will be addressed.

### **EDU 396B Co-Op Paraprofessional In-School Experience #2 (1)**

*Prerequisite(s):* EDU 396A.

Working under the direction of a licensed teacher, the paraprofessional candidate will learn how to provide support in the classroom with students who have special needs. The IEP process, legal requirements for special needs students, adaptive learning strategies, procedures for working with students who have special health care needs, and assistive technology will be addressed.

**EDU 396C Co-Op Paraprofessional In-School Experience #3 (1)**

*Prerequisite(s):* EDU 396B.

Working under the direction of a licensed teacher, the paraprofessional candidate will learn how to work with small groups of students for remediation or enrichment in areas of need. Interpreting lesson plans, providing data for evaluation of students' progress, using various behavior management techniques, working as a member of a team will be addressed.

**EDU 396D Co-Op Paraprofessional In-School Experience #4 (5)**

*Prerequisite(s):* EDU 396C.

Working under the direction of a licensed teacher, the paraprofessional candidate will focus on the knowledge and skills needed in tutoring students in reading and mathematics.

**EDU 444A Art Education Student Teaching (12)**

*Prerequisite(s):* Admission to the Department and permission from the Clinical Experience Director. (Level IV status.)

*Corequisite(s):* SED 430.

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)**

*Prerequisite(s):* Admission to Department and permission form Clinical Experience Director. (Level IV status.)

*Corequisite(s):* SED 430.

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)**

*Prerequisite(s):* 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(s):* 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.

**ENG 140 Survey of Women Writers (3) L**

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. Crosslisted with WST 140.

**ENG 153 Introduction to Poetry (3) L**

*Prerequisite(s):* 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 165 Literature, Nature & Environ (3) L**

*New Course*

In this course students will examine works of fiction, poetry, and non-fiction that demonstrate ways literary artists envision and critique the relationship of humankind with the natural world. The emphasis will be

on contemporary work influenced by the rise of the environmentalist movement begun in the 1960s, but the context of this recent work will be established through an introductory study of selected essays and poems by the British Romantics and the American Transcendentalists. Topics to be discussed will include ecology, political and social responses to ecological crisis, and ecofeminism.

**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 211 American Literature (3) L**

*Prerequisite(s):* COM 101 or equivalent.

A study of the major writers of poetry, fiction and nonfictional prose.

**ENG 212 American Literature (3) L**

*Prerequisite(s):* COM 101 or equivalent.

A study of the major writers of poetry, fiction and nonfictional prose.

**ENG 223 Cincinnati Authors (3) LAE**

*Prerequisite(s):* 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**

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. Crosslisted with WST 225.

**ENG 226 Multicultural Women Writers (3) L**

*Prerequisite(s):* CMA 101 or equivalent.

A study of the variety of ways multicultural women writers express their evolving identities and their culture. Crosslisted with WST 226.

**ENG 230 Modern Native American Literature (3) L**

*Prerequisite(s):* 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**

*Prerequisite(s):* CMA 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**

The history and literature of the mother/daughter relationships, past and present, focusing primarily on their changing roles in modern society. Crosslisted with WST 250.

**ENG 273 The Classical World (3) LAE**

*Prerequisite(s):* 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**

*Prerequisite(s):* 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. Crosslisted with COM 300.

**ENG 315 History of the Motion Picture (3) LAE**

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. Crosslisted with COM 315.

**ENG 317 Shakespeare (3) LAE**

*Prerequisite(s):* ENG 172 or equivalent, COM 101.

A study of selected comedies, histories and tragedies.

**ENG 333 Modern Drama (3) LAE**

*Prerequisite(s):* 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) LAE**

*Prerequisite(s):* ENG 172 or equivalent. For English majors only.

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**

*Prerequisite(s):* ENG 172 or equivalent. For English majors only.

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**

*Prerequisite(s):* ENG 172 or equivalent. For English majors only.

A study of significant works written between 1800 and 1900.

**ENG 337 Literature of the Age of Uncertainty (3) LAE**

*Prerequisite(s):* ENG 172 or equivalent. For English majors only.

A study of significant works of the 20th century.

**ENG 340 English Novel (3) LAE**

*Prerequisite(s):* 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**

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. Crosslisted with COM 359.

**ENG 370 Creative Writing: Poetry (3) LAE**

*Prerequisite(s):* COM 101 or equivalent.

A study of methods, models and practice in poetry writing.

**ENG 371 Seminar in Creative Writing: Poetry (3) LAE**

*Prerequisite(s)*: ENG 370 or equivalent.

An advanced study of methods, models and practice in fiction writing.

**ENG 372 Creative Writing: Fiction (3) LAE**

*Prerequisite(s)*: COM 101 or equivalent.

A study of methods, models and practice in fiction writing.

**ENG 373 Seminar in Creative Writing: Fiction (3) LAE**

*Prerequisite(s)*: ENG 372 or equivalent.

An advanced study of methods, models and practice in fiction writing.

**ENG 385 Contemporary Literature (3) LAE**

*Prerequisite(s)*: 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 410Z The Novels of Mark Twain (3)**

*Prerequisite(s)*: Approval of instructor.

An Auto-Study course.

**ENG 413Z Greek Literature (3)**

*Prerequisite(s)*: Approval of instructor.

An Auto-Study course.

**ENG 414Z Roman Literature (3)**

*Prerequisite(s)*: Approval of instructor.

An Auto-Study course.

**ENG 419Z The Novels of Ernest Hemingway (3)**

*Prerequisite(s)*: Approval of instructor.

An Auto-Study course.

**ENG 424Z Greek Tragedy (3)**

*Prerequisite(s)*: Approval of instructor.

An Auto-Study course.

**ENG 441Z Advanced Creative Writing (3)**

*Prerequisite(s)*: Approval of instructor.

An Auto-Study course.

**ENG 450Z John Milton (3)**

*Prerequisite(s)*: Approval of instructor.

An Auto-Study course.

**ENG 461Z Writing for Publication (3)**

*Prerequisite(s)*: Approval of instructor.

An Auto-Study course.



**ENG 475Z Melville and Hawthorne (3)**

*Prerequisite(s):* Approval of instructor.  
An Auto-Study course.

**ENG 499 English Senior Seminar Capstone (1) CAP**

*Prerequisite(s):* 40 hours of Core curriculum completed.

In this capstone/seminar experience the student will reflect on and integrate what he/she has learned in the study of literature and of the liberal arts and sciences.

**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(s):* 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.

**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.

**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)**

*Prerequisite(s)*: 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(s)*: FIN 300.

Evaluation and analysis of equity of securities, capital market theory, use of funds, portfolio analysis and evaluation.

**FIN 350 International Finance (3)**

*New Course*

*Prerequisite(s)*: FIN 300.

Background, techniques, and concepts necessary to provide an understanding of global financial markets: overview of the international financial environment, foreign exchange market, and global institutions.

**FIN 360 Money and Banking (3)**

*New Course*

*Prerequisite(s)*: ECO 211, 212.

Money, financial markets, and financial institutions are described and analyzed with economic tools such as supply and demand. The role of a central bank will be discussed along with the international financial system. Different monetary and fiscal policies will also be analyzed. Crosslisted with ECO 360.

**FIN 396 Cooperative Education Work Experience: Parallel (1-3)**

*Prerequisite(s)*: 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(s)*: 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(s)*: 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(s)*: 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.

**FRE 101 Level One (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 Level One Lab (1)**

*Corequisite(s):* FRE 101

**FRE 102 Level One (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 102A Level One Lab (1)**

*Corequisite(s):* FRE 102

**FRE 201 Level Two (3) LAE**

*Prerequisite(s):* 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 Level Two Lab (1)**

*Corequisite(s):* FRE 201.

**FRE 202 Level Two (3) LAE**

*Prerequisite(s):* 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 202A Level Two Lab (1)**

*Corequisite(s):* FRE 202.

**FRE 301 Level Three (3) LAE**

*Prerequisite(s):* 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 Level Three Lab (1)**

*Corequisite(s):* FRE 301.

**FRE 302 Level Three (3) LAE**

*Prerequisite(s):* 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 302A Level Three Lab (1)**

*Corequisite(s):* FRE 302.

**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.

**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 and Laboratory.

**GEO 196H Honors: Geobotany (4) N**

*Prerequisite(s):* 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. However, students outside the Honors Program who are majoring in biology or chemistry are eligible with instructor's approval. Course includes laboratory component and field trips. Lecture and Lab. Crosslisted with BIO 196H.

**GEO 390 Research Problems in Natural Science (Variable)**

*Prerequisite(s):* Permission of instructor.

Problems in geology for selected students, pursued under the guidance of a faculty member.

**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)**

*Prerequisite(s):* ART 101, GRD 205.

This course will introduce students to letterform design and typographic composition. Classical type styles will be identified and drawn by hand. Pencil page drawings of primitive forms (Roman capitals) will be explored. An overview of typography and letterform design will be investigated.

**GRD 251 Advanced Typography: Problem Solving (3)**

*Prerequisite(s):* GRD 250.

This course will advance students in letterform design and typographic composition. Innovative type styles will be identified and drawn digitally. This course will use the computer lab extensively for investigation and experimentation with classic and non-traditional layout techniques. The industry standard software programs will be thoroughly analyzed.

**GRD 253 Digital Illustration (3)**

*Prerequisite(s):* 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 (3)**

This course is designed to expose students to every production aspect of a project: from planning to layout to file management to print. The course will teach industry standards as they pertain to layout hierarchy, software, scanning, color separation and printing. The students will learn how to utilize each of these standards to produce effective communication solutions for clients and efficient artwork for printing.

**GRD 255 Graphic Design I: Visual Form (3)**

*Prerequisite(s):* 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(s):* GRD 255.

Compounded communication studies applying typograph with image to produce well constructed and aesthetically refined compositions. Projects will be critiqued weekly. 2

**GRD 270 Web Page Design (3)**

*Prerequisite(s):* 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®) and Adobe Photoshop CS® as well as instruction in basic HTML editing. Site maintenance hierarchy using folders and files, navigation and site-mapping techniques will be explored. (MacLab)

**GRD 355 Graphic Design 3: Visual Semantics (3)**

*Prerequisite(s):* 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(s):* GRD 270, HTML or MM DreamWeaver.

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)**

*Prerequisite(s):* 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 structure for upper level students (junior or 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(s):* 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)**

*Prerequisite(s):* GRD 455.

In-depth supervised research and design of a campaign developed by the students from their portfolio of college studies; culminates in these exhibit; includes LAS caption reflection paper.

**GRD 470 Web & Interactive Design Seminar (3)**

*Prerequisite(s):* 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 advise to the students.

**GST 261 Social and Psychological Aspects of Aging (3) S**

*Prerequisite(s):* 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. Crosslisted with SOC 261.

**GST 340 Spirituality and Aging (3) S/R**

*Prerequisite(s):* 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. Crosslisted with REL 340.

**GST 358 Organizational Administration in Healthcare (3) S**

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. Crosslisted with SWK 358.

**GST 359 Work, Leisure and Retirement (3) S**

This course provides an overview of work with the 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**

*Prerequisite(s)*: 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. Crosslisted with HIS 379.

