



# 2013-14 Undergraduate Catalog

---

College of Mount St. Joseph

compiled March 25, 2014, from <http://registrar.msj.edu/undergraduate-catalog>

## *PDF Version History:*

July 10, 2013: v.072013

July 23, 2013: v.072013a

- Requirements for major in Interactive Media Design & Computing (BS): corrected total hours for; removed CSC 129 (Computer-Based Problem Solving) and INF 401 (Senior Research); added INF 120 (Principles of Programming I) and note that INF 400 (Senior Research) should be taken for two semesters
- Requirements for major in Mathematics (BA): added MTH 402 (The Pinnacle and Beyond: Math, Computer Science, the Mount, and Society)
- updated major in Mathematics w/ selected minor or AYA licensure (BS) to major in Mathematics w/ selected minor (BS)
- Requirements for major in Mathematics/Business Administration (BS): added MTH 402 (The Pinnacle and Beyond: Math, Computer Science, the Mount, and Society)
- Requirements for major in Mathematics/Chemistry (BS): added MTH 402 (The Pinnacle and Beyond: Math, Computer Science, the Mount, and Society)
- Requirements for minor in Web Application Development: removed option of CSC 129 (Computer-Based Problem Solving) or CIS 270 (Object Oriented Applications); added INF 120 (Principles of Programming I)
- Pre-Professional Studies: changed "physician" to "pre-med"
- updates to course descriptions

September 16, 2013: v.092013

- total hours correct to requirements for major in Religious Studies
- moved "Incomplete Grades" information from underneath "Grades" section to just underneath "Academic Policies" section
- updates to course descriptions

September 18, 2013: v.092013a

- correction to requirements for minor in Music
- corrected course number (SOC 130 should have been SOC 103) and course title (title for ECO 212 should have been Microeconomics) in core requirements
- updates to course descriptions

October 24, 2013: v.102013

- updated miscellaneous URLs
- under AYA licensure: removed subject area of chemistry/life science
- minor updates to Air Force ROTC information
- updates to course descriptions

November 15, 2013: v.112013

- Requirements for major in General Studies (BA): added note to required hours
- updates to course descriptions

March 25, 2014: v.032014

- updates to course descriptions

# Contents

<b>Divisions, Departments &amp; Programs</b>	<b>1</b>
Division of Arts & Humanities . . . . .	1
Department of Art, Fine Art, Art Education & Art History . . . . .	1
Major in Art - Bachelor of Arts Degree . . . . .	2
Major in Art - Bachelor of Arts Degree, Pre-Art Therapy Conc, PSY Minor . . . . .	3
Major in Art Education - Bachelor of Arts Degree . . . . .	4
Major in Art History - Bachelor of Arts Degree . . . . .	5
Major in Fine Arts - Bachelor of Fine Arts Degree . . . . .	7
Major in Art - Associate of Arts Degree . . . . .	8
Minor in Art . . . . .	9
Minor in Art History . . . . .	9
Minor in Illustration . . . . .	10
Minor in International Art & Design Studies . . . . .	10
Minor in Photography . . . . .	11
Department of Communication & New Media Studies . . . . .	11
Major in Communication & New Media Studies - Bachelor of Arts Degree . . . . .	12
Major in Communication & New Media Studies - Associate of Arts Degree . . . . .	13
Minor in Communication & New Media Studies . . . . .	14
Minor in Written Communication . . . . .	14
Department of English & Modern Languages . . . . .	15
Major in English - Bachelor of Arts Degree . . . . .	15
Major in English w/ Creative Writing Conc-Bachelor of Arts Degree . . . . .	17

Major in English w/ Drama Conc-Bachelor of Arts Degree . . . . .	19
Minor in English . . . . .	20
Minor in Spanish . . . . .	21
Minor in Women’s Studies . . . . .	22
Department of General Studies/Philosophy . . . . .	22
Major in General Studies - Bachelor of Arts Degree . . . . .	23
Major in General Studies - Associate of Arts Degree . . . . .	23
Minor in Philosophy . . . . .	24
Department of Graphic Design . . . . .	24
Major in Graphic Design - Bachelor of Fine Arts . . . . .	25
Major in Graphic Design - Bachelor of Arts Degree . . . . .	26
Major in Graphic Design - Associate of Arts Degree . . . . .	27
Minor or Certificate in iDesign (Web and Interactive Design Program) . . . . .	28
Minor in International Art & Design Studies . . . . .	28
Department of History . . . . .	29
Major in History - Bachelor of Arts Degree . . . . .	29
Minor in American Studies . . . . .	31
Minor in History . . . . .	31
Department of Music . . . . .	31
Major in Music - Bachelor of Arts Degree . . . . .	32
Minor in Music . . . . .	34
Department of Religious & Pastoral Studies . . . . .	34
Major in Religious Studies w/Optional Concentration - Bachelor of Arts Degree . . . . .	35
Interdisciplinary Minor in Ethics . . . . .	36
Minor in Catholic Studies . . . . .	37
Minor in Religious Studies . . . . .	38
Division of Behavioral & Natural Sciences . . . . .	38
Department of Biology . . . . .	38
Major in Biology - Bachelor of Science Degree . . . . .	39
Major in Neuroscience Bio Track – Bachelor of Science Degree with Psychology Minor . . . . .	40

Major in Neuroscience Psy Track – Bachelor of Science Degree with Biology Minor . .	42
Minor in Biology . . . . .	43
Minor in Forensic Science . . . . .	44
Department of Chemistry . . . . .	46
Major in Chemistry - Bachelor of Arts Degree . . . . .	47
Major in Chemistry - Bachelor of Science Degree . . . . .	49
Major in Biochemistry - Bachelor of Science Degree . . . . .	50
Major in Chemistry & Mathematics - Bachelor of Science Degree . . . . .	51
Minor in Chemistry . . . . .	53
Minor in Sustainability Studies . . . . .	54
Department of Criminology . . . . .	55
Major in Criminology - Bachelor of Science Degree . . . . .	56
Online Criminology Completion Program . . . . .	57
Minor in Criminology . . . . .	58
Department of Informatics . . . . .	59
Major in Business Informatics - Bachelor of Science Degree . . . . .	60
Major in Health Science Informatics - Bachelor of Science Degree . . . . .	62
Major in Web and Mobile Informatics - Bachelor of Science Degree . . . . .	63
Major in Mathematics and Web/Mobile Informatics - Bachelor of Science Degree . . .	64
Minor in Informatics . . . . .	66
Department of Legal Studies . . . . .	66
Major in Paralegal Studies - Bachelor of Arts Degree . . . . .	67
Major in Paralegal Studies - Associate of Arts Degree . . . . .	68
Minor in Legal Studies . . . . .	69
Certificate in Paralegal Studies . . . . .	69
Department of Mathematics . . . . .	70
Major in Interactive Media Design & Computing - Bachelor of Science Degree . . . .	72
Major in Mathematics - Bachelor of Arts Degree . . . . .	73
Major in Mathematics w/selected minor - Bachelor of Science Degree . . . . .	74
Major in Mathematics/Business Administration - Bachelor of Science Degree . . . . .	75

Major in Mathematics/Chemistry - Bachelor of Science Degree . . . . .	77
Minor in Mathematics . . . . .	78
Minor in Web Application Development . . . . .	79
Minor in Computer Science . . . . .	79
Department of Psychology . . . . .	79
Major in Psychology - Bachelor of Science Degree . . . . .	80
Minor in Psychology . . . . .	81
Minor in Socio-Psychology . . . . .	82
Department of Sociology & Social Work . . . . .	82
Major in Social Work - Bachelor of Arts Degree . . . . .	84
Major in Sociology (Family Dynamics Track) - Bachelor of Science Degree . . . . .	85
Major in Sociology (Social Dynamics Track) - Bachelor of Science Degree . . . . .	86
Minor in Gerontology . . . . .	87
Minor in Leadership and Civic Engagement . . . . .	88
Minor in Nonprofit Leadership . . . . .	89
Minor in Sociology . . . . .	90
Minor in Socio-Psychology . . . . .	90
Certificate in Gerontology . . . . .	91
Certificate in Nonprofit Leadership . . . . .	91
Division of Business . . . . .	91
4+1 Master of Business Administration . . . . .	92
Program Requirements for a Master of Business Administration (MBA) Degree in the 4 + 1 Program . . . . .	93
Department of Accounting . . . . .	95
Major in Accounting - Bachelor of Science Degree . . . . .	96
Major in Accounting - Bachelor of Science Degree (Accounting Plus) . . . . .	97
Major in Accounting - Associate of Science Degree . . . . .	98
Minor in Accounting . . . . .	99
Department of Business Administration . . . . .	99
Major in Business Administration - Bachelor of Science Degree . . . . .	99

Major in Business Administration/Math - Bachelor of Science Degree . . . . .	101
Major in Business Administration - Associate of Science Degree . . . . .	102
Minor in Business Administration . . . . .	103
Minor in Marketing . . . . .	104
Department of Organizational Leadership . . . . .	104
Major in Organizational Leadership - Bachelor of Science Degree . . . . .	104
Certificate in Organizational Leadership . . . . .	105
Department of Sport Management . . . . .	106
Major in Sport Management/Bus Admin Minor - Bachelor of Science Degree . . . . .	107
Minor in Coaching . . . . .	108
Division of Education . . . . .	109
Adolescent to Young Adult Education . . . . .	111
AYA Licensure Programs (grades 7-12) . . . . .	111
Inclusive Early Childhood . . . . .	118
Major & License in Inclusive Early Childhood Education - Bachelor of Arts Degree . . . . .	118
Middle Childhood . . . . .	120
Middle Childhood Major & Licensure (grades 4-9) - Bachelor of Arts Degree . . . . .	120
Multi-Age Education Licensure Programs . . . . .	123
Multi-Age Education Licensure (grades K-12) . . . . .	123
Special Education Intervention Specialist . . . . .	125
Special Education - Bachelor of Arts Degree (Intervention Specialist Licensure) . . . . .	125
Major in Educational Studies, Non-Licensure Program - Bachelor of Arts Degree . . . . .	127
Division of Health Sciences . . . . .	129
Department of Athletic Training . . . . .	129
Major in Athletic Training - Bachelor of Science Degree . . . . .	132
Minor in Exercise Science & Fitness . . . . .	134
Department of Nursing . . . . .	134
Bachelor of Science in Nursing Degree/Pre-licensure Program . . . . .	137
Bachelor of Science in Nursing Degree RN/BSN Accelerated Program for Registered Nurses . . . . .	142

Cooperative Education . . . . .	143
Pre-Professional Studies . . . . .	144
Chiropractor (D.C.) . . . . .	145
Dentist (D.D.S.) . . . . .	146
Occupational Therapist (O.T.) . . . . .	148
Optometrist (O.D.) . . . . .	150
Pharmacist (PharmD) . . . . .	151
Physical Therapist (P.T.) . . . . .	153
Pre-Med (M.D. or D.O.) . . . . .	155
Physician Assistant (PA) . . . . .	156
Podiatrist (D.P.M.) . . . . .	158
Public Health (MPH or DrPH.) . . . . .	160
Veterinarian (D.V.M. or V.M.D.) . . . . .	162
Service Learning . . . . .	163
<b>Academic Information</b>	<b>165</b>
Academic Calendars . . . . .	165
2013-14 Academic Calendar . . . . .	165
2014-15 Academic Calendar . . . . .	166
Degree Information . . . . .	166
Baccalaureate Majors & Degree Programs . . . . .	166
Minors . . . . .	170
Associate Majors & Degree Programs . . . . .	172
Certificate Programs . . . . .	173
Licensure Programs in Education . . . . .	174
Additional Undergraduate Degrees . . . . .	174
Multiple Majors/Degrees . . . . .	175
Core Curriculum . . . . .	175
Core Curriculum Requirements . . . . .	176
Baccalaureate Degree . . . . .	176



Associate Degree . . . . .	177
Core Curriculum Course Codes . . . . .	178
Learning Outcomes & Performance Indicators . . . . .	180
Course Descriptions . . . . .	183
Courses Taught at Other Sites . . . . .	349
Air Force ROTC: Aerospace Studies . . . . .	349
Army ROTC . . . . .	350
Military Science (ROTC opportunity available) . . . . .	350
Accreditation, Memberships & Assessment . . . . .	351
<b>Advising &amp; Registration</b>	<b>355</b>
Academic Advising Mission Statement . . . . .	355
Registration . . . . .	356
Preassignments for Accelerated Courses . . . . .	356
Study at Other Institutions: The Greater Cincinnati Consortium of Colleges and Universities	356
Adding/Dropping Courses . . . . .	357
Course Withdrawal Policy . . . . .	357
Student Withdrawal from the College . . . . .	358
Auditing Courses . . . . .	359
Senior Citizens Registering for Classes . . . . .	359
Veterans Education . . . . .	359
Academic Exploration Program . . . . .	359
Academic Major Field . . . . .	360
Assessment & Placement Testing . . . . .	360
Change of Major, Minor, Degree or Program . . . . .	360
Course Load, Selection & Numbering System . . . . .	361
Developmental Course Policy . . . . .	362
Graduate Courses for Undergraduates . . . . .	362
<b>Rights &amp; Policies</b>	<b>363</b>
Academic Policies . . . . .	363

Academic Grade Appeal . . . . .	363
Academic Honesty . . . . .	364
Academic Honesty Policy . . . . .	364
Academic Dishonesty Appeal Process . . . . .	367
Academic Standing . . . . .	367
Good Academic Standing . . . . .	367
Academic Warning . . . . .	368
Academic Action . . . . .	368
Academic Probation . . . . .	368
Academic Condition . . . . .	368
Academic Suspension . . . . .	369
Academic Dismissal . . . . .	369
Eligibility for Financial Aid . . . . .	369
Eligibility to Participate in Intercollegiate Athletics . . . . .	369
Satisfactory Progress Requirements for Intercollegiate Athletes . . . . .	369
Appeals/Petitions for Reinstatement . . . . .	370
Academic Renewal . . . . .	370
Fresh Start . . . . .	371
Temporary Illness, Injury, Pregnancy or Related Condition Modification Policy . . . . .	371
Emergency Medical Leave of Absence . . . . .	371
Catalog Requirements for New Students . . . . .	372
Course Timeframe & Delivery Formats . . . . .	372
Course Terminology & Classification . . . . .	373
FERPA . . . . .	375
Grades . . . . .	377
Grading System . . . . .	377
Pass/Fail System . . . . .	378
Incomplete Grades . . . . .	379
Change of Grade . . . . .	379
Repeated Courses . . . . .	379

Course Age Limits . . . . .	379
Grade Reports . . . . .	380
Transcripts . . . . .	380
Incomplete Grades . . . . .	380
Graduation . . . . .	381
Degrees Awarded . . . . .	381
Graduation with Honors . . . . .	382
Degree/Graduation Application Information . . . . .	383
Honors . . . . .	384
Academic Honors & Awards . . . . .	384
Graduation Honors . . . . .	384
Honor Societies . . . . .	384
Prior Learning Assessment . . . . .	384
General Policies . . . . .	385
PLA Options . . . . .	385
Residency Requirements . . . . .	387
Solomon Amendment . . . . .	387
Student Classifications & Class Levels . . . . .	388
Transfer Policies . . . . .	389
Student Rights & Responsibilities . . . . .	390
Formal Complaints . . . . .	390
Legal Penalty for Tampering with Education Records . . . . .	390
Nondiscrimination Policy . . . . .	390
<b>Finance</b>	<b>393</b>
Financial Information . . . . .	393
Payment of Charges . . . . .	393
Withdrawals and Reduced Charges . . . . .	394
Payment Requirements . . . . .	394
Veteran's Education . . . . .	394

Financing the College . . . . . 394

# Divisions, Departments & Programs

## Division of Arts & Humanities

Michael Sontag, Ph.D., Dean

The Division of Arts & Humanities 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.

Through the division, students may pursue majors in art, art education, art history, communication and new media studies, fine arts, English, general studies, graphic design, history, music, religious education, religious pastoral ministry, and religious studies; they may earn minors in American studies, art history, Catholic studies, communication and new media studies, English, history, iDesign, illustration, music, philosophy, photography, religious studies, Spanish, women's studies, written communication, and an interdisciplinary minor in ethics. The division also offers a certificate in iDesign.

In addition to major, minor, and certificate programs, faculty members in humanities offer all students a set of department courses that satisfy the requirements in the liberal arts and sciences core. Course sequences in Spanish also are available which students may apply to elective hours in the Liberal Arts and Sciences Core Curriculum.

## Department of Art, Fine Art, Art Education & Art History

Loyola Walter, M.F.A., Chairperson

Art majors at the Mount will discover a wealth of opportunities to explore and develop their artistic abilities. The Dorothy Meyer Ziv Art & Design Building houses spacious studios with abundant natural light, wireless computer connection, late hours and the Studio San Giuseppe, an art gallery that welcomes students and visitors with engaging professional exhibitions that parallel the art and design programs, as well as faculty and student exhibits.

Students are encouraged to explore cooperative education work assignments in their concentrations. All art majors are eligible to study and work abroad.

Students are also encouraged to participate in Service Learning, a reflective educational experience unique to the Mount in which students can earn academic credit for meaningful community service activities, like Working in Neighborhoods (WIN) or with Habitat for Humanity.

### **Departmental Review**

Formal admission to the Department of Art, Fine Art, Art Education, & Art History is contingent upon the submission of a portfolio of college-level work to the faculty for review and determination. This review usually occurs after the completion of at least 18 credit hours in art at the Mount. Transfer students may apply after the completion of 18 hours of art courses at the college level, with at least the last six hours of studio course credits completed at the Mount. More advanced transfer students can be reviewed upon entry. Review approval is an overall departmental requirement for graduation.

Transfer students into the Department of Art, Fine Art, Art Education, & Art History 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.

## **Major in Art - Bachelor of Arts Degree**

### **Program Requirements**

Hours: 50

### **Major Courses - 50 hours**

**ART 100** Art & Design Foundation Seminar (1) A  
**ART 101** Drawing Foundation I (3) A  
**ART 102** Drawing Foundation II (3) A  
**ART 103** Design Foundation I (3) A  
**ART 106** Design Foundation II (3) A  
**ART 110** Foundation Portfolio Review (0)  
**ART 121** Art History: World Art (3) A  
**ART 217** Painting (3) A  
**ART 301** Figure Drawing (3) A

or

**ART 302** Advanced Drawing (3) A  
**ART 395** Pre-Thesis Independent Study (3)  
**ART 400** Senior Art Seminar: Capstone (1) CAP  
**ART 495** Thesis (3)

**ART Choose two Art history courses (6)**

**ART Choose five Art studio courses (15)**

Minimum grade of C in all major/cognate courses.

### **Admission Requirements**

Formal admission to the Department of Art, Fine Art, Art Education, & Art History is contingent upon the submission of a portfolio of college-level work to the faculty for review and determination.

## Program Outcomes

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

- engage in the creative art making process, using imagery, methods and media to express and communicate ideas, feelings, experiences and aspirations.
- understand 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, while being equipped to enter the dialogue.

## Major in Art - Bachelor of Arts Degree, Pre-Art Therapy Conc, PSY Minor

### Program Requirements

The major in Pre-Art Therapy is a program of study designed to prepare the student for admission to the graduate level field of Art Therapy. Pre-Art therapy students are encouraged to contact prospective graduate institutions at an early point in their undergraduate education to facilitate meeting of specific graduate school programs throughout the United States. For information, contact AATA at 847-949-6064, or arttherapy@ntr.net.

Hours: 78

### Major Courses - 50 hours

**ART 100** Art & Design Foundation Seminar (1) A  
**ART 101** Drawing Foundation I (3) A  
**ART 102** Drawing Foundation II (3) A  
**ART 103** Design Foundation I (3) A  
**ART 106** Design Foundation II (3) A  
**ART 110** Foundation Portfolio Review (0)  
**ART 121** Art History: World Art (3) A  
**ART 217** Painting (3) A  
**ART 301** Figure Drawing (3) A

or

**ART 302** Advanced Drawing (3) A  
**ART 395** Pre-Thesis Independent Study (3)  
**ART 400** Senior Art Seminar: Capstone (1) CAP  
**ART 495** Thesis (3)

**ART Choose two Art history courses (6)**

**ART Choose five Art studio courses (15)**

**Minor Coursework - 28 hours**

**Cognate Course – 3 hours**

**SOC 103** Our Social World (3) S

### Minor Courses – 25 hours

**MTH 176** Stats I With SPSS (3) MA  
**PSY 103** Introduction to Psychology (3) S  
**PSY 205** Child/Adolescent Development (3) S  
**PSY 206** Adult Dev and Aging (3) S  
**PSY 340** Abnormal Psychology (3) S  
**PSY 390** Counseling Theories (3)  
**PSY 375** Research I (4)

### PSY Electives (3) S

Psychology electives may include: PSY 385, PSY 310, PSY 342 IDS 200-300 or any PSY course in area of interest or concentration.

Minimum grade of C in all major/cognate courses.

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.

### Program Outcomes

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

- engage in the creative art making process, using imagery, methods and media to express and communicate ideas, feelings, experiences and aspirations.
- understand 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, while being equipped to enter the dialogue.

## Major in Art Education - Bachelor of Arts Degree

### Program Requirements

The B.A. in Art Education is designed for the student who plans to become a professional art educator. The comprehensive curriculum includes studio art, art history, art criticism, aesthetics, and an intensive two-semester course in the theory and practice of teaching visual arts. The art program, coupled with professional education coursework, may lead to Ohio licensure as a Visual Art Specialist, pre-K-12. The department offers graduate art studio courses in day, evening and summer timeframes for art teachers seeking advanced knowledge and skills.

Hours: 60

### Major Courses - 57 hours

**AED 290** Comprehensive Art Ed I (3)  
**AED 390** Comprehensive Art Education II (4)  
**ART 100** Art & Design Foundation Seminar (1) A  
**ART 101** Drawing Foundation I (3) A  
**ART 102** Drawing Foundation II (3) A  
**ART 103** Design Foundation I (3) A



**ART 106** Design Foundation II (3) A  
**ART 110** Foundation Portfolio Review (0)  
**ART 121** Art History: World Art (3) A  
**ART 130** Lettering (3) A  
**ART 140** Ceramics (3) A  
**ART 160** Introduction Computer Graphics (3) A  
**ART 217** Painting (3) A  
**ART 328A** Drawing on Fabric (3) A  
**ART 330** Art History: Art Criticism (3) A  
**ART 362A** Relief Printmaking (3) A  
**ART 350A** Independent Study (1-3)

or

**ART 395** Pre-Thesis Independent Study (3)  
**ART 400** Senior Art Seminar:Capstone (1) CAP  
**ART 495** Thesis (3)

**ART Choose one Advanced studio course in Thesis Concentration (3)**

**ART Choose two Art history courses (6)**

**Cognate Course - 3 hours**

**PHI 285** Philosophy of Art (3) P

Minimum grade of C in all major/cognate courses.

Additional education hours required for licensure. See Education starting on page 109.

### **Program Outcomes**

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

- engage in the creative art making process, using imagery, methods and media to express and communicate ideas, feelings, experiences and aspirations.
- understand 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, while being equipped to enter the dialogue.

## **Major in Art History - Bachelor of Arts Degree**

### **Program Requirements**

The B.A. in Art History is an interdisciplinary major designed for those who seek to knowledgeably interpret, speak and educate about art as art historians. Students receive liberal arts and sciences and professional studies that foster an understanding of values, competency and social responsibility. Graduates of the program are prepared to work in the area of art interpretation and related fields in cultural and museum studies. Graduates develop an informed worldview that integrates verbal, written and especially visual communication.

Hours: 47

**Art History Courses – 18 hours**

**ART 121** Art History: World Art (3) A  
**ART 231** Art History: Modern Art (3) A  
**ART 244** Art History: Non-Western Survey (3) A  
**ART 330** Art History: Art Criticism (3) A  
**ART 395** Pre-Thesis Independent Study (3)  
**ART 495** Thesis (3)

**Elective Art History Courses – 6 hours**

**Select two courses from the following:**

**ART 201** Art History: Special Topics (1-3) A  
**ART 230** Art History: Design (3) A  
**ART 232** Art History: Women Artists (3) A  
**ART 233** Art History: Architecture & 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 247** Art History: Japanese Art (3) A  
**ART 278** Art History: Matisse & Picasso: Dialogue & Rivalry (3) A

**Required Art Courses – 11 hours**

**ART 100** Art & Design Foundation Seminar (1) A  
**ART 101** Drawing Foundation I (3) A  
**ART 103** Design Foundation I (3) A  
**ART 106** Design Foundation II (3) A  
**ART 400** Senior Art Seminar: Capstone (1) CAP

**Studio Electives – 3 hours – Select One Studio Course**

**Cognate Courses – 9 hours**

**PHI 285** Philosophy of Art (3) P

and

**IDS 200/300** Travel course suggested, or study abroad (3) IDS  
**Foreign language (3)**

Minimum grade of C in all major/cognate courses.

**Program Outcomes**

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

- engage in the creative art making process, using imagery, methods and media to express and communicate ideas, feelings, experiences and aspirations.
- understand 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, while being equipped to enter the dialogue.

## Major in Fine Arts - Bachelor of Fine Arts Degree

### Program Requirements

The B.F.A. in Fine Arts includes concentrations in: Ceramics, Drawing, Fabric Design, Painting, Photography, Printmaking and Sculpture (which includes Metalcraft & Jewelry and Hot Glass). It is designed for the student interested in becoming a professional artist. It is sequenced for the undergraduate student to focus on one area for later graduate study leading toward an M.F.A. in that same area.

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

Hours: 62

### Major Courses - 59 hours

**ART 100** Art & Design Foundation Seminar (1) A  
**ART 101** Drawing Foundation I (3) A  
**ART 102** Drawing Foundation II (3) A  
**ART 103** Design Foundation I (3) A  
**ART 106** Design Foundation II (3) A  
**ART 110** Foundation Portfolio Review (0)  
**ART 121** Art History: World Art (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 330** Art History: Art Criticism (3) A  
**ART 400** Senior Art Seminar: Capstone (1) CAP  
**ART 495** Thesis (3)

### Additional Major Requirements:

- **ART Choose four courses in an Area of concentration (12)**
- **ART Choose one course in Art History (3)**
- **ART Choose two additional courses in Art History or Art Studio (6)**
- **ART 395: Choose one Pre-Thesis Independent Study (area of concentration) (3)**

### Cognate Course - 3 hours

**PHI 285** Philosophy of Art (3) P

Minimum grade of C in all major/cognate courses.

### Program Outcomes

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

- engage in the creative art making process, using imagery, methods and media to express and communicate ideas, feelings, experiences and aspirations.

- understand 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, while being equipped to enter the dialogue.

## Major in Art - Associate of Arts Degree

### Program Requirements

Hours: 28

### Major Courses - 28 hours

**ART 100** Art & Design Foundation Seminar (1) A  
**ART 101** Drawing Foundation I (3) A  
**ART 102** Drawing Foundation II (3) A  
**ART 103** Design Foundation I (3) A  
**ART 106** Design Foundation II (3) A  
**ART 110** Foundation Portfolio Review (0)  
**ART 217** Painting (3) A

**ART Choose two Art history courses (6)**

**ART Choose two Art studio courses (6)**

### Recommended Courses:

**ART 301** Figure Drawing (3) A  
**ART 302** Advanced Drawing (3) A

Minimum grade of C in all major/cognate courses.

### Program Outcomes

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.

## Minor in Art

### Program Requirements

Hours: 21

#### Minor courses (9 hours)

**ART 101** Drawing Foundation I (3) A  
**ART 103** Design Foundation I (3) A  
**ART 121** Art History: World Art (3) A

#### Choose four additional ART prefix courses (12 hours)

Minimum grade of C in all minor courses.

## Minor in Art History

### Program Requirements

Hours: 18

#### Minor courses (6 hours)

**ART 121** Art History: World Art (3) A  
**ART 330** Art History: Art Criticism (3) A

#### Choose four from the following minor and cognate courses: (12 hours)

**ART 201** Art History: Special Topics (1-3) 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 & 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 247** Art History: Japanese Art (3) A  
**ART 278** Art History: Matisse & Picasso: Dialogue & Rivalry (3) A  
**ART 350A** Independent Study (1-3)  
**COM/ENG 315** History of Motion Picture (3) LAS  
**IDS 260H** Honors: Cincinnati Arts Scene (1-3) IDS

Minimum grade of C in all minor/cognate courses.

## Minor in Illustration

### Program Requirements

Hours: 21

#### Minor Courses- 18 hours

**ART 101** Drawing Foundation 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 350A** Independent Study (1-3)

#### Cognate Course - 3 hours

**GRD 253** Digital Illustration (3)

Minimum grade of C in all minor/cognate courses.

## Minor in International Art & Design Studies

### Program Requirements

Hours: 18

#### Mount Art & Design Courses - 12 hours

**ART 103** Design Foundation I (3) A  
**ART 350A** Independent Study (1-3)

#### Choose one of the following:

**GRD 255** Graphic Form (3)  
**IAD 102** Interior Architecture & Design Foundation (3)

**ART Choose one Art Studio course (3)**

**Choose one Art history course (3)**

#### Recommended Course:

**ART 230** Art History: Design (3) A

#### Richmond University Art Department Courses - 6 hours

**Choose two Art Department courses (6)**

#### Recommended Courses:

**Co-op Placement in London (3)**  
**Richmond University Course in London (3)**

Minimum grade of C in all minor/cognate courses.

All participating students are required to spend a minimum of one term (fall, winter/spring or summer) enrolled at Richmond University, London. Other overseas locations and courses may be approved by Dan Mader, Travel Coordinator.

## Minor in Photography

### Program Requirements

Hours: 18

### Minor Courses — 18 hrs

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

or

**ART 281** Photography I (3) A

**ART 234** Art History: Photography (3) A

**ART 282** Photography II (3) A

**ART 280** Principles of Animation (3) A

or

**ART 350A** Independent Study (1-3)

**ART 380** Digital Photography (3) A

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

Minimum grade of C in all minor courses.

## Department of Communication & New Media Studies

Linda Wheeler Jackson, Ph.D., Chairperson

The major program in communication studies integrates the interdisciplinary tradition of the Division of Arts & Humanities 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 to 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 starting on page 109.

## **Major in Communication & New Media Studies - Bachelor of Arts Degree**

### **Program Requirements**

Hours: 35-37

#### **Major Courses – 19 hours**

**COM 200** Intro to Communication Theory (3) LAS  
**COM 210** Mass Media & Contemporary Culture (3) LAS  
**COM 300** Advanced Composition (3) LAS  
**COM 320** Advanced Oral Communication (3) LAS  
**COM 330** Rhetorical Foundations of Human Communication (3) LAS  
**COM 340** Intercultural & World Comm (3) LAS  
**COM 499** Communication Studies Capstone (1) CAP

#### **Major and/or Cognate Courses – 15 hours**

##### **Choose one course from the following: (3 hours)**

**COM 310** Visual Communication (3) LAS  
**COM 315** History of Motion Picture (3) LAS  
**COM 359** American Film Authors (3) LAS

##### **Choose one course from the following: (3 hours)**

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

##### **Choose one course from the following: (3 hours)**

**COM 380** Newswriting I (3) LAS  
**COM 388** Feature Writing (3) LAS

##### **Choose one course from the following: (3 hours)**

**ART 270** Web Page Design (3)  
**COM 350** Special Topics in Communication (3) LAS  
**COM 353** Health Communication (3) LAS  
**COM 354** New Media Ethics (3) LAS  
**COM 360** New Media and Society (3) LAS  
**COM 385** Newswriting II (3) LAS  
**COM 390** Drama Workshop (3) LAS  
**ENG 461** Writing for Publication (3) LAS



Choose one additional course from any of the major and cognate courses listed above (3)

Choose one Work Experience from the following: (1-3 hours)

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

COM 400 Internship (1-3)

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

Minimum grade of "C" in all major/cognate courses.

Residency Requirement – 9 Hours

### Program Outcomes

Students who successfully complete the communication and new media 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.

## Major in Communication & New Media Studies - Associate of Arts Degree

### Program Requirements

Hours: 24

#### Major Courses - 18 hours

COM 200 Intro to Communication Theory (3) LAS

COM 210 Mass Media & Contemporary Culture (3) LAS

COM 300 Advanced Composition (3) LAS

COM 320 Advanced Oral Communication (3) LAS

COM 330 Rhetorical Foundations of Human Communication (3) LAS

COM 340 Intercultural & World Comm (3) LAS

#### Major and/or Cognate Courses - 6 hours

Choose two courses from the following:

COM 310 Visual Communication (3) LAS

COM 315 History of Motion Picture (3) LAS

COM 350 Special Topics in Communication (3) LAS

COM 355 Introduction to Public Relations (3)

COM 359 American Film Authors (3) LAS

COM 360 New Media and Society (3) LAS

COM 380 Newswriting I (3) LAS

COM 385 Newswriting II (3) LAS

COM 388 Feature Writing (3) LAS

COM 390 Drama Workshop (3) LAS

ENG 461 Writing for Publication (3) LAS

**MKT 351** Marketing Communication Management (3)  
**MKT 356** Advertising (3)

Minimum grade of "C" in all major/cognate courses.

Residency Requirement - 6 hours

### **Program Outcomes**

Students who successfully complete the communication and new media 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.

## **Minor in Communication & New Media Studies**

### **Program Requirements**

Hours: 18

### **Minor Courses**

**COM 200** Intro to Communication Theory (3) LAS  
**COM 210** Mass Media & Contemporary Culture (3) LAS  
**COM 300** Advanced Composition (3) LAS  
**COM 320** Advanced Oral Communication (3) LAS  
**COM 330** Rhetorical Foundations of Human Communication (3) LAS  
**COM 340** Intercultural & World Comm (3) LAS

Minimum grade of "C" in all courses in the minor.

## **Minor in Written Communication**

### **Program Requirements**

Hours: 21

### **Minor Courses - 6 hours**

**COM 200** Intro to Communication Theory (3) LAS  
**COM 300** Advanced Composition (3) LAS

### **Minor and/or Cognate Courses - 15 hours**

**Choose five courses from the following:**

**COM 380** Newswriting I (3) LAS  
**COM 385** Newswriting II (3) LAS  
**COM 388** Feature Writing (3) LAS  
**ENG 370** Creative Writing: Poetry (3) LAS

**ENG 371** Seminar in Creative Writing: Poetry (3) LAS  
**ENG 372** Creative Writing: Fiction (3) LAS  
**ENG 441Z** Advanced Creative Writing (3)

or

**Choose other upper level writing courses as available and appropriate**

(Students are also expected to contribute to campus publications including MSJ Dateline and Lions-on-Line.)

Minimum grade of "C" in all courses in the minor.

Residency requirement: 6 hours

## Department of English & Modern Languages

Elizabeth Bookser Barkley, Ph.D., Chairperson

### English

Course work in the English major at the College of Mount St. Joseph will expose students to literary voices from a variety of cultures and time periods, give students the tools to become critical thinkers as they engage texts and their world, give students practice in writing critically, give students opportunities to develop their creative voices, and give students practice in working with and critiquing texts other than written ones.

### 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 to 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 starting on page 109.

### Modern Foreign Languages

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 Spanish are available at the first and second year levels and beyond, as part of a Spanish minor. In these classes emphasis is placed upon effective, communicative language skills in appropriate cultural contexts. Other foreign language classes and courses in advanced literature and civilization, if not taught on campus, are available through Consortium cross-registration opportunities. The department offers a minor in Spanish.

## Major in English - Bachelor of Arts Degree

### Program Requirements

Hours: 43

**Literature Courses - 30 hours (at least 3 hours in American)**

**ANCIENT - select one from the following - 3 hours**

**ENG 132** In the Beginning: World Creation Epics (3) L

**ENG 232** Heroes & Heroines: The Ancient World (3) L

**ENG 234** All the World's a Stage: Ancient Drama (3) L

**MEDIEVAL - select one from the following - 3 hours**

**ENG 142** The Medieval Quest: The Hero's Journey (3) L

**ENG 144** Literature of the Crusades (3) L

**ENG 241** The Battle of the Sexes or Much Ado about Nothing (3) L

**RENAISSANCE - select one from the following - 3 hours**

**ENG 244** Outlaws, Traitors, Heretics, Witches & Moors: Anti-Heroes (3) L

**ENG 252** The Renaissance Quest (3) L

**ENG 352** Shakespeare in Love (3) L

**NINETEENTH CENTURY - select one from the following - 3 hours**

**ENG 160** Apes, Angels & Victorians: A Survey of the Victorian Period (3) L

**ENG 162** Murder Most Foul: Detectives in 19th Cent. British Literature (3) L

**ENG/HIS 260** 19th-Century American Thought in Prose (3) L,H

**ENG 262** I Was Crazy Once: Impaired Mind in Lit (3) L

**MODERN AND CONTEMPORARY - select two from the following - 6 hours**

**ENG 171** Sports in Literature (3) L

**ENG 173** 20 Voices, 20 Countries: World Poetry (3) L

**ENG 174** Meet Me at the Theatre: Mod & Contemp American Drama (3) L

**ENG 175** Modern Short Fiction (3) L

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

**ENG 274** Reading Between the Stitches (3) L

**ENG 275** A History of Violence: Survey of 20th-Cent British Literature (3) L

**ENG 276** The 20th-Century Graphic Novel (3) L

**ENG 277** Dollars & Sense: Materialism in 20th-Century American Fiction (3) L

**ENG 278** The End of the World as We Know It: Fiction After 9/11 (3) L

**ENG 279** Killing the Angel in the House: 20th-Cent Brit Women Novelists (3) L

**ENG 376** Borders, Boundaries, Trespassing, Contamination: Postcolonial Fiction (3) L

**Select FOUR additional courses from any Literature course listed above or from the following - 12 hours**

**ENG 245** African-American Writers (3) L

**ENG 280** In Their Own Voices: American Autobiography, Letters, Memoirs (3) L

**ENG/HIS 320** History of the English Language (3) L,H

**ENG 350** Topics in Literature (1-3)

**Writing Courses - select two from the following - 6 hours**

**ENG 290** The Story of Your Life: Writing Diaries, Memoirs & Autobiographies (3) LAS

**ENG 300** Advanced Composition (3) LAS

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

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

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

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

**ENG 374** Screenwriting Workshop (3) LAS

**COM 388** Feature Writing (3) LAS

**Visual Media - select two from the following - 6 hours**

**COM 210** Mass Media & Contemporary Culture (3) LAS

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

**COM/ENG 315** History of Motion Picture (3) LAS

**COM/ENG 359** American Film Authors (3) LAS

**COM 360** New Media and Society (3) LAS

**ENG 375** Texts & Subtexts: Science-Fiction of the Atomic Age (3) LAS

**CAPSTONE - 1 hour**

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

Residency Requirement - 6 hours

Minimum Grade of C in all major/cognate courses

**Program Outcomes**

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.

## **Major in English w/ Creative Writing Conc-Bachelor of Arts Degree**

**Program Requirements**

Hours: 43

**Literature Courses - 18 hours (at least 3 hours in American)**

**ANCIENT - select one from the following - 3 hours**

**ENG 132** In the Beginning: World Creation Epics (3) L

**ENG 232** Heroes & Heroines: The Ancient World (3) L

**ENG 234** All the World's a Stage: Ancient Drama (3) L

**MEDIEVAL - select one from the following - 3 hours**

**ENG 142** The Medieval Quest: The Hero's Journey (3) L

**ENG 144** Literature of the Crusades (3) L

**ENG 241** The Battle of the Sexes or Much Ado about Nothing (3) L

**RENAISSANCE - select one from the following - 3 hours**

**ENG 244** Outlaws, Traitors, Heretics, Witches & Moors: Anti-Heroes (3) L

**ENG 252** The Renaissance Quest (3) L

**ENG 352** Shakespeare in Love (3) L

**NINETEENTH CENTURY - select one from the following - 3 hours**

- ENG 160 Apes, Angels & Victorians: A Survey of the Victorian Period (3) L
- ENG 162 Murder Most Foul: Detectives in 19th Cent. British Literature (3) L
- ENG/HIS 260 19th-Century American Thought in Prose (3) L,H
- ENG 262 I Was Crazy Once: Impaired Mind in Lit (3) L

**MODERN AND CONTEMPORARY - select two from the following - 6 hours**

- ENG 171 Sports in Literature (3) L
- ENG 173 20 Voices, 20 Countries: World Poetry (3) L
- ENG 174 Meet Me at the Theatre: Mod & Contemp American Drama (3) L
- ENG 175 Modern Short Fiction (3) L
- ENG 223 Cincinnati Authors (3) L
- ENG 274 Reading Between the Stitches (3) L
- ENG 275 A History of Violence: Survey of 20th-Cent British Literature (3) L
- ENG 276 The 20th-Century Graphic Novel (3) L
- ENG 277 Dollars & Sense: Materialism in 20th-Century American Fiction (3) L
- ENG 278 The End of the World as We Know It: Fiction After 9/11 (3) L
- ENG 279 Killing the Angel in the House: 20th-Cent Brit Women Novelists (3) L
- ENG 376 Borders, Boundaries, Trespassing, Contamination: Postcolonial Fiction (3) L

**WRITING COURSES: Choose TWO courses from the following - 6 hours**

- ENG 290 The Story of Your Life: Writing Diaries, Memoirs & Autobiographies (3) LAS
- ENG 300 Advanced Composition (3) LAS
- ENG 370 Creative Writing: Poetry (3) LAS
- ENG 371 Seminar in Creative Writing: Poetry (3) LAS
- ENG 372 Creative Writing: Fiction (3) LAS
- ENG 373 Seminar in Creative Writing: Fiction (3) LAS
- ENG 374 Screenwriting Workshop (3) LAS
- COM 388 Feature Writing (3) LAS

Choose **FOUR** additional courses from any writing course listed above or from approved upper-level (200-300) writing courses – (12 hours)

**VISUAL MEDIA – Choose TWO courses from the following: – 6 hours**

- COM 210 Mass Media & Contemporary Culture (3) LAS
- COM 310 Visual Communication (3) LAS
- COM/ENG 315 History of Motion Picture (3) LAS
- COM/ENG 359 American Film Authors (3) LAS
- COM 360 New Media and Society (3) LAS
- ENG 375 Texts & Subtexts: Science-Fiction of the Atomic Age (3) LAS

**CAPSTONE - 1 hour**

- ENG 499 English Senior Seminar Capstone (1) CAP

Residency Requirement - 6 hours

Minimum Grade of C in all major/cognate courses

## Program Outcomes

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.

## Major in English w/ Drama Conc-Bachelor of Arts Degree

### Program Requirements

Hours: 43

#### Literature Courses - 21 Hours

*(at least 3 hours in American)*

#### ANCIENT: Choose One (3 hours)

ENG 132 In the Beginning: World Creation Epics (3) L

ENG 232 Heroes & Heroines: The Ancient World (3) L

ENG 234 All the World's a Stage: Ancient Drama (3) L

#### MEDIEVAL: Choose One (3 hours)

ENG 142 The Medieval Quest: The Hero's Journey (3) L

ENG 144 Literature of the Crusades (3) L

ENG 241 The Battle of the Sexes or Much Ado about Nothing (3) L

#### RENAISSANCE: Choose One (3 hours)

ENG 244 Outlaws, Traitors, Heretics, Witches & Moors: Anti-Heroes (3) L

ENG 252 The Renaissance Quest (3) L

ENG 352 Shakespeare in Love (3) L

#### NINETEENTH CENTURY: Choose One (3 hours)

ENG 160 Apes, Angels & Victorians: A Survey of the Victorian Period (3) L

ENG 162 Murder Most Foul: Detectives in 19th Cent. British Literature (3) L

ENG/HIS 260 19th-Century American Thought in Prose (3) L,H

ENG 262 I Was Crazy Once: Impaired Mind in Lit (3) L

#### MODERN AND CONTEMPORARY: Choose Two (6 hours)

ENG 171 Sports in Literature (3) L

ENG 173 20 Voices, 20 Countries: World Poetry (3) L

ENG 174 Meet Me at the Theatre: Mod & Contemp American Drama (3) L

ENG 175 Modern Short Fiction (3) L

ENG 223 Cincinnati Authors (3) L

ENG 274 Reading Between the Stitches (3) L

ENG 275 A History of Violence: Survey of 20th-Cent British Literature (3) L

ENG 276 The 20th-Century Graphic Novel (3) L

**ENG 277** Dollars & Sense: Materialism in 20th-Century American Fiction (3) L  
**ENG 278** The End of the World as We Know It: Fiction After 9/11 (3) L  
**ENG 279** Killing the Angel in the House: 20th-Cent Brit Women Novelists (3) L  
**ENG 376** Borders, Boundaries, Trespassing, Contamination: Postcolonial Fiction (3) L

**LITERATURE ELECTIVE: Choose One additional 'L' coded literature course. (3 hours)**

**REQUIRED DRAMA COURSES (9 Hours)**

**ENG 150** Acting Workshop (3) LAS  
**ENG 203** Great Ideas:Scripting and Performing (3) LAS  
**ENG 301** The Past in Stages:A History of Theatre in Society (3) L

**DRAMA ELECTIVES: Choose four courses (12 hours)**

**ENG 174** Meet Me at the Theatre: Mod & Contemp American Drama (3) L  
**ENG 204** Happy Agony:18th and 19th Century British Drama (3) L  
**ENG 206** The Great Leveler:20th Century World Drama (3) L  
**ENG 234** All the World's a Stage: Ancient Drama (3) L  
**ENG 303** The School for Scandal: Restoration Comedy (3) L  
**ENG 352** Shakespeare in Love (3) L  
**ENG 374** Screenwriting Workshop (3) LAS  
**ENG 397** Theater Production (1-3) L  
**IDS 260H** Honors: Cincinnati Arts Scene (1-3) IDS  
**ENG 350H** Cincinnati Authors (3)

**CAPSTONE: (1 hour)**

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

Residency Requirement - 6 hours  
Minimum Grade of C in all major/cognate courses

### **Program Outcomes**

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.

## **Minor in English**

### **Program Requirements**

Hours: 21

**Minor Courses - 21 hours**

**Choose one writing course from the following - 3 hours**

**ENG 290** The Story of Your Life: Writing Diaries,Memoirs&Autobiographies (3) LAS  
**ENG 300** Advanced Composition (3) LAS



**ENG 370** Creative Writing: Poetry (3) LAS  
**ENG 371** Seminar in Creative Writing: Poetry (3) LAS  
**ENG 372** Creative Writing: Fiction (3) LAS  
**ENG 373** Seminar in Creative Writing: Fiction (3) LAS  
**ENG 374** Screenwriting Workshop (3) LAS  
**COM 388** Feature Writing (3) LAS

**Choose one visual media course from the following - 3 hours**

**COM 210** Mass Media & Contemporary Culture (3) LAS  
**COM 310** Visual Communication (3) LAS  
**ENG/COM 315** History of Motion Picture (3) LAS  
**ENG/COM 359** American Film Authors (3) LAS  
**COM 360** New Media and Society (3) LAS  
**ENG 375** Texts & Subtexts: Science-Fiction of the Atomic Age (3) LAS

**Choose five literature courses - 15 hours**

**Any literature course with an ENG prefix (coded as L or LAS), excluding those listed in the writing and visual media categories above**

Minimum grade of "C" in all courses for the minor.  
Residency requirement: 6 hours

## Minor in Spanish

### Program Requirements

This minor is designed to give students a firm intellectual understanding of and appreciation for Spanish-speaking cultures within and outside of the United States, as well as to provide graduates a practical basis for meeting the ever-increasing need for bilingual ability in Spanish in their careers.

Hours: 20

### Minor Core – 14 hours

**SPA 201** College Spanish II (3) LAS  
**SPA 201A** College Spanish II (LAB) (1) LAS  
**SPA 202** Col Spanish Lev II (3) LAS  
**SPA 202A** College Spanish II (LAB) (1) LAS  
**SPA 220** Spanish Written Communication (3) LAS  
**SPA 230** Spanish Conversation and Culture (3) LAS

**Electives – 6 hours (select two, only one of which may be travel/study)**

**SPA 320** Literature in Spanish (3) LAS  
**SPA 330** Spanish for the Professions (3) LAS  
**IDS 394** US/Mexico Border Experience (3) IDS

*Minimum grade of "C" in all courses for the minor. Residency Requirement - 6 hours*

## Minor in Women's Studies

### Program Requirements

The Mount, with its tradition as a Catholic women's college, is committed to providing an environment for the developing woman in a changing world. An 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.

Hours: 24

### Minor Courses – 3 hours

**Choose one course from the following:**

**WST 150** Woman as Person: Relationships (3)

**WST 151** Woman as World Citizen (1-3)

**WST/ENG 225** Women and Autobiographical Writing (3) L

### Minor and/or Cognate Courses – 21 hours

**Choose three additional Women's Studies Courses (9)**

**Choose three other courses from any department with a significant amount of material about women. Courses with such emphasis will be identified in each semester's Class Schedule as "fulfills Women's Studies minor." (9)**

**Choose one 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. (3)**

Minimum grade of "C" in courses for the minor. Residency requirements: 6 hours

## Department of General Studies/Philosophy

Adam Konopka, Ph.D., Chairperson

### General Studies

A major in general 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 course of study to 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 general studies.

### **Philosophy**

The philosophy program emphasizes theories, their applications and influential philosophers' contributions to the arts, economics, history, politics, science, social theories, and/or developments in the field.

## **Major in General Studies - Bachelor of Arts Degree**

### **Program Requirements**

Hours: 30 (Above and Beyond the minimum 46 hours required in the Core)

### **Liberal Arts and Sciences (Core) Cognate Courses - 30 hours**

Core Cognate hours may be fulfilled by courses of a non-technical nature from traditional Core disciplines such as art (A), literature (L), music (MU), speech (C), writing (C), social sciences (S), history (H), natural sciences (N), mathematics (MA), religious studies (R), philosophy (P), ethics (E), and interdisciplinary studies (IDS). Any courses marked with the code LAS within liberal arts and sciences fields also fulfill the core cognate area of the major. These elective hours may be fulfilled in any combination.

Cumulative GPA in all courses: 2.0

Residency Requirement - 9 hours

### **Program Outcomes**

Students who successfully complete the general 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.

## **Major in General Studies - Associate of Arts Degree**

### **Program Requirements**

Hours: 27

### **Liberal Arts And Sciences (Core) Cognate Courses - 27 hours**

Core LAS Cognate Course hours may be fulfilled by courses of a non-technical nature from traditional Core disciplines such as art (A), literature (L), music (MU), speech (C), writing (C), social sciences (S), history (H), natural sciences (N), mathematics (MA), religious studies (R), philosophy (P), ethics (E), and interdisciplinary studies (IDS). Any courses marked with the code LAS within liberal arts and sciences fields also fulfill the cognate area of the major. These elective hours may be fulfilled in any combination.

Cumulative GPA in all courses: 2.0

Residency Requirement - 6 hours

## **Program Outcomes**

Students who successfully complete the general 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.

## **Minor in Philosophy**

### **Program Requirements**

Hours: 21

### **Minor Courses - 21 hours**

**Choose any seven philosophy courses.**

Cumulative GPA in courses in minor: 2.0

Residency requirement: 6 hours

## **Department of Graphic Design**

Beth Belknap Brann, M.Des, Chairperson

The Mount's graphic design program offers students progressive skills and experiences to nurture their talent and pique their interest in design aesthetics. Students employ a unique blend of traditional and new media in organizing words and images to solve communication problems reflective of the diverse opportunities in our profession.

Art and design majors at the Mount discover a wealth of opportunities to explore and develop their artistic abilities. The newly renovated Dorothy Meyer Ziv Art and Design Building houses spacious studios with abundant natural light, wireless computer connection, late hours, and the Studio San Giuseppe, an art gallery that welcomes students and visitors with engaging professional exhibitions that parallel the art and design programs, as well as faculty and students exhibits.

Students are strongly encouraged to explore cooperative education work assignments in their concentration. All art and design majors are eligible to study and work abroad.

Students are also encouraged to participate in Service Learning, a reflective educational experience unique to the Mount in which students can earn academic credit for meaningful community service activities, like Working in Neighborhoods (WIN) or with Habitat for Humanity.

### **Departmental Review**

Formal admission to the Department of Graphic Design is contingent upon the submission of a portfolio of college-level work to the faculty for review and determination. This review usually occurs after the completion of at least 18 credit hours in art at the Mount. Transfer students may apply after the completion of 18 hours of art courses at the college level, with at least the last six hours of studio course credits completed

at the Mount. More advanced transfer students can be reviewed upon entry. Review approval is an overall departmental requirement for graduation.

Transfer students into the Department of Graphic Design 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.

## Major in Graphic Design - Bachelor of Fine Arts

### Program Requirements

Hours: 66 - 68

### Major Courses - 32-34 hours

**GRD 206** Digital Design (3)  
**GRD 250** Typography I (3)  
**GRD 255** Graphic Form (3)  
**GRD 351** Design Narrative (3)  
**GRD 352** Web Design (3)  
**GRD 353** Typography II (3)  
**GRD 355** Information Graphics (3)  
**GRD 356** Identity Design (3)  
**GRD 396** Co-Op:Parallel (PT) (1-3)  
**GRD 400** Senior Design Seminar: Capstone (1) CAP  
**GRD 455** Graphic Design 5: Systems Practicum (3)  
**GRD 456** Graphic Design 6: Thesis (3)

### Cognate Courses – 34 hours

**ART 100** Art & Design Foundation Seminar (1) A  
**ART 101** Drawing Foundation I (3) A  
**ART 102** Drawing Foundation II (3) A  
**ART/GRD/IAD 103** Design Foundation I (3) A  
**ART/GRD/IAD 106** Design Foundation II (3) A  
**ART 110** Foundation Portfolio Review (0)  
**ART 121** Art History: World Art (3) A  
**ART 230** Art History: Design (3) A  
**ART 281** Photography I (3) A

**ART 301** Figure Drawing (3) A

or

**ART 302** Advanced Drawing (3) A

### Choose two Art History electives:

**ART Art History: Elective (3)**  
**ART Art History: Elective (3)**

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

**Also required:**

**PHI 285** Philosophy of Art (3) P

Minimum grade of C in all major/cognate courses.

**Program Outcomes**

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.

## Major in Graphic Design - Bachelor of Arts Degree

**Program Requirements**

Hours: 56

**Major Courses - 28 hours**

**GRD 206** Digital Design (3)  
**GRD 250** Typography I (3)  
**GRD 255** Graphic Form (3)  
**GRD 352** Web Design (3)  
**GRD 353** Typography II (3)  
**GRD 355** Information Graphics (3)  
**GRD 356** Identity Design (3)  
**GRD 400** Senior Design Seminar: Capstone (1) CAP  
**GRD 455** Graphic Design 5: Systems Practicum (3)  
**GRD 456** Graphic Design 6: Thesis (3)

**Cognate Courses — 28 hours**

**ART 100** Art & Design Foundation Seminar (1) A  
**ART 101** Drawing Foundation I (3) A  
**ART 102** Drawing Foundation II (3) A  
**ART/GRD/IAD 103** Design Foundation I (3) A  
**ART/GRD/IAD 106** Design Foundation II (3) A  
**ART 110** Foundation Portfolio Review (0)  
**ART 230** Art History: Design (3) A

**ART/GRD Art/Design: Elective (3)**

**ART/GRD Art/Design: Elective (3)**

**ART/GRD Art/Design: Elective (3)**

**ART/GRD Art/Design: Elective (3)**

Minimum grade of C in all major/cognate courses.

### **Program Outcomes**

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.

## **Major in Graphic Design - Associate of Arts Degree**

### **Program Requirements**

Hours: 37

#### **Major Courses - 18 hours**

**GRD 206** Digital Design (3)  
**GRD 250** Typography I (3)  
**GRD 253** Digital Illustration (3)  
**GRD 255** Graphic Form (3)  
**GRD 352** Web Design (3)  
**GRD 351** Design Narrative (3)

or

**GRD 353** Typography II (3)

#### **Cognate Courses — 19 hours**

**ART 100** Art & Design Foundation Seminar (1) A  
**ART 101** Drawing Foundation I (3) A  
**ART 102** Drawing Foundation II (3) A  
**ART/GRD/IAD 103** Design Foundation I (3) A  
**ART 110** Foundation Portfolio Review (0)  
**ART 230** Art History: Design (3) A  
**ART 281** Photography I (3) A  
**ART 380** Digital Photography (3) A

Minimum grade of C in all major/cognate courses.

### **Program Outcomes**

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.

## Minor or Certificate in iDesign (Web and Interactive Design Program)

### Program Requirements

Hours: 21

**ART 101** Drawing Foundation I (3) A

or

**ART/GRD/IAD 103** Design Foundation I (3) A

**ART 380** Digital Photography (3) A

**COM 210** Mass Media & Contemporary Culture (3) LAS

**GRD 206** Digital Design (3)

**GRD 352** Web Design (3)

**GRD 370** Advanced Web & Interactive Design (3)

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

Minimum grade of C in all minor/cognate courses.

## Minor in International Art & Design Studies

### Program Requirements

Hours: 18

**Mount Art & Design Courses - 12 hours**

**ART 103** Design Foundation I (3) A

**ART 350A** Independent Study (1-3)

**Choose one of the following:**

**GRD 255** Graphic Form (3)

**IAD 102** Interior Architecture & Design Foundation (3)

**ART Choose one Art Studio course (3)**

**Choose one Art history course (3)**

**Recommended Course:**

**ART 230** Art History: Design (3) A

**Richmond University Art Department Courses - 6 hours**

**Choose two Art Department courses (6)**



**Recommended Courses:**

**Co-op Placement in London (3)**

**Richmond University Course in London (3)**

Minimum grade of C in all minor/cognate courses.

All participating students are required to spend a minimum of one term (fall, winter/spring or summer) enrolled at Richmond University, London. Other overseas locations and courses may be approved by Dan Mader, Travel Coordinator.

## Department of History

Timothy P. Lynch, Ph.D., Chairperson

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 to 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 starting on page 109.

### American Studies

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.

## Major in History - Bachelor of Arts Degree

### Program Requirements

Hours: 42

### World/Non-Western/Ancient History – 12 hours

**HIS 105** World Civilization to 1500 (3) H

**HIS 106** World Civilization Since 1500 (3) H

**HIS/ENG 273** Classical World (3) LAS

**Select one from the following electives:**

- HIS 225** The Best of Both Worlds: The Ottoman Empire (3) H
- HIS 235** Before Columbus: The Native Americas (3) H
- HIS 236** From Cortez to Costco Impact of European Contact with the Americas on the Food We Eat (3) H
- HIS 240** Dar Al-Islam: Early Islamic Culture (3) H
- HIS 305** Before Writing: World Pre-History (3) H
- HIS 325** Global Human Rights: The Case for Women & Child (3) H
- HIS 410Z** Roman History (3)
- HIS 415Z** History of India (3)

**European History – 15 Hours**

- HIS 107** European Civilization to 1500 (3) H
- HIS 108** European Civilization Since 1500 (3) H
- HIS 401** European History Seminar (3) CAP

**Select two from the following electives:**

- HIS 215** The Second Rome:Byzantine Empire (3) H
- HIS 236** From Cortez to Costco Impact of European Contact with the Americas on the Food We Eat (3) H
- HIS 270** Nihilism, Nuremberg & Nukes Europe in the 20th Century (3) H
- HIS 271** Science, Technology & Gender in the Modern Age (3) H
- HIS 282** Women in European History 1500 to Present (3) H
- HIS 320** History of the English Language (3) H
- HIS 326** The Scientific Revolution and the Enlightenment (3) H
- HIS 345** The Revolutionary Tradition in France (3) H

**United States History – 15 Hours**

- HIS 109** U.S. Hist to 1877 (3) H
- HIS 110** U.S. History Since 1877 (3) H
- HIS 400** American History Seminar (3)

**Select two from the following electives:**

- HIS 200** Local History (3) H
- HIS 211** U.S. History Since 1945 (3) H
- HIS/ENG 260** 19th Century American Thought In Prose (3) H,L
- HIS 281** Women in American History (3) H
- HIS 285** Sea, Sail & Song: Early American Maritime History (3) H
- HIS 290** America at Play: Baseball, Bare Knuckles and Back Seats (3) LAS
- HIS 295** Punch Lines & Pratfalls History of American Humor (3) H
- HIS 330** American Foreign Relations (3) LAS
- HIS 350** Topics in American History (3) LAS
- HIS/GST 379** Oral History and the Aging Process (3) LAS

Residency Requirement: 6 hours

Cumulative 2.0 GPA required in courses for the major.

**Program Outcomes**

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.

## Minor in American Studies

### Program Requirements

Hours: 21

**Choose two History courses (6)**

**Choose two Literature courses (6)**

**Choose one Film course (3)**

**Choose two courses that emphasize the American experience (6)**

Minimum grade of "C" in all courses for the minor.

Residency requirement: 6 hours

## Minor in History

### Program Requirements

Hours: 21

**Choose any seven history courses.**

Residency requirement: 6 hours

Cumulative GPA in all courses for the minor: 2.0

## Department of Music

Lynn Poynter, M.Ed., 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.

### **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 starting on page 109 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).

## **Major in Music - Bachelor of Arts Degree**

### **Program Requirements**

Hours: 45.5-50.5

#### **Theory: 16 hours**

MUS 108 Musicianship I (4)  
MUS 109 Musicianship II (4)  
MUS 215 Musicianship III (4)  
MUS 216 Musicianship IV (4)

#### **History: 6 hours (choose two)**

IDS 231 World Music (3) IDS  
MUS 233 Music History I (3) MU  
MUS 234 Music History II (3) MU

#### **Conducting: 3 hours**

MUS 301 Conducting I (2)  
MUS 302 Conducting II (1)

#### **Arranging and Orchestration: 3 hours**

MUS 329 Choral Arranging (1)  
MUS 330 Orchestration (2)

#### **Performance - 12-14 hours**

- BA = 14 hours (Applied Instrument - 12 and Applied Pedagogy - 2)
- BA w/Licensure = 12 hours (Applied Instrument only)

*(MUS 140A - MUS 197A - Applied Instrument)*

*(MUS 140P - MUR 197P - Applied Pedagogy)*

**Choral/Instrumental Ensembles - 3-4 Hours**

- BA = 4 hours over 8 semesters
- BA w/Licensure = 3 hours over 7 semesters

*(MUS 110-120)*

**Applied Chamber Ensemble - .5**

MUS 120B Applied Chamber Ensemble (0.5) MU

**Immersion - 2-4 hours**

- BA = 4 hours over 4 semesters
- BA w/Licensure = 2 hours over 2 semesters

MUS 115 Immersion I (1)

MUS 220 Immersion II (1)

MUS 317 Immersion III (1)

MUS 401 Immersion IV (1)

Any student pursuing a Bachelor of Arts degree in Music is also required to obtain a minor in another degree program.

**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 for professional education core requirements.)

**Program Outcomes**

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.

## Minor in Music

### Program Requirements

Hours: 18

#### Theory - 8 hours

**MUS 108** Musicianship I (4)

**MUS 109** Musicianship II (4)

#### History - 6 hours (Choose Two)

**IDS 231** World Music (3) IDS

**MUS 130** Masterworks of Music (3) MU

**MUS 233** Music History I (3) MU

**MUS 234** Music History II (3) MU

#### Performance - 3 hours

*Applied Instrument - MUS 140A - 197A*

**Choral/Instrumental Ensemble - 1 hour**

*(MUS 110-120)*

## Department of Religious & 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 and Pastoral Studies Department offers a bachelor's degree in Religious Studies. The concentration in religious education 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 concentration 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 concentrations 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 study 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.

## Major in Religious Studies w/Optional Concentration - Bachelor of Arts Degree

### Program Requirements

#### Optional Concentrations:

- Religious Education: Religious Studies Major plus PSY 204, Secondary Teaching Methods, and RPS 345 Teaching Internship
- Pastoral Ministry: Religious Studies Major plus 12 credit hours in RPS courses
- Social Justice: 100 Level REL course plus 12 credit hours with 9 credits coded JCG and 3 credit hour immersion course.
- Spirituality and Wellness: 100 Level REL course plus 12 credit hours of Spirituality courses.

Hours: 36 Plus Optional Concentration

#### Major Courses - 36 hours

##### Scripture: 6 hours

**REL 102** Christian Scriptures (3) R

**REL 350** Pauline Theology and Christian Beginnings (3) R

or

**REL 351** Johannine Literature (3) R

##### Seminars in Systematics: 6 hours

**REL 347** Seminar Systematic Theology I (3) R

**REL 348** Seminar Systematic Theology II (3) R

##### Seminar in Ethics - 3 hours

Choose one course from the following:

**ETH:REL 250** Christian Ethics (3) E

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

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

**ETH:REL 255** Christian Social Justice (3) E

##### Seminar in Spirituality - 6 hours

choose two from the following:

**REL 104** Personal Spirituality and the Theology of Experience (3) R

**REL 206** Spirituality & Wellness (3) R

**REL 303** History of Spirituality (3) R

**Religion and Culture: 9 hours**

Choose two JCG (Justice and the Common Good) coded courses: 6 hours

**Cultural Immersion Courses: 3 hours (choose one)**

IDS 390 Appalachian Culture & Spirit (3) IDS  
IDS 391 Cherokee Culture & Spirituality (3) IDS  
IDS 392 Honduran Culture & Spirituality (3) IDS  
IDS 393 Lakota Culture & Spirituality (3) IDS  
IDS 394 US/Mexico Border Experience (3) IDS  
IDS 395 History & Culture of Ireland (3) IDS

**Senior Learning Assessment: 3 hours**

REL 399 Concluding Seminar & Capstone (3) CAP

**Choose one additional religious studies courses (3)**

**Program Outcomes**

Graduates of Department of Religious and Pastoral Studies programs will be able to:

- develop 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 professions.
- reflect theologically about their experiences so they can enrich their own spirituality.
- recognize and process with groups the theological concerns that surface in diverse leadership settings.
- see themselves as change agents within an organizational framework while transforming the system in which they live, work and pray.

## Interdisciplinary Minor in Ethics

**Program Requirements**

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

Hours: 18

**Choose one course from the following:**

ETH:PHI 240 Ethics (3) E  
ETH:REL 250 Christian Ethics (3) E  
ETH:REL 255 Christian Social Justice (3) E

**Choose one course from the following:**

ETH:PHI 250 Health Care Ethics (3) E  
ETH:PHI 392H Honors: Reproductive Ethics (3) E  
ETH:REL 252 Theological Health Care Ethics (3) E



**Choose one course from the following:**

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

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

**Choose one course from the following:**

**COM 210** Mass Media & Contemporary Culture (3) LAS

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

**Choose one course from the following:**

**IDS 390** Appalachian Culture & Spirit (3) IDS

**IDS 391** Cherokee Culture & Spirituality (3) IDS

**IDS 392** Honduran Culture & Spirituality (3) IDS

**IDS 393** Lakota Culture & Spirituality (3) IDS

**IDS 394** US/Mexico Border Experience (3) IDS

**IDS 395** History & Culture of Ireland (3) IDS

**Choose one course from any of the above listed courses (3)**

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.

## Minor in Catholic Studies

### Program Requirements

Hours: 18

**Select 6 courses from list below including one Ethics and a 100 level Religion course.**

**REL 102** Christian Scriptures (3) R

**REL 107** Intro to Catholic Christianity (3) R

**REL 195** The Spirit of Charity (3) R

**REL 221** Theology of Human Marriage and Sexuality (3) R

**REL 302** Survey of Church History (3) R

**REL 303** History of Spirituality (3) R

**ETH:REL 250** Christian Ethics (3) E

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

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

**ETH:REL 255** Christian Social Justice (3) E

**IDS 334** Jesus Through the Ages (3) IDS

**IDS 397** Rome:A Sacred & Secular History (3) IDS

Residency requirement: 12 hours

Cumulative GPA in all courses for the minor: 2.0

## Minor in Religious Studies

### Program Requirements

Hours: 18

### Minor Courses - 18 hours

**Choose one course from the following:**

**ETH:REL 250** Christian Ethics (3) E

**ETH:REL 255** Christian Social Justice (3) E

**Choose one course from the following:**

**REL 102** Christian Scriptures (3) R

**REL 103** Hebrew Scriptures (3) R

Choose four additional Religious Studies courses to be tailored to the student's major course of study (12)

## Division of Behavioral & Natural Sciences

Diana Davis, Ph.D., Dean

The Division of Behavioral and Natural Sciences offers baccalaureate majors in biochemistry, biology, chemistry, chemistry/mathematics, criminology, business informatics, health science informatics, web and mobile informatics, math & web/ mobile informatics, interactive media design & computing, mathematics, mathematics/business administration, mathematics/chemistry, neuroscience, paralegal studies, psychology, sociology, and social work; an associate degree in paralegal studies; minors in biology, chemistry, criminology, forensic science, gerontology, informatics, computer science, web application development, leadership and civic engagement, mathematics, nonprofit leadership, legal studies, psychology, sociology, and socio-psychology; and certificate programs in gerontology, nonprofit leadership and paralegal studies.