**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**

*Prerequisite(s)*: ENG 172 or equivalent.

A study of the major philosophical ideas and political events that contributed to the development of Christianity from the 1st Century through the Middle Ages. Crosslisted with PHI 274.

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

*Prerequisite(s)*: 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. Crosslisted with PHI 275.

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

*Prerequisite(s)*: 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. Crosslisted with PHI 276.

**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 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**

*Prerequisite(s):* 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. Crosslisted with GST 379.

**HIS 396 Cooperative Education Work Experience: Parallel (1-3)**

*Prerequisite(s):* 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. Evaluation of work performed is on a pass/fail basis. 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) CAP**

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) CAP**

*Prerequisite(s):* 40 hours completed in the Core curriculum, plus at least two European "Ages" classes or their equivalent.

The European History Seminar not only provides the students with an opportunity to research and write a paper of significant length on a particular topic in European history, but also gives the students the opportunity to assess the six baccalaureate degree learning outcomes that have been an integral part of their college learning experience.

**HIS 410Z Roman History (3)**

*Prerequisite(s):* Approval of instructor is required.

A study of how Rome developed from a small settlement on the Tiber to become master of the Mediterranean. An Auto-Study course.

**HIS 412Z Medieval History (3)**

*Prerequisite(s):* Approval of instructor is required.

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. An Auto-Study course.

**HIS 415Z History of India (3)**

*Prerequisite(s):* Approval of instructor is required.

An examination of the historical development of India with particular emphasis on the relationship of its religious tradition to its political and cultural uniqueness. An Auto-Study course.



**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(s):* 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. Evaluation of work performed is on a pass/fail basis. Course may be repeated up to six credit hours.

**IDS 100 Foundations Seminar (3) IDS**

An introductory course designed to orient students to college-level study and life, to survey the various ways of thinking and knowing among the liberal arts and sciences, and to introduce them to interdisciplinarity in problem solving.

**IDS 100H Honors Program Seminar I (3) IDS**

*Prerequisite(s):* 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**

*Prerequisite(s):* 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(s):* 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(s):* 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 207 Suffering and Hope (3) IDS**

*Prerequisite(s):* COM 101 or equivalent.

Religious Studies and English Interdisciplinary Course.

The experience of human suffering poses a challenge to the mind, body, and soul that invites response and understanding. This interdisciplinary course will help students reflect on the issue of suffering in depth and detail, through an examination of their own experience as well as that of others presented in poetry, essay, short story, novel and film. After exposure to theological, literary, and biblical resources, students will develop a position that reflects integration of their own experience and course material.

**IDS 209 Mathematics Through the Ages (3) IDS**

*Prerequisite(s):* 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 210 Survey of Forensic Science (4) IDS**

*Prerequisite(s)*: One semester of college-level science, MTH 098/Equiv, COM 100 and COM 101.

This course explores the forensic sciences, and integrates biology, physics, chemistry and other relevant sciences through forensic applications. Students will research topics, obtain, analyze and interpret data, and present their results in oral and written formats. Lecture and Laboratory.

#### **IDS 212 Domestic Violence (3) IDS**

*New Course*

*Prerequisite(s)*: PSY 103

An interdisciplinary course that looks at the issue of domestic violence from both legal and psychological perspectives and seeks to assist students to understand the complex nature of this problem. Students will explore possible solutions that utilize a combination of both disciplines.

#### **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.

From 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**

*Prerequisite(s)*: 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 to be scheduled. Course satisfies general education science requirement for non-science majors. Lecture, lab.

**IDS 271 Theology and Human Ecology (3) IDS**

*Prerequisite(s):* 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 275 Going Places: Present & Future of Transportation (3) IDS**

*Prerequisite(s):* One IDS Course.

This course examines our current transportation habits and explores how they influence our communities using social, political, economic, and environmental perspectives. These considerations are then used to evaluate possible present and future solutions to transportation-related problems such as worldwide oil supply and demand, air and water quality, and land use. Students will conduct hands-on studies of transportation effects in our community.

**IDS 277 The Age of Uncertainty (3) IDS**

*Prerequisite(s):* 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(s):* 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 305 Naturalist As Artist/Artist As Naturalist (4) IDS**

*Prerequisite(s):* An introductory college-level science course or ART 101.

Art, Biology, and Physical Science Interdisciplinary Course. A course for people with interest in either art or natural science. It is designed for those who love nature and wish to see and understand it better through the kind of observant looking and seeing inherent in the study of science and the practice of drawing. Course will include science lectures with an emphasis on hands-on laboratory and field experiences, and in-studio drawing exercises and field drawing. Weekend fieldtrip required.

**IDS 307 Healthy Communities (3) IDS**

*Concurrent requisite(s):* PSY 103 and SOC 103.

Gerontological Studies, 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 320 Race in America (3) IDS**

*Prerequisite(s):* 48 or more credit hours earned.

History and Sciences Interdisciplinary Course.

Students in this course will use an interdisciplinary approach to ask questions about the idea of "race" and examine how it functions in American life, drawing on perspectives from the biological and anthropological sciences, social and behavioral sciences, ethics, history and the arts.

### **IDS 331 Holistic Wellness and Aging (3) IDS**

*Prerequisite(s):* 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(s):* 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 student's relationship with Jesus through this study.

### **IDS 357H HRN: Psychology in Literature (3) IDS**

*Prerequisite(s):* COM 101 or equivalent, PSY 103, and approval of the Honors Program Director.

Psychology and English 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 370 Addictions:An Interdisc Apprch (3) IDS**

*Prerequisite(s):* PSY 103, SOC 103 and Junior class standing.

A Behavioral Sciences Interdisciplinary Course.

This course will explore the process of addictions. Addiction represents an intemperate relationship with an activity that has adverse biological, social, and psychological consequences for the person engaging in the behaviors. The problem of addictions will be examined from the disciplinary perspectives of medicine, psychology, sociology, social work, and political science.

### **IDS 380A The Mediterranean: Ancient Greece (3) IDS**

*Prerequisite(s):* IDS 100 Foundations Seminar and at least Sophomore status

Art and Humanities Interdisciplinary Course.

Through an exciting field trip to Greece, interdisciplinary readings, examination of artifacts at archaeological sites, and hands-on discovery, this course explores the impact of ancient Greek culture on contemporary beliefs, events, and art. This study is team taught by two MSJ faculty members.

### **IDS 380B The Mediterranean: Ancient Egypt (3) IDS**

*New Course*

*Prerequisite(s):* IDS 100, Sophomore status, and Cum GPA greater than 1.9

Through an exciting field trip to Egypt, interdisciplinary readings, and examination of artifacts at archaeological sites, this course explores the impact of ancient Egyptian culture-Pharonic, Coptic, and Islamic-on contemporary beliefs, society, politics, events, science, and art. This study is team taught by two MSJ

faculty members.

**IDS 390 Appalachian Culture and Spirituality (3) IDS**

*Prerequisite(s):* 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**

*Prerequisite(s):* 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**

*Prerequisite(s):* 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**

*Prerequisite(s):* 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**

*Prerequisite(s):* 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.

**IDS 395 History and Culture of Ireland (3) IDS**

*Prerequisite(s):* IDS 100.

*Corequisite(s):* REL 218.

This course will look at the history of the interrelationships of Irish life and its expressions. This course will examine how both, in past and present times, art, music, literature, and theater grow out of the saga of the Irish people. Particular attention will be paid to the influence of the struggle for Irish independence.

**IEC 210 Health, Nutrition & Safety (3)**

*Prerequisite(s):* 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(s)*: 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. [Course pending approval by College Curriculum Committee]

**IEC 250 Developmentally and Individually Appropriate Practices: Inclusion of All Learners (3)***Prerequisite(s)*: 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 310 Assessment of Young Children (3)***Prerequisite(s)*: EDU 335, IEC 230, SED 215, admission to Education Department (Level II status).

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 311 Classroom Management for IEC (3)***Prerequisite(s)*: IEC 250, EDU 205, SED 215, Department admission (Level III status).*Corequisite(s)*: IEC 421, 421P.

This course will provide a theoretical framework for understanding young children's behaviors within the context of the early childhood classroom. The focus will be on concepts and developmentally appropriate strategies for enticing students into cooperative, compliant, and on-task behavior. Positive motivation of youngsters will be stressed. In class, we will interpret and simplify complex concepts and practices regarding the management of student behavior. By teaching proactive strategies for managing the environment of the classroom, and understanding the source of student misbehaviors, the teacher candidate will become proficient at creating a safe, secure, learning environment. Teacher candidates will also strengthen skills in working with diverse families where culture and environment play a role in behaviors that manifest in the classroom.

**IEC 330 Integrating Math, Science, and Social Studies Through Reading (6)***Prerequisite(s)*: IEC 250, admission to Education Department.*Corequisite(s)*: IEC 330P.

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 330P Integrating Early Childhood Practicum (1)**

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 333B Integrated Early Childhood Practicum (1)***Prerequisite(s)*: Admission to Education Department and permission from advisor. (Students must satisfy

clinical experience prerequisite see department.)

*Corequisite(s)*: 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 337 Methods of Teaching Math in Inclusive Early Childhood (3)**

*Prerequisite(s)*: PSY 205, MTH 143, and Department Admission (Level III status).

*Corequisite(s)*: IEC 337P

This course examines the mathematical content, methods, and strategies for effective instruction within the context of an early childhood environment. Emphasis is on multiple approaches, problem solving and communication of mathematics. Developmentally appropriate practices in the use of manipulatives and technology as endorsed by the National Council of Teachers of Mathematics (NCTM) and the National Association for the Education of Young Children (NAEYC) will be stressed.

### **IEC 337P Practicum:Mathematics in IEC Education (1)**

*Prerequisite(s)*: PSY 205 and MTH 143 and Department Admission (Level II status).

*Corequisite(s)*: IEC 337 for IEC majors only; SED majors will complete 20 hour field experience.

This course allows the teacher candidate the opportunity for practical application of theories and strategies learned in the Methods of Teaching Math in Inclusive Early Childhood course (IEC 337). Emphasis in this 50 hour clinical experience includes observation, classroom management and implementation of mathematical lessons in inclusive early childhood settings.

### **IEC 338 Methods of Teaching Social Studies in IEC (3)**

*Prerequisite(s)*: IEC 250, SED 215, EDU 205, Department admission (Level III status).

This course is designed to prepare students to use best practices and procedures in the teaching of social studies in pre-school through 3rd grade. It addresses Ohio's content standards for social studies in early childhood education. This course includes a 10-hour field experience.

### **IEC 339 Methods of Teaching Science in IEC (3)**

*Prerequisite(s)*: EDU 205, SED 215, IEC 250 and Department admission (Level III status).

This course is a survey of the content and concepts of the early childhood science curriculum which includes a study of methods and materials and a review of relevant research. Teacher candidates will gain practical, hands-on practice in teaching science at the early childhood level, and developmentally appropriate practice (DAP) in science curriculum. This course includes a 10-hour field experience.

### **IEC 410 Critical Issues in Early Childhood and Special Education (3)**

*Prerequisite(s)*: IEC 255, IEC 310, IEC 330, admission to Education Department (Level II status).