## Department of Biology

Gene Kritsky, 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 molecular biology, genetics, ornithology, 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.

#### 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 to Young Adult License (grades 7-12) is biology/life science, or integrated science. A concentration in science is available in the Middle Childhood Licensure (grades 4-9) program. See Education starting on page 109.

#### Minor in Forensic Science

The Biology Department offers a minor in Forensic Science particularly designed for students majoring in Biology, Chemistry, Criminology, Neuroscience, Psychology, and Sociology. Typically, students in these majors will only need to complete an additional 14-18 credit hours to fulfill the minor, however, students from any major may pursue the Forensic Science Minor.

The minor consists of 30 total credit hours, many of which satisfy major or liberal arts and science requirements.

## Major in Biology - Bachelor of Science Degree

### Program Requirements

Hours: 55-58

#### Major Coursework — 10 hours

**BIO 111** Principles of Biology I (4) N  
**BIO 112** Principles of Biology II (4) N  
**BIO 200** Biology Seminar II (2)

**Expanded Knowledge in Biology — 28 additional hours in Biology courses (Four of these courses must be 300-level courses, no more than TWO 100-level courses may be used to fulfill this requirement, and 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)

**Cognate Courses — 8 hours**

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

**Any two courses from these three areas (for a total of 8 credit hours):**

- **Physics (200 level or above)**
- **Additional Chemistry (200 level or above)**
- **Additional Biology (200 level or above)**

### **Program Outcomes**

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.

## **Major in Neuroscience Bio Track – Bachelor of Science Degree with Psychology Minor**

### **Program Requirements**

Hours: 90 - 93

### **Required Courses**

**BIO 111** Principles of Biology I (4) N  
**BIO 111A** Principles of Biology I (LAB) (0) N  
**BIO 240** Neuroscience Seminar (2)  
**CHE 111** General Chemistry I (3) N  
**CHE 111A** General Chem I (LAB) (1) N

**CHE 112** General Chemistry II (3) N  
**CHE 112A** General Chemistry II LAB (1) N  
**CHE 211** Organic Chemistry I (3) N  
**CHE 211A** Organic Chem I (LAB) (1) N  
**CHE 212** Organic Chemistry II (3) N  
**CHE 212A** Organic Chemistry II (LAB) (1) N  
**PHY 201** General Physics I (3) N  
**PHY 201A** Gen Physics I (LAB) (1) N  
**PHY 202** General Physics II (3) N  
**PHY 202A** Gen Physics II (LAB) (1) N  
**PSY 103** Introduction to Psychology (3) S  
**PSY 208** Social Psychology (3) S  
**PSY 210** Sensation and Perception (3) S  
**PSY 310** Cognition & Memory (3) S  
**PSY 340** Abnormal Psychology (3) S  
**PSY 375** Research I (4)  
**PSY 376** Research II (3)

**These courses are required of the major and satisfy core curriculum requirements**

**MTH 176** Stats I With SPSS (3) MA  
**MTH 191** Calculus I (3) MA  
**PHI 205** Philosophy of Mind (3) P

**Plus 4 of the following biology courses or course groupings, 2 of which must be 300 level courses (3-4 credits each):**

**BIO 203** Embryology (4) N  
**BIO 203A** Embryology (LAB) (0) N  
  
**BIO 218** Animal Behavior (4) N  
**BIO 218A** Animal Behavior (LAB) (0) N  
  
**BIO 310** Cell Biology (3) N  
**BIO 310A** Cell Biology (LAB) (1) N  
  
**BIO 320** Genetics (4) N  
**BIO 320A** Genetics (LAB) (0) N  
  
**BIO 314** Psychopharmacology (3)  
  
**BIO 330** Evolution (4) N  
**BIO 330A** Evolution (LAB) (0) N

#### **Biology Track Required Courses**

**BIO 112** Principles of Biology II (4) N  
**BIO 112A** Principles of Biology II (LAB) (0) N  
**BIO 201** Anatomy & Physiology I (4) N  
**BIO 201A** Human Anatomy & Physiology (LAB) (0) N  
**BIO 328** Neurobiology (4) N  
**BIO 328A** Neurobiology (LAB) (0) N  
**BIO 340** Research in Biology (1-4)

## Program Outcomes

Students who successfully complete the neuroscience 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.

## Major in Neuroscience Psy Track – Bachelor of Science Degree with Biology Minor

### Program Requirements

Hours: 91 - 92

### Required Courses

**BIO 111** Principles of Biology I (4) N  
**BIO 111A** Principles of Biology I (LAB) (0) N  
**BIO 240** Neuroscience Seminar (2)  
**CHE 111** General Chemistry I (3) N  
**CHE 111A** General Chem I (LAB) (1) N  
**CHE 112** General Chemistry II (3) N  
**CHE 112A** General Chemistry II LAB (1) N  
**CHE 211** Organic Chemistry I (3) N  
**CHE 211A** Organic Chem I (LAB) (1) N  
**CHE 212** Organic Chemistry II (3) N  
**CHE 212A** Organic Chemistry II (LAB) (1) N  
**PHY 201** General Physics I (3) N  
**PHY 201A** Gen Physics I (LAB) (1) N  
**PHY 202** General Physics II (3) N  
**PHY 202A** Gen Physics II (LAB) (1) N  
**PSY 103** Introduction to Psychology (3) S  
**PSY 208** Social Psychology (3) S  
**PSY 210** Sensation and Perception (3) S  
**PSY 310** Cognition & Memory (3) S  
**PSY 340** Abnormal Psychology (3) S  
**PSY 375** Research I (4)  
**PSY 376** Research II (3)

**These courses are required of the major and satisfy core curriculum requirements**

**MTH 176** Stats I With SPSS (3) MA  
**MTH 191** Calculus I (3) MA  
**PHI 205** Philosophy of Mind (3) P

Plus 4 of the following biology courses or course groupings, 2 of which must be 300 level courses (3-4 credits each):

**BIO 203** Embryology (4) N  
**BIO 203A** Embryology (LAB) (0) N

**BIO 218** Animal Behavior (4) N  
**BIO 218A** Animal Behavior (LAB) (0) N

**BIO 310** Cell Biology (3) N  
**BIO 310A** Cell Biology (LAB) (1) N

**BIO 320** Genetics (4) N  
**BIO 320A** Genetics (LAB) (0) N

**BIO 314** Psychopharmacology (3)

**BIO 330** Evolution (4) N  
**BIO 330A** Evolution (LAB) (0) N

#### Psychology Track Required Courses

**BIO 131** Basic Human Anatomy and Physiology (4) N  
**PSY 360** Biological Psychology (4) S  
**PSY 400** Senior Thesis (3)  
**PSY 405** Behavioral Sciences Capstone (3) CAP

#### Program Outcomes

Students who successfully complete the neuroscience 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.

## Minor in Biology

#### Program Requirements

Hours: 20

Minor Requirements – 4 hours in one of the following :

**BIO 101** Introduction to Biology (4) N  
**BIO 110** Biological Science & LAB (4) N  
**BIO 111** Principles of Biology I (4) N

EXPANDED KNOWLEDGE in BIOLOGY – 16 additional hours are required. (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.

## Minor in Forensic Science

### Program Requirements

Hours: 30

#### Required – 9 hours

**CRM 103** Foundations of Criminal Justice (3) LAS

**IDS 210** Survey of Forensic Science (4) IDS

**IDS 215** Forensic Science Integrated Seminar (2)

#### Elective Courses – 21 hours

**NATURAL SCIENCES – 12 hours in laboratory based sciences (Select three and their labs)**

**Could be one of this grouping:**

**BIO 101** Introduction to Biology (4) N

or

**BIO 110** Biological Science & LAB (4) N

or

**BIO 111** Principles of Biology I (4) N

**BIO 111A** Principles of Biology I (LAB) (0) N

**Could be one of this grouping:**

**BIO 131** Basic Human Anatomy and Physiology (4) N

**BIO 131A** Basic Human Anatomy and Physiology (LAB) (0) N

or

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

**BIO 197A** Human Anatomy and Physiology for the Health Sciences I (LAB) (0) N

or

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

**BIO 201A** Human Anatomy & Physiology (LAB) (0) N

**Could be one of this grouping:**

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

**CHE 104A** General & Organic Chemistry LAB (1) N

or



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

or

**CHE 111** General Chemistry I (3) N

**CHE 111A** General Chem I (LAB) (1) N

**Could be one of this grouping:**

**PHY 105** Physical Science L/L (4) N

or

**PHY 201** General Physics I (3) N

**PHY 201A** Gen Physics I (LAB) (1) N

**Could be any of this grouping:**

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

**BIO 112A** Principles of Biology II (LAB) (0) N

**BIO 140** Environmental Science (4) N

**BIO 198** Human A&P for Hlth Sci II (4) N

**BIO 198A** Human Anatomy and Physiology for the Health Sciences II (LAB) (0) N

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

**BIO 202A** Human Anatomy & Physiology II (LAB) (0) N

**BIO 225** Pathophysiology for the Health Sciences (4)

**BIO 301** Pathophysiology (4)

**BIO 314** Psychopharmacology (3)

**BIO 320** Genetics (4) N

**BIO 320A** Genetics (LAB) (0) N

**BIO 335** Entomology (4) N

**BIO 335A** Entomology (LAB) (0) N

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

**CHE 112A** General Chemistry II LAB (1) N

**CHE 314** Intermediate Analytical Chem (3) N

**CHE 314A** Intermediate Analy Chem (LAB) (1) N

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

**CHE 315A** Instru Analysis (LAB) (1) N

**CHE 326** Biochem:Nucleic Acid Struct (3) N

**CHE 326A** Biochem:Nucleic Acid Str.(LAB) (1) N

**GEO 135** Environmental Geology (L/L) (4) N

**PHY 202** General Physics II (3) N

**PHY 202A** Gen Physics II (LAB) (1) N

**BEHAVIORAL SCIENCES – 9 hours (select three)**

**CRM 217** Cops, Bobbies & Thief-Takers (3) LAS

**CRM 218** Victimology (3) LAS

**CRM 220** Judges, Juries & Justice (3) LAS

**CRM 292** Forensic Psychology (3) LAS

**CRM 293** Juvenile Delinquency (3) LAS

**CRM 295** Prisons, Punishments & Penalty (3) LAS

**CRM 298** Bringing Justice Home (3) LAS

**CRM 300** Critical Issues in Criminology (3) LAS

**CRM 390** The Mad & The Bad (3) LAS

**CRM 395** The Who, What & Where of Crime (3) LAS

**CRM 397** Controlling the Unruly Masses (3) LAS  
**CRM 408** Biosocial Criminology (3) LAS  
**IDS 212** Domestic Violence (3) IDS  
**IDS 332** Child Abuse (3) IDS  
**IDS 333** Elder Abuse (3) IDS  
**IDS 370** Addictions:An Interdisc Apprch (3) IDS  
**LGS 358** Law & Psychology (3) LAS  
**PSY 310** Cognition & Memory (3) S  
**PSY 340** Abnormal Psychology (3) S  
**PSY 342** Child Psychopathology (3) S  
**SOC 216** Sociology of the Family (3) S

## Department of Chemistry

Mark Fischer, Ph.D., Chairperson

The Chemistry Department offers a major in chemistry, Bachelor of Arts or Bachelor of Science degree, a major in biochemistry, as well as a major in chemistry and mathematics. The department also offers courses in physical science, geology and physics. The immediate objective of the study of chemistry or biochemistry, in addition to the acquisition of a basic knowledge of the science, is the development of the ability to think critically, to work in the laboratory, to interpret observations, and to express ideas clearly and concisely.

Chemistry and biochemistry courses are offered to satisfy the needs and interests of three types of students: 1) those who elect chemistry or biochemistry 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, or physical therapy; and 3) those who desire a knowledge of chemistry in order to live more intelligently in this age of technology.

The Bachelor of Science chemistry program is approved by the American Chemical Society. It is designed to provide the student with professional competency in chemistry, supporting courses in mathematics, physics and biology, and the option of additional complementary courses in keeping with the career goals of the student. Complementary courses suggested are biology, mathematics, computer science, education, business, communication studies, and psychology.

The major in biochemistry provides an excellent foundation for graduate study or professional study such as medical school, dental school, physician's assistant, or pharmacology. It also provides professional competency in chemistry with additional emphasis on biochemistry and biology.

In order to remain in one of the departmental programs, a student must earn a grade of "C" or higher in all major and cognate courses. Students earning a D, F, or W in any major or cognate course will be subject to the following action(s):

- Student will receive a warning letter from the department chairperson after the first D, F, or W.
- Student will be placed on probation after the second D, F, or W.
- Student will be dismissed from the major after the third D, F, or W.

A student may appeal in writing the dismissal from the major to the chairperson. In extenuating circumstances, the chairperson may reinstate the student to the major.

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

### Minor in Sustainability Studies

The Chemistry Department offers a minor in Sustainability Studies to students from any major. Students will gain interdisciplinary knowledge in fields of ecology, economics and environmental ethics. They will also learn from local organizations that are addressing issues related to environmental sustainability through service learning.

### Minor in Forensic Science

The Biology Department offers a minor in Forensic Science particularly designed for students majoring in Biology, Chemistry, Criminology, Neuroscience, Psychology, and Sociology. Typically, students in these majors will only need to complete an additional 14-18 credit hours to fulfill the minor, however, students from any major may pursue the Forensic Science Minor.

The minor consists of 30 total credit hours, many of which satisfy major or liberal arts and science requirements.

## Major in Chemistry - Bachelor of Arts Degree

### Program Requirements

Hours: 56

#### Required courses (20):

**BIO 111** Principles of Biology I (4) N  
**BIO 111A** Principles of Biology I (LAB) (0) N  
**CHE 111** General Chemistry I (3) N  
**CHE 111A** General Chem I (LAB) (1) N  
**CHE 112** General Chemistry II (3) N  
**CHE 112A** General Chemistry II LAB (1) N  
**CHE 200** Chemistry Sophomore Seminar (1)  
**CHE 211** Organic Chemistry I (3) N  
**CHE 211A** Organic Chem I (LAB) (1) N  
**CHE 212** Organic Chemistry II (3) N  
**CHE 212A** Organic Chemistry II (LAB) (1) N

#### Choose **CHE 314/A OR CHE 315/A** (4)

**CHE 314** Intermediate Analytical Chem (3) N  
**CHE 314A** Intermediate Analy Chem (LAB) (1) N  
**CHE 315** Instrumental Analysis (3) N  
**CHE 315A** Instru Analysis (LAB) (1) N

#### Choose **CHE 325/A OR CHE 326/A** (4)

**CHE 325** Biochemistry (3) N  
**CHE 325A** Biochemistry (LAB) (1) N  
**CHE 326** Biochem:Nucleic Acid Struct (3) N  
**CHE 326A** Biochem:Nucleic Acid Str.(LAB) (1) N

#### Choose **CHE 350/A OR CHE 360/A** (4)

**CHE 350** Physical Chemistry I (3) N

**CHE 350A** Physical Chemistry I (LAB) (1) N

**CHE 360** Intermediate Inorganic Chem (3) N

**CHE 360A** Int Inorganic (LAB) (1) N

**CHE 400** Chemistry Seminar & Capstone (1-2) CAP

**MTH 191** Calculus I (3) MA

**PHY 201** General Physics I (3) N

**PHY 201A** Gen Physics I (LAB) (1) N

**PHY 202** General Physics II (3) N

**PHY 202A** Gen Physics II (LAB) (1) N

**Math Elective (3): Choose one**

**MTH 192** Calculus II (3) MA

or

**MTH 174** Statistics I (3) MA

or

**MTH 176** Stats I With SPSS (3) MA

**Expanded Knowledge (8): Choose two additional 4 credit hour courses from the following areas:**

**Biology**

**Chemistry**

**Geology**

**Program Outcomes**

Students who successfully complete the chemistry 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.

## Major in Chemistry - Bachelor of Science Degree

### Program Requirements

Hours: 60

### Major Courses - 42 hours

**CHE 111** General Chemistry I (3) N  
**CHE 111A** General Chem I (LAB) (1) N  
**CHE 112** General Chemistry II (3) N  
**CHE 112A** General Chemistry II LAB (1) N  
**CHE 200** Chemistry Sophomore Seminar (1)  
**CHE 211** Organic Chemistry I (3) N  
**CHE 211A** Organic Chem I (LAB) (1) N  
**CHE 212** Organic Chemistry II (3) N  
**CHE 212A** Organic Chemistry II (LAB) (1) N  
**CHE 314** Intermediate Analytical Chem (3) N  
**CHE 314A** Intermediate Analy Chem (LAB) (1) N  
**CHE 315** Instrumental Analysis (3) N  
**CHE 315A** Instru Analysis (LAB) (1) N  
**CHE 325** Biochemistry (3) N  
**CHE 325A** Biochemistry (LAB) (1) N

or

**CHE 326** Biochem:Nucleic Acid Struct (3) N  
**CHE 326A** Biochem:Nucleic Acid Str.(LAB) (1) N  
**CHE 350** Physical Chemistry I (3) N  
**CHE 350A** Physical Chemistry I (LAB) (1) N  
**CHE 355** Physical Chemistry II (3) N  
**CHE 355A** Phys Chemistry II (LAB) (1) N  
**CHE 360** Intermediate Inorganic Chem (3) N  
**CHE 360A** Int Inorganic (LAB) (1) N  
**CHE 400** Chemistry Seminar & Capstone (1-2) CAP

### Cognate Courses - 18 hours

**BIO 111** Principles of Biology I (4) N  
**MTH 191** Calculus I (3) MA  
**MTH 192** Calculus II (3) MA  
**PHY 201** General Physics I (3) N  
**PHY 201A** Gen Physics I (LAB) (1) N  
**PHY 202** General Physics II (3) N  
**PHY 202A** Gen Physics II (LAB) (1) N

### Admission Requirements

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.

## Program Outcomes

Students who successfully complete the chemistry 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.

## Major in Biochemistry - Bachelor of Science Degree

### Program Requirements

Hours: 64

### Major Courses - 38 hours

**CHE 111** General Chemistry I (3) N  
**CHE 111A** General Chem I (LAB) (1) N  
**CHE 112** General Chemistry II (3) N  
**CHE 112A** General Chemistry II LAB (1) N  
**CHE 200** Chemistry Sophomore Seminar (1)  
**CHE 211** Organic Chemistry I (3) N  
**CHE 211A** Organic Chem I (LAB) (1) N  
**CHE 212** Organic Chemistry II (3) N  
**CHE 212A** Organic Chemistry II (LAB) (1) N  
**CHE 314** Intermediate Analytical Chem (3) N  
**CHE 314A** Intermediate Analy Chem (LAB) (1) N  
**CHE 325** Biochemistry (3) N  
**CHE 325A** Biochemistry (LAB) (1) N  
**CHE 326** Biochem:Nucleic Acid Struct (3) N  
**CHE 326A** Biochem:Nucleic Acid Str.(LAB) (1) N  
**CHE 350** Physical Chemistry I (3) N  
**CHE 350A** Physical Chemistry I (LAB) (1) N  
**CHE 400** Chemistry Seminar & Capstone (1-2) CAP

Select one from the following:

**CHE 315** Instrumental Analysis (3) N  
**CHE 315A** Instru Analysis (LAB) (1) N

or

**CHE 355** Physical Chemistry II (3) N  
**CHE 355A** Phys Chemistry II (LAB) (1) N

**Cognate Courses – 26 hours**

**BIO 111** Principles of Biology I (4) N  
**MTH 191** Calculus I (3) MA  
**MTH 192** Calculus II (3) MA  
**PHY 201** General Physics I (3) N  
**PHY 201A** Gen Physics I (LAB) (1) N  
**PHY 202** General Physics II (3) N  
**PHY 202A** Gen Physics II (LAB) (1) N

**Select two from the following:**

**BIO 305** Microbiology (4) N  
**BIO 320** Genetics (4) N  
**BIO 310** Cell Biology (3) N

with

**BIO 310A** Cell Biology (LAB) (1) N

**Admission Requirements**

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.

**Program Outcomes**

Students who successfully complete the 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.

## Major in Chemistry & Mathematics - Bachelor of Science Degree

**Program Requirements**

Hours: 75

**Major Courses - 34 hours**

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

**CHE 112A** General Chemistry II LAB (1) N  
**CHE 200** Chemistry Sophomore Seminar (1)  
**CHE 211** Organic Chemistry I (3) N  
**CHE 211A** Organic Chem I (LAB) (1) N  
**CHE 212** Organic Chemistry II (3) N  
**CHE 212A** Organic Chemistry II (LAB) (1) N  
**CHE 314** Intermediate Analytical Chem (3) N  
**CHE 314A** Intermediate Analy Chem (LAB) (1) N  
**CHE 350** Physical Chemistry I (3) N  
**CHE 350A** Physical Chemistry I (LAB) (1) N  
**CHE 400** Chemistry Seminar & Capstone (1-2) CAP

**Choose two from the following - 8 hrs**

**CHE 315** Instrumental Analysis (3) N  
**CHE 315A** Instru Analysis (LAB) (1) N  
**CHE 355** Physical Chemistry II (3) N  
**CHE 355A** Phys Chemistry II (LAB) (1) N  
**CHE 360** Intermediate Inorganic Chem (3) N  
**CHE 360A** Int Inorganic (LAB) (1) N

**Cognate Courses – 41 hours**

**MTH 191** Calculus I (3) MA  
**MTH 192** Calculus II (3) MA  
**MTH 195** Introduction to Math Computing (3)  
**MTH 220** Discrete Mathematics (3) MA  
**MTH 255** Introduction to Linear Algebra (3) MA  
**MTH 291** Calculus III (3) MA  
**MTH 292** Calculus IV (3) MA  
**MTH 301** Mathematical Modeling (3) MA

**Choose two from the following - 6 hrs**

**MTH 310** Differential Equations (3) MA  
**MTH 320** Probability/Statistics (4) MA  
**MTH 325** Numerical Analysis (3) MA

**Choose one from the following - 3 hrs**

**MTH 305** College Geometry (3) MA  
**MTH 315** Number Theory (3) MA  
**MTH 361** Abstract Algebra (3) MA  
**MTH 391** Advanced Calculus (3) MA

**PHY 201** General Physics I (3) N  
**PHY 201A** Gen Physics I (LAB) (1) N  
**PHY 202** General Physics II (3) N  
**PHY 202A** Gen Physics II (LAB) (1) N

**Admission Requirements**

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.



## Program Outcomes

Students who successfully complete the chemistry/mathematics 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.
- 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.
- apply mathematics to solving problems in chemistry.

## Minor in Chemistry

### Program Requirements

Hours: 23

### Minor Courses - 23 hours

**CHE 111** General Chemistry I (3) N  
**CHE 111A** General Chem I (LAB) (1) N  
**CHE 112** General Chemistry II (3) N  
**CHE 112A** General Chemistry II LAB (1) N  
**CHE 211** Organic Chemistry I (3) N  
**CHE 211A** Organic Chem I (LAB) (1) N  
**CHE 212** Organic Chemistry II (3) N  
**CHE 212A** Organic Chemistry II (LAB) (1) N

**CHE Choose two courses (300 level) (7)**

### Admission Requirements

Prerequisite:

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

## Minor in Sustainability Studies

### Program Requirements

Hours: 21

### Core Courses (10 hours required)

**GEO 140** Environmental Science (4) N

or

**BIO 140** Environmental Science (4) N

**\*GEO/BIO 140 must be completed as one of the first two courses taken in the minor.**

**ECO 212** Principles of Microeconomics (3) S

**ETH:PHI 203** Environmental Ethics (3) E

### Elective Courses (9 hours)

Choose three courses from one or more of the three key areas listed below. Only one course at the 100 level may be chosen. Note that some of these courses have pre-requisites; many can also be used to satisfy the College core curriculum requirements.

#### Ecology/Environment:

**ART 336** Sculpture Wkshp:Sustainable Mixed Media (3) A

**BIO 203** Embryology (4) N

**BIO 218** Animal Behavior (4) N

**BIO 221** Ornithology (4) N

**BIO 315** Ecology (4) N

**BIO 335** Entomology (4) N

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

**CHE 185** Science of Art (4) N

**GEO 115** Earth Science (L/L) (4) N

**GEO 120** Geology of Cincinnati (L/L) (4) N

**GEO 130** Oceanography (L/L) (4) N

**GEO 135** Environmental Geology (L/L) (4) N

**GEO 165** Meteorology (L/L) (4) N

**IDS 225** Natural History of National Parks (4) IDS

**IDS 280** Color to Dye For (3) IDS

**IDS 305** Naturalist As Artist/Artist As Naturalist (4) IDS

#### Economy/Employment:

**CIS 135** Spreadsheets (3)

**ECO 201** Economic Issues (3) S

**ECO 211** Principles of Macroeconomics (3) S

**MGT 300** Management/Org Behavior (3)

**MTH 301** Mathematical Modeling (3) MA

#### Equity/Equality:

**ENG 277** Dollars & Sense: Materialism in 20th-Century American Fiction (3) L

**HIS 200** Local History (3) H

**HIS 236** From Cortez to Costco Impact of European Contact with the Americas on the Food We Eat (3) H

**IDS 275** Going Places: Present & Future of Transportation (3) IDS

**IDS 307** Healthy Communities (3) IDS

**IDS 390** Appalachian Culture & Spirit (3) IDS

### **Seminar (1 credit) and Service Hours (1 credit)**

After the student has taken the three core courses and three electives, he/she will take SST 400 Environmental Sustainability Studies Seminar. This one hour seminar course offers the student an opportunity to hear from guest speakers who are employed in various areas related to sustainability. The course will also feature a requirement for a final integrative paper that demonstrates an understanding and integration of sustainability concepts.

Before completing the minor, each student must also complete one service learning credit with an organization appropriate to sustainability studies (1 credit/30 hours taken through the Plus One Credit Option Program of the Service Learning Center). The choice of the course to which this credit will be attached, and the organization with which the student serves, is subject to the program coordinator's approval.

## **Department of Criminology**

Cindy Stewart, Ph.D., Chairperson

Students of criminology at the Mount study the nature and causes of crime, the behavior of criminals and the criminal justice system. Criminology is a diverse field grounded in philosophy and is in search of answers to questions about why people commit crimes. Criminology strives to understand the nature of crime and society and the theoretical underpinnings that guide how people are punished, controlled or rehabilitated.

The curriculum provides students with the opportunity to acquire knowledge about the Criminological perspective and an understanding of the theoretical perspectives of the field.

The goal is for students to use knowledge gained to critically assess information for problem-solving and decision-making. It is not enough for students to regurgitate theory; students need to use knowledge gained to think critically, to recognize bias, to raise questions, to think open-mindedly about alternative systems of thought and to consider the consequences both intended and unintended. Many of the required courses in criminology strive to systematically cultivate informed and ethical ways of thinking, problem-solving and decision-making and encourage the examination of the resulting consequences.

As members of the Academy of Criminal Justice Sciences ([www.acjs.org](http://www.acjs.org)) and the Ohio Council of Criminal Justice Education ([www.occje.org](http://www.occje.org)) our faculty promote ethical professional standards and work closely with students to engage in critical-thinking,

Graduates of criminology are well prepared for careers in law enforcement, criminal investigation, corrections, probation, substance abuse counseling, youth counseling, crime analysis, security management, public administration and further graduate studies in law, criminal justice, forensic science or other professional studies.

### **Encouraging Student's Excellence in Academic Endeavors**

The Criminology program strives for excellence in academic endeavors and our alumni offer examples of this. For instance, alumni have received the Alpha Phi Sigma Criminal Justice Honor Society Award and have gone on to complete a Master's program. According to a recent alumni survey, 80% of respondents felt the Mount Criminology program prepared them well for the professional world, 90% agreed that they were prepared for leadership in the field, and 80% of respondents believed they were currently using the

skills learned in the program. As a Department, we strive to have the experience and perspectives of faculty members reflect an accurate and up-to-date knowledge of the demands of criminology careers. The courses offered in our program reflect this goal and prepare students well for the future.

### **Service Learning**

The Mount's nationally-recognized Service Learning program allows students the option to obtain up to three additional academic credits, tuition-free, for faculty-supervised volunteer service in conjunction with selected criminology courses.

### **Co-op Opportunities**

Many students elect to participate in the Mount's cooperative education program as a way to gain valuable work experience and supplement their incomes while pursuing their academic goals.

Placements in criminology have included the, the U.S. Department of Justice Drug Enforcement Agency, U.S. Marshall's Service, Goshen Township Police Department, The Legal Aid Society of Greater Cincinnati, and GE Aviation.

## **Major in Criminology - Bachelor of Science Degree**

### **Program Requirements**

Hours: 66

### **Major Courses - 42 hours**

**CRM 103** Foundations of Criminal Justice (3) LAS  
**CRM 105** Elements of Inquiry (3)  
**CRM 217** Cops, Bobbies & Thief-Takers (3) LAS  
**CRM 218** Victimology (3) LAS  
**CRM 220** Judges, Juries & Justice (3) LAS  
**CRM 293** Juvenile Delinquency (3) LAS  
**CRM 295** Prisons, Punishments & Penalty (3) LAS  
**CRM 298** Bringing Justice Home (3) LAS  
**CRM 300** Critical Issues in Criminology (3) LAS  
**CRM 370** The Whys of Crime (3) LAS  
**CRM 372** Comparative Criminal Justice/Criminology (3) LAS  
**CRM 375** Criminology Research I (3)  
**CRM 376** Criminology Research II (3)  
**CRM 400** Senior Thesis (3)

### **Cognate Courses – 12 hours**

**MTH 176** Stats I With SPSS (3) MA  
**PRL/LGS 151** Introduction to Legal Principles (3) S  
**SOC 103** Our Social World (3) S  
**PSY 103** Introduction to Psychology (3) S

### **Major Electives - 12 hours - Select 12 hours of additional CRM courses from the following:**

**CRM 225** Sex Crimes (3) LAS  
**CRM 230** Questioning Crime:Predicting, Reducing,Preventing (3) LAS  
**CRM 235** Crimes of Technology (3) LAS

**CRM 240** Crime & Media (3) LAS  
**CRM 292** Forensic Psychology (3) LAS  
**CRM 390** The Mad & The Bad (3) LAS  
**CRM 392** Managing the Guardians (3) LAS  
**CRM 395** The Who, What & Where of Crime (3) LAS  
**CRM 397** Controlling the Unruly Masses (3) LAS  
**CRM 406** Truth & Justice (3) LAS  
**CRM 407** Law & Society (3) LAS  
**CRM 408** Biosocial Criminology (3) LAS  
**IDS 321** US/UK Comp Law & Crim Justice (3) IDS

A grade of "C" or higher is required in all major, minor and cognate courses.

Criminology majors must earn at least 50% of their major credits at the College of Mount St. Joseph. In addition, no more than 6 credit hours of independent study and/or consortium/online courses may be used toward graduation requirements. Students may earn up to 3 service learning credits and/or CRM 396/CRM 496 Co-op credits in addition to major, cognate and major elective requirements.

Recommended minors for the Criminology major are: Forensic Science, Legal Studies, Leadership and Civic Engagement, or Sociology.

### **Program Outcomes**

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

- Define, explain, and use the correct terminology applicable to the disciplines of criminology and criminal justice
- Demonstrate an understanding of the components and functions of the criminal justice system (police, courts, corrections)
- Articulate the historical development of key issues, policies, and practices in criminology and criminal justice.
- Demonstrate the ability to research and analyze crime data
- Demonstrate a knowledge of the link between theoretical foundations of crime and the development of crime policy
- An understanding of the ethical and social justice implications of criminology and criminal justice

## **Online Criminology Completion Program**

### **Program Requirements**

The Online Criminology Completion Program is designed for students who have already completed an Associate degree in Criminology or Criminal Justice or equivalent coursework from a regionally accredited institution. Students can continue their education through the Criminology Completion Online Program to receive a Bachelor of Science Degree in Criminology. This online program is designed with the adult learner in mind and provides flexibility for working professionals wanting to complete their bachelor's degree.

### **Completion Requirements**

Students must complete all program requirements as listed under the Major of Criminology – Bachelor of Science Degree. It is assumed that transfer students will have transferred foundation courses to include

courses on the following topics: Introduction to Criminal Justice, Policing, Courts, Juvenile Delinquency, Corrections, and courses to fulfill the Core requirements.

The courses needed to complete the degree will depend on what transfer credits the student has. Additional courses not listed below may be needed in order to meet the Major of Criminology – Bachelor of Science Degree *and* Core requirements.

Hours: 39

### **Major Requirements - 30 hours**

**CRM 105** Elements of Inquiry (3)  
**PRL 151** Introduction to Legal Principles (3) S  
**CRM 218** Victimology (3) LAS  
**CRM 298** Bringing Justice Home (3) LAS  
**CRM 300** Critical Issues in Criminology (3) LAS  
**CRM 370** The Whys of Crime (3) LAS  
**CRM 372** Comparative Criminal Justice/Criminology (3) LAS  
**CRM 375** Criminology Research I (3)  
**CRM 376** Criminology Research II (3)  
**CRM 400** Senior Thesis (3)

### **Major Electives - 9 hours**

#### **Choose Three Additional CRM coded courses**

A grade of “C” or higher is required in all major courses.

Residency Requirement - 18 hours

### **Admission Requirements**

Potential students must meet the following requirements for admission to the Criminology Completion Online Program:

- Associate degree in Criminology or Criminal Justice or equivalent coursework from a regionally accredited institution
- A cumulative GPA of 2.5/4.0 or higher in previous college coursework
- Successful completion of a criminal background check
- COMPASS test advised, if no previous math course has been taken

## **Minor in Criminology**

### **Program Requirements**

Hours: 18

### **Minor Courses - 15 hours required**

**CRM 103** Foundations of Criminal Justice (3) LAS  
**CRM 217** Cops, Bobbies & Thief-Takers (3) LAS  
**CRM 220** Judges, Juries & Justice (3) LAS

**CRM 295** Prisons, Punishments & Penalty (3) LAS

**CRM 370** The Whys of Crime (3) LAS

**Elective Courses - 3 hours - Select one additional CRM course (except CRM 105, CRM 380, CRM 396, CRM 496)**

A grade of "C" or higher is required in all major, minor and cognate courses.

Criminology minors must earn at least 50% of their minor credits at the College of Mount St. Joseph. In addition, no more than 3 credit hours of independent study and/or consortium/online courses may be used toward minor requirements.

## Department of Informatics

Denise Krueger, Ph.D., Chairperson

The Department of Informatics offers four majors: Business Informatics, Health Science Informatics, Web and Mobile Informatics, and a dual major in Mathematics and Web/Mobile Informatics. These majors have a common core of required informatics courses in addition to discipline specific content area courses. The dual major is a degree program that involves substantial coursework from two disciplines. Interested students should contact the Department of Informatics for more information. In addition, the department offers a minor in informatics.

This program is offered for students who:

- desire to enter into a technology based career;
- wish to pursue career fields such as database designer or administrator, system administrator, project manager, web developer, mobile application developer, programmer, or health information technician;
- want to go on to graduate school in informatics, computer science, or an MBA.

Informatics majors are encouraged/required to engage in a work experience related to their discipline 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, or other appropriate setting. In addition, all majors must complete a senior research project in which they study a relevant topic under the guidance of a faculty mentor.

Informatics majors are expected to maintain a grade point average of 2.0 in the courses which are part of their major: informatics (INF), mathematics (MTH), computer science (CSC), nursing (NUR), Business (BUS), Computer Information Systems (CIS), Accounting (ACC), Marketing (MKT), Economics (ECO), Management (MGT), Finance (FIN). Students are also expected to maintain a "C" or better in major courses numbered below 300. Students transferring to the Mount from another college and wishing to obtain a major in Informatics must complete at least half of the credits for their major program through the Mount.

## Major in Business Informatics - Bachelor of Science Degree

### Program Requirements

Hours: 69

#### Informatics Core Requirements - 31 Hours

INF 101 Seminar - Intro Informatics (1)  
INF 110 Foundations in Technology (3)  
INF 120 Principles of Programming I (3)  
INF 215 Principles of Human Computer Interaction (HCI) (3)  
INF 230 Database Design & Development (3)  
INF 218 Fundamentals of Search Analytics (3)  
INF 348 Project Management (3)  
INF 372 Information Systems (3)  
INF 374 Technology Ethics and Security (3)  
INF 376 Systems Analysis & Design (3)  
BUS 260 Business Research (3)

#### Business Informatics Requirements - 11 Hours

INF 390 Industry Informatics (3)  
INF 400 Senior Research (1)

*(2 hours of INF 400 taken over two semesters is required)*

Choose 2 Additional INF 200/300/400 Level Courses

#### Business Requirements - 27 Hours

BUS 101 Introduction to Business (3)  
ACC 213 Principles of Accounting I (3)  
CIS 135 Spreadsheets (3)  
ECO 211 Principles of Macroeconomics (3) S

or

ECO 212 Principles of Microeconomics (3) S

MTH 174 Statistics I (3) MA

or

MTH 176 Stats I With SPSS (3) MA

Business Discipline Concentration - Choose One Sequence from:

- Accounting
- Finance
- Economics
- Management
- Marketing



- **Business Administration**

**Accounting:**

**ACC 214** Principles of Accounting II (3)

**Plus: three 300/400 level ACC courses**

**Finance:**

**FIN 300** Corporate Finance (3)

**Plus: three 300/400 level FIN courses**

**Economics:**

**ECO 211** Principles of Macroeconomics (3) S

**ECO 212** Principles of Microeconomics (3) S

**Plus: three 300/400 level ECO courses**

**Management:**

**MGT 300** Management/Org Behavior (3)

**Plus: three 300/400 level MGT courses**

**Marketing:**

**MKT 300** Principles of Marketing (3)

**Plus: three 300/400 level MKT courses**

**Business Administration: choose four**

**ECO 211** Principles of Macroeconomics (3) S

**ECO 212** Principles of Microeconomics (3) S

**MGT 300** Management/Org Behavior (3)

**MKT 300** Principles of Marketing (3)

**FIN 300** Corporate Finance (3)

**ACC 214** Principles of Accounting II (3)

**BUS 352** Business Communications I (3)

**Program Outcomes**

Students who successfully complete the Business Informatics major will be able to:

- Demonstrate knowledge and skills in the logical foundations of informatics, data representation, models, structures and informatics-centric management.
- Document experience of their participation in professional organizations that promote responsible computing and service to society.
- Demonstrate a personal learning strategy for continuing education and lifelong learning that is independent of employer sponsorship.
- Define terms and explain basic principles, concepts and theories from another domain or discipline in which IT resources will be deployed.

- Identify the impact of technology and information systems on the business environment and demonstrate skills necessary to initiate, manage, and execute an IT project.
- Describe how technology and information systems can enhance the efficiency and accuracy of various business procedures.
- Following a user-centered approach, design, test, and use information systems to enhance all facets of business, aiding in decision-making and support of business processes.
- Analyze issues ranging from storage, retrieval, and interpretation of information in business to the implementation and management of complex information systems used in the management of business operations.
- Evaluate how legal and ethical technology issues impact business activities including such areas as data access, privacy, confidentiality, security, and intellectual property standards and policies.

## Major in Health Science Informatics - Bachelor of Science Degree

### Program Requirements

Hours: 71

#### Informatics Core Requirements - 31 Hours

INF 101 Seminar - Intro Informatics (1)  
INF 110 Foundations in Technology (3)  
INF 120 Principles of Programming I (3)  
INF 215 Principles of Human Computer Interaction (HCI) (3)  
INF 218 Fundamentals of Search Analytics (3)  
INF 230 Database Design & Development (3)  
INF 348 Project Management (3)  
INF 372 Information Systems (3)  
INF 374 Technology Ethics and Security (3)  
INF 376 Systems Analysis & Design (3)  
BUS 260 Business Research (3)

#### Health Science/Administration Requirements - 23 Hours

BUS 101 Introduction to Business (3)  
CIS 135 Spreadsheets (3)  
BIO 197 Human Anatomy and Physiology for the Health Sciences I (4) N  
BIO 197A Human Anatomy and Physiology for the Health Sciences I (LAB) (0) N  
BIO 198 Human A&P for Hlth Sci II (4) N  
BIO 198A Human Anatomy and Physiology for the Health Sciences II (LAB) (0) N  
ETH:PHI 250 Health Care Ethics (3) E  
NUR 415 Health Care Policy (3)  
MTH 174 Statistics I (3) MA

or

MTH 176 Stats I With SPSS (3) MA

#### Health Science Informatics Requirements - 17 Hours

INF 240 Healthcare Informatics (3)

**INF 390** Industry Informatics (3)

**INF 400** Senior Research (1)

*(2 hours of INF 400 taken over two semesters is required)*

**INF Electives - Choose Three Additional INF 200/300/400 courses**

### Program Outcomes

Students who successfully complete the Health Science Informatics major will be able to:

- Identify the impact of technology and healthcare information systems on the healthcare environment.
- Describe how healthcare technology information systems can enhance the quality and safety of patient care.
- Design and use healthcare information systems to enhance clinical, administrative, and financial decision making in patient care.
- Analyze issues ranging from storage, retrieval, and interpretation of information in patient care to the implementation and management of complex information systems used in the administration of healthcare.
- Evaluate how technology, legal and ethical issues impact the delivery of healthcare services.

## Major in Web and Mobile Informatics - Bachelor of Science Degree

### Program Requirements

Hours: 69

#### Informatics Core Requirements - 31 Hours

**INF 101** Seminar - Intro Informatics (1)

**INF 110** Foundations in Technology (3)

**INF 120** Principles of Programming I (3)

**INF 215** Principles of Human Computer Interaction (HCI) (3)

**INF 218** Fundamentals of Search Analytics (3)

**INF 221** Principles of Programming II (3)

**INF 230** Database Design & Development (3)

**INF 250** Web Fundamentals & Standards (3)

**INF 270** Intro to Mobile Application Development (3)

**INF 331** Applied Database (3)

#### Web and Mobile Requirements - 38 Hours

**MTH 191** Calculus I (3) MA

**MTH 220** Discrete Mathematics (3) MA

**INF 255** Client-Side Scripting (3)

**INF 256** Server-Side Scripting (3)

**INF 324** Data Structures (3)

**INF 328** Object-Oriented Analysis and Design (3)  
**INF 355** Advanced Client-Side Scripting (3)  
**INF 356** Advanced Server-Side Scripting (3)  
**INF 450** Topics in Web/Mobile Development (3)  
**INF 396** Co-Op:Parallel(PT) (1-3)

or

**INF 496** Co-Op:Parallel(FT) (1-3)  
**INF 400** Senior Research (1)

*(2 hours of INF 400 taken over two semesters is required)*

**INF Electives: Choose Two Additional INF 200/300/400 Level Courses**

### **Program Outcomes**

Students who successfully complete Web and Mobile Informatics major will be able to:

- Document experience of their participation in professional organizations that promote responsible computing and service to society.
- Demonstrate a personal learning strategy for continuing education and lifelong learning that is independent of employer sponsorship.
- Define terms and explain basic principles, concepts and theories from another domain or discipline in which web and mobile applications will be deployed.
- Demonstrate skills necessary to design, implement, and maintain a complex web/mobile application development project using modern languages and integrated development environments.
- Demonstrate an ability to solve complex problems effectively and efficiently.
- Analyze issues ranging from storage, retrieval, and interpretation of information to the implementation and management of complex information systems used within web and mobile applications.
- Evaluate how legal and ethical technology issues impact business activities including such areas as data access, privacy, confidentiality, security, and intellectual property standards and policies.

## **Major in Mathematics and Web/Mobile Informatics - Bachelor of Science Degree**

### **Program Requirements**

Hours: 78

### **Mathematics Requirements - 34 Hours**

**MTH 191** Calculus I (3) MA  
**MTH 192** Calculus II (3) MA  
**MTH 220** Discrete Mathematics (3) MA  
**MTH 255** Introduction to Linear Algebra (3) MA  
**MTH 291** Calculus III (3) MA  
**MTH 292** Calculus IV (3) MA  
**MTH 301** Mathematical Modeling (3) MA

**MTH 310** Differential Equations (3) MA  
**MTH 320** Probability/Statistics (4) MA  
**MTH 325** Numerical Analysis (3) MA  
**MTH 315** Number Theory (3) MA

or

**MTH 361** Abstract Algebra (3) MA

### Web/Mobile Informatics Requirements - 44 Hours

**INF 120** Principles of Programming I (3)  
**INF 215** Principles of Human Computer Interaction (HCI) (3)  
**INF 221** Principles of Programming II (3)  
**INF 230** Database Design & Development (3)  
**INF 250** Web Fundamentals & Standards (3)  
**INF 255** Client-Side Scripting (3)  
**INF 256** Server-Side Scripting (3)  
**INF 270** Intro to Mobile Application Development (3)  
**INF 328** Object-Oriented Analysis and Design (3)  
**INF 331** Applied Database (3)  
**INF 355** Advanced Client-Side Scripting (3)  
**INF 356** Advanced Server-Side Scripting (3)  
**INF 450** Topics in Web/Mobile Development (3)  
**INF 396** Co-Op:Parallel(PT) (1-3)

or

**INF 496** Co-Op:Parallel(FT) (1-3)  
**INF 400** Senior Research (1)

*(2 hours of INF 400 taken over two semesters is required)*

### Program Outcomes

Students who successfully complete the Mathematics and Web & Mobile Informatics Dual major will be able to:

- Demonstrate 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, Web & Mobile Informatics or in a graduate program.
- Demonstrate knowledge and skills in the logical foundations of informatics, data representation, models, structures and informatics-centric management.
- Demonstrate skills necessary to design, implement, and maintain a complex web/mobile application development project using modern languages and integrated development environments.
- Analyze issues ranging from storage, retrieval, and interpretation of information to the implementation and management of complex information systems used within web and mobile applications.
- Evaluate how legal and ethical technology issues impact business activities including such areas as data access, privacy, confidentiality, security, and intellectual property standards and policies.

- Demonstrate a personal learning strategy for continuing education and lifelong learning that is independent of employer sponsorship.

## Minor in Informatics

### Program Requirements

Hours: 22

### Minor Courses

**INF 101** Seminar - Intro Informatics (1)  
**INF 110** Foundation in Technology (3)  
**INF 120** Principles of Programming I (3)  
**INF 215** Principles of Human Computer Interaction (HCI) (3)  
**INF 218** Fundamentals of Search Analytics (3)  
**INF 230** Database Design & Development (3)

### Choose One of the Following:

**COM 354** New Media Ethics (3) LAS  
**BUS 260** Business Research (3)

### Choose One Additional INF Course from the following:

**INF 221** Principles of Programming II (3)  
**INF 250** Web Fundamentals & Standards (3)  
**INF 270** Intro to Mobile Application Development (3)  
**INF 331** Applied Database (3)  
**INF 335** Data Analytics (3)  
**INF 348** Project Management (3)  
**INF 372** Information Systems (3)  
**INF 374** Technology Ethics and Security (3)  
**INF 376** Systems Analysis & Design (3)

## Department of Legal Studies

Georgana Taggart, J.D., Chairperson

The Department of Legal Studies offers a major in paralegal studies (BA and AA), a minor in legal studies, and a certificate in paralegal studies.

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

### Paralegal Studies

Approved by the American Bar Association (ABA), 321 North Clark Street, Chicago, Illinois 60610-4714, (800) 285-2221, 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 speciality practice areas; the fundamentals of manual and computer based legal research; proficiency in legal writing; and the development of ethical and critical thinking. 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 general 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, 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.

## Major in Paralegal Studies - Bachelor of Arts Degree

### Program Requirements

Hours: 42

### Major Courses - 36 hours

**PRL 150** Introduction to Paralegalism (3)

**PRL/LGS 151** Introduction to Legal Principles (3) S

**PRL/LGS 152** Legal Research (3)

**PRL 261** Intro Corporate Law (3)  
**PRL 271** Intro Estates & Probate (3)  
**PRL 281** Intro Real Estate Law (3)  
**PRL 291** Intro Litigation Procedures (3)  
**PRL 380** Internship Experience (3)

or

**PRL 396** Cooperative Education Work Experience: Parallel (1-3)  
**PRL 415** Law Office Practice Seminar (3)

**Choose 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 & Procedure (3)  
**PRL 350** Fund of Insurance for Paralegals (1-3)  
**PRL 355** Family Law (3)  
**PRL 450** Advanced Legal Research (3)

**Cognate Courses - 9 hours**

**ACC 213** Principles of Accounting I (3)  
**COM 300** Advanced Composition (3) LAS  
**COM 320** Advanced Oral Communication (3) LAS

Residency Requirement - 12 hours

### **Program Outcomes**

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.

## **Major in Paralegal Studies - Associate of Arts Degree**

### **Program Requirements**

Hours: 30

### **Major Courses- 24 hours**

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



### **Cognate Courses- 6 hours**

**ACC 213** Principles of Accounting I (3)

**COM 100** Spoken Word (3) C

Residency Requirement - 12 hours

### **Program Outcomes**

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.

## **Minor in Legal Studies**

### **Program Requirements**

Hours: 18

### **Minor Requirements – 6 hours**

**LGS/PRL 151** Introduction to Legal Principles (3) S

**LGS/PRL 152** Legal Research (3)

**Elective Courses – Choose any 4 LGS coded courses (12 hours)**

Residency Requirement - 9 Hours

## **Certificate in Paralegal Studies**

### **Program Requirements**

Hours: 33

### **Major Courses- 33 hours**

**PRL 150** Introduction to Paralegalism (3)

**PRL/LGS 151** Introduction to Legal Principles (3) S

**PRL/LGS 152** Legal Research (3)

**PRL 261** Intro Corporate Law (3)

**PRL 271** Intro Estates & Probate (3)

**PRL 281** Intro Real Estate Law (3)

**PRL 291** Intro Litigation Procedures (3)

**PRL 380** Internship Experience (3)

**PRL 415** Law Office Practice Seminar (3)

**Choose 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 & Procedure (3)
- PRL 350** Fund of Insurance for Paralegals (1-3)
- PRL 355** Family Law (3)

Residency Requirement - 18 hours and have a bachelor's degree or an associate degree with a sufficient number of general education credits.

## Department of Mathematics

Denise Krueger, Ph.D., Chairperson

The Department of Mathematics offers majors in mathematics, dual majors in mathematics/chemistry and mathematics/business and a major in Interactive Media Design and Computing (IMDC). Dual majors are single majors that involve substantial coursework from two disciplines. Interested students should contact the Department of Mathematics for more information. In addition, the Department offers a minor in mathematics, a minor in Web Application Development, a minor in Computer Science and course work for Ohio Teacher Licensure in adolescent to young adult integrated mathematics.

### Mathematics

Students have the option of obtaining either a Bachelor of Arts or a Bachelor of Science degree in Mathematics. The Bachelor of Arts degree focuses on the more theoretical courses. Students who wish to pursue the Adolescent to Young Adult licensure in Integrated Mathematics will obtain a Bachelor of Arts degree. Students who are interested in applied mathematics should pursue the Bachelor of Science degree. Those electing the Bachelor of Science degree will be required to declare a minor in one of the following disciplines: Biology, Business Administration, Chemistry, Computer Science, Exercise Science, Forensic Science, Informatics, Psychology or Sustainable Studies.

Students majoring in mathematics engage in a work experience related to mathematics 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 topic under the guidance of a faculty member.

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

- Students who wish to enter a work related area in which mathematics is applied, such as bioinformatics, computational science, engineering, finance, economics, operations research, statistics, or actuarial science;
- Students who wish to teach;
- Students who wish to enter graduate school in mathematics or a related academic area;
- Students who desire to engage in the critical thinking of disciplines such as mathematics.

Students majoring in other disciplines may minor in mathematics. This minor is encouraged for students who would like a strong quantitative base in their college programs.

Mathematics major/minors are expected to maintain a “C” or better in all department courses. Students majoring in mathematics and chemistry must maintain a “C” or better in all major and cognate courses. Students majoring in mathematics and business administration must achieve a cumulative 2.0 grade point average in business courses and a “C” or better in mathematics department courses. Students earning a D, F, or W in any mathematics department course will be subject to the following action(s):

- Student receives a warning letter from the Department Chairperson after the first D, F, or W.
- Student is placed on departmental probation after the second D, F, or W.
- Student is dismissed from the major after the third D, F, or W.

A student may appeal in writing the dismissal from the major to the Department Chairperson. In extenuating circumstances, the Chairperson may reinstate the student to the major.

Students transferring to the Mount from another college and wishing to obtain a major in mathematics 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 at the Mount is required to satisfy all requirements for the minor as defined by the Department of Mathematics at the Mount. Every transfer student who desires a minor in mathematics must earn a minimum of five credits toward that minor at the College of Mount St. Joseph.

The Department of Mathematics 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 as tools in any particular discipline; for the future teachers, understanding of the basic concepts and structures of mathematics.

In all mathematics 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.

### **Licensure for Teachers**

Students choosing a major in mathematics who also want to pursue Ohio teacher licensure must satisfy the same requirements as the Bachelor of Arts major and additional requirements in mathematics and education. The pertinent Adolescent to Young Adult License (grades 7-12) is integrated mathematics. See Education: AYA Program starting on page 111. A concentration in mathematics is available also in the Middle Childhood Licensure (grades 4-9) program. See Education: MCE Program starting on page 120.

### **Interactive Media Design & Computing**

Dennis Gibson, M.S., Program Director

This program is offered to students who:

- desire to enter into a work related area in which computer science, communication, art and mathematics are applied;
- wish to become web developers, software developers, multimedia managers, or animators;
- wish to enter graduate school in computer graphics, animation, or game design;
- desire to engage in the critical thinking of disciplines such as mathematics and computer science.

Students majoring in IMDC engage in a work experience related to their discipline 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, or another appropriate setting. In addition, majors engage in a senior research project in which they study a relevant topic under the guidance of a faculty member.

IMDC majors are expected to maintain a grade point average of 2.0 in the courses which are part of the major: IMDC (IDC), informatics (INF), mathematics (MTH), art (ART), computer science (CSC), graphic design (GRD), communication studies (COM) and music (MUS). Students are also expected to maintain a "C" or better in major courses numbered below 300. Students transferring to the Mount from another college and wishing to obtain a major in IMDC must complete at least half of the credits for their major program through the Mount.

## Major in Interactive Media Design & Computing - Bachelor of Science Degree

### Program Requirements

Hours: 68

### Major Courses

**ART 103** Design Foundation I (3) A  
**ART 380** Digital Photography (3) A  
**GRD 206** Digital Design (3)  
**GRD 351** Design Narrative (3)  
**GRD 352** Web Design (3)  
**IDC 320** 3-D Computer Animation (3)  
**INF 120** Principles of Programming I (3)  
**INF 221** Principles of Programming II (3)  
**INF 230** Database Design & Development (3)  
**INF 255** Client-Side Scripting (3)  
**INF 256** Server-Side Scripting (3)  
**INF 324** Data Structures (3)  
**INF 328** Object-Oriented Analysis and Design (3)  
**INF 355** Advanced Client-Side Scripting (3)  
**INF 396** Co-Op:Parallel(PT) (1-3)  
**INF 450** Topics in Web/Mobile Development (3)  
**INF 400** Senior Research (1)

*(2 hours of INF 400 taken over two semesters is required)*

### Choose two courses from the following:

**ART 214** Comics & Narrative Art (3)  
**ART 280** Principles of Animation (3) A  
**GRD 370** Advanced Web & Interactive Design (3)  
**MUS 210** Sound and Vision I (3)

### Choose two courses from the following:

**COM 210** Mass Media & Contemporary Culture (3) LAS  
**COM 310** Visual Communication (3) LAS

**COM 360** New Media and Society (3) LAS  
**COM 350P** Nonlinear Digital Editing (3) LAS

**Choose one course from the following:**

**CSC 320** Networks for Multimedia and Mobile Applications (3)  
**IDC 321** Advanced Character Animation (3)  
**IDC 330** Computer Graphics (3)  
**IDC 340** Game Programming (3)

### Program Outcomes

Students who successfully complete the Interactive Media Design & Computing major will be able to:

- Use existing and emerging electronic media technology to communicate ideas effectively and creatively.
- Understand the impact of social and cultural context on the understanding of media messages.
- Use critical thinking and available resources to solve a problem
- Function effectively in a professional workplace working either independently or collaboratively.

## Major in Mathematics - Bachelor of Arts Degree

### Program Requirements

Hours: 46

### Major Courses - 40 hours

**MTH 191** Calculus I (3) MA  
**MTH 192** Calculus II (3) MA  
**MTH 195** Introduction to Math Computing (3)  
**MTH 220** Discrete Mathematics (3) MA  
**MTH 255** Introduction to Linear Algebra (3) MA  
**MTH 291** Calculus III (3) MA  
**MTH 292** Calculus IV (3) MA  
**MTH 301** Mathematical Modeling (3) MA  
**MTH 320** Probability/Statistics (4) MA  
**MTH 361** Abstract Algebra (3) MA  
**MTH 391** Advanced Calculus (3) MA  
**MTH 326** Math Lab for Teachers (3)

or

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

or

**MTH 496** Cooperative Education Work Experience: Alternating (1-3)  
**MTH 402** The Pinnacle and Beyond: Math, Computer Science, the Mount, and Society (1) CAP  
**MTH 400** Senior Research (1)

*(2 hours of MTH 400 taken over two semesters is required)*

**Choose two of the following Major Courses: (6 hours)**

**MTH 305** College Geometry (3) MA  
**MTH 310** Differential Equations (3) MA  
**MTH 315** Number Theory (3) MA  
**MTH 325** Numerical Analysis (3) MA

**Program Outcomes**

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

- independently read and understand mathematics.
- use critical and creative thinking, and logic to solve problems.
- 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.

## **Major in Mathematics w/selected minor - Bachelor of Science Degree**

**Program Requirements**

Hours: 63-75

**Major Courses (45 Hours)**

**Required Major Courses (39 hours)**

**MTH 191** Calculus I (3) MA  
**MTH 192** Calculus II (3) MA  
**MTH 195** Introduction to Math Computing (3)  
**MTH 220** Discrete Mathematics (3) MA  
**MTH 255** Introduction to Linear Algebra (3) MA  
**MTH 291** Calculus III (3) MA  
**MTH 292** Calculus IV (3) MA  
**MTH 301** Mathematical Modeling (3) MA  
**MTH 310** Differential Equations (3) MA  
**MTH 320** Probability/Statistics (4) MA  
**MTH 325** Numerical Analysis (3) MA  
**MTH 396** Cooperative Education Work Experience: Parallel (1-3)  
**MTH 400** Senior Research (1)

*(2 hours of MTH 400 taken over two semesters is required)*

**Choose One of the Following (3 hours)**

**MTH 305** College Geometry (3) MA  
**MTH 315** Number Theory (3) MA

**Choose One of the Following (3 hours)**

MTH 361 Abstract Algebra (3) MA

MTH 391 Advanced Calculus (3) MA

**Select a Minor:**

- **Biology** (see page 43)
- **Business Administration** (see page 103)
- **Chemistry** (see page 53)
- **Computer Science** (see page 79)
- **Exercise Science & Fitness** (see page 134)
- **Forensic Science** (see page 44)
- **Informatics** (see page 66)
- **Psychology** (see page 81)
- **Sustainability Studies** (see page 54)

## Major in Mathematics/Business Administration - Bachelor of Science Degree

**Program Requirements**

Hours: 79

**Major Courses - 37 hours**

MTH 191 Calculus I (3) MA

MTH 192 Calculus II (3) MA

MTH 195 Introduction to Math Computing (3)

MTH 220 Discrete Mathematics (3) MA

MTH 255 Introduction to Linear Algebra (3) MA

MTH 291 Calculus III (3) MA

MTH 292 Calculus IV (3) MA

MTH 301 Mathematical Modeling (3) MA

MTH 310 Differential Equations (3) MA

MTH 320 Probability/Statistics (4) MA

MTH 402 The Pinnacle and Beyond: Math, Computer Science, the Mount, and Society (1) CAP

MTH 400 Senior Research (1)

*(2 hours of MTH 400 taken over two semesters is required)***Choose one from the following courses:**

MTH 305 College Geometry (3) MA

MTH 315 Number Theory (3) MA

MTH 325 Numerical Analysis (3) MA

MTH 361 Abstract Algebra (3) MA

MTH 391 Advanced Calculus (3) MA

**Cognate Courses - 42 hours**

**ACC 213** Principles of Accounting I (3)  
**ACC 214** Principles of Accounting II (3)  
**BUS 101** Introduction to Business (3)  
**BUS 210** Business Law I (3)  
**BUS 260** Business Research (3)  
**CIS 135** Spreadsheets (3)  
**CIS 300** Business Info Systems (3)  
**ECO 211** Principles of Macroeconomics (3) S  
**ECO 212** Principles of Microeconomics (3) S  
**FIN 300** Corporate Finance (3)  
**MGT 300** Management/Org Behavior (3)  
**MKT 300** Principles of Marketing (3)

*(Co-op recommended but not required)*

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

or

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

or

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

or

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

**Choose one additional ECO or FIN course, 200-level or above(3)**

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

or

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

**Program Outcomes**

Students who successfully complete the mathematics/business administration 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.
- apply mathematical concepts to problems in various areas of business such as finance, economics and accounting.
- analyze business situations and make creative, logical and ethical decisions.
- use technology as it is used in business.
- communicate effectively in business situations.



- apply a current and broad-based knowledge of business to the business environment.
- apply awareness of global and social issues in the business environment.

## Major in Mathematics/Chemistry - Bachelor of Science Degree

### Program Requirements

Hours: 77

### Major Courses – 36 hours

**MTH 191** Calculus I (3) MA  
**MTH 192** Calculus II (3) MA  
**MTH 195** Introduction to Math Computing (3)  
**MTH 220** Discrete Mathematics (3) MA  
**MTH 255** Introduction to Linear Algebra (3) MA  
**MTH 291** Calculus III (3) MA  
**MTH 292** Calculus IV (3) MA  
**MTH 301** Mathematical Modeling (3) MA  
**MTH 402** The Pinnacle and Beyond: Math, Computer Science, the Mount, and Society (1) CAP  
**MTH 400** Senior Research (1)

*(2 hours of MTH 400 taken over two semesters is required)*

### Choose two course from the following - 6 hrs

**MTH 310** Differential Equations (3) MA  
**MTH 320** Probability/Statistics (4) MA  
**MTH 325** Numerical Analysis (3) MA

### Choose one from the following - 3 hrs

**MTH 305** College Geometry (3) MA  
**MTH 315** Number Theory (3) MA  
**MTH 361** Abstract Algebra (3) MA  
**MTH 391** Advanced Calculus (3) MA

### Cognate Courses - 41 hours

**CHE 111** General Chemistry I (3) N  
**CHE 111A** General Chem I (LAB) (1) N  
**CHE 112** General Chemistry II (3) N  
**CHE 112A** General Chemistry II LAB (1) N  
**CHE 200** Chemistry Sophomore Seminar (1)  
**CHE 211** Organic Chemistry I (3) N  
**CHE 211A** Organic Chem I (LAB) (1) N  
**CHE 212** Organic Chemistry II (3) N  
**CHE 212A** Organic Chemistry II (LAB) (1) N  
**CHE 314** Intermediate Analytical Chem (3) N  
**CHE 314A** Intermediate Analy Chem (LAB) (1) N  
**CHE 350** Physical Chemistry I (3) N  
**CHE 350A** Physical Chemistry I (LAB) (1) N  
**PHY 201** General Physics I (3) N

**PHY 201A** Gen Physics I (LAB) (1) N  
**PHY 202** General Physics II (3) N  
**PHY 202A** Gen Physics II (LAB) (1) N

**Choose two from the following - 8 hrs**

**CHE 315** Instrumental Analysis (3) N  
**CHE 315A** Instru Analysis (LAB) (1) N  
**CHE 355** Physical Chemistry II (3) N  
**CHE 355A** Phys Chemistry II (LAB) (1) N  
**CHE 360** Intermediate Inorganic Chem (3) N  
**CHE 360A** Int Inorganic (LAB) (1) N

### **Admission Requirements**

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.

### **Program Outcomes**

Students who successfully complete the mathematics/chemistry 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.
- Apply mathematics to solving problems in chemistry.
- 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.

## **Minor in Mathematics**

### **Program Requirements**

Hours: 21

### **Minor Courses - 21 hours**

**MTH 191** Calculus I (3) MA  
**MTH 192** Calculus II (3) MA  
**MTH 195** Introduction to Math Computing (3)

**MTH 220** Discrete Mathematics (3) MA  
**MTH 255** Introduction to Linear Algebra (3) MA

**MTH Choose two mathematics courses numbered above 255**

Residency requirement: 5 hours

## Minor in Web Application Development

### Program Requirements

Hours: 21

#### Required

**INF 120** Principles of Programming I (3)  
**INF 221** Principles of Programming II (3)  
**INF 230** Database Design & Development (3)  
**INF 250** Web Fundamentals & Standards (3)  
**INF 255** Client-Side Scripting (3)  
**INF 256** Server-Side Scripting (3)  
**INF 355** Advanced Client-Side Scripting (3)

## Minor in Computer Science

### Program Requirements

Hours: 18

#### Required Minor Courses (18 hours)

**INF 120** Principles of Programming I (3)  
**INF 221** Principles of Programming II (3)  
**INF 230** Database Design & Development (3)  
**INF 324** Data Structures (3)  
**INF 328** Object-Oriented Analysis and Design (3)  
**CSC 320** Networks for Multimedia and Mobile Applications (3)

## Department of Psychology

Tim Lawson, Ph.D., Chairperson

Psychology is the scientific study of human behavior and mental processes. The Mount's curriculum is organized around a core consisting of human development, social psychology, psychopathology, biological psychology, and research, augmented by additional psychology courses of the student's choosing. Emphasis is placed on the development of critical thinking, research skills, and on applying psychological concepts to real-world problems. Many students elect to participate in the Mount's extensive cooperative education program as a way to gain valuable work experience and supplement their incomes while pursuing their academic

goals. Placements in psychology have included transitional housing, research assistantships, community mental health agencies, businesses, schools, hospitals, and youth organizations.

Graduates of the psychology program 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 (e.g., human resources). In addition, the psychology major provides an excellent foundation for further study in graduate or professional schools in psychology, counseling, law, business, health care, or a host of other fields.

Departmental policies: A grade of "C" or higher is required in all major, minor and cognate courses. A minimum of 15 credit hours in psychology course work must be completed at the College of Mount St. Joseph prior to the awarding of a psychology degree. Psychology majors are required to take an examination assessing learning outcomes prior to graduation.

### **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 to 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 starting on page 109.

## **Major in Psychology - Bachelor of Science Degree**

### **Program Requirements**

Hours: 51-52

#### **Major Courses - 44-45 hours**

**PSY 103** Introduction to Psychology (3) S

or

**PSY 103H** HON:Intro Psychology (3) S

**PSY 204** Lifespan Development (4) S

or

**PSY 205** Child/Adolescent Development (3) S

**PSY 208** Social Psychology (3) S

**PSY 310** Cognition & Memory (3) S

**PSY 340** Abnormal Psychology (3) S

**PSY 360** Biological Psychology (4) S

**PSY 375** Research I (4)

**PSY 376** Research II (3)

**PSY 400** Senior Thesis (3)

**PSY Choose five PSY courses (15 credit hours), excluding PSY 396 and 496; may include up to 3 hours of PSY 389 or PSY 399.**

**Cognate Courses- 7 hours**

**MTH 176** Stats I With SPSS (3) MA

**BIO 131** Basic Human Anatomy and Physiology (4) N

**Recommended Courses:**

**ECO 201** Economic Issues (3) S

**PHI 200** Perspectives on Human Nature (3) P

**SOC 202** Race, Class, Gender (3) S

**SOC 204** Cultural Anthropology (3) S

Residency requirement – A minimum of 15 credit hours in psychology work must be completed at the College of Mount St. Joseph prior to the awarding of a psychology degree.