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 421 Collaborative Practices in Working with Families, Communities, and Peers (3)**

*Prerequisite(s)*: SED 215, and Department admission (Level II status), IEC 250 or SED 320.

*Corequisite(s)*: IEC 421P and IEC 311.

This course is an examination of the family-centered approach in early childhood education, and is designed to acquaint apprenticing teachers with the theories, practice, skills, and knowledge of home and school relationship building in literature and practice. There is an express focus to develop understandings of diverse contexts and ethics when working with families and children. Students will gain a richer sense of meaningful partnerships for effective teaching practices in school contexts. Student will also gain skills to work with and support families and other professionals to plan educational and intervention strategies for young children and their families.

**IEC 421P Collaborative Practices in Working with Families, Communities, and Peers Practicum (1)**

*Prerequisite(s):* Admission to Department and permission from advisor (Level III status).

*Corequisite(s):* IEC 311, IEC 421.

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 444 Student Teaching and Seminar for Inclusive Early Childhood Education (12) CAP**

*Prerequisite(s):* Admission to Department and permission from Clinical Experience Director (Level IV status).

*Corequisite(s):* SED 430.

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.

**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(s):* IND 207.

Basic para-line and perspective drawing as related to interior design with emphasis on one, two and three point perspective, freehand and grid-based perspectives, and isometric drawing techniques. Presentation studies include exposure to a variety of media types, learning different advanced rendering techniques, and model building.

**IND 212 Interior Design I Commercial Overview (3)**

*Prerequisite(s):* 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 and 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(s):* 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(s):* 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, cultural, and social design issues that require research and solutions. Specific focus is



also placed on space planning and the incorporation for code compliancy in design.

**IND 310 Interior Design III Theory/Interrelationships (3)**

*Prerequisite(s):* 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(s):* 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(s):* IND 310.

Advanced study in applications of programming, conceptualization and problem solving regarding green design, universal design, design for 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(s):* 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(s):* 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.

**LCS 090 Arithmetic Review (0)**

Review of basic concepts of numeration and number operations with emphasis on fractions, decimals, percents, ratios, and proportions.

**LCS 095 Basic Algebra (3)**

*Prerequisite(s):* LCS 090 or equivalent.

Topics from Algebra, which include operations with signed numbers, solution of equations, polynomials, factoring, graphing, and exponents.

**LCS 096 Strategies and Tools for Enhancing Performance (STEP) (2)**

*New Course*

This course is intended to help the student to (1) become more self-aware of his/her strengths and weaknesses as a learner; (2) develop a greater understanding of how his/her educational efforts relate to his/her career and life goals; and (3) develop a more effective approach to academics.

**LIBST 499 Liberal Studies Senior Seminar/Capstone (1) CAP**

*Prerequisite(s):* 40 hours of Core curriculum completed.

Applications of concepts/ideas learned in the liberal studies program. Permission of the department required.

**MCE 300 Introduction to Middle School (3)**

*Prerequisite(s):* 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 355 Content Reading and Methods for Middle School Language Arts (2)**

*Prerequisite(s):* 15 hours in the concentration area, admission to Education Department, meet department GPA requirements, permission of advisor.

*Corequisite(s):* MCE 333B and MCE 350.

*Not part of curriculum for students entering the College under the 2005-2006 catalog.*

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 360P Literacy Practicum (1)**

*New Course*

*Prerequisite(s):* Admission to Department and permission from advisor (Level III status).

*Corequisite(s):* RDG 360.

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 365 Content Reading and Methods for Middle School Science (2)**

*Prerequisite(s):* 15 hours in the concentration area, admission to the Education Department, meet department GPA requirements, permission of advisor.

*Corequisite(s):* MCE 333B and MCE 350.

*Not part of curriculum for students entering the College under the 2005-2006 catalog.*

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)**

*Prerequisite(s):* 15 hours in the concentration area; admission to the Education Department; meet department GPA requirements, permission of advisor.

*Corequisite(s):* MCE 333B and MCE 350.

*Not part of curriculum for students entering the College under the 2005-2006 catalog.*

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 380P Content Practicum (2)**

*Prerequisite(s):* Admission to Department and permission from advisor. (Level III status). Students must also have completed MCE 300, EDU 205, EDU 317, SED 215 and 15 hours in content area.

*Corequisite(s):* Two of the following: MCE 383, MCE 384, MCE 385, MCE 386.

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 100 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 383 Methods of Teaching Science (3)**

*Prerequisite(s):* MCE 300 and 15 credits in science content area (Level III status).

*Corequisite(s):* MCE 380P and one of the following: MCE 384, 385, or 386 OR AYA 333P.

Crosslisted AYA 383.

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.

### **MCE 384 Methods of Teaching Middle School Mathematics (3)**

*Prerequisite(s):* MCE 300 and 15 hours in math content area (Level III status).

*Corequisite(s):* MCE 380P and one of the following: MCE 383, 385 or 386.

Crosslisted MTH 384.

The main objectives of this course are for students to develop their problem solving and collaborative skills while deepening their understanding of grades 4-9 mathematics concepts, as well as develop their personal style of teaching. Methods endorsed by the National Council of Teachers of Mathematics (NCTM) and the Ohio Department of Education (ODE) for teaching mathematics will be taught and modeled.

### **MCE 385 Methods of Teaching Social Studies (3)**

*Prerequisite(s):* MCE 300, and a minimum of 15 hours in concentration area (Level III status).

*Corequisite(s):* MCE 380P and one of the following methods courses: MCE 383, 384, or 386 OR AYA 333P.

Crosslisted AYA 385.

This course is designed to prepare the teacher candidate to teach Social Studies and the Social Sciences to children in the middle and secondary grades. Students will become familiar with the curriculum framework as well as the philosophies behind various teaching approaches as outlined by the NCSS Standards and the Ohio K-12 Content Standards for the Social Studies. The teacher candidate will investigate and practice using various teaching techniques and materials.

### **MCE 386 Methods of Teaching Language Arts (3)**

*Prerequisite(s):* MCE 300, plus 15 hours in language arts concentration area (Level III status).

*Corequisite(s):* MCE 380P and one of the following: MCE 383, MCE 384, or MCE 385.

*Not part of curriculum for students entering the College under the 2005-2006 catalog.*

Crosslisted AYA 386.

This course is designed to introduce the teacher candidate to the principles, practices, and guidelines necessary to teach Language Arts to a diverse population of middle level students and secondary level students. The teacher candidate will prepare language arts lessons that ensure success for all learners enabling them to construct a meaningful understanding of language arts concepts. Lessons and language arts curricula projects will be aligned to the ODE content standards and to the learning outcomes for the Ohio Reading and Writing Proficiency Tests. Integration in other content areas will be explored and encouraged..

### **MCE 444 Middle Childhood Student Teaching (12) CAP**

*Prerequisite(s):* Admission to the Education Department and permission from Clinical Experience Director

(Level IV status).

*Corequisite(s):* SED 430.

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.

### **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(s):* 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(s):* 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 335 Understanding Quality Management (3)**

*Prerequisite(s):* 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(s):* 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(s):* 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(s):* 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(s):* 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)**

*Prerequisite(s):* 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(s):* 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(s):* 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 492 People in Organizations (3) LAE**

*New Course*

*Prerequisite(s):* PSY 103 or MGT 300.

Crosslisted PSY 420

This course explores individual, group and organizational processes to increase understanding of self and others in organizations. Emphasizes awareness, self-development, and self-management in the context of organizational issues such as conflict resolution, team performance, and leadership.

**MGT 496 Cooperative Education Work Experience: Alternating (1-3)**

*Prerequisite(s):* 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 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(s):* 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(s)*: MKT 300 or approval of 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**

*Prerequisite(s)*: 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. Crosslisted with PSY 265.

**MKT 371 International Marketing (3)**

*Prerequisite(s)*: 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(s)*: 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(s)*: 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(s)*: 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(s):* 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(s):* 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(s):* 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.

**MTH 098 Intermediate Algebra (3)**

*Prerequisite(s):* High school algebra I or LCS 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(s):* 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(s):* LCS 094 or high school geometry. Education majors 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 170 A Liberal Arts View of Mathematics (3) N**

*Prerequisite(s):* MTH 098 or equivalent.

The complexities of the present and future require analytical skills related to everyday life. This course endeavors to instill an overall appreciation of mathematics as a discipline; and exposure to the subtlety and variety of its many facets: problems, ideas, methods and solutions. Not open to students with prior credit in IDS 211 or MTH 183.

**MTH 174 Statistics I (3) N**

*Prerequisite(s):* 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 176 without the use of SPSS.)

**MTH 176 Stats I With SPSS (3) N**

*Prerequisite(s):* 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 174 may also satisfy the statistics requirement with MTH 176 Statistics I With SPSS.*

**MTH 185 Precalculus (3) N**

*Prerequisite(s)*: 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(s)*: MTH 098 or equivalent; MTH 185 or 4 years of high school prep mathematics useful.

Fundamental concepts of differential calculus; selected techniques applicable in management science, economics and finance.

**MTH 191 Calculus I (3) N**

*Prerequisite(s)*: MTH 185 or equivalent. (Students seeking review before calculus should take MTH 185.)

*Corequisite(s)*: 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(s)*: 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(s)*: MTH 191 or equivalent.

Integral calculus: definite and indefinite integral, techniques of integration, and applications of integration.

**MTH 192A Calculus II Lab (1)**

*Prerequisite(s)*: 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(s)*: 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**

*Prerequisite(s)*: MTH 220 or equivalent.

Vectors, systems of linear equations, vector spaces, linear transformations, matrices, determinants, and related applications.

**MTH 291 Calculus III (3) N**

*Prerequisite(s)*: MTH 192 or equivalent.

Sequences, infinite series, power series, Taylor series, functions of several variables, and vectors.

**MTH 292 Calculus IV (3) N**

*Prerequisite(s)*: MTH 291 or equivalent.

Parametric curves, partial derivatives, gradients, multiple integration, vector fields, and line integrals.

**MTH 301 Mathematical Modeling (3) N**

*Prerequisite(s)*: 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 303 Mathematics Curriculum and Methods: Adolescent to Young Adult (3)**

*Prerequisite(s)*: Admission to the Education Department and AYA 365.

*Corequisite(s)*: AYA 380P.

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**

*Prerequisite(s)*: 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**

*Prerequisite(s)*: MTH 255, MTH 292 and CSC 129.

First and second order ordinary differential equations having constant coefficients; linear systems; non-homogeneous equations using determined coefficients; applications.

**MTH 315 Number Theory (3) N**

*Prerequisite(s)*: 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 (4) N**

*Prerequisite(s)*: MTH 220.

Descriptive statistics, probability, discrete and continuous random variables, probability distributions, sampling, estimation.

**MTH 325 Numerical Analysis (3) N**

*Prerequisite(s)*: 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(s)*: MTH 302 or MTH 303. MTH 191 may be either a prerequisite or a corequisite.

*Corequisite(s)*: MTH 191 may be either a prerequisite or a corequisite.