**Program Outcomes**

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.

## Minor in Psychology

**Program Requirements**

Hours: 18

**Minor Courses - 18 hours**

**PSY 103** Introduction to Psychology (3) S

or

**PSY 103H HON:**Intro Psychology (3) S

**Choose any other 5 Psychology courses (15 hours)**

**Excluding PSY 397 & 398, may include up to three hours of PSY 399**

For students seeking a minor in psychology with a Major in Art, Concentration in Pre-Art Therapy, please see the program requirements for that major starting on page 3.

Must earn a "C" or higher in minor courses

## Minor in Socio-Psychology

### Program Requirements

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

Hours: 18

### Minor Courses- 6 hours

**PSY 103** Introduction to Psychology (3) S

or

**PSY 103H HON:**Intro Psychology (3) S

**Choose one other Psychology course (3)**

### Cognate Courses- 6 hours

**SOC 103** Our Social World (3) S

**SOC Choose one other Sociology course (3)**

**PSY/SOC Choose six hours of additional Psychology and/or Sociology courses (6)**

**Excluding PSY 397, 398, and 399**

Must earn a "C" or higher in minor courses

## Department of Sociology & Social Work

Judy L. Singleton, Ph.D., MSW, Chairperson

The Department of Sociology and Social Work is made up of two related but distinct programs. Both sociology and social work are concerned with advancing social justice and human rights. Both disciplines are concerned with understanding contemporary social issues, policies, and solutions. Sociology emphasizes research, interpretation, and analysis, and in contrast social work emphasizes intervention and practice, including monitoring and evaluation.

The Department offers a major in sociology and a major in social work; minors in sociology, socio-psychology, gerontology, leadership and civic engagement and nonprofit leadership; and certificates in gerontology and nonprofit leadership.

### Sociology

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.

The sociology major offers two distinct tracks—a social dynamics track and a family dynamics track. Students majoring in Sociology may select the track option of their choice.

### **Social Dynamics Track**

The social dynamics option offers students a traditional approach to sociology. This track incorporates the study of multiple levels and components of social life ranging from the micro-level of social identity to macro-level global dynamics.

Social life, social diversity and inequality, social behavior in families and communities, social change, and the social causes and consequences of human behavior in various cultural contexts are all examined.

### **Family Dynamics Track**

The family dynamics option offers core sociological concepts in conjunction with a specialized focus on contemporary family dynamics in the United States. This track option explores recent transformations in family life including trends in parenting, marriage and divorce, and work-family balance.

The social dynamics and family dynamics tracks can be applied toward understanding many issues. 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, education and government sectors of society.

Departmental policy for all bachelor of science programs within Sociology: A grade of "C" or higher is required in all major, minor, and cognate courses.

### **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 to Young Adult License (grades 7 – 12) is integrated social studies. See an outline of requirements in the catalog under Education. 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 starting on page 109.

## **Social Work**

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 organizations, nursing homes, hospitals, and domestic violence/crisis settings, community service agencies, and in foster care/youth 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 36 credit hours of the required courses must be completed at the Mount in order to qualify for a baccalaureate degree in social work. Departmental policy for all bachelor of arts programs within Social Work: A grade of "C" or higher is required in all major and cognate courses.

## Major in Social Work - Bachelor of Arts Degree

### Program Requirements

Hours: 64-66

### Major courses - 38 hours

**SWK 220** Introduction to Social Work (3)  
**SWK 223** Social Policies and Issues (3) S  
**SWK 321** Human Behav/Soc 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 & Seminar (5)  
**SWK 375** Social Research I (4)  
**SWK 377** Eval, Res, Grantsmanship (3)  
**SWK 400** Senior Thesis (3)  
**SWK 432** Fieldwork II & Seminar (5)

### Cognate Courses - 26-28 hours

**BIO 131** Basic Human Anatomy and Physiology (4) N  
**ECO 201** Economic Issues (3) S  
**MTH 176** Stats I With SPSS (3) MA

or

**MTH 174** Statistics I (3) MA

**PSY 103** Introduction to Psychology (3) S

or



**PSY 103H HON:**Intro Psychology (3) S

**PSY 205** Child/Adolescent Development (3) S

**PSY 206** Adult Dev and Aging (3) S

or

**PSY 204** Lifespan Development (4) S

**SOC 103** Our Social World (3) S

**SOC 202** Race, Class, Gender (3) S

**SOC 216** Sociology of the Family (3) S

Residency Requirement: 36 Hours

Cumulative GPA of 2.0 or higher

### **Program Outcomes**

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

- work with client systems of all sizes, to work in varied social contexts of social work practice and to recognize changing practice of these contexts.
- appreciate and work with diverse groups, especially minorities who are present in the Cincinnati area.
- promote social work knowledge development.
- practice this learned social work knowledge and provide leadership for social work agencies.

## **Major in Sociology (Family Dynamics Track) - Bachelor of Science Degree**

### **Program Requirements**

Hours: 43-44

### **Major Courses – 25 hours**

**SOC 103** Our Social World (3) S

**SOC 202** Race, Class, Gender (3) S

**SOC 216** Sociology of the Family (3) S

**SOC 220** Childhood and Society (3) S

**SOC 370** Sociological Theories (3) S

**SOC 375** Social Research I (4)

**SOC 400** Senior Thesis (3)

**MTH 174** Statistics I (3) MA

or

**MTH 176** Stats I With SPSS (3) MA

**Elective Courses - 9 hours: Choose 3 additional courses from the following**

**SOC 204** Cultural Anthropology (3) S  
**SOC 208** Social Psychology (3) S  
**SOC 289** Women's Issues & the Law (3) S  
**SOC 373** Sociology of Globalization (3)  
**CRM 293** Juvenile Delinquency (3) LAS  
**CRM 407** Law & Society (3) LAS  
**SWK 223** Social Policies and Issues (3) S  
**PSY 225** Human Sexuality (3) S  
**IDS 212** Domestic Violence (3) IDS  
**IDS 240** Disability, Culture & Equity (3) IDS  
**IDS 332** Child Abuse (3) IDS  
**COM 210** Mass Media & Contemporary Culture (3) LAS  
**SOC 215** Sociology of Religion (3) S  
**IEC 321** Collab Practices in Working with Families, Communities & Peers (3)  
**PSY 204** Lifespan Development (4) S  
  
**PSY 205** Child/Adolescent Development (3) S  
**RPS 502** Family & Community Systems (3)

### **Program Outcomes**

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.

## **Major in Sociology (Social Dynamics Track) - Bachelor of Science Degree**

### **Program Requirements**

Hours: 43

#### **Major Courses – 16 hours**

**SOC 103** Our Social World (3) S  
**SOC 370** Sociological Theories (3) S  
**SOC 375** Social Research I (4)  
**SOC 400** Senior Thesis (3)  
**MTH 174** Statistics I (3) MA

or

**MTH 176** Stats I With SPSS (3) MA

**Specialized Cognate Courses–12 hours: Take 1 course in each of the following areas**

#### **Micro Sociology**

**SOC 208** Social Psychology (3) S  
**CRM 407** Law & Society (3) LAS

### **Social Institutions**

**SOC 216** Sociology of the Family (3) S

**SOC 220** Childhood and Society (3) S

### **Deviance and Law:**

**SOC 289** Women's Issues & the Law (3) S

**CRM 218** Victimology (3) LAS

**CRM 293** Juvenile Delinquency (3) LAS

**CRM 407** Law & Society (3) LAS

or

**Any 200/300 Level CRM course**

### **Social Inequality**

**SOC 202** Race, Class, Gender (3) S

**Electives Courses—12 credits: Choose 4 courses from below or any other SOC course**

**SOC 204** Cultural Anthropology (3) S

**SOC 208** Social Psychology (3) S

**SOC 216** Sociology of the Family (3) S

**SOC 220** Childhood and Society (3) S

**SOC 289** Women's Issues & the Law (3) S

**SOC 373** Sociology of Globalization (3)

**CRM 407** Law & Society (3) LAS

**PSY 225** Human Sexuality (3) S

**SWK 223** Social Policies and Issues (3) S

**IDS 212** Domestic Violence (3) IDS

**COM 210** Mass Media & Contemporary Culture (3) LAS

**IDS 240** Disability, Culture & Equity (3) IDS

**RPS 502** Family & Community Systems (3)

### **Program Outcomes**

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.

## **Minor in Gerontology**

### **Program Requirements**

Hours: 24

### **Required Minor Coursework – 21 hours**

**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) S  
**GST 359** Work, Leisure and Retirement (3) S  
**GST 360** Mental Health & Aging (3) S  
**GST 365** Health and Interdisciplinary Assessment of the Elderly (3)  
**IDS 331** Holistic Wellness and Aging (3) IDS

**Elective Coursework – 3 hours**

**One department aging course, examples may include:**

**GST 351** Aging Institute (1)  
**GST 432** Gerontology Practicum (3)  
**GST 450** Senior Seminar (3)  
**PSY 206** Adult Dev and Aging (3) S

If students do not do a practicum in their major, GST 432 – Gerontology Practicum or 3 hours of service learning in the field of gerontology must be taken. If students are doing a practicum through their major, they have the option of another course approved by the director of the gerontology minor.

## Minor in Leadership and Civic Engagement

### Program Requirements

Hours: 22

#### Minor Coursework - 10 hours

**LCE 200** Foundations of Leadership and Civic Engagement (3)  
**LCE 300** Leadership for the Common Good (3)  
**LCE 300S** Serv Lrng:Leadership for the Common Good (1)  
**LCE 400** Leadership Theory & Ethical Practice (3)

**Civic Capacity - 6 hours from one of the following tracks:**

- **Communication**
- **Political & Legal Systems**
- **Group, Organizational and Social Systems**

#### Communication

**COM 210** Mass Media & Contemporary Culture (3) LAS  
**COM 320** Advanced Oral Communication (3) LAS  
**COM 330** Rhetorical Foundations of Human Communication (3) LAS  
**COM 340** Intercultural & World Comm (3) LAS  
**COM 354** New Media Ethics (3) LAS  
**COM 360** New Media and Society (3) LAS  
**COM 380** Newswriting I (3) LAS  
**COM 388** Feature Writing (3) LAS

### **Political & Legal Systems**

**CRM 103** Foundations of Criminal Justice (3) LAS  
**CRM 220** Judges, Juries & Justice (3) LAS  
**CRM 295** Prisons, Punishments & Penalty (3) LAS  
**LGS 151** Intro Legal Principles (3) S  
**LGS 354** Constitutional Law (3) S  
**SOC 335** International Politics (3) S

### **Group, Organizational and Social Systems**

**MGT 300** Management/Org Behavior (3)  
**MGT 492** People in Organizations (3) LAS  
**PSY 312** Psychology of Motivation (3) S  
**REL 314** Spirituality of Leadership (3) R  
**SOC 208** Social Psychology (3) S  
**SOC 370** Sociological Theories (3) S  
**SOC 373** Sociology of Globalization (3)  
**SWK 220** Introduction to Social Work (3)

### **Civic Issues - 6 Hours**

**BUS 400** Business & Society (3)  
**CRM 218** Victimology (3) LAS  
**CRM 218H** HON:Victimology (0) LAS  
**CRM 293** Juvenile Delinquency (3) LAS  
**ECO 201** Economic Issues (3) S  
**ETH:PHI 204** Contemporary Moral Debate (3) E  
**GEO 135** Environmental Geology (L/L) (4) N  
**GEO 140** Environmental Science (4) N  
**HIS 325** Global Human Rights: The Case for Women & Child (3) H  
**IDS 212** Domestic Violence (3) IDS  
**IDS 261H** HON:United Nations Millennium Goals: Global & Local (3) IDS  
**IDS 275** Going Places: Present & Future of Transportation (3) IDS  
**IDS 332** Child Abuse (3) IDS  
**IDS 370** Addictions:An Interdisc Apprch (3) IDS  
**LGS 352** International Law & Human Rights (3) LAS  
**SOC 202** Race, Class, Gender (3) S  
**LGS/SOC 289** Womens Issues and the Law (3) S  
**SWK 223** Social Policies and Issues (3) S

## **Minor in Nonprofit Leadership**

### **Program Requirements**

Hours: 24

### **Minor Courses - 24 hours**

**ACC 213** Principles of Accounting I (3)  
**COM 355** Introduction to Public Relations (3)  
**COM 380** Newswriting I (3) LAS  
**MGT 300** Management/Org Behavior (3)

**MGT 310** Human Resource Management (3)  
**MGT 461** Leadership & Politics of Power (3)  
**MKT 300** Principles of Marketing (3)  
**SOC 300** Mgmt/Fnd Raising in Nonprofit (3)

## Minor in Sociology

### Program Requirements

Hours: 18

#### Minor Required Courses — 9 hours

**SOC 103** Our Social World (3) S  
**SOC 202** Race, Class, Gender (3) S  
**SOC 370** Sociological Theories (3) S

Minor Elective Courses - 9 hours (Select Any 3 Sociology courses)

## Minor in Socio-Psychology

### Program Requirements

Available to students with any major or minor other than psychology or sociology

Hours: 18

#### Minor Courses- 6 hours

**PSY 103** Introduction to Psychology (3) S

or

**PSY 103H HON:**Intro Psychology (3) S

Choose one other Psychology course (3)

#### Cognate Courses- 6 hours

**SOC 103** Our Social World (3) S

Choose one other Sociology course (3)

**PSY/SOC** electives: choose 2 additional Psychology and/or Sociology courses (6) (*Excluding PSY 397, 398, and 399*)

Must earn a "C" or higher in minor courses

## Certificate in Gerontology

### Program Requirements

\*Students must have earned a minimum of an associate degree to be eligible to earn the certificate.

Hours: 24

### Certificate Course Requirements — 24 hours

**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) S  
**GST 359** Work, Leisure and Retirement (3) S  
**GST 360** Mental Health & Aging (3) S  
**GST 365** Health and Interdisciplinary Assessment of the Elderly (3)  
**GST 432** Gerontology Practicum (3)  
**IDS 331** Holistic Wellness and Aging (3) IDS

## Certificate in Nonprofit Leadership

### Program Requirements

\*Students must have earned a minimum of an associate degree of arts or science to be eligible to enroll.

Hours: 24

### Certificate Courses - 24 hours

**ACC 213** Principles of Accounting I (3)  
**COM 355** Introduction to Public Relations (3)  
**COM 380** Newswriting I (3) LAS  
**MGT 300** Management/Org Behavior (3)  
**MGT 310** Human Resource Management (3)  
**MGT 461** Leadership & Politics of Power (3)  
**MKT 300** Principles of Marketing (3)  
**SOC 300** Mgmt/Fnd Raising in Nonprofit (3)

## Division of Business

Jamal Rashed, Ph.D., Dean

The Division of Business provides educational opportunities for traditional students and adult learners. Academically and professionally qualified faculty members enhance classroom learning with significant real-world experience. There are five departments within the Division of Business: Accounting, Business Administration, Organizational Leadership and Sport Management.

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

Credits awarded at other institutions seven (7) years prior to enrollment in a Division of Business program at the College of Mount St. Joseph, are subject to review by the Division of Business prior to acceptance as business credits. A minimum of 21 credit hours (200 level courses and above) must be completed in the Division of Business prior to the awarding of a baccalaureate degree to a student transferring into the division 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 Division prior to awarding an associate degree. Nine (9) credit hours (200 level courses and above) must be completed in the Business Division prior to awarding a minor in business administration.

## 4+1 Master of Business Administration

Nancy Waldeck, Ph.D., Program Director

The mission of the Master of Business Administration (MBA) program at the College of Mount St. Joseph is to prepare students with the knowledge, skills, and abilities to be business professionals who are ethical, socially responsible, and who can make strong contributions to organizations from the beginning of their careers. The unique 4 + 1 format allows students admitted to the program to complete the requirements for an MBA through dual credit courses in their senior undergraduate year plus one additional year at the Mount. Students apply for the program in the spring of the junior year in their undergraduate program. Students admitted into the 4 + 1 MBA program complete four MBA courses during their senior year (12 credits). These four courses count dually toward their baccalaureate and MBA requirements. Students complete a project based internship prior to their 5th year. During the 5th year students complete 24 credits for a total of 36 graduate credits.

Link to Graduate Catalog for Master of Business Administration:

<http://registrar.msjs.edu/graduate-catalog/graduate-programs/business-administration1/requirements-of-the-mba/>

### Program Outcomes and Competencies

The graduates of the MBA program will:

1. Demonstrate ethical decision-making and leadership.
  - Identify ethical issues and their implications
  - Apply ethical principles in decision-making and problem solving
  - Grasp the significance of ethical behavior in organizational life and the conduct of business.
  - Recognize and articulate issues of social responsibility and justice.
2. Apply principles of managerial finance, accounting, economics, and marketing
  - Discuss financial, accounting, economic, and marketing issues knowledgeably and confidently.
  - Analyze and interpret financial, accounting, and economic data and information.
  - Identify and assess costs in managerial and organizational decisions.
  - Assess and interpret data, both qualitative and quantitative.
  - Use technologies effectively in business applications and information acquisition.
3. Use effective interpersonal, group, and team skills in the conduct of professional and organizational life.



- Use situational awareness of own behaviors and others to improve personal and interpersonal effectiveness.
  - Apply fundamentals of group dynamics to lead individuals, teams and groups.
  - Apply principles of negotiation and conflict resolution.
4. Communicate Effectively across media (e.g., face-to-face, electronic, paper etc.).
- Write clearly and professionally across media appropriate to context both internal and external to the organization.
  - Speak clearly and professionally across the range of business and organizational situations.
  - Apply knowledge of communication in interpersonal discourse (i.e., active listening, nonverbal communication, etc.).
  - Use technologies effectively to enhance communications.
  - Demonstrate ability to answer questions, “think on one’s feet,” in formal and informal situations.
5. Comprehend implications of cultural and international differences for the practice of business
- Describe significance of cultural differences (e.g., ethnic, gender) in conduct of professional life
  - Recognize differences in international business practices.
6. Appreciate and comprehend business as a profession
- Demonstrate behaviors that enhance effectiveness in a variety of business and community settings.
  - Know how to maintain awareness of current business practices, technologies, and emerging trends.

## Program Requirements for a Master of Business Administration (MBA) Degree in the 4 + 1 Program

### Program Requirements

Candidates for the MBA must successfully complete the following to graduate:

- 30 hours of Foundational Courses with a GPA of 3.0 or higher
- 36 hours of MBA coursework with a GPA of 3.0 or higher
- project based program internship
- MBA portfolio

Hours: 66

### FOUNDATIONAL COURSES (30 credits)

**ACC 213** Principles of Accounting I (3)

**ACC 214** Principles of Accounting II (3)

**BUS 260** Business Research (3)

**BUS 352** Business Communications I (3)

**CIS 135** Spreadsheets (3)

**ECO 211** Principles of Macroeconomics (3) S

or

**ECO 212** Principles of Microeconomics (3) S

**FIN 300** Corporate Finance (3)

**MGT 300** Management/Org Behavior (3)

**MKT 300** Principles of Marketing (3)

**MTH 174** Statistics I (3) MA

or

**MTH 176** Stats I With SPSS (3) MA

### **MBA PROGRAM COURSES (36 credits)**

**ACC 600** Managerial Accounting (3)

**BUS 500** Business and Society (3)

**BUS 566** Global Commerce (3)

**BUS 651** The Business Profession I (3)

**BUS 652** The Business Profession II (3)

**ECO 620** Managerial Economics (3)

**FIN 610** Managerial Finance (3)

**MGT 580** Group Dynamics & Team Building (3)

**MGT 615** Communications for Managers (3)

**MGT 625** Leadership & Organizational Behavior (3)

**MGT 635** Negotiations (3)

**MKT 520** Marketing Management (3)

**\*Dual credit courses (BUS 500, BUS 566, MGT 580, and MKT 520) to be taken before full acceptance in the MBA program. Count for undergraduate and graduate programs.**

### **Internship**

The internship is an important component of the MBA Program. The internship will be project-based and focused on providing competencies identified as essential in the workplace and supported by the MBA. The internship is a minimum of 120 hours, needs to be completed prior to the 5th year of the MBA program and can be in any business field including accounting, marketing, finance or human resource management. The successful completion of the internship will be determined through reports by the supervisor, faculty advisor and a written report completed by the student.

There are three ways to obtain and meet the internship requirement:

- complete an approved co-op in the undergraduate senior year through the Mount's Career and Experiential Education Center
- complete an approved project-based experience with a current employer
- complete an internship with contacts obtained through the Division of Business.

### **MBA Portfolio and Review**

An important part of the MBA Program is the development of the MBA portfolio. When completed, this portfolio can be used to demonstrate student competencies in several business areas. Throughout the MBA program, each student will maintain an MBA portfolio which documents student competencies. Some portfolio entries will be required, with others, selected by the student. The development of this portfolio will culminate during the BUS 652 course.

A portfolio review is the culminating program experience. The portfolio review consists of (1) a formal

presentation, (2) faculty evaluation of the portfolio, and (3) an informal discussion with the Director of MBA program regarding evaluation results.

### **Admission to the 4+1 MBA program**

There are two stages to the MBA program application process: 1) application for provisional status and 2) progression to full admission status.

#### **1. Application for Provisional Status to the MBA program**

Students should submit applications to the MBA program in the spring semester of their junior year. Upon acceptance to the program, students will achieve provisional status into the MBA program and will be eligible to take the four graduate level courses during the senior year of their baccalaureate program. Requirements for obtaining provisional status are as follows:

- An undergraduate cumulative GPA of 3.0 (“B”).
- Graduate Admission Application.
- MBA Required Courses form.
- Two letters of reference: 1) one from faculty in the Division of Business who can attest to your ability to do graduate-level work and 2) a letter of ethical/character reference from someone familiar with the applicant other than immediate family.
- Submission of a one-page, typed statement of the applicant’s career goals in the next five years and how an MBA will help you in achieving your goals.

#### **2. Progression to Full Admission to the MBA Program**

Provisionally admitted MBA students become fully admitted degree-seeking students at the end of their senior year upon the completion of the following:

- an undergraduate degree with a cumulative GPA of 3.0 or higher
- all Foundational courses with GPA of 3.0 or higher from these courses
- the required 12 credits of dual listed MBA courses with a grade of “B” or higher.
- successful project based internship

## **Department of Accounting**

Mark Bell, MBA, Chairperson

The mission of the Accounting Department is to provide and maintain an effective undergraduate curriculum that will prepare graduating students to enter a complex and constantly changing profession. The focus is to teach students to develop an understanding of accounting principles and practices, legal and ethical concepts that are required of them to compete effectively and ethically as practicing professional accountants.

Students graduating with a major in the Accounting Department must achieve a cumulative 2.0 grade point average in their business division courses.

The Department also offers a minor in Accounting. A minor in Accounting at the Mount provides the student with the technical skills necessary to pursue a career in accounting or, alternatively, allows the student to understand the importance of accounting in managing a business. Emphasis also is placed on developing interpersonal skills, fine tuning analytical abilities and increasing understanding of ethics in the business environment.

## Major in Accounting - Bachelor of Science Degree

### Program Requirements

Hours: 78

### Major Courses - 24 hours

**ACC 301** Intermediate Accounting I (3)

**ACC 302** Intermediate Accounting II (3)

**ACC 303** Auditing (3)

**ACC 304** Cost Accounting (3)

**ACC 340** Taxation I (3)

**ACC Choose three additional courses in Accounting (9)**

### Major and/or Cognate Courses - 54 hours

**ACC 213** Principles of Accounting I (3)

**ACC 214** Principles of Accounting II (3)

**BUS 101** Introduction to Business (3)

**BUS 210** Business Law I (3)

**BUS 260** Business Research (3)

**BUS 352** Business Communications I (3)

**BUS 466** Global Commerce (3)

**BUS 499** Business Policy Capstone (3) CAP

**CIS 135** Spreadsheets (3)

**CIS 300** Business Info Systems (3)

**ECO 211** Principles of Macroeconomics (3) S

**ECO 212** Principles of Microeconomics (3) S

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

or

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

**FIN 300** Corporate Finance (3)

**MGT 300** Management/Org Behavior (3)

**MKT 300** Principles of Marketing (3)

**MTH 174** Statistics I (3) MA

or

**MTH 176** Stats I With SPSS (3) MA

**MTH 180** Math for Business (3) MA

or

**MTH 189** Business Calculus (3) MA

### Program Outcomes

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

- analyze business situations and make creative, logical and ethical decisions;

- use technology as it is used in business;
- communicate effectively in business situations;
- apply a current and broad-based knowledge of business to the business environment;
- apply awareness of global and social issues in the business environment;
- apply the concepts of financial accounting, taxation, cost/managerial accounting and auditing to the business environment.

## Major in Accounting - Bachelor of Science Degree (Accounting Plus)

### Program Requirements

Hours: 30

- ACC 301 Intermediate Accounting I (3)
- ACC 302 Intermediate Accounting II (3)
- ACC 303 Auditing (3)
- ACC 304 Cost Accounting (3)
- ACC 330 Fund Accounting (3)
- ACC 340 Taxation I (3)
- ACC 341 Taxation II (3)
- ACC 345 Accounting Information Systems (3)
- ACC 440 Theoretical Topics in Accounting (3)
- ACC 481 Advanced Accounting Problems (3)

### Admission Requirements

Students entering the program must have already completed a baccalaureate degree program in Business Administration from a regionally accredited college or university; one that includes a one-year basic accounting sequence of courses.

### Program Outcomes

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

- analyze business situations and make creative, logical and ethical decisions;
- use technology as it is used in business;
- communicate effectively in business situations;
- apply a current and broad-based knowledge of business to the business environment;
- apply awareness of global and social issues in the business environment;
- apply the concepts of financial accounting, taxation, cost/managerial accounting and auditing to the business environment.

## Major in Accounting - Associate of Science Degree

### Program Requirements

Hours: 54

### Major Courses - 15 hours

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

**ACC Choose one additional course in Accounting (3)**

### Major and/or Cognate Courses - 39 hours

**ACC 213** Principles of Accounting I (3)  
**ACC 214** Principles of Accounting II (3)  
**BUS 101** Introduction to Business (3)  
**BUS 260** Business Research (3)  
**BUS 352** Business Communications I (3)  
**CIS 135** Spreadsheets (3)  
**CIS 300** Business Info Systems (3)  
**ECO 211** Principles of Macroeconomics (3) S  
**ECO 212** Principles of Microeconomics (3) S  
**MGT 300** Management/Org Behavior (3)  
**MKT 300** Principles of Marketing (3)  
**MTH 174** Statistics I (3) MA

or

**MTH 176** Stats I With SPSS (3) MA  
**MTH 180** Math for Business (3) MA

or

**MTH 189** Business Calculus (3) MA

### Program Outcomes

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

- analyze business situations and make creative, logical and ethical decisions;
- use technology as it is used in business;
- communicate effectively in business situations;
- apply a current and broad-based knowledge of business to the business environment;
- apply awareness of global and social issues in the business environment;
- apply the concepts of financial accounting, taxation, cost/managerial accounting and auditing to the business environment.

## Minor in Accounting

### Program Requirements

Hours: 30

**ACC 213** Principles of Accounting I (3)

**ACC 214** Principles of Accounting II (3)

**CIS 135** Spreadsheets (3)

**ECO 211** Principles of Macroeconomics (3) S

**ECO 212** Principles of Microeconomics (3) S

**FIN 300** Corporate Finance (3)

**ACC 301** Intermediate Accounting I (3)

**ACC 302** Intermediate Accounting II (3)

**ACC 304** Cost Accounting (3)

**ACC 340** Taxation I (3)

## Department of Business Administration

Charles Kroncke, Ph.D., Chairperson

The Bachelor of Science in Business Administration provides students with a comprehensive business education with a firm foundation in liberal arts. Business Administration students pick one of five areas of concentration: economics, finance, international business, marketing and management. Upon completion of their degrees, graduates pursue a variety of career options. Possible private sector employment includes management, sales, marketing, information systems, finance, and operations. Graduates may also choose public sector and non-profit positions in government and volunteer organizations. The Bachelor of Science of Business Administration also prepares students for graduate studies in accounting, business, law, management, economics, information systems, hospital administration, and other related fields. The Department also offers a minor in Marketing.

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

## Major in Business Administration - Bachelor of Science Degree

### Program Requirements

Hours: 66

#### Major Courses – 12 Hours

Choose four business department courses (300 level and above). (12)

Nine hours (3 courses) must be in an area of concentration — Finance, Economics, Marketing, Management, or International Business. Students concentrating in the area of international business are required to participate in studies abroad.

#### Major and/or Cognate Courses — 54 hours

**ACC 213** Principles of Accounting I (3)

**ACC 214** Principles of Accounting II (3)  
**BUS 101** Introduction to Business (3)  
**BUS 210** Business Law I (3)  
**BUS 260** Business Research (3)  
**BUS 352** Business Communications I (3)  
**BUS 466** Global Commerce (3)  
**BUS 499** Business Policy Capstone (3) CAP  
**CIS 135** Spreadsheets (3)  
**CIS 300** Business Info Systems (3)  
**ECO 211** Principles of Macroeconomics (3) S  
**ECO 212** Principles of Microeconomics (3) S  
**FIN 300** Corporate Finance (3)  
**ETH:PHI 397** Ethical Conduct of Business (3) E

or

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

**MGT 300** Management/Org Behavior (3)

**MKT 300** Principles of Marketing (3)

**MTH 174** Statistics I (3) MA

or

**MTH 176** Stats I With SPSS (3) MA

**MTH 180** Math for Business (3) MA

or

**MTH 189** Business Calculus (3) MA

### **Program Outcomes**

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

- analyze business situations and make creative, logical and ethical decisions;
- use technology as it is used in business;
- communicate effectively in business situations;
- apply a current and broad-based knowledge of business to the business environment;
- apply awareness of global and social issues in the business environment;
- apply the concepts of the concentration to the business environment.



## Major in Business Administration/Math - Bachelor of Science Degree

### Program Requirements

Hours: 81

### Major Courses - 45 hours

ACC 213 Principles of Accounting I (3)  
 ACC 214 Principles of Accounting II (3)  
 BUS 101 Introduction to Business (3)  
 BUS 210 Business Law I (3)  
 BUS 260 Business Research (3)  
 BUS 499 Business Policy Capstone (3) CAP  
 CIS 135 Spreadsheets (3)  
 CIS 300 Business Info Systems (3)  
 ECO 211 Principles of Macroeconomics (3) S  
 ECO 212 Principles of Microeconomics (3) S  
 ETH:PHI 397 Ethical Conduct of Business (3) E

or

ETH:REL 251 Business Ethics (3) E  
 FIN 300 Corporate Finance (3)  
 MGT 300 Management/Org Behavior (3)  
 MKT 300 Principles of Marketing (3)

ECO/FIN 200+ - Choose One Additional ECO or FIN 200 level course or above (3)

### Cognate Courses - 33 hours

MTH 191 Calculus I (3) MA  
 MTH 192 Calculus II (3) MA  
 MTH 195 Introduction to Math Computing (3)  
 MTH 220 Discrete Mathematics (3) MA  
 MTH 255 Introduction to Linear Algebra (3) MA  
 MTH 291 Calculus III (3) MA  
 MTH 292 Calculus IV (3) MA  
 MTH 301 Mathematical Modeling (3) MA  
 MTH 310 Differential Equations (3) MA  
 MTH 320 Probability/Statistics (4) MA  
 MTH 400 Senior Research (1)

*(2 hours of MTH 400 taken over two semesters is required)*

Choose one from the following courses:

MTH 305 College Geometry (3) MA  
 MTH 315 Number Theory (3) MA  
 MTH 325 Numerical Analysis (3) MA  
 MTH 361 Abstract Algebra (3) MA  
 MTH 391 Advanced Calculus (3) MA

## Program Outcomes

Students who successfully complete the business administration/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.
- apply mathematical concepts to problems in various areas of business such as finance, economics and accounting;
- analyze business situations and make creative, logical and ethical decisions;
- use technology as it is used in business;
- communicate effectively in business situations
- apply a current and broad-based knowledge of business to the business environment;
- apply awareness of global and social issues in the business environment

## Major in Business Administration - Associate of Science Degree

### Program Requirements

Hours: 51

### Major Courses- 12 hours

Choose four business department courses (300 level or above). (12)

### Major and/or Cognate Courses – 39 hours

ACC 213 Principles of Accounting I (3)  
ACC 214 Principles of Accounting II (3)  
BUS 101 Introduction to Business (3)  
BUS 260 Business Research (3)  
BUS 352 Business Communications I (3)  
CIS 135 Spreadsheets (3)  
CIS 300 Business Info Systems (3)  
ECO 211 Principles of Macroeconomics (3) S  
ECO 212 Principles of Microeconomics (3) S  
MGT 300 Management/Org Behavior (3)  
MKT 300 Principles of Marketing (3)  
MTH 174 Statistics I (3) MA

or

MTH 176 Stats I With SPSS (3) MA  
MTH 180 Math for Business (3) MA

or

**MTH 189** Business Calculus (3) MA

**Program Outcomes**

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

- analyze business situations and make creative, logical and ethical decisions;
- use technology as it is used in business;
- communicate effectively in business situations;
- apply a current and broad-based knowledge of business to the business environment;
- apply awareness of global and social issues in the business environment;
- apply the concepts of the concentration to the business environment.

## Minor in Business Administration

**Program Requirements**

Hours: 24

**Minor Courses - 15 hours**

**BUS 101** Introduction to Business (3)  
**ACC 213** Principles of Accounting I (3)  
**CIS 135** Spreadsheets (3)  
**ECO 211** Principles of Macroeconomics (3) S

or

**ECO 212** Principles of Microeconomics (3) S

**MTH 174** Statistics I (3) MA

or

**MTH 176** Stats I With SPSS (3) MA

**Select three from the following - 9 hours**

**ACC 214** Principles of Accounting II (3)  
**BUS 210** Business Law I (3)  
**BUS 260** Business Research (3)  
**BUS 352** Business Communications I (3)  
**BUS 466** Global Commerce (3)  
**CIS 300** Business Info Systems (3)  
**FIN 300** Corporate Finance (3)  
**MGT 300** Management/Org Behavior (3)  
**MGT 310** Human Resource Management (3)  
**MKT 300** Principles of Marketing (3)

## Minor in Marketing

### Program Requirements

Hours: 21

**BUS 101** Introduction to Business (3)  
**ECO 212** Principles of Microeconomics (3) S  
**MKT 300** Principles of Marketing (3)  
**MKT 365** Consumer Behavior (3) LAS

or

**PSY 365** Consumer Behavior (3) LAS

**Choose three Marketing electives (9 hours)\***

\*If Market Research is taken as one of the electives, then Statistics will be a pre-requisite for the course.

The total credit hours are 21 hours with an additional 3 hours in Statistics if a student takes Market Research. The Business Division requires that students with a major in business administration or accounting take statistics.

## Department of Organizational Leadership

Daryl Smith, Ph.D., Chairperson

The department sponsors a Bachelor in Organizational Leadership program. This program is an adult on-site only degree at organizations around Cincinnati. The program provides individuals with the skills necessary to advance their professional careers. It also provides the opportunity for adult college students to pursue an undergraduate degree in a professional yet personal environment with faculty focused on student achievement.

Our goals are to assist students in becoming leaders in their professions and in their communities, and to prepare them for their life journey equipped with values, integrity, and a sense of social responsibility. This program helps students reach these goals whether they plan to work in profit, non-profit, or governmental agencies.

Students graduating with a major in the Organizational Leadership Department must achieve a cumulative 2.0 grade point average in their business division courses.

The department also offers a Master of Science in Organizational Leadership (MSOL). Visit <http://registrar.msj.edu/graduate-catalog/graduate-programs/organizational-leadership1/> for more information.

## Major in Organizational Leadership - Bachelor of Science Degree

### Program Requirements

This program is available only to off-site cohort students.

Hours: 48

**Major Courses – 42 hours**

**ACC 213** Principles of Accounting I (3)  
**BUS 210** Business Law I (3)  
**BUS 352** Business Communications I (3)  
**CIS 135** Spreadsheets (3)  
**ECO 211** Principles of Macroeconomics (3) S

or

**ECO 212** Principles of Microeconomics (3) S

**MGT 300** Management/Org Behavior (3)  
**MGT 310** Human Resource Management (3)  
**MGT 335** Understanding Quality Management (3)  
**MGT 450** Seminar in Management (SIFE) (3)  
**MGT 480** Team Building (3)  
**BOL 300** Leadership: Theory & Application (3)  
**BOL 350** Contemporary Issues in Leadership (3)  
**BOL 400** Ethical & Servant Leadership (3)  
**BOL 490** Leadership Capstone (3) CAP

**Cognate Courses – 6 hours**

**MTH 174** Statistics I (3) MA  
**ETH:PHI 397** Ethical Conduct of Business (3) E

**Program Outcomes**

The graduates of the Organizational Leadership program will:

- Apply theories of leadership and management to professional practice at the personal, interpersonal, team and organizational levels.
- Utilize principles of team building, negotiation, and conflict resolution to build productive partnerships.
- Understand quality issues, continuous improvement and the dynamics of change leadership.
- Communicate effectively in speaking, writing and in the use of technology.
- Comprehend foundations of business essential to leadership.
- Develop ethical and socially responsible approaches to organizational decision-making and problem solving.

## Certificate in Organizational Leadership

**Program Requirements**

This program is available only to off-site cohort students.

Hours: 21

**MGT 300** Management/Org Behavior (3)  
**MGT 480** Team Building (3)  
**ETH:PHI 397** Ethical Conduct of Business (3) E  
**BOL 300** Leadership:Theory & Application (3)  
**BOL 350** Contemporary Issues in Leadership (3)  
**BOL 400** Ethical & Servant Leadership (3)  
**BOL 490** Leadership Capstone (3) CAP

## Department of Sport Management

Daniel M. Yost, M.A., J.D., Chairperson

The Sport Management program develops professionals who have academic and experiential training in the following commonly recognized segments that include, but are not limited to, intercollegiate athletics, professional sport, athletic associations such as the NCAA, NAIA, NJCAA or high school associations, recreational or intramural sport, event management, facility management, event coordination, marketing, promotion, fitness and health, and sport product retail. The Sport Management degree also includes courses that combine the skills related to planning, organizing, directing, controlling, budgeting, leading and evaluating an organization or department whose primary product or service is related to sport and/or recreation. The College of Mount St. Joseph offers a BS in Sport Management with a required minor in Business Administration that includes: accounting, economics, marketing, computer information systems, business research, statistics, business communications, business research, and organizational behavior.

Students graduating with a major in the Sport Management Department must achieve a cumulative 2.0 grade point average in their business division courses.

The following topics are included in the program major of Sport Management:

1. Sociocultural dimensions (e.g., sport and gender, race, disability; motivation in sport; aggression, violence, deviance in sport)
2. Management and leadership in sport
3. Ethics in sport management
4. Sport marketing
5. Communication in sport
6. Budget and finance in sport
7. Legal aspects of sport
8. Sport economics
9. Governance
10. Internship in sport management

## Major in Sport Management/Bus Admin Minor - Bachelor of Science Degree

### Program Requirements

Hours: 72

### Major Courses – 37 hours

**SPM 150** Introduction to Sport Management (3)  
**SPM 185** Historical & Socio-Cultural Dimensions in Sport (3)  
**SPM 225** Principles of Coaching and Athletic Administration (3)  
**SPM 240** Governance & Policy in Sport (3)  
**SPM 330** Sport Marketing, Promotion and Sales (3)  
**SPM 355** New Media & Public Relations (3)  
**SPM 375** Sport Facility Management (3)  
**SPM 380** Legal Aspects of Sport and Recreation (3)  
**SPM 395** Finance & Economics in the Sport Industry (3)  
**SPM 425** H.R. Management in Sport (3)  
**SPM 440** Current Issues Business of Sport (3)  
**SPM 490** Sport Management Internship (3)  
**SPM 495** Sport Management Capstone (1) CAP

### Cognate Courses – 11 hours

**ATR 320** Strength Training & Wellness (3)  
**BIO 131** Basic Human Anatomy and Physiology (4) N  
**CED 220** Professional Development (1)  
**ETH:PHI 397** Ethical Conduct of Business (3) E

or

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

### Business Minor – 24 hours\*

**BUS 101** Introduction to Business (3)

*(BUS 101 may be waived at discretion of advisor)*

**ACC 213** Principles of Accounting I (3)  
**CIS 135** Spreadsheets (3)  
**ECO 211** Principles of Macroeconomics (3) S

or

**ECO 212** Principles of Microeconomics (3) S

**MTH 174** Statistics I (3) MA

or

**MTH 176** Stats I With SPSS (3) MA

**Select three from the following - 9 hours**

**ACC 214** Principles of Accounting II (3)

**BUS 210** Business Law I (3)

**BUS 260** Business Research (3)

**BUS 352** Business Communications I (3)

**BUS 466** Global Commerce (3)

**CIS 300** Business Info Systems (3)

**FIN 300** Corporate Finance (3)

**MGT 300** Management/Org Behavior (3)

**MGT 310** Human Resource Management (3)

**MKT 300** Principles of Marketing (3)

\*The minor in Business Administration requires BUS 101, Introduction to Business. For the Sport Management major, SPM 150, Introduction to Sport Management will satisfy that component of the minor in Business Administration.

**Program Outcomes**

Students who successfully complete the sport management major will be able to:

- analyze business situations and make creative, logical and ethical decisions;
- understand and apply appropriate technology relevant to the sport management industry;
- demonstrate effective communication skills in a sport management setting;
- apply awareness of global and social issues as they relate to the sport management industry;
- apply basic economic and financial concepts to the sport management environment.

## Minor in Coaching

**Program Requirements**

The Sports Coaching Minor provides students with foundational knowledge and skills to secure employment as a sports coach in interscholastic, intercollegiate, and recreational sports programs. The minor is an 18 credit hour program and develops students to become sport coaches from a multi-disciplinary approach.

Hours: 18

**Required Coursework – 15 hours**

**ATR 180** Ath Train:Prin/Pract (3)

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

**SPM 225** Principles of Coaching and Athletic Administration (3)

**SPM 340** Coaching of Team Sports (3)

or

**SPM 341** Coaching of Individual and Dual Sports (3)

**SPM 342** Sport Skills (3)



**Elective Coursework – 3 hours**

**ATR 220** Kinesiology (3)

**ATR 275** Sport Psychology (3) LAS

**PSY 275** Sport Psychology (3) LAS

**ATR 360** Sports Nutrition & Wellness (3)

## Division of Education

Mary West, Ph.D., Dean of Education

### Department of Undergraduate Education, Licensure Programs

Richard Santoro M.A., Chairperson

The programs offered in the Department of Undergraduate Education prepare individuals for initial entry into the teaching profession. The programs provide learning environments in which pre-service teacher candidates can acquire the knowledge, skills, attitudes, dispositions, and values required to meet the needs of students in a dynamic and diverse society. The programs have been accredited by the Teacher Education Accreditation Council (TEAC). Licensure programs qualify the student for teaching in Ohio and, by interstate reciprocity agreement, in other states. The Mount's Education Division is nationally ranked in the top quartile for passage rate of 100% on the licensure (Praxis II) examinations.

#### **Vision Statement**

The Division of Education will continually transform itself into a regionally acclaimed center for teaching and learning in the Midwest. Rooted in the spiritual tradition of the Sisters of Charity of Cincinnati and the Catholic intellectual tradition of free and open inquiry in search of truth, the Department will be known for its innovative programs in higher education for preparing highly qualified educators and leaders.

#### **Mission Statement**

The Education Division prepares competent, collaborative, caring, and reflective practitioners who uphold the tradition of social responsibility, academic excellence, and personal integrity of the Sisters of Charity of Cincinnati.

#### **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 Undergraduate Education 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.

### **Admission to the Teacher Education Programs**

Admission to the College does not guarantee admission to the teacher education programs. Candidates must be officially admitted to the licensure program in the Undergraduate Department. Refer to the Student Handbook for details on the admission process and requirements.

Most students apply for admission to the teacher education programs during their sophomore year. Application packets are available in the Education Division (CL 217) and online<sup>1</sup>. It is important to complete the admission process in a timely manner. Since many of the required courses within the major require program admission, gaining official program admission will ensure that you are able to move along and make progress in your program without interruption or delay.

### **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 Undergraduate Education Department advisor to stay abreast of current requirements.

The majors available at the Mount that offer licensure are:

- Inclusive Early Childhood Education (working with students in grades pre-K-3)
- Middle Childhood Education (working with students in grades 4-9 in two subject/content areas)
- Special Education Intervention Specialist (working with students with mild/moderate special needs in grades K-12)

These licensure programs are also available:

- Adolescent to Young Adult Education (working with students in grades 7-12 in one content area/major)
- Multi-age Education (working with students in grades K-12 in art or music)

### **Student Teaching Requirements**

Student Teaching is a major component in every licensure program. To be eligible for student teaching, the candidate must:

1. Be in good standing in a licensure program with a grade of "C" or better in all required licensure courses.
2. Apply by the posted deadline.
3. Maintain a 2.8 cumulative GPA on a 4.0 scale.
4. Verify CPR and first aid certification.
5. Complete all required field clinical experience hours.
6. Obtain advisor's approval.
7. Meet finger-printing/background check requirements.

---

<sup>1</sup>[https://mymount.msje.edu/ICS/Mount\\_Community/Mount\\_Groups/Education\\_Licensure\\_Students\\_and\\_Majors/Public\\_Page.jnz](https://mymount.msje.edu/ICS/Mount_Community/Mount_Groups/Education_Licensure_Students_and_Majors/Public_Page.jnz)

8. Pass required Ohio Assessment Exams
9. Meet Professional Performance Standards as defined by the Division of Education in the following areas: rapport, reliability, and responsibility.

## Adolescent to Young Adult Education

The Undergraduate Education Department of the College of Mount St. Joseph offers Adolescent to Young Adult Education 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 to Young Adult Education licensure programs at the Mount are accredited by Teacher Education Accreditation Council (TEAC) Approved Curriculum Guidelines, and approved by the Ohio Board of Regents (OBR). Licensure is granted by the Ohio Department of Education (ODE).

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 to Young Adult Education Licensure programs offered at the College of Mount St. Joseph are:

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

## AYA Licensure Programs (grades 7-12)

### Program Requirements

Hours: 57 - 60

**Corequisite: Bachelor's Degree in the primary content area**

### Prerequisites for Licensure (19 hours)

COM 100 Spoken Word (3) C  
 ENG 101 Written Word (3) C  
 EDU 190 Introduction to the Educational Profession (1)  
 PSY 103 Introduction to Psychology (3) S  
 SOC 103 Our Social World (3) S  
 PSY 205 Child/Adolescent Development (3) S

**Choose a discipline specific mathematics class in the core curriculum (3) MA**

**Major Courses (19 hours)**

**AYA 345** Intro to Secondary Education (3)  
**AYA 333** Adol/Young Adult Practicum (1)  
**AYA 334** Adol/Young Adult Practicum II (2)  
**AYA 444** AYA Student Teaching Capstone (10) CAP

**Choose one Methods Course, according to content:**

**AYA 383** Methods of Teaching Science (3)  
**AYA 385** Methods of Teaching Social Studies (3)  
**AYA 386** Methods of Teaching Language Arts (3)  
**MTH 303** Math Curr/Meth:Adol-Young Adult (3)

**Cognate Courses  
(19-22 hours)**

**EDU 255** Foundation, Policy, and Professional Practice (3)  
**EDU 305** Educational Assessment (3)  
**EDU 317** Computers in the Instructional Process (3)  
**EDU 356** Classroom Management and Organization (3)  
**RDG 311** Content Area Reading (3)  
**SED 215** Human Exceptionalities (3)  
**SED 215S** Service Learning: Human Exceptionalities (1)  
**SED 340** Teaching in an Inclusive Setting (3)

*(EDU 317 can be waived with a computer proficiency test)*

**AYA Licensure in Biology/Life Science – 53 hours**

**BIO 111** Principles of Biology I (4) N  
**BIO 111A** Principles of Biology I (LAB) (0) N  
**BIO 112** Principles of Biology II (4) N  
**BIO 201** Anatomy & Physiology I (4) N  
**BIO 201A** Human Anatomy & Physiology (LAB) (0) N

**Choose One w/lab co-requisite:**

**BIO 202** Anatomy & Physiology II (4) N  
**BIO 202A** Human Anatomy & Physiology II (LAB) (0) N  
**BIO 203** Embryology (4) N  
**BIO 203A** Embryology (LAB) (0) N

**Choose one:**

**BIO 305** Microbiology (4) N  
**BIO 305A** Micro (LAB) (0) N  
**BIO 310** Cell Biology (3) N  
**BIO 310A** Cell Biology (LAB) (1) N

**BIO 315** Ecology (4) N  
**BIO 315A** Ecology (LAB) (0) N  
**BIO 320** Genetics (4) N  
**BIO 320A** Genetics (LAB) (0) N  
**BIO 330** Evolution (4) N  
**BIO 330A** Evolution (LAB) (0) N

**BIO elective any of the above BIO courses listed as an option (3-4)****BIO 401** Biology Capstone (1) CAP

**CHE 111** General Chemistry I (3) N  
**CHE 111A** General Chem I (LAB) (1) N  
**CHE 112** General Chemistry II (3) N  
**CHE 112A** General Chemistry II LAB (1) N  
**CHE 211** Organic Chemistry I (3) N  
**CHE 211A** Organic Chem I (LAB) (1) N  
**CHE 212** Organic Chemistry II (3) N  
**CHE 212A** Organic Chemistry II (LAB) (1) N  
**GEO 115** Earth Science (L/L) (4) N  
**PHY 201** General Physics I (3) N  
**PHY 201A** Gen Physics I (LAB) (1) N

**AYA Licensure in Chemistry - 58 hours**

**BIO 111** Principles of Biology I (4) N  
**BIO 111A** Principles of Biology I (LAB) (0) N  
**CHE 111** General Chemistry I (3) N  
**CHE 111A** General Chem I (LAB) (1) N  
**CHE 112** General Chemistry II (3) N  
**CHE 112A** General Chemistry II LAB (1) N  
**CHE 211** Organic Chemistry I (3) N  
**CHE 211A** Organic Chem I (LAB) (1) N  
**CHE 212** Organic Chemistry II (3) N  
**CHE 212A** Organic Chemistry II (LAB) (1) N  
**CHE 314** Intermediate Analytical Chem (3) N  
**CHE 314A** Intermediate Analy Chem (LAB) (1) N  
**CHE 325** Biochemistry (3) N  
**CHE 325A** Biochemistry (LAB) (1) N

or

**CHE 326** Biochem:Nucleic Acid Struct (3) N  
**CHE 326A** Biochem:Nucleic Acid Str.(LAB) (1) N

**CHE 350** Physical Chemistry I (3) N  
**CHE 350A** Physical Chemistry I (LAB) (1) N  
**MTH 191** Calculus I (3) MA  
**MTH 192** Calculus II (3) MA  
**PHY 201** General Physics I (3) N  
**PHY 201A** Gen Physics I (LAB) (1) N  
**PHY 202** General Physics II (3) N  
**PHY 202A** Gen Physics II (LAB) (1) N

**Choose 12 hours from following (must include 4 hours of Chemistry):**

**CHE 315** Instrumental Analysis (3) N  
**CHE 315A** Instru Analysis (LAB) (1) N  
**CHE 325** Biochemistry (3) N  
**CHE 325A** Biochemistry (LAB) (1) N

or

**CHE 326** Biochem:Nucleic Acid Struct (3) N  
**CHE 326A** Biochem:Nucleic Acid Str.(LAB) (1) N

**CHE 355** Physical Chemistry II (3) N  
**CHE 355A** Phys Chemistry II (LAB) (1) N  
**CHE 360** Intermediate Inorganic Chem (3) N  
**CHE 360A** Int Inorganic (LAB) (1) N  
**BIO 305** Microbiology (4) N  
**BIO 305A** Micro (LAB) (0) N  
**BIO 310** Cell Biology (3) N  
**BIO 310A** Cell Biology (LAB) (1) N  
**BIO 320** Genetics (4) N

**AYA Licensure in Integrated Language Arts – 45 hours**

**SPEAKING**

**COM 320** Advanced Oral Communication (3) LAS

**WRITING**

**ENG 300** Advanced Composition (3) LAS

**Choose one:**

**ENG 370** Creative Writing: Poetry (3) LAS  
**ENG 372** Creative Writing: Fiction (3) LAS  
**COM 388** Feature Writing (3) LAS

**MEDIA:**

**Choose one:**

**COM 210** Mass Media & Contemporary Culture (3) LAS  
**COM 310** Visual Communication (3) LAS

**Choose one:**

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

**COM 315** History of Motion Picture (3) LAS

**ENG 359** American Film Authors (3) LAS

**COM 359** American Film Authors (3) LAS  
**COM 350T** Social Media & Social Change (3) LAS  
**COM 360** New Media and Society (3) LAS

**ANCIENT - Choose one**

**ENG 132** In the Beginning: World Creation Epics (3) L  
**ENG 232** Heroes & Heroines: The Ancient World (3) L  
**ENG 234** All the World's a Stage: Ancient Drama (3) L

**MEDIEVAL - Choose one**

**ENG 142** The Medieval Quest: The Hero's Journey (3) L

- ENG 144 Literature of the Crusades (3) L  
 ENG 241 The Battle of the Sexes or Much Ado about Nothing (3) L

**RENAISSANCE - Choose one**

- ENG 244 Outlaws, Traitors, Heretics, Witches & Moors: Anti-Heroes (3) L  
 ENG 252 The Renaissance Quest (3) L  
 ENG 352 Shakespeare in Love (3) L

**NINETEENTH CENTURY - Choose one**

- ENG 160 Apes, Angels & Victorians: A Survey of the Victorian Period (3) L  
 ENG 162 Murder Most Foul: Detectives in 19th Cent. British Literature (3) L  
 ENG 260 19th-Century American Thought in Prose (3) L

- HIS 260 19th Century American Thought In Prose (3) H  
 ENG 262 I Was Crazy Once: Impaired Mind in Lit (3) L

**MODERN AND CONTEMPORARY - Choose two\***

*(ENG 173 recommended)*

- ENG 171 Sports in Literature (3) L  
 ENG 173 20 Voices, 20 Countries: World Poetry (3) L  
 ENG 174 Meet Me at the Theatre: Mod & Contemp American Drama (3) L  
 ENG 175 Modern Short Fiction (3) L  
 ENG 223 Cincinnati Authors (3) L  
 ENG 274 Reading Between the Stitches (3) L  
 ENG 275 A History of Violence: Survey of 20th-Cent British Literature (3) L  
 ENG 276 The 20th-Century Graphic Novel (3) L  
 ENG 277 Dollars & Sense: Materialism in 20th-Century American Fiction (3) L  
 ENG 278 The End of the World as We Know It: Fiction After 9/11 (3) L  
 ENG 279 Killing the Angel in the House: 20th-Cent Brit Women Novelists (3) L  
 ENG 376 Borders, Boundaries, Trespassing, Contamination: Postcolonial Fiction (3) L

**ELECTIVES - Choose four courses from any literature course listed above or these special topic courses**

- ENG 245 African-American Writers (3) L  
 ENG 280 In Their Own Voices: American Autobiography, Letters, Memoirs (3) L  
 ENG 320 History of the English Language (3) L

- HIS 320 History of the English Language (3) H  
 ENG 350 Topics in Literature (1-3)

**AYA Licensure in Integrated Math — 48 hours**

- IDS 209 Mathematics Through the Ages (3) IDS  
 MTH 191 Calculus I (3) MA  
 MTH 192 Calculus II (3) MA  
 MTH 195 Introduction to Math Computing (3)  
 MTH 220 Discrete Mathematics (3) MA  
 MTH 255 Introduction to Linear Algebra (3) MA  
 MTH 291 Calculus III (3) MA  
 MTH 292 Calculus IV (3) MA  
 MTH 301 Mathematical Modeling (3) MA

**MTH 303** Math Curr/Meth:Adol-Young Adult (3)  
**MTH 305** College Geometry (3) MA  
**MTH 315** Number Theory (3) MA  
**MTH 320** Probability/Statistics (4) MA  
**MTH 326** Math Lab for Teachers (3)  
**MTH 361** Abstract Algebra (3) MA  
**MTH 400** Senior Research (1)

**AYA Licensure in Integrated Science – 80-82 hours**

**CHE 111** General Chemistry I (3) N  
**CHE 111A** General Chem I (LAB) (1) N  
**CHE 112** General Chemistry II (3) N  
**CHE 112A** General Chemistry II LAB (1) N  
**CHE 211** Organic Chemistry I (3) N  
**CHE 211A** Organic Chem I (LAB) (1) N  
**CHE 212** Organic Chemistry II (3) N  
**CHE 212A** Organic Chemistry II (LAB) (1) N  
**CHE 314** Intermediate Analytical Chem (3) N  
**CHE 314A** Intermediate Analy Chem (LAB) (1) N  
**CHE 325** Biochemistry (3) N  
**CHE 325A** Biochemistry (LAB) (1) N

or

**CHE 326** Biochem:Nucleic Acid Struct (3) N  
**CHE 326A** Biochem:Nucleic Acid Str.(LAB) (1) N  
**BIO 401** Biology Capstone (1) CAP

or

**CHE 400** Chemistry Seminar & Capstone (1-2) CAP

**BIO 111** Principles of Biology I (4) N  
**BIO 112** Principles of Biology II (4) N  
**BIO 305** Microbiology (4) N  
**BIO 305A** Micro (LAB) (0) N

or

**BIO 310** Cell Biology (3) N  
**BIO 310A** Cell Biology (LAB) (1) N  
**BIO 315** Ecology (4) N  
**BIO 315A** Ecology (LAB) (0) N  
**BIO 320** Genetics (4) N

**GEO 115** Earth Science (L/L) (4) N  
**GEO 135** Environmental Geology (L/L) (4) N

**GEO Elective (4)**  
**GEO Elective (4)**  
**GEO Elective (4)**

**PHY 130** Astronomy Lecture & LAB (4) N

**OR**



**PHY Elective (4)**

**PHY 201** General Physics I (3) N  
**PHY 201A** Gen Physics I (LAB) (1) N  
**PHY 202** General Physics II (3) N  
**PHY 202A** Gen Physics II (LAB) (1) N  
**PHY 350** Physical Chemistry I (3) N  
**PHY 350A** Physical Chemistry I LAB (1) N

**OR**

**PHY Elective (4)**

**AYA Licensure in Integrated Social Studies - 42 hours**

**HIS 109** U.S. Hist to 1877 (3) H  
**HIS 110** U.S. History Since 1877 (3) H

**Choose one 200-300 level American History course (3)**

**Select two courses from the following or equivalents**

**HIS 107** European Civilization to 1500 (3) H  
**HIS 108** European Civilization Since 1500 (3) H

**HIS 200-300 level European History courses (3)**

**Six hours in Non-Western History**

**HIS 105** World Civilization to 1500 (3) H  
**HIS 106** World Civilization Since 1500 (3) H

**Six hours in Political Science**

**PSC 201** American National Government (3) S  
**PSC 335** International Politics (3) S

**Fifteen hours in other Social Science Courses**

**ECO 201** Economic Issues (3) S

**or**

**ECO 211** Principles of Macroeconomics (3) S

**GEG 202** World Regional Geography (3) S  
**PSY 103** Introduction to Psychology (3) S  
**SOC 103** Our Social World (3) S  
**SOC 202** Race, Class, Gender (3) S

**Program Outcomes**

**Teacher Competencies**

The Division of Education has developed the following five teacher competencies describing the knowledge, skills, and dispositions that each teacher candidate will have upon completion of any licensure program.

1. **Content knowledge** - The candidate articulates accurate subject matter and applies that knowledge

in planning and presenting lessons aligned with content standards.

2. **Learner characteristics** - The candidate incorporates knowledge of how students learn and how diverse experiences affect learning when planning and presenting lessons aligned with content standards.
3. **Instructional strategies** - The candidate applies a variety of scientifically-based, data-driven instructional strategies based on learning goals, assesses student's progress toward these goals, and differentiates instruction based on students' needs and assessment results.
4. **Learning Environment** - The candidate creates and manages a learning environment that encourages active, engaged learning and respect for others.
5. **Professional responsibilities** - The candidate engages in reflective practice, promotes collaboration among peers, families, and communities, and takes on opportunities for professional development.

## Inclusive Early Childhood

The Inclusive Early Childhood Education bachelor's degree program is both a major and a teacher licensure 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 accredited by the Teacher Education Accreditation Council (TEAC), and approved by the Ohio Board of Regents (OBR). Licensure is granted by the Ohio Department of Education (ODE). 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.

## Major & License in Inclusive Early Childhood Education - Bachelor of Arts Degree

### Program Requirements

Hours: 104-107

### Prerequisites - (19 hours)

**COM 100** Spoken Word (3) C  
**ENG 101** Written Word (3) C  
**EDU 190** Introduction to the Educational Profession (1)  
**MTH 143** Problem Solving & Number Systems (3) MA  
**PSY 103** Introduction to Psychology (3) S  
**PSY 205** Child/Adolescent Development (3) S  
**SOC 103** Our Social World (3) S

### Major Courses - (32 hours)

**IEC 230** Observing and Understanding the Whole Child (3)  
**IEC 250** Profess & Developmentally Appropriate Practices (3)  
**IEC 321** Collab Practices in Working with Families, Communities & Peers (3)  
**IEC 333** Inclusive Early Child Practicum (1-3)  
**IEC 334** Collaborative Practices in Early Childhood Education (1)  
**IEC 337** Methods of Teaching Math (3)  
**IEC 338** Methods Teaching Social Studies (3)

**IEC 339** Methods of Teaching Science (3)

**IEC 444** Student Teaching and Seminar for Early Childhood Education (12) CAP

### Cognate Courses - (53-56 hours)

#### Education core

**EDU 235** Communication Development & Disorders (3)

**EDU 255** Foundation, Policy, and Professional Practice (3)

**EDU 305** Educational Assessment (3)

**EDU 317** Computers in the Instructional Process (3)

**EDU 356** Classroom Management and Organization (3)

**SED 215** Human Exceptionalities (3)

**SED 215S** Service Learning: Human Exceptionalities (1)

**SED 340** Teaching in an Inclusive Setting (3)

*EDU 317: Course can be waived with computer proficiency test*

#### Reading core

**RDG 215** Theoretical Perspectives and Foundations in Literacy (3)

**RDG 215S** Service Learning: Literacy (1)

**RDG 304** Children's and Adolescent Literature (3)

**RDG 316** Literacy Practicum (1)

**RDG 330** Phonics and Linguistics (3)

**RDG 331** Methods of Teaching Reading and Writing (3)

**RDG 338** Diagnosis and Remediation of Reading Problems (3)

#### Content areas for licensure

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

**BIO 110** Biological Science & LAB (4) N

**MUS 246** Music Experiences for Young Children (3) MU

**MTH 153** Geometry and Measurement (3) MA

*BIO 110 & PHY 105 are recommended, but not required*

**PHY 105** Physical Science L/L (4) N

#### Program Outcomes

#### Teacher Competencies

The Division of Education has developed the following five teacher competencies describing the knowledge, skills, and dispositions that each teacher candidate will have upon completion of any licensure program.

1. **Content knowledge** - The candidate articulates accurate subject matter and applies that knowledge in planning and presenting lessons aligned with content standards.
2. **Learner characteristics** - The candidate incorporates knowledge of how students learn and how diverse experiences affect learning when planning and presenting lessons aligned with content standards.
3. **Instructional strategies** - The candidate applies a variety of scientifically-based, data-driven instructional strategies based on learning goals, assesses student's progress toward these goals, and differentiates instruction based on students' needs and assessment results.
4. **Learning Environment** - The candidate creates and manages a learning environment that encourages

active, engaged learning and respect for others.

5. **Professional responsibilities** - The candidate engages in reflective practice, promotes collaboration among peers, families, and communities, and takes on opportunities for professional development.

## Middle Childhood

The Middle Childhood Education program at the College of Mount St. Joseph is both a major and a license which prepares individuals to meet the needs of students in grades four through nine. The student receives a liberal arts and sciences education in support of specific course work and field experiences at the middle grades level. The teacher education program is developmentally based and offers the preprofessional in-depth study in two concentration areas (selected from language arts, mathematics, science and social studies) as well as art and inclusive courses.

The program is accredited by the Teacher Education Accreditation Council (TEAC) and approved by the Ohio Board of Regents (OBR). Licensure is granted by the Ohio Department of Education (ODE).

Preprofessional teachers who complete the middle childhood course work and field work are uniquely qualified to teach at the middle school level.

## Middle Childhood Major & Licensure (grades 4-9) - Bachelor of Arts Degree

### Program Requirements

Hours: 114-126

### Prerequisites - 19 Hours

**COM 100** Spoken Word (3) C  
**ENG 101** Written Word (3) C  
**EDU 190** Introduction to the Educational Profession (1)  
**PSY 103** Introduction to Psychology (3) S  
**PSY 205** Child/Adolescent Development (3) S  
**SOC 103** Our Social World (3) S

**Choose a discipline specific Mathematics class in the core curriculum (3) MA**

### Major Courses - 23 Hours

**MCE 300** Intro Middle School (3)  
**MCE 333** MCE Ed Content Practicum (1-3)  
**MCE 444** Middle Childhood Student Teaching (12) CAP

**Choose two courses from the following, according to subject content:**

**MCE 383** Methods of Teaching Science (3)  
**MTH 384** Methods of Teaching Middle School Mathematics (3)  
**MCE 385** Methods of Teach Social Studies (3)  
**MCE 386** Methods of Teach Language Arts (3)

**Cognate Courses - 33-36 Hours**

**AED 210** Art Experiences for Children (3) A  
**EDU 255** Foundation, Policy, and Professional Practice (3)  
**EDU 305** Educational Assessment (3)  
**EDU 317** Computers in the Instructional Process (3)

*(EDU 317 can be waived with computer technology proficiency test)*

**EDU 356** Classroom Management and Organization (3)  
**RDG 215** Theoretical Perspectives and Foundations in Literacy (3)  
**RDG 215S** Service Learning: Literacy (1)  
**RDG 316** Literacy Practicum (1)  
**RDG 330** Phonics and Linguistics (3)  
**RDG 331** Methods of Teaching Reading and Writing (3)  
**RDG 338** Diagnosis and Remediation of Reading Problems (3)  
**SED 215** Human Exceptionalities (3)  
**SED 215S** Service Learning: Human Exceptionalities (1)  
**SED 340** Teaching in an Inclusive Setting (3)

**Content Area Requirements:****Language Arts - 21 Hours****Visual Media - 6 Hours, choose two**

**COM 210** Mass Media & Contemporary Culture (3) LAS  
**COM 310** Visual Communication (3) LAS  
**COM 315** History of Motion Picture (3) LAS

or

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

**COM 359** American Film Authors (3) LAS

or

**ENG 359** American Film Authors (3) LAS  
**COM 360** New Media and Society (3) LAS

**Ancient and Medieval Literature - 3 hours (choose one)**

**ENG 132** In the Beginning: World Creation Epics (3) L  
**ENG 232** Heroes & Heroines: The Ancient World (3) L  
**ENG 234** All the World's a Stage: Ancient Drama (3) L

**Modern and Contemporary Literature - 9 hours (choose 3)**

**ENG 171** Sports in Literature (3) L  
**ENG 173** 20 Voices, 20 Countries: World Poetry (3) L  
**ENG 174** Meet Me at the Theatre: Mod & Contemp American Drama (3) L  
**ENG 223** Cincinnati Authors (3) L  
**ENG 245** African-American Writers (3) L  
**ENG 274** Reading Between the Stitches (3) L  
**ENG 275** A History of Violence: Survey of 20th-Cent British Literature (3) L  
**ENG 276** The 20th-Century Graphic Novel (3) L

**ENG 277** Dollars & Sense: Materialism in 20th-Century American Fiction (3) L  
**ENG 278** The End of the World as We Know It: Fiction After 9/11 (3) L  
**ENG 279** Killing the Angel in the House: 20th-Cent Brit Women Novelists (3) L  
**ENG 280** In Their Own Voices: American Autobiography, Letters, Memoirs (3) L

**Select one course of the following:**

**ENG 370** Creative Writing: Poetry (3) LAS  
**ENG 372** Creative Writing: Fiction (3) LAS

**Social Studies - 21 Hours**

**GEG 202** World Regional Geography (3) S  
**PSC 201** American National Government (3) S  
**SOC 202** Race, Class, Gender (3) S  
**HIS 105** World Civilization to 1500 (3) H  
**HIS 106** World Civilization Since 1500 (3) H  
**HIS 109** U.S. Hist to 1877 (3) H  
**HIS 110** U.S. History Since 1877 (3) H

**Science - 24 hours**

(required)

**BIO 110** Biological Science & LAB (4) N  
**CHE 104** General & Organic Chemistry (3) N  
**CHE 104A** General & Organic Chemistry LAB (1) N  
**GEO 115** Earth Science (L/L) (4) N  
**PHY 105** Physical Science L/L (4) N

**choose two courses from the following**

**BIO 131** Basic Human Anatomy and Physiology (4) N  
**GEO 130** Oceanography (L/L) (4) N  
**GEO 135** Environmental Geology (L/L) (4) N  
**GEO 165** Meteorology (L/L) (4) N  
**PHY 130** Astronomy Lecture & LAB (4) N

**Mathematics - 24 hours**

**MTH 143** Problem Solving & Number Systems (3) MA  
**MTH 153** Geometry and Measurement (3) MA  
**MTH 174** Statistics I (3) MA

or

**MTH 176** Stats I With SPSS (3) MA  
**MTH 185** Precalculus (3) MA  
**MTH 191** Calculus I (3) MA  
**MTH 195** Introduction to Math Computing (3)  
**MTH 220** Discrete Mathematics (3) MA  
**MTH 326** Math Lab for Teachers (3)

*In order to declare Math as an MCE content area, students placed in MTH 098 must earn an "A" and/or an "A" or "B" in MTH 099; students must first pass MTH 185 and MTH 191 with a grade of "C" or better.*

## Program Outcomes

### Teacher Competencies

The Division of Education has developed the following five teacher competencies describing the knowledge, skills, and dispositions that each teacher candidate will have upon completion of any licensure program.