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 361 Abstract Algebra (3) N**

*Prerequisite(s)*: 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(s)*: MTH 220.

Ordinarily one or two topics are presented. Course can be taken more than once.

**MTH 384 Methods of Teaching Middle School Mathematics (3)**

*Prerequisite(s)*: MCE 300 and 15 hours in math content area.

*Corequisite(s)*: MCE 380P and one of the following: MCE 383, 385 or 386.

Crosslisted MCE 384

The main objectives of this course are for students to develop their problem solving and collaborative skills while deepening their understanding of grades 4-9 mathematics concepts, as well as develop their personal style of teaching. Methods endorsed by the National Council of Teachers of Mathematics (NCTM) and the Ohio Department of Education (ODE) for teaching mathematics will be taught and modeled.

**MTH 391 Real Analysis (3) N**

*Prerequisite(s):* MTH 292, MTH 220.

Foundations of calculus, including convergence, limits, sequences and series of real numbers and functions, continuity and differentiation, Riemann integral.

**MTH 396 Cooperative Education Work Experience: Parallel (1-3)**

*Prerequisite(s):* 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. Credit is awarded upon successful completion of the work experience, documentation of predetermined Learning Agreement and evaluation of work performance. Evaluation of work performed is on a pass/fail basis.

**MTH 400 Senior Research (1,1) (1 credit per semester taken in two semesters)**

*Prerequisite(s):* 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 402 The Pinnacle and Beyond: Mathematics, Computer Science, the Mount, and Society (1) CAP**

*Prerequisite(s):* 40 hours of Core completed.

Crosslisted PSC 402

This course looks at the 'big picture' providing an opportunity to reflect on what has gone on before and to build bridges to the future. The course provides a chance for exploration into the impact of mathematics and computer science on the world and vice-versa as well as a chance for personal reflection on the past and future impact of a math and/or computer science major and of a liberal arts education at the Mount.

**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)**

*Prerequisite(s):* 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. Credit is awarded upon successful completion of the work experience, documentation of predetermined Learning Agreement and evaluation of work performance. Evaluation of work performed is on a pass/fail basis.

**MUS 000R Repertoire Class (0)**

This is a class wherein the music majors perform for one another in preparation for the public recital. Students research and deliver a verbal Program Notes as part of the performance. Attendance and participation is required for music majors.

**MUS 101 Theory I (3)**

*Corequisite(s):* MUS 101A.

Studies in basic musicianship. Development of skills in melody writing and elementary formal analysis. Application to keyboard, sight-singing and ear-training.

**MUS 101A Theory I Lab**

*Corequisite(s):* MUS 101.

Studies in basic musicianship. Development of skills in melody writing and elementary formal analysis. Application to keyboard, sight-singing and ear-training.

**MUS 102 Theory II (3)**

*Corequisite(s):* MUS 102A.

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 102A Theory II Lab**

*Corequisite(s):* MUS 102.

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 110E Chamber Singers (1) M**

Applied Music-Ensemble.

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 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 120A Mount Community Concert Band (1) M**

Applied Music-Ensemble.

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**

Applied Music-Ensemble.

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**

Applied Music-Ensemble.

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**

Applied Music-Ensemble.

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**

Applied Music-Ensemble.

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.

**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 136 The History of Jazz (3) M**

This course is intended as a brief introduction to the uniquely American phenomenon of jazz music. Students will gain a knowledge of major styles, significant historical figures and an overview of the interplay between societal conditions and the types of music being created. In depth study of listening techniques will help the student gain a richer understanding of music as a whole. Through the course of study students may gain an appreciation and even a love for this art form that can carry throughout their lives.

**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.

**MUS 139A Enjoyment of Music I (3) M**

Explores stylistic elements of the music of the Renaissance, Baroque and Classical composers. The course is designed to expand the repertoire of the average concert-goer and to aid in the development of discriminative listening.

**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. The course is designed to expand the repertoire of the average concert-goer and to aid in the development of discriminative listening.

**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. The course is designed to expand the repertoire of the average concert-goer and to aid in the development of discriminative listening.

**MUS 140 Piano (1 or 1.5)**

Private Instruction.

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)**

Private Instruction.

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)**

Private Instruction.

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)**

Private Instruction.

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)**

Private Instruction.

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)**

Private Instruction.

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)**

Private Instruction.

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)**

Private Instruction.

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)**

Private Instruction.

Technical facility in scales, arpeggios and selected studies. Emphasis on classical guitar techniques.

**MUS 170 Harp (1 or 1.5)**

Private Instruction.

Technical studies, etudes, preludes, orchestral, and ensemble parts from Salzedo, Naderman, Vito, David. Original works and transcriptions from composers of classical, romantic and modern periods.

**MUS 180 Flute and Piccolo (1 or 1.5)**

Private Instruction.

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)**

Private Instruction.

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)**

Private Instruction.

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)**

Private Instruction.

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)**

Private Instruction.

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)**

Private Instruction.

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)**

Private Instruction.

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)**

Private Instruction.

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)**

Private Instruction.

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)**

Private Instruction.

Technical facility on instruments of definite and non-definite pitch.

**MUS 203 Theory III (3)**

*Prerequisite(s):* MUS 101, MUS 102.

*Corequisite(s):* MUS 203A.

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 203A Theory III Lab**

*Corequisite(s):* MUS 203.

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 Theory IV (3)**

*Prerequisite(s)*: MUS 203/203A.

*Corequisite(s)*: MUS 204A.

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 204A Theory IV Lab**

*Corequisite(s)*: MUS 204.

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 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)**

*Corequisite(s)*: MUS 110E.

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 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)**

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 specialist. Crosslisted with EDU 333M.

**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(s):* 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. Evaluation of work performed is on a pass/fail basis.

**MUS 400 Music Capstone (1) CAP**

*Prerequisite(s):* 40 hours of Core completed.

The Music Department Capstone is both the culmination and integration of students' musicianship and baccalaureate experiences at the College. Students will demonstrate their musical expertise in a half-hour recital. Evolving from the senior recital, the student will research one composer from his/her recital program and demonstrate how the composer was/is influenced by the historical events, philosophical thought, scientific/technological development, spirituality and cultural influences of his/her time.

**MUS 496 Cooperative Education Work Experience: Alternating (1-3)**

*Prerequisite(s):* 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. Evaluation of work performed is on a pass/fail basis.

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

*Prerequisite(s):* CHE 104, BIO 197, PSY 103, SOC 103.



*Corequisite(s):* NUR 202, NUR 205, IDS 206, BIO 198.

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)**

*Prerequisite(s):* CHE 104, BIO 197, PSY 103, SOC 103.

*Corequisite(s):* NUR 201, NUR 205, IDS 206, BIO 198.

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 is 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)**

*Prerequisite(s):* NUR 201, NUR 202, NUR 205, IDS 206, BIO 198.

*Corequisite(s):* NUR 204, BIO 215, NUR 207, 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)**

*Prerequisite(s):* BIO 198, NUR 201, NUR 202, NUR 205, IDS 206.

*Corequisite(s):* BIO 215, NUR 203, NUR 207, 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)**

*Corequisite(s):* BIO 198, 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 207 Population-Focused Primary Health Care Nursing (3)**

*Prerequisite(s):* NUR 201, NUR 202, NUR 205.

*Corequisite(s):* NUR 203, NUR 204.

This course explores the role and responsibilities of the professional nurse beyond the acute care setting and into the global community. The focus is on promoting health in communities, examining the health care system to advocate for clients, and utilizing epidemiological principles to understand global health

risks. Students begin to use the nursing process to plan culturally sensitive care that addresses a variety of aggregate health concerns such as violence, poverty, homelessness, and communicable diseases.

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

*Prerequisite(s)*: BIO 215, NUR 203, NUR 204, NUR 207, PSY 204.

*Corequisite(s)*: NUR 302, NUR 317.

This course explores the needs of childbearing families and children experiencing the childbearing process, surgery and health conditions of these client systems. The nursing process within the primary health care framework is used 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)**

*Prerequisite(s)*: BIO 215, NUR 203, NUR 204, NUR 207, PSY 204.

*Corequisite(s)*: NUR 301, NUR 317.

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)**

*Prerequisite(s)*: NUR 301, NUR 302, NUR 317.

*Corequisite(s)*: 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 and surgical conditions. 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)**

*Prerequisite(s)*: NUR 301, NUR 302.

*Corequisite(s)*: 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 and surgical 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(s)*: 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 317 Pharmacology and Medication Administration (3)**

*Prerequisite(s):* BIO 215, NUR 203, NUR 204.

*Corequisite(s):* NUR 301, NUR 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 330 Nursing Research (3)**

*Prerequisite(s):* 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 weekend sections limited to registered nurses. NOTE: First semester (S1-06) is the final offering for NUR 330.

**NUR 396 Cooperative Education Work Experience: Parallel (1-3)**

*Prerequisite(s):* 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. Evaluation of work performed is on a pass/fail basis.

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

*Prerequisite(s):* NUR 304, NUR 305.

*Corequisite(s):* NUR 430, NUR 402.

This course focuses on clients experiencing conditions that are life threatening and/or involve multiple body systems. The course includes complex medical-surgical conditions in 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)**

*Prerequisite(s):* NUR 304, NUR 305.

*Corequisite(s):* NUR 401, NUR 430.

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 complex medical-surgical conditions and the rehabilitative phases of multi-system conditions and related technology in 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 406 Primary Health Care Nursing of Clients with Mental Health Conditions (3)**

*Prerequisite(s)*: NUR 401, NUR 402, NUR 430.

*Corequisite(s)*: NUR 407 and NUR 408.

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 prevention and health management with individuals experiencing behavioral/mental conditions. Content related to legal, ethical, and emotional impact of these conditions is integrated. Emphasis is placed on developing diagnostic reasoning, process skills, and reflective judgment. Advanced concepts of communication, leadership, and management, coordination and evaluation of client care, interdisciplinary collaboration, and critical thinking required for working in complex situations are integrated.

**NUR 407 Clinical Applications of Primary Health Care Nursing of Clients with Mental Health Conditions (2)**

*Prerequisite(s)*: NUR 401, NUR 402, NUR 430.

*Corequisite(s)*: NUR 406, NUR 408.

This course is the clinical component to NUR 406 and is taken concurrently. Students are expected to use critical thinking and communication skills in applying the nursing process to meet the needs of clients experiencing behavior/mental conditions at various stages of the life cycle. Principles of collaboration, teaching, leadership and management, evaluation and research are incorporated as essential elements of providing holistic client care.

**NUR 408 Advanced Clinical Applications of Primary Health Care Nursing (3) CAP**

*Prerequisite(s)*: NUR 401, NUR 402, NUR 430.

*Corequisite(s)*: NUR 406, NUR 407.

This course is the final culminating clinical course of the baccalaureate nursing program and capstone experience. The focus is on socializing the student into the professional role of nursing through the development of a capstone project and completion of a 112 hour preceptorship. In the capstone project students synthesize concepts from nursing, the liberal arts and sciences, and their life experiences, demonstrating that they have met the baccalaureate learning outcomes of the college. During the preceptorship, students collaborate with a mentor nurse, further developing practice competencies, including: communication, collaboration, critical thinking, teaching/learning, leadership and management, coordination and evaluation of client care. Students also engage in a variety of seminar activities in which they integrate knowledge and practice experiences from current and previous learning in nursing and the liberal arts and sciences.