1. **Content knowledge** - The candidate articulates accurate subject matter and applies that knowledge in planning and presenting lessons aligned with content standards.
2. **Learner characteristics** - The candidate incorporates knowledge of how students learn and how diverse experiences affect learning when planning and presenting lessons aligned with content standards.
3. **Instructional strategies** - The candidate applies a variety of scientifically-based, data-driven instructional strategies based on learning goals, assesses student's progress toward these goals, and differentiates instruction based on students' needs and assessment results.
4. **Learning Environment** - The candidate creates and manages a learning environment that encourages active, engaged learning and respect for others.
5. **Professional responsibilities** - The candidate engages in reflective practice, promotes collaboration among peers, families, and communities, and takes on opportunities for professional development.

## Multi-Age Education Licensure Programs

### Art Education and Music Education

The Multi-age Education Licensure programs are offered to those who are interested in teaching students in grades K-12 in the areas of art or music. These programs are accredited by Teacher Education Accreditation Council (TEAC) and are approved by the Ohio Board of Regents (OBR). Licensure is granted by the Ohio Department of Education (ODE). Students in a Multi-age Education 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.

## Multi-Age Education Licensure (grades K-12)

### Program Requirements

Hours: 50 - 53 (for Art Education Licensure), 56 - 59 (for Music Education Licensure)

### Prerequisites for licensure (19 hours)

**COM 100** Spoken Word (3) C  
**ENG 101** Written Word (3) C  
**EDU 190** Introduction to the Educational Profession (1)  
**PSY 103** Introduction to Psychology (3) S  
**PSY 205** Child/Adolescent Development (3) S  
**SOC 103** Our Social World (3) S

**MTH** Choose one discipline specific mathematics course in the Core Curriculum (3) MA

### General Licensure Requirements

(10-13 hours for art education and 13-16 for music education majors)

EDU 445 Teacher Candidate Portfolio (0)  
RDG 311 Content Area Reading (3)  
SED 215 Human Exceptionalities (3)  
SED 215S Service Learning: Human Exceptionalities (1)  
SED 340 Teaching in an Inclusive Setting (3)

EDU 305 Educational Assessment (3)

(EDU 305 required for music education majors, not required for art education majors)

EDU 317 Computers in the Instructional Process (3)

(EDU 317 may be waived with passing score on technology proficiency test)

### Education Visual Arts Specialist Licensure Requirements

(21 hours)

*Corequisite: Bachelor of Arts Degree in Art Education - refer to the Department of Art, Fine Art, Art Education & Art History starting on page 1 for a listing Art Education Major requirements.*

AED 290 Comprehensive Art Ed I (3)  
AED 390 Comprehensive Art Education II (4)  
EDU 333 Multi-Age Practicum (2)  
EDU 444A Art Education Student Teaching (12)

### Music Education Licensure Requirements

(25 hours)

*Corequisite: Bachelor of Arts Degree in Music - refer to the Department of Music starting on page 31 for major requirements.*

EDU 333 Multi-Age Practicum (2)  
EDU 444M Music Education Student Teaching (12)  
MUS 221 String Class (1)  
MUS 222 Brass Class (1)  
MUS 241 Class Voice (1)  
MUS 323 Woodwind Pedagogy (1)  
MUS 324 Percussion Class (1)  
MUS 343 Methods of Music I (3)  
MUS 344 Methods of Music II (3)

### Program Outcomes

#### Teacher Competencies

The Division of Education has developed the following five teacher competencies describing the knowledge, skills, and dispositions that each teacher candidate will have upon completion of any licensure program.

1. **Content knowledge** - The candidate articulates accurate subject matter and applies that knowledge in planning and presenting lessons aligned with content standards.
2. **Learner characteristics** - The candidate incorporates knowledge of how students learn and how diverse experiences affect learning when planning and presenting lessons aligned with content standards.



3. **Instructional strategies** - The candidate applies a variety of scientifically-based, data-driven instructional strategies based on learning goals, assesses student's progress toward these goals, and differentiates instruction based on students' needs and assessment results.
4. **Learning Environment** - The candidate creates and manages a learning environment that encourages active, engaged learning and respect for others.
5. **Professional responsibilities** - The candidate engages in reflective practice, promotes collaboration among peers, families, and communities, and takes on opportunities for professional development.

## Special Education Intervention Specialist

### 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 is accredited by the Teacher Education Accreditation Council (TEAC), approved by the Ohio Board of Regents (OBR) and follows the reading guidelines set forth by the State of Ohio. Licensure is granted by the Ohio Department of Education (ODE). It also incorporates adaptive and instructional technology training throughout the course work.

## Special Education - Bachelor of Arts Degree (Intervention Specialist Licensure)

### Program Requirements

Hours: 94-97

### Prerequisites for licensure - 19 hours

**COM 100** Spoken Word (3) C  
**ENG 101** Written Word (3) C  
**EDU 190** Introduction to the Educational Profession (1)  
**MTH 143** Problem Solving & Number Systems (3) MA  
**PSY 103** Introduction to Psychology (3) S  
**PSY 205** Child/Adolescent Development (3) S  
**SOC 103** Our Social World (3) S

### Major Courses - 33 hours

**SED 215** Human Exceptionalities (3)  
**SED 215S** Service Learning: Human Exceptionalities (1)  
**SED 330** Assess/Diagnosis in SED (3)  
**SED 333** Curriculum & Methods/Students with Mild/Moderate Needs (1)

**SED 334** Inclusive Teaching, Support and Transition (1)  
**SED 340** Teaching in an Inclusive Setting (3)  
**SED 345** Issues in Accessibility and Transition (3)  
**SED 351** Intro to Learning Disabilities (3)  
**SED 380** Curriculum & Methods/Students with Mild/Moderate Needs (3)  
**SED 444** Special Education Student Teaching (12) CAP

#### **Cognate Courses - 42-45 hours**

##### **Education core**

**EDU 255** Foundation, Policy, and Professional Practice (3)  
**EDU 305** Educational Assessment (3)  
**EDU 317** Computers in the Instructional Process (3)  
**EDU 356** Classroom Management and Organization (3)

*EDU 317: course can be waived with computer technology proficiency test*

##### **Reading core**

**RDG 215** Theoretical Perspectives and Foundations in Literacy (3)  
**RDG 215S** Service Learning: Literacy (1)  
**RDG 316** Literacy Practicum (1)  
**RDG 330** Phonics and Linguistics (3)  
**RDG 331** Methods of Teaching Reading and Writing (3)  
**RDG 338** Diagnosis and Remediation of Reading Problems (3)

##### **Content areas for licensure**

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

or

**MUS 246** Music Experiences for Young Children (3) MU  
**BIO 110** Biological Science & LAB (4) N  
**EDU 235** Communication Development & Disorders (3)  
**IEC 321** Collab Practices in Working with Families, Communities & Peers (3)  
**IEC 337** Methods of Teaching Math (3)  
**MTH 153** Geometry and Measurement (3) MA

*(BIO 110 is recommended, but not required)*

##### **Electives (strongly recommended)**

**COM 300** Advanced Composition (3) LAS  
**MTH 174** Statistics I (3) MA  
**MTH 185** Precalculus (3) MA  
**PHY 105** Physical Science L/L (4) N

#### **Program Outcomes**

##### **Teacher Competencies**

The Division of Education has developed the following five teacher competencies describing the knowledge, skills, and dispositions that each teacher candidate will have upon completion of any licensure program.

1. **Content knowledge** - The candidate articulates accurate subject matter and applies that knowledge

in planning and presenting lessons aligned with content standards.

2. **Learner characteristics** - The candidate incorporates knowledge of how students learn and how diverse experiences affect learning when planning and presenting lessons aligned with content standards.
3. **Instructional strategies** - The candidate applies a variety of scientifically-based, data-driven instructional strategies based on learning goals, assesses student's progress toward these goals, and differentiates instruction based on students' needs and assessment results.
4. **Learning Environment** - The candidate creates and manages a learning environment that encourages active, engaged learning and respect for others.
5. **Professional responsibilities** - The candidate engages in reflective practice, promotes collaboration among peers, families, and communities, and takes on opportunities for professional development.

## Major in Educational Studies, Non-Licensure Program - Bachelor of Arts Degree

### Program Requirements

The Undergraduate Education Department of the College of Mount St. Joseph offers a major in Educational Studies for students who are interested in education, but not formal classroom teaching. The program involves a solid foundation of liberal arts and education courses, with flexibility for pursuing electives, a minor or even a dual major in an area of interest. Graduates with this degree may progress into careers such as: disability services, family and children services, program development for corporations and nonprofits, adult education, and community outreach. This degree program does not lead to teacher licensure.

Hours: 54-58

### Prerequisites: 19-20 hours

COM 100 Spoken Word (3) C  
 ENG 101 Written Word (3) C  
 EDU 190 Introduction to the Educational Profession (1)  
 SOC 103 Our Social World (3) S  
 PSY 103 Introduction to Psychology (3) S  
 PSY 204 Lifespan Development (4) S

or

PSY 205 Child/Adolescent Development (3) S

Choose one discipline specific mathematics course in the Core Curriculum (3)

### Major Courses - 13 hours

EDU 255 Foundation, Policy, and Professional Practice (3)  
 EDU 305 Educational Assessment (3)  
 IEC 321 Collab Practices in Working with Families, Communities & Peers (3)  
 SED 215 Human Exceptionalities (3)  
 SED 215S Service Learning: Human Exceptionalities (1)

**Major Electives (9 hours) - Select from the following:**

The following are education courses offered as electives to Educational Studies majors. While they are listed in categories to distinguish their focus, the student may select any three courses to meet the 9 credit hour requirement.

**Learner Characteristics:**

**IEC 230** Observing and Understanding the Whole Child (3)  
**EDU 235** Communication Development & Disorders (3)  
**SED 351** Intro to Learning Disabilities (3)

**The School Context:**

**AYA 345** Intro to Secondary Education (3)  
**MCE 300** Intro Middle School (3)  
**EDU 356** Classroom Management and Organization (3)  
**SED 340** Teaching in an Inclusive Setting (3)

**Teaching Methods:**

**AED 210** Art Experiences for Children (3) A  
**IEC 250** Profess & Developmentally Appropriate Practices (3)  
**IEC 337** Methods of Teaching Math (3)  
**IEC 338** Methods Teaching Social Studies (3)  
**IEC 339** Methods of Teaching Science (3)  
**MCE 383** Methods of Teaching Science (3)  
**MTH 384** Methods of Teaching Middle School Mathematics (3)  
**MCE 385** Methods of Teach Social Studies (3)  
**MCE 386** Methods of Teach Language Arts (3)  
**MUS 246** Music Experiences for Young Children (3) MU  
**RDG 215** Theoretical Perspectives and Foundations in Literacy (3)  
**RDG 304** Children's and Adolescent Literature (3)  
**RDG 330** Phonics and Linguistics (3)  
**RDG 331** Methods of Teaching Reading and Writing (3)  
**RDG 338** Diagnosis and Remediation of Reading Problems (3)  
**SED 330** Assess/Diagnosis in SED (3)  
**SED 345** Issues in Accessibility and Transition (3)  
**SED 380** Curriculum & Methods/Students with Mild/Moderate Needs (3)

**Cognate Courses (10-13 hours)**

**SOC 202** Race, Class, Gender (3) S  
**SOC 370** Sociological Theories (3) S  
**SWK 223** Social Policies and Issues (3) S  
**CED 220** Professional Development (1)  
**CED 394** Cooperative Education Parallel Work Experience (0)  
**EDU 396** Cooperative Education Work Experience: Parallel (1-3)

**Communications (3 hours) - select One:**

**COM 300** Advanced Composition (3) LAS  
**COM 310** Visual Communication (3) LAS  
**COM 320** Advanced Oral Communication (3) LAS

## Program Outcomes

Students who successfully complete the educational studies major will:

- Utilize professional communication and collaboration to address problems.
- Use social, cultural, political, and historical perspectives to critically analyze educational policies, structures and practices.
- Reflect on experience in relation to principles of effective teaching and learning to address a selected issue.
- Evaluate educational policies, structures and practices in terms of making learning accessible to diverse learners.
- Make ethically responsible decisions based on discerning the needs of others and using relevant information

# Division of Health Sciences

Susan Wajert, MSN, Ph.D., Dean

The Division of Health Sciences offers baccalaureate degrees with majors in athletic training and nursing.

# Department of Athletic Training

Robert Charles-Liscombe, Ed.D., ATC, Chairperson

The College of Mount St. Joseph Athletic Training program provides a quality entry-level athletic training education 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 Athletic Training Education (CAATE).

## Admission Process

### TRADITIONAL STUDENTS:

The College of Mount St. Joseph Athletic Training Program has a limited enrollment program that admits both freshman and transfer students. Freshman students gain admission into the program by meeting a three stage process; College admission, pre-clinical phase admission, and clinical phase admission. After being admitted into the College, students interested in pursuing a Bachelor of Science in Athletic Training degree must meet the following criteria:

1. High school cumulative grade point average (GPA) of 2.75 or higher
2. Passed high school chemistry with a C or higher. If no high school chemistry is taken, the student must complete a high school chemistry equivalent course at another college or university with a grade of C or higher.

3. Math placement score of 3 or better. Students may not enroll in chemistry 111/111A until the Math placement is met. \*If COMPASS test indicates a need for remedial math, students must repeat the COMPASS or take an intermediate math course(s) in the summer. If the requirement is not met in the summer, the student's application to the Pre-Athletic program will be "deferred" until completion of the first semester and the required remedial course with a grade of "C" or higher.
4. 22 or higher composite score on ACT or 975 or higher on the SAT.
5. \*Complete a technical standards form
6. \*Complete a medical history/physical examination that meets minimum requirements and proof of current vaccinations

\*These must be completed prior to starting class in the fall of each year. These forms can be found on the athletic training program page on myMount.

Admission to the pre-clinical athletic training program will begin **February 1st** and end **July 1st** of each year. Students seeking admission after July 1st will be assessed on an individual basis. **Admission to the College does not guarantee admission to the athletic training program.**

## **TRANSFER STUDENTS**

### **Criteria for Entering the Pre-Athletic Training Major Admission**

1. Be accepted to the College of Mount St. Joseph
2. Math placement score of 3 or better. Students may not enroll in chemistry 111/111A until the Math placement is met. \*If COMPASS test indicates a need for remedial math, students must repeat the COMPASS or take an intermediate math course(s) in the summer. If the requirement is not met in the summer, the student's application to the Pre-Athletic program will be "deferred" until completion of the first semester and the required remedial course with a grade of "C" or higher.
3. Passed high school chemistry with a C or higher. If no high school chemistry is taken, the student must complete a high school chemistry equivalent course at another college or university with a grade of C or higher.
4. Have an accumulative grade point average (GPA) for all previous course work of 2.75 or higher.
5. Earned grade of "B" or higher on clinical athletic training course work from previous institution. If less than a B is achieved in clinical coursework the course can be repeated one time at the College of Mount St. Joseph.
6. Earned grade of "C" or higher on didactic athletic training course work from previous institution. If less than a C is achieved in didactic coursework the course can be repeated one time at the College of Mount St. Joseph.

**Transfer students will be assessed on an individual basis.**

### **Math Placement**

\*All entering students must take the math compass exam to determine math placement. Athletic training students are highly encouraged to take the compass soon after learning of their acceptance into the program. To schedule a date to take the compass exam contact the Learning Center at 513-244-4202. Students must show a level of competency in math to take chemistry. Chemistry is a pre-requisite requirement for anatomy and physiology.

### **Pre-Clinical Phase to Clinical Phase Admission**

During the first year students take introductory courses and participate in the pre-clinical phase of the

program with College of Mount St. Joseph preceptors and its intercollegiate athletic programs. Students will be selected for admission into the athletic training major from a pool of students who have met the following clinical phase admission criteria. Students will receive a letter from the Chair of the Department of Athletic Training no later than June 1st of their pre-athletic training year indicating their admission status into the Athletic Training Major.

- minimum College grade point average of 2.75
- 28 credit hours
- minimum grade of B in ATR 180, ATR 181, and ATR 182
- minimum grade of C in CHE 111/111A and BIO 111/111A
- completion of 75 clinical observation hours with a minimum score of 3.0 on preceptor evaluations
- pass ATR 181 and ATR 182 skill proficiencies with a B or higher
- proof of current CPR/AED and first aid certifications
- completion of athletic training application by March 15<sup>th</sup> of each year

#### **Clinical Phase Requirements/Retention**

After gaining admission to the clinical phase of the program, degree candidates must meet specific educational requirements to progress in the program, including:

- Demonstrate minimal competency during each clinical assignment and successful completion of a variety of athletic training clinical experiences under the direct supervision by certified athletic trainers and other allied health care professionals. Minimal clinical competence is defined as receiving a passing score on clinical performance assessment and successful completion of NATA competencies and clinical proficiencies in assigned courses
- Completion of a structure plan of clinical experiences which include exposure to: Individual and team sports; sports requiring protective equipment; patients of different sexes; adolescent and adult patients; Non-sport patient populations; rehabilitation intensive settings; orthopedic and non-orthopedic medical settings.
- Annual Blood Borne Pathogen Training
- Annual emergency responder certification including CPR/AED training
- Annual TB test
- Maintain a minimum 2.75 cumulative grade point average
- Maintain a minimum grade of B in all clinical perspective courses (ATR 233, 232, 332, 333, 432, 433)
- Maintain a minimum grade of C in all ATR and required cognate courses

Students failing to meet the program's minimal retention requirements will be placed on probation for one semester. At the end of the probationary period, the student must have met deficient retention requirements. If a student receives less than a B grade in clinical coursework, the student must retake the course and successfully pass the course prior to advancing in the athletic training education program.

#### **Student Athletes**

Students who plan to participate as an intercollegiate athlete at the Mount are encouraged to apply but must realize that summer clinical placements will be required to complete the athletic training major. Athletic

training students are limited to participation in one sport season per year. Due to the conflicts with athletic participation, student athletes will be required to complete one of the six clinical placements for the clinical perspectives courses during the summer before the final year in the program.

### **Fees**

Additional expenses associated with the athletic training education program include payment for immunizations, differential fees for clinical courses, travel expenses to and from off-campus clinical assignments, uniforms, clinical site required background checks and pre-placement drug testing, and occasional conferences and workshops.

### **Learning Opportunities at the Mount**

The Mount has developed its program to instruct students in the theory and science of athletic training and the art of its application. Students gain a thorough understanding of injuries, including prevention, recognition, management, treatment, and rehabilitation that occur in athletes and other physically active populations. The strong foundation that characterizes the Mount's athletic training program combines classroom work with clinical experiences in a progressive sequential format. During each semester of the program, students participate in clinical experiences that correspond to their class work. Successful completion of supervised clinical assignments is factored into a student's clinical course grade. Throughout the program students are challenged to apply their knowledge and skills through problem-solving and critical thinking exercise. Students are required to conduct case studies, research inquires, and community projects, and present them through various forms of media to peers and faculty.

Classes in the major are held in the Health Sciences Instructional Suites (HSIS). The HSIS encompasses classrooms and laboratory space to provide for current technological learning environments. Students also spend classroom and clinical time in on-campus athletic training clinics housed in the Sports Complex and Harrington Center. In addition to on-campus clinical rotations students are afforded opportunities in clinical experiences with various health care and medical professionals throughout the Greater Cincinnati area including general medical physicians, orthopedics, physical therapists, massage therapists, dentists, physician assistants, occupational therapists, paramedics, and others.

National Athletic Trainer's Association (NATA)

If you have questions concerning the profession of athletic training you can contact NATA at 1-880-ASK-NATA or online at <http://www.nata.org>

Further information regarding certification requirements can be found at the Board of Certification at <http://www.bocatc.org>

## **Major in Athletic Training - Bachelor of Science Degree**

### **Program Requirements**

Hours: 90

### **Major Courses – 51 hours**

**ATR 180** Ath Train:Prin/Pract (3)

**ATR 181** First-Aid & Emergency Procedures in Athletic Training with LAB (3)

**ATR 182** Foundational Skills in Athletic Training (1)

**ATR 214** Athletic Training Assessment & Mgmt I:Lower Extremity (4)

**ATR 214A** Athletic Training Assessment & Mgmt I (LAB) (0)

**ATR 232** Clinical Perspectives I (1)



**ATR 233** Clinical Perspectives II (1)  
**ATR 312** Therapeutic Modalities (4)  
**ATR 312A** Therapeutic Modalities (LAB) (0)  
**ATR 315** Athletic Training Assessment and Mgmt II:Upper Extremity and Spine (4)  
**ATR 315A** Assessment and Mgmt II (LAB) (0)  
**ATR 316** Therapeutic Exercise (4)  
**ATR 316A** Therapeutic Exercise (LAB) (0)  
**ATR 325** Athletic Training Assessment and Mgmt III:Med Conditions (4)  
**ATR 325A** Athletic Training Assessment & Mgmt III:Med Conditions (LAB) (0)  
**ATR 330** Biomechanical Analysis of Human Movement (3)  
**ATR 332** Clinical Perspectives III (2)  
**ATR 333** Clinical Perspectives IV (2)  
**ATR 350** Exercise Physiology (4)  
**ATR 350A** Exercise Physiology (LAB) (0)  
**ATR 420** Athletic Conditioning and Performance (4)  
**ATR 420A** Athletic Conditioning and Performance(LAB) (0)  
**ATR 432** Clinical Perspectives V (3)  
**ATR 433** Clinical Perspective VI (4)

#### Cognate Courses – 39 hours

**BIO 111** Principles of Biology I (4) N  
**BIO 111A** Principles of Biology I (LAB) (0) N  
**BIO 197** Human Anatomy and Physiology for the Health Sciences I (4) N  
**BIO 197A** Human Anatomy and Physiology for the Health Sciences I (LAB) (0) N  
**BIO 198** Human A&P for Hlth Sci II (4) N  
**BIO 198A** Human Anatomy and Physiology for the Health Sciences II (LAB) (0) N  
**BIO 212** Musculoskeletal Anatomy Review (2)  
**CHE 111** General Chemistry I (3) N  
**CHE 111A** General Chem I (LAB) (1) N  
**ETH:PHI 250** Health Care Ethics (3) E

or

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

**HLT 200** Foundations of Wellness (3)  
**HLT 260** Human Nutrition (3)  
**HLT 413** Healthcare Administration (3)  
**HLT 430** Research in the Health Sciences (3)  
**MTH 174** Statistics I (3) MA

or

**MTH 176** Stats I With SPSS (3) MA

**PSY 103** Introduction to Psychology (3) S

#### Program Outcomes

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.

## Minor in Exercise Science & Fitness

### Program Requirements

The Exercise Science and Fitness Minor provides students scientific foundational knowledge and clinical applications of physical exercise and fitness. Students develop an ethical foundation for effective development and administration of physical fitness programs for individuals across the lifespan. The program emphasizes the identification of individual differences and specialized needs in order to apply sound physiological principles of human movement and exercise science as students work with a variety of physically active individuals. Finally students learn to integrate multiple views from various disciplines in order to meet the every growing need for exercise and physical fitness in today's population.

Hours: 29\*

### Minor Courses - 29 credits

**BIO 197** Human Anatomy and Physiology for the Health Sciences I (4) N  
**BIO 197A** Human Anatomy and Physiology for the Health Sciences I (LAB) (0) N  
**BIO 198** Human A&P for Hlth Sci II (4) N  
**BIO 198A** Human Anatomy and Physiology for the Health Sciences II (LAB) (0) N  
**ATR 320** Strength Training & Wellness (3)  
**ATR 330** Biomechanical Analysis of Human Movement (3)  
**ATR 350A** Exercise Physiology (LAB) (0)  
**ATR 350** Exercise Physiology (4)  
**ATR 470** Prin of Exercise Prescription and Assessment/LAB (4)  
**ATR 470S** Serv Lrng:Prin of Exercise Perescription & Assessment/LAB (1)  
**ATR 475** Exercise Program for Special Populations (3)  
**HLT 260** Human Nutrition (3)

\*Proof of CPR/AED certification needed for completion of Minor.

## Department of Nursing

Gail Burns DNP, RN, Chairperson

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

The mission of the pre-licensure BSN and RN/BSN programs is to prepare women and men as professional nurses who integrate the liberal arts and sciences with the knowledge and skills essential for patient centered

nursing practice. Graduates are caring, ethical health care providers who support the dignity of others and promote holistic, evidence-based practice in a variety of settings. The Nursing programs are fully accredited by the Commission on Collegiate Nursing Education, One Dupont Circle NW, Suite 530, Washington, D.C. 20036-1120, (202) 887-6791. The programs provide 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.

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

- implement safe, effective and culturally sensitive therapeutic interventions, based on assessment data.
- communicate effectively with individuals, families, groups, and populations.
- employ critical thinking to make competent decisions.
- develop caring relationships with clients from diverse populations.
- apply principles of leadership and management while working in interdisciplinary teams.
- exercise professional, legal, ethical, social, and political responsibilities.
- use information literacy to provide evidence-based care.

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 programs leading to the BSN degree. The pre-licensure BSN has as its major focus the preparation of students for initial entry into the professional practice of nursing. The RN/BSN program 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.

### **Pre-licensure BSN**

Gail Burns, DNP, RN, BSN Program Director

For admission into this competitive program, students must first be accepted by the College and meet the admission requirements for the pre-nursing program. 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 as well as algebra I and II.

The graduate of the pre-licensure BSN program will be able to:

- implement safe, effective and culturally sensitive therapeutic interventions, based on assessment data.
- communicate effectively with individuals, families, groups, and populations.
- employ critical thinking to make competent decisions.
- develop caring relationships with clients from diverse populations.

- apply principles of leadership and management while working in interdisciplinary teams.
- exercise professional, legal, ethical, social, and political responsibilities.
- use information literacy to provide evidence-based care.

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.

### **RN/BSN-Accelerated Program for Registered Nurses**

Kathleen Monahan, MSN, RN, RN-BSN Program Director

Designed specifically for registered nurses who wish to earn the BSN degree. The program is taught in 2 formats: face to face and on-line, in accelerated 8 week course sessions. Face to face classes are taught in late afternoon/evening timeframes. Classes involve intensive study, close working relationships with the faculty and other students, and innovative opportunities for self-directed learning. The courses build on previous nursing courses with an emphasis on leadership, management, evidence-based care and patient-centered nursing.

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.

### **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 advisor for further information regarding these policies, 513-244-4297.

### **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, the Christ College of Nursing and Health Sciences, and Good Samaritan College of Nursing and Health Science. Contact the Division of Health Sciences for further information regarding these agreements.

The graduate of the RN-BSN program will be able to:

- Apply theoretical concepts from various disciplines to competently assess, plan, implement, and evaluate nursing care
- Communicate effectively with individuals, groups, institutions, and populations
- Use critical thinking skills to examine situations, determine potential solutions, and implement creative responses
- Develop caring relationships with individuals and groups from diverse populations to promote empowerment
- Apply principles of leadership to effectively advocate for others, contribute to positive management practices and promote quality health care delivery

- Exercise professional, legal, ethical, social and political responsibilities as a nurse and a citizen
- Use information literacy skills to advance evidence-based nursing practice

## Bachelor of Science in Nursing Degree/Pre-licensure Program

### Program Requirements

Hours: 96

### Prerequisites - 18 hours

**BIO 197** Human Anatomy and Physiology for the Health Sciences I (4) N  
**BIO 198** Human A&P for Hlth Sci II (4) N  
**CHE 104** General & Organic Chemistry (3) N  
**CHE 104A** General & Organic Chemistry LAB (1) N  
**PSY 103** Introduction to Psychology (3) S  
**SOC 103** Our Social World (3) S

### Major Courses - 60 hours

**NUR 100** Health Promotion (3)  
**NUR 205** Hlth Assess Across Lifespan (3)  
**NUR 207** Population-Focused Primary Health Care Nursing (3)  
**NUR 210** Foundatns Patient Centered Care (4)  
**NUR 220** Medical-Surgical Nursing I Common/Chronic Conditions (6)  
**NUR 317** Pharmacology and Medication Administration (3)  
**NUR 320** Medical-Surgical Nursing III: Acute/Chronic Conditions (6)  
**NUR 360** Fam-Centd Maternity NursingCare (4)  
**NUR 370** Patient-Centered Nursing in Mental Health (4)  
**NUR 410** Medical-Surgical Nursing IV: Complex Conditions (4)  
**NUR 420** Med-Surg Nurs V:Critical Care (6)  
**NUR 421<sup>2</sup>** Preceptorship (3)  
**NUR 430** Research in the Health Sciences (3)  
**NUR 460** Family-Centered Pediatric Nurs (4)  
**NUR 470** Leadrshp in Professional Nursing (2)

### Cognate Courses- 18 hours

**BIO 215** Introductory Microbiology (4) N  
**BIO 301** Pathophysiology (4)  
**ETH:REL 252** Theological Health Care Ethics (3) E

or

**ETH:PHI 250** Health Care Ethics (3) E

**PSY 204** Lifespan Development (4) S  
**MTH 174** Statistics I (3) MA

or

**MTH 176** Stats I With SPSS (3) MA

---

<sup>2</sup>Capstone course subject to CCEP approval

## Admission Requirements

The first step in the admission process is to be accepted into the College of Mount St. Joseph. Admission to the College does not guarantee admission into the pre-nursing or clinical nursing programs. Once a student has been accepted to the College their scholastic records will be reviewed by the Health Sciences Division. It is important to realize that limited spaces are available in the pre-nursing and clinical nursing programs. Requirements for admission to the Pre-Nursing Program vary slightly depending on the status of the student.

**Traditional Students** (out of high school less than four years) must meet the following criteria to enter the Pre-Nursing Program:

- high school cumulative grade point average (GPA) of 2.75 or higher
- 20 or higher composite on the ACT or 950 or higher on the SAT
- passed high school Algebra I and II with a "C" or higher
- passed high school Chemistry with a "C" or higher
- placed on the COMPASS Math Placement test above MTH 098, Intermediate Algebra

**Traditional Transfer Students** (out of high school less than four years) must have:

- submitted "official" college transcripts for all previous college/university coursework
- College cumulative grade point average (GPA) of 2.75 or higher
- passed high school Algebra I and II with a "C" or higher
- passed high school Chemistry with a "C" or higher
- placed on the COMPASS Math Placement test above MTH 098, Intermediate Algebra

(All previous college/university coursework will be considered for failures in Category I, Category II and Category III nursing courses for acceptance to the pre-nursing program.)

### Adult, First-time College Students:

- have earned a "C" or higher in high school Chemistry
  - If the student has no high school chemistry, the student must take a high school chemistry equivalent course.
- take the COMPASS test
  - test and place ready to take: Written Word (ENG 101)
  - obtain a passing score on reading
  - place above MTH 098, Intermediate Algebra

### Adult Transfer Students:

- submitted "official" college transcripts for all previous college/university coursework
- have a cumulative college grade point average (GPA) of 2.75 or higher

- earned a "C" or higher in high school Chemistry
  - If the student has no high school chemistry, the student must take a high school chemistry equivalent course.
- take the COMPASS test
  - test and place ready to take: Written Word (ENG 101)
  - obtain a passing score on reading
  - place above MTH 098, Intermediate Algebra

(All previous college/university coursework will be considered for failures in Category I, Category II and Category III nursing courses for acceptance to the pre-nursing program.)

### **Change of Major Students:**

A student at the College of Mount St. Joseph who wants to change his/her major may transfer into the Pre-Nursing Program by meeting the following criteria:

- have met requirements to take Written Word (ENG 101) and Chemistry (CHE 104/104A)
- have a cumulative GPA of 2.75 or higher
- have a "C" or higher in Category I pre-nursing courses that have been taken

### **Traditional/Adult Students Transferring in Courses with less than a "C"**

- If the transfer student earned less than a "C" in a Category I pre-nursing course at the College of Mount St. Joseph or at another college/university, the course must be repeated. The course can be repeated one time.
  - Category I pre-nursing courses are: Introduction to Psychology (PSY 103), Our Social World (SOC 103), Inorganic/Organic Chemistry with Lab (CHE 104/104A), Anatomy and Physiology I and II with Lab (BIO 197/197A and BIO 198/198A), and NUR 100 Health Promotion.
- If the transfer student earned less than a "C" in two Category I pre-nursing or Category II and Category III courses at the College of Mount St. Joseph or at another college/university, the student is denied admission to the pre-nursing program.
- If the transfer student earned less than a "C" twice in the same Category I pre-nursing or Category II or Category III course at the College of Mount St. Joseph or at another college/university, the student is denied admission to the pre-nursing program.

### **Requirements for Continuing Enrollment in the Pre-Nursing Program**

The requirements for remaining in the pre-nursing program are as follows:

- Complete the six Category I courses with a "C" or higher: Introduction to Psychology (PSY 103); Our Social World (SOC 103); Inorganic/Organic Chemistry with Lab (CHE 104/104A); Anatomy & Physiology I with Lab (BIO 197/197A), Anatomy & Physiology II with Lab (BIO 198/198A), and NUR 100 Health Promotion.
- Maintain a cumulative grade point average (GPA) of 2.75 or higher.

- Cannot earn less than "C" in two required pre-nursing Category I courses or less than a "C" twice in the same required *pre-nursing* Category I course.

### **Requirements for Admission into the Clinical Pre-licensure BSN Program:**

#### **Admission Guidelines:**

The clinical component of pre-licensure BSN program will admit 48 students into the nursing program. The official admission into the pre-licensure BSN program begins at the students' sophomore year. This is the official start of the pre-licensure BSN program. For current, pre-nursing Mount students applying to the clinical component of the Pre-licensure BSN program 40 seats are reserved. For students repeating (returning students who did not meet the admission requirements in the first-year and non-Mount transfer students) eight seats are reserved.

#### **Requirements for Admission:**

Current pre-nursing students must meet the minimum criteria below in order to be accepted into the clinical component of the Pre-licensure BSN program:

- Admitted to the College of Mount St. Joseph
- Completed 28 credit hours
- Have a cumulative GPA of 2.80 or higher (all previous college/university coursework is included in calculating GPA)
- Completed the required Category I or Prerequisite Courses with a "C" or higher in (listed below):
  1. PSY 103: Introduction to Psychology
  2. SOC 103: Our Social World
  3. BIO 197/197A: Human Anatomy & Physiology for the Health Sciences 1\*
  4. BIO 198.198A: Human Anatomy & Physiology for the Health Sciences 2\*
  5. CHE 104/104A\*\*: General & Organic Chemistry\*
  6. NUR 100: Health Promotion
- \* have at least one "B" in the lecture portion of a science course listed above,
- Submit a completed "Application to the Nursing Major" to the Freshman Advisor by February 1st,
- Successfully complete a Criminal Background check performed by a service designated by the Department of Nursing,
- AND Successfully complete a Negative Drug Screen prior to beginning a clinical rotation ONLY if required by the clinical site. Students will be notified by faculty if applicable.

*\*\*In order to enroll in CHE 104/104A, the student must have passed high school chemistry with a "C" or higher and score a "C" on the COMPASS test.*

Applications for admission to the clinical component of the Pre-Licensure BSN program will be evaluated based on the Requirements for Admission into the clinical component of the Pre-Licensure BSN (listed above). The applicants will be notified in writing of the decision.

If more than 40 students meet the specified criteria, and if the nursing program is unable to accommodate more than 40 students, the applicants will be ranked according to their science GPA and cumulative GPA, and the top 40 candidates will be admitted.



Note: if a student (Mount and/or non-Mount transfer students) earns less than a “C” in any Category I (prerequisite) course, the student will need to reapply for one of the eight spots the following academic year. The course must be repeated. If a grade of less than a “C” is earned a second time, or if the student earns less than a “C” in another Category I course, the student is not eligible for admission to the BSN program.

The eight seats are reserved in the following order:

- First priority: students repeating the first clinical course.
- Second priority: Returning Mount students who did not meet the admission requirements in their first year.
- Third priority: Non-Mount students attempting to transfer directly into the clinical component of the Pre-licensure BSN program.

### **Requirements for Continuing Enrollment in the Nursing Program**

To continue enrollment in the Nursing Program, the admitted student must complete each Category II Support course and Category III nursing course with a grade of “C” or higher and maintain a cumulative GPA of 2.0/4/0.

Category II Support Course and Category III Nursing Course Requirements

#### **Category II**

BIO 215, 215A  
 BIO 225  
 ETH:REL 252/PHI 250  
 NUR 205, NUR 207  
 NUR 315, NUR 317/317A  
 NUR 430, NUR 470  
 MTH 174/176  
 PSY 204

#### **Category III**

NUR 210  
 NUR 220  
 NUR 310, 360  
 NUR 320, 370  
 NUR 410, 460  
 NUR 420, 421  
 NUR 422, 423, 424, 425

The student who fails to achieve a “C” or higher in a Category II or Category III course must, prior to enrollment:

1. meet with the course faculty to discuss factors that contributed to the course failure;
2. meet with their advisor.
3. If the course is a Category III course the student must meet with the Director of the Nursing Program and submit a letter of petition that includes a description of factors contributing to the course failure, reasons for desiring permission to repeat the course, and plans for achieving success in subsequent repeated courses.

The student who fails to achieve a “C” or higher in two Category II or Category III courses shall be dismissed from the Nursing Program.

The student must successfully complete the repeated Course Category III nursing course(s) before enrolling in any subsequent Category III nursing course. A course can be repeated one time only.

Students must meet all stated pre-requisite and co-requisite course requirements to register for each Category III nursing course.

### **Program Outcomes**

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

- implement safe, effective and culturally sensitive therapeutic interventions, based on assessment data.
- communicate effectively with individuals, families, groups, and populations.
- employ critical thinking to make competent decisions.
- develop caring relationships with clients from diverse populations.
- apply principles of leadership and management while working in interdisciplinary teams.
- exercise professional, legal, ethical, social, and political responsibilities.
- use information literacy to provide evidence-based care.

## **Bachelor of Science in Nursing Degree RN/BSN Accelerated Program for Registered Nurses**

### **Program Requirements**

Hours: 36

#### **Major Courses - 23 hours**

**NUR 318** Professional Nursing: Concepts and Issues (3)  
**NUR 319** Nursing Informatics (3)  
**NUR 415** Health Care Policy (3)  
**NUR 416** Health Promotion with Vulnerable Populations (4)  
**NUR 417** Exploring Leadership in Nursing (3)  
**NUR 431** Foundations of Nursing Research and Evidence-Based Practice (3)  
**NUR 418<sup>3</sup>** Leadership and the Common Good (4)

**NUR 415 & NUR 431 can be taken at the graduate level with senior status (90 earned credits or more) and a 3.25 GPA. If taken for graduate credit the undergraduate requirement would be satisfied.**

#### **Cognate Courses- 10 hours**

**BIO 301** Pathophysiology (4)  
**ETH:REL 252** Theological Health Care Ethics (3) E

or

---

<sup>3</sup>Capstone Course Pending CCEP Approval

**ETH:PHI 250** Health Care Ethics (3) E

**MTH 174** Statistics I (3) MA

or

**MTH 176** Stats I With SPSS (3) MA

Consult the Nursing Program on Credentialing Policies.

Students must complete the Core requirements and reach a minimum of 120 credits to earn degree.

### Admission Requirements

Designed specifically for registered nurses who wish to earn the BSN degree, the RN/BSN program offers an opportunity for registered nurses to earn the BSN in 8 week courses late afternoon/evening timeframes, and an online format. Classes involve intensive study, close working relationships with the faculty and other students, and innovative opportunities for self-directed learning. The courses build on previous nursing courses with an emphasis on leadership, management, evidence based care and patient-centered nursing.

The RN to BSN program is designed for individuals who have previously completed an associate degree or diploma in nursing and are licensed registered nurses. Potential students must meet the following requirements:

- Diploma or Associate Degree in Nursing from a Regionally Accredited Institution and an accredited nursing program (NLNAC).
- Active RN license with no restrictions (does not need to be Ohio).
- A cumulative GPA of 2.50 in previous nursing program and college course work.
- An interview may be requested upon review of your application.
- One year of professional nursing practice (recommended).

## Cooperative Education

Judith Heile, M.S., Interim 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. Evaluation of work performed is on a pass/fail basis.

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 paid 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.

## **Pre-Professional Studies**

### **Pre-Health Professions<sup>4</sup>**

The Mount offers an interdisciplinary academic program that can be structured as preparation for admission to a professional school of chiropractic, dentistry, medicine, occupational therapy, optometry, pharmacy, physical therapy, physician's assistant, podiatry, public health or veterinary science. Students can choose from a number of majors within the College and then work with a Health Professions 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 Behavioral & Natural Sciences and/or Health Sciences Divisions.

### **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, criminology, sociology, 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.

---

<sup>4</sup>See HPAC Programs starting on page 145 for more information

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.

## Chiropractor (D.C.)

### Program Requirements

Chiropractors focus on disorders of the musculoskeletal system and the nervous system, and the effects of these disorders on general health. Chiropractors believe that health can be improved and preserved by making adjustments to structures in these systems, particularly to the spinal column. They do not prescribe drugs or perform surgical procedures, although they do refer patients for these services if they are medically indicated. Chiropractors have broad diagnostic skills and are also trained to recommend therapeutic and rehabilitative exercises, as well as to provide nutritional, dietary and lifestyle counseling. Accredited chiropractic programs last 4 years and lead to a Doctor of Chiropractic (D.C.) degree.

<b>REQUIRED COURSES FOR ADMISSION BY MOST CHIROPRACTIC SCHOOLS</b>			
<b>Course Name</b>	<b>Credits</b>	<b>MSJ Course(s)</b>	<b>Pre-requisites</b>
General Chemistry I & II	8	CHE 111 & 111A CHE 112 & 112A	Math placement 4 or higher
Principles of Biology I & II	8	BIO 111 & 111A BIO 112 & 112A	
Additional Biology Course	4	See Recommended	
Organic Chemistry I & II	8	CHE 211 & 211A CHE 212 & 212A	CHE 112
Biochemistry or Biochem: Nu- cleic Acid Struct	4	CHE 325 & 325A or CHE 326 & 326A	CHE 212
Intro Psychology	3	PSY 103	
General Physics I & II	8	PHY 201 & 201A PHY 202 & 202A	MTH 185
Written Word	3	ENG 101	
Advanced Composition	3	COM 300	ENG 101
Humanities, Social Sciences	15	Several courses fulfill this requirement.	

<b>Recommended COURSES</b>			
<b>Course Name</b>	<b>Credits</b>	<b>MSJ Course(s)</b>	<b>Pre-requisites</b>
Anatomy & Physiology I & II	8	BIO 201 & 201A BIO 202 & 202A	BIO 111 & CHE 112
Statistics	3	MTH 174 or MTH 176	MTH 098

The courses that are listed above are commonly required or recommended by graduate schools. In addition to the specific courses that are listed above, students are expected to take core courses in the humanities, social sciences, and mathematics. Students who are interested in a particular school should refer to that school's website for specific requirements.

HPAC Advisor: Jill Russell, PhD  
Office: SC 203, 513-244-4783  
Email: [jill\\_russell@mail.msjs.edu](mailto:jill_russell@mail.msjs.edu)

## Chiropractic School Admission Requirements

Current entrance requirements for the Chiropractic degree program include a minimum of 90 semester hrs with a minimum of 48 semester hours included in the 90 total hours completed in the CCE required classes. A minimum cumulative Grade Point Average (GPA) of 2.50 is generally required. Admission is competitive, and a minimum GPA is required by some schools. See the following websites for more information:

- Association of Chiropractic Colleges: [www.chirocolleges.org](http://www.chirocolleges.org)
- American Chiropractic Association (ACA): [www.acatoday.org](http://www.acatoday.org)

## Midwest Schools

- **Cleveland Chiropractic College of Kansas City**, Overland Park, KS: [www.cleveland.edu](http://www.cleveland.edu)
- **Logan College of Chiropractic**, Chesterfield, MO: [www.logan.edu](http://www.logan.edu)
- **National University of Health Sciences**, Lombard, IL: [www.nuhs.edu](http://www.nuhs.edu)
- **Northwestern Health Sciences University**, Bloomington, MN: [www.nwhealth.edu](http://www.nwhealth.edu)
- **Palmer College of Chiropractic**, Davenport, IA: [www.palmer.edu](http://www.palmer.edu)

These summaries and course listings are intended to serve as guidelines. Please refer to the College Catalog at [www.msjeu.edu/catalogs](http://www.msjeu.edu/catalogs) for the latest information on course listings.

## Dentist (D.D.S.)

### Program Requirements

Dentists are professionals who maintain the health of oral structures such as teeth, gums, palates, tongue and other tissues. They prevent, diagnose and treat oral diseases as well as oral-facial anomalies. Dentists provide direct patient care but they may also teach, conduct research and serve in multiple facets of public and international health and are important advocates of public health care policy reform in government. For general dentistry, a four-year graduate program is required although there are one-year residencies and other advanced education that can increase the knowledge and breadth of the dentists. Specialties ranging from dental public health to maxillofacial specialties that require one to three years of additional training. (American Dental Education Association Official Guide to Dental Schools 2010)

<b>REQUIRED COURSES FOR ADMISSION BY MOST DENTAL SCHOOLS</b>			
<b>Course Name</b>	<b>Credits</b>	<b>MSJ Course(s)</b>	<b>Pre-requisites</b>
General Chemistry I & II	8	CHE 111 & 111A CHE 112 & 112A	Math placement 4 or higher
Principles of Biology I	4	BIO 111 & 111A	
Additional Biology Course	4	See Recommended	
Organic Chemistry I & II	8	CHE 211 & 211A CHE 212 & 212A	CHE 112
General Physics I & II	8	PHY 201 & 201A PHY 202 & 202A	MTH 185
Written Word	3	ENG 101	

<b>Recommended COURSES</b>			
<b>Course Name</b>	<b>Credits</b>	<b>MSJ Course(s)</b>	<b>Pre-requisites</b>
Biochemistry or Biochem: Nucleic Acid Structure	4	CHE 325 & 325A or CHE 326 & 326A	CHE 212
Anatomy & Physiology I & II	8	BIO 201 & 201A BIO 202 & 202A	BIO 111 & CHE 112
Microbiology	4	BIO 305 & 305A	BIO 112 & CHE 112
Cell Biology	4	BIO 310 & 310A	BIO 111, CHE 112
Genetics	4	BIO 320 & 320A	BIO 111, CHE 112 CHE 211
Ceramics	3	ART 140	

The courses that are listed above are commonly required or recommended by graduate schools. In addition to the specific courses that are listed above, students are expected to take core courses in the humanities, social sciences, and mathematics. Students who are interested in a particular school should refer to that school's website for specific requirements.

HPAC Advisor: Tracy Reed-Kessler, PhD

Office: SC 205A, 513-244-4324

Email: [tracy\\_reed@mail.msj.edu](mailto:tracy_reed@mail.msj.edu)

### Dental School Admission Requirements

Most students who are admitted to dental school participate in a wide range of extracurricular activities, including: volunteer work, dentist shadowing, and biomedical research. Students apply to dental school through the Associated American Dental School Application Service (AADSAS). The application process opens to students in December of each year prior to entering school with deadlines around May 15. Students are encouraged to apply as early as possible. Additional information is available at [www.adea.org](http://www.adea.org). The American Student Dental Association, [www.asdanet.org](http://www.asdanet.org), offers additional resources and information for students including a handbook for pre-dental students.

### Dental Admission Test (DAT)

In order to apply to dental school, students are required to take the Dental Admission Test (DAT). The DAT is a five-hour computerized exam. It includes multiple-choice questions on the topics of biology, general and organic chemistry, perceptual ability, reading comprehension and quantitative reasoning. The test is given most days of the year at any Prometric Testing Center but you must register with the American Dental Association (ADA) first and be given authorization to register for the test. There is a substantial test fee. The test should be taken at least one year prior to the planned date of dental school enrollment. More information including the application and preparation materials for the test may be found at [www.ada.org/dat.aspx](http://www.ada.org/dat.aspx). You MUST read these materials before applying to take the exam.

### Tri-state Schools

- **Indiana University School of Dentistry**, Indianapolis, IN: <http://www.iusd.iupui.edu/>
- **University of Kentucky College of Dentistry**, Lexington, KY: <http://www.mc.uky.edu/Dentistry/>
- **University of Louisville School of Dentistry**, Louisville, KY: <http://www.dental.louisville.edu/dental/>
- **Case School of Dental Medicine**, Cleveland, OH: <http://dental.case.edu>
- **The Ohio State University School of Dentistry**, Columbus, OH: <http://www.dent.ohio-state.edu/>

These summaries and course listings are intended to serve as guidelines. Please refer to the College Catalog at [www.msje.edu/catalogs](http://www.msje.edu/catalogs) for the latest information on course listings.

## Occupational Therapist (O.T.)

### Program Requirements

Occupational Therapists are health care professionals who assist individuals of all ages in activities associated with everyday life and occupational concerns. Occupational therapists provide comprehensive evaluations of the client's home, school and work environments, make recommendations for adaptive equipment and training in its use, therapeutic interventions to achieve maximal outcomes and provide education for family members and caregivers when needed. Occupational therapists utilize a holistic perspective in which the focus is on adapting an individual's environment to fit the person.

#### REQUIRED COURSES FOR ADMISSION BY MOST OCCUPATIONAL THERAPY SCHOOLS

Course Name	Credits	MSJ Course(s)	Pre-requisites
Principles of Biology I	4	BIO 111 & 111A	
General Physics I & II	8	PHY 201 & 201A PHY 202 & 202A	MTH 185
Anatomy and Physiology I & II	8	BIO 201 & 201A BIO 202 & 202A	BIO 111 & CHE 112
Statistics	3	MTH 176	MTH 098
Lifespan Development	3	PSY 204 or 205	PSY 103
Written Word	3	ENG 101	
Sociology	3	SOC 103	
Health Care Ethics	3	ETH:PHI 250	

#### Recommended COURSES

Course Name	Credits	MSJ Course(s)	Pre-requisites
Embryology	4	BIO 203 & 203A	BIO 111
Neurobiology	4	BIO 328 & 328A	BIO 201 or BIO 197
Pathophysiology	4	BIO 225	BIO 197 & BIO 198 or BIO 201 & BIO 202

300 level or above Psychology courses

300 level or above Biology courses in Human Development, Movement Science or Exercise Physiology

The courses that are listed above are commonly required or recommended by graduate schools. In addition to the specific courses that are listed above, students are expected to take core courses in the humanities, social sciences, and mathematics. Students who are interested in a particular school should refer to that school's website for specific requirements.

HPAC Advisor: Marsha Eifert-Mangine, EdD, PT, ATC

Office: Health Sciences Division (SW141), 513-244-4785

Email: [marsha.eifert-mangine@mail.msje.edu](mailto:marsha.eifert-mangine@mail.msje.edu)

### Occupational Therapy School Admission Requirements

Many professional occupational therapy education programs are a combined bachelor's/master's program. These programs often take transfer students into the master's program, but may require individuals to complete transitional course work at their institutions in order to be admitted into their occupational therapy professional education programs. Completion of clinical observation in the field is required by some but not all schools, but most schools require letters of recommendation as part of the application process.



Clinical observation is a common path taken to obtain letters of recommendation from licensed, competent professionals. Many occupational therapy education programs require a written personal statement as part of the application. To learn more about a career in occupational therapy visit the AOTA website at [www.aota.org](http://www.aota.org) or further information about studying to become an occupational therapist or occupational therapy assistant, send inquiries to [educate@aota.org](mailto:educate@aota.org). To ask questions of an OT or OTA student, send inquiries to [AskAStudent@aota.org](mailto:AskAStudent@aota.org).

### Graduate Record Examination (GRE)

Some programs require the completion of the Graduate Record Examination (GRE). The revised GRE (implemented August 1, 2011) is a four-hour computerized exam that includes two multiple-choice sections (Verbal Reasoning and Quantitative Reasoning) and an Analytical Writing Section. The reasoning sections are scored individually on a scale from 130 to 170 in one point increments and the writing section is scored on a scale from 0 to 6 in 0.5 point increments. The GRE is offered year-round but you must wait 60 days to retake the exam. Students should take the exam 12-18 months before the expected date of entry to the professional program. Each school has its own minimum requirements. Additional information and free test preparation materials are available at <http://www.ets.org/gre>.

In order to be eligible to sit for the NBCOT certification examination, one must graduate from an ACOTE-accredited program. A list of accredited occupational therapy programs can be found at: <http://www.aota.org/Students/Schools.aspx>

### Doctoral Degree Programs

The University of Toledo (Formerly the Medical University of Ohio at Toledo)  
[www.utoledo.edu/healthsciences/depts/rehab\\_sciences/ot/](http://www.utoledo.edu/healthsciences/depts/rehab_sciences/ot/)

### Master's Degree Programs

- Indiana University [www.shrs.iupui.edu/occupational\\_therapy/](http://www.shrs.iupui.edu/occupational_therapy/)
- University of Indianapolis <http://ot.uindy.edu>
- University of Southern Indiana <http://health.usi.edu/acadprog/ot/default.asp>
- Eastern Kentucky [www.health.eku.edu/](http://www.health.eku.edu/)
- Spalding University [www.spalding.edu/academics/occupational-therapy/](http://www.spalding.edu/academics/occupational-therapy/)
- Cleveland State University [www.csuohio.edu/sciences/dept/healthsciences/graduate/MOT/](http://www.csuohio.edu/sciences/dept/healthsciences/graduate/MOT/)
- The Ohio State University <http://medicine.osu.edu/hrs/ot/pages/index.aspx>
- Shawnee State [www.shawnee.edu](http://www.shawnee.edu)
- University of Findlay  
<http://www.findlay.edu/academics/healthprofessions/occupationaltherapy/Pages/default.aspx>
- Xavier University [www.xavier.edu/ot/](http://www.xavier.edu/ot/)

Hyperlinks to these and **all** accredited OT programs can be accessed through the AOTA at: <http://www.aota.org/Students/Schools.aspx>

These summaries and course listings are intended to serve as guidelines. Please refer to the College Catalog at [www.msj.edu/catalogs](http://www.msj.edu/catalogs) for the latest information on course listings.

## Optometrist (O.D.)

### Program Requirements

Optometrists are primary health care providers for the treatment and care of the eye and related structures. They examine, diagnose and treat conditions that may affect vision including systemic disorders that lead to visual deficits. They fit individuals for contacts, glasses and other visual aids and help to maintain ocular or visual care. Currently, 2/3 of the individuals seeking eye care are treated by Doctors of Optometry. (Association of Schools and Colleges of Optometry)

<b>REQUIRED COURSES FOR ADMISSION BY MOST OPTOMETRY SCHOOLS</b>			
<b>Course Name</b>	<b>Credits</b>	<b>MSJ Course(s)</b>	<b>Pre-requisites</b>
General Chemistry I & II	8	CHE 111 & 111A CHE 112 & 112A	Math placement 4 or higher
Principles of Biology I & II	8	BIO 111 & 111A BIO 112 & 112A	
Organic Chemistry I & II	8	CHE 211 & 211A CHE 212 & 212A	CHE 112
Biochemistry or Biochem: Nu- cleic Acid Struct	4	CHE 325 & 325A or CHE 326 & 326A	CHE 212
General Physics I & II	8	PHY 201 & 201A PHY 202 & 202A	MTH 185
Microbiology	4	BIO 305 & 305A	BIO 112 & CHE 112
Upper Level Biology	4	See recommended	
Intermediate Algebra-Calculus Track	3	MTH 099	MTH 098 or equivalent
Statistics	3	MTH 174 or MTH 176	MTH 098
Calculus	3	MTH 191	MTH 185
Psychology	3	PSY 103	
Written Word	3	ENG 101	
Additional Writing Course	3		

<b>Recommended COURSES</b>			
<b>Course Name</b>	<b>Credits</b>	<b>MSJ Course(s)</b>	<b>Pre-requisites</b>
Anatomy & Physiology I & II	8	BIO 201 & 201A BIO 202 & 202A	BIO 111 & CHE 112

The courses that are listed above are commonly required or recommended by graduate schools. In addition to the specific courses that are listed above, students are expected to take core courses in the humanities, social sciences, and mathematics. Students who are interested in a particular school should refer to that school's website for specific requirements.

HPAC Advisor: Tracy Reed-Kessler, PhD

Office: SC 205A, 513-244-4324

Email: [tracy\\_reed@mail.msj.edu](mailto:tracy_reed@mail.msj.edu)

### Optometry School Admission Requirements

Most students who are admitted to optometry school participate in a wide range of extracurricular activities, including: volunteer work, physician shadowing, and biomedical research. Students who are admitted to optometry school must have a minimum GPA of 3.4. As of 2010-2011 students apply to optometry school through the Optometry Centralized Application Service (OptomCAS). Individual schools will have supplementary applications as well. Additional information is available at [www.optomcas.org](http://www.optomcas.org). The Association of Schools and Colleges of Optometry (ASCO) publishes an admissions guide with which prospective stu-

dents should become very familiar. The American Optometric Association ([www.aoa.org](http://www.aoa.org)) and the American Optometric Student Association ([www.theaosa.org](http://www.theaosa.org)) are also good sources of information. Applications are accepted Sept. 1-Feb. 1 for Indiana University School of Optometry and Jul. 15-Mar. 1 for The Ohio State University School of Optometry.

### Optometry Admission Test (OAT)

The Optometry Admission Test (OAT) is a five-hour computerized exam that can be taken most days of the year at any Prometric Testing Center. It includes multiple-choice questions covering the topics of biology, general and organic chemistry, reading comprehension, physics and quantitative reasoning. A score of at least 325 is desirable. You must apply to take the test through ASCO ([www.opted.org](http://www.opted.org)) and then may register to take the test once given authorization. Test scores must be submitted to schools no later than February 1. More information including the application and preparation materials may be found at <https://www.ada.org/oat/index.html>. You must read these materials before applying to take the exam.

### Tri-state Schools

- Indiana University School of Optometry, Bloomington, IN: <http://www.opt.indiana.edu>
- The Ohio State University School of Optometry, Columbus, OH: <http://optometry.osu.edu>

These summaries and course listings are intended to serve as guidelines. Please refer to the College Catalog at [www.msj.edu/catalogs](http://www.msj.edu/catalogs) for the latest information on course listings.

## Pharmacist (PharmD)

### Program Requirements

Pharmacists dispense prescription drugs and help patients to understand the instructions that are provided by doctors and other health practitioners. They monitor their patients' health and progress to make sure their medications are working effectively and safely. While the majority of pharmacists work in community pharmacies, there is an unprecedented demand for pharmacists in a wide variety of occupational settings. Most schools offer a doctor of pharmacy (Pharm D) degree in a 2+4 format.

<b>REQUIRED COURSES FOR ADMISSION BY MOST PHARMACY SCHOOLS</b>			
<b>Course Name</b>	<b>Credits</b>	<b>MSJ Course(s)</b>	<b>Pre-requisites</b>
General Chemistry I & II	8	CHE 111 & 111A CHE 112 & 112A	Math placement 4 or higher
Principles of Biology I & II	8	BIO 111 & 111A BIO 112 & 112A	
Anatomy & Physiology I & II	8	BIO 201 & 201A BIO 202 & 202A	BIO 111 & CHE 112
Microbiology	4	BIO 305 & 305A	BIO 112 & CHE 112
Organic Chemistry I & II	8	CHE 211 & 211A CHE 212 & 212A	CHE 112
Calculus	3	MTH 191	MTH 185
General Physics I & II	8	PHY 201 & 201A PHY 202 & 202A	MTH 185
Statistics	3	MTH 174 or MTH 176	MTH 098
Economics	3	ECO 201	
Spoken Word	3	COM 100	
Written Word	3	ENG 101	
Advanced Composition	3	COM 300	ENG 101

The courses that are listed above are commonly required or recommended by graduate schools. In addition to the specific courses that are listed above, students are expected to take core courses in the humanities, social sciences, and mathematics. Students who are interested in a particular school should refer to that school's website for specific requirements.

HPAC Advisor: Jill Russell, PhD  
Office: SC 203, 513-244-4783  
Email: [jill\\_russell@mail.msj.edu](mailto:jill_russell@mail.msj.edu)

### **Pharmacy School Admission Requirements**

Admission is competitive, and a minimum GPA is required by some schools. A variety of factors are examined for admission including: PCAT, GPA, health care experience and interpersonal skills. Most schools want letters of recommendation from professionals, instructors and advisors. The American Association of Colleges of Pharmacy (AACP) provides a Pharmacy School Admission Requirements (PSAR)@guidebook that provides the most up-to-date information about each pharmacy school, including specifics about admission requirements, selection factors and educational costs for students entering pharmacy school. The PSAR is online and in print for \$35 plus shipping and handling. For more information: American Association of Colleges of Pharmacy (AACP): [www.aacp.org](http://www.aacp.org)

### **Pharmacy College Admission Test (PCAT)**

Approximately two-thirds of U.S. colleges and schools of pharmacy require the Pharmacy College Admission Test (PCAT) for admission. The test is administered 4 times a year, but a new computer based test is being tested in 2011; registration fee is required. To determine whether a college requires the PCAT, you may contact each program individually or review Table 9 of the Pharmacy School Admission Requirements (PSAR) guidebook. For more information: Pharmacy College Admission Test (PCAT): [www.pearsonassessments.com/haiweb/Cultures/en-US/Site/Community/PostSecondary/Products/PCAT/PCATHome.htm](http://www.pearsonassessments.com/haiweb/Cultures/en-US/Site/Community/PostSecondary/Products/PCAT/PCATHome.htm).

### **Tri-state Schools**

- Northeastern Ohio Universities College of Pharmacy, Rootstown, OH: <http://www.neomed.edu/>
- Ohio Northern University Raabe College of Pharmacy, Ada, OH: <http://www.onu.edu/pharmacy/>
- Ohio State University College of Pharmacy, Columbus, OH: [www.pharmacy.osu.edu](http://www.pharmacy.osu.edu)
- University of Cincinnati James L Winkle College of Pharmacy, Cincinnati, OH: [www.pharmacy.uc.edu](http://www.pharmacy.uc.edu)
- University of Findlay School of Pharmacy, Findlay, OH: [www.findlay.edu](http://www.findlay.edu)
- University of Toledo College of Pharmacy, Toledo, OH: [www.utoledo.edu/pharmacy](http://www.utoledo.edu/pharmacy)
- Butler University College of Pharmacy, Indianapolis, IN: [www.butler.edu/pharmacy-pa](http://www.butler.edu/pharmacy-pa)
- Purdue University College of Pharmacy, West Lafayette, IN: [www.pharmacy.purdue.edu](http://www.pharmacy.purdue.edu)
- Sullivan University College of Pharmacy, Louisville, KY: [www.sullivan.edu/pharmacy](http://www.sullivan.edu/pharmacy)
- University of Kentucky College of Pharmacy, Lexington, KY: <http://pharmacy.mc.uky.edu>

These summaries and course listings are intended to serve as guidelines. Please refer to the College Catalog at [www.msj.edu/catalogs](http://www.msj.edu/catalogs) for the latest information on course listings.

## Physical Therapist (P.T.)

### Program Requirements

Physical Therapists are health care professionals who assist individuals of all ages in maximizing their functional abilities. Physical Therapists care directly to patients with musculoskeletal or neuromuscular conditions in order to restore function, improve mobility, relieve pain, and prevent or limit permanent physical disabilities. They develop and execute treatment plans for their patients utilizing therapeutic exercise, manual therapy, modalities and education to assist individuals in achieving desired functional outcomes.

<b>REQUIRED COURSES FOR ADMISSION BY MOST PHYSICAL THERAPY SCHOOLS</b>			
<b>Course Name</b>	<b>Credits</b>	<b>MSJ Course(s)</b>	<b>Pre-requisites</b>
Principles of Biology I	4	BIO 111 & 111A	
General Physics I & II	8	PHY 201 & 201A PHY 202 & 202A	MTH 185
Anatomy and Physiology I & II	8	BIO 201 & 201A BIO 202 & 202A preferred OR BIO 197 & 197A BIO 198 & 198A	BIO 111 & CHE 112
General Chemistry I & II	8	CHE 111 & 111A CHE 112 & 112A	Math placement 4 or higher
Statistics	3	MTH 176	MTH 098
Lifespan Development	3	PSY 204 or 205	PSY 103
Written Word	3	ENG 101	
Sociology	3	SOC 103	
Health Care Ethics	3	ETH:PHI 250	
<b>Recommended COURSES</b>			
<b>Course Name</b>	<b>Credits</b>	<b>MSJ Course(s)</b>	<b>Pre-requisites</b>
Embryology	4	BIO 203 & 203A	BIO 111
Neurobiology	4	BIO 328 & 328A	BIO 201 or BIO 197
Pathophysiology	4	BIO 301 preferred or BIO 225	BIO 197 & BIO 198 or BIO 201 & BIO 202
Microbiology	4	BIO 305 & 305A	BIO 112 & CHE 112
Cell Biology	4	BIO 310 & 310A	BIO 111, CHE 112
Genetics	4	BIO 320 & 320A	BIO 111, CHE 112 CHE 211
300 level or above Biology courses in Tissue Histology, Human Development, Movement Science/Kinesiology or Exercise Physiology			

The courses that are listed above are commonly required or recommended by graduate schools. In addition to the specific courses that are listed above, students are expected to take core courses in the humanities, social sciences, and mathematics. Students who are interested in a particular school should refer to that school's website for specific requirements.

HPAC Advisor: Marsha Eifert-Mangine, EdD, PT, ATC  
Office: Health Sciences Division (SW141), 513-244-4785  
Email: marsha\_eifert-mangine@mail.msjeu

## Physical Therapy School Admission Requirements

Completion of clinical observation in the field is required by some schools. Many physical therapy educational programs (all programs in Ohio, including the College of Mount St. Joseph) are now utilizing The Physical Therapist Centralized Application Service (PTCAS) which is a centralized Web application that applicants to use a single application and one set of materials to apply to multiple physical therapist (PT) programs. To learn more about a career in physical therapy visit the APTA website at [www.apta.org](http://www.apta.org) or the APTA produced video about a career in physical therapy available at [www.beapt.org](http://www.beapt.org). A list of accredited physical therapy programs can be found at [www.apta.org/CAPTE](http://www.apta.org/CAPTE).