**NUR 411 Primary Health Care Nursing with Clients at High Risk for Complex Multi-System Conditions (4)**

*Prerequisite(s)*: Registered nurse, IDS 307, NUR 315, NUR 430.

*Corequisite(s)*: 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)**

*Prerequisite(s)*: Registered nurse, IDS 307, NUR 315, NUR 430.

*Corequisite(s)*: 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)**

*Prerequisite(s)*: Registered nurse, NUR 411, NUR 412.

*Corequisite(s)*: 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) CAP**

*Prerequisite(s)*: Registered nurse, NUR 411, NUR 412, and completion of 40 hours of the Core curriculum.

*Corequisite(s)*: 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. Students have the opportunity to work in partnership with interdisciplinary teams and diverse populations in a variety of settings. Course activities involve three major projects: 1.) A preceptorship experience with a nurse leader and other professions to promote health care in a variety of health care settings; 2.) a broad-based community project that emerges from the needs and capacities of the community assessed in NUR 412; and 3.) a capstone project reflecting achievement of six baccalaureate curriculum learning outcomes. Students also engage in seminar experiences to critically reflect on role development and the accomplishment of baccalaureate capstone outcomes.

**NUR 430 Research in the Health Sciences (3)**

*Prerequisite(s)*: MTH 174 or MTH 176, or permission of chairperson.

Research in the Health Sciences focuses on the interaction of the components of the research process with application to the theory and practice of healthcare. This course emphasizes the critical appraisal and utilization of health-related research including selected theories and ethical considerations. Critical and reflective thinking, as a health care clinician who provides evidence based practice, will be emphasized.

**NUR 496 Cooperative Education Work Experience: Alternating (1-3)**

*Prerequisite(s)*: 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. Evaluation of work performed is on a pass/fail basis.

**PED 115 Rock Climbing/Rappelling (1)**

This course is designed to acquaint the student with the basic knowledge and techniques of top-rope rock climbing and rappelling. The primary emphasis will be to gain a hands-on understanding of the general principles and practices of top-rope rock climbing and rappelling. Topics will include how equipment works and how it is used, basic climbing skills and techniques, knot-tying, safety, climbing etiquette and terminology.

**PED 116 Hiking and Nature Study (2)**

This course is designed to acquaint the student with the basic fundamentals of hiking, not only as a physical activity, but also to give the student a better appreciation of nature along the way.

**PED 118 Archery (1)**

This course is designed to acquaint the student with basic archery, and to gain a level of understanding and competency toward the sport. Proficient shooting skills are emphasized. Handouts, videos, discussions and practice will provide the conceptual knowledge for these skills.

**PED 119 Beginning Racquetball (1)**

This course involves 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 123 Tae Kwon Do (1)**

This course is designed to introduce students to traditional Tae Kwon Do, which includes basic blocks, kicks, punches, proper falling techniques, forms, weapons, and Olympic-style free sparring.

**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 20 hours of 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.

**PED 175A Intercollegiate Women's Volleyball (1)**

*Prerequisite(s):* (Intercollegiate athletes only)

**PED 175B Intercollegiate Women's Basketball (1)**

*Prerequisite(s):* (Intercollegiate athletes only)

**PED 175C Intercollegiate Softball (1)**

*Prerequisite(s):* (Intercollegiate athletes only)

**PED 175E Intercollegiate Football (1)**

*Prerequisite(s):* (Intercollegiate athletes only)

**PED 175F Intercollegiate Baseball (1)**

*Prerequisite(s):* (Intercollegiate athletes only)

**PED 175G Intercollegiate Wrestling (1)**

*Prerequisite(s):* (Intercollegiate athletes only)

**PED 175I Intercollegiate Women's Soccer (1)**

*Prerequisite(s):* (Intercollegiate athletes only)

**PED 175J Intercollegiate Men's Basketball (1)**

*Prerequisite(s):* (Intercollegiate athletes only)

**PED 175K Intercollegiate Women's Cross Country (1)**

*Prerequisite(s):* (Intercollegiate athletes only)

**PED 175L Intercollegiate Men's Cross Country (1)**

*Prerequisite(s):* (Intercollegiate athletes only)

**PED 175M Intercollegiate Women's Golf (1)**

*Prerequisite(s):* (Intercollegiate athletes only)

**PED 175N Dance Team (1)**

*Prerequisite(s):* (Dance Team members only)

**PED 175O Cheerleading (1)**

*Prerequisite(s):* (Mount Cheerleaders only)

**PED 175P Intercollegiate Men's Golf (1)**

*Prerequisite(s):* (Intercollegiate athletes only)

**PED 175Q Intercollegiate Women's Track and Field (1)**

*Prerequisite(s):* (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 Movement and Exploration (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(s):* BIO 131.

Crosslisted ATR 220

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 221 Sport and Lifelong Physical Activities I (3)**

A course designed for pre-professionals in physical education to learn how to enable students to develop psychomotor and cognitive skills in basic sports and lifelong physical activities that are prevalent today in education environments. Practice teaching of appropriate instructional cues and self and peer feedback is included. The activities to be included in each course are as follows: Activities I - basketball, flag football, softball, volleyball, soccer.

**PED 222 Sport and Lifelong Physical Activities II (3)**

A course designed for pre-professionals in physical education to enable students to develop psychomotor and cognitive skills in basic sports and lifelong physical activities that are prevalent today in educational environments. Practice teaching of appropriate instructional cues and self and peer feedback is included. The activities to be included in each course are as follows: Activities II - badminton, tennis, golf, tumbling, fitness/power walking, aerobics.

**PED 223 Sport and Lifelong Physical Activities III (3)**

A course designed for pre-professionals in physical education to enable students to develop psychomotor and cognitive skills in basic sports and lifelong physical activities that are prevalent today in educational environments. Practice teaching of appropriate instructional cues and self and peer feedback is included. The activities to be included in each course are as follows: Activities III - recreational games, outdoor games and other recreational pursuits..

**PED 241 Assessment and Evaluation of Physical Education (3)**

*Prerequisite(s):* EDU 190.

This course involves the area of educational testing, traditional and authentic assessment, and measurement. It presents formal and informal methods to evaluate specific academic and psychomotor areas, team and individual/dual sports and fitness learning, and the learning processes of students aged 3-21. Emphasis is given to the development and use of teacher-made tests (cognitive comprehension tests, motor and skills testing, anthropometric) for learners of various school ages as well as the understanding and interpretation of standardized and non-standardized tests. Practical experience in the administration of testing instruments and the construction of teacher-made tests is included.

**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)**

*Prerequisite(s):* PED 221, 222 or 223 and PED 241, PED 260 recommended.

Building on developmental game stages, this course uses the Sport Education model to design middle and high school units in selected team sports.

**PED 320 Teaching Individual/Lifetime Activities (3)**

*Prerequisite(s):* PED 221, 222, or 223 and PED 360 (Level III status).

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)**

*Prerequisite(s):* PSY 103

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 333B Physical Education Practicum: Middle/High School (1)**

*Prerequisite(s):* Admission to Department and permission from advisor. (Students must satisfy clinical experience prerequisites)

*Corequisite(s):* 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)**

*Prerequisite(s):* Admission to Department and permission from advisor (Level III status).

This additional field experience will be individualized as needed.

**PED 342 Organization and Management of PE (3)**

*Prerequisite(s):* EDU 190.

This course will provide a theoretical framework for understanding young children's behaviors within the context of the physical education setting. The focus will be on concepts and strategies for engaging students into pro-social, compliant, and on-task behavior. Positive motivation of multi-age students will be stressed. Complex concepts and practices regarding the organization and management of students and behavior within the varied physical education environment will be discussed. By teaching pro-active strategies for managing the student learning environment, and understanding the source of student misbehaviors, the teacher candidate will become proficient at creating a safe, secure learning environment. Teacher candidates will also strengthen skills in working with diverse families where culture and environment play a role in behaviors that manifest in the classroom or gymnasium.

**PED 350 Exercise Physiology (2)**

Crosslisted ATR 350

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 Curriculum and Methodology for Early/Middle Childhood Physical Education (3)**

*Prerequisite(s):* PED 241 (Level III status).

*Corequisite(s):* PED 360P.

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 concurrent practicum (PED 360P) is designed to implement content ideas learned in this course.

**PED 360P Physical Education Practicum: Early Childhood (1)**

*New Course*

*Corequisite(s):* PED 360

**PED 370 Adapted Physical Education (3)**

*Prerequisite(s):* SED 215.

*Corequisite(s):* PED 444.

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.

**PED 380 Independent Study (Variable)**

*Prerequisite(s):* 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(s):* 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 Curriculum and Methods for Adolescent Physical Education (3)**

*Prerequisite(s):* Five or more PED 300 level courses.

*Corequisite(s):* PED 410P.

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 410P Physical Education Practicum:Middle/High School (1)**

*New Course*

*Corequisite(s):* PED 410

**PED 444 Student Teaching for Multi-Age Physical Education (12) CAP**

*Prerequisite(s):* Admission to Department and permission from Clinical Experience Director (Level IV status).

*Corequisite(s):* PED 370.

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 496 Cooperative Education Work Experience: Alternating (1-3)**

*Prerequisite(s):* 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.

**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 150 Freedom, Order, & Individuality (3) R**

Focuses on philosophical views that claim freedom, order and individuality realistically and meaningfully coexist and on philosophers whose perspectives challenge such harmony among freedom, order, and individuality. Literature, philosophical texts and films provide the basis of the study.

**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**

*Prerequisite(s):* 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. Crosslisted with HIS 274.

**PHI 275 Age of Protest (3) H/R**

*Prerequisite(s):* 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. Crosslisted with HIS 275.

**PHI 276 Age of Ideology (3) H/R**

*Prerequisite(s)*: 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 medial worldview. Crosslisted with HIS 276.

**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) LAE**

This course is designed for students who wish to study an area of their own interest independently. Permission of an instructor is required.

**PHI 412Z Euthanasia (3)**

*Prerequisite(s)*: Approval of instructor.

An Auto-Study course.

**PHI 413Z Community and the Individual (3)**

*Prerequisite(s)*: Approval of instructor.

An Auto-Study course.

**PHI 414Z Animal Rights (3)**

*Prerequisite(s)*: Approval of instructor.

An Auto-Study course.

**PHI 415Z Discrimination and Affirmative Action (3)**

*Prerequisite(s)*: Approval of instructor.

An Auto-Study course.

**PHY 105 Physical Science (4) N**

*Prerequisite(s)*: 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**

*Prerequisite(s)*: MTH 098 or equivalent.

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 201 General Physics (3) N**

*Prerequisite(s)*: MTH 185 or equivalent.

*Corequisite(s)*: PHY 201A.

Fundamental principles, laws and theories of mechanics, relativity, heat, sound, electricity, and light. Lecture, lab.

**PHY 201A General Physics Laboratory (1) N**

*Corequisite(s)*: PHY 201.

Laboratory applications of the concepts introduced in PHY 201.

**PHY 202 General Physics (3) N**

*Prerequisite(s)*: MTH 185 or equivalent.

*Corequisite(s)*: PHY 202A.

Fundamental principles, laws and theories of mechanics, relativity, heat, sound, electricity, and light. Lecture, lab.

**PHY 202A General Physics Laboratory (1) N**

*Corequisite(s)*: PHY 202.

Laboratory applications of the concepts introduced in PHY 202.

**PHY 350 Physical Chemistry I (3) N**

*Prerequisite(s)*: CHE 111, 112, PHY 201, 202, MTH 191, 192.

*Corequisite(s)*: 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. Crosslisted with CHE 350.

**PHY 350A Physical Chemistry I Laboratory (1) N**

*Corequisite(s)*: 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. Crosslisted with CHE 350A.

**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**

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. Crosslisted with PSC 151.

**PRL 152 Legal Research (3)**

*Concurrent requisite(s)*: 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)**

Nature of law in legal systems. Tort, liability, contracts, essential elements. Crosslisted with BUS 210.

**PRL 261 Introduction to Corporate Law (3)**

*Prerequisite(s)*: 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)**

*Prerequisite(s)*: 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)**

*Prerequisite(s)*: 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)**

*Prerequisite(s):* 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(s):* 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(s):* 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 323 Law & End of Life Issues (3)**

*New Course*

This course will examine the growing role the judicial system in the United States is exercising in determining decisions being made in matters pertaining to end of life decisions. Topics covered will include contemporary rulings by the Supreme Court in issues of ending or sustaining life, as well as legal documents and proceedings such as guardianships, powers of attorney and advance directives (living wills, etc.)

**PRL 331 Real Estate Law Practice (3)**

*Prerequisite(s):* 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(s):* 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 350A Intro Pension Law & Admin (3)**

*New Course*

This course will explore ethical issues arising in the legal environment, including: the unauthorized practice of law, confidentiality and privilege, conflicts of interest, and competence. It covers topics of interest to those intending to work with or as lawyers.

**PRL 350T Crim Law & Procedure for PRL (3)**

*New Course*

This course will address the basics of criminal law and criminal procedure as it relates to paralegal practice.

**PRL 354 Constitutional Law (3) S**

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. Crosslisted with PSC 354.

**PRL 355 Family Law (3)**

*Prerequisite(s):* 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**

*Prerequisite(s)*: 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. Crosslisted with PSY 358.

**PRL 360 Medical Issues and the Law I (3)**

*Prerequisite(s)*: 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 396 Cooperative Education Work Experience: Parallel (1-3)**

*Prerequisite(s)*: 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. Evaluation of work performed is on a pass/fail basis.

**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 405 Behavioral Sciences Capstone (3) CAP**

*Prerequisite(s)*: 40 hours of Core curriculum completed.

A reflective, integrative experience for all majors from the Behavioral Sciences. Fulfills the college capstone requirement. Students will examine their undergraduate learning through reflection, discussion, and examination of a significant problem. Students will produce a paper and a poster presentation in which they will integrate the Baccalaureate Level Learning Outcomes with their majors and their life-long goals for learning and service.

**PRL 450 Advanced Legal Research (3)**

*Prerequisite(s)*: 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(s)*: 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. Evaluation of work performed is on a pass/fail basis.

**PSC 151 Introduction to Legal Principles (3) S**

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. Crosslisted with PRL 151.

**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 214 Society and Politics in the Third World (3) S**

*Prerequisite(s)*: SOC 103.

Crosslisted SOC 214.

The Third World is a diverse group of poor and underdeveloped countries of Latin America, Asia, and Africa. The course introduces you to the societies and politics of these countries. It offers theoretical perspectives used in understanding economic and political development and underdevelopment in the modern world. It discusses key economic, social, political, and cultural problems affecting developing countries. It situates the Third World in the context of the contemporary crises of the global community.

**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**

*Prerequisite(s)*: 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. Crosslisted with SWK 223.

**PSC 335 International Politics (3) S**

*Prerequisite(s)*: 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. Crosslisted with SOC 335.

**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**

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. Crosslisted with PRL 354.

**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(s):* 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. Evaluation of work performed is on a pass/fail basis. Course may be repeated up to six credit hours.

**PSC 496 Cooperative Education Experience: Alternating (1-3)***Prerequisite(s):* 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. Evaluation of work performed is on a pass/fail basis. Course may be repeated up to six credit hours.

**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(s):* 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(s):* 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(s):* 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***Prerequisite(s):* 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. Crosslisted with SOC 208.

**PSY 225 Human Sexuality (3) S***Prerequisite(s):* 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(s):* 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**

*Prerequisite(s):* 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. Crosslisted with MKT 365.

**PSY 309 Social Influence (3) S**

*Prerequisite(s):* 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(s):* 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 333 Human Relationships (3) S**

*Prerequisite(s):* PSY 103

This course will examine a variety of relationships including romantic relationships, family relationships, friendships, and (time-permitting) gay/lesbian relationships. We will explore various topics across relationships, e.g., boundaries, and some topics specific to certain relationships, e.g., limerence within romantic relationships. The student will gain an understanding of factors contributing to problematic relationships, like domestic violence relationships, and will end with a focus on a personality disorder with its basis in unhealthy relationships: Borderline Personality Disorder.

**PSY 340 Abnormal Psychology (3) S**

*Prerequisite(s):* 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(s):* PSY 103.

Topics vary. May be repeated as topic changes.

**PSY 351 Forensic Psychology (3) LAE**

**PSY 358 Law and Psychology (3) LAE**

*Prerequisite(s):* 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. Crosslisted with PRL 358.

**PSY 360 Physiological Psychology (3) S**

*Prerequisite(s):* PSY 103.

The physiological basis of behavior and mental processes. Includes neurophysiology, sense organs, neurotransmitters, and pathological maladies.

**PSY 375 Research I (4)**

*Prerequisite(s):* 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(s):* 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 380 Pseudoscience and Controversial Claims (3)**

*Prerequisite(s):* PSY 103 plus 6 additional hours in PSY

Examines a variety of controversial therapies, psychological tests, paranormal claims, and other psychological phenomena. Pseudoscientific approaches to gathering evidence for these phenomena will be compared and contrasted with scientific approaches. Seminar format.

**PSY 385 Personality Theories (3) S**

*Prerequisite(s):* 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(s):* 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)**

*Prerequisite(s):* 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(s):* 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)**

*Prerequisite(s):* 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 405 Behavioral Sciences Capstone (3) CAP**

*Prerequisite(s):* 40 hour Core curriculum completed.

A reflective, integrative experience for all majors from the Behavioral Sciences. Fulfills the college capstone requirement. Students will examine their undergraduate learning through reflection, discussion, and examination of a significant problem. Students will produce a paper and a poster presentation in which they will integrate the Baccalaureate Level Learning Outcomes with their majors and their life-long goals for learning and service.

**PSY 410 Great Ideas/History of Psychology (3) S**

*Prerequisite(s):* 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 420 People in Organizations (3) LAE**

*New Course*

*Prerequisite(s):* PSY 103 or MGT 300.

Crosslisted MGT 492.

This course explores individual, group and organizational processes to increase understanding of self and others in organizations. Emphasizes awareness, self-development, and self-management in the context of organizational issues such as conflict resolution, team performance, and leadership.

**PSY 496 Cooperative Education Work Experience: Alternating (1-3)**

*Prerequisite(s):* 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. Evaluation of work performed is on a pass/fail basis. PSY 396/496 may be repeated up to nine credit hours.

**PT 301 Professional Socialization (2) CAP**

*Prerequisite(s):* 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 410 Applied Human Physiology (4)**

*Prerequisite(s):* Matriculation to the Professional Phase of the MPT program.

*Corequisite(s):* PT 410A

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 410A Applied Human Physiology Lab**

*Prerequisite(s):* Matriculation to the Professional Phase of the MPT program.

*Corequisite(s):* PT 410

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 Biomechanics and Kinesiology (4)**

*Prerequisite(s):* BIO 326/326A.

*Corequisite(s):* PT 415A

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 415A Biomechanics and Kinesiology Lab**

*Prerequisite(s):* BIO 326/326A.

*Corequisite(s):* PT 415

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 Basic Examination & Evaluation (3)**

*Prerequisite(s):* BIO 326/326A.

*Corequisite(s):* PT 420A

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 420A Basic Examination & Evaluation Lab**

*Corequisite(s):* PT 420

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 Therapeutic Procedures I (3)**

*Prerequisite(s):* BIO 301 and BIO 326/326A.

*Corequisite(s):* PT 430A

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 430A Therapeutic Procedures I Lab**

*Corequisite(s):* PT 430

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 Therapeutic Exercise I (4)**

*Prerequisite(s):* BIO 326/326A.

*Corequisite(s):* PT 415, PT 420/420A, and PT 440A.

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 440A Therapeutic Exercise I Lab**

*Prerequisite(s):* BIO 326/326A.

*Corequisite(s)*: PT 415, PT 420/420A, and PT 440.

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.

### **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(s)*: RCT 201.

*Corequisite(s)*: 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(s)*: 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(s)*: RCT 201.

*Corequisite(s)*: 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(s)*: 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)**

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. Crosslisted with SWK 287.

**RCT 290 Clinical Fieldwork in Psychiatric Settings (1)**

*Prerequisite(s):* 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(s):* 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(s):* 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(s):* 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(s):* RCT 201.

*Corequisite(s):* 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(s):* 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 405 Behavioral Sciences Capstone (3) CAP**

*Prerequisite(s):* 40 hours Core curriculum completed.

A reflective, integrative experience for all majors from the Behavioral Sciences. Fulfills the college capstone requirement. Students will examine their undergraduate learning through reflection, discussion, and examination of a significant problem. Students will produce a paper and a poster presentation in which they will integrate the Baccalaureate Level Learning Outcomes with their majors and their life-long goals for learning and service.

**RCT 430 Organization and Management in Recreation Therapy and Professional Development (3)**

*Prerequisite(s):* 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)**

*Prerequisite(s):* 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.

**RDG 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.

**RDG 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.

**RDG 315 Literacy in the Inclusive Setting (3)**

*Prerequisite(s):* Admission to the Education Department (Level III status).

*Corequisite(s):* RDG 315P and RDG 331 for IEC Majors; no coreq for SED majors.

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.

**RDG 315P IEC Practicum:Literacy (1)**

*Prerequisite(s):* Admission to the Department and permission from advisor (Level III status).

*Corequisite(s):* RDG 315 and RDG 331 for IEC Majors Only. No Coreq for SED majors.

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.

**RDG 330 Phonics and Linguistics (3)**

*Prerequisite(s):* Admission to Education Department (Level II status).

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.

**RDG 331 Methods of Teaching Language Arts through Reading in IEC (3)**

*Prerequisite(s):* EDU 205, PSY 205, RDG 330, Department admission (Level II status)

*Corequisite(s):* RDG 315 and RDG 315P

The purpose of this course is to bring together previous studies with the focus on integrating all the language arts as specified by the National Council of Teachers of English: reading, writing, listening, speaking, viewing, and visual representation. The focus will be on the development of classroom curriculum and lessons that exemplify best practices through thematic planning. This course has a 10-hour field experience.