### Graduate Record Examination (GRE)

The revised GRE (implemented August 1, 2011) is a four-hour computerized exam that includes two multiple-choice sections (Verbal Reasoning and Quantitative Reasoning) and an Analytical Writing Section. The reasoning sections are scored individually on a scale from 130 to 170 in one point increments and the writing section is scored on a scale from 0 to 6 in 0.5 point increments. The GRE is offered year-round but you must wait 60 days to retake the exam. Students should take the exam 12-18 months before the expected date of entry to the professional program. Each school has its own minimum requirements. Additional information and free test preparation materials are available at <http://www.ets.org/gre>.

### Tri-state Schools

- Cleveland State University <http://www.csuohio.edu/sciences/dept/healthsciences/graduate/PT/>
- College of Mount St Joseph <http://www.msjeu.edu/dpt>
- Ohio University <http://www.ohio.edu/chsp/rcs/pt/>
- The Ohio State University <http://medicine.osu.edu/hrs/ot/pages/index.aspx>
- The University of Findlay <http://www.findlay.edu/academics/healthprofessions/physicaltherapy/Pages/default.aspx>
- University of Cincinnati <http://cahs.uc.edu/departments/RehabSciences/programs/pt/about.aspx>
- University of Dayton <http://soeap.udayton.edu/academic/DPT/>
- University of Toledo [http://www.utoledo.edu/healthsciences/depts/rehab\\_sciences/pt/](http://www.utoledo.edu/healthsciences/depts/rehab_sciences/pt/)
- Walsh University <http://www.walsh.edu/graduate/content.php?sid=3563&cid=210>
- Youngstown State University <http://bchhs.yasu.edu/dpt/dpt.html>
- Bellarmine University <http://www.bellarmino.edu/lansing/pt/>
- University of Kentucky <http://www.uky.edu/>
- Indiana University [http://shrs.iupui.edu/physical\\_therapy/](http://shrs.iupui.edu/physical_therapy/)
- University of Evansville <http://www.evansville.edu/majors/physicaltherapy/>
- University of Indianapolis <http://pt.uindy.edu/dpt/>

These summaries and course listings are intended to serve as guidelines. Please refer to the College Catalog at [www.msjeu.edu/catalogs](http://www.msjeu.edu/catalogs) for the latest information on course listings.

## Pre-Med (M.D. or D.O.)

### Program Requirements

Physicians diagnose and treat disease. Most pre-medical students pursue undergraduate degrees in biology, biochemistry, or chemistry. Students are not restricted to these degrees, however, so long as they complete the required pre-medical coursework. Following their undergraduate education, students train for four years in medical school. Medical school training is then followed by three or more years of residency and fellowship training.

<b>REQUIRED COURSES FOR ADMISSION BY MOST MEDICAL SCHOOLS</b>			
<b>Course Name</b>	<b>Credits</b>	<b>MSJ Course(s)</b>	<b>Pre-requisites</b>
General Chemistry I & II	8	CHE 111 & 111A CHE 112 & 112A	Math placement 4 or higher
Principles of Biology I & II	8	BIO 111 & 111A BIO 112 & 112A	
Organic Chemistry I & II	8	CHE 211 & 211A CHE 212 & 212A	CHE 112
General Physics I & II	8	PHY 201 & 201A PHY 202 & 202A	MTH 185
Biochemistry & Biochem: Nu- cleic Acid Struct	8	CHE 325 & 325A, CHE 326 & 326A	CHE 212
Our Social World	3	SOC 103	
Introduction to Psychology	3	PSY 103	
Statistics I	3	MTH 174	MTH 098
Written Word	3	ENG 101	

<b>Recommended COURSES</b>			
<b>Course Name</b>	<b>Credits</b>	<b>MSJ Course(s)</b>	<b>Pre-requisites</b>
Anatomy & Physiology I & II	8	BIO 201 & 201A BIO 202 & 202A	BIO 111 & CHE 112
Microbiology	4	BIO 305 & 305A	BIO 112 & CHE 112
Cell Biology	4	BIO 310 & 310A	BIO 111, CHE 112
Genetics	4	BIO 320 & 320A	BIO 111, CHE 112 CHE 211

The courses that are listed above are commonly required or recommended by graduate schools. In addition to the specific courses that are listed above, students are expected to take core courses in the humanities, social sciences, and mathematics. Students who are interested in a particular school should refer to that school's website for specific requirements.

HPAC Advisor: Eric Johnson, PhD  
Office: SC 108C, 513-244-4308  
Email: eric\_johnson@mail.msj.edu

### Medical School Admission Requirements

Most students who are admitted to medical school participate in a wide range of extracurricular activities, including: volunteer work, physician shadowing, and biomedical research. Students apply to medical school through the American Medical College Application Service (AMCAS). The application process opens to students in early May of each year. Students are encouraged to apply as early as possible. Most medical schools also require a secondary application that follows the initial AMCAS submission. Additional information is available at <https://www.aamc.org/students/applying/amcas/>.

## Medical College Admission Test (MCAT)

In order to apply to medical school, students are required to take the Medical College Admission Test (MCAT). The MCAT is currently undergoing a significant revision that will be implemented in 2015. The revised test will be a six-hour computerized exam. It will include four multiple-choice sections (Biological and Biochemical Foundations of Living Systems; Chemical and Physical Foundations of Living Systems; Psychological, Social and Biological Foundations of Behavior; and Critical Analysis and Reasoning Skills). These sections will be scored individually on a scale from 1 to 15. The MCAT is offered several times from January through September. Students should take the exam 12-18 months before the expected date of entry to medical school. Additional information is available at <https://www.aamc.org/students/applying/mcat/>.

### Tri-state Schools

- **Case Western Reserve University School of Medicine:** <http://casemed.case.edu/>
- **Northeast Ohio Medical University:** <http://www.neomed.edu/>
- **Ohio University Heritage College of Osteopathic Medicine:** <http://www.oucom.ohiou.edu/>
- **The Ohio State University College of Medicine:** <http://medicine.osu.edu/Pages/default.aspx>
- **The University of Toledo College of Medicine and Life Sciences:**  
<http://www.utoledo.edu/med/>
- **University of Cincinnati College of Medicine:** <http://www.med.uc.edu/Home.aspx>
- **Wright State University Boonshoft School of Medicine:** <http://www.med.wright.edu/>
- **Kentucky College of Osteopathic Medicine:**  
<http://www.upike.edu/College-of-Osteopathic-Medicine>
- **University of Kentucky College of Medicine:** <http://www.mc.uky.edu/medicine/>
- **University of Louisville School of Medicine:** <http://louisville.edu/medschool>
- **Indiana University School of Medicine:** <http://www.medicine.iu.edu/>

These summaries and course listings are intended to serve as guidelines. Please refer to the College Catalog at [www.msje.edu/catalogs](http://www.msje.edu/catalogs) for the latest information on course listings.

## Physician Assistant (PA)

### Program Requirements

Physician assistants (PA) are medical practitioners who work as a team with physicians for the care, diagnosis and treatment of patients. They practice in private practices, clinics, hospitals and other health-care institutions and serve in fields from general practitioner to surgical specialties. The degree requires 26-27 months to complete and is comprised of both classroom and clinical experience. Currently, those who obtain Master's degrees in the field are more desirable in the marketplace.



**REQUIRED COURSES FOR ADMISSION BY MOST PHYSICIAN ASSISTANT SCHOOLS**

Course Name	Credits	MSJ Course(s)	Pre-requisites
General Chemistry I & II	8	CHE 111 & 111A CHE 112 & 112A	Math placement 4 or higher
Principles of Biology I & II	8	BIO 111 & 111A BIO 112 & 112A	
Organic Chemistry I & II	8	CHE 211 & 211A CHE 212 & 212A	CHE 112
Biochemistry or Biochem: Nu- cleic Acid Struct	4	CHE 325 & 325A or CHE 326 & 326A	CHE 212
Anatomy & Physiology I & II	8	BIO 201 & 201A BIO 202 & 202A	BIO 111 & CHE 112
Microbiology	4	BIO 305 & 305A	BIO 112 & CHE 112
Cell Biology	4	BIO 310 & 310A	BIO 111, CHE 112
Statistics	3	MTH 174 or MTH 176	MTH 098
Psychology	3	PSY 103	
Lifespan Development	3	PSY 204	PSY 103
Medical Terminology	1-3	BIO 130	

**Recommended COURSES**

Course Name	Credits	MSJ Course(s)	Pre-requisites
Pathophysiology	4	BIO 301 preferred Or BIO 225	BIO 197 & BIO 198 or BIO 201 & BIO 202

The courses that are listed above are commonly required or recommended by graduate schools. In addition to the specific courses that are listed above, students are expected to take core courses in the humanities, social sciences, and mathematics. Students who are interested in a particular school should refer to that school's website for specific requirements.

HPAC Advisor: Tracy Reed-Kessler, PhD

Office: SC 205A, 513-244-4324

Email: [tracy\\_reed@mail.msj.edu](mailto:tracy_reed@mail.msj.edu)

**Physician Assistant School Admission Requirements**

Physician assistant schools require that you have a residency time before coming to school rather than after your training as in medical schools. This is one reason for the shortened training time. At least 40 hours of shadowing a PA is required by Cuyahoga Community College and recommended at most other schools. In addition, as much as 1000 hours of health care experience with direct patient care (paid or volunteer) is required. Many schools want you to have a part-time or full-time job in a health-related field with direct patient care before applying to the school. For this reason, the average age of students entering PA schools is 26. Visit websites of the schools for the specific requirement. Students who are admitted to physician assistant school must have a minimum GPA of 3.0 in the natural sciences and an overall minimum 3.0 GPA. However, admission is very competitive so a high GPA is important. CPR certification is also required. Students apply to physician assistant school through the Central Application Service for Physician Assistants (CASPA). The application process opens to students in early April of each year prior to the year of planned school entrance. Students are encouraged to apply as early as possible. Official transcripts and three letters of recommendation are required as well as a base fee before September 1st. Additional information is available at <http://www.caspaonline.org>. Additional information about the physician assistant career and all PA programs can be found at the Physician Assistant Education Association (PAEA) website, [www.PAEAonline.org](http://www.PAEAonline.org).

## Graduate Record Examination (GRE)

The revised GRE (implemented August 1, 2011) is a four-hour computerized exam that includes two multiple-choice sections (Verbal Reasoning and Quantitative Reasoning) and an Analytical Writing Section. The reasoning sections are scored individually on a scale from 130 to 170 in one point increments and the writing section is scored on a scale from 0 to 6 in 0.5 point increments. The GRE is offered year-round but you must wait 60 days to retake the exam. Students should take the exam 12-18 months before the expected date of entry to the professional program. Each school has its own minimum requirements. Additional information and free test preparation materials are available at <http://www.ets.org/gre>.

## Tri-state Schools

- **Butler University**, Indianapolis, IN: <http://www.butler.edu/cophs/>
- **University of St. Francis**, Fort Wayne, IN: <http://www.sf.edu/sf/graduate/sohs/physician-assistant>
- **University of Kentucky**, Lexington, KY: <http://www.mc.uky.edu/PA/>
- **Kettering College of Medical Arts**, Kettering, OH: <http://www.kc.edu/pa>
- **Cuyahoga Community College/Cleveland State University**, Cleveland, OH:  
<http://www.tri-c.edu/programs/physicianassistant/Pages/default.aspx>
- **Marietta College**, Marietta, OH:  
[http://www.marietta.edu/departments/Physician\\_Assistant/index.html](http://www.marietta.edu/departments/Physician_Assistant/index.html)
- **University of Toledo**, Toledo, OH: <http://www.utoledo.edu/med/grad/pa/prospectus.html>

These summaries and course listings are intended to serve as guidelines. Please refer to the College Catalog at [www.msj.edu/catalog](http://www.msj.edu/catalog) for the latest information on course listings.

## Podiatrist (D.P.M.)

### Program Requirements

Podiatrists diagnose and treat diseases of the foot. Most pre-podiatry students pursue an undergraduate degree in biology. Students are not restricted to this degree, however, so long as they complete the required pre-podiatry coursework. Following their undergraduate education, students train for four years in podiatry school. Podiatry school is then often followed by two or more years of residency training.

<b>REQUIRED COURSES FOR ADMISSION BY MOST MEDICAL SCHOOLS</b>			
<b>Course Name</b>	<b>Credits</b>	<b>MSJ Course(s)</b>	<b>Pre-requisites</b>
General Chemistry I & II	8	CHE 111 & 111A CHE 112 & 112A	Math placement 4 or higher
Principles of Biology I & II	8	BIO 111 & 111A BIO 112 & 112A	
Organic Chemistry I & II	8	CHE 211 & 211A CHE 212 & 212A	CHE 112
General Physics I & II	8	PHY 201 & 201A PHY 202 & 202A	MTH 185
Biochemistry & Biochem: Nu- cleic Acid Struct	8	CHE 325 & 325A CHE 326 & 326A	CHE 212
Our Social World	3	SOC 103	
Introduction to Psychology	3	PSY 103	
Statistics I	3	MTH 174	MTH 098
Written Word	3	ENG 101	
Additional English Course	3	Several courses fulfill this requirement.	

<b>Recommended COURSES</b>			
<b>Course Name</b>	<b>Credits</b>	<b>MSJ Course(s)</b>	<b>Pre-requisites</b>
Anatomy & Physiology I & II	8	BIO 201 & 201A BIO 202 & 202A	BIO 111 & CHE 112
Microbiology	4	BIO 305 & 305A	BIO 112 & CHE 112
Cell Biology	4	BIO 310 & 310A	BIO 111, CHE 112
Genetics	4	BIO 320 & 320A	BIO 111, CHE 112 CHE 211

The courses that are listed above are commonly required or recommended by graduate schools. In addition to the specific courses that are listed above, students are expected to take core courses in the humanities, social sciences, and mathematics. Students who are interested in a particular school should refer to that school's website for specific requirements.

HPAC Advisor: Eric Johnson, PhD  
Office: SC 108C, 513-244-4308  
Email: eric\_johnson@mail.msj.edu

### **Podiatry School Admission Requirements**

Most students who are admitted to podiatry school participate in a wide range of extracurricular activities, including: volunteer work, podiatrist shadowing, and biomedical research. Students apply to podiatry school through the American Association of Colleges of Podiatric Medicine Application Service (AACPMAS). The application process opens to students in early August for fall admission the following year. Some podiatry schools require additional application materials that follow the initial AACPMAS submission. Additional information is available at <http://www.e-aacpmas.org/>.

### **Medical College Admission Test (MCAT)**

The standardized test requirements vary among podiatry schools. Most podiatry schools, including the Ohio College of Podiatric Medicine, require students to take the Medical College Admission Test (MCAT). The MCAT is currently undergoing a significant revision that will be implemented in 2015. The revised test will be a six-hour computerized exam. It will include four multiple-choice sections (Biological and Biochemical Foundations of Living Systems; Chemical and Physical Foundations of Living Systems; Psychological, Social and Biological Foundations of Behavior; and Critical Analysis and Reasoning Skills). These sections will be scored individually on a scale from 1 to 15. The MCAT is offered several times from January through

September. Students should take the exam 12-18 months before the expected date of entry to podiatry school. Additional information is available at <https://www.aamc.org/students/applying/mcat/>.

### Tri-state Schools

- Kent State University College of Podiatric Medicine: <http://www.kent.edu/cpm/>

These summaries and course listings are intended to serve as guidelines. Please refer to the College Catalog at [www.msj.edu/catalogs](http://www.msj.edu/catalogs) for the latest information on course listings.

## Public Health (MPH or DrPH.)

### Program Requirements

Public Health professionals serve local, national, and international communities and confront complex health issues, such as improving access to health care, controlling infectious disease, and reducing environmental hazards, violence, substance abuse, and injury. Some of the degree programs include:

- MPH = Master of Public Health
- MHA = Master of Health Administration
- MHSA = Master of Health Services Administration
- MSPH = Master of Science in Public Health
- DrPH = Doctor of Public Health
- PhD = Doctor of Philosophy

<b>RECOMMENDED COURSES FOR ADMISSION BY MOST PUBLIC HEALTH SCHOOLS</b>			
<b>Course Name</b>	<b>Credits</b>	<b>MSJ Course(s)</b>	<b>Pre-requisites</b>
Written Word	3	ENG 101	
Spoken Word	3	COM 100	
Statistics	3	MTH 174 or MTH 176	MTH 098
<b>ADDITIONAL COURSES SPECIFIC TO INDIVIDUAL FIELDS:</b>			
<b>BIOSTATISTICS &amp; EPIDEMIOLOGY</b>			
Calculus	3	MTH 191	MTH 185
Mathematical Modeling	3	MTH 301	MTH 191, 220 & 255
Principles of Biology I & II	8	BIO 111 & 111A BIO 112 & 112A	Other Quantitative Courses
<b>SOCIAL &amp; BEHAVIORAL SCIENCES</b>			
Intro to Sociology	3	SOC 103	
Principles of Biology I & II	8	BIO 111 & 111A, BIO 112 & 112A	
Intro to Education Profession	1	EDU 190	
Intro Psychology	3	PSY 103	
Other Quantitative Courses			
<b>HEALTH POLICY &amp; MANAGEMENT</b>			
Economics	3	ECO 201	
Principles of Accounting I	3	ACC 213	
<b>ENVIRONMENTAL HEALTH</b>			
Biology or Chemistry Major			

The courses that are listed above are commonly required or recommended by graduate schools. In addition to the specific courses that are listed above, students are expected to take core courses in the humanities, social sciences, and mathematics. Students who are interested in a particular school should refer to that school's website for specific requirements.

HPAC Advisor: Jill Russell, PhD  
Office: SC 203, 513-244-4783  
Email: [jill\\_russell@mail.msjs.edu](mailto:jill_russell@mail.msjs.edu)

### Public Health School Admission Requirements

Graduate students apply to their desired programs using the Schools of Public Health Application Service (SOPHAS). SOPHAS makes the application process easy because you only need to fill out one application. [www.sophas.org](http://www.sophas.org). While there are dozens of specialties in public health, most career opportunities are in core fields.

- **Biostatistics:** The use of statistical methodology for analyzing health related data.
- **Epidemiology:** The study of the distribution and determinants of disease and disability in populations.
- **Social and Behavioral Sciences:** The practice of selecting, applying and monitoring appropriate behavioral, social and political change strategies to enhance the health of populations.
- **Environmental Health Sciences:** The study of issues associated with the adverse chemical, physical and biologic agents in the environment on human health.
- **Health Policy and Management:** The study of health care systems, health care reform, health law, financial management, clinic management, and policy analysis.

See the following websites for more information:

- **American Public Health Association:** [www.apha.org](http://www.apha.org)
- **Association of Schools of Public Health:** [www.asph.org](http://www.asph.org)

### Graduate Record Examination (GRE)

The revised GRE (implemented August 1, 2011) is a four-hour computerized exam that includes two multiple-choice sections (Verbal Reasoning and Quantitative Reasoning) and an Analytical Writing Section. The reasoning sections are scored individually on a scale from 130 to 170 in one point increments and the writing section is scored on a scale from 0 to 6 in 0.5 point increments. The GRE is offered year-round but you must wait 60 days to retake the exam. Students should take the exam 12-18 months before the expected date of entry to the professional program. Each school has its own minimum requirements. Additional information and free test preparation materials are available at <http://www.ets.org/gre>.

### Midwest Schools

- **Ohio State University College of Public Health, Columbus , OH:** [www.cph.osu.edu](http://www.cph.osu.edu)
- **University of Kentucky College of Public Health, Lexington, KY:** [www.mc.uky.edu](http://www.mc.uky.edu)
- **University of Louisville School of Public Health and Information Sciences, Louisville, KY:** [www.louisville.edu/sphis](http://www.louisville.edu/sphis)
- **University of Michigan School of Public Health, Ann Arbor, MI:** [www.sph.umich.edu](http://www.sph.umich.edu)

- **University of Pittsburgh Graduate School of Public Health, Pittsburgh, PA:**  
www.publichealth.pitt.edu

These summaries and course listings are intended to serve as guidelines. Please refer to the College Catalog at www.msj.edu/catalogs for the latest information on course listings.

## Veterinarian (D.V.M. or V.M.D.)

### Program Requirements

Veterinarians diagnose and treat disease in animals. Most pre-veterinary students pursue an undergraduate degree in biology. Students are not restricted to this degree, however, so long as they complete the required pre-veterinary coursework. Following their undergraduate education, students train for four years in veterinary school. Veterinary school training is then often followed by one or more years of internships and residency training.

<b>REQUIRED COURSES FOR ADMISSION BY MOST VETERINARY SCHOOLS</b>			
<b>Course Name</b>	<b>Credits</b>	<b>MSJ Course(s)</b>	<b>Pre-requisites</b>
General Chemistry I & II	8	CHE 111 & 111A CHE 112 & 112A	Math placement 4 or higher
Principles of Biology I & II	8	BIO 111 & 111A BIO 112 & 112A	
Organic Chemistry I & II	8	CHE 211 & 211A CHE 212 & 212A	CHE 112
Biochemistry & Biochem: Nucleic Acid Struct	8	CHE 325 & 325A CHE 326 & 326A	CHE 212
Genetics	4	BIO 320, 320A	BIO 111, CHE 112, CHE 211
Microbiology	4	BIO 305 & 305A	BIO 112 & CHE 112
Pre Calculus	3	MTH 185	MTH 099
General Physics I & II	8	PHY 201 & 201A PHY 202 & 202A	MTH 185
Our Social World	3	SOC 103	
Introduction to Psychology	3	PSY 103	
Statistics I	3	MTH 174	MTH 098
Written Word	3	ENG 101	
Additional Humanities and Social Sciences	15	Several courses fulfill this requirement.	

<b>Recommended COURSES</b>			
<b>Course Name</b>	<b>Credits</b>	<b>MSJ Course(s)</b>	<b>Pre-requisites</b>
Anatomy & Physiology I & II	8	BIO 201 & 201A BIO 202 & 202A	BIO 111 & CHE 112
Cell Biology	4	BIO 310 & 310A	BIO 111, CHE 112

The courses that are listed on the previous page are commonly required or recommended by graduate schools. In addition to the specific courses that are listed above, students are expected to take core courses in the humanities, social sciences, and mathematics. Students who are interested in a particular school should refer to that school's website for specific requirements.

HPAC Advisor: Eric Johnson, PhD  
Office: SC 108C, 513-244-4308

Email: [eric\\_johnson@mail.msj.edu](mailto:eric_johnson@mail.msj.edu)

### **Veterinary School Admission Requirements**

Most students who are admitted to veterinary school participate in a wide range of extracurricular activities, including volunteer work and biomedical research. The Ohio State University College of Veterinary Medicine also requires a letter of recommendation from a veterinarian. Students apply to veterinary school through the Veterinary Medical College Application Service (VMCAS). The application process opens to students in early June of each year. Students are encouraged to apply as early as possible. Most veterinary schools also require a secondary application that follows the initial VMCAS submission. Additional information is available at <http://www.aavmc.org/Students-Applicants-and-Advisors/Veterinary-Medical-College-Application-Service.aspx>.

### **Graduate Record Examination (GRE) and Medical College Admission Test (MCAT)**

The standardized test requirements vary among veterinary schools. Most veterinary schools require students to take either the Medical College Admission Test (MCAT) and/or the Graduate Record Examination (GRE).

The MCAT is currently undergoing a significant revision that will be implemented in 2015. The revised test will be a six-hour computerized exam. It will include four multiple-choice sections (Biological and Biochemical Foundations of Living Systems; Chemical and Physical Foundations of Living Systems; Psychological, Social and Biological Foundations of Behavior; and Critical Analysis and Reasoning Skills). These sections will be scored individually on a scale from 1 to 15. The MCAT is offered several times from January through September. Students should take the exam 12-18 months before the expected date of entry to veterinary school. Additional information is available at <https://www.aamc.org/students/applying/mcat/>.

The GRE is a four-hour computerized exam that includes two multiple-choice sections (Verbal Reasoning and Quantitative Reasoning) and an Analytical Writing Section. The reasoning sections are scored individually on a scale from 130 to 170 in one point increments and the writing section is scored on a scale from 0 to 6 in 0.5 point increments. The GRE is offered year-round but you must wait 60 days to retake the exam. Students should take the exam 12-18 months before the expected date of entry to the professional program. Each school has its own minimum requirements. Additional information and free test preparation materials are available at <http://www.ets.org/gre>.

#### **Tri-state Schools**

- The Ohio State University College of Veterinary Medicine: <http://vet.osu.edu/>
- Purdue University School of Veterinary Medicine: <http://www.vet.purdue.edu/>

These summaries and course listings are intended to serve as guidelines. Please refer to the College Catalog at [www.msj.edu/catalogs](http://www.msj.edu/catalogs) for the latest information on course listings.

## **Service Learning**

Service Learning allows students to apply classroom knowledge while volunteering their service in a variety of areas. It complements an academic program, channeling students' creativity toward solving urban problems and building a sense of community in neighborhoods through use of an experiential action-reflection model.

### **Plus One Credit Option Program**

The Plus One Credit Option Program is the main model of service learning at the Mount. The model allows students to add a free, one-hour credit addition to any course in which it is offered. The program allows students to integrate a community service project with the selected course, and engages them in reflection on the responsibilities of service and leadership.

Students complete a learning contract that documents the Plus One Service Learning Objectives, student expectations, and evaluation criteria. Students are expected to complete a minimum of 30 hours onsite with identified community organizations. The extra credit is Pass/Fail, is classified as general elective credit, and will be documented as service learning on the student transcript.

### **Requirements for the Plus One Credit Option Program**

- Registration for the service learning credit attached to a course in which it is offered.
- Students may only register for one service credit in an approved course per semester.
- No more than three documented Plus One Credits may be accumulated during pursuit of a degree.
- The Plus One Credit cannot be added as a 12<sup>th</sup> credit hour to create full-time status.

### **Other Opportunities for Service**

In addition to the Plus One Credit Option Program, students may be engaged in courses which include service as part of their syllabi or individual service experiences. Service experiences occur on a local neighborhood level, in other regions of the country, and in other countries. The Mount offers Cultural Immersion courses through the Department of Religious and Pastoral Studies which offer field experience with service opportunity.



# Academic Information

## Academic Calendars

### 2013-14 Academic Calendar

#### First Semester

August 26	Monday	Classes Begin (Day & Evening)
September 2	Monday	Labor Day - Holiday
October 11	Friday	Mid-Semester Holiday
November 27- December 1	Wednesday - Sunday	Thanksgiving Recess Begins - College Closed
December 2	Monday	Classes Resume
December 9 - 12	Monday-Thursday	Semester Examinations
December 12	Thursday	Semester Ends

#### Second Semester

January 13	Monday	Classes Begin (Day & Evening)
January 20	Monday	Martin Luther King Holiday
February 21	Friday	Mid-Semester Holiday
March 10-15	Monday - Saturday	Spring Break
March 17	Monday	Classes Resume
April 18 - 21	Friday - Monday	Easter Break (Good Friday thru Easter Monday)
April 22	Tuesday	Classes Resume
May 5 - 8	Monday-Thursday	Semester Examinations
May 8	Thursday	Semester Ends
May 10	Saturday	Commencement

#### Summer Session 2014

All Summer Session	May 19 - August 15
Summer Session I	May 19 - June 27
Summer Session II	July 7 - August 15

## 2014-15 Academic Calendar

### First Semester 2014 (S1 15)

August 25	Monday	Classes Begin (Day & Evening)
September 1	Monday	Labor Day - Holiday
October 10	Friday	Mid-Semester Holiday
November 26	Wednesday	Thanksgiving Recess Begins
November 30	Sunday	College Closed
December 1	Monday	Classes Resume
December 8-11	Monday-Thursday	Semester Examinations
December 11	Thursday	Semester Ends

### Second Semester 2015 (S2 15)

January 12	Monday	Classes Begin (Day & Evening)
January 19	Monday	Martin Luther King Holiday
February 20	Friday	Mid-Semester Holiday
March 9-14	Monday - Saturday	Spring Break
March 16	Monday	Classes Resume
April 3 - 6	Friday - Monday	Easter Break (Good Friday thru Easter Monday)
April 7	Tuesday	Classes Resume
May 4 - 7	Monday-Thursday	Semester Examinations
May 7	Thursday	Semester Ends
May 9	Saturday	Commencement

### Summer Semester 2015 (S4 15)

All Summer Session	May 18 - August 14
Summer Session I	May 18 - June 26
Summer Session II	July 6 - August 14

## Degree Information

### Baccalaureate Majors & Degree Programs

Listed are majors and areas of concentration or licensure with the associated degrees awarded through designated academic departments.

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 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.

#### ACCOUNTING

Bachelor of Science  
(Department of Accounting)

#### ART

Bachelor of Arts  
(Department of Art, Fine Art, Art Education and Art History)

ART

Bachelor of Arts

Concentration in pre-art therapy, minor in psychology

(Department of Art, Fine Art, Art Education and Art History and Department of Psychology)

ART EDUCATION

Bachelor of Arts

Multi-age licensure in art education.

(Department of Art, Fine Art, Art Education and Art History)

ART HISTORY

Bachelor of Arts

(Department of Art, Fine Art, Art Education and Art History)

ATHLETIC TRAINING

Bachelor of Science

(Department of Athletic Training)

BIOCHEMISTRY

Bachelor of Science

(Department of Chemistry)

BIOLOGY

Bachelor of Science

Preparation in pre-professional areas including medicine, optometry, dentistry, and podiatry.

(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

(Department of Business Administration)

BUSINESS INFORMATICS

Bachelor of Science

(Department of Informatics)

CHEMISTRY

Bachelor of Arts or Bachelor of Science

Preparation in pre-professional areas including medicine, optometry, dentistry, and podiatry.

(Department of Chemistry)

CHEMISTRY/MATHEMATICS

Bachelor of Science

(Department of Chemistry)

COMMUNICATION AND NEW MEDIA STUDIES

Bachelor of Arts

(Department of Communication and New Media Studies)

CRIMINOLOGY

Bachelor of Science

(Department of Criminology)

EDUCATIONAL STUDIES

Bachelor of Arts  
(Department of Education)

ENGLISH

Bachelor of Arts  
(Department of English and Modern Languages)

ENGLISH

Bachelor of Arts  
Concentration in creative writing.  
(Department of English and Modern Languages)

ENGLISH

Bachelor of Arts  
Concentration in drama  
(Department of English and Modern Languages)

FINE ARTS

Bachelor of Fine Arts  
Concentration areas in ceramics, drawing, fabric design, painting, photography, printmaking, sculpture.  
(Department of Art, Fine Art, Art Education and Art History)

GENERAL STUDIES

Bachelor of Arts  
(Department of General Studies/Philosophy)

GRAPHIC DESIGN

Bachelor of Arts or Bachelor of Fine Arts  
(Department of Graphic Design)

HEALTH SCIENCE INFORMATICS

Bachelor of Science  
(Department of Informatics)

HISTORY

Bachelor of Arts  
(Department of History)

INCLUSIVE EARLY CHILDHOOD EDUCATION

Bachelor of Arts  
Licensure in inclusive early childhood education (ages 3-8)  
(Department of Undergraduate Education)

INTERACTIVE MEDIA DESIGN & COMPUTING

Bachelor of Science  
(Department of Mathematics)

MATHEMATICS

Bachelor of Arts or Bachelor of Science  
(Department of Mathematics)

MATHEMATICS/BUSINESS ADMINISTRATION

Bachelor of Science  
(Department of Mathematics)

**MATHEMATICS/CHEMISTRY**

Bachelor of Science  
(Department of Mathematics)

**MATHEMATICS AND WEB/MOBILE INFORMATICS**

Bachelor of Science  
(Department of Informatics)

**MIDDLE CHILDHOOD EDUCATION**

Bachelor of Arts  
Licensure in middle childhood education (grades 7-12)  
(Department of Undergraduate Education)

**MUSIC**

Bachelor of Arts  
Optional licensure in music education  
(Department of Music)

**NEUROSCIENCE**

Bachelor of Science  
(Department of Biology)

**NURSING**

Bachelor of Science in Nursing  
(Department of Nursing)

**ORGANIZATIONAL LEADERSHIP**

Bachelor of Science  
(Department of Organizational Leadership)

**PARALEGAL STUDIES**

Bachelor of Arts  
(Department of Legal Studies)

**PSYCHOLOGY**

Bachelor of Science  
(Department of Psychology)

**RELIGIOUS STUDIES**

Bachelor of Arts  
Optional concentrations in religious education, pastoral ministry, social justice, or spirituality and wellness  
(Department of Religious and Pastoral Studies)

**SOCIAL WORK**

Bachelor of Arts  
(Department of Sociology and Social Work)

**SOCIOLOGY**

Bachelor of Science  
(Department of Sociology and Social Work)

**SPECIAL EDUCATION**

Bachelor of Arts  
Licensure in mild/moderate needs (ages 3-21)  
(Department of Undergraduate Education)

**SPORT MANAGEMENT**

Bachelor of Science

(Department of Sport Management)

**WEB/MOBILE INFORMATICS**

Bachelor of Science

(Department of Informatics)

## **Minors**

Listed are minors available with the baccalaureate degree programs offered from the academic departments.

A minor is a second field of study taken along with a major. The selection 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).

**ACCOUNTING**

(Department of Accounting)

**AMERICAN STUDIES**

(Department of History)

**ART**

(Department of Art, Fine Art, Art Education & Art History)

**ART HISTORY**

(Department of Art, Fine Art, Art Education & Art History)

**BIOLOGY**

(Department of Biology)

**BUSINESS ADMINISTRATION**

(Department of Business Administration)

**CATHOLIC STUDIES**

(Department of Religious and Pastoral Studies)

**CHEMISTRY**

(Department of Chemistry)

**COACHING**

(Department of Sport Management)

**COMMUNICATION AND NEW MEDIA STUDIES**

(Department of Communication and New Media Studies)

**COMPUTER SCIENCE**

(Department of Mathematics)

**CRIMINOLOGY**

(Department of Criminology)

ENGLISH

(Department of English and Modern Languages)

EXERCISE SCIENCE AND FITNESS

(Department of Athletic Training)

ETHICS (INTERDISCIPLINARY)

(Department of Religious and Pastoral Studies)

FORENSIC SCIENCE

(Department of Biology)

GERONTOLOGY

(Department of Sociology and Social Work)

HISTORY

(Department of History)

iDESIGN

(Department of Graphic Design)

ILLUSTRATION

(Department of Art, Fine Art, Art Education & Art History)

INFORMATICS

(Department of Informatics)

INTERNATIONAL ART & DESIGN STUDIES

(Department of Art, Fine Art, Art Education & Art History and Department of Graphic Design)

LEADERSHIP AND CIVIC ENGAGEMENT

(Department of Sociology & Social Work)

LEGAL STUDIES

(Department of Legal Studies)

MARKETING

(Department of Business Administration)

MATHEMATICS

(Department of Mathematics)

MUSIC

(Department of Music)

NONPROFIT LEADERSHIP

(Department of Sociology and Social Work)

PHILOSOPHY

(Department of General Studies/Philosophy)

PHOTOGRAPHY

(Department of Art, Fine Art, Art Education & Art History)

PSYCHOLOGY

(Department of Psychology)

**PSYCHOLOGY**

Students Seeking BA in Art Therapy

(Department of Psychology and Department of Art, Fine Art, Art Education & Art History)

**RELIGIOUS STUDIES**

(Department of Religious and Pastoral Studies)

**SOCIO-PSYCHOLOGY**

(Department of Sociology and Social Work and Department of Psychology)

**SOCIOLOGY**

(Department of Sociology and Social Work)

**SPANISH**

(Department of English and Modern Languages)

**SUSTAINABILITY STUDIES**

(Department of Chemistry)

**WEB APPLICATION DEVELOPMENT**

(Department of Mathematics)

**WOMEN'S STUDIES**

(Department of English and Modern Languages)

**WRITTEN COMMUNICATION**

(Department of Communication and New Media Studies)

## **Associate Majors & Degree Programs**

Listed are majors available with an associate degree through the designated academic departments.

**ACCOUNTING**

Associate in Science

(Department of Accounting)

**ART**

Associate in Arts

(Department of Art, Fine Art, Art Education & Art History)

**BUSINESS ADMINISTRATION**

Associate in Science

(Department of Business Administration)

**COMMUNICATION AND NEW MEDIA STUDIES**

Associate in Arts

(Department of Communication and New Media Studies)

**GENERAL STUDIES**

Associate in Arts

(Department of General Studies/Philosophy)



GRAPHIC DESIGN

Associate in Arts  
(Department of Graphic Design)

PARALEGAL STUDIES

Associate in Arts  
(Department of Legal Studies)

## Certificate Programs

### Programs Offered

GERONTOLOGY

(Department of Sociology and Social Work)

iDESIGN

(Department of Graphic Design)

NONPROFIT LEADERSHIP

(Department of Sociology and Social Work)

ORGANIZATIONAL LEADERSHIP

(Department of Organizational Leadership)

PARALEGAL STUDIES

(Department of Legal Studies)

### Admission and Requirements

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. Certificates are mailed to students from the Registrar's Office, Conlan Center.

## Licensure Programs in Education

Adolescent to Young Adult Licensure (Grades 7-12)

Biology/Life Science  
Chemistry  
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

Special Education Intervention Specialist Licensure (Mild/Moderate, Ages 5-21)

## Additional Undergraduate Degrees

Students with an earned baccalaureate degree from an accredited college or university 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 continue enrollment in courses at the Mount for a period of two years, the student must reapply for admission.

Students wishing to earn an additional degree 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 a second and different baccalaureate degree, students must complete a minimum of 27 credit hours in residency beyond the first degree, at least 15 of these hours must be in upper-level courses. For a second and different associate degree, students must complete a minimum of 21 credit hours in residency beyond the first degree, at least 9 of these additional hours must be in upper-level courses, plus the current core curriculum requirements.

Students wishing to earn a second major (not a second degree) to add to their existing Mount degree, must complete the major requirements stated by the catalog in effect at the time they resume course work for the second major.

## Multiple Majors/Degrees

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. Students must complete the Core Capstone or an approved capstone course for the first major only. No extra semester hours beyond the minimum of 120 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 120 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 27 hours in residency beyond the total hours required for one baccalaureate degree. At least 15 of these 27 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 147 semester hours. The student, in consultation with academic advisors from the degree programs, will choose which Capstone course will be completed.

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 60 semester hours required for the first associate degree, totaling 75 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.

## Core Curriculum

At the heart of a Mount education is the liberal arts and sciences core curriculum, grounded in the Mount's Mission. The core curriculum provides a strong and practical foundation that enables students to lead meaningful personal, professional, and civic lives. It empowers students to become critical thinkers, creative problem solvers, effective communicators, and ethical decision-makers. It cultivates intellectual curiosity and concern for the common good as habits of mind and promotes broader perspectives and lifelong learning.

See "Learning Outcomes & Performance Indicators" starting on page 180.

All students take 46 to 49 credit hours in courses in the core curriculum. The Common Good Thread requires students to complete 12 to 15 credits in the following areas: CORE 115 Common Ground (3 credits), Justice and the Common Good (3 credits), ethics (3 credits), one of several experiential learning offerings (0-3 credits), and a liberal arts and sciences capstone course (3 credits).

In CORE 115 Common Ground, which is taken the first semester at the Mount, students examine their own role as citizens, and explore historical and current ideas about the common good. Emphasis is placed on the importance of self-knowledge, understanding others and their cultures, and discernment of one's voice in promoting the common good.<sup>5</sup>

Thirty-four credits of the core curriculum are distributed among courses in the sciences and the humanities. Students fulfill these credits by choosing 13 credits from courses in the sciences—sociology (3 credits), psychology or microeconomics (3 credits), a natural science with a lab (4 credits), mathematics (3 credits), and 21 credits in the humanities—Written Word (3 credits), Spoken Word (3 credits), literature (3 credits), art

<sup>5</sup>If a student fails to complete CORE 115 Common Ground in the first semester, the student must register for it again in the next semester. Transfer and non-traditional students follow similar but varied guidelines for meeting the Core Curriculum requirements.

or music (3 credits), history (3 credits), religious studies (3 credits) and philosophy (3 credits).

In the liberal arts and sciences capstone course, taken toward the end of a Mount education, students have the opportunity to integrate learning from the liberal arts and sciences core curriculum and from their experiential education to address open-ended real world questions. Students bring together their acquired communication and critical thinking skills and the curricular focus on the common good to address ethical, social and cultural dimensions of a problem.

## Core Curriculum Requirements

### CORE 115 Requirement

If a student fails to complete the Foundations Seminar Course (CORE 115) in the first semester, the student must register for the CORE 115 course in the next semester.

### Core Requirements

All students pursuing baccalaureate and associate degrees must fulfill the requirements of the Core Curriculum. A student must complete a minimum of 120 credit hours for a baccalaureate degree. Please note that while a course may be listed in more than one of the component areas, the credits only count once toward the 120 credit hours needed to graduate.

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

Students who transfer to the Mount need to consult with their academic advisor regarding transfer Core requirements, which allow for flexible use of transfer courses into the Mount's core 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 listed in each semester *Course Schedule*.

## Baccalaureate Degree

Core Curriculum Requirements  
46-49 Total Credit Hours

### Common Good (12-15 credit hours)

1. CORE 115: Common Ground (3 credit hours)  
(see Core 115 Add/Drop Policies on page 176)
  - Incoming traditional and adult transfer students with between 1 and 27 credits who do not have an approved foundation seminar course from an accredited institution, will be required to take the foundation seminar course (CORE 115).
  - Incoming traditional and adult transfer students with between 1 and 27 credits who have transferred an approved foundation seminar course from an accredited institution, will not be required to take the foundation seminar course (CORE 115).
  - Incoming traditional and adult transfer students with more than 27 credits will not be required to take the foundation seminar course but end with fewer than the required number of credit

hours will make up the deficiency by taking courses approved for the core until they accumulate a minimum of 46 credit hours in the core.

2. Justice and the Common Good (3 credit hours)
3. Ethics (3 credit hours)
4. Experiential Learning (0-3 credit hours)
5. Core Capstone (3 credit hours)

### Discipline-Specific Core (34 credit hours; required for all students)

<b>Humanities – Core Codes C, L, A, MU, H, R, P – 21 credit hours</b>	
Speech (COM 100) (3 credit hours)	Code C
Writing (ENG 101) (3 credit hours)(Must be taken within first 42 credit hours)	Code C
Literature (ENG) (3 credit hours)	Code L
Art or Music (3 credit hours)	Codes A, MU
History (3 credit hours)	Code H
Religious Studies(3 credit hours)	Code R
Philosophy (3 credit hours)	Code P
<b>Sciences – Core Codes N, MA, S – 13 credit hours</b>	
Biology + lab or Geology + lab or Chemistry + lab or Physics + lab (4 credit hours)	Code N
Mathematics (3 credit hours) (Must be taken within the first 64 hours)	Code MA
SOC 103 Our Social World (3 credit hours)	Code S
Choose One Discipline (3 credit hours total) ECO 212 Microeconomics (3 credit hours) PSY 103 Psychology (3 credit hours)	Code S

## Associate Degree

Core Curriculum Requirements  
24-25 Total Credit Hours

Common Good (9 credit hours)

1. CORE 115: Common Ground (3 credit hours)  
(see Core 115 Add/Drop Policies on page 176)
  - Incoming traditional and adult transfer students with between 1 and 27 credits who do not have an approved foundation seminar course from an accredited institution, will be required to take the foundation seminar course (CORE 115).
  - Incoming traditional and adult transfer students with between 1 and 27 credits who have transferred an approved foundation seminar course from an accredited institution, will not be required to take the foundation seminar course (CORE 115).
  - Incoming traditional and adult transfer students with more than 27 credits will not be required to take the foundation seminar course but end with fewer than the required number of credit hours will make up the deficiency by taking courses approved for the core until they accumulate a minimum of 46 credit hours in the core.

2. Justice and the Common Good (3 credit hours)

3. Ethics (3 credit hours)

Discipline-Specific Core (15-16 credit hours; required for all students)

<b>Humanities – Core Codes C, L, A, MU, H, R, P – 9 credit hours</b>	
Writing (ENG 101) (3 credit hours)(Must be taken within first 42 credit hours)	Code C
<b>Choose One:</b>	
Speech (COM 100) (3 credit hours)	Code C
Literature (ENG) (3 credit hours)	Code L
Art or Music (3 credit hours)	Codes A, MU
History (3 credit hours)	Code H
Religious Studies(3 credit hours)	Code R
<b>Sciences – Core Codes N, MA, S – 6-7 credit hours</b>	
SOC 103 Our Social World (3 credit hours)	Code S
Choose a science or mathematics:	
Biology + lab or Geology + lab or Chemistry + lab or Physics + lab (4 credit hours)	Code N
OR	
Mathematics (3 credit hours)	Code MA

## Core Curriculum Course Codes

Courses that fulfill the Core Curriculum requirements are coded within each department’s 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 & ENG 101

**L** = Literature

**A** = Art

**MU** = Music

**N** = Natural Sciences

**MA** = Mathematics

**S** = Social Science

**H** = History

**R** = Religious Studies

**P** = Philosophy

**E** = Ethics

Liberal Arts & Sciences Core Electives

**LAS** = Core elective only courses. LAS, 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**

<b>Current LA&amp;S Fields Offered at the College of Mount St. Joseph</b>	<b>Code</b>
American Sign Language (SED)	LAS
Anthropology	S
Art	A
Biology	N
Chemistry	N
Communication Studies	C
Economics	S
English	L
English as Second Language	LAS
Ethics (ETH:REL or ETH:PHI)	E
French	LAS
Geology	N
Geography	S
German	LAS
Gerontology	S
History	H
Interdisciplinary Studies	IDS
Mathematics	MA
Music	MU
Philosophy	P
Physics	N
Psychology	S
Religion	R
Sociology	S
Spanish	LAS
Women's Studies	L

<b>Academic Departments Not Offered at the Mount but Courses Accepted as Transfer Credit to Satisfy Core LA&amp;S</b>	<b>Code</b>
Archeology	S
Astronomy	N
Atmospheric Sciences & Meteorology	N
Botany	N
Dance	LAS
Drama/Theatre Arts	LAS
Earth Sciences	N
Film/Video/Photographic Arts	LAS
Foreign Languages (All)	LAS
General Studies	G
Humanities	LAS
International Studies	S
Linguistics	LAS
Multicultural Studies	S
Physiology	N
Oceanography	N
Urban Studies	S
Zoology	N

## Learning Outcomes & Performance Indicators

The purpose of 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. The College of Mount St. Joseph has developed baccalaureate learning outcomes and performance indicators (LOPIs) to assist in the evaluation of student learning. These LOPIs are not intended to capture all of the personal and professional development students should achieve over four years of a collegiate experience, nor should a student expect to realize these outcomes solely through core curriculum or discipline-specific courses. Rather, students should be able to demonstrate through their collective experiences (e.g., coursework, research, cooperative education, service learning, travel abroad, work study, campus activities, volunteer work, etc.) how they have achieved these outcomes.

### **Baccalaureate Degree**

*Communication - Effectively express ideas in oral and written formats*

- Oral presentation - Deliver an effective oral presentation designed to enlighten or persuade.
- Effective language and style - Write using language that is clear, fluent, and consistent with conventions of Standard English.
- Use of sources - Use and document sources appropriately.
- Content development - Develop compelling content to fulfill the assignment.

*Critical Thinking - Support claims and conclusions*

- Problem definition - Describe the complexities, factors, and scope of a problem.



- Information literacy - Use appropriate scholarly evidence to support a position.
- Quantitative literacy - Apply mathematical evidence or models to support a position.
- Scientific literacy - Apply scientific evidence or models to support a position.
- Synthesis - Formulate an opinion or draw a conclusion based on a questioning of assumptions, an analysis of relevant evidence, and a synthesis of scholarly perspectives.

*Ethics - Reason about right and wrong*

- Ethical Self-Awareness - Discuss one's core beliefs and their origins.
- Catholic Social Teaching - Describe fundamental principles of Catholic Social Teaching.
- Ethical Analysis - Recognize ethical issues within a complex context.
- Application of Ethical Perspectives - Propose and defend a solution to an ethical dilemma.

*Social Responsibility - Understand how civic engagement can promote the common good*

- Charity heritage - Describe the Sisters of Charity legacy of service.
- Social change - Explain how social injustice is perpetuated and overcome.
- Civic Engagement - Describe how individual actions can be personally and collectively beneficial.
- Global interdependence - Examine your individual and communal responsibility for the global community.

*Cultural Competence - Analyze the diversity of human cultures*

- Cultural self-awareness - Articulate the norms and biases of one's own culture.
- Awareness of other cultures - Demonstrate understanding of the values, beliefs, biases, and practices important to members of another culture.
- Global diversity - Contrast the diversity of history, values, politics, and economic conditions in developing and developed nations.

*Integrative Learning - Integrate life and learning to create meaning and value*

- Blending experience and knowledge - Connect experiences inside and outside the classroom.
- Connections across disciplines - Apply knowledge from more than one discipline to address a complex issue.
- Self-reflection - Reflect on how a liberal arts education has enriched your understanding of life's big questions.

**Associate Degree**

*Communication - Effectively express ideas in oral and written formats*

- Oral presentation - Deliver an effective oral presentation designed to enlighten or persuade.

- Effective language and style - Write using language that is clear, fluent, and consistent with conventions of Standard English.
- Use of sources - Use and document sources appropriately.
- Content development - Develop compelling content to fulfill the assignment.

*Critical Thinking - Support claims and conclusions*

- Problem definition - Describe the complexities, factors, and scope of a problem.
- Information literacy - Use appropriate scholarly evidence to support a position.
- Quantitative literacy - Apply mathematical evidence or models to support a position.
- Scientific literacy - Apply scientific evidence or models to support a position.
- Synthesis - Formulate an opinion or draw a conclusion based on a questioning of assumptions, an analysis of relevant evidence, and a synthesis of scholarly perspectives.

*Ethics - Reason about right and wrong*

- Ethical Self-Awareness - Discuss one's core beliefs and their origins.
- Catholic Social Teaching - Describe fundamental principles of Catholic Social Teaching.
- Ethical Analysis - Recognize ethical issues within a complex context.
- Application of Ethical Perspectives - Propose and defend a solution to an ethical dilemma.

*Social Responsibility - Understand how civic engagement can promote the common good*

- Charity heritage - Describe the Sisters of Charity legacy of service.
- Social change - Explain how social injustice is perpetuated and overcome.
- Civic Engagement - Describe how individual actions can be personally and collectively beneficial.
- Global interdependence - Examine your individual and communal responsibility for the global community.

*Cultural Competence - Analyze the diversity of human cultures*

- Cultural self-awareness - Articulate the norms and biases of one's own culture.
- Awareness of other cultures - Demonstrate understanding of the values, beliefs, biases, and practices important to members of another culture.
- Global diversity - Contrast the diversity of history, values, politics, and economic conditions in developing and developed nations.

*Integrative Learning - Integrate life and learning to create meaning and value*

- Blending experience and knowledge - Connect experiences inside and outside the classroom.
- Connections across disciplines - Apply knowledge from more than one discipline to address a complex issue.
- Self-reflection - Reflect on how a liberal arts education has enriched your understanding of life's big questions.

# 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 345 Accounting Information Systems (3)**

*Prerequisite(s):* ACC 301, CIS 135 (CIS 300 recommended)

Focus for this course is on understanding how technology can enable key financial accounting activities. The student will be introduced to processing and reporting of accounting requirements using various types of computerized accounting systems. Risk assessment and evaluation techniques related to defining, implementing, and managing accounting information systems will be examined. Students will learn of the importance of integrating both manual and system controls to achieve reliable results.

**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.

**ACT 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.

**ACT 119 Begin 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.

**ACT 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.

**ACT 141 Ultimate Frisbee (1)**

Strategy, game rules and functions of participation will be discussed. Sport history will be studied. Students

will participate in activities within a formatted tournament setting.

**ACT 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.

**ACT 160 Strength Training (1)**

This course is designed to introduce the basics of strength training and guide students through a personal fitness program and encourage the incorporation of resistance training as a lifelong activity. Students will be guided through the practice of proper biomechanics and safety measures. Initial baseline strength measurements will be assessed in order to establish goals, and track daily performance progress. Basic concepts of nutrition, exercise physiology, and training benefits will be incorporated into the program.

**ACT 175A Intercol Women's Volleyball (0-1)**

*Prerequisite(s):* (Intercollegiate athletes only)

**ACT 175B Intercol Women's B-Ball (0-1)**

*Prerequisite(s):* (Intercollegiate athletes only)

**ACT 175C Intercol Softball (0-1)**

*Prerequisite(s):* (Intercollegiate athletes only)

**ACT 175D Intercol Men's Tennis (0-1)**

*Prerequisite(s):* (Intercollegiate athletes only)

**ACT 175E Intercol Football (0-1)**

*Prerequisite(s):* (Intercollegiate athletes only)

**ACT 175F Intercol Baseball (0-1)**

*Prerequisite(s):* (Intercollegiate athletes only)

**ACT 175G Intercol Wrestling (0-1)**

*Prerequisite(s):* (Intercollegiate athletes only)

**ACT 175I Intercol Women's Soccer (0-1)**

*Prerequisite(s):* (Intercollegiate athletes only)

**ACT 175J Intercol Men's Basketball (0-1)**

*Prerequisite(s):* (Intercollegiate athletes only)

**ACT 175K Intercol Women's Cross Country (0-1)**

*Prerequisite(s):* (Intercollegiate athletes only)

**ACT 175L Intercol Men's Cross Country (0-1)**

*Prerequisite(s):* (Intercollegiate athletes only)

**ACT 175M Intercoll Women's Golf (0-1)**

*Prerequisite(s):* (Intercollegiate athletes only)

**ACT 175N Dance Team (0-1)**

*Prerequisite(s):* (Dance Team members only)

**ACT 175O Cheerleading (0-1)**

*Prerequisite(s):* (Mount Cheerleaders only)

**ACT 175P Intercol Men's Golf (0-1)**

*Prerequisite(s):* (Intercollegiate athletes only)

**ACT 175Q Intercoll Women's Track/Fld (0-1)**

*Prerequisite(s):* (Intercollegiate athletes only)

**ACT 175R Intercoll Men's Track/Fld (0-1)**

*Prerequisite(s):* (Intercollegiate athletes only)

**ACT 175T Intercoll Women's Tennis (0-1)**

*Prerequisite(s):* (Intercollegiate athletes only)

**ACT 175U Intercoll Men's Soccer (0-1)**

*Prerequisite(s):* (Intercollegiate athletes only)

**ACT 175V Intercoll Men's Lacrosse (0-1)**

*Prerequisite(s):* (Intercollegiate athletes only)

**ACT 175W Intercoll Women's Lacrosse (0-1)**

*Prerequisite(s):* (Intercollegiate athletes only)

**ACT 175X Intercoll Men's Volleyball (0-1)**

*Prerequisite(s):* (Intercollegiate athletes only)

**ACT 196 Advanced Strength Training (1)**

*Prerequisite(s):* ACT 160

This course will review content introduced in PED 160. Students will learn the essentials of program design and implementation as well as create a balanced individual training program based upon personal goals and needs. Advanced lifts will be introduced and students will expand upon learned skills in a fitness program designed for greater intensity and physiological demands. This course will reinforce the benefits of exercise and provide comprehensive information on training adaptations, function and structure of body systems, and nutritional factors in health and performance.

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

*Prerequisite(s):* PSY 205 and IEC, MCE, 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 Ed 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)**

*Prerequisite(s):* AED 290

Continuation of the theory and practice of teaching art, with an emphasis on the secondary school level. Explores issues related to art education: art production, art history, art criticism, and aesthetics; Ohio's Model Competency-Based Program-performance and instructional 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.

### **ART 100 Art & Design Foundation Seminar (1) A**

This required course for all art and design freshmen teaches foundational techniques for reading, writing, and thinking about art and design. Writing assignments are both academically and creatively focused. Class presentations and research work serve as introductions to the work of significant contemporary thinkers and practitioners in art and design.

### **ART 101 Drawing Foundation I (3) A**

*Concurrent requisite(s):* Recommended ART 301 or equivalent

Fundamental drawing approaches using various drawing media and techniques. Course work includes common projects focusing on teaching specific skills for ART, IAD, and GRD majors. These include the study of perspective, color, and rapid visualization drawing. Other studio projects and sketchbooks involve the students in the creative expression possible through drawing. Research, writing assignments, and critiques develop students abilities to think critically about their own work and the subject area.

### **ART 102 Drawing Foundation II (3) A**

*Prerequisite(s):* ART 101

This course advances the development of drawing skills and expertise in media, technique, and content areas begun in ART 101. New projects focus on developing proficiencies common to ART, IAD, and GRD majors. Further studio projects and sketchbooks involve the students in various approaches to the creative expression possible through drawing. New research/writing assignments and critiques develop students abilities to think critically about their own work and the subject area.

### **ART 103 Design Foundation I (3) A**

This course is an introduction to the fundamental elements and principles of design. Assignments deal with an understanding of color, line, positive and negative shape and space, and the ability to think of a variety of visual problems in terms of organized relationships using traditional and digital media.

### **ART 104 Color Theory/Application (3) A**

This elective course is for the art and design major or the nonmajor who wants to further their understanding and mastery of the use of color through hands- and eyes-on experience. While covering the basics of color theory, properties, and dynamics, the course's focus will be on an experimental approach - learning through doing and seeing. ColorAid paper, paint, and prisma color pencil will be the media used in the first half of the semester; projects in the second half will draw on the media or discipline area of major interest of each student, including color in drawing, fiber/fabric, painting, collage, sculpture, and printmaking, and encourage investigation of personal color preferences.

### **ART 106 Design Foundation II (3) A**

*Prerequisite(s):* ART 103 or instructor's permission

This course is designed to provide students with an understanding of design principles found through observing and understanding form and space. Assignments emphasize creative problem solving skills while exploring the diverse relationship between two- and three-dimensional design using a variety of traditional and digital media.

### **ART 110 Foundation Portfolio Review (0)**

*Concurrent requisite(s):* ART 100 or Instructor Permission

This is a required course for all art and design freshmen. It is designed to give students guidance in the preparation of a portfolio for review by the art and design faculty at the end of the second semester. The portfolio must present specific examples of the students best work from the Foundation sequence courses: ART 101 Drawing Foundation I, ART 102 Drawing Foundation II, ART 103/GRD 103/IAD 103 Design Foundation I, ART 106/GRD 106/IAD106 Design Foundation II, and a writing sample from ART 100 Art and Design Foundation Seminar. Satisfactory completion of the Review is a requirement for graduation.

**ART 111 Drawing Basics Drawing for Non Majors (3) A**

*New Course*

This course is intended for non-art/design majors who have various levels of drawing background and want to enhance or broaden their experience(s) with drawing. It will emphasize drawing realistically from observation, while also offering assignments that ask for inventive drawing applications in both two- and three-dimensions.

**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:Piecing (3) A**

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

**ART 122B Quiltmaking:Applique (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 123 Historic Preservation (3) A**

The course is designed to provide an introduction to a working knowledge of Historic Preservation. Topics will include philosophy of preservation, architectural styles and research, preservation planning and zoning, roles of local, state and federal governments, advocacy, preservation economics, conservation techniques, and heritage tourismcourse includes fieldtrips and guest speakers.

**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 Computer Graphics (3) A**

An introductory course in image-structuring techniques using current graphics software. This course is not intended for graphic design majors.

**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 (1-3) A**

Courses offered on an occasional basis to explore subject matter of special interest or timely relevance.

**ART 202 Drawing Foundation II (3) A**

*Prerequisite(s):* ART 101 or Permission of Instructor

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 214 Comics & Narrative Art (3)**

*New Course*

This course is an introductory course about Comics, Cartoons and Graphic Novels. This class uses both technical and artistic methods to explore the fundamentals of black & white comic narratives. Attention is also focused upon the specific writing techniques needed to develop stories, plots, characters, gags and punch lines. Course includes study of the history, traditions and genre classifications in comics.

**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**

*Prerequisite(s):* ART 101/Equiv

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 228 Design Forum:Presentation Tech For ART & Interior Design (3) A**

*New Course*

This course will cover core skills for visual design with an emphasis on presentation in a variety of formats. It will include the following topics: narrative and storyboarding, typography and page layout, color and communication, color basics for print versus digital, and incorporating graphics and icons. Multiple formats including presentation, portfolio and digital media will also be covered. Note: this is not a computer skills class.

**ART 229 ART History:Special Topics (3) A**

Utilizing timely exhibits at the Cincinnati Art Museum and the Taft Museum of Art, we will investigate photography of the early 20th century. Specific focus will be on Pictorialism and the emergence of straight photography.

**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 & 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 234S Ser Lrng:Art History:Photography (1)**

*Concurrent requisite(s):* ART 234

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

**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 239H HON:Art History: American Art (0)**

Course description as stated in ART 239 (Honors Course)

**ART 243 Collage Workshop:Meth,Materials and Techniques (3) A**

*New Course*

*Prerequisite(s):* ART 103

Course Description: An exploration of the endless possibilities of collage as an art form. Attention will be given to the multitude of materials and tools available, the various practical skills for developing and strengthening "by hand" technique/craft, methods for using collage as creative problem solving and/or personal expression, as well as the historical and conceptual ideas connected with the collage genre.

**ART 244 Art History:Non-Western Survey (3) A**

This course is a survey of Non-Western cultures: Africa, India and Southeast Asia, China, Japan, Korea, Oceania, and Native America. We will study their artistic achievements from pre-historic through contemporary times as expressed in painting, sculpture, prints, and calligraphy as well as architecture, gardens, decorative arts, graphic arts and photography. Lecture.

**ART 247 Art History: Japanese Art (3) A**

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 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 270 Web Page Design (3)**

Introduction to page design for the World Wide Web. Students will learn page authoring and graphics software (Adobe Photoshop, Fireworks and Dreamweaver) as well as basic HTML editing methods. Site maintenance hierarchy using folders and files, navigation and site mapping will be explored.

**ART 276 Introduction to Hot Glass (3) A**

This course teaches the students the basic hand skills and mental processes necessary to manipulate molten glass into a pre-conceived form, as well as safety and health concerns. Slides, videos, discussions and independent research will introduce the students to the history of glass, the Studio glass Movement, and current glass art.

**ART 277 Intermediate Glassblowing (3) A**

*Prerequisite(s):* ART 276

This course further ingrains the skills acquired in the introductory course while introducing new and more complex techniques. Cold working of the glass is also introduced.

**ART 278 Art History:Matisse & Picasso: Dialogue & Rivalry (3) A**

*New Course*

**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 181 or 281 or instructor approval

This is an advanced darkroom course that emphasizes traditional and digital methods for producing pho-

tographic 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 285 Beginning Flameworking (3) A**

This course teaches the students the basic hand skills and mental processes necessary to manipulate molten glass into a pre-conceived form, as well as safety and health concerns. Slides, videos, discussions and independent research will introduce the students to the history of glass, the function and form of glass, and current glass art.

**ART 300 Studio Art: Special Topics (1-3)**

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 102

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 302H HON:Advanced Drawing (0)**

Course description as stated in ART 302 (Honors Course)

**ART 304A Sculpt Wkshp: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 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 216 or ART 217 or Instructor Approval

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 320 Figure Painting Workshop (1.5)****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 Fabric Printing (3) A**

*Prerequisite(s):* One college art studio course or web approval by instructor

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

**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 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 334 Art of the Nature Journal (3) A**

*New Course*

This course is designed for students of art who wish to explore their place in and connection with the natural world. The course, taught both in indoors and outdoors, will incorporate drawing, book binding, reading, as well as observing and describing nature, especially plants. There will be fieldtrips during the regular class time. Previous college-level drawing experience is beneficial. There are three assignments: pre-assignment, mid-point-assignment, and post-assignment.

**ART 336 Sculpture Wkshp:Sustainable Mixed Media (3) A**

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 338 Mixed Media Workshop:Color Layering & Imagery (3) A**

*New Course*

Experimenting with a range of traditional and unconventional materials leads to their reconstruction and integration into tactile two-dimensional surfaces that create compelling and original works of art. Includes printing and painting with watercolor, acrylic, ink, dye - and resist applications on paper, fabric, vellum, and other surfaces. Projects extend from the transparent layerings of papier colle to the haute-reliefs of found-object structures. Color explorations designed to address the expressive, symbolic, and cultural aspects of color are incorporated in order to focus on helping students gain greater insight into their personal sense of color and how to use color more effectively in their work. The students' quest is to take time to identify

and concentrate on their personal visions and to push beyond familiar boundaries in order to make new discoveries that enrich and broaden their work.

**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 & 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 349 Professional Prep for Artist (3)**

*New Course*

This course is the professional preparation course for those in any major in the Art Department or with a minor in illustration. It will utilize the text *The Practical Handbook for the Emerging Artist* and guest speakers in addressing topics including writing artist statements, exhibition proposals, and contracts, grant writing (finding money), finding/applying to workshops/ internships/ residencies, and other non- grad school opportunities, working in a gallery, investing in your own art "business," setting up your own website, protecting/copyrighting your work. It will look at what a successful application to graduate school entails, and present a new Art Department initiative - the voluntary post baccalaureate year of mentoring. There will be a project for each topic. For example: the first, "making quality digital images" will have students present their digital photographs of their work for critique by a panel of gallery experts. Revisions and improvements will demonstrate learning - and the students will leave with a product they can use in the next project area: applying for an actual exhibition or study opportunity

**ART 350A Independent Study (1-3)**

Independent Study Course. Learning Contract and Approval of Art Department Chair Required.

**ART 350B Independent Study (1-3)**

Independent Study Course. Learning Contract and Approval of Art Department Chair Required.

**ART 350C Independent Study (1-3)**

Independent Study Course. Learning Contract and Approval of Art Department Chair Required.

**ART 350E Independent Study (1-3)**

Independent Study Course. Learning Contract and Approval of Art Department Chair Required.

**ART 350F Independent Study (1-3)**

Independent Study Course. Learning Contract and Approval of Art Department Chair Required.

**ART 350G Independent Study (1-3)**

Independent Study Course. Learning Contract and Approval of Art Department Chair Required.

**ART 350I Independent Study (1-3)**

Independent Study Course. Learning Contract and Approval of Art Department Chair Required.

**ART 350J Independent Study (1-3)**

Independent Study Course. Learning Contract and Approval of Art Department Chair Required.

**ART 350L Independent Study (1-3)**

Independent Study Course. Learning Contract and Approval of Art Department Chair Required.

**ART 350M Independent Study (1-3)**

Independent Study Course. Learning Contract and Approval of Art Department Chair Required.

**ART 350P Independent Study (1-3)**

Independent Study Course. Learning Contract and Approval of Art Department Chair Required.

**ART 362 Printmaking Workshop (1.5) A**

The exploration of a variety of techniques in which inked images from prepared surfaces are transferred to paper resulting in a series of original prints. Creative experiences in hand printing methods and the use of mechanical presses. Students will produce both editions of identical images and unique, single-image prints. Emphasis on non-toxic procedures. Courses are offered on a rotating basis with one course per year among the following:

- **Relief Printmaking.** Various methods of producing multiple prints from incised and inked surfaces. Processes include vinylcut, woodcut, linocut, and wood engraving.
- **Intaglio and Lithography.** A course that explores two unique printmaking processes. The intaglio section includes drypoint, etching, aquatint and photosensitive techniques. The lithography section includes stone and metal plate, waterless and photolithographic techniques.

**ART 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 Printmaking Wkshp: 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 362C Printmaking Wkshp:Methods Survey (3) A**

*New Course*

*Prerequisite(s):* ART 101

This is a new offering in the Printmaking Workshop series. It is a survey of methods including relief, intaglio, and lithography.

**ART 365 Internship in Gallery Management (1-3) 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 366 Printmaking Wkshp:Methods Survey (3) A**

*New Course*

*Prerequisite(s):* ART 101

This is a new offering in the Printmaking Workshop series. It is a survey of methods including relief, intaglio, and lithography.

**ART 376 Hot Glass II (3) A**

*New Course*

*Prerequisite(s):* ART 276 or equivalent

Hot Glass II further ingrains the skills acquired in the introductory course while introducing new and more complex techniques. Cold working of the glass is also introduced.

**ART 380 Digital Photography (3) A**

*Prerequisite(s):* ART 281 or IDC 310 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 389 Intermediate Flameworking (3) A**

*Prerequisite(s):* ART 285

This course enhances the student's basic hand skills and mental processes necessary to manipulate molten glass into pre-conceived forms such as goblets, hollow vessels, and solid sculpture, as well as safety and health concerns. Slides, videos, discussions and independent research will further introduce the students to the history of glass, the function and form of glass, and current glass art in new forms such as sculpture and hollow work.

**ART 391 Fused and Formed Glass (3) A**

This course teaches the students the basic hand skills and mental processes necessary to manipulate cut glass into a pre-conceived form, as well as safety and health concerns. Slides, videos, discussions and independent research will introduce the students to the history of glass, the Studio glass Movement, and current glass art.

**ART 393 Three Mediums of Glass (3)**

*New Course*

*Prerequisite(s):* ART 276 and 285 or instructor approval

This course will teach the students proper glass cutting techniques in addition to utilizing techniques in flameworking and glassblowing. Students will learn various ways to create different effects in warm glass and integrate them with the other mediums to create three medium projects. Fundamentals such as draping, fusing, and slumping will be taught in addition to basic flameworking. Either flameworking or hotshop experience is a must.

**ART 395 Pre-Thesis Independent Study (3)**

Pre-Thesis Independent Study. Learning Contract and Approval of Art Department Chair Required.

**ART 395A Pre-Thesis Independent Study (3)**

Pre-Thesis Independent Study. Learning Contract and Approval of Art Department Chair Required.

**ART 395B Pre-Thesis Independent Study (3)**

Pre-Thesis Independent Study. Learning Contract and Approval of Art Department Chair Required.

**ART 395C Pre-Thesis Independent Study (2)**

Pre-Thesis Independent Study. Learning Contract and Approval of Art Department Chair Required.

**ART 395E Pre-Thesis Independent Study (3)**

Pre-Thesis Independent Study. Learning Contract and Approval of Art Department Chair Required.

**ART 395F Pre-Thesis Independent Study (3)**

Pre-Thesis Independent Study. Learning Contract and Approval of Art Department Chair Required.

**ART 395I Pre-Thesis Independent Study (3)**

Pre-Thesis Independent Study. Learning Contract and Approval of Art Department Chair Required.

**ART 395L Pre-Thesis Independent Study (3)**

Pre-Thesis Independent Study. Learning Contract and Approval of Art Department Chair Required.



**ART 395M Pre-Thesis Independent Study (3)**

Pre-Thesis Independent Study. Learning Contract and Approval of Art Department Chair Required.

**ART 395P Pre-Thesis Independent Study (3)**

Pre-Thesis Independent Study

Learning Contract and Approval of Art Department Chair Required.

**ART 395T Pre-Thesis Independent Study (1-3)**

Pre-Thesis Independent Study. Learning Contract and Approval of Art Department Chair Required.

**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 406 Advanced Fusing (3) A**

*New Course*

*Prerequisite(s):* ART 391

This class will continue to expand upon the techniques learned in Fused and Formed Glass. The use of additional techniques, molds and mold building will be incorporated in this fast paced environment.

**ART 408 Advanced Fusing Techniques (3)**

*New Course*

*Prerequisite(s):* ART 391

This course will further enhance the techniques offered in Fused and Formed Glass. Students will learn the creation and use of molds, liquid stringers and other advanced glass techniques

**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

*Concurrent requisite(s):* ART 400

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. Learning Contract and Approval of Art Department Chair Required.

**ART 495B Thesis (3)**

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. Learning Contract and Approval of Art Department Chair Required.

**ART 495E Thesis (3)**

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. Learning Contract and Approval of Art Department Chair Required.

**ART 495F Thesis (3)**

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. Learning Contract and Approval of Art Department Chair Required.

**ART 495L Thesis (3)**

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. Learning Contract and Approval of Art Department Chair Required.

**ART 495M Thesis (3)**

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. Learning Contract and Approval of Art Department Chair Required.

**ART 495P Thesis (3)**

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. Learning Contract and Approval of Art Department Chair Required.

**ART 496 Co-Op:Alternatng(FT) (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.

**ASL 101 Beginning American Sign Lang. I (3) LAS**

*New Course*

An introduction to American Sign Language communication skills, basic ASL grammar, Deaf Culture and the Deaf Community.

**ASL 102 Beginning American Sign Lang.II (3) LAS**

*New Course*

*Prerequisite(s):* ASL 101

This course builds on skills and knowledge introduced in ASL 101 related to communication skills, basic ASL grammar, Deaf Culture and Deaf Community.

**ATR 180 Ath Train:Prin/Pract (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 180B Basic Skills in Athletic Training (LAB) (1)**

Students are remediate in standard preventive taping, wrapping techniques for the upper and lower extrem-

ities along with basic modality applications and the selection and fitting of supportive equipment. Athletic training majors only with approval of advisor.

**ATR 181 First-Aid & 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 181S Serv Lrng:First-Aid & Emergency Procedures in AT (1)**

*Concurrent requisite(s):* ATR 181

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

**ATR 182 Foundational Skills in Athletic Training (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 75 clinical hours as part of the pre-clinical phase of the athletic training program. ATR majors only.

**ATR 214 Athletic Training Assessment & Mgmt I:Lower Extremity (4)**

*Prerequisite(s):* ATR 180, ATR 181, BIO 197

*Concurrent requisite(s):* ATR 214A

This course is an in-depth study of assessment and management techniques for musculoskeletal injuries/illnesses of the lower extremity that are incurred by athletes and others involved in physical activity. Topics include evaluation of the foot and ankle, lower leg, knee, thigh, hip and pelvis. Students will understand the phases of gait as well as the evaluation of abnormal and/or antalgic gait.

**ATR 214A Athletic Training Assessment & Mgmt I (LAB) (0)**

*Concurrent requisite(s):* ATR 214

Course description as stated in ATR 214.

**ATR 220 Kinesiology (3)**

*Prerequisite(s):* BIO 131,BIO 197/197A

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 (1)**

*Prerequisite(s):* Admission to the Clinical Phase of the AT program

This course focuses on laboratory and clinical experiences designed to integrate knowledge and psychomotor skills of injury prevention, injury assessment, and management in an intercollegiate athletic training setting. Students will be evaluated on their clinical proficiency in taping, wrapping, bandaging and bracing, pre-participation screening, emergency management, wound care, and addressing environmental hazards into the care of patients in the clinical environment. This course requires clinical rotations under the direct supervision of a certified athletic trainer.

**ATR 233 Clinical Perspectives II (1)**

*Prerequisite(s):* ATR 232

This course focuses on laboratory and clinical experiences designed to integrate advancing knowledge and psychomotor skills of injury prevention, orthopedic injury assessment, and management in an intercolle-

giate athletic training setting. Students will be evaluated on their clinical proficiency in taping, wrapping, bandaging and bracing, pre-participation screening, emergency management, wound care, and addressing environmental hazards into the care of patients in the clinical environment. This course requires clinical rotations under the direct supervision of a certified athletic trainer.

**ATR 275 Sport Psychology (3) LAS**

*New Course*

*Prerequisite(s):* PSY 103 or PSY 103H

Crosslisted PSY 275. This course is an introduction to the behavior in a sport environment and the mental skills associated with high-level performance in sport.

**ATR 312 Therapeutic Modalities (4)**

*Prerequisite(s):* ATR 214, BIO 197/197A, BIO 198

*Concurrent requisite(s):* ATR 312A

This course is a survey of manual, mechanical, acoustic, and electromagnetic therapeutic agents utilized by athletic trainers and other allied health professionals in the treatment of musculoskeletal injuries and other disorders. Topics will include inflammatory response to tissue injury and infection, physiology of pain and pain management theories, application of and physiological responses to therapeutic modalities, and evidence-based clinical decision making.

**ATR 312A Therapeutic Modalities (LAB) (0)**

*Concurrent requisite(s):* ATR 312

Course description as stated in ATR 312

**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 Athletic Training Assessment and Mgmt II:Upper Extremity and Spine (4)**

*Prerequisite(s):* ATR 214/214A

*Concurrent requisite(s):* ATR 315A

This course is an in-depth study of assessment and management techniques for musculoskeletal injuries/illnesses of the upper extremity and spine that are incurred by athletes and others involved in physical activity. Topics include evaluation of the sacroiliac joint, lumbar, thoracic and cervical spine, shoulder, elbow, wrist and hand. Students will also understand the deviations from normal posture and its influence on injury risk.

**ATR 315A Assessment and Mgmt II (LAB) (0)**

*Concurrent requisite(s):* ATR 315

Course description as stated in ATR 315

**ATR 316 Therapeutic Exercise (4)**

*Prerequisite(s):* ATR 315, ATR 350

*Concurrent requisite(s):* ATR 316A

Students will demonstrate understanding of the theoretical principles underlying the use of therapeutic exercise in the care of injuries to athletes and the physically active population. Using biomechanical and physiological concepts of healing, the students will learn therapeutic exercises and rehabilitation techniques used to restore normal function in active individuals following injury or surgery.

**ATR 316A Therapeutic Exercise (LAB) (0)**

*Concurrent requisite(s):* ATR 316

Course description as stated in ATR 316

**ATR 320 Strength Training & Wellness (3)***Prerequisite(s):* BIO 197/197A or BIO 131

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 320S Serv Lrng:Strength Training and Wellness (1)***Concurrent requisite(s):* ATR 320

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

**ATR 325 Athletic Training Assessment and Mgmt III:Med Conditions (4)***Prerequisite(s):* ATR 315/315A*Concurrent requisite(s):* ATR 325A

Students will study the assessment, pathology and treatment of common medical conditions specific to the field of athletic training. Students will learn to assess cardiorespiratory, gastrointestinal, genitourinary, neurological, and systemic diseases and conditions. The dosages, indications, contraindications, modes of action and regulation of various classes and subclasses of over the counter and prescription drugs and performance enhancing substances in athletics are discussed. Emphasis will include the legal, moral and ethical implications of drug administration by the athletic trainer.

**ATR 325A Athletic Training Assessment & Mgmt III:Med Conditions (LAB) (0)***Concurrent requisite(s):* ATR 325

Course description as stated in ATR 325

**ATR 330 Biomechanical Analysis of Human Movement (3)***Prerequisite(s):* BIO 131 or BIO 197

Fundamentals of human motion as they relate to physical activities and skill performance. A study of the relationship of anatomical, physiological and mechanical principles to the muscular movement of the human form.

**ATR 332 Clinical Perspectives III (2)***Prerequisite(s):* ATR 233

This course focuses on laboratory and clinical experiences designed to integrate advancing knowledge and psychomotor skills of injury prevention, orthopedic injury assessment, and management in an intercollegiate athletic training and off-campus high school clinical settings. Students will be evaluated on their clinical proficiency in orthopedic injury assessment and management of the lower extremity. This course requires clinical rotations under the direct supervision of a certified athletic trainer on and off campus.

**ATR 333 Clinical Perspectives IV (2)***Prerequisite(s):* ATR 332

This course focuses on laboratory and clinical experiences designed to integrate advancing knowledge and psychomotor skills of injury prevention, orthopedic injury assessment, therapeutic modality application, and management in an intercollegiate athletic training and off-campus high school clinical settings. Students will be evaluated on their clinical proficiency in orthopedic injury assessment and management of the upper extremity, lower extremity and spine. This course requires clinical rotations under the direct supervision of a certified athletic trainer on and off campus.

**ATR 340 Coaching of Team Sports (3)**

Crosslisted SPM 340. This course focuses on the coaching team sports. Emphasis will be on coaching theory,

instructional skill development, planning for practices, and game strategies.

**ATR 340S Serv Learn:Coaching of Team Spts (1)**

*New Course*

*Concurrent requisite(s):* ATR 340

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

**ATR 341 Coaching of Individual and Dual Sports (3)**

Crosslisted SPM 341. This course focuses on the coaching of individual and dual sports. Emphasis will be on coaching theory, instructional skill development, planning for practices, and game strategies.

**ATR 342 Sport Skills (3)**

Crosslisted SPM 342. This course focuses on the development of cognitive and psychomotor skills of selected sports. Emphasis will be on psychomotor skill development and assessment of these skills.

**ATR 350 Exercise Physiology (4)**

*Prerequisite(s):* BIO 131, BIO 198/198A or BIO 202

*Concurrent requisite(s):* ATR 350A

This course examines human anatomy and physiology and its response to training. Study of the musculoskeletal, cardiovascular, and pulmonary systems as well as bioenergetics, body composition, aging and health-related benefits will be integrated through a class and laboratory format.

**ATR 350A Exercise Physiology (LAB) (0)**

*Concurrent requisite(s):* ATR 350

Course description as stated in ATR 350

**ATR 360 Sports Nutrition & Wellness (3)**

*New Course*

This course focuses on the relationship of human nutrition and maintenance of a healthy lifestyle for various active populations. Emphasis will be on current research and evidence based practices related to nutritional concerns during physical training and activities, nutritional supplements, nutritional controversies, stress management, substance abuse, and special nutritional needs of various physically active groups.

**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 420 Athletic Conditioning and Performance (4)**

*Prerequisite(s):* ATR 330, ATR 350/350A

*Concurrent requisite(s):* ATR 420A

This course addresses the knowledge and skills necessary to effectively assess, plan, and implement conditioning and performance enhancing strategies for athletes and physically active individuals. The course will prepare students for the National Strength and Condition Association (NSCA) Certified Strength and Conditioning Specialist (CSCS) examination and other fitness credentials. Extensive study of proper execution of flexibility, strengthening, plyometric, and functional activities will be emphasized. Students taking this course may not also earn credit for ATR 320.

**ATR 420A Athletic Conditioning and Performance(LAB) (0)**

*Concurrent requisite(s):* ATR 420

Course description as stated in ATR 420

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

*Prerequisite(s):* MTH 174/176

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 432 Clinical Perspectives V (3)**

*Prerequisite(s):* ATR 333

This course focuses on laboratory and clinical experiences designed to integrate mastery-level competence in healthcare facilities. Students will be evaluated on their clinical proficiency in assessment, management, rehabilitation, and treatment of orthopedic and medical conditions. This course requires clinical rotations under the direct supervision of a certified athletic trainer and other licensed healthcare professionals on and off campus.

**ATR 433 Clinical Perspective VI (4)**

This course focuses on complex medical problems and clinical experiences designed to integrate mastery-level competence as an athletic trainer in healthcare facilities. Students are evaluated on their clinical proficiency in assessment, management, rehabilitation, and treatment of orthopedic and medical conditions. The ability to administer and manage a healthcare facility is assessed. Preparation for the BOC examination and experiential learning experiences as required by the core curriculum are included. This course requires clinical rotations under the direct supervision of a certified athletic trainer and other licensed healthcare professionals on and off campus.

**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 470 Prin of Exercise Prescription and Assessment/LAB (4)**

*New Course*

*Prerequisite(s):* ATR 320, ATR 350

*Concurrent requisite(s):* ATR 470S

The course provides students with theoretical principles and practical experiences in exercise prescription and assessment in low-risk health populations. Health-related fitness, rather than performance based fitness is emphasized. The course content is based upon guidelines published by the American College of Sports Medicine (ACSM) and provides a foundation for future ACSM certification as a Health/Fitness instructor.

**ATR 470S Serv Lrng:Prin of Exercise Perescription & Assessment/LAB (1)**

*New Course*

*Prerequisite(s):* ATR 320, ATR 350

*Concurrent requisite(s):* ATR 470

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

**ATR 475 Exercise Program for Special Populations (3)**

*Prerequisite(s):* ATR 320, ATR 350

This course will emphasize information regarding exercise for special populations related to cardiac conditioning, physical disabilities, diabetes, sensory impairment, pediatrics, seniors, mentally impaired, pregnancy, and infectious diseases throughout the lifespan. The course content is based upon guidelines published by the American College of Sports Medicine (ACSM).

### **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. Preparation for NATABOC Exam will be included. Required clinical experiences occur at on and off-campus clinical sites.

### **AYA 333 Adol/Young Adult Practicum (1)**

*Prerequisite(s):* Admission to Ed Licensure Program

This 50 hour field introductory field experience is the central component of this one credit hour introductory course. The student will be assigned to a specific school in grades 7-12 where he/she will participate in classroom observations for 10-12 weeks with monthly seminars. Teaching activities as designated by the content area methods specialist will be assigned in order to introduce educational theory, lesson plan formats, and classroom management plans. The overall goal of the course is to prepare sophomore students for the AYA 334 practicum and student teaching.

### **AYA 334 Adol/Young Adult Practicum II (2)**

*Prerequisite(s):* Admission to Education Division, AYA 333

This 100 hour field introductory field experience is the central component of this one credit hour introductory course. The student will be assigned to a specific school in grades 7-12 where he/she will participate in classroom observations for 12 weeks with bi-weekly seminars. Teaching activities as designated by the content area methods specialist will be assigned in order to apply educational theory learned in prior course work. Students will teach a minimum of six lessons in the classroom, with scheduled mentor teacher and Mount supervisor evaluations. The overall goal of the course is to prepare students for student teaching.

### **AYA 345 Intro to Secondary Education (3)**

*Prerequisite(s):* Admission to Education Division and 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.

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

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

*Corequisite(s):* AYA 333 or 334

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 a minimum of 15 hours in social studies concentration area



*Corequisite(s)*: AYA 333 or 334

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, plus 15 hours in language arts concentration area

*Corequisite(s)*: AYA 333 or 334

Crosslisted MCE 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.

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

*Prerequisite(s)*: Admission to the Undergraduate Education Division and permission from Clinical Experience Director

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 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 & LAB (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

*Concurrent requisite(s)*: BIO 111A

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

### **BIO 111A Principles of Biology I (LAB) (0) N**

*Concurrent requisite(s)*: BIO 111

Course description as stated in BIO 111

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

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

*Concurrent requisite(s)*: BIO 112A

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

### **BIO 112A Principles of Biology II (LAB) (0) N**

*Concurrent requisite(s)*: BIO 112

Course description as stated in BIO 112

### **BIO 130 Medical Terminology (2) LAS**

*New Course*

This course is a basic coverage of medical terminology, including the roots, prefixes, and suffixes that comprise

much of medical language. The course is suitable for all interests and majors, and will enable the student to more readily understand the human body in health and disease.

**BIO 131 Basic Human Anatomy and Physiology (4) N**

*Concurrent requisite(s):* BIO 131A

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 (LAB) (0) N**

*Concurrent requisite(s):* BIO 131

Course description as stated in BIO 131

**BIO 131H HON:Basic Human Anatomy and Physiology (0)**

Course description as stated in BIO 131 (Honors Course)

**BIO 140 Environmental Science (4) N**

Crosslisted GEO 140

The study of the physical and biological environment, with an emphasis on the impact that humans and cultures have on environmental health. Use of energy, water, air, nuclear, biological, and soil resources, within public and private lands are examined, as well as the effect that human societal needs and expectations have on local resources and upon Earth's global wellbeing. Lecture, lab, field trips.

**BIO 140A Environmental Science (LAB) (0) N**

*Concurrent requisite(s):* BIO 140

Course description as stated in BIO 140

**BIO 140S Serv Lrng:Environmental Science (1)**

*Concurrent requisite(s):* BIO 140

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

**BIO 150 Dinosaur Biology (4) N**

An introduction to the study of dinosaurs, including their origin, anatomy, physiology, evolution, classification, behavior, ecology, and their impact on human culture. Lecture, lab.

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

*Concurrent requisite(s):* BIO 197A

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 197A Human Anatomy and Physiology for the Health Sciences I (LAB) (0) N**

*Concurrent requisite(s):* BIO 197

Course description as stated in BIO 197

**BIO 198 Human A&P for Hlth Sci II (4) N**

*Prerequisite(s):* BIO 197, CHE 104 or CHE 111

*Concurrent requisite(s):* BIO 198A

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 198A Human Anatomy and Physiology for the Health Sciences II (LAB) (0) N**

*Concurrent requisite(s):* BIO 198

Course description as stated in BIO 198

**BIO 200 Biology Seminar II (2)**

*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.

**BIO 200S Serv Lrng: Biology Seminar II (1)**

*Concurrent requisite(s):* BIO 200

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

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

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

*Concurrent requisite(s):* BIO 201A

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 201A Human Anatomy & Physiology (LAB) (0) N**

*Concurrent requisite(s):* BIO 201

Course description as stated in BIO 201

**BIO 201S Serv Lrng: Anatomy & Physiology I (1) N**

*Concurrent requisite(s):* BIO 201

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

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

*Prerequisite(s):* BIO 201

*Concurrent requisite(s):* BIO 202A

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, en-

doctrine, reproductive, urinary, and digestive systems. Designed for biology and chemistry departmental majors. Lecture, lab. Animal dissections required.

**BIO 202A Human Anatomy & Physiology II (LAB) (0) N**

*Concurrent requisite(s):* BIO 202

Course description as stated in BIO 202

**BIO 202H HON:Anatomy & Physiology II (0) N**

Course description as stated in BIO 202 (Honors Course)

**BIO 202S Ser Lrng:Anatomy & Physiology II (1)**

*Concurrent requisite(s):* BIO 202

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

**BIO 203 Embryology (4) N**

*Prerequisite(s):* BIO 101 or BIO 111 or BIO 131 or BIO 197 and BIO 198

*Concurrent requisite(s):* BIO 203A

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 203A Embryology (LAB) (0) N**

*Concurrent requisite(s):* BIO 203

Course description as stated in BIO 203

**BIO 212 Musculoskeletal Anatomy Review (2)**

*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, including development of palpation skills to locate bony landmarks, muscles, tendons, joints, and ligaments on the living human body.

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

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

*Concurrent requisite(s):* BIO 215A

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 215A Introductory Microbiology (LAB) (0) N**

*Concurrent requisite(s):* BIO 215

Course description as stated in BIO 215

**BIO 215H HON:Introductory Microbiology (0) N**

Course description as stated in BIO 215 (Honors Course)

**BIO 218 Animal Behavior (4) N**

*Prerequisite(s):* BIO 101 or BIO 111 or BIO 131

*Concurrent requisite(s):* BIO 218A

An introduction to the basic principles of animal behavior with an emphasis on the evolutionary responses of species to their environment. Human and non-human animals will be studied. Lecture, lab, and field trips.

**BIO 218A Animal Behavior (LAB) (0) N**

*Concurrent requisite(s):* BIO 218

Course description as stated in BIO 218

**BIO 218S Service Learn:Animal Behavior (1)**

*New Course*

*Concurrent requisite(s):* BIO 218

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

**BIO 221 Ornithology (4) N**

*Prerequisite(s):* Any 100 Level BIO Course

*Concurrent requisite(s):* BIO 221A

This introductory course will cover general biological principles of birds, basic bird identification of species native to the Cincinnati area and a survey of neotropical migrants. Lab activities include examination of museum specimens and field identification.

**BIO 221A Ornithology (LAB) (0) N**

*Prerequisite(s):* Any 100 Level BIO Course

*Concurrent requisite(s):* BIO 221

Course description as stated in BIO 221

**BIO 225 Pathophysiology for the Health Sciences (4)**

*Prerequisite(s):* BIO 197/197A and BIO 198/198A or BIO 201/201A and BIO 202/202A

Discussion of alterations in biological processes which affect the body's dynamic equilibrium (homeostasis). Focus is on the organ/system level of homeostatic imbalance which integrates knowledge from both basic and clinical sciences. Discussion of causes of pathogenesis and compensatory mechanisms for disease states.

**BIO 240 Neuroscience Seminar (2)**

*Prerequisite(s):* BIO 111 and PSY 103 or PSY 103H or Permission of the Instructor

An introduction to the basic principles of neuroscience with an emphasis on the interdisciplinary nature of the field. Students will examine multiple topics within the field of neuroscience through journal articles and presentations.

**BIO 301 Pathophysiology (4)**

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

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 301S Serv Lrng:Pathophysiology (1)**

*Concurrent requisite(s):* BIO 301

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

**BIO 305 Microbiology (4) N**

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

*Concurrent requisite(s):* BIO 305A

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 305A Micro (LAB) (0) N**

*Concurrent requisite(s):* BIO 305

Course description as stated in BIO 305

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

*Prerequisite(s):* BIO 111-112, one 200-level Biology course

*Concurrent requisite(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 or Easter Break. Animal dissections required.

**BIO 308A Marine Biology (LAB) (0) N**

*Concurrent requisite(s):* BIO 308

Course description as stated in BIO 308

**BIO 310 Cell Biology (3) N**

*Prerequisite(s):* BIO 111 & CHE 111-112

*Concurrent requisite(s):* BIO 310A

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 (LAB) (1) N**

*Concurrent requisite(s):* BIO 310

Course description as stated in BIO 310

**BIO 314 Psychopharmacology (3)**

*Prerequisite(s):* BIO 131 or BIO 197 and 198 or BIO 201 and BIO 202

Crosslisted PSY 314

Psychopharmacology is a survey of the major classes of psychoactive drugs. In addition to behavioral and psychological effects, emphasis is placed on sites and mechanisms of drug action.

**BIO 315 Ecology (4) N**

*Prerequisite(s):* BIO 111-112

*Concurrent requisite(s):* BIO 315A

A study of the interactions that determine the distribution and abundance of organisms. Emphasis on local species. Lecture, lab, field trips.

**BIO 315A Ecology (LAB) (0) N**

*Concurrent requisite(s):* BIO 315

Course description as stated in BIO 315

**BIO 318 Galapagos (3) N**

*New Course*

Through an exciting field trip to the Galpagos Islands, this course examines the islands' geology, biological diversity, and the role the islands have played in the development of evolutionary thought.

**BIO 320 Genetics (4) N**

*Prerequisite(s):* BIO 111, CHE 111-112 and CHE 211 or Instructor Permission

*Concurrent requisite(s):* BIO 320A

A study of molecular, classical and population genetics. Topics include (as time permits) inheritance, recombination, bacterial and viral genetics, genetic biochemistry, regulation of gene expression, and genomics. Lecture, lab.

**BIO 320A Genetics (LAB) (0) N**

*Concurrent requisite(s):* BIO 320

Course description as stated in BIO 320

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

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

*Concurrent requisite(s):* BIO 322A

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, lab.

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

*Concurrent requisite(s):* BIO 322

Crosslisted CHE 326A

Course description as stated in BIO 322

**BIO 326 Human Gross Anatomy (8) N**

*Prerequisite(s):* One Year of College-Level Anatomy and Physiology or BIO 201, BIO 202 or BIO 197, BIO 198

*Concurrent requisite(s):* BIO 326A

This course provides a complete study of the anatomy of the human body. This course is primarily designed for the Doctor of Physical Therapy Program, and therefore, places emphasis on integrating basic knowledge gained in prerequisite coursework with an in-depth knowledge of the relationships of the skeletal, muscular, and peripheral vascular and nervous systems. It is only offered during summer term and on a space-available basis for non-DPT students.

**BIO 326A Human Gross Anatomy (LAB) (0) N**

*Concurrent requisite(s):* BIO 326

Course description as stated in BIO 326

**BIO 328 Neurobiology (4) N**

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

*Concurrent requisite(s):* BIO 328A

A study of the morphology and function of the nervous system. An overview of human and other animal systems will be studied from the cellular to the organismal level. Lecture, lab. Animal dissections required.

**BIO 328A Neurobiology (LAB) (0) N**

*Concurrent requisite(s):* BIO 328

Course description as stated in BIO 328

**BIO 328S Serv Lrng:Neurobiology (1)**

*Concurrent requisite(s):* BIO 328

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

**BIO 330 Evolution (4) N**

*Prerequisite(s):* BIO 111-112

*Concurrent requisite(s):* BIO 330A

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

**BIO 330A Evolution (LAB) (0) N**

*Concurrent requisite(s):* BIO 330

Course description as stated in BIO 330

**BIO 335 Entomology (4) N**

*Prerequisite(s):* BIO 111-112

*Concurrent requisite(s):* BIO 335A

The study of insects with emphasis on their morphology, physiology, ecology, behavior, evolution, and classification. Consideration will be given to integrated pest-management decision-making and the role insects have played in human culture. Lecture, lab. Animal dissections required.

**BIO 335A Entomology (LAB) (0) N**

*Concurrent requisite(s):* BIO 335

Course description as stated in BIO 335

**BIO 335S Serv Lrng:Entomology and Lab (1)**

*Concurrent requisite(s):* BIO 335

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

**BIO 340 Research in Biology (1-4)**

*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 200 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 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.

**BOL 300 Leadership:Theory & Application (3)**

*Prerequisite(s):* MGT 300

Explores the meaning and importance of leadership in our time, culture, and organizations. Emphasizes the importance of developing leadership as individuals and within organizations. The course focuses on theories of leadership and how they are applied to include leadership styles, behaviors, and skills.

**BOL 350 Contemporary Issues in Leadership (3)**

This course examines current issues for today's leaders such as leading a diverse workforce, leading virtual teams, and nurturing ethical leadership. Also reviews evolving perspectives on the role of the leader and the leader-follower relationship. Topics will be timely, relevant to organizations, with practical implications for leadership skill development.

**BOL 400 Ethical & Servant Leadership (3)**

This course is a study of the foundational role of ethics within the concept and practice of leadership. It emphasizes personal ethical development and application of ethical principles to organizational dilemmas and explores servant leadership in-depth to include the writings of Robert Greenleaf and others.

**BOL 490 Leadership Capstone (3) CAP**

*Prerequisite(s):* MOL 350, 400, MGT 300, MGT 480, ETH:PHI 397, and 40 hours of core curriculum completed or permission of the instructor

Students will synthesize their study of leadership with their professional, organizational, and personal experiences and their previous learning in the liberal arts and sciences. Students will complete their leadership portfolios in which they reflect on their learning about leadership, development as leaders, and personal philosophy of ethical leadership. Case studies will present real world scenarios for analysis and application.

**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.

**BUS 210 Business Law I (3)**

Crosslisted LGS 210

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

**BUS 260 Business Research (3)**

*Prerequisite(s):* MTH 174 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/ENG 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 & 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 453 Current Topics in Business (3)**

*Prerequisite(s):* Junior and Seniors

Covers selected topics in business. May be repeated more than once based on the specific contents of the course with advisor's permission.

**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 466 Global Commerce (3)**

*Prerequisite(s):* MGT 300

This introductory course in global commerce will introduce students to all areas of international business activities and the environment within which business transactions take place. The main topics covered in this course will provide students with an understanding and appreciation of the following: Makeup of global business, its importance, theories of international business, trade, and investments and the U.S. position in the global market and its impacts on U.S. society. Other aspects will include the measurement of global business activities, exchange rates, national trade and investment policies as well as include the study of the legal, political and cultural environment of global business. Contemporary issues and their implications also will be addressed

**BUS 490 Seminar In Business (1-3)**

*Prerequisite(s):* Juniors and Seniors and permission of the instructor

Examines selected business topics in-depth through readings and group discussion. May be repeated more than once based on the specific contents of the course with advisor's permission.

**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 Capstone (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 (0-1)**

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)**

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 220S Serv Lrng:Professional Devel (1)**

*Concurrent requisite(s):* CED 220

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

**CED 300 Peer Leadership Orientation (3)**

*Prerequisite(s):* IDS 100

This course is designed to acquaint students with the theories, information, and skills for peer leadership. Students will gain an understanding of college student development, mentoring, communication, and a variety of other interpersonal and leadership skills; throughout the course, reflection and awareness of one's own styles and progress will be emphasized. The course is intended for students serving as peer leaders for IDS 100. A required practicum component also provides them with guided experience in applying this information in their role as a peer leader for a section of IDS 100.

**CED 320 Building Your Professional Edge (1)**

*New Course*

This course develops competencies for career readiness. Students begin with personality, skills and interest assessments and progress to advanced topics in career exploration and planning. This course satisfies a requirement for the Talent Opportunity Program (TOP)

**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 & Organic Chemistry (3) N**

*Prerequisite(s):* High school chemistry or equivalent; Math placement 3 or higher or Grade of "C" or better in MTH 098

*Concurrent requisite(s):* CHE 104A

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 & Organic Chemistry LAB (1) N**

*Concurrent requisite(s):* CHE 104

Laboratory applications of the concepts introduced in CHE 104.

**CHE 104R Gen & Organic Chem (Recitation) (0) N**

General & Organic Chem (Recitation)

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

*Prerequisite(s):* Math placement 3 or higher

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 I (3) N**

*Corequisite(s):* MTH 099 or Math placement 4 or higher.

*Concurrent requisite(s):* CHE 111A, CHE 111R

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 Chem I (LAB) (1) N**

*Concurrent requisite(s):* CHE 111, CHE 111R

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

**CHE 111R General Chem I (Recitation) (0) N**

*Concurrent requisite(s):* CHE 111, CHE 111A

General Chemistry I (Recitation)

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

*Prerequisite(s):* CHE 111A and a grade of "C" or better in CHE 111, a grade of "C" or better in MTH 099

*Concurrent requisite(s):* CHE 112A, CHE 112R

A continuation of CHE 111. Topics include kinetics, equilibria, electrochemistry, and descriptive inorganic chemistry. For majors in chemistry, biochemistry, biology, medical technology, pre-medicine, and pre-pharmacy.

**CHE 112A General Chemistry II LAB (1) N**

*Concurrent requisite(s):* CHE 112, CHE 112R

Laboratory applications of the concepts introduced in CHE 112 and an introduction to semi-micro qualitative analysis.

**CHE 112R General Chemistry II-Recitation (0)**

*Concurrent requisite(s):* CHE 112, CHE 112A

General Chemistry II - Recitation

**CHE 175 Scientific Literacy and Popular Media (4) N**

*New Course*

*Prerequisite(s):* MTH Placement 3 or Higher

This course is designed for non-science or science majors and asks students to explore the relationship between popular media news stories and the actual research upon which they are based. Emphasis will be placed on basic scientific literacy the scientific method data analysis, and critical interpretation of the way information is collected and presented to the public by the media.

**CHE 185 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 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 I (3) N**

*Prerequisite(s):* CHE 112

*Concurrent requisite(s):* CHE 211A

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

**CHE 211A Organic Chem I (LAB) (1) N**

*Concurrent requisite(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 II (3) N**

*Prerequisite(s):* CHE 211A and a grade of "C" or better in CHE 211

*Concurrent requisite(s):* CHE 212A

Laboratory practice in the classical and instrumental techniques of organic chemistry; application of techniques for the preparation, purification and characterization of organic compounds.

**CHE 212A Organic Chemistry II (LAB) (1) N**

*Concurrent requisite(s):* CHE 212

Laboratory practice in the classical and instrumental techniques of organic chemistry; application of techniques for the preparation, purification and characterization of organic compounds.

**CHE 300 Chemistry Junior Seminar (1)**

*New Course*

Prepares students to begin their independent research projects. Course will help student focus their research questions, and conceptualize their research problems on many levels from layman to specialist.

**CHE 314 Intermediate Analytical Chem (3) N**

*Prerequisite(s):* CHE 112 or equivalent

*Concurrent requisite(s):* CHE 314A

Theory and calculations involved in data treatment, equilibrium, volumetric analysis, and electroanalytical techniques. Introduction to instrumental analysis.

**CHE 314A Intermediate Analy Chem (LAB) (1) N**

*Concurrent requisite(s):* CHE 314

Laboratory applications of the concepts introduced in CHE 314

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

*Prerequisite(s):* CHE 112, 112A

*Concurrent requisite(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 Instru Analysis (LAB) (1) N**

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

*Concurrent requisite(s):* CHE 315

Laboratory applications of the concepts introduced in CHE 315.

**CHE 325 Biochemistry (3) N**

*Prerequisite(s):* CHE 212

*Concurrent requisite(s):* CHE 325A

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 (LAB) (1) N**

*Concurrent requisite(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 Biochem:Nucleic Acid Struct (3) N**

*Prerequisite(s):* CHE 212

*Concurrent requisite(s):* CHE 326A

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.

**CHE 326A Biochem:Nucleic Acid Str.(LAB) (1) N**

*Concurrent requisite(s):* CHE 326

Laboratory applications of the concepts introduced in CHE 326.

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

*Prerequisite(s):* CHE 212

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 112, PHY 202, MTH 192

*Concurrent requisite(s):* CHE 350A

Crosslisted PHY 350

A calculus based problem-solving approach to the theories and principles of physical chemistry. Emphasis is on chemical thermodynamics, physicochemical properties, and equilibria.

**CHE 350A Physical Chemistry I (LAB) (1) N**

*Concurrent requisite(s):* CHE 350

Crosslisted PHY 350A

Laboratory applications of CHE 350. The lab will include techniques of error analysis, thermodynamics, and physicochemical properties. Emphasis will be on proper techniques and proper analysis of data.

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

*Prerequisite(s):* CHE 350

*Concurrent requisite(s):* CHE 355A

A calculus based problem-solving approach to the theories and principles of physical chemistry. Topics include kinetic theory of gases, chemical kinetics, and quantum mechanics.

**CHE 355A Phys Chemistry II (LAB) (1) N**

*Concurrent requisite(s):* CHE 355

Laboratory applications of CHE 355. The lab will include the study of physicochemical properties, kinetics, and quantum mechanics. Emphasis will be on proper techniques and proper analysis of data.

**CHE 360 Intermediate Inorganic Chem (3) N**

*Prerequisite(s):* CHE 212, CHE 350

*Concurrent requisite(s):* CHE 360A

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 Int Inorganic (LAB) (1) N**

*Concurrent requisite(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 370 Organometallic Chemistry (3) N**

*Prerequisite(s):* CHE 212

A study of the synthesis, structure, and reactions of compounds containing metal-carbon bonds. Applications in organic synthesis and catalysis will also be presented.

**CHE 370H HON:Organometallic Chemistry (0) N**

Course description as stated in CHE 370 (Honors Course)

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

*Prerequisite(s):* CHE 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 (1-4)**

*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 & Capstone (1-2) 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 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 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 Basics (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 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 135H HON:Spreadsheets (0)**

Course description as stated in CIS 135 (Honors Course)

**CIS 185A Lab - Foundation in Technology (1)**

*New Course*

*Concurrent requisite(s):* CIS 185

Course description as stated in CIS 185

**CIS 230 Structured Programming (3)**

Students learn structured programming methodology by designing, coding and testing programs which generate a variety of typical business informational reports and process typical business transactions.

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

*Prerequisite(s):* CIS 230

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 Info 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 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 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 375S Serv Lrng:System Architecture (1)**

*Corequisite(s):* CIS 375

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

### **CIS 386 Topics in Technology II Intermediate (3)**

*New Course*

*Prerequisite(s):* CIS 185, CIS 235, CIS 300

Topics in Information Technology II is the second in a series of three courses offered to all CIS majors. Students in various stages of their CIS degree program will take these classes together with one instructor. The students will work together to gain exposure and master new and emerging technologies using emersion techniques, individualized mentoring, and team strategies. Students will also complete several projects enhancing their understanding and applying their knowledge of different phases of the systems development life cycle. Students enrolled in the courses each time will perform different tasks and have different roles, depending on their academic and career goals and the level of ability. Students taking CIS 387 will take on more leadership roles or more experienced technology lead roles based on their experiences from the first two times taking the course. Each student will complete a learning contract at the beginning of the class, outlining their personal goals and objectives. The instructor will choose topics based on trends in the industry, incorporating theories and practices for hardware, software, operating systems, data representation, internet, systems analysis, systems design, modeling, training, documentation, and systems architecture. Students will continue to explore careers in information technology to advance their academic plan to help them obtain a professional position after graduation that will be a step in achieving their overall career goals. Objectives are achieved by using analytic techniques, gaining hands-on exposure to the tools used by IT professionals, and working in a team environment.

### **CIS 387 Topics in Technology III Advanced (3)**

*New Course*

*Prerequisite(s):* CIS 185, CIS 235, CIS 300

Topics in Information Technology III is the third in a series of three courses offered to all CIS majors. Students in various stages of their CIS degree program will take these classes together with one instructor. The students will work together to gain exposure and master new and emerging technologies using emersion techniques, individualized mentoring, and team strategies. Students will also complete several projects enhancing their understanding and applying their knowledge of different phases of the systems development life cycle. Students enrolled in the courses each time will perform different tasks and have different roles, depending on their academic and career goals and the level of ability. Students taking CIS 387 will take on more leadership roles or more experienced technology lead roles based on their experiences from the first two times taking the course. Each student will complete a learning contract at the beginning of the class, outlining their personal goals and objectives. The instructor will choose topics based on trends in the industry, incorporating theories and practices for hardware, software, operating systems, data representation, internet, systems analysis, systems design, modeling, training, documentation, and systems architecture. Students will continue to explore careers in information technology to advance their academic plan to help them obtain a professional position after graduation that will be a step in achieving their overall career goals. Objectives are achieved by using analytic techniques, gaining hands-on exposure to the tools used by IT professionals, and working in a team environment.

### **CIS 388 Topics in Technology IV Supplemental (3)**

*New Course*

*Prerequisite(s):* CIS 185, CIS 235, CIS 300

Topics in Information Technology IV is a Supplemental course to the three course series offered to all CIS

majors. Students preparing to complete their CIS degree can take this class along with other CIS majors with one instructor. The students will work together to gain exposure and master new and emerging technologies using immersion techniques, individualized mentoring, and team strategies. Work in this course is expected to be at a higher level than the project and training work completed in the CIS 385, CIS 386, and CIS 387 courses. Students will also complete several projects, demonstrating and documenting their understanding of different phases of the systems development life cycle. Each student will complete a learning contract at the beginning of the class, outlining their personal goals and objectives. The instructor will choose topics based on trends in the industry, incorporating theories and practices for hardware, software, operating systems, data representation, internet, systems analysis, systems design, modeling, training, documentation, and systems architecture. Students will continue to explore careers in information technology to advance their academic plan to help them obtain a professional position after graduation that will be a step in achieving their overall career goals. Objectives are achieved by using analytic techniques, gaining hands-on exposure to the tools used by IT professionals, and working in a team environment.

**CIS 394 Co-Op:Parallel(PT) (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.

**CIS 396 Co-Op:Parallel(PT) (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 CIS 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 100 Spoken Word (3) C**

Spoken Word develops students' understanding of interpersonal, small group, and public communication principles, processes, and practices, and focuses on enhancing students' overall communication competency. Emphasis is placed on developing effective and ethical listening and speaking strategies needed in personal, academic, civic, and professional life.

### **COM 100S Service Lrng:Spoken Word (1)**

*Corequisite(s):* COM 100

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

### **COM 200 Intro to Communication Theory (3) LAS**

*Prerequisite(s):* COM 100 + COM/ENG101/or Equiv

Introduces students 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 is placed on application of theories to particular contexts as a way of illuminating possibilities for improving human communication practice.

### **COM 200S Ser Lrng:Intro to Communication Theory (1)**

*Concurrent requisite(s):* COM 200

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

### **COM 210 Mass Media & Contemporary Culture (3) LAS**

*Prerequisite(s):* COM 100 + COM/ENG101 or equivalents; COM 200 recommended

Develops students' knowledge, understanding, and critical analysis of mass media (including books, newspapers, magazines, film, radio, television, and the Internet) and their relationship to contemporary culture. The course deals with the history of mass media, including economic, technological, and cultural aspects; the political, psychological and sociological impacts of mass media; and related ethical implications.

### **COM 210S Serv Lrng:Mass Med Mod Culture (1)**

*Concurrent requisite(s):* COM 210

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

### **COM 300 Advanced Composition (3) LAS**

*Prerequisite(s):* COM/ENG 101/or Equiv

Crosslisted ENG 300

A course on writing nonfiction. While most of the work is practical, some theoretical considerations are

made regarding style and methods of adapting discourse to meet the needs of a variety of audiences. Writing assignments involve descriptive, expository and persuasive writing.

### **COM 310 Visual Communication (3) LAS**

*Prerequisite(s):* COM 100, COM/ENG 101, and 200 recommended

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

### **COM 310S Serv Lrng:Visual Communication (1)**

*Corequisite(s):* COM 310

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

### **COM 315 History of Motion Picture (3) LAS**

*Prerequisite(s):* COM 100 and COM/ENG101/or Equiv  
Crosslisted ENG 315

A basic survey of film history. The course focuses on the development of the narrative feature film as an international medium and on the historical and cultural significance of major social, industrial, technological, and stylistic trends that evolved throughout the history of the medium.

### **COM 320 Advanced Oral Communication (3) LAS**

*Prerequisite(s):* COM 100 or equivalent; COM 200 recommended

An applied speech communication course that focuses on developing students' public speaking skills, particularly in professional, organizational, civic, and other structured contexts. Students study and apply principles of effective and ethical public speaking, and have opportunities to develop, deliver, and critique different types of oral presentations. They develop their skills in gathering and conveying information, persuading others, and preparing and delivering group presentations.

### **COM 320S Serv Learn:Oral Communication (1)**

*Concurrent requisite(s):* COM 320

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

### **COM 330 Rhetorical Foundations of Human Communication (3) LAS**

*Prerequisite(s):* COM 100 + COM/ENG101 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 is 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 330S Serv Lrng:Rhetorical Found of Human Communication (1)**

*Concurrent requisite(s):* COM 330

Service Learning is an opportunity to engage in service to others while making academic connections to

course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

### **COM 340 Intercultural & World Comm (3) LAS**

*Prerequisite(s):* COM 100 + COM/ENG101 or equivalents; COM 200 + 320 recommended

This course explores and examines communication within various cultures; the ways in which communication constructs cultures; and the role of communication in creating and/or reducing cultural biases. The course further helps students explore 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.

### **COM 350 Special Topics in Communication (3) LAS**

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 Specialized Topics.

### **COM 350L Persuasion in Marketplace (3) LAS**

*Prerequisite(s):* COM 100 and COM/ENG101/or Equiv

This course focuses on the philosophical and ethical dimensions of persuasion and helps students to acquire skills of the art of persuasion. Students learn the foundations of argumentation coupled with the skills of public speaking in order to become effective speakers in the marketplace of ideas. Topics include theories and practice of persuasion, influence (science and practice), the art of framing, the significance of metaphors, and public speaking.

### **COM 350M Organizational Communication (3) LAS**

*Prerequisite(s):* COM 100 and COM/ENG101/or Equiv

Introduces students to the concepts and theories relevant to the study and application of communication in various types of organizations. The course explores the reciprocal influence between communication and organizational structures and between communication and managerial styles. Course topics include organizational theories, socialization of employees, the role of the individual in the organization, communication and leadership, group and individual decision making processes, and conflict.

### **COM 350N French Cinema (3) LAS**

*New Course*

*Prerequisite(s):* COM 315 or COM 359

An overview of stylistic tendencies and narrative structure of French Cinema from 1895 to the present. Representative films of major French filmmakers will be examined and placed within historical, sociological, and cultural contexts. Major film movements in France will also be examined with particular attention paid to the films and filmmakers associated with the French New Wave (1958-1964). We reflect on the influence of French cinema on American and international cinemas, and consider the continuing legacy of French cinema in the 21st Century through a survey of contemporary French films.

### **COM 350P Nonlinear Digital Editing (3) LAS**

*New Course*

*Prerequisite(s):* COM 100

Non Linear Editing: a beginning level production course that engages students in digital editing theory and practice. Students, using Adobe Premiere, apply their consideration of editing styles and theories to the creation of edited projects.

### **COM 350S Serv Lrng:Special Topics in Communication (1) S**

*Concurrent requisite(s):* COM 350

Service Learning is an opportunity to engage in service to others while making academic connections to

course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

### **COM 350T Social Media & Social Change (3) LAS**

#### *New Course*

Social media sites and services (e.g. microblogs-Twitter, social network sites-Facebook, user content sites-YouTube) have been recognized as important tools for distributed reporting, raising awareness, enabling democratic participation, and engaging a broader public sphere. In spite of these affordances, limitations arise with regard to privacy and the lack of control over one's data in Web 2.0, as well as the participation gap where many do not have access or the skills to use new media. Given these limitations, it is vitally important to ask, "does Web 2.0 hinder or help democratic citizenship?" This class sets out to answer this question by examining the opportunities and limitations of using social media to support activism, advocacy, and democratic participation. In addition, students will have opportunities to create their own social media campaigns.

### **COM 350U Human Rights in Digital Age (3) LAS**

#### *New Course*

*Prerequisite(s):* COM 100 and COM/ENG 101

The Universal Declaration of Human Rights (UDHR), negotiated and affirmed by governments of the United Nations, stand as a firm commitment to uphold and protect fundamental human rights, the dignity and worth of each person and the equal rights of men and women. Information and Communication Technologies (ICTs) present tremendous opportunities to enable individuals, communities and peoples to achieve their full potential in promoting their sustainable development and improving their quality of life. This course explores each section of the UDHR as applied to the Internet, to examine how the Internet can evolve in a way that further expands and supports these rights.

### **COM 353 Health Communication (3) LAS**

*Prerequisite(s):* COM 100 and COM/ENG 101

This course explores, from a humanistic, narrative perspective, the impact of communication on health and conceptions of health in various contexts. Emphasis is on exploring the relationship between narratives/stories/representations of health and personal and cultural conceptions and experiences of health. 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 354 New Media Ethics (3) LAS**

#### *New Course*

*Prerequisite(s):* COM 100 and COM/ENG 101

This course is designed as a series of case studies used to critically reflect on ethical issues in new media, the internet, and digital culture.

### **COM 354S Serv Lrng:New Media Ethics (1)**

#### *New Course*

*Concurrent requisite(s):* COM 354

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will

develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

### **COM 355 Introduction to Public Relations (3)**

*Prerequisite(s):* COM 100 and COM/ENG 101/or Equiv

An introduction to the principles and practice of public relations. 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 355S Serv Lrng:Intro to Public Relations (1)**

*Concurrent requisite(s):* COM 355

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

### **COM 359 American Film Authors (3) LAS**

*Prerequisite(s):* COM 100 and COM/ENG 101/or Equiv

Crosslisted ENG 359

An in-depth study of major American feature film directors. The styles and major traits of directors will be stressed through close examination of representative films. The course also addresses filmmaking as a collaborative art, examining the role of stars, writers, producers, and studios. Films and filmmakers will be placed within historical, sociological, and cultural contexts.

### **COM 360 New Media and Society (3) LAS**

*Prerequisite(s):* COM/ENG 101, COM 100

This course provides a critical assessment of new media and their relationship to society and culture.

### **COM 380 Newswriting I (3) LAS**

*Prerequisite(s):* COM/ENG 101

This course in newswriting introduces students to literary forms common in today's news media and to basic interviewing and reporting techniques, and to ethical issues in journalism.

### **COM 380S Serv Learn:Newswriting I (1)**

*Concurrent requisite(s):* COM 380

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

### **COM 385 Newswriting II (3) LAS**

*Prerequisite(s):* COM 380 or equivalent

This is an advanced course in newswriting. It is designed to develop the skills and values necessary to report effectively and ethically on a wide range of contemporary issues.

### **COM 388 Feature Writing (3) LAS**

*Prerequisite(s):* COM/ENG 101

This course stresses the craft of newspaper and magazine feature writing, with attention to leads, structure



and polished prose, and ethics.

**COM 388S Serv Learn:Feature Writing (1)**

*Concurrent requisite(s):* COM 388

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

**COM 390 Drama Workshop (3) LAS**

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 communication-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 may be substituted for the co-op work experience.

**COM 400 Internship (1-3)**

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.

**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 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 may be substituted for the co-op work experience.

**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.

**CORE 115 Common Ground (3) COR**

In this course students examine their own role as citizens, and explore historical and current ideas about the common good. Emphasis is placed on the importance of self-knowledge, understanding others and their cultures, and discernment of one's voice in promoting the common good.

**CORE 115H HON:Common Ground (3) COR**

*Prerequisite(s):* Admission to the Honors Program, Approval of the Honors Program director  
Course description as stated in CORE 115 (Honors Course)

**CORE 115S Serv Lrng:Common Ground (1)**

*Concurrent requisite(s):* CORE 115 or CORE 115H

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

### **CRM 103 Foundations of Criminal Justice (3) LAS**

Examine the criminal justice system by addressing issues of law, deviance, and justice. Explore how justice is achieved through law, punishment and criminal justice agencies and evaluate the nature, scope, sources, purposes, and practical limitations of the criminal justice system. Understand the complexities of criminal justice laws, policies, and programs and their impact on criminal justice practitioners and active citizens.

textbfCRM 103H HON:Foundations of Criminal Justice (0)  
Course description as stated in CRM 103 (Honors Course)

### **CRM 105 Elements of Inquiry (3)**

This course is an introduction to social science written communication skills and literature review construction. Students will learn to: proficiently use library databases to locate empirical journal articles, critically evaluate information resources and content, and properly cite references. Students will explore the process of finding and using sources effectively and the process of writing literature reviews.

### **CRM 205 Forensic Science Integrated Seminar (2)**

*Corequisite(s):* IDS 210 or CRM 103 or Permission of Instructor  
Crosslisted IDS 205

Students will examine the interactions of forensic science and law enforcement, and research forensic science career options and the necessary preparations for them. Interdisciplinary topics to be explored include cold case resolution, forensic science in the courtroom, missing and unidentified persons cases, and forensic science in mass disaster settings. This course is primarily intended for students seeking the Forensic Science Minor; however, it is open to all.

### **CRM 217 Cops, Bobbies & Thief-Takers (3) LAS**

*Prerequisite(s):* CRM 103 or SOC 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 218 Victimology (3) LAS**

*Prerequisite(s):* CRM 103 or SOC 103

This course provides an overview of the emerging field of victimology. The course will focus on the following topics: the scope of victimization, theories of victimology, societal response to victims, role of victims in the criminal justice system, resources available to victims, and the various effects that victimization can have on the victim and on his/her relationships with others.

### **CRM 218H HON:Victimology (0) LAS**

Course description as stated in CRM 218 (Honors Course)

### **CRM 218S Serv Lrng:Victimology (1)**

*Concurrent requisite(s):* CRM 218

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will

develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

### **CRM 220 Judges, Juries & Justice (3) LAS**

*Prerequisite(s):* CRM 103 or SOC 103

The focus of this course is on the American courts system. More specifically, this course will examine the law and its social and political origins, as well as the function, structure, and process of the courts. A thorough examination of the main actors of the courtroom workgroup (i.e., prosecutor, defense attorney, and judge) and jury will be covered. This course will also provide a comprehensive examination of the pretrial and trial processes and procedures, beginning with the arrest and booking of offenders and culminating with their sentencing and appeals. In addition, students will examine juvenile, drug, and diversion courts, as well as critically assess issues related to the media and courts.

### **CRM 220H HON:Judges, Juries & Justice (0) LAS**

Course description as stated in CRM 222H (Honors Course)

### **CRM 220S Serv Lrng:Judges, Juries and Justice (1)**

*Concurrent requisite(s):* CRM 220

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

### **CRM 225 Sex Crimes (3) LAS**

*Prerequisite(s):* CRM 103 or SOC 103

This course examines interpersonal violence concentrating on social and criminal justice responses to sexually deviant behavior. Students will develop informed analysis of sexual offenses, sexual offenders, public perceptions of and criminal justice responses to sexually deviant behavior.

### **CRM 230 Questioning Crime:Predicting, Reducing,Preventing (3) LAS**

*Prerequisite(s):* CRM 103 or SOC 103

This course is designed to provide an exploration of various methods of community crime prevention (prevention outside the traditional confines of the criminal justice system). Relevant theory and research related to neighborhood crime prevention efforts, community policing, school crime prevention, and other situational and environmental prevention measures will be explored critically. As such, this course aims to provide a foundation for a better understanding of the objectives of various crime prevention efforts, as well as the proven effectiveness of these various strategies.

### **CRM 235 Crimes of Technology (3) LAS**

*Prerequisite(s):* CRM 103 or SOC 103

This course examines the concept of technological crime. Students will explore the manner in which technology has changed the nature of some forms of crime and the ways in which technology has affected efforts to control such crimes.

### **CRM 240 Crime & Media (3) LAS**

*Prerequisite(s):* CRM 103 or SOC 103

This course examines many of the connections between crime and various types of popular media. Students will explore the manner in which forms of media influence criminality, as well as the effects of media portrayals of crime and crime control on the criminal justice system and society. Attention will also be given to the social construction of crimes and criminal justice events, the fascination with violent crime and criminality, the effect that violent media has on social aggression, and the media portraits of criminal justice professionals.

**CRM 292 Forensic Psychology (3) LAS**

*New Course*

*Prerequisite(s):* PSY 103

Persons with mental illness often come in contact with the legal system. This course addresses major areas of that confluence including competency, sanity at the time of the offense, involuntary hospitalization, civil litigation, child custody psychological evaluations, psychopathy as it relates to criminal behavior, and the challenges associated with being an expert witness.

**CRM 293 Juvenile Delinquency (3) LAS**

*Prerequisite(s):* CRM 103 or SOC 103

The purpose of this course is to assist students to understand the nature, extent, and course of juvenile delinquency and methods devised by the society for control of anti-social behavior.

**CRM 293S Serv Lrng:Juvenile Delinquency (1)**

*Concurrent requisite(s):* CRM 293

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

**CRM 295 Prisons, Punishments & Penalty (3) LAS**

*Prerequisite(s):* CRM 103 or SOC 103

This course will review the main components of the American corrections system and explore the philosophical underpinnings of punishment and penalty. Students will explore social forces that shape corrections policy and the subsequent effect of policies upon those confined and its consequences for society. This course is intended to challenge common views and myths of the correctional system.

**CRM 298 Bringing Justice Home (3) LAS**

*Prerequisite(s):* CRM 103 or SOC 103

Basic principles, history, current philosophies and methodology in corrections; survey of treatment methods and custodial care in correctional institutions; survey of other non-institutional methods. Theory and techniques of probation and parole; interviewing and counseling in corrections; supervision and management of clients.

**CRM 300 Critical Issues in Criminology (3) LAS**

*Prerequisite(s):* CRM 103, additional 6 CRM hours at 200 level or Instructor/Advisor Approval

This course approaches crime and criminality through a survey of issues including ethical dilemmas among criminal justice professionals, juvenile delinquency, issues involving gender and race, the effect of the media on crime and policy, and various specific types of crimes. Additionally, attention is given to key critical issues and policies in the three branches of criminal justice police, courts, and corrections. Criminological theory, contemporary research, and current events will inform discussion and debate of these issues throughout the course.

**CRM 350 Selected Topics in Criminology (1-3)**

Topics vary. May be repeated once as topic changes.

**CRM 370 The Whys of Crime (3) LAS**

*Prerequisite(s):* CRM 103, CRM 105, additional 9 CRM hours at 200 level or Advisor Approval

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 372 Comparative Criminal Justice/Criminology (3) LAS**

*Prerequisite(s):* CRM 103, additional 6 CRM hours at 200 level or Instructor/Advisor Approval

This course offers a comparative, cross-cultural perspective to the study of criminal justice systems and crime patterns worldwide.

**CRM 375 Criminology Research I (3)**

*Prerequisite(s):* CRM 103, CRM 105, additional 9 CRM hours at 200 level, additional 3 CRM hours at 300 level

The purpose of this course is to introduce students to the logic of social research methods and the scientific method of inquiry. In doing so, this course will cover topics such as experimental design, survey research, methods of evaluation research, sampling, and the contrast between quantitative and qualitative research.

**CRM 376 Criminology Research II (3)**

*Prerequisite(s):* CRM 375, MTH 176

This course is a continuation from Criminology Research I. This course is designed to introduce students to the use of mixed methods and is divided in two parts: qualitative research methods and applied statistics. In part I, students will learn how to work with interviews, focus groups, news and other popular texts and video data. Analysis will be conducted using qualitative software, NVivo. In part II, students will focus on understanding and applying quantitative analysis in the criminology and criminal justice context. Using SPSS students will explore crime data and gain a deeper understanding of statistical application and analysis.

**CRM 380 Independent Study (1-3)**

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 390 The Mad & The Bad (3) LAS**

*Prerequisite(s):* CRM 103, additional 6 CRM hours at 200 level or Instructor/Advisor Approval

This course examines the history of deinstitutionalization and its impact on police, courts and corrections. We will examine several innovative strategies developed by criminal justice, community and mental health agencies to address the increased criminalization of the mentally ill. The advantages and disadvantages of such strategies will be considered from the perspective of a judge, prosecutor, defense attorney, police officer, and mentally ill offender.

**CRM 392 Managing the Guardians (3) LAS**

*Prerequisite(s):* CRM 103, additional 6 CRM hours at 200 level or Instructor/Advisor Approval

This course focuses on the administration and management of criminal justice professionals (i.e., individuals in law enforcement, courts, and corrections). In doing so, we will explore issues facing employees, interpersonal relations, and group dynamics. Students will also examine the operations of entire criminal justice organizations, current management principles, and various administrative processes. These concepts will be assessed through relevant organizational theory, empirical research, and famous case studies.

**CRM 395 The Who, What & Where of Crime (3) LAS**

*Prerequisite(s):* CRM 103, CRM 217, additional 3 CRM hours at 200 level

This course explores the principles and practices underlying the criminal investigation process. The course will draw upon both the theory of investigations and the current body of research to assess the effectiveness, equity and efficiency of current investigative practices

**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 397 Controlling the Unruly Masses (3) LAS**

*Prerequisite(s):* CRM 103, additional 6 CRM hours at 200 level or Instructor/Advisor Approval

This course examines the concept of social deviance and the manner in which society defines deviance, society's response to deviance and various forms of social control used to control deviant actions of persons in society.

**CRM 400 Senior Thesis (3)**

*Prerequisite(s):* CRM 217, CRM 218, CRM 220, CRM 295, CRM 300, CRM 370, CRM 376 and Senior Standing

Criminology majors are required to complete a senior thesis research project. The thesis must be a substantive piece of scholarship involving primary or secondary research, which serves to synthesize knowledge acquired over the course of the students' undergraduate career. All senior theses must be designed and completed under the supervision of a course instructor and may consist of individual or group projects. Thesis projects are designed to demonstrate critical-thinking skills and growth in students' area of study. The project serves to demonstrate students' knowledge of the criminal justice system and students' abilities to interpret data, apply concepts and ideas, and analyze data, theories, and relationships.

**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 406 Truth & Justice (3) LAS**

*Prerequisite(s):* CRM 103, additional 6 CRM hours at 200 level 3 hours at 300 level or Instructor/Advisor Approval

This course will examine ethical issues involved in the operation of the criminal justice system. Particular attention will be given to ethical issues and dilemmas in policing, the courts and law, corrections, and the juvenile justice system. Students will be exposed to various ethical systems and use these as frameworks for understanding ethical dilemmas and important cases.

**CRM 407 Law & Society (3) LAS**

*Prerequisite(s):* CRM 103, additional 6 CRM hours at 200 level 3 hours at 300 level or Instructor/Advisor Approval

Crosslisted SOC 407

This course studies the relationship between law and society through the lens of social identity. Through core law & society concepts, students will gain a cross-cultural understanding of how law produces a socially acceptable identity, how we mobilize law in a number of ways to either conform to or resist law, and the implications law has for concepts of race, class, gender, and culture.

**CRM 408 Biosocial Criminology (3) LAS**

*Prerequisite(s):* CRM 103, additional 6 CRM hours at 200 level 3 hours at 300 level or Instructor/Advisor Approval

This course will introduce students to biosocial criminology, an emerging interdisciplinary subfield in the criminological discipline. This subfield strives to understand the association between genes, biology, the brain, the environment and antisocial behavior. Students will consider questions as to whether there are natural-born killers, what makes a successful psychopath, and is it morally wrong for us to punish those who are biologically-wired for a life of crime. Students will explore new biosocial treatments for violence and analyze controversial theories of biosocial crime prevention.

**CRM 410 Chemical Dependency Counseling (3)**

*New Course*

This course focuses on theories and fundamentals of Substance Use Disorders and treatments. Topics will

include addiction knowledge, treatment knowledge, professionalism, evaluation, service coordination, documentation, and individual and group counseling. This course meets the Ohio Chemical Dependency Professional Board (OCDP) requirements for the Chemical Dependency Counselor Assistant (CDCA) Phase I.

**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 320 Networks for Multimedia and Mobile Applications (3)**

*Prerequisite(s):* INF 324

Introduction to networking and technologies for wireless protocols and multimedia messaging services.

**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 460 Independent Study (1-3)**

Selected areas of concentration for students approved by the department chairperson.

**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 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 305 Sports Economics (3) S**

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

This course examines the decisions of sports fans, players, owners and leagues from a microeconomic perspective. Topics include revenues and profits; pricing strategies; monopoly and antitrust issues; competitive balance, free agency and salary caps; labor relations in professional sports; the regional economic impact of professional and college sports; game theory and tournament theory; discrimination in sports; and the business of college sports.

**ECO 350 International Economics (3) S**

*Prerequisite(s):* ECO 211, ECO 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

Crosslisted with FIN 360.

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.

**ECO 395 Finance and Economics in the Sport Industry (3)**

*New Course*

*Prerequisite(s):* ACC 213, ACC 214, CIS 135, ECO 211, MKT 300

*Corequisite(s):* SPM 330

This course discusses contemporary examples from marketing, sponsorship, facility construction, and sport law to illustrate the crucial role that money, budget, and finance plays in the finance and economics of the sport business. The economics of sport teams, championships, and merchandising will also be discussed.

**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 453 Current Topics in Economics (3)**

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

Covers selected topics in business. May be repeated more than once based on the specific contents of the course with advisor's permission.

**ECO 490 Seminar in Economics (1-3) S**

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

textbfECO 499 Independent Study (3) S

**EDU 190 Introduction to the Educational Profession (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 235 Communication Development & Disorders (3)**

*Prerequisite(s):* PSY 103 or PSY 103H

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 affect children's language and literacy development and learning; bilingual education. Case studies of typically and atypically developing children.

**EDU 255 Foundation, Policy, and Professional Practice (3)**

The course provides an overview of the major historical, philosophical, political, and sociological forces that have influenced the development of contemporary schooling within a diverse, multicultural society. The impact of collaboration and reflective practice on American education will also be examined. Using policy studies, specific issues affecting professional practice will be addressed.



**EDU 305 Educational Assessment (3)***Prerequisite(s)*: PSY 205 and Admission to Division

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 may be waived if student passes a technology proficiency test.

**EDU 333 Multi-Age Practicum (2)***Prerequisite(s)*: AED 290/390 or MUS 343/344 and permission of advisor and GPA of 2.8

The field experience is the central component of this course. The student will be assigned to two placements in grades K-12 where he/she will participate in two class periods daily Monday through Friday for 12 weeks with monthly seminars. Teaching activities as designated by the content area methods specialist will be assigned in order to apply theory learned in prior course work.

**EDU 356 Classroom Management and Organization (3)***Prerequisite(s)*: Admission to Division

This course will provide a theoretical framework for understanding student behavior within the context of a systems model for academic and behavioral support. The focus will be on introducing theoretically-driven concepts and best practices of positive behavior support and classroom organization which facilitate student achievement. Strategies to help a beginning teacher create a safe and secure learning environment will be emphasized.

**EDU 356H HON:Classroom Mgmt & Organiz (0)**

Course description as stated in EDU 356 (Honors Course)

**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 444A Art Education Student Teaching (12)***Prerequisite(s)*: Admission to Division and permission from the Clinical Experience Director*Corequisite(s)*: SED 340

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 Division and permission from Clinical Experience Director*Corequisite(s)*: SED 340

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 445 Teacher Candidate Portfolio (0)**

The teacher candidate portfolio is a collection of artifacts from coursework and fieldwork which demonstrates knowledge, skill, experience, and professional dispositions. Registration for this course requires a fee which provides undergraduate teacher candidates access to an electronic portfolio format over the course of three semesters (fall, spring, and summer). Undergraduate education majors must enroll in this course once each fall semester, beginning their sophomore year. This is a non-credit course and does not meet as a regular class. Each candidate must document competency in becoming a caring, effective and reflective teacher in diverse contexts. Completion of the portfolio is a graduation and licensure requirement and also may be used for professional and career development.

**EDU 495 Independent Study (1-3)**

*Prerequisite(s):* Permission of Education Division Dean

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 096 Foundations of Writing (3)**

Foundations of 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.

**ENG 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, ethically, 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.

**ENG 101H HON:Written Word (3) C**

Course description as stated in ENG 106 (Honors Course)

**ENG 101S Serv Lrng:Written Word (1)**

*Concurrent requisite(s):* ENG 101

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

**ENG 132 In the Beginning: World Creation Epics (3) L**

*New Course*

A survey of early old and new world creation narratives and myths contrasted with current viewpoints.