**RDG 338 Diagnosis and Remediation of Reading Problems (3)**

*Prerequisite(s):* Admission to Education Department (Level II status).

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.

### **RDG 339 Remediation of Reading Practicum (3)**

This course requires the student to instruct an individual student or several students who have been assessed and diagnosed as having reading difficulties. Emphasis is placed on the instructional strategies appropriate for use in a remedial reading situation. The diagnosis of strengths and weaknesses, collaboration with the classroom teacher, and the selection of developmentally appropriate remedial materials are major outcomes of this course. This practicum course includes three components: 1.) diagnosis, 2.) remedial tutoring and 3.) seminars. This course is the culminating course required for the Reading Endorsement.

### **RDG 340 Literacy Development for Young Child (3)**

*Prerequisite(s):* Admission to the Education Department (Level II status).

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.

### **RDG 360 Foundations of Literacy (3)**

*Prerequisite(s):* Education Department Acceptance (Level II status).

*Corequisite(s):* MCE 360P for MCE majors or 20 hours of field experience for SED majors.

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.

### **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 Christianity for today's world while taking up critical questions that will inform and challenge you about the role



of Christianity in shaping past, present and future human societies.

**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 235 Holistic Wellness: Theory and Practice (3) R**

This course will introduce participants to a number of simple, effective, holistic practices from different countries and cultures. Practices include Tai-Chi meditation and body movement, acupressure for alleviating pain and stress-related problems, visualization and breathing, and hand massage. There will also be time for reflection and sharing. The simplicity of the work invites participants to easily share what they learn with others and is especially valuable to those working in health ministries, parish nursing, counseling, etc. The content of the workshop is based on the work of Dr. Patricia Cane and Capacitar International, Inc. ([www.capacitar.org](http://www.capacitar.org))

**REL 239 Healing Touch (3) R**

This course will study the connection of religious and spiritual practices, beliefs, and healing process especially through the use of energy healing (laying of hands). Contemporary theories from science and energy healing will be integrated with the religious perspective. Significant classroom time will be experiential and spent on introduction to the healing touch energy system. Outside classroom readings and papers will be assigned. (Note: this is not a certification class for Healing Touch International Program, nor does it teach techniques of energy healing to use in daily life or ministry.)

**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 316H Honors: Speaking of God (3) R**

*Prerequisite(s):* 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 324 Liturgy and Sacrament (3) R**

*Prerequisite(s):* 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(s):* 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(s):* 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 and Aging (3) S/R**

*Prerequisite(s):* 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. Crosslisted with GST 340.

**REL 350 Pauline Theology and Christian Beginnings (3) R**

*Prerequisite(s):* 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(s):* 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 Capstone (3) CAP**

*Prerequisite(s):* 40 hours of Core completed.

The Capstone course is an integrating component of the religious studies, the religious education, the pastoral ministry programs and the baccalaureate level learning outcomes. Students should be expected to apply pertinent ideas and questions from the liberal arts and sciences to a particular focus in religious studies. Within the timeframe of the semester, the students will prepare and publicly present a thesis paper, demonstrating the ability to identify themes (e.g. human suffering), apply strategies (e.g. social analysis; biological process), and critically examine ideologies (e.g. creationism) from the liberal arts and sciences in order to communicate in the written and spoken word about a specific question pertinent to contemporary religious studies.

**RPS 306 Grief, Loss & the Adolescent (3)**

*New Course*

The course emphasizes benefits of incorporating spiritual wellness practices in the process of coping with

grief. Special emphasis is placed on the paradox of adolescents' sense of invulnerability and the starkness encountered when inevitable loss occurs. A psychological/spiritual healing process is demonstrated by incorporating adolescent development theory with applications of holistic spirituality. This is applied to all too frequent issues facing adolescents, such as loss of friends and family by divorce, terminal illness, tragic accidents, and suicide.

### **RPS 323 Law and End of Life Issues (3)**

*New Course*

This course will examine the growing role the judicial system in the United States is exercising in determining decisions being made in matters pertaining to end of life decisions. Topics covered will include contemporary rulings by the Supreme Court in issues of ending or sustaining life, as well as legal documents and proceeding such as Guardianship, Powers of Attorney and Advance Directives (Living Wills, etc.).

### **RPS 340 Philosophy and Methods of Religious Education (3)**

*Prerequisite(s)*: 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(s)*: 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(s)*: 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(s)*: 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(s)*: 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(s)*: 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(s):* 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. Evaluation of work performed is on a pass/fail basis.

**RPS 496 Cooperative Education Work Experience: Alternating (1-3)**

*Prerequisite(s):* 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. Evaluation of work performed is on a pass/fail basis.

**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 (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(s):* 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 20-hour field experience.

**SED 330 Assessment and Diagnosis in Special Education (3)**

*Prerequisite(s):* Admission to the Education Department, EDU 205, SED 320 (Level II status).

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 333D Moderate/Intensive Practicum: Secondary (1)**

*Prerequisite(s):* Admission to the Education Department and permission from advisor. (Students must satisfy clinical experience prerequisites) SED 215, SED 325, and SED 330.

*Corequisite(s):* SED 390.

The 50 hours of field 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)**

*Prerequisite(s)*: Admission to the Education Department, SED 320 (Level II status).

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 345P Mild/Moderate Practicum:Secondary (1)**

*Prerequisite(s)*: Admission to Department and permission from advisor (Level III status).

*Corequisite(s)*: SED 345.

The 50 hours of field 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 380 Curriculum and Methods for Students with Mild/Moderate Needs (3)**

*Prerequisite(s)*: Admission to the Education Department, SED 320 (Level II status).

*Corequisite(s)*: SED 380P.

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 380P Mild/Moderate Practicum:Early/Middle Childhood Education (1)**

*Prerequisite(s)*: Admission to Department and permission from advisor (Level III status).

*Corequisite(s)*: SED 380.

The 50 hours of field 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 390 Curriculum and Methods for Students with Moderate to Intensive Needs in Secondary Settings (3)**

*Prerequisite(s)*: Admission to the Education Department, SED 215, SED 325.

*Corequisite(s)*: 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(s)*: 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. Evaluation of work performed is

on a pass/fail basis. May be repeated for a maximum total of six credits.

**SED 430 Teaching in an Inclusive Setting (3)**

*Prerequisite(s):* Admission to the Education Department/Licensure program, SED 215, and a methods course and practicum in the major or licensure program (Level III status or higher).

*Corequisite(s):* Student teaching in AYA 444, EDU 444A, EDU 444M, ECI 444, MCE 444 or SED 444.

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.

**SED 444 Special Education Student Teaching (12) CAP**

*Prerequisite(s):* Admission to Department and permission from Clinical Experience Director (Level IV status).

*Corequisite(s):* SED 430.

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(s):* SED 215, SED 320.

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(s):* SED 320.

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)**

*Prerequisite(s):* 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(s):* 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. Evaluation of work performed is on a pass/fail basis. 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.

**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(s):* 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(s):* 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**

*Prerequisite(s):* 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. Crosslisted with PSY 208.

**SOC 209 Social Stratification (3)**

*New Course*

*Prerequisite(s):* SOC 103

An examination of stratification and inequality in societies, with particular emphasis on American capitalist society. The course explores sociological explanations of the development, existence and perpetuation of institutionalized inequality in society, and the impact of inequality on personal and family life, education, and politics.

**SOC 214 Society and Politics in the Third World (3) S**

*Prerequisite(s):* SOC 103 Crosslisted with PSC 214

The Third World is a diverse group of poor and underdeveloped countries of Latin America, Asia, and Africa. The course introduces you to the societies and politics of these countries. It offers theoretical perspectives used in understanding economic and political development and underdevelopment in the modern world. It discusses key economic, social, political, and cultural problems affecting developing countries. It situates the Third World in the context of the contemporary crises of the global community.

**SOC 215 Sociology of Religion (3) S**

*Prerequisite(s):* 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(s):* 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 261 Social and Psychological Aspects of Aging (3) S**

*Prerequisite(s):* SOC 103. Crosslisted with GST 261

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(s):* 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 292 Juvenile Delinquency (3) S**

*Prerequisite(s):* SOC 103.



Nature of delinquent behavior; theories of causation; treatment of delinquents; recent trends in delinquency; the Juvenile Court process.

**SOC 294 Criminal Law and Public Response (3) S**

*Prerequisite(s):* 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 299 Advanced Fieldwork in Criminal Justice (4, 8)**

*Prerequisite(s):* 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 335 International Politics (3) S**

*Prerequisite(s):* 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. Crosslisted with PSC 335.

**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(s):* 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)**

*Prerequisite(s):* 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. Crosslisted with SWK 375.

**SOC 377 Evaluation Research and Grantsmanship (3)**

*Prerequisite(s):* 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. Crosslisted with SWK 377/ASA 377.

**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(s):* 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. Evaluation of work performed is on a pass/fail basis. Course may be repeated up to six credit hours.

**SOC 400 Senior Thesis (3)**

*Prerequisite(s):* 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 405 Behavioral Sciences Capstone (3) CAP**

*Prerequisite(s):* 40 hours Core curriculum completed.

A reflective, integrative experience for all majors from the Behavioral Sciences. Fulfills the college capstone requirement. Students will examine their undergraduate learning through reflection, discussion, and examination of a significant problem. Students will produce a paper and a poster presentation in which they will integrate the Baccalaureate Level Learning Outcomes with their majors and their life-long goals for learning and service.

**SOC 496 Cooperative Education Work Experience: Alternating (1-3)**

*Prerequisite(s):* 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. Evaluation of work performed is on a pass/fail basis. Course may be repeated up to six credit hours.

**SPA 101 Level One (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 Level One Lab (1) LAE**

*Corequisite(s):* SPA 101

**SPA 102 Level One (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 102A Level One Lab (1)**

*Corequisite(s):* SPA 102

**SPA 201 Level Two (3) LAE**

*Prerequisite(s):* 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 Level Two Lab (1) LAE**

*Corequisite(s):* SPA 201.

**SPA 202 Level Two (3) LAE**

*Prerequisite(s):* 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 202A Level Two Lab (1)**

*Corequisite(s):* SPA 202.

**SWK 220 Introduction to Social Work (3)**

*Prerequisite(s):* 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**

*Prerequisite(s):* 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. Crosslisted with PSC 223.

**SWK 287 Stress Awareness and Reduction (3)**

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. Crosslisted with RCT 287.

**SWK 321 Human Behavior in the Social Environment (3)**

*Prerequisite(s):* 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)**

*Prerequisite(s):* 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(s):* 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)**

*Prerequisite(s):* 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)**

*Prerequisite(s):* 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) S**

This course examines some of the administrative, managerial and human resources 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. Crosslisted with GST 358.

**SWK 375 Social Research I (4)**

*Prerequisite(s):* 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. Crosslisted with SOC 375.

**SWK 377 Evaluation Research and Grants (3)**

*Prerequisite(s):* 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. Crosslisted with SOC 377/ASA 377.

**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 405 Behavioral Sciences Capstone (3) CAP**

*Prerequisite(s):* 40 hours Core curriculum completed.

A reflective, integrative experience for all majors from the Behavioral Sciences. Fulfills the college capstone requirement. Students will examine their undergraduate learning through reflection, discussion, and examination of a significant problem. Students will produce a paper and a poster presentation in which they will integrate the Baccalaureate Level Learning Outcomes with their majors and their life-long goals for learning and service.

**SWK 432 Fieldwork II & Seminar (5)**

*Prerequisite(s):* 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(s):* 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.

**WST 140 Survey of Women Writers (3) L**

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. Crosslisted with ENG 140.

**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**

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. Crosslisted with ENG 225.

**WST 226 Multicultural Women Writers (3) L**

*Prerequisite(s):* COM 101 or equivalent.

A study of the variety of ways multicultural women writers express their evolving identities and their culture. Crosslisted with ENG 226.

**WST 250 Mothers/Daughters (3) L**

The history and literature of mother/daughter relationships, past and present, focusing primarily on their changing roles in modern society. Crosslisted with ENG 250.

**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.

## Courses Taught at Other Sites

### Air Force ROTC: Aerospace Studies

#### 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](http://afrotc.com) or write us at Air Force ROTC Detachment 665, University of Cincinnati, PO Box 210042, Cincinnati, OH 45221-0042.

## **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 239 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.msj.edu](http://inside.msj.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.msj.edu](http://inside.msj.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.

## **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](http://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

Additional rights and responsibilities can be found under Academic Policies starting on page 83.

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.

## Formal Complaints

Students may register concerns in a variety of ways ranging from informal conversations, formal appeals, to feedback on evaluation surveys. If a student wants to register a **formal complaint** it must be submitted in writing, by fax, or by email (the official communication medium at the Mount) to the institutional line officer responsible for handling the area where the complaint originates. Written formal complaints should describe the issue or concern and must include the student's name, signature, and date. Formal complaints should be submitted to the Academic Dean, the Dean of Students, or the President.

## Undergraduate Degree Programs

### Baccalaureate Degree Programs

Listed are majors and areas of concentration or licensure with the associated degrees awarded through designated academic departments.

#### ACCOUNTING

Bachelor of Science  
(Department of Business Administration)

#### AGING SERVICES AND ADMINISTRATION

Bachelor of Arts  
(Department of Behavioral Sciences)

#### AGING SERVICES AND ADMINISTRATION/RECREATIONAL THERAPY

Bachelor of Science (Dual Major)  
(Department of Behavioral Sciences)

#### AGING SERVICES AND ADMINISTRATION/SOCIAL WORK

Bachelor of Arts (Dual Major)  
(Department of Behavioral Sciences)

#### ART

Bachelor of Arts  
Concentration in pre-art therapy.  
(Department of Art)

#### ART EDUCATION

Bachelor of Arts  
Multi-age licensure in art education.  
(Department of Art)

#### ART-FINE ARTS

Bachelor of Fine Arts  
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  
(Department of Art)

#### ART-INTERIOR DESIGN

Bachelor of Arts or Bachelor of Fine Arts  
(Department of Art)

#### ATHLETIC TRAINING

Bachelor of Science  
(Department of Health Sciences)

#### BIOCHEMISTRY

Bachelor of Science  
(Department of Chemistry and Physical Sciences)

**BIOLOGY**

Bachelor of Science  
(Department of Biology)

**BUSINESS ADMINISTRATION**

Bachelor of Science  
Concentrations in economics, finance, international business, management, and marketing.  
(Department of Business Administration)

**BUSINESS ADMINISTRATION/MATHEMATICS**

Bachelor of Science Degree or Bachelor of Arts Degree  
(Departments of Business Administration and Mathematics/Computer Science)

**CHEMISTRY**

Bachelor of Science  
Preparation in pre-professional areas including medicine, optometry, dentistry, and podiatry.  
(Department of Chemistry and Physical Sciences)

**CHEMISTRY/MATHEMATICS**

Bachelor of Science or Bachelor of Arts  
(Departments of Chemistry and Physical Sciences and Mathematics/Computer Science)

**COMMUNICATION STUDIES**

Bachelor of Arts  
(Department of Humanities)

**COMPUTER INFORMATION SYSTEMS**

Bachelor of Science  
Concentration in systems development.  
(Department of Business Administration)

**COMPUTER SCIENCE WITH A MINOR IN MATHEMATICS**

Bachelor of Science  
(Department of Mathematics and Computer Science)

**CRIMINOLOGY/SOCIOLOGY**

Bachelor of Science  
(Department of Behavioral Sciences)

**ENGLISH**

Bachelor of Arts  
(Department of Humanities)

**HISTORY**

Bachelor of Arts  
(Department of Humanities)

**INCLUSIVE EARLY CHILDHOOD EDUCATION**

Bachelor of Arts  
Licensure in inclusive early childhood education (ages 3-8).  
(Department of Education)

**LIBERAL STUDIES**

Bachelor of Arts  
(Department of Humanities)

MATHEMATICS

Bachelor of Arts

(Department of Mathematics and Computer Science)

MATHEMATICS/BUSINESS ADMINISTRATION

Bachelor of Arts Degree or Bachelor of Science

(Departments of Mathematics/Computer Science and Business Administration)

MATHEMATICS/CHEMISTRY

Bachelor of Arts or Bachelor of Science

(Departments of Mathematics/Computer Science and Chemistry and Physical Sciences)

MIDDLE CHILDHOOD EDUCATION

Bachelor of Arts

Licensure in middle childhood education (grades 7-12).

(Department of Education)

MUSIC

Bachelor of Arts

Licensure in music education.

(Department of Music)

NATURAL SCIENCE

Bachelor of Science

Concentration in chemistry.

(Department of Chemistry and Physical Sciences)

NURSING

Bachelor of Science in Nursing

(Department of Health Sciences)

PARALEGAL STUDIES

Bachelor of Arts

(Department of Behavioral Sciences)

PHYSICAL EDUCATION

Bachelor of Arts

Licensure in physical education.

(Department of Education)

PSYCHOLOGY

Bachelor of Science

(Department of Behavioral Sciences)

RECREATIONAL THERAPY

Bachelor of Science

(Department of Behavioral Sciences)

RELIGIOUS EDUCATION

Bachelor of Arts

(Department of Religious and Pastoral Studies)

RELIGIOUS PASTORAL MINISTRY

Bachelor of Arts

(Department of Religious and Pastoral Studies)



RELIGIOUS STUDIES

Bachelor of Arts

(Department of Religious and Pastoral Studies)

SOCIAL WORK

Bachelor of Arts

(Department of Behavioral Sciences)

SOCIOLOGY

Bachelor of Science

(Department of Behavioral Sciences)

SPECIAL EDUCATION

Bachelor of Arts

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)

CRIMINOLOGY

(Department of Behavioral Sciences)

ENGLISH

(Department of Humanities)

ETHICS

(Department of Religious and Pastoral Studies)

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)

PHOTOGRAPHY

(Department of Art)

POLITICAL SCIENCE

(Department of Behavioral Sciences)

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.

### **ACCOUNTING**

Associate in Science  
(Department of Business Administration)

### **AGING SERVICES AND ADMINISTRATION**

Associate in Arts  
(Department of Behavioral Sciences)

### **ART**

Associate in Arts  
(Department of Art)

### **ART-GRAPHIC DESIGN**

Associate in Arts  
(Department of Art)

### **ART-INTERIOR DESIGN**

Associate in Arts  
(Department of Art)

### **BUSINESS ADMINISTRATION**

Associate in Science  
(Department of Business Administration)

### **COMMUNICATION STUDIES**

Associate in Arts  
(Department of Humanities)

### **COMPUTER INFORMATION SYSTEMS**

Associate in Science  
(Department of Business Administration)

### **INCLUSIVE EARLY CHILDHOOD EDUCATION**

Associate in Arts  
(Department of Education)

### **LIBERAL STUDIES**

Associate in Arts  
(Department of Humanities)

### **PARALEGAL STUDIES**

Associate in Arts  
(Department of Behavioral Sciences)

## **Certificate Programs**

### **GERONTOLOGY**

(Department of Behavioral Sciences)

### **iDESIGN**

(Department of Art)

LONG TERM CARE

(Department of Behavioral Sciences)

Admission/Marketing  
Director  
Nursing/Nurse Manager

PARALEGAL STUDIES

(Department of Behavioral Sciences)

RECREATIONAL THERAPY

(Department of Behavioral Sciences)

## **Licensure Programs in Education**

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)

Special Education Intervention Specialist Licensure (Ages 5-21)

Mild/Moderate  
Moderate/Intensive

Endorsements in Education

Adapted Physical Education  
Reading

## Catalog Requirements for New Students

Students are required to comply with the policies, degree and major requirements stated in the catalog in effect for the first semester/term of enrollment following acceptance. Students enrolled for the first time in summer session will be bound by the College catalog in effect for the following fall semester/term.

### Student Classifications

The College of Mount St. Joseph enrolls undergraduate students of varying ages, backgrounds, experiences, and academic pursuits. Given the special academic and personal needs of students, the Mount classifies students as:

**Traditional Students** are students out of high school fewer than four years; **Adult Students** are students out of high school for four or more years; **Off-Site Students** are students pursuing a Mount degree in one of the College's off-site degree programs.

Traditional, adult or off-site students are further classified according to the following distinctions:

1. Degree-seeking (matriculated) students are those students who:

- (a) have been officially accepted for admission by the Office of Admission;
- (b) are degree-seeking in academic pursuit of an associate or a baccalaureate degree.

*All degree-seeking undergraduate students will follow the College's core curriculum stated in the catalog in effect for the first semester of enrollment following acceptance. 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.*

2. Certificate-seeking (matriculated) students are those who:

- (a) have been officially accepted for admission into a certificate program by the Office of Admission;
- (b) are not pursuing a degree but a certificate with College program requirements and residency requirements to be fulfilled in order to receive a certificate from the College of Mount St. Joseph.

3. Non-degree seeking (non-matriculated) students are those unclassified students who:

- (a) have submitted an adult student application but have not completed all requirements for official acceptance through the Admission Office (acceptance status is "Pending"). Students in "Pending" admission status may register for classes up to one calendar year from the date of the application;
- (b) have not planned to submit an application for acceptance and do not intend to pursue a degree or certificate program.

Traditional students must seek and obtain formal admission to the College before registering for more than 13 credit hours. Traditional students not admitted through the regular admission process are limited to attempting two courses (maximum six credit hours) per semester or during the entire summer sessions until reaching the 13 credit-hour limit. Traditional transfer students in good standing from another accredited college or university, who have not been admitted may take their 13 credit hours in one semester or during an entire summer session. Students seeking certification only are excluded from this policy. The policy is implemented at the discretion of the academic dean.

Traditional, adult and off-site students who choose not to enroll in courses at the Mount for a period of two years from the date of their application must reapply for admission.

## Course Delivery Formats

### *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.

### *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. 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 core curriculum coordinator.

### *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 requirements for a 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.

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.