**ENG 132H HON:In the Beginning: World Creation Epics (0) L***New Course*

Course description as stated in ENG 132H (Honors Course)

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

Crosslisted WST 140

A chronological study of women writers of the English-speaking world from the 15th century to the present day with emphasis upon their historical and literary significance.

**ENG 142 The Medieval Quest: The Hero's Journey (3) L***New Course*

This course focuses on the great adventures of medieval heroes with particular emphasis on whether they represent every individual's search for the holy grail, the meaning of life.

**ENG 144 Literature of the Crusades (3) L***New Course**Prerequisite(s)*: COM/ENG 101

A survey of the chivalric Islamic, Jewish, and Christian literary heroes, from Saladin to Richard the Lion-hearted, who represent and misrepresent the conflict of faiths that became the Crusades of the Middle Ages and continues in the Jihadist movement of the twenty-first century.

**ENG 150 Acting Workshop (3) LAS***New Course*

The Acting Workshop is designed for students who are interested in exploring the acting process by developing their improvisational, scene analysis, character development and auditioning skills. Through an innovative performing experience, students will discover various acting techniques that fuse intellect, imagination, voice, and body. The Acting Workshop will also introduce students to the fundamental rehearsal process, culminating in performances of selected scenes at a final public event. This course is designed not only for students of the theater, but also for students interested in public speaking, trial law, media, and education, as well as a broad range of other careers in which confident, fluent, and expressive communication are essential.

**ENG 153 Introduction to Poetry (3) L***Prerequisite(s)*: COM/ENG 101 or equivalent recommended

A study of the rhetoric of poetry and the chief theories about the interpretation of poetry. Emphasis is on poetry as an art form and a statement.

**ENG 160 Apes, Angels & Victorians: A Survey of the Victorian Period (3) L***New Course*

The nineteenth century in Britain was one of rapid technological, intellectual, social, and cultural change. This course will examine Victorian literature – fiction, poetry, and essays, along with the visual arts – and will discuss the trends and movements over the period.

**ENG 162 Murder Most Foul: Detectives in 19th Cent. British Literature (3) L***New Course**Prerequisite(s)*: COM/ENG 101

This course will examine the figure of the detective and the changing nature of crime and detection in nineteenth century literature, with ample historical, sociological, and psychological background.

**ENG 162H HON:Murder Most Foul:Detectives 19th Cent. British Literature (0) L***New Course*

Course description as stated in ENG 162 (Honors Course)

**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 171 Sports in Literature (3) L**

*New Course*

*Prerequisite(s):* COM/ENG 101

A course that explores the significance of sports and athletes as depicted in novels, poems, short stories, essays, and film, as well as their relationship to culture and society.

**ENG 173 20 Voices, 20 Countries: World Poetry (3) L**

*Prerequisite(s):* COM/ENG 101

A course that examines the work of 20 poets internationally and its impact on the world.

**ENG 174 Meet Me at the Theatre: Mod & Contemp American Drama (3) L**

*New Course*

This course introduces students to classics of the American stage, beginning with O'Neill, Williams and Miller, and ending with contemporary theater. Students will read plays, view movie adaptations, and attend local productions.

**ENG 174H HON:Meet Me at the Theatre: Mod & Contemp American Drama (3) L**

*New Course*

This course introduces students to classics of the American stage, beginning with O'Neill, Williams and Miller, and ending with contemporary theater. Students will read plays, view movie adaptations, and attend local productions.

**ENG 175 Modern Short Fiction (3) L**

A study of short stories in world literature.

**ENG 176 Modern Novel (3) L**

Readings in modern fiction emphasizing leading writers of world literature who express the concerns of modern society.

**ENG 203 Great Ideas:Scripting and Performing (3) LASs**

*New Course*

*Corequisite(s):* ENG 101

This course will be centered around one particularly pertinent societal concept or idea, around which students will collaborate on a play script, to be produced and performed in local school and community center settings. Students will receive instruction in playwriting, acting, set construction and design, and dramaturgy.

**ENG 203H HON:Great Ideas:Scripting and Performing (0) LAS**

*New Course*

Course description as stated in ENG 203 (Honors Course)

**ENG 203S Serv Lrng:Great Ideas:Scripting and Performing (1)**

*New Course*

*Concurrent requisite(s):* ENG 203

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will

develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

**ENG 204 Happy Agony:18th and 19th Century British Drama (3) L**

*Prerequisite(s):* ENG 101 or equivalent plus any one Drama Elective except ENG 350W, ENG 374, or ENG 397

The 18th and 19th centuries saw a major shift in drama as an art form in Britain. As the comedies of the Restoration lost favor, English theatre became more focused on tragedies and operas and music hall extravaganzas, while the theatre of the Victorian period involved longer runs (due to the increase in leisure time after industrialization and to the ease of transportation both outside and within cities) and became denser and more political, as in the works of writers such as Wilde, Ibsen and Bernard Shaw. The goal of this course is to acquaint students with major works from these two centuries, focusing in particular on the changing nature of the British audience and on how the theatre reflected political and social change.

**ENG 206 The Great Leveler:20th Century World Drama (3) L**

*Prerequisite(s):* ENG 101

The course, 20th Century World Drama, will explore a variety of plays, dramatic monologues, and performance art that encompasses an international perspective. The course will examine ways in which these dramas and artistic visions have shaped or influenced their respective cultures and society.

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

*Prerequisite(s):* COM/ENG 101 or equivalent

This course examines 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 223S Serv Lrng:Cincinnati Authors (1)**

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

**ENG 225 Women and Autobiographical Writing (3) L**

Crosslisted WST 225

This course examines 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 as well as the common experiences of women's lives will be studied.

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

*Prerequisite(s):* COM/ENG 101 or equivalent

Crosslisted WST 226

This course examines the variety of ways multicultural women writers express their evolving identities and their culture.

**ENG 230 Modern American Indian Lit (3) L**

*Prerequisite(s):* COM/ENG 101 or equivalent; occasionally taught as honors course

A study of major and minor 20th century American Indian writers, including works of poetry, fiction, and autobiography. 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 232 Heroes & Heroines: The Ancient World (3) L**

*New Course*

*Prerequisite(s):* ENG/COM 101

An examination of foundational ancient culture epics including Gilgamesh, Homer, Vergil, the Ramayana and the Mahabharata, and the Popul Vuh.

**ENG 234 All the World's a Stage: Ancient Drama (3) L**

*Prerequisite(s):* COM/ENG 101

An examination of ancient Greek, Roman, Sanskrit and Chinese tragic and comic stage dramas.

**ENG 241 The Battle of the Sexes or Much Ado about Nothing (3) L**

*New Course*

*Prerequisite(s):* COM/ENG 101

A survey of the Islamic and European notions of courtly love and romance literature in the Middle Ages, applied to plays from the renaissance, the restoration, and modern periods.

**ENG 244 Outlaws, Traitors, Heretics, Witches & Moors: Anti-Heroes (3) L**

*New Course*

This course will examine literature that celebrates the nonconformists of the early modern period, such as Robin Hood and Joan of Arc. The course will demonstrate how these heroes have been transplanted into contemporary literature and film.

**ENG 245 African-American Writers (3) L**

*Prerequisite(s):* COM/ENG 101/or Equiv and IDS 100

This course surveys significant works by African-American writers, beginning with slave narratives and ending with contemporary novels.

**ENG 245H Honors: African-American Writers (3) CL**

*Prerequisite(s):* COM/ENG 101 or equivalent, IDS 100H Honors Seminar I and approval of the Honors Program Director

This course surveys significant works by African-American writers, beginning with slave narratives and ending with contemporary novels.

**ENG 245S Ser Lrn:African-American Writers (1)**

*Concurrent requisite(s):* ENG 245

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

**ENG 250 Mothers and Daughters (3) L**

Crosslisted WST 250

This course examines the history and literature of mother/daughter relationships, past and present, focusing primarily on their changing roles in modern society.

**ENG 252 The Renaissance Quest (3) L**

*New Course*

Hamlet wasn't the only renaissance hero asking this question. While the medieval hero quested after "mysteries," the renaissance hero faces the facts new of scientific knowledge that give him God-like powers. How will humans use their new power? How will they cope with the consequences of their choices? Do humans have freewill or are we subject to fate? We will discuss how renaissance literature poses these questions that continue to challenge us today.

**ENG 260 19th-Century American Thought in Prose (3) L**

*New Course*

*Prerequisite(s):* COM/ENG 101

Crosslisted HIS 260

This course examines significant historical documents and literature of the late 18th century and the first half of the 19th century in America, with special emphasis on how issues and ideas they present are interpreted through genres such as speeches, letters, political documents, essays, poetry, and fiction.

### **ENG 262 I Was Crazy Once: Impaired Mind in Lit (3) L**

*Prerequisite(s):* COM/ENG 101

In this course we will examine 19th century literary depictions of madness and impairment and discuss how they illuminate 19th-century advances in science and medicine as well as 19th century assumptions about class. We will look at fiction, poetry and nonfiction.

### **ENG 262H HON:I Was Crazy Once: Impaired Mind in Lit (0) L**

Course description as stated in ENG 262 (Honors Course)

### **ENG 273 The Classical World (3) LAS**

*Prerequisite(s):* COM/ENG 101

Crosslisted HIS 273

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 274 Reading Between the Stitches (3) L**

*New Course*

An historical survey of how women expressed the meaning of their lives in their needlework and of the literature they wrote about these experiences. The course will consider the spirituality of craft, the work of the hands.

### **ENG 274S Serv Lrng:Rdng Between Stitches (1)**

*New Course*

*Concurrent requisite(s):* ENG 274

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

### **ENG 275 A History of Violence: Survey of 20th-Cent British Literature (3) L**

*New Course*

*Prerequisite(s):* ENG 101

This course will examine broad movements in twentieth century British literature-fiction, poetry, essays, and drama-that reflect the violent political and social upheavals of that era. We will discuss the historical, social, and cultural backdrop to these works.

### **ENG 276 The 20th-Century Graphic Novel (3) L**

*New Course*

Since the term "Graphic Novel" was first introduced as a label to describe a "new" genre of fiction, what that term really means and whether or not "books" that are written in such a format are really works of literature has been hotly contested. In this course we will look at graphic novels and a few film adaptations to reach the truth about the form and to understand the freedoms and advantages of the artistic medium as well as its significance to the canon of contemporary fiction.

### **ENG 277 Dollars & Sense: Materialism in 20th-Century American Fiction (3) L**

*New Course*

This course will examine how the literature of the twentieth century examines materialism from the notion of the American dream to the realities of corporate greed.

**ENG 278 The End of the World as We Know It: Fiction After 9/11 (3) L**

*New Course*

This course will look at literature that examines the relationship that the United States has with the rest of the world, look at literature that recognizes life's dangers, and examine what such literature reflects about the times in which we currently live.

**ENG 279 Killing the Angel in the House: 20th-Cent Brit Women Novelists (3) L**

*New Course*

*Prerequisite(s):* COM/ENG 101

This course will examine British women writers from the twentieth century, and discuss the ways in which they broke literary molds and led often daring, even scandalous, personal lives—"killing the angel in the house" or getting beyond the need to please a male audience.

**ENG 280 In Their Own Voices: American Autobiography, Letters, Memoirs (3) L**

*Prerequisite(s):* COM/ENG 101

This course examines first-person writing of Americans from the 18th-century to the present. Students will explore issues in American life and thought through autobiographies, letters and memoirs.

**ENG 280H HON: In Their Own Voices: American Autobiography, Letters, Memoirs (3) L**

*New Course*

*Prerequisite(s):* COM/ENG 101

This course examines first-person writing of Americans from the 18th-century to the present. Students will explore issues in American life and thought through autobiographies, letters and memoirs.

**ENG 290 The Story of Your Life: Writing Diaries, Memoirs & Autobiographies (3) LAS**

*Prerequisite(s):* COM/ENG 101, 100-level literature course

This course will examine multiple techniques for writing about your own life. Students will produce substantial diary writing, and will shape a final manuscript of either a diary, memoir, or autobiography.

**ENG 300 Advanced Composition (3) LAS**

*Prerequisite(s):* COM/ENG 101 or equivalent; COM 200 recommended

Crosslisted COM 300

A course in 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.

**ENG 301 The Past in Stages: A History of Theatre in Society (3) L**

*Prerequisite(s):* ENG 101 or equivalent plus any one Drama Elective except ENG 350W, ENG 374, or ENG 397

From its origins in ancient tribal cultures, theatre has thrilled, chilled, angered, tickled, taught, moved, mocked, entertained, and otherwise performed the shared experience of being human. This upper-level course is a study of the history of the theatre as a social institution, tracing the ways that audiences, actors, and other producers have shaped the theatrical event to meet changing times and needs. Theatre history from the Greeks to the present is considered, with an emphasis on the eighteenth, nineteenth, and twentieth centuries.

**ENG 303 The School for Scandal: Restoration Comedy (3) L**

*Prerequisite(s):* ENG 101 or equivalent plus any one Drama Elective except ENG 350W, ENG 374, or ENG 397

Restoration Comedy refers to the form of comedic theatre written and produced after the restoration of Charles II in England (roughly 1660-1700), and features bawdy situations, loose morals, and plots bursting with rakes, villains, and scoundrels. The goal of this course is to acquaint students with the major works of



the period, and to address issues of audience, politics, gender, and societal norms.

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

*Prerequisite(s)*: COM 100 and COM/ENG101/or Equiv  
Crosslisted COM 315

A basic survey of film history. The course focuses on the development of the narrative feature film as an international medium and on the historical and cultural significance of major social, industrial, technological, and stylistic trends that evolved throughout the history of the medium.

**ENG 320 History of the English Language (3) L**

*New Course*

*Prerequisite(s)*: COM 100 and COM/ENG 101  
Crosslisted HIS 320

A historical and linguistic examination of the development and evolution of the English language from medieval insular Anglo-Saxon to today's world English.

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

*Prerequisite(s)*: COM/ENG 101 or equivalent

This course surveys English, American and European playwrights from Ibsen to the present.

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

*Prerequisite(s)*: ENG 172 or equivalent

This course surveys 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 350A Daughter/Eve:Wom Sacred Lit (2-3)**

**ENG 350H Cincinnati Authors (3)**

**ENG 352 Shakespeare in Love (3) L**

*Prerequisite(s)*: COM/ENG 101

A survey of selected Shakespearean comedies, tragedies, and poetry whose romantic couples experience the pleasures, pitfalls, and pain of love. A film-based course.

**ENG 353 Topics:Literary Monsters Past & Present (3) L**

*New Course*

*Prerequisite(s)*: ENG/COM 101

This course will examine literary texts and films dealing with monsters both literal and figurative, and discuss the ways in which monsters in literature tell us both what we ourselves are, and what we are not.

**ENG 353H HON:Topics in Literature Vampires in Literature (3)**

**ENG 354 Literary England (3) LAS**

*New Course*

*Prerequisite(s)*: ENG 101

This course will introduce students to a broad spectrum of British literature from medieval times to the present, and will culminate with a trip to England to visit literacy and historic sites in London and various other locations.

**ENG 358 Hispanic Literature in English (3) L**

*New Course*

Crosslisted SPA 358

Students will examine a selection of modern Latin-American authors translated into English for their literary, cultural, and linguistic content.

**ENG 359 American Film Authors (3) LAS**

*Prerequisite(s):* COM 100, COM/ENG 101/or Equiv  
Crosslisted COM 359

An in-depth study of major American film directors. The styles and major traits of these directors will be stressed through close examination of representative films. The course also addresses filmmaking as a collaborative art, examining the role of stars, writers, producers, and studios. Films and filmmakers will be placed within historical, sociological, and cultural contexts.

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

*Prerequisite(s):* COM/ENG 101 or equivalent

This course examines methods, models and practice in poetry writing.

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

*Prerequisite(s):* ENG 370 or equivalent

This course provides advanced study of methods, models and practice in poetry writing.

**ENG 371S Serv Lrng:Sem Creative Writing:Poetry (1)**

*Concurrent prerequisite(s):* ENG 371

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

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

*Prerequisite(s):* COM/ENG 101 or equivalent

This course examines methods, models and practice in fiction writing.

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

*Prerequisite(s):* ENG 372 or equivalent

This course provides an advanced study of methods, models and practice in fiction writing.

**ENG 374 Screenwriting Workshop (3) LAS**

*New Course*

*Prerequisite(s):* COM/ENG 101

A course focusing on the craft of writing a full-length feature script (screenplay) and on the basic fundamentals of casting, filming, and editing scenes using digital editing equipment.

**ENG 375 Texts & Subtexts:Science-Fiction of the Atomic Age (3) LAS**

*New Course*

*Prerequisite(s):* COM/ENG 101

An examination of influential science-fiction films of the 1950s and -60s, related primary sources, and how they reflect the history of the post-WWII world.

**ENG 376 Borders, Boundaries, Trespassing, Contamination: Postcolonial Fiction (3) L**

*New Course*

*Prerequisite(s):* COM/ENG 101

In this class we will read fiction from former colonies such as the Caribbean, India, Africa, or elsewhere and examine where cultures clash, refuse each other, contaminate each other, uplift each other and control one another.

**ENG 376H HON:Borders, Boundaries, Trespassing, Contamination: Postcolonial Fiction (0)**

*New Course*

Course description as stated in ENG 376H (Honors Course)

**ENG 390 Independent Study (1-3)**

Student-initiated research, project or creative work under faculty guidance. Permission of department required.

**ENG 396 Co-Op:Parallel(PT) (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.

**ENG 397 Theater Production (1-3) L**

Students may earn up to 3 credits toward their English major with a concentration in drama over the course of their studies at the College by participating in student drama productions housed in the Department of English and Modern Languages. Variable credit: 1-3 credits. Learning contract required.

**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 424Z Greek Tragedy (3)**

*Prerequisite(s):* Approval of instructor

An Auto-Study course.

**ENG 441H HON:Advanced Creative Writing (3)**

Course description as stated in eng 414Z (Honors Course)

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

*Prerequisite(s):* Approval of instructor

An Auto-Study course.

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

*Prerequisite(s):* COM 101; COM 388 recommended

This course gives student advanced practice in feature writing, with emphasis on skills for placing their work in publications.

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

*Prerequisite(s):* Approval of instructor

An Auto-Study course.

**ENG 496 Co-Op:Alternating(FT) (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.

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

*Prerequisite(s):* 40 hours of Core curriculum completed and Senior Status

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 203 Environmental Ethics (3) E**

*New Course*

This course is an introduction to the ethical features of the human relationship with the natural environment. In addition to the deontological, utilitarian, and virtue ethical perspectives on this environmental relation, this course will consider various approaches to environmental value, e.g., anthropocentrism, biocentrism, and ecocentrism, in an effort to identify and clarify potential obligations that moral agents have toward the natural environment. These theoretical considerations will be raised through an exposure to contemporary environmental problems, e.g., climate change, animal treatment, pollution, food production, and waste management.

**ETH:PHI 203H HON:Environmental Ethics (0)**

*New Course*

Course description as stated in ETH:PHI 203(Honors Course)u

**ETH:PHI 204 Contemporary Moral Debate (3) E**

*New Course*

This course takes an interdisciplinary, case-study approach to practical contemporary ethical issues in education, engineering, law, medicine, personal relationships, politics, etc. It focuses on the process of articulating one's own moral judgments on a variety of case studies and cultivating the necessary skills to defend those judgments.

**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 250S Serv Lrng:Health Care Ethics (1)**

*Concurrent requisite(s):* ETH:PHI 250

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

**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 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**

This course introduces students to the study of Christian ethics from the Catholic theological perspective. We begin by exploring the foundations of Christian ethics: the nature of the good, the relationship between

faith and reason, and the importance of both free will and rightly formed conscience. We then focus on specific topics, chosen by students, in the areas of social, medical, and sexual ethics. For each of the chosen topics, we discuss the underlying moral principles and seek to articulate an appropriate Christian response to them.

**ETH:REL 250S Serv Lrng:Christian Ethics (1)**

*Concurrent requisite(s):* ETH:REL 250

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

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

This course is designed to offer students an introduction to the study of business ethics from both a philosophical and theological perspective. We begin by examining 1) foundational philosophical theories and 2) the principles of Catholic Social Teaching and demonstrate how each is related to ethical business activity. We then focus on specific challenges concerning, but not limited to, corporate governance, socially responsible investing, product safety, truth in advertising, and doing business in an international context. For each of these challenges, we discuss the underlying moral principles and seek to articulate appropriate philosophical and theological responses to them.

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

This course offers students an introduction to the study of health care ethics from the Catholic theological perspective. We begin by exploring foundational topics such as the relationship between faith and reason and the moral principles that govern the patient-professional relationship. We then focus on ethical challenges concerning particular health care topics. These topics include but are not limited to determining when human life begins (and its associated implications for medicine), treatment for critically ill newborns, genetic screening/testing, and the duties of health care professionals with regard to end of life care. The course seeks to help students, and in turn the patients for whom they will care, formulate appropriate responses to the many ethical challenges they will face in the health care field.

**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. This course is approved as an option for the Justice & the Common Good Core.

**ETH:REL 256 Sexual and Reproductive Ethics (3) E**

*Prerequisite(s):* Sophomore Standing or Above

Human sexuality and reproduction are two controversial and often misunderstood topics. This course offers students an opportunity to reflect upon issues concerning sexuality and reproduction in light of the Catholic moral tradition, and it encourages students to critically evaluate the teachings of the Catholic tradition from their own philosophical and theological perspectives.

**ETH:REL 256S Serv Lrng:Sexual & Reproductive Ethics (1)**

*Concurrent requisite(s):* ETH:REL 256

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

**ETH:REL 269 Environmental Ethics: A Call to Conscience in a Time of Climate Change (3) E**

In a time when the adverse effects of anthropogenic climate change are beginning to be felt, this course will examine how to respond to a call to conscience from a Catholic theological perspective. We will explore the principles of faith and reason and the resources of the Catholic tradition regarding stewardship, the common good, and the option for the poor and vulnerable as they relate to climate change. In analyzing contemporary environmental problems, we will engage in dialogue in order to seek personal and social courses of action to care for creation.

**ETH:REL 342 Ethics in Ministry (3) E**

*New Course*

One of the pastoral minister's many functions is to educate people in their faith, and one of the most challenging times this must be done is when a person is facing an important ethical decision. Poignant ethical questions face us everyday and for many people they pose significant challenges of faith. In this course, we explore the field of Catholic theological ethics. Students will examine the foundations of the Church's ethical tradition and propose a code of ethics for the pastoral minister. We then explore a number of critical issues from three primary topic areas: social ethics, sexual ethics, and medical ethics. The overall purpose of this course is to offer the pastoral minister 1) knowledge of what the Roman Catholic Church teaches concerning pressing ethical issues, as well as why it teaches what it does; and 2) a foundation upon which to draw when faced with the question "What should I do?" in light of a particular ethical dilemma.

**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 Intro 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 350A International Finance (2)***New Course**Prerequisite(s):* FIN 300**FIN 360 Money and Banking (3)***Prerequisite(s):* ECO 211, 212

Crosslisted with ECO 360

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.

**FIN 395 Finance and Economics in the Sport Industry (3)***New Course**Prerequisite(s):* ACC 213, ACC 214, CIS 135, ECO 211, MKT 300*Corequisite(s):* SPM 330

This course discusses contemporary examples from marketing, sponsorship, facility construction, and sport law to illustrate the crucial role that money, budget, and finance plays in the finance and economics of the sport business. The economics of sport teams, championships, and merchandising will also be discussed.

**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 450 Financial Market (3)***New Course*

The course is designed to provide a theoretical and practical application framework. The course will outline financial systems of money, capital markets and the financial system. An in-depth analysis of selected financial topics. The format will include an investigation of text concepts, readings and guest/lectures.

**FIN 453 Current Topics in Finance (3)***Prerequisite(s):* FIN 300

Covers selected topics in finance. May be repeated more than once based on the specific contents of the course with advisor's permission.

**FIN 490 Seminar in Finance (1-3)***Prerequisite(s):* FIN 300 and permission of the instructor

Examines selected finance topics in-depth through readings and group discussion. 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.

**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 (L/L) (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 (L/L) (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 120H HON:Geology of Cincinnati (L/L) (0) N**

Course description as stated in GEO 120H (Honors Course)

**GEO 120S Serv Lrng:Geology of Cincinnati (1)**

*Concurrent requisite(s):* GEO 120

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

**GEO 130 Oceanography (L/L) (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 (L/L) (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 140 Environmental Science (4) N**

Crosslisted BIO 140

The study of the physical and biological environment, with an emphasis on that impact that humans and cultures have on environmental health. Use of energy, water, air, nuclear, biological, and soil resources, within public and private lands are examined, as well as the effect that human societal needs and expectations have on local resources and upon Earth's global wellbeing.



**GEO 140S Serv Lrng:Environmental Science (1)***Concurrent requisite(s):* GEO 140

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

**GEO 165 Meteorology (L/L) (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

Crosslisted with BIO 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. 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.

**GEO 219 Paleontology (4) N***New Course**Concurrent requisite(s):* GEO 219A**GEO 219A Paleontology lab (0) N***New Course**Concurrent requisite(s):* GEO 219**GEO 390 Research Problems in Natural Science (1-3)***Prerequisite(s):* Permission of instructor

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

**GER 102 Deutsch heuteII (German TodayII) (3) LAS***New Course**Prerequisite(s):* GER 101/Equiv

This course is the continuation of GER 101 Deutsch heute. By the end of the course, students will have mastered the essential features of the sound and writing system, be familiar with the communicative functions of the language, be able to role-play various situations with a partner, be able to use actively many primary grammatical structures in everyday conversation and writing

**GRD 103 Design Foundation I (3) A**

This course is an introduction to the fundamental elements and principles of design. Assignments to promote an understanding of color, line, positive and negative shape and space, and encourage the ability to generate a variety of creative solutions to visual problems in terms of organized relationships using traditional and digital media.

**GRD 103S Serv Lrng:Design Foundation I (1)***Concurrent requisite(s):* GRD 103

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students

will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

### **GRD 106 Design Foundation II (3) A**

*New Course*

*Corequisite(s):* ART 102

Crosslisted ART 106/IAD 106

This course is designed to provide students with an understanding of design principles found through observing and understanding form and space. Assignments emphasize creative problem solving skills while exploring the diverse relationship between two and three-dimensional design using a variety of traditional and digital media.

### **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 206 Digital Design (3)**

*Prerequisite(s):* ART/GRD/IAD 103

This course focuses on the computer tools used in graphic design. The student will be introduced to layout, illustration, and image manipulation software, their individual strengths, and how they can be used together. There will be a review of the computing options at the Mount (software & hardware), as well as the output options on and off campus. The applications that will be covered are InDesign, Illustrator, and Photoshop. Throughout the semester, production procedures geared toward final output will be covered as well as the concerns and responsibilities of using the computer as a design tool. During the semester the student will do exercises covering the techniques discussed in class. After learning each program the student will do a project which will evaluate their proficiency in using it as both a production and a design tool. The final project will require the use of all three programs together.

### **GRD 250 Typography I (3)**

*Prerequisite(s):* ART/GRD/IAD 103

This course will introduce students to traditional letterform design and typographic composition. Classical type styles will be identified and drawn by hand. An overview of the history 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/GRD/IAD 103/Equiv

This course is an introduction to the theory and practice of digital illustration. It includes exploration of creating imagery using Adobe Illustrator, starting with exercises to learn the software and advancing to varied illustration and graphic design projects.

### **GRD 253S Serv Lrng:Digital Illustration (1)**

*Concurrent requisite(s):* GRD 253

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service

Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

### **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 Form (3)**

*Prerequisite(s):* ART/GRD/IAD 103

Graphic Form covers symbolic communication through the generation of both pictorial and abstract visual symbols. Concepts covered in this course include graphic translation, media exploration, communication of content through abstract form, and designing symbol systems. Emphasis is placed on conceptual thinking and visual problem-solving skills. The primary objectives are for the student to develop a variety of solutions to visual communication problems, learn new design methodologies, understand the importance of each step of the design process, employ the design process and develop skills in critical assessment of their own work as well as others.

### **GRD 256 Graphic Design 2: Aesthetic Communication (3)**

*Prerequisite(s):* GRD 255

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

### **GRD 351 Design Narrative (3)**

*Prerequisite(s):* ART/GRD/IAD 103/Equiv

This course introduces the student to creating narrative (i.e. telling a story) by sequencing type and/or image through time using Adobe Creative Suite software. Digital animation is the main focus of this course, using the Adobe After Effects software.

### **GRD 352 Web Design (3)**

*Prerequisite(s):* ART/GRD/IAD 103/Equiv

Web Design introduces the student to designing for on-screen viewing. The difference between print design and interactive design will be discussed. Through a series of exercises the student will gain the knowledge to design a functional website by the end of the course. The software programs covered will include Dreamweaver and Flash.

### **GRD 353 Typography II (3)**

*Prerequisite(s):* GRD 250/Equiv

This course advances students' understanding and application of the core concepts of typographic organization, including typographic hierarchy, grid systems, designing a series, pacing, flow, and sequential viewing. Emphasis is placed on exploring type and image interaction to give form and meaning to a variety of messages and ideas.

### **GRD 355 Information Graphics (3)**

*Prerequisite(s):* ART/GRD/IAD 103/Equiv

This course will introduce third year graphic design students to principles of visual semantics. Students will explore and discover the interaction of ideas, form, and typography through an information graphic. Concepts such as Dynamic Symmetry and Visual Semantics will be thoroughly investigated.

### **GRD 356 Identity Design (3)**

*Prerequisite(s):* ART/GRD/IAD 103/Equiv

Identity Design encompasses the symbolic and typographic development of logo design, and the systematic

application of logo design to a variety of collateral materials. Included in project work for this course is symbol design, symbol systems, logotype design, packaging application and brand system study and development

**GRD 370 Advanced Web&Interactive Design (3)**

*Prerequisite(s):* GRD 352/Equiv

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 Adobe Dreamweaver is necessary for this course to be successful for the student. The software program Adobe Flash 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 396 Co-Op:Parallel (PT) (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.

**GRD 400 Senior Design Seminar: Capstone (1) CAP**

*New Course*

*Prerequisite(s):* Senior Status in Graphic Design Program

This capstone seminar is designed to integrate the courses of the Graphic Design major with the core curriculum. Course content will be based upon the following spring's senior degree topic, including studying this theme from the multiple perspectives of the six baccalaureate learning outcomes that have been an integral part of students' college learning experience. Planned activities include reading, research, writing discourse, and presentation. Course learning will serve as the basis for each student's spring senior degree campaign and exhibit. Documented material from this course will also be used to assess program effectiveness.

**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 advice to the students.

**GRD 496 Co-Op:Alternating (FT) (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.

**GST 261 Social and Psychological Aspects of Aging (3) S**

*Prerequisite(s):* SOC 103

Crosslisted with SOC 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.

**GST 340 Spirituality and Aging (3) S/R**

*Prerequisite(s):* 100 Level REL

Crosslisted with REL 340

A holistic approach to the enrichment and growth of elderly persons' spiritual experience will be examined from a nondenominational point of view with references to psychology and the behavioral sciences. Topics such as prayer, reconciliation and peace, interpersonal relationships, the faith of the elderly, and stages of development will be discussed.

**GST 350 Special Topics in Gerontology (1-3)**

Announcement of topics will be made when course is offered.

**GST 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.

**GST 358 Organizational Administration in Healthcare (3) S**

Crosslisted with SWK 358

This course examines some of the administrative, managerial and human resource issues in the area of social community. Particular emphasis is given to the leadership function of the LTC/agency administrator in the aging and social network.

**GST 359 Work, Leisure and Retirement (3) S**

This course provides an overview of work with 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 & 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 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.

**GST 379 Oral History & the Aging Process (3) LAS**

*Prerequisite(s):* Approval of instructor

Crosslisted with HIS 379

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.

**GST 396 Co-Op:Parallel(PT) (1-3)**

*Prerequisite(s):* CED 220

**GST 432 Gerontology Practicum (3)**

*Prerequisite(s):* May be completed after at least 5 gerontology courses have been taken

Assignment to a community organization or agency for career training or a specialized project involved in one's area of interest. The practicum is 135 clock hours in length. In addition, students will meet periodically

to discuss problems, concerns and issues in the placement.

**GST 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.

**GST 496 Co-Op:Alternatng(FT) (3)**

*Corequisite(s):* CED 220

**HIS 105 World Civilization to 1500 (3) H**

This course offers 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 105H HON:World Civilization to 1500 (0)**

Course description as stated in HIS 105 (Honors Course)

**HIS 106 World Civilization Since 1500 (3) H**

This course offers 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 107 European Civilization to 1500 (3) H**

*New Course*

In order to better understand current issues facing the industrialized world, one must understand the ideas, values, events and persons critical to the development of European civilization. As we examine European history from the late Roman Empire to the early Renaissance, we will begin to understand the major concepts of humanity and society as defined in Europe and how these both unified and divided its inhabitants.

**HIS 108 European Civilization Since 1500 (3) H**

A survey of European culture from the Renaissance to the present.

**HIS 109 U.S. Hist to 1877 (3) H**

This course examines the political, economic, and social forces that have directed American development from the colonial period through Reconstruction following the Civil War. An emphasis is placed upon interpreting historical sources.

**HIS 110 U.S. History Since 1877 (3) H**

This course examines the political, economic, and social forces that have directed American development from Reconstruction to the present. An emphasis is placed upon interpreting historical sources.

**HIS 110S Serv Lrng:U.S. Hist Since 1877 (1)**

*Concurrent requisite(s):* HIS 110

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

**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 200S Serv Lrng:Local History (1)**

*Concurrent requisite(s):* HIS 200

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

**HIS 211 U.S. History Since 1945 (3) H**

This course is an examination of American society during the seven decades following World War II. Among the topics considered are the Cold War, the Civil Rights movement, the Vietnam War, the counterculture, feminism, and modern conservatism.

**HIS 211S Serv Lrng:U.S.His Since 1945 (1)**

*Concurrent requisite(s):* HIS 211

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

**HIS 215 The Second Rome:Byzantine Empire (3) H**

*New Course*

*Prerequisite(s):* COM/ENG 101

An examination of the Byzantine Empire and its relation to the Medieval Mediterranean, Islamic and Slavic worlds

**HIS 225 The Best of Both Worlds: The Ottoman Empire (3) H**

*New Course*

*Prerequisite(s):* COM/ENG 101

An examination of the Ottoman Empire and its influence on the Medieval and Early Modern European, Islamic and Slavic worlds.

**HIS 235 Before Columbus: The Native Americas (3) H**

*New Course*

*Prerequisite(s):* COM/ENG 101

An examination of native North and South American civilizations before European contact in 1492

**HIS 236 From Cortez to Costco Impact of European Contact with the Americas on the Food We Eat (3) H**

*New Course*

This course examines the effects of European contact with the Americas on global biodiversity from the 15th century to the present.

**HIS 240 Dar Al-Islam: Early Islamic Culture (3) H**

*New Course*

*Prerequisite(s):* COM/ENG 101

An examination of the rise and development of the early Islamic caliphates to the beginning of the Ottoman period.

**HIS 260 19th Century American Thought In Prose (3) H**

*New Course*

*Corequisite(s):* COM/ENG 101

Crosslisted ENG 260

This course examines significant historical and documents and literature of the late 18th century and the first half of the 19th century in America, with special emphasis on how issues and ideas they present are interpreted through genres such as speeches, letters, political documents, essays, poetry, and fiction.

**HIS 270 Nihilism, Nuremberg & Nukes Europe in the 20th Century (3) H**

*New Course*

*Prerequisite(s):* HIS 108 Recommended

This course examines the social and cultural history of Europe in the 20th century, paying particular attention to the ways in which the arts reflect responses to war, peace, and politics.

**HIS 271 Science, Technology & Gender in the Modern Age (3) H**

*New Course*

This course examines the development, distribution, and application of technology and whether or not ideas regarding gender are a factor.

**HIS 273 The Classical World (3) LAS**

Crosslisted ENG 273

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.

**HIS 281 Women in American History (3) H**

This course is a study of women's experiences in American history, Native American and colonial women to the 21st century.

**HIS 282 Women in European History 1500 to Present (3) H**

*New Course*

This course examines the experience of women in Europe and Europe's colonial holdings from the Renaissance to the present, and how sex, gender, race and class affected women's experience.

**HIS 285 Sea, Sail & Song:Early American Maritime History (3) H**

*New Course*

*Prerequisite(s):* 15 or more credit hours earned and min 2.0 cum GPA

This immersion course will feature travel to the coast of Maine this summer to explore the development of early national identity through Americans' extensive reliance on water, especially the ocean. Together we will study how life on various frontiers—between land and sea and between native American and European cultures—created new ideas concerning individualism, independence, and eventually, a new American character. Particular attention will be paid to how this process was expressed through folk music. Activities will include music workshops, service at a seventeenth century archaeological site, kayaking, and an overnight sail on a historic two-masted schooner.

**HIS 290 America at Play: Baseball, Bare Knuckles and Back Seats (3) LAS**

The course examines American society and culture through an exploration of the history of sports, recreation and leisure. Emphasis is placed on how these activities affect class identity, gender construction, and race relations. The impact of an emerging mass consumer society is also explored.

**HIS 295 Punch Lines & Pratfalls History of American Humor (3) H**

*Prerequisite(s):* HIS 110 or HIS 211

What's so funny? This course examines the various ways that Americans have answered this question from the founding of the Republic to the present, with an emphasis on the twentieth century. The evolution of a uniquely American humor, as well as its performance and reception, is analyzed not only as an expression of popular culture but also as a particularly potent articulation of democracy.



**HIS 305 Before Writing: World Pre-History (3) H***New Course**Prerequisite(s)*: COM 100 and COM/ENG 101

An examination of pre-bronze and -iron age cultures found in the Old and New Worlds.

**HIS 320 History of the English Language (3) H***Prerequisite(s)*: COM 100 and COM/ENG 101

Crosslisted ENG 320

A historical and linguistic examination of the development and evolution of the English language from medieval insular Anglo-Saxon to today's world Englishes.

**HIS 325 Global Human Rights: The Case for Women & Child (3) H**

This course examines the basic definition of the human right, then explores whether or not women and children need different rights from those outlined in the basic definition.

**HIS 326 The Scientific Revolution and the Enlightenment (3) H***New Course**Prerequisite(s)*: COM/ENG 101/or Equiv

An examination of the period between 1500 and 1789, focusing on the development of "science" and how it shaped ideas about humans and their world.

**HIS 330 American Foreign Relations (3) LAS***Prerequisite(s)*: HIS 110 or HIS 211 Recommended

Crosslisted with PSC 330

This course is designed to provide the student with an overview of American foreign relations from the early days of the Republic until the present. An emphasis will be placed upon the emergence of the United States as a world power in the 20th century.

**HIS 345 The Revolutionary Tradition in France (3) H***New Course*

Students will examine the use of revolution as a means of political and social change in France from 1789 to 1900.

**HIS 350 Topics in American History (3) LAS**

These courses 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 History, American Foreign Policy, American Issues, American Economic and Social History, and Labor History.

**HIS 379 Oral History and the Aging Process (3) LAS***Prerequisite(s)*: Approval of instructor

Crosslisted GST 379

This course introduces the student to the methods of oral history by examining America's recent past through interviews with those who have lived through it. An emphasis is placed on how the aging process affects memory and recollection.

**HIS 396 Cooperative Education Work Experience: Parallel (1-3)***Prerequisite(s)*: CED 220

This course is 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 (1-4)**

This course offers practical experience in photographic arrangement and preservation, exhibit preparation, manuscript processing, reference correspondence, and work with printed materials and the education system.

**HIS 400 American History Seminar (3)**

The seminar in American history provides the student with an opportunity to research a particular topic in American history and write a paper of significant length.

**HIS 401 European History Seminar (3) CAP**

*Prerequisite(s):* 40 hours completed in the Core curriculum, plus a minimum of nine hours in European History

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

This course is a study of how Rome developed from a small settlement on the Tiber to become master of the Mediterranean. An Auto-Study course.

**HIS 415Z History of India (3)**

*Prerequisite(s):* Approval of instructor is required

This course is 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 Directed Independent Study (1-4)**

This individualized course allows for reading, research, or creative work on a selected era or aspect of history.

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

*Prerequisite(s):* CED 220

This is 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.

**HLT 200 Foundations of Wellness (3)**

This course is a survey of the physical, emotional, interpersonal, environmental, intellectual, and spiritual dimensions of wellness and their impact on human health and quality of life. Students will examine both personal and community factors influencing healthy and high risk behaviors. The role of health and wellness professionals in promoting healthy lifestyle choices and assisting others achieve optimal wellness will be explored.

**HLT 260 Human Nutrition (3)**

This course focuses on the relationship of human nutrition and maintenance of a healthy lifestyle. Emphasis will be on current research and evidence based practices related to nutritional concerns during physical training and activities, nutritional supplements, nutritional controversies, stress management, substance abuse, and special nutritional needs of various physically active groups.

**HLT 413 Healthcare Administration (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.

**HLT 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.

### **HRN 200H Honors Current Topics (0-3)**

*New Course*

Each semester, students will examine a current world issue that has implications for many academic disciplines and many different aspects of contemporary life. Topics will change with each offering. Course will be a seminar format and will include a set of public forums on the semester's topic.

### **HRN 400H Honors Seminar II (1)**

### **HRN 400S Serv Lrng:Honors Capstone (1)**

*Concurrent requisite(s):* HRN 400H

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

### **IAD 102 Interior Architecture & Design Foundation (3)**

*Prerequisite(s):* ART 111 or Permission of Instructor

Introduces the students to the range of skills and problems related to design of the built environment and to the processes which open up creative thinking and creative problem solving. IAD Foundation will present and utilize general concepts of design theory and problem-solving strategies, develop the ability to move from the abstract principles and elements of design into complex form generation, and examine the complex relationship between form, space, culture, society, aesthetics, and inhabitation vs production. IAD Foundation also introduces critical thinking and analytics through the use of precedence in the study and production of built form and designed objects. The relationship between tradition and invention, legitimacy and innovation will provide a forum for the students to participate in critique and reflection of design practice.

### **IAD 103 Design Foundation I (3) A**

This course is an introduction to the fundamental elements and principles of design. Assignments to promote an understanding of color, line, positive and negative shape and space, and encourage the ability to generate a variety of creative solutions to visual problems in terms of organized relationships using traditional and digital media.

### **IAD 106 Design Foundation II (3) A**

*Corequisite(s):* ART 102

Crosslisted ART 106/GRD 106

This course is designed to provide students with an understanding of design principles found through observing and understanding form and space. Assignments emphasize creative problem solving skills while exploring the diverse relationship between two and three-dimensional design using a variety of traditional and digital media.

### **IAD 201 IAD Studio I (3)**

*Prerequisite(s):* IAD 102

*Corequisite(s):* IAD 231

Explorations of historical and social typologies as well as theories of design and human behavior as they apply to the man-made and natural environment. Students study the perception and theories of place, space, and home.

### **IAD 202 Studio II:Thirdspace Environments:Design (3)**

*Prerequisite(s):* IAD 201

*Corequisite(s):* IAD 232

Interdisciplinary design studio involving investigating issues of design systems and design scale for the purposes of communication and value creation. Students will be able to clearly formulate and articulate design intentions within the capacity to solve problems and create value. The class will specifically address issues of program development, precedent assessment, concept development, verbal/written articulation of problems and solutions, and the integration and interaction of multiple design 'fields' within a single coherent system. Students will be expected to apply leanings from their support classes (construction/lighting/vis comm.) to their solutions. Additional core issues pertain to sustainability and eco-friendly design will be examined.

**IAD 231 Visual Communication I (3)**

*Prerequisite(s):* IAD 102

*Corequisite(s):* IAD 201

Visual communication extends the representational skills from Foundations, teaching the fundamental principles of delineation of designed forms as required in architectural drawing and presentation. Students will learn basic graphic representation skills in traditional and digital format and will be exposed to Computer Aided Drafting programs as well as graphic communication programs. Taught in conjunction with IAD 201 Studio I, Visual Communication will help students acquire the skills needed to bring their ideas to fruition.

**IAD 232 Visual Communication II (3)**

*Prerequisite(s):* IAD 231

*Corequisite(s):* IAD 202

An intermediate approach to graphic representation which exposes students to three-dimensional CAD as well as a variety of introductory rendering techniques in traditional and digital media.

**IAD 251 Construction/Structures (3)**

Explores issues of structures, construction and materials as related to environmental design with emphasis on, structural theories and components, materials, building codes and ordinances, life safety, and fire requirements.

**IAD 301 Studio III (3)**

*Prerequisite(s):* IAD 202

*Corequisite(s):* IAD 331

Introductory analysis of human's perception and psychological response to the built environment in which we work. Students will understand the impact of globalization by researching the impact of social and cultural influences on business practices and the design of spaces which support these practices. This studio is typically in collaboration with a professional design firm or industry partner. This course also investigates building codes and ordinances that impact life safety and fire requirements.

**IAD 302 Studio IV:Branded Environments (3)**

*Prerequisite(s):* IAD 301

*Corequisite(s):* IAD 332

Advanced integrated design studio examining the idea of branding and its implications in the built environment. This studio is typically in collaboration with a professional design firm or industry partner. Program reviews and encourages individual investigation of the full range of the design process: research, conceptualization, programming and ideation in preparation for senior year.

**IAD 331 Visual Communication III (3)**

*Prerequisite(s):* IAD 232

*Corequisite(s):* IAD 301

Advanced study of computer aided drafting, rendering and presentation and its ability to create visual representations of imagined objects in a variety of forms.

**IAD 332 Visual Communication IV (3)**

*Prerequisite(s):* IAD 331

*Corequisite(s):* IAD 302

A study in advanced visual presentation techniques integrating a variety of media and formats into coherent

graphic presentations.

### **IAD 352 Environmental Technologies (3)**

*Corequisite(s):* IND 302

Examines building systems as they pertain to environmental controls concentrating on strategies for heating, ventilation and air conditioning (HVAC), lighting, electrical, plumbing, acoustics, and energy efficiency with a focus on sustainable design and indoor air quality.

### **IAD 371 Materials Lab (3)**

*Prerequisite(s):* IAD 232

*Corequisite(s):* IAD 301

Course introduces students to a variety of natural and man-made materials including its construction, inherent and applied properties, application and installation techniques as well as fabrication and maintenance.

### **IAD 372 Lighting Lab (3)**

*Corequisite(s):* IAD 302

Focuses on the understanding of light distribution, color rendition and the interaction and integration of natural and man-made light sources in the built environment. Develops technical competency in designing and specifying lighting.

### **IAD 396 Co-Op:Alternating (PT) (1-3)**

*Prerequisite(s):* CED 220

### **IAD 401 Studio V Research Seminar (3)**

*Prerequisite(s):* IAD 302

*Corequisite(s):* IAD 451

Individually directed research based studio designed for students to explore, develop, and test theories and concepts of a complex design problem including an exploration of the social, cultural and contextual implications. Students will prepare a comprehensive project proposal and program, which will include extensive research and problem solving methods. Students will work individually with professional designers to begin formal studies in addition to written and oral presentations. This studio will create the foundation and background research for a successful thesis project. Students will be given the opportunity to explore, develop and test thesis concepts. Basic research methodology will be integrated into the design process to produce a complete research book for the senior thesis project. Students will be introduced to research as strategies and as tactics for the development of comprehensive design solution. One of the primary aims of this studio is to bridge the gap between 'design' and 'research' and demonstrate the utility of research for creating a framework for inquiry, problem understanding, and design solution.

### **IAD 402 Studio VI Senior Project (3)**

*Prerequisite(s):* IAD 401

Comprehensive studio for senior students where they will evaluate synthesize and apply research findings and programmatic requirements to solve complex and critical design problems. Students will demonstrate their ability to apply their summative knowledge of training in design. Students continue to work with design professionals for the implementation or their research project.

### **IAD 451 Professional Practice (3)**

*Prerequisite(s):* IAD 302

*Corequisite(s):* IAD 401

Focuses on contemporary issues facing the business and financial aspects of the design profession as related to management, ethics, marketing, legal and contractual issues. A full gamut of situations and problems that face practicing designers including regulatory bodies and professional development are studied and solved through various practical and imaginative techniques.

### **IAD 496 Co-Op:Alternating (FT) (1-3)**

*Prerequisite(s):* CED 220

**IDC 320 3-D Computer Animation (3)**

*Prerequisite(s):* ART 270

Investigates the two key ingredients of computer animation: modeling and motion. Students complete a short 3-D animated film of their own design using industry-standard software.

**IDC 321 Advanced Character Animation (3)**

*Prerequisite(s):* IDC 320

Techniques to create a full character rig ready for animation. This includes the construction of the skeleton, the weighting of rigging, deformers and blend shapes, as well as the concepts of kinematics. Students will learn how to set up animation controls corresponding to the specific needs of their own character.

**IDC 330 Computer Graphics (3)**

*Prerequisite(s):* CSC 231

Course examines the fundamentals of computer graphics programming. Topics covered include: 2D geometric primitives and raster images, 3D object representations, data structures, and algorithms.

**IDC 340 Game Programming (3)**

*Prerequisite(s):* CSC 231, INF 324

Concepts and techniques for programming 2D and 3D multi-player games; motion control, behaviors and interactions.

**IDC 401 Senior Research (1)**

*Prerequisite(s):* Senior status or permission of instructor

Students work independently mentored by a faculty advisor on a project that demonstrates and integrates knowledge attained through previous coursework.

**IDS 200 Religion, Culture & 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 Intro to Linguistics (3) IDS**

*Prerequisite(s):* PSY 103 or PSY 103H

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 205 The Beatles:Voice of a Generation (3) IDS**

*New Course*

*Prerequisite(s):* Sophomore Status

An interdisciplinary course that examines the influence popular music (in this case, the work of the Beatles) can have on art, film-making, fashion, and spirituality/religion.

**IDS 206 Biochemistry and Nutrition (3) IDS**

*Prerequisite(s):* CHE 104

This course integrates biochemistry and nutrition, focusing on the interrelationship between the two as it relates to wellness and health conditions across the lifespan. Topics include the structure and function of biomolecules, biochemical energy production, an examination of modern dietary trends and fads, as well as nutritional requirements necessary to enhance athletic performance and prevent illness and injury. Not for students taking CHE 207 due to duplication of content.

**IDS 207 Suffering and Hope (3) IDS**

*Prerequisite(s):* COM/ENG 101 or equivalent and 100-Level Religion

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 or ENG 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**

*Prerequisite(s)*: PSY 103 or PSY 103H

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 212S Serv Lrng:Domestic Violence (1) IDS**

*Concurrent requisite(s)*: IDS 212

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

### **IDS 215 Forensic Science Integrated Seminar (2)**

*Prerequisite(s)*: IDS 210 or CRM 103 or Permission of Instructor.

Students will examine the interactions of forensic science and law enforcement, and research forensic science career options and the necessary preparations for them. Interdisciplinary topics to be explored include cold case resolution, forensic science in the courtroom, missing and unidentified persons cases, and forensic science in mass disaster settings. This course is primarily intended for students seeking the Forensic Science Minor; however, it is open to all. This course DOES NOT satisfy the core IDS 200-level requirement, but rather an elective only.

### **IDS 224 Parenting (3) IDS**

*Prerequisite(s)*: PSY 103 or PSY 103H

This course is an interdisciplinary scientific study of what parents can do to raise healthy, responsible, competent, and resilient children. It examines physical and mental health, cognitive and emotional development, discipline, schooling, values, and culture. Students read and integrate scholarly information from several disciplines to formulate a deliberate and effective approach to parenting.

### **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. 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 231S Serv Lrng:World Music (1)**

*Concurrent requisite(s):* IDS 231

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

### **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 240 Disability, Culture & Equity (3) IDS**

*Prerequisite(s):* Sophomore standing or above

This course examines the cultural meaning of disability. Historical, sociological and cultural studies perspectives are used to understand issues of disability and social justice.

### **IDS 240S Serv Lrng:Disability, Culture and Equity (1)**

*Concurrent requisite(s):* IDS 240

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

### **IDS 242 Exploring the Sacred (3) IDS**

*Prerequisite(s):* 100 level REL, COM/ENG 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. Lecture, lab.

### **IDS 260H Honors: Cincinnati Arts Scene (1-3) IDS**

*Prerequisite(s)*: 15 or more credit hours earned and approval of the Honors Program Director

In this course students will study the history of various performing and visual arts in Cincinnati, hear from people behind the scenes of the local arts, and immerse themselves in a variety of arts offerings in Cincinnati. Students may take the class twice; open to Honors students and other Juniors/Seniors with Honors Director's approval.

### **IDS 260S Serv Learn:Cinti Arts Scene (1)**

*Corequisite(s)*: IDS 260H

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

### **IDS 261H HON:United Nations Millennium Goals: Global & Local (3) IDS**

*Prerequisite(s)*: Sophomore status, e.g., 28 completed credit hours, minimum GPA 2.0, Honors Director approval

*Concurrent requisite(s)*: IDS 261S

In this course, students will travel to New York for a three-day orientation to the Millennial Goals of the United Nations. While there, they will tour the United Nations, visit with a mission from another country to see how the goals affect that country, and have an opportunity for conversation with United States representatives to the UN. They will also learn about Elizabeth Ann Seton's life in New York by visiting significant locations from her life such as Ellis Island and Episcopal and Catholic churches. During the semester, students will research one of the Millennial Goals and its connection to local issues. Students will also serve a local organization with some connection to the UN Millennial Goals.

### **IDS 261S Serv Lrng:United Nations Millen Global & Local (1)**

*Concurrent requisite(s)*: IDS 261H

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

### **IDS 262 Exploring Science and Faith (3) IDS**

In this course, we will examine neuroscience and social science research on beliefs, common elements of faith, and relationships among faith, practice, and organized faith systems. We will examine specific conflicts between and possibilities for reconciling scientific and faith perspectives. This inquiry will include panel discussions with faculty guests, field experiences, and class discussions. To integrate ideas from across the

semester, both students and faculty will write and present belief statements to the class.

**IDS 262H HON:Exploring Science & Faith (3) IDS**

In this course, we will examine neuroscience and social science research on beliefs, common elements of faith, and relationships among faith, practice, and organized faith systems. We will examine specific conflicts between and possibilities for reconciling scientific and faith perspectives. This inquiry will include panel discussions with faculty guests, field experiences, and class discussions. To integrate ideas from across the semester, both students and faculty will write and present belief statements to the class.

**IDS 263H HON:Museums,Monuments & Meaning (3) IDS**

*New Course*

*Prerequisite(s):* IDS 100 or IDS 100/CORE 115

In this course, students will travel to Washington, DC and experience the richness of their history by visiting and reflecting on significant monuments and museums there. During the subsequent semester, they will explore together the stories of people who experienced events memorialized in the monuments and museums.

**IDS 272 Healing and Loving Creation:An Ecological Spirituality for Our Time (3) IDS**

Discipleship in our modern world increasingly necessitates an ecological commitment to embrace a green lifestyle. God's fidelity to "renew the face of Earth" as a planet of peace and compassion inspires new ways of thinking about and responding to the dignity of all creation. We will consider the contemplative encounter with God in nature that compels us to embrace our potential as co-creators, loving and healing Earth.

**IDS 275 Going Places: Present & Future of Transportation (3) IDS**

*Prerequisite(s):* 15 or more credit hours earned

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 278 The Holocaust (3) IDS**

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 280 Color to Dye For (3) IDS**

*Prerequisite(s):* Minimum of 32 earned credit hours

This course integrates history, the fiber arts, the natural sciences, and the social sciences to explore dyes and color. Topics may include the origin, development and use of fabric and fiber dyes throughout the world; the science of dyes and dyeing; some historical fiber crafts and fiber arts, the exploitation of colonies/colonial people and the economic importance of the dye industry throughout history. Each student will also choose a topic of interest to research more thoroughly and present to the class.

**IDS 285 How the West was Won:Myth and Reality in the Creation of the American West (3) IDS**

This course explores the many meanings of the American West to those who have inhabited, conquered, and imagined this fascinating region over hundreds of years, with an emphasis on the nineteenth and twentieth centuries. From the sharpshooting of Annie Oakley to the short stories of Zane Grey, from "real lawmen" like Wyatt Earp to "real heroes" like John Wayne, this course uses literature, art, film, television, history and more-including an extended case study of the famous gunfight at the O.K. Corral-to discover how the West became more a creation of the American imagination than a place on the American map.

**IDS 305 Naturalist As Artist/Artist As Naturalist (4) IDS***Prerequisite(s):* ART 101/Equiv

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 305S Serv Lrng:Naturalist As Artist/ Artist As Naturalist (1)***Concurrent requisite(s):* IDS 305

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

**IDS 307 Healthy Communities (3) IDS***Prerequisite(s):* PSY 103 or PSY 103H 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 310 Time Culture and Self (3) IDS***Prerequisite(s):* 100-Level Religion Course, SOC 103 and 28 earned hours

This course will use readings from sociology, anthropology, social psychology, and religious studies to explore different cultural concepts and experiences of time. We will discover how our perceptions of time are socially constructed and how they shape our ideas of "self" and our social relationships. Using both readings and exercises, we will also investigate why many mystical traditions find tremendous meaning in living within "the present moment."

**IDS 315 Mediterranean Culture: Saracens, Knights & Infidels (3) IDS***Prerequisite(s):* COM/ENG 101 and Sophomore Status

An interdisciplinary examination of past and present interactions among Mediterranean cultures, societies, and empires. By studying how these people represented their experiences in historical and literary texts, we will consider options for improved intercultural communication.

**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 321 US/UK Comp Law & Crim Justice (3) IDS***Prerequisite(s):* PRL 151 or CRM 103

In this class, the student will be exposed to the law, legal process, and criminal system of the United Kingdom. The course will focus on development of the law in the United States, as it relates to the British Common Law, and compare and contrast the legal systems of these two countries. At the conclusion of this course, there will be a two-week trip to London, where students will be able to observe the British Court system.

### **IDS 325 Multicultural Sicily (3) IDS**

*Prerequisite(s):* At the time of trip, Sophomore status or above

This course is an opportunity to study in depth the literary, historical, artistic, and philosophical foundations of the Middle Ages as evident in the multicultural culture/society of medieval and contemporary Sicily. Sicily is a unique place to experience this study because during the height of the Crusades, the Sicilians, under Normal rule, achieved a high level of culture by sharing the accomplishments of Jews, Muslims, Byzantine and Roman Christians in one multicultural society. This expression of multiculturalism is particularly suited to an interdisciplinary course.

### **IDS 331 Holistic Wellness and Aging (3) IDS**

*Prerequisite(s):* PSY 103 or PSY 103H 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 333 Elder Abuse (3) IDS**

*Prerequisite(s):* SOC 103 or PSY 103

This course will explore the topic of elder abuse from multiple perspectives including the spiritual, psychological, legal, ethical, and health impact of abuse. The global, cultural, social, economic and political factors contributing to elder abuse, victim assistance and methods to prevent abuse will be discussed.

### **IDS 334 Jesus Through the Ages (3) IDS**

Art and Religious Studies Interdisciplinary Course.

This course will examine the religious ideas that have influenced artistic renderings of Jesus. We will look at how he is perceived in religious history and art. The course explores methods of the historical and contemporary contemplative use of art for personal spiritual experience.

### **IDS 350 Ghana:A Cultural Experience (3) IDS**

*Prerequisite(s):* COM/ENG 101, SOC 103, and minimum 2.0 cum GPA

This course focuses on modes of communication and traditional African religion, particularly those traditions of the Akan people of Ghana, and examines Ghanaian socio-economic and political systems. While in Ghana, students attend classes at the Catholic University College of Ghana, participate in traditional festivals, meet religious and secular dignitaries, and engage in a project for which you may earn Service Learning credit.

### **IDS 357H HRN: Psychology in Literature (3) IDS**

*Prerequisite(s):* COM/ENG 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 360 Contemporary Japan and Its Roots (3) IDS**

*Prerequisite(s):* 15 or more credit hours earned and Sophomore status and minimum 2.0 cum GPA

This course is an exploration of the impact of pre-modern Japan on contemporary Japanese culture. It will culminate in a twelve-day trip to Japan. Students will explore the country's fine arts, history and religious beliefs from the Edo Era (1600-1868) to the present. They will learn how these three forces influenced

contemporary Japanese art and cultural life.

### **IDS 370 Addictions:An Interdisc Apprch (3) IDS**

*Prerequisite(s):* PSY 103 or PSY 103H, 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 Ancient Greece (3) IDS**

*Prerequisite(s):* 15 or more credit hours earned, at least Sophomore status and minimum 2.0 cum GPA

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**

*Prerequisite(s):* 15 or more credit hours earned and minimum 2.0 cum GPA

Through an exciting field trip to Egypt, interdisciplinary readings, and examination of artifacts at archaeological sites, this course explores the impact of 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 380C The Mediterranean:Art & Science of Leonardo da Vinci (3) IDS**

*Prerequisite(s):* Sophomore Status and and minimum 2.0 cum GPA

Through examination of Leonardo da Vinci, this course thoroughly explores the man and his singular historical legacy. Specifically we assess his far ranging interdisciplinary contributions to modern scientific theory. This study is team taught by two MSJ faculty members. Research will take place in the MSJ classroom, and in Italy during a 10-day fieldtrip. These sites have the most authentic collections of Leonardo da Vinci primary source documents in the world. Highlights will include examination of Leonardo's work in Rome, in Florence, in Vinci, and in Milan.

### **IDS 385 The Story of Berlin (3) IDS**

*Prerequisite(s):* 15 or more credit hours earned, sophomore status, and minimum 2.0 cum GPA

Through an exciting field trip to Berlin we will explore the complex and often contentious role of this influential European capitol and the life of its people from the perspectives of history, politics, culture, religion, art and architecture. Our journey will take us from the sleepy residential town of Berlin to capitol of the Reich, Berlin under Hitler, Berlin the divided city during the cold war, to reunification in 1990, and finally to the Berlin of today, one of the most vibrant multi-cultural capitols in Europe.

### **IDS 390 Appalachian Culture & Spirit (3) IDS**

*Prerequisite(s):* 100 level REL and SOC 103, and minimum 2.0 cum GPA

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 390S Serv Lrng:Appalachian Culture (1)**

*Concurrent requisite(s):* IDS 390

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will

develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

**IDS 391 Cherokee Culture & Spirituality (3) IDS**

*Prerequisite(s):* 100 level REL and SOC 103, and minimum 2.0 cum GPA

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 391S Serv Lrng:Cherokee Culture (1)**

*Concurrent requisite(s):* IDS 391

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

**IDS 392 Honduran Culture & Spirituality (3) IDS**

*Prerequisite(s):* 100 level REL and SOC 103, and minimum 2.0 cum GPA

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 & Spirituality (3) IDS**

*Prerequisite(s):* SOC 103, and minimum 2.0 cum GPA

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 393S Serv Lrng:Lakota Cult & Spirit (1)**

*Concurrent requisite(s):* IDS 393

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

**IDS 394 US/Mexico Border Experience (3) IDS**

*Prerequisite(s):* 100 level REL and SOC 103, and minimum 2.0 cum GPA

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 & Culture of Ireland (3) IDS**

*Prerequisite(s):* 15 or more credit hours earned, and minimum 2.0 cum GPA

This immersion course will look at the history of historical and contemporary Ireland. We will examine how both, in past and present times, art, music, literature, and theater is grounded in the saga of the Irish people. Particular attention will be paid to the influence of the struggle for Irish independence. Weekend excursions will introduce the students to "pilgrimage" and a service component is scheduled in collaboration with the Irish Christian Brothers.

**IDS 395S Serv Lrng:Ireland (1)**

*Concurrent requisite(s):* IDS 395

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

**IDS 397 Rome:A Sacred & Secular History (3) IDS**

This 3 credit, accelerated course is designed to provide students with an on-site learning experience of the history of Rome from both a theological and secular perspective. Students will explore how Roman society developed into one of the worlds greatest civilizations, and will visit important sites of Roman history such as the Forums, Colosseum, Pantheon, and Ostia Antica. Students will then study how early Christianity experienced itself within the Roman Empire, and also how the Catholic Church developed in Rome over the next two millennia. They will visit sites of importance to the Christian community in Rome such as the Basilicas of St. Peter, St. John Lateran, St. Mary Major, and St. Paul Outside the Walls; as well as the Catacomb of St. Sebastian, Church of San Clemente, and Vatican Necropolis. The travel portion of this course takes place during Spring break.

**IDS 460 Japan's Contemporary Culture and its Edo Past (3)**

*Prerequisite(s):* IDS 360

This course is an in-depth exploration of the impact of pre-modern Japan on contemporary Japanese culture, building on student experiences from IDS 360 and from their prior travel in Japan. It will include advanced assignments, interaction with students in IDS 360, and a more active leadership role during the twelve-day trip to Japan. Students will examine in detail an aspect of Japan's fine arts, history, culture, or religious beliefs from the Edo Era (1615 - 1868) to the present. They will augment their knowledge of how these forces influenced contemporary Japanese art and cultural life.

**IEC 230 Observing and Understanding the Whole Child (3)**

*Prerequisite(s):* PSY 205

Teacher candidates will study typical and atypical development in children from birth to age 8. Major developmental theories, conditions and risk factors that affect children's development and learning will be examined in-depth. To develop observational skills, students will become acquainted with, and utilize, formal and informal assessment instruments and tools.

**IEC 250 Profess & Developmentally Appropriate Practices (3)**

*Prerequisite(s):* IEC 230

Teacher candidates will learn about professional and developmentally appropriate education for ages birth to 8 years. Learners will identify various standard-based activities and assessment strategies, articulating their relationship to promoting children's development and learning. The students will engage in aspects of program design, explaining necessary accommodations for all learners in a diverse and inclusive manner, with considerations that foster psychomotor, cognitive, affective and socio-cultural well-being.

**IEC 321 Collab Practices in Working with Families, Communities & Peers (3)**

*Prerequisite(s):* Admission to Division

This course acquaints the student with the theories, knowledge, and skills necessary to work in a collaborative manner with parents, teaching peers, support staff, school administrators, and individuals from outside agencies on behalf of young children. Students will explore strategies for building relations and collaborative interventions within diverse contexts.

### **IEC 333 Inclusive Early Child Practicum (1-3)**

*Prerequisite(s):* Admission to Division, MTH 143, MTH 153; BIO 110 Recommended

*Concurrent requisite(s):* IEC 339

This practicum provides students with practical and pedagogical applications of the concepts and skills found within the disciplines of mathematics and natural sciences. Each MSJ undergraduate student will participate for at least 50 hours, under supervision, as a pre-service instructor within the early childhood classroom setting.

### **IEC 334 Collaborative Practices in Early Childhood Education (1)**

*Prerequisite(s):* Admission to Division

*Concurrent requisite(s):* IEC 338

This practicum provides students with practical applications of the evidence-based concepts and skills from the disciplines of the behavioral and social sciences. Each MSJ undergraduate student will participate for at least 50 hours, under supervision, as a team member within the classroom, school, and community settings.

### **IEC 337 Methods of Teaching Math (3)**

*Prerequisite(s):* Admission to Division and MTH 143 or MTH 153

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 will be stressed.

### **IEC 338 Methods Teaching Social Studies (3)**

*Prerequisite(s):* HIS course with grade of "C" or better and Admission to Division, IEC 250

*Concurrent requisite(s):* IEC 334

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.

### **IEC 339 Methods of Teaching Science (3)**

*Prerequisite(s):* Admission to Division and one lab science with a grade of "C" or better

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.

### **IEC 444 Student Teaching and Seminar for Early Childhood Education (12) CAP**

*Prerequisite(s):* Admission to Division and permission from Clinical Experience Director

The student will experience fifteen weeks of supervised teaching in an Inclusive Early Childhood setting approved by the Ohio Department of Education. The student teacher will plan and implement a variety of learning experiences for young children grades pre-K through 3rd, gradually taking responsibility for the entire program. The student teacher will be evaluated by the cooperative teacher, college supervisor and key faculty.

### **INF 101 Seminar - Intro Informatics (1)**

Explore the many fields of Informatics, gaining basic understanding how information is collected, manipulated, classified, stored, retrieved, and visualized. This course includes an introduction to informatics and explores various career opportunities in informatics fields. There will be a variety of guest speakers to help navigate through the vast array of opportunities in informatics.



**INF 110 Foundations in Technology (3)**

Want to make the computer work for you rather than frustrate you? Learn hands-on what you need to know about information technology. This course helps to demystify technology, enabling you to be more confident and self-sufficient using valuable technology tools. This foundations course: presents general file management and application management techniques; provides hands-on opportunity to learn more about your operating system, hardware, and network; expands your internet experience including building a personal website; introduces general programming concepts in a fun, interactive environment; provides opportunity to develop and enhance troubleshooting skills. Learn how technology can assist you with your career goals.

**INF 120 Principles of Programming I (3)**

Gain an understanding of the basic concepts and considerations of structured and object-oriented programming methodologies and be able to apply these concepts appropriately to solve a variety of typical problems, programming in an event-driven graphical development environment including creating classes and objects.

**INF 120H HON:Principles of Programming I (0)**

Course description as stated in INF 120 (Honors Course)

**INF 215 Principles of Human Computer Interaction (HCI) (3)**

*Prerequisite(s):* INF 120 or equivalent

This course introduces the skills and concepts of Human-Computer Interaction (HCI) that enable developers to design systems that effectively meet human needs. Topics covered include Human-Computer Interaction, Human-Centered Design, Understanding Users, Design Methods, Usability and Evaluation, Prototyping, Collaboration Design, Observation Techniques, and Interview Techniques.

**INF 218 Fundamentals of Search Analytics (3)**

*Prerequisite(s):* INF 230

This course covers techniques and tools to automatically crawl, parse, index, store, and search information available via the web. This course also covers the problems of web searching and web navigation, how a search engine works, the different types of search engines, and web metrics and data mining.

**INF 221 Principles of Programming II (3)**

*Prerequisite(s):* INF 120 or equivalent

Develop programming techniques emphasizing reliability, maintainability, and reusability. This course includes an introduction to objects, classes, and object-oriented design, incorporating encapsulation, inheritance, polymorphism, and abstraction. Additional topics include systems development lifecycle (SDLC), multi-dimensional arrays, exception handling, addresses, pointers, and dynamic storage allocation.

**INF 230 Database Design & Development (3)**

*Prerequisite(s):* INF 120 or equivalent (INF 372 strongly recommended for Business Informatics and Health Science Informatics majors)

This course provides an introduction to fundamental database concepts including current relational database modeling, file management, data definition, and standards. Learn to develop structured query language (SQL) statements to develop, retrieve, manipulate, and maintain data. Use complex and compound criteria from multiple tables to develop appropriate reports and perform data analysis. Also explore some contemporary non-relational databases.

**INF 240 Healthcare Informatics (3)**

*Prerequisite(s):* INF 110

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

**INF 250 Web Fundamentals & Standards (3)**

*Prerequisite(s):* INF 120 or equivalent

This course is designed to provide students with the fundamentals of current and proposed standards for HTML, XHTML and CSS. This course also explores web technologies, examining future directions that

present opportunities for multimedia developers, examines various multimedia formats (images, audio, video, sound and animation), web standards and accessibility.

### **INF 255 Client-Side Scripting (3)**

*Prerequisite(s):* INF 221 and INF 250

Introduction to the Document Object Model (DOM), fundamentals of Internet application design, development, and deployment using client-side scripting language(s) and the use of external libraries such as JQuery. Further examination of various multimedia formats (images, audio, video, sound and animation).

### **INF 256 Server-Side Scripting (3)**

*Prerequisite(s):* INF 221 and INF 250

This course covers the configuration of web server software and the use of server-side programming. Topics include: Server-side scripting in languages such as PHP and Java Server Pages, SQL, database access and drivers, security issues, including access control and secured transmissions.

### **INF 270 Intro to Mobile Application Development (3)**

*Prerequisite(s):* INF 120 or equivalent (INF 221 strongly recommended)

In this course, students will be introduced to the foundations of mobile development and its unique requirements and constraints. Students will create a variety of mobile applications. Requirements and design decisions tied to mobile application development and how they relate to limited resources available on mobile devices are emphasized.

### **INF 324 Data Structures (3)**

*Prerequisite(s):* INF 221

In-depth study of the abstract data type: its theory and implementation, study of complex data structures including trees, B-trees and graphs.

### **INF 328 Object-Oriented Analysis and Design (3)**

*Prerequisite(s):* INF 221

This course covers techniques of abstraction and object design, design patterns, and object modeling and how to apply these concepts to web and mobile applications.

### **INF 331 Applied Database (3)**

*Prerequisite(s):* INF 230

This course builds on the Database Design & Development course and focuses on the creation, administration and use of databases utilizing a multi-tier application design methodology. This course assumes knowledge of database system concepts. The student will be introduced to application program development in a database environment with emphasis on setting up, modifying, and querying a database. Students will also do extensive project work writing and utilizing database stored procedures and triggers.

### **INF 335 Data Analytics (3)**

*Prerequisite(s):* INF 230

Students will develop an understanding and application of business intelligence techniques while learning data mining and decision support fundamentals and gaining an understanding of data collection, cleaning and aggregation issues. Students learn to construct meaningful multi-dimensional models, investigate data warehousing issues, utilize a data mining query language, learn statistical techniques for analyzing data, utilize decision trees in data analysis, and investigate cluster analysis.

### **INF 345 Accounting Information Systems (3)**

*Prerequisite(s):* ACC 345, ACC 301 and CIS 135 or INF 345, ACC 213 and CIS 135 (CIS 300/INF 372 Recommended)

Focus for this course is on understanding how technology can enable key financial accounting activities. The student will be introduced to processing and reporting of accounting requirements using various types of computerized accounting systems. Risk assessment and evaluation techniques related to defining, implementing, and managing accounting information systems will be examined. Students will learn of the importance

of integrating both manual and system controls to achieve reliable results.

**INF 348 Project Management (3)**

*Prerequisite(s)*: INF 120

Crosslisted MGT 325

A comprehensive overview of the elements of modern project management, guidelines for success, and related tools. Dimensions and elements of project management, concepts, methodologies, strategies, and structures will be examined.

**INF 355 Advanced Client-Side Scripting (3)**

*Prerequisite(s)*: INF 255

This course covers the more advanced Object-Oriented features of a client-side scripting language as well as AJAX with XML and JSON. Open source libraries such as jQuery, JQuery Mobile, and Prototype are covered with an emphasis on developing plugins for these libraries.

**INF 356 Advanced Server-Side Scripting (3)**

*Prerequisite(s)*: INF 256

Advanced topics for scripting in a server-side programming language. Topics covered will include object-oriented web application frameworks, Model/View/Controller (MVC) design pattern, Content Management Systems (CMS), web services, XML Schemas, SOAP (Simple Object Access Model), WSDL (Web Services Description Language), authentication, authorization, session management, PDF generation and email communication.

**INF 372 Information Systems (3)**

*Prerequisite(s)*: CIS 135, INF 120

Crosslisted CIS 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 and database tools to perform what-if and sensitivity analysis, summarizing and reporting.

**INF 374 Technology Ethics and Security (3)**

*Prerequisite(s)*: INF 110

This course covers the management of information technology and the broader issues of morality, ethics, security, and policy. This course considers issues pertaining to data security, regulation, intellectual property, freedom of expression, social media, hacking, malware, technology-based crime, and appropriate use and dissemination of data.

**INF 376 Systems Analysis & Design (3)**

*Prerequisite(s)*: INF 120

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.

**INF 390 Industry Informatics (3)**

*Prerequisite(s)*: INF 110, CIS 135, or equivalent

Students gain a competitive advantage by being well-versed with the industry standard tools within their discipline. In this course, students will choose a specific industry and/or discipline and research the various technology tools currently used while identifying industry leaders. Specific attention will require students to understand the technology platform used for the industry tools. Students will also investigate emerging technologies and how they are impacting a specific industry. Students will also gain hands-on experience with industry-specific technology tools.

**INF 391 Topics in Technology (3)**

*Prerequisite(s)*: INF 120 or equivalent and 2 other INF courses

Variable topic course with emphasis is on current trends in informatics that complement the specific in-

formatics discipline of each student. Students develop specific learning outcomes and report on progress, prepare and deliver a training module for the class, and attend guest lectures from industry professionals. Researching and/or obtaining an industry-recognized certification is strongly encouraged. Course may be taken up to two times (total of 6 credit hours).

**INF 396 Co-Op:Parallel(PT) (1-3)**

*Prerequisite(s):* CED 220

A related work experience supervised by a faculty coordinator in collaboration with the cooperative education. Credit is awarded upon successful completion of the work experience, documentation and evaluation.

**INF 400 Senior Research (1)**

*Prerequisite(s):* Senior status or permission of instructor

Students work independently mentored by a faculty advisor on a project that demonstrates and integrates knowledge attained through previous coursework.

**INF 450 Topics in Web/Mobile Development (3)**

*Prerequisite(s):* INF 255 and INF 270

Explore emerging technologies in web and mobile software development. Understand the issues and concepts underlying new technology through hands-on experience, and become prepared for future developments in this quickly evolving field. This course may be repeated with new content. See class schedule for specific content.

**INF 460 Independent Study (1-3)**

*New Course*

Selected areas of concentration for students approved by the department chairperson.

**INF 496 Co-Op:Parallel(FT) (1-3)**

*Prerequisite(s):* CED 220

A related work experience supervised by a faculty coordinator in collaboration with the cooperative education. Credit is awarded upon successful completion of the work experience, documentation and evaluation.

**JCG 200 Disabling Theology (3) JCG**

*Prerequisite(s):* Religion Course and SOC 103

*Corequisite(s):* SOC 103

*Concurrent requisite(s):* JCG 200S

Using a practical theological method that dialogues between theology and experience, this course explores the social injustice of ableism, as well as the search for the common good, in relationship to persons who are differently abled in body, mind, and/or psyche.

**JCG 255 Christian Social Justice (3) JCG**

This course will fulfill either the Ethics Requirement of Justice in the Common Good for S214

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.

**JCG 266 A Land Where You Can Eat: Sustainable Foodways and Christian Spirituality (3) JCG**

This course examines food production, distribution, and consumption using practical theological method. Students develop a spirituality of just food, paying special attention to social structures and individual choices that promote and/or inhibit sustainable foodways.

**JCG 267 Healing and Loving Creation:An Ecological Spirituality for Our Time (3) JCG**

Discipleship in our modern world increasingly necessitates an ecological commitment to embrace a green lifestyle. God's fidelity to "renew the face of Earth" as a planet of peace and compassion inspires new ways

of thinking about and responding to the dignity of all creation. We will consider the contemplative encounter with God in nature that compels us to embrace our potential as co-creators, loving and healing Earth.

### **JCG 268 Bringing about a Sustainable Reign of God (3) JCG**

This course explores why we are called to live more sustainably and gives practical ways to live that are more in keeping with Gospel teaching. We will look at the signs of times in which we are now living and apply Jesus' message of love and compassion towards all of God's creation. We will also look at ways in which we can spread this message to others.

### **JCG 390 Appalachian Culture & Spirit (3) JCG**

*Prerequisite(s):* 100 level REL and SOC 103, and minimum 2.0 cum GPA

Crosslisted IDS 390. This course will be a field experience in the Appalachian Mountains in Kentucky and will focus on understanding Appalachian Culture and Religion. We will examine how culture affects religion, how religion affects culture, and explore how the dynamic interplay of these two can affect personal religious development, lifestyle, behavior and family, social, ecological, economic and political systems. Special attention will be focused on social analysis of the poverty in Appalachia, issues of social and environmental justice, and exploration of strategies for future sustainability in the region. The course can be taken for graduate, undergraduate, Honors and Service Learning credit. Five classroom sessions will be conducted to develop the academic learning of the experience.

### **JCG 390S Serv Lrng:Appalachian Culture (1)**

*Concurrent requisite(s):* JCG 390

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

### **JCG 391 Cherokee Culture & Spirituality (3) JCG**

*Prerequisite(s):* 100 level REL and SOC 103, and minimum 2.0 cum GPA

Crosslisted IDS 391. This course includes a one week trip the Cherokee Qualla Boundary in North Carolina. As a comprehensive exploration into justice and the common good students will meet with Cherokee guides who teach us about Native American life from their vantage point. We will see multi-faceted examples of how working for justice is a cornerstone of today's Cherokee.

### **JCG 391S Serv Lrng:Cherokee Culture (1)**

*Concurrent requisite(s):* JCG 391

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

### **LCE 200 Foundations of Leadership and Civic Engagement (3)**

This course examines fundamental principles of effective leadership and civic engagement. Emphasis is placed on gaining knowledge of one's own leadership tendencies and reflecting on the application of leadership concepts to the practice of leadership and engagement with others in real-world situations.

### **LCE 300 Leadership for the Common Good (3)**

*Prerequisite(s):* Completion of LCE 200 Foundations of Leadership with a "C" or better

*Concurrent requisite(s):* LCE 300S

This course explores personal and collective responsibilities as citizens in service to society and the role of leadership dedicated to the growth and development of others and commitment to building value-based institutions that contribute to creating a sustainable, just, and caring society. Emphasis is placed on critical analysis of local/global social problems and methods used to address them. Students will participate in a local, pre-semester service-immersion experience in which they will identify a community partner with whom to work on developing a community engagement project strategy. Occasional field trips to meet with area community leaders may be scheduled during regular class meeting times.

**LCE 300S Serv Lrng:Leadership for the Common Good (1)**

*Concurrent requisite(s):* LCE 300

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

**LCE 400 Leadership Theory & Ethical Practice (3)**

*Prerequisite(s):* Completion of LCE 300 Leadership for the Common Good with a "C" or better is required for course enrollment.

This course provides an introduction to leadership theories and models. Emphasis is placed on critical analysis and practical application of classic and contemporary approaches to leadership. Leadership ethics is also examined.

**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)**

Topics from Algebra, which include operations with signed numbers, solution of equations, polynomials, factoring, graphing, and exponents.

**LGS 151 Intro Legal Principles (3) S**

Crosslisted with PRL 151

An introduction to basic legal principles through the study of the judicial system, judicial decision making, judicial remedies, the range of law, basic theories of law, and legal reasoning.

**LGS 151H HON:Intro Legal Principles (0)**

Course description as stated in LGS 151 (Honors Course)

**LGS 152 Legal Research (3)**

Crosslisted PRL 152

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.

**LGS 210 Business Law I (3)**

Crosslisted with BUS 210

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

**LGS 210S Serv Lrng:Business Law I (1)**

*Concurrent requisite(s):* LGS 210

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service

Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

### **LGS 289 Women's Issues & the Law (3) S**

*New Course*

Crosslisted SOC 289

This course is about gender differences and gendered human interrelationships. Through reading and discussion of legislation, judicial opinions, and other sources, we will examine how U.S. law reflects and reinforces social and institutional arrangements that channel men and women into different roles and allocates power between them. We will also look at alternative formulations of legal concepts and at how law is made and implemented. Students should be able to develop a critical analytical approach that can be the basis for evaluating future changes in law.

### **LGS 352 International Law & Human Rights (3) LAS**

*New Course*

This course will examine the politics of international law. We will discuss the development, enforcement, and impact of international law on international relations. We will also discuss issue areas, focusing on human rights.

### **LGS 354 Constitutional Law (3) S**

Crosslisted with PSC 354

This course is designed to provide students with an in-depth study of the Constitution of the United States. Special attention will be given to the Bill of Rights and the freedoms and rights contained therein, such as the freedom of speech, due process, equal protection, freedom of the press, freedom of religion, etc.

### **LGS 358 Law & Psychology (3) LAS**

*Prerequisite(s)*: PRL 151 or PSY 103

Crosslisted with PSY 358

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.

### **LGS 373 Comparative Criminal Justice/Criminology (3) LAS**

*Prerequisite(s)*: CRM 103, additional 6 CRM hours at 200 level or Instructor/Advisor Approval

Crosslisted CRM 372

This course offers a comparative, cross-cultural perspective to the study of criminal justice systems and crime patterns worldwide.

### **LGS 380 Legal Aspects of Sport and Recreation (3)**

*New Course*

Crosslisted SPM 380

Sport and recreation activities by their very nature have the potential for litigation. Familiarity with the law in these areas and the legal concepts behind the law will be discussed. Topics such as risk management, liability, crowd control, as well as tort, constitutional, and contract law will be stressed.

### **LGS 450 Adv 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.

**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.

**LIBST 499S Serv Lrn:Senior Seminar/Capstone (1)**

*Concurrent requisite(s):* LIBST 499

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

**MCE 300 Intro Middle School (3)**

*Prerequisite(s):* Admission to Division, 15 hours in content area coursework

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.

textbfMCE 300H HON:Intro Middle School (0)

Course description as stated in MCE 300 (Honors Course)

**MCE 333 MCE Ed Content Practicum (1-3)**

*Prerequisite(s):* Admission to Division, EDU 305

*Concurrent requisite(s):* Two of the following:MCE 383, MTH 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

*Concurrent requisite(s):* MCE 333

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 385 Methods of Teach Social Studies (3)**

*Prerequisite(s):* MCE 300, and a minimum of 15 hours in concentration area

*Concurrent requisite(s):* MCE 333

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 Teach Language Arts (3)**

*Prerequisite(s)*: MCE 300, plus 15 hours in language arts concentration area

*Concurrent requisite(s)*: MCE 333

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 Division and permission from Clinical Experience Director

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 Intro 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/Org Behavior (3)**

Examine the knowledge, skills, and abilities needed to lead and participate effectively in organizations. Emphasis will be on the functions of management (planning, organizing, leading, controlling), on understanding the behavior of individuals and groups in organizations (perception, motivation, group dynamics), and the impact of technology on organizations.

**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 325 Project Management (3)**

*Prerequisite(s)*: MGT 300, CIS 300, BUS 352

Crosslisted CIS 325

A Comprehensive overview of the elements of modern project management, guidelines for success, and related tools. Dimensions and elements of project management, concepts, methodologies, strategies, and structures will be examined.

**MGT 330 Industrial/Organizational Psychology (3) LAS**

*Prerequisite(s)*: PSY 103 and either MGT 300 or 6 additional hours of PSY

Crosslisted with PSY 330

Provides a survey of the field of industrial/organizational psychology. The student will learn about the principles, practices, and psychological knowledge that guide the activities of industrial/organizational psychologists. Examines the industrial side of I/O psychology (human resources activities such as job analysis, selection, training, and performance evaluation) and the organizational side (the behavior of people in organizations including topics such as motivation, job satisfaction, and leadership).

**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 335H HON:Understanding Quality Management (0)**

Course description as stated in MGT 335 (Honors Course)

**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 (SIFE) (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 in Management (3)**

*Prerequisite(s):* MGT 300

Crosslisted MKT 453

Covers selected topics in management. May be repeated more than once based on the specific contents of the course with advisor's permission.

**MGT 460 Seminar in Human Resources (3)**

*Prerequisite(s):* MGT 300, MGT 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 & 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 490 Seminar in Management (1-3)**

*New Course*

The course covers selected management topics in depth

**MGT 492 People in Organizations (3) LAS**

*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) LAS**

*Prerequisite(s):* PSY 103 or PSY 103H and either MKT 300 or 6 additional hours in PSY

Crosslisted with PSY 365 Examines consumer behavior, broadly defined, from the perspectives of consumer psychology and marketing. Psychological theories and concepts are used to understand our behaviors as consumers and the application of psychological theories and concepts in developing effective marketing strategies.

**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, 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 420S Serv Lrng:Marketing Management (1)**

*New Course*

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

**MKT 453 Current Topics in Marketing (3)**

*Prerequisite(s):* MKT 300

Crosslisted MGT 453

Covers selected topics in marketing. May be repeated more than once based on the specific contents of the course with advisor's permission.

**MKT 490 Seminar in Marketing (1-3)**

*Prerequisite(s):* MKT 300 and permission of instructor

Examines selected marketing topics in-depth through readings and group discussion. May be repeated more than once based on the specific contents of the 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)*: LCS 095/Equiv or placement

Real numbers, simplifying expressions, functions and relations, graphing of equalities and inequalities, solving equations, and solving systems of equations; with real world applications.

**MTH 099 Intermediate Algebra-CalculusTrk (3)***Prerequisite(s)*: Grade of C or better in MTH 098/Equiv or placement

Basic algebra, emphasizing exponents and radicals, coordinates of graphs, equations and inequalities, functions, systems of linear equations.

**MTH 143 Problem Solving & Number Systems (3) MA***Prerequisite(s)*: MTH 098/Equiv or placement

This course prepares future IECE, SED, and MCE/Mathematics Concentration teachers according to the three National Council of Teachers of Mathematics/Ohio Department of Education content standards for Number and Number Sense, Algebra, and Data Analysis/Probability. It will examine the mathematical content, skills, methods and strategies that comprise effective mathematical knowledge of whole and rational numbers. Mathematical processes such as problem solving and communication will be incorporated throughout the course.

**MTH 153 Geometry and Measurement (3) MA***Prerequisite(s)*: MTH 098/Equiv or placement

This course prepares future IECE, SED and MCE/Mathematics Concentration teachers according to the two National Council of Teachers of Mathematics/Ohio Department of Education content standards of Geometry and Measurement. It will examine the mathematical content skills, methods and strategies that comprise effective mathematical knowledge of two and three dimensional geometry, including coordinate and transformational geometry, geometry proofs, and measurement in standard and metric units. The objective of this course is for students to develop their problem solving and collaborative skills while deepening their understanding of the concepts listed above.

**MTH 160 Geometry for the Liberal Arts (3) MA***Prerequisite(s)*: MTH 098/Equiv or placement

This course will examine the basics of two and three dimensional geometry in the context of the arts and architecture. The objective of this course is for students to develop their spatial and pattern recognition skills while deepening their understanding of the basics of geometry.

**MTH 170 A Liberal Arts View of Math (3) MA***Prerequisite(s)*: MTH 098/Equiv or placement

This course is designed to enhance students mastery of the mathematics encountered in everyday life. These skills will foster a students ability to make good life decisions and to be a good citizen. Topics will include interpreting commonly-encountered statistics, decision-making in health and social science issues and the mathematics of chance. Financial mathematics will also be explored including personal budgeting, investing, credit and loans.

**MTH 174 Statistics I (3) MA***Prerequisite(s)*: MTH 098/Equiv or placement

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) MA**

*Prerequisite(s)*: MTH 098/Equiv or placement

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 180 Math for Business (3) MA**

*Prerequisite(s)*: Grade of "C" or better in MTH 098/Equiv or placement

Application of linear functions, matrices and their use in solving systems of equations, geometric and simplex method for linear programming, mathematics of finance. Selected mathematical techniques applicable to problems in management science, economics and finance.

**MTH 185 Precalculus (3) MA**

*Prerequisite(s)*: Grade of "C" or better in MTH 099 or placement

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) MA**

*Prerequisite(s)*: Grade of "C" or better in MTH 185 or placement

Fundamental concepts of differential calculus; selected techniques applicable in management science, economics and finance.

**MTH 191 Calculus I (3) MA**

*Prerequisite(s)*: Grade of "C" or better in MTH 185 or placement

Differential calculus, limits, continuity, and derivations of algebraic, trigonometric, exponential, and logarithmic functions; incorporating fundamental theorems and applications.

**MTH 192 Calculus II (3) MA**

*Prerequisite(s)*: Grade of "C" or better in MTH 191 or "4" or higher on AP Calc AB

Integral calculus: definite and indefinite integral, techniques of integration, and applications of integration. Sequences, Series Convergence Tests, Geometric, Taylor and Binomial Series.

**MTH 195 Introduction to Math Computing (3)**

*Prerequisite(s)*: Grade of "C" or better in MTH 185 or placement

*Corequisite(s)*: MTH 191

A study of the principles and practice of mathematical problem solving using MATLAB. Topics include MATLAB basics, functions and variables, file input and output, user-defined functions and program design, complex data manipulation, graphical user interface, and technical problem solving applications, etc.

**MTH 220 Discrete Mathematics (3) MA**

*Prerequisite(s)*: Grade of "C" or better in MTH 191

Most if not all of the math classes you've taken up to now have focused on computation and problem solving. This class is intended as a transition to more abstract mathematics, so the emphasis will be on theory, critical thinking and the ability to communicate mathematically. The topics covered will include but are not limited to propositional and predicate logic; methods of proof, sequences, recursion, recurrence relations, set theory, functions, relations, graphs and counting.

**MTH 255 Introduction to Linear Algebra (3) MA**

*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) MA**

*Prerequisite(s):* Grade of "C" or better in MTH 192 or "4" or higher on AP Calc BC

Topics include but not limited to, three dimensional analytic geometry, functions of several variables, vectors, lines and planes, vector functions, parametric curves, partial derivatives.

**MTH 292 Calculus IV (3) MA**

*Prerequisite(s):* MTH 291

Continuation of MTH 291 with applications of partial derivatives, gradients and directional derivatives, multiple integrals, line integrals, Green's Theorem.

**MTH 301 Mathematical Modeling (3) MA**

*Prerequisite(s):* MTH 255

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 Math Curr/Meth:Adol-Young Adult (3)**

*Prerequisite(s):* Admission to the Education Department and AYA 345 and MTH 191

*Corequisite(s):* AYA 333 or AYA 334, MTH 326

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) MA**

*Prerequisite(s):* MTH 220, junior or senior level or permission of instructor

Study of geometry from different perspectives, including Euclidean and non-Euclidean geometries, and other assorted topics; use of current geometry software; survey of the history of geometry.

**MTH 310 Differential Equations (3) MA**

*Prerequisite(s):* MTH 255

First and second order ordinary differential equations having constant coefficients; linear systems; non-homogeneous equations using determined coefficients; applications.

**MTH 315 Number Theory (3) MA**

*Prerequisite(s):* MTH 220

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/Statistics (4) MA**

*Prerequisite(s):* MTH 220

Descriptive statistics, probability, discrete and continuous random variables, probability distributions, sampling, estimation, and combinatorics.

**MTH 325 Numerical Analysis (3) MA**

*Prerequisite(s):* MTH 255

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 Math Lab for Teachers (3)**

*Prerequisite(s):* MTH 191 and MTH 303 or MTH 384

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) MA**

*Prerequisite(s)*: MTH 255

Abstract algebraic structures and their application; rroup and group isomorphism and homomorphisms; rings and fields; historical references.

**MTH 361S Serv Lrng:Abstract Algebra (1)**

*Corequisite(s)*: MTH 361

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

**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)**

*Corequisite(s)*: MCE 333 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 Advanced Calculus (3) MA**

*Prerequisite(s)*: MTH 292 and MTH 220

This course studies the foundations of calculus, including convergence, limits, sequences and series of real numbers and functions, continuity, differentiation, and Riemann integrals.

**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)**

*Prerequisite(s)*: 21 hours of mathematics above MTH 191

(1 credit per semester taken in two semesters)

Students work independently mentored by a faculty advisor on a topic that integrates mathematics learned in previous courses.

**MTH 402 The Pinnacle and Beyond: Math, 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 in which 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 and receive comments from faculty members. Attendance and participation is required for music majors.

### **MUS 000S Serv Lrng:Repertoire Class (1)**

*Corequisite(s)*: MUS 000R

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

### **MUS 100 Intro to Music Reading and Writing (3)**

An introduction to the basic skills of music emphasizing the reading and writing of musical notes and sounds. Students will also learn some keyboard, listening, and singing skills.

### **MUS 103 Piano Class (2)**

A piano class designed for non-music majors with little or no piano background who are interested in playing piano for enjoyment and recreation, while developing skills that allow them to continue learning independently.

### **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 108 Musicianship I (4)**

Musicianship I is designed to give students a solid foundation in the knowledge and application of the fundamental elements of Western Music. Students will be able to recognize and discern these elements aurally without the score as well as analytically with the score. Students will learn to accurately describe unique uses of these elements in compositions and apply them in compositions of their own. In addition, piano skills will assist and support the process of analysis as well as the composing process and begin to meet their need for basic keyboard applications in the teaching studio and/or class room. The following topics will be included: notation, scales, tonality, keys, modes, intervals, transposition, chords, Roman numeral analysis, figured bass and popular-music symbols. Furthermore, the course will cover the following topics of the structural elements of Western Music: cadences, non-harmonic tones, melodic organization, texture,

and species counterpoint.

**MUS 109 Musicianship II (4)**

Musicianship II will continue to examine elements and patterns of Western Music. Students will be able to recognize and discern these patterns aurally as well as analytically from the score. Students will learn to accurately describe unique features of compositions. In addition, piano skills will help in that discernment and make them functional keyboard players. The following topics will be included: Harmonic Progression/Harmonic Rhythm, Dominant Seventh Chord, Leading-Tone Seventh Chords, Non-dominant Seventh Chords, Secondary Dominants and Leading-Tone Chords, Modulation, Binary Form and Ternary Form.

**MUS 110B Mount Singers (0.5) MU**

A group of ten to fifteen women who perform a variety of styles including classical, spiritual, art song, jazz, and Broadway, and pop songs. A singing and sight singing audition is required.

**MUS 110E College Chorale (0.5) MU**

The chorale is a mixed chorus (SATB) performing a variety of literature from all musical periods. There are no prerequisites and enrollment is open to all MSJ students. The group performs one concert per semester and is occasionally featured at various college functions.

**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 115 Immersion I (1)**

Students will learn the basics of professionalism and how to create and foster professional relationships. Immersion opportunities will be observation based and will contain a wide variety of experiences based on the students' interests.

**MUS 120A Mount Community Concert Band (0.5)**

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 Applied Chamber Ensemble (0.5) MU**

Available to all qualified instrumentalists, featuring works for strings, brass, woodwinds, and classical guitar. The ensemble performs a variety of music from all eras.

**MUS 120E Lion's Roar Band (0.5) MU**

The Lion's Roar Band is open to all wind, brass, and percussion instrumentalists, by director approval. The ensemble supports the College at every home football and basketball game, select away and tournament games, and at a variety of other on and off campus events. The Band performs a diverse selection of music ranging from current Top 40 to classical and Broadway. Open to all music majors and non-music majors.

**MUS 120F Symphonic Band (0.5) MU**

The Symphonic Band is open to all wind, brass, and percussion instrumentalists, by director approval. Drawing from the wide variety of traditional and contemporary band literature, the ensemble performs two concerts in the College Theatre each semester, as well as other on and off campus events. This Ensemble provides students with the opportunity to rehearse and perform high quality repertoire with emphasis on individual and group musical improvement. Open to all music majors and non-music majors.

**MUS 120G Jazz Ensemble (0.5) MU**

This ensemble is open to all students, music majors and non-music majors, who play saxophone, trumpet, trombone, bass, piano, guitar, or drums. Director approval is required (director approval may require an audition). Other instruments may be approved by director approval. The Jazz Ensemble focuses on performance, with emphasis placed on correct style and performance practices. Other aspects of the course

include study of rehearsal techniques, improvisation, arranging, and theory. The ensemble meets first and second semester and gives both on- and off- campus performances. Students do not need to take this course for credit to participate.

### **MUS 120K Orchestra (1) MU**

Open to all strings and other orchestral instruments as needed, music majors and non-music majors, by director's approval (director approval requires an audition). The Orchestra performs standard symphonic literature and "pops" orchestral repertoire. Members of the orchestra will develop a deeper sensitivity not only toward outstanding musicianship, but also to historical style, performance practices, aesthetics, discipline, and professionalism. Students do not need to take this course for credit to participate.

### **MUS 120L Percussion Ensemble (0.5) MU**

*Prerequisite(s):* Approval of ensemble director

The Percussion Ensemble is open to all percussion students, music majors and non-music majors, by director's approval (director approval may require an audition). The ensemble performs one concert each semester, focusing on literature from both the traditional and contemporary ensemble repertoire. Members of the ensemble will develop a deeper understanding ensemble and chamber music skills.

### **MUS 130 Masterworks of Music (3) MU**

A survey of musical masterpieces representative of the major stylistic eras, from the Middle Ages to the 21st century. A course designed to aid in the development of discriminative listening and to expand the repertoire of the average concert-goer. Lectures, discussions, live performances and active listening experiences. Recommended for the non-music major.

### **MUS 136 History of Jazz (3) MU**

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 History of Rock and Roll (3) MU**

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 140 Piano (1)**

Weekly half hour private instruction. For non-music majors who are interested in taking piano lessons as an elective (no prerequisite).

### **MUS 140A Piano (1.5)**

Weekly one hour private instruction. For piano majors and very serious non-music majors. Audition required.

### **MUS 140P Piano and Pedagogy (0.5)**

*Prerequisite(s):* Approval by instructor

This course will provide time for intensive study and analysis of pedagogical methods and graded repertoire of the area of study (as indicated by national teaching associations) through the support and resources of the instructor.

### **MUS 141 Organ (1)**

Weekly half hour 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 141A Organ (1.5)**

Weekly one hour private instruction.

**MUS 143A Jazz Piano (1.5)**

Weekly one hour private instruction. Studies in jazz piano styles and repertoire.

**MUS 143P Jazz Piano & Pedagogy (0.5)**

*Prerequisite(s):* Approval by Instructor

This course will provide time for intensive study and analysis of pedagogical methods and graded repertoire of the area of study (as indicated by national teaching associations) through the support and resources of the instructor.

**MUS 150 Voice (1)**

Weekly half hour 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 150A Voice (1.5)**

Weekly one hour 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 150P Voice & Pedagogy (0.5)**

*Prerequisite(s):* Approval by Instructor

This course will provide time for intensive study and analysis of pedagogical methods and graded repertoire of the area of study (as indicated by national teaching associations) through the support and resources of the instructor.

**MUS 160 Violin (1)**

Weekly half hour private instruction. Technical facility in scales, arpeggios and violin studies. Baroque, Classical and Romantic concerti and sonatas and contemporary music.

**MUS 160A Violin (1.5)**

Weekly one hour private instruction. Technical facility in scales, arpeggios and violin studies. Baroque, Classical and Romantic concerti and sonatas and contemporary music.

**MUS 160P Violin & Pedagogy (0.5)**

*Prerequisite(s):* Approval by Instructor

This course will provide time for intensive study and analysis of pedagogical methods and graded repertoire of the area of study (as indicated by national teaching associations) through the support and resources of the instructor.

**MUS 161 Viola (1)**

Weekly half hour 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 161A Viola (1.5)**

Weekly one hour private instruction.

**MUS 161P Viola & Pedagogy (0.5)**

*Prerequisite(s):* Approval by Instructor

This course will provide time for intensive study and analysis of pedagogical methods and graded repertoire of the area of study (as indicated by national teaching associations) through the support and resources of the instructor.

**MUS 162 Cello (1)**

Weekly half hour private instruction. To study the techniques and musical skills for playing the Cello.

**MUS 162A Cello (1.5)**

Weekly one hour private instruction. To study the techniques and musical skills for playing the Cello.

**MUS 162P Cello & Pedagogy (0.5)**

*Prerequisite(s):* Approval by Instructor

This course will provide time for intensive study and analysis of pedagogical methods and graded repertoire of the area of study (as indicated by national teaching associations) through the support and resources of the instructor

**MUS 163 Bass (1)**

Weekly half hour private instruction. To study the techniques and musical skills for playing the Doublebass

**MUS 163A Bass (1.5)**

Weekly one hour private instruction. To study the techniques and musical skills for playing the Doublebass.

**MUS 163P Bass & Pedagogy (0.5)**

*Prerequisite(s):* Approval by Instructor

This course will provide time for intensive study and analysis of pedagogical methods and graded repertoire of the area of study (as indicated by national teaching associations) through the support and resources of the instructor.

**MUS 164 Guitar (1)**

Weekly one hour private instruction. Technical facility in scales, arpeggios and selected studies. Emphasis on classical guitar techniques.

**MUS 164A Guitar (1.5)**

Weekly one hour private instruction. Technical facility in scales, arpeggios and selected studies. Emphasis on classical guitar techniques.

**MUS 164P Guitar & Pedagogy (0.5)**

*Prerequisite(s):* Approval by Instructor

This course will provide time for intensive study and analysis of pedagogical methods and graded repertoire of the area of study (as indicated by national teaching associations) through the support and resources of the instructor.

**MUS 165 Contemporary Guitar (1) MU**

*New Course*

Weekly half-hour private instruction. Studies in rock, pop, blues, jazz and other contemporary styles, technique and repertoire. Techniques include basic to advanced strumming, fingerstyle, plus single note scales and arpeggios. Solo improvisation is also encouraged. Students may study on acoustic or electric guitar.

**MUS 165A Contemporary Guitar (1.5) MU**

*New Course*

Weekly one hour private instruction. Studies in rock, pop, blues, jazz and other contemporary styles, technique and repertoire. Techniques include basic to advanced strumming, fingerstyle, plus single note scales and arpeggios. Solo improvisation is also encouraged. Students may study on acoustic or electric guitar.

**MUS 165P Guitar & Pedagogy (0.5) MU**

*Prerequisite(s):* Approval by Instructor

This course will provide time for intensive study and analysis of pedagogical methods and graded repertoire of the area of study (as indicated by national teaching associations) through the support and resources of the instructor.

**MUS 167A Jazz Double Bass (1.5)**

Weekly one hour private instruction. Studies in jazz double bass styles and repertoire.

**MUS 167P Double Bass & Pedagogy (0.5)**

*Prerequisite(s)*: Approval by Instructor

This course will provide time for intensive study and analysis of pedagogical methods and graded repertoire of the area of study (as indicated by national teaching associations) through the support and resources of the instructor.

**MUS 170 Harp (1)**

Weekly half hour 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 170A Harp (1.5)**

Weekly one hour 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 170P Harp & Pedagogy (0.5)**

*Prerequisite(s)*: Approval by Instructor

This course will provide time for intensive study and analysis of pedagogical methods and graded repertoire of the area of study (as indicated by national teaching associations) through the support and resources of the instructor.

**MUS 180 Flute & Piccolo (1)**

Weekly half hour 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 180A Flute & Piccolo (1.5)**

Weekly one hour 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 180P Flute, Piccolo & Pedagogy (0.5)**

*Prerequisite(s)*: Approval by Instructor

This course will provide time for intensive study and analysis of pedagogical methods and graded repertoire of the area of study (as indicated by national teaching associations) through the support and resources of the instructor.

**MUS 181 Clarinet (1)**

Weekly half hour 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 181A Clarinet (1.5)**

Weekly one hour 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 181P Clarinet & Pedagogy (0.5)**

*Prerequisite(s)*: Approval by Instructor

This course will provide time for intensive study and analysis of pedagogical methods and graded repertoire of the area of study (as indicated by national teaching associations) through the support and resources of the instructor.

**MUS 182 Saxophone (1)**

Weekly half hour private instruction. Open to all students. This course will include discussion and understanding music fundamentals, and building a foundation for saxophone performance in any style.

**MUS 182A Saxophone (1.5)**

Weekly one hour private instruction. Open to music majors. Primary focus will be performance of standard repertoire, scales and etudes. Pedagogy, professional expectations, and equipment will also be discussed.

**MUS 182P Saxophone & Pedagogy (0.5)**

*Prerequisite(s):* Approval by Instructor

This course will provide time for intensive study and analysis of pedagogical methods and graded repertoire of the area of study (as indicated by national teaching associations) through the support and resources of the instructor.

**MUS 183 Oboe (1)**

Weekly half hour 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 183A Oboe (1.5)**

Weekly one hour 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 183P Oboe & Pedagogy (0.5)**

*Prerequisite(s):* Approval by Instructor

This course will provide time for intensive study and analysis of pedagogical methods and graded repertoire of the area of study (as indicated by national teaching associations) through the support and resources of the instructor.

**MUS 184 Bassoon (1)**

Weekly half hour private instruction. Studies by Weissenborn, Milde, Bitsch. Representative works by Wolf-Ferrari, Elgar, Mozart, Von Weber, Vivaldi, Bach. Double reed making and adjusting.

**MUS 184A Bassoon (1.5)**

Weekly one hour private instruction. Studies by Weissenborn, Milde, Bitsch. Representative works by Wolf-Ferrari, Elgar, Mozart, Von Weber, Vivaldi, Bach. Double reed making and adjusting.

**MUS 184P Bassoon & Pedagogy (0.5)**

*Prerequisite(s):* Approval by Instructor

This course will provide time for intensive study and analysis of pedagogical methods and graded repertoire of the area of study (as indicated by national teaching associations) through the support and resources of the instructor.

**MUS 185A Jazz Saxophone (1.5)**

Weekly one hour private instruction. Open to all students who want to study the saxophone in relation to Jazz styles and repertoire. Studies will be based on building saxophone performance skills. These will be aided by listening, transcription, performance, and theory.

**MUS 185P Jazz Saxophone & Pedagogy (0.5)**

*Prerequisite(s):* Approval by Instructor

This course will provide time for intensive study and analysis of pedagogical methods and graded repertoire of the area of study (as indicated by national teaching associations) through the support and resources of the instructor.

**MUS 190 Trumpet (1)**

Weekly half hour 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 190A Trumpet (1.5)**

Weekly one hour 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 190P Trumpet & Pedagogy (0.5)**

*Prerequisite(s):* Approval by Instructor

This course will provide time for intensive study and analysis of pedagogical methods and graded repertoire of the area of study (as indicated by national teaching associations) through the support and resources of the instructor.

**MUS 191 French Horn (1)**

Weekly half hour 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 191A French Horn (1.5)**

Weekly one hour 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 191P French Horn & Pedagogy (0.5)**

*Prerequisite(s):* Approval by Instructor

This course will provide time for intensive study and analysis of pedagogical methods and graded repertoire of the area of study (as indicated by national teaching associations) through the support and resources of the instructor.

**MUS 192 Trombone/Baritone (1)**

Weekly half hour 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 192A Trombone/Baritone (1.5)**

Weekly one hour private instruction.

**MUS 192P Trombone/Baritone & Pedagogy (0.5)**

*Prerequisite(s):* Approval by Instructor

This course will provide time for intensive study and analysis of pedagogical methods and graded repertoire of the area of study (as indicated by national teaching associations) through the support and resources of the instructor.

**MUS 193 Tuba (1)**

Weekly half hour private instruction. Studies by Blume, Slama, Bell, and Gregoriev. Representative solo literature by Bach (Bell), Frankkiser, Rossini (Hume), Persichetti, Martelli, Beversdorf, Williams, other 20th century composers, and appropriate selections from the literature for trombone, bassoon and violoncello.

**MUS 193A Tuba (1.5)**

Weekly one hour private instruction. Studies by Blume, Slama, Bell, and Gregoriev. Representative solo literature by Bach (Bell), Frankkiser, Rossini (Hume), Persichetti, Martelli, Beversdorf, Williams, other 20th century composers, and appropriate selections from the literature for trombone, bassoon and violoncello.



**MUS 193P Tuba & Pedagogy (0.5)**

*Prerequisite(s):* Approval by Instructor

This course will provide time for intensive study and analysis of pedagogical methods and graded repertoire of the area of study (as indicated by national teaching associations) through the support and resources of the instructor.

**MUS 194A Jazz Trumpet (1.5)**

Weekly one hour private instruction. Studies in jazz trumpet styles and repertoire.

**MUS 194P Jazz Trumpet & Pedagogy (0.5)**

*Prerequisite(s):* Approval by Instructor

This course will provide time for intensive study and analysis of pedagogical methods and graded repertoire of the area of study (as indicated by national teaching associations) through the support and resources of the instructor.

**MUS 195 Percussion (1)**

Weekly half hour private instruction. Studies in the representative literature of snare drum, timpani, keyboard percussion, multiple percussion, accessories, drum set and world percussion. Includes discussion and instruction in the technical, physical, musical, and logistical factors in preparing music for solo, chamber, and large ensemble performance settings.

**MUS 195A Percussion (1.5)**

Weekly one hour private instruction. Studies in the representative literature of snare drum, timpani, keyboard percussion, multiple percussion, accessories, drum set and world percussion. Includes discussion and instruction in the technical, physical, musical, and logistical factors in preparing music for solo, chamber, and large ensemble performance settings.

**MUS 195P Percussion and Pedagogy (0.5)**

*Prerequisite(s):* Approval by Instructor

This course will provide time for intensive study and analysis of pedagogical methods and graded repertoire of the area of study (as indicated by national teaching associations) through the support and resources of the instructor.

**MUS 196A Jazz Trombone (1.5)**

Weekly one hour private instruction. Studies in jazz trombone styles and repertoire.

**MUS 196P Jazz Trombone & Pedagogy (0.5)**

*Prerequisite(s):* Approval by Instructor

This course will provide time for intensive study and analysis of pedagogical methods and graded repertoire of the area of study (as indicated by national teaching associations) through the support and resources of the instructor.

**MUS 197A Jazz Drums (1.5)**

Studies in jazz drum styles and repertoire

**MUS 197P Jazz Drums & Pedagogy (0.5)**

*Prerequisite(s):* Approval by Instructor

This course will provide time for intensive study and analysis of pedagogical methods and graded repertoire of the area of study (as indicated by national teaching associations) through the support and resources of the instructor.

**MUS 200 Composition (1)**

*Prerequisite(s):* Music Majors or Approval of Instructor

Students learn techniques and ideas of composition, including but not limited to elements of melody, harmony, rhythm, form, counterpoint. Studies include consideration of existing music styles, cultural implications, context and philosophy of music. Students are expected to utilize technological tools for notation of

music and computer realization of arrangements. Exercises in compositional technique lead to fully realized compositions for public performance.

### **MUS 200A Composition (1.5)**

*Prerequisite(s):* Music majors or approval of instructor

Students learn techniques and ideas of composition, including but not limited to elements of melody, harmony, rhythm, form, counterpoint. Studies include consideration of existing music styles, cultural implications, context and philosophy of music. Students are expected to utilize technological tools for notation of music and computer realization of arrangements. Exercises in compositional technique lead to fully realized compositions for public performance.

### **MUS 201 Jazz Theory I (3)**

*New Course*

*Prerequisite(s):* MUS 102

Study of the theory of jazz and studio music. Understanding of extended tertian harmony, quartal harmony, use of modes in jazz. Development of aural skills unique to jazz and transcription of recorded music for study.

### **MUS 202 Jazz Theory II (3)**

*New Course*

*Prerequisite(s):* MUS 201

Continuation of MUS 201. Further development of analytical, transcription, and aural skills. Detailed analysis of jazz forms and style.

### **MUS 205 Class Piano III (2)**

*Prerequisite(s):* MUS 106

A continuation of MUS 106, with emphasis on repertoire and functional piano skills. A proficiency examination is required.

### **MUS 206 Keyboard Harmony (2)**

*Prerequisite(s):* MUS 205

Continued development of keyboard skills associated with harmonic structure, transposition, musical style, sight reading, accompanying, and improvisation. A proficiency examination is required.

### **MUS 207 Jazz Keyboard Skills I (2)**

*New Course*

*Prerequisite(s):* MUS 106

This course extends the functional piano skills acquired in MUS 105 and 106 to include jazz-specific skills. Emphasis on chord voicing, common chord progressions, transposition, and improvisation.

### **MUS 208 Jazz Keyboard Skills II (2)**

*New Course*

*Prerequisite(s):* MUS 207

Continuation of MUS 207. More complex issues of style and extended tertian chord voicing are explored.

### **MUS 210 Sound and Vision I (3)**

Overview of technical and creative fundamentals of audio production as applied to voice-over, music and sound design for various aural and visual media. Student will conceptualize create record, edit, mix and deliver audio for CD, video, film, and the web using Pro Tools multi-track audio software Topics include analog and digital systems, acoustics, microphone techniques, multi-track recording, signal processing and multi-media systems.

### **MUS 212 American Popular Music: From Minstrelsy to MP3 (3) MU**

*New Course*

This course is intended to help you think creatively and critically about popular music. We will study the

most significant styles of American music in chronological order, beginning with the roots and continuing through the present day. We will explore several recurring themes throughout the course: (1) The interaction of European American, African American, and Latin American traditions; (2) The influence of mass media and technology (printing, recording, radio, video, Internet); (3) The role of popular music as a symbol of identity (race, class, gender, generation).

### **MUS 212S Ser Lrng:American Popular Music: From Minstrelsy to MP3 (1)**

*New Course*

*Concurrent requisite(s):* MUS 212

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

### **MUS 215 Musicianship III (4)**

Musicianship III will continue to examine elements and patterns of Western Music. Students will be able to recognize and discern these patterns aurally as well as analytically from the score. Students will learn to accurately describe unique features of compositions. In addition, piano skills will help in that discernment and make them functional keyboard players. The following topics will be included: Late Renaissance Polyphony, two-voice eighteenth-Century Counterpoint, The Fugue, Borrowed Chords, Neapolitan 6th Chord, Augmented 6th Chords, Variation Technique, and Sonata Form.

### **MUS 216 Musicianship IV (4)**

Musicianship IV will continue to examine elements and patterns of Western Music. Students will be able to recognize and discern these patterns aurally as well as analytically from the score. Students will learn to accurately describe unique features of compositions. In addition, piano skills will help in that discernment and make them functional keyboard players. The following topics will be included: Rondo Forms, extended and chromatic harmony, Romantic Period and Post-Romantic Style, Impressionism and other important styles from the early 20th century, Twelve-Tone Technique, and Music since 1945.

### **MUS 220 Immersion II (1)**

*Prerequisite(s):* MUS 115

Students will learn how to communicate effectively to appear attractive and competitive. Immersion opportunities will be observation and participation based and will contain a wide variety of experiences based on the students' disinterests.

### **MUS 221 String Class (1)**

Strings Class will study the basic techniques and musical skills of the violin, viola, cello, and bass. This course primarily prepares students for teaching strings in the public schools. The objectives of this course are an understanding of the principles for teaching these instruments, instrument care/handling, historical background and development of string instruments' teaching methods, tone production, principles of fingering, bowing, tuning, and practical experience playing these instruments.

### **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 I (3) MU**

*Prerequisite(s):* Music major or permission from Music Department

The great composers and their works in context: personal, artistic, philosophical, political, social, economic and religious backgrounds and circumstances. From the beginnings to Beethoven.

**MUS 234 Music History II (3) MU**

*Prerequisite(s):* Music major or permission from Music Department

The great composers and their works in context: personal, artistic, philosophical, political, social, economic, and religious backgrounds and circumstances. From Beethoven to the 21st Century.

**MUS 236 Jazz History (3)**

*New Course*

*Prerequisite(s):* MUS 233

Roots and origins of jazz - the musicians, regional styles, and cultural significance of jazz in its formative years. Exploration of the many "schools" and musicians of jazz, the influence on other music of the 20th Century and the global cultural significance of jazz and popular American music.

**MUS 241 Class Voice (1)**

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) MU**

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 I (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 302 Conducting II (1)**

This course focuses on required skills of the church music director - leading various sizes and levels of choir as both conductor and conductor/accompanist. Rehearsal technique, repertoire selection, practicing accompanying skills, score reading and sight reading will be addressed.

**MUS 317 Immersion III (1)**

*Prerequisite(s):* MUS 115, MUS 220

Students will learn the basics of a professional performance/freelance career. Immersion opportunities will be focused on professional performance/free-lance career opportunities and will be observation and participation based.

**MUS 323 Woodwind Pedagogy (1)**

Open to all music majors. Class instruction will focus on teaching strategies and learning to play each of the basic woodwind instruments (flute, clarinet, saxophone, oboe and bassoon).

**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 325 Marching Band Methods (1)**

This course covers the administration and management of the high school marching band as part of a total instrumental music program. Students are exposed to the various techniques used in producing a superior performing ensemble that also adheres to the basic musical objectives of a quality band program. Show design and drill writing utilizing Pyware 3D Dynamic Drill Design software are major topics for discussion.

**MUS 329 Choral Arranging (1)**

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 330 Orchestration (2)****MUS 333M Practica (1-3)**

Crosslisted with EDU 333M

The field experience is the central component of this course. The student will be assigned to placements in area schools for a total of 100 field hours and he/she will also attend on campus seminars per the Syllabus. Teaching activities as designated by the content area methods specialist will be assigned in order to apply theory learned in prior course work. College supervisors will coordinate with the content area methods specialist.

**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 (3)**

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 (3)**

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 (1-3)**

Independent study courses. Topics are determined according to student needs.

**MUS 360 Improvisation Workshop (1)**

*New Course*

Improvisation skills developed in small group format. Practical applications of applied studies and jazz theory in collaborative performance.

**MUS 365 Jazz and Studio Arranging (1)**

*New Course*

*Prerequisite(s):* MUS 329

Arranging and composing for a variety of jazz, pop, rock and studio ensembles. Notation techniques and stylistic best practices for live and studio performance are explored.

**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 401 Immersion IV (1)**

*Prerequisite(s):* MUS 115, MUS 220, MUS 317

Students will learn to use contacts and relationships to promote and market themselves for entrance into the workforce. Immersions will be business and marketing oriented and will provide students with basic information on beginning their own career path.

**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.

**MUS 499 Concluding Seminar/Capstone (3) CAP**

*Prerequisite(s):* 40 Hrs 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.

**NUR 100 Health Promotion (3)**

In this course, students explore the concept of health promotion in terms of exercise, sleep, stress, self-concept, with an emphasis on nutrition. The health-illness continuum is examined, with a focus on strategies that promote health and well-being in today's health care system. Throughout the course, students perform a variety of assessments and design an individualized health and wellness plan for self or others.

**NUR 205 Hlth Assess Across Lifespan (3)**

*Prerequisite(s):* BIO 198, IDS 206

*Concurrent requisite(s):* NUR 210, NUR 205A

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 205A Hlth Assess Across Life-Lab (0)**

*Concurrent requisite(s):* NUR 205

Course description as stated in NUR 205

**NUR 207 Population-Focused Primary Health Care Nursing (3)**

*Prerequisite(s):* NUR 220, NUR 317, NUR 317A

*Corequisite(s):* NUR 310, NUR 360

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 210 Foundatns Patient Centered Care (4)**

*Prerequisite(s):* BIO 198, SOC 103, IDS 206, PSY 103

*Corequisite(s):* NUR 205, BIO 215, PSY 204

*Concurrent requisite(s):* NUR 210A, NUR 210C

This course introduces the student to the foundations of the art and science of nursing. The evolution of

professional nursing and the history of health care are explored as the basis for the practice of patient-centered nursing care. The concepts fundamental to professional nursing such as nursing process, ethics, legalities, human diversity, and communication are emphasized. 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.

**NUR 210A Dim Prof Nursing Clinicals Foundations of Patient Centered Nursing Care Lab (0)**

*Concurrent requisite(s):* NUR 210

Course description as stated in NUR 210

**NUR 210C Foundations of Patient Centered Care and Clinical (0)**

*Concurrent requisite(s):* NUR 210

Course description as stated in NUR 210

**NUR 220 Medical-Surgical Nursing I Common/Chronic Conditions (6)**

*Prerequisite(s):* NUR 205, NUR 210

*Corequisite(s):* BIO 225, NUR 317, NUR 317A

*Concurrent requisite(s):* NUR 220A, NUR 220C

This course builds on the concepts introduced in Foundations of Patient Centered Nursing Care. The focus is the health promotion, health maintenance and illness/disease management for individuals experiencing common/chronic health conditions. Critical thinking skills are enhanced as evidence-based practice is presented and discussed when planning care. Clinical experiences allow students to develop caring relationships, and use therapeutic communication, collaboration, assessment and developmentally appropriate interventions as they provide patient-centered care. Other concepts integrated throughout the course include ethics, legalities, professional role, information literacy, health care technology and human diversity.

**NUR 220A Medical Surgical Nursing I Common/Chronic Conditions Lab (0)**

*Concurrent requisite(s):* NUR 220, NUR 220C

Course description as stated in NUR 220

**NUR 220C Medical-Surgical Nursing I Common/Chronic Cond(Clinical) (0)**

*Concurrent requisite(s):* NUR 220, NUR 220A

Course description as stated in NUR 220

**NUR 309 Cultural Immersion for Health Care Providers (1-3)**

This course is a field experience in a culturally-rich community which may occur in a foreign country or a location within the United States. Students will interact with health care providers, patients and families to gain a deeper understanding of the community's cultural beliefs and traditions and how they relate to health care. The focus of the course is on understanding how cultural beliefs relate to health and wellness and adapting care to meet the needs of the individual, family, and community. Students examine how culture, religion, social systems, and lifestyle affect one's belief of health and health care.

**NUR 310 Medical-Surgical Nursing II Gerontological Nursing (4)**

*Prerequisite(s):* NUR 317, NUR 220

*Corequisite(s):* NUR 207, NUR 360

*Concurrent requisite(s):* NUR 310C

This course explores the needs of older adult patients and their families. The focus of nursing care is on the health promotion, health maintenance and illness/disease management for the older adult patient. Sound research evidence and clinical judgment provide the foundation upon which students base nursing practice. Clinical experiences allow students to develop caring relationships, and use therapeutic communication, collaboration, assessment and developmentally appropriate interventions as they provide patient-centered care. Concepts integrated throughout the course include ethics, legalities, professional role, information literacy, health care technology and human diversity.

**NUR 310C Medical-Surgical Nursing II Gerontological Nursing Clinical (0)**

*Concurrent requisite(s):* NUR 310

Course description as stated in NUR 310

**NUR 315 Nursing Prof 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):* NUR 205, NUR 210

*Corequisite(s):* BIO 225, NUR 220

*Concurrent requisite(s):* NUR 317A

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 317A Pharmacology (LAB) (0)**

*Concurrent requisite(s):* NUR 317

Course description as stated in NUR 317

**NUR 318 Professional Nursing: Concepts and Issues (3)**

In this course students become immersed in professional nursing, and examine the opportunities and challenges facing the professional nurse in today's health care arena. Theory, research, evidence-based practice, and professional abilities and values are discussed as the basis for providing patient-centered nursing care. Current and future issues and trends in nursing are analyzed in terms of promoting positive patient outcomes and growth of the profession.

**NUR 319 Nursing Informatics (3)**

In this course, students will have the opportunity to expand their knowledge of computer use including the functions of word processing, spreadsheets, and presentational software. Opportunities to practice searching for, analyzing, and applying electronic resources to improve evidence-based practice and patient-centered care will be incorporated. This course will also assess and analyze current technology used in the health care setting for the ethical and legal implications, including confidentiality.

**NUR 320 Medical-Surgical Nursing III: Acute/Chronic Conditions (6)**

*Prerequisite(s):* NUR 207, NUR 310, NUR 360

*Corequisite(s):* NUR 370

*Concurrent requisite(s):* NUR 320C

This course explores the needs of patients and families experiencing acute/chronic medical/surgical conditions. The focus of nursing care is on the health promotion, health maintenance and illness/disease management for individuals experiencing acute/chronic health conditions. Sound research evidence and clinical judgment provide the foundation upon which students base nursing practice. Clinical experiences allow students to develop caring relationships and use therapeutic communication, collaboration, assessment and developmentally appropriate interventions as they provide patient-centered care. Concepts integrated throughout the course include ethics, legalities, professional role, information literacy, health care technology and human diversity.



**NUR 320A Medical-Surgical Nursing III Acute/Chronic Conditions Lab (0)***Concurrent requisite(s):* NUR 320

Course description as stated in NUR 320

**NUR 320C Medical-Surgical Nursing III: Acute/Chronic Cond (Clinical) (0)***Concurrent requisite(s):* NUR 320

Course description as stated in NUR 320

**NUR 360 Fam-Centd Maternity NursingCare (4)***Prerequisite(s):* NUR 317, NUR 220, BIO 225*Corequisite(s):* NUR 207, NUR 310*Concurrent requisite(s):* NUR 360C

This course explores the needs of patients and families experiencing the childbearing process, including normal and high-risk health conditions. The focus of nursing care is health promotion, health maintenance, and illness/disease management for the childbearing patient (mom and baby) and family. Sound research evidence and clinical judgment provide the foundation upon which students base nursing practice. Clinical experiences allow students to develop caring relationships, and use critical thinking, therapeutic communication, collaboration, assessment, and developmentally appropriate interventions as they provide family-centered care. Concepts integrated throughout the course include ethics, legalities, professional role, information literacy, health care technology, and human diversity.

**NUR 360C Family-Centred Maternity Nursing Care Clinical (0)***Concurrent requisite(s):* NUR 360

Course description as stated in NUR 360

**NUR 370 Patient-Centered Nursing in Mental Health (4)***Prerequisite(s):* NUR 207, NUR 310, NUR 360*Corequisite(s):* NUR 320*Concurrent requisite(s):* NUR 370C

This course explores the needs of patients and families experiencing acute and chronic mental health conditions. The focus of nursing care is the health promotion, health maintenance, and illness/disease management for individuals and families experiencing mental health conditions. Sound research evidence and clinical judgment provide the foundation upon which students base nursing practice. Clinical experiences allow students to develop caring relationships, and use critical thinking, therapeutic communication, assessment, and developmentally appropriate interventions as they provide patient-centered care. Concepts integrated throughout the course include ethics, legalities, professional role, information literacy, health care technology, human diversity, and interdisciplinary partnerships.

**NUR 370C Patient-Centered Nursing in Mental Health (Clinical) (0)***Concurrent requisite(s):* NUR 370

Course description as stated in NUR 370

**NUR 396 Co-Op:Parallel(PT) (1-3)**

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 410 Medical-Surgical Nursing IV: Complex Conditions (4)***Prerequisite(s):* NUR 320, NUR 370*Corequisite(s):* NUR 430, NUR 460*Concurrent requisite(s):* NUR 410C

This course explores the needs of patients and families experiencing complex medical/surgical conditions. The focus of nursing care is on the health promotion, health maintenance and illness/disease management for individuals experiencing complex health conditions. Sound research evidence and clinical judgment provide

the foundation upon which students base nursing practice. Clinical experiences allow students to develop caring relationships, and use therapeutic communication, collaboration, assessment and developmentally appropriate interventions as they provide patient-centered care. Concepts integrated throughout the course include leadership and management, delegation, ethics, legalities, professional role, information literacy, health care technology and human diversity.

**NUR 410C Medical-Surgical Nursing IV: Complex Conditions Clinical (0)**

*Concurrent requisite(s):* NUR 410

Course description as stated in NUR 410

**NUR 415 Health Care Policy (3)**

*Prerequisite(s):* NUR 431

In this course students examine multiple perspectives on the health care system in the United States. Students will compare and contrast the key features of the U.S. health care system with the key features of the health care systems of other developed countries. The topics of health care delivery, health care policies, health care finance, and health care reform are discussed with an emphasis on the ways nurses can positively influence health care system changes. Areas of exploration include determinants of health, vulnerable populations, and health disparities. This course will also explore the need for nurses to develop cultural competence if they are to become effective advocates of equitable health policies and practices.

**NUR 416 Health Promotion with Vulnerable Populations (4)**

*Prerequisite(s):* NUR 431

*Corequisite(s):* NUR 415

This course provides an opportunity for the student to grow in personal cultural competence, apply community assessment processes, and demonstrate synthesis and application of population-based health promotion concepts. Content and learning strategies focus on caring for vulnerable populations within the community by applying concepts from nursing, related health disciplines, and the liberal arts and sciences. The course has two clinical components: 1) with faculty guidance, the student determines an area in which personal growth in cultural competence is needed and addresses that need through the Diverse Communities Project; and 2) the student partners with a community agency to assess healthcare needs, plan a health promotion program for an at-risk population, implement the program, and evaluate.

**NUR 417 Exploring Leadership in Nursing (3)**

*Prerequisite(s):* NUR 415, NUR 416

In this course students explore a multitude of leadership concepts and theories in depth. Students examine the role and responsibilities of the nurse leader working in interprofessional teams emphasizing the abilities and processes needed to create the future of nursing. The focus is on developing his or her personal style of leadership in the context of the challenges facing nursing in a changing health care environment.

**NUR 418 Leadership and the Common Good (4)**

*Prerequisite(s):* NUR 415 and NUR 416

*Corequisite(s):* NUR 417

This course is taken concurrently with NUR 417, focusing on the application of leadership and management skills in a variety of settings. It promotes synthesis of concepts from nursing, related healthcare disciplines, and the liberal arts and sciences. The RN student will work with expert providers to practice skills for delivering healthcare in diverse environments. The opportunities will allow for implementation of the individual's developing leadership style in the context of the challenges facing nursing in a changing health care environment. The course has two clinical components: 1) preceptorship focuses on the student's partnering with a healthcare provider to plan, implement and evaluate a leadership project which will affect the common good within her/his organization; and 2) capstone which is the synthesis of the concepts from nursing/healthcare, the liberal arts and sciences, and the student's life experiences which demonstrate how the baccalaureate outcomes for the College have been met.

**NUR 420 Med-Surg Nurs V:Critical Care (6)**

*Prerequisite(s):* NUR 410, NUR 430, NUR 460, NUR 470

*Concurrent requisite(s):* NUR 420C

This course explores the needs of patients and families experiencing life-threatening medical/surgical conditions. The focus of nursing care is on the health promotion, health maintenance and illness/disease management for individuals experiencing critical health conditions. Sound research evidence and clinical judgment provide the foundation upon which students base nursing practice. Clinical experiences allow students to develop caring relationships, and use therapeutic communication, collaboration, assessment and developmentally appropriate interventions as they provide patient-centered care. Concepts integrated throughout the course include ethics, legalities, professional role, information literacy, health care technology and human diversity.

#### **NUR 420C Medical-Surgical Nursing V: Critical Care Clinical (0)**

*Concurrent requisite(s):* NUR 420

Course description as stated in NUR 420

#### **NUR 421 Preceptorship (3)**

*Prerequisite(s):* NUR 420

This course is the culminating clinical course of the baccalaureate nursing program. 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 science, and their life experiences, demonstrating that they have met the baccalaureate learning outcomes for 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 patient 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 422 Nursing and Healthcare for Populations (4)**

*Prerequisite(s):* Registered Nurse and IDS 307, NUR 315 and NUR 430

*Concurrent requisite(s):* NUR 423

With a focus on promoting and advocacy for vulnerable populations within the community, this course explores healthcare disparities related to physiological, environmental, socioeconomic, behavioral, cultural, and political factors. Nursing responsibilities pertaining to global health issues and disaster situations are also addressed. Students develop skills in applying theoretical concepts from multiple disciplines and in using data from the literature to direct evidence-based practice.

#### **NUR 423 Partnering with Populations to Provide Nursing Care (5)**

*Prerequisite(s):* Registered Nurse and IDS 307, NUR 315, NUR 430

*Concurrent requisite(s):* NUR 422

This course is the clinical co-requisite to NUR 422 and is taken concurrently. Content and learning strategies focus on advocacy for vulnerable high risk populations within the community by applying concepts from nursing, related health disciplines, and the liberal arts and sciences. Individually students explore advocacy roles within the community. As members of a peer task group, students partner with a community agency to assess healthcare needs, plan a health promotion program for an at-risk population, and present the program plan to other students.

#### **NUR 424 Nursing Leadership & Management Strategies in Healthcare (4)**

*Prerequisite(s):* Registered Nurse and NUR 422 and NUR 423

*Concurrent requisite(s):* NUR 425

This course draws on theories from nursing and related disciplines to develop a framework for organizational leadership and management. Emphasis is given to change theories and exploration of practical skills that enable the nurse to work collaboratively with clients and colleagues in a variety of settings to improve health care. Contemporary issues related to nursing practice and healthcare delivery are discussed. The Baccalaureate Degree capstone paper is included in this course.

**NUR 425 Implementing Nursing Leadership & Mgt Strategies in Healthcare (5)**

*Prerequisite(s):* Registered Nurse and NUR 422 and NUR 423

*Concurrent requisite(s):* NUR 424

Taken concurrently with NUR 424, this course focuses on the application of leadership and management skills in a variety of healthcare settings. It promotes synthesis of concepts from nursing, related health disciplines, and the liberal arts and sciences. Students work in partnership with both community agencies and individual expert providers to practice skills for delivering healthcare in diverse sociopolitical environments. The two major projects are implementation and evaluation of a group community health promotion project planned in NUR 423 and an individual preceptorship experience with a nurse leader or other health professional.

**NUR 425S Ser Lrng:Implementing Nur Leader & Mgt Strateies in Healthcare (1)**

*Concurrent requisite(s):* NUR 425

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

**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 431 Foundations of Nursing Research and Evidence-Based Practice (3)**

*Prerequisite(s):* NUR 319

Evidence-based practice in nursing 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 nurse who provides evidence based practice, will be emphasized.

**NUR 452 Independent Study (1-3)**

Independent study under the guidance of a faculty member to meet stated objectives. Written permission of department chairperson and faculty member required.

**NUR 452A Independent Study (1-3)**

Independent Study Course

**NUR 452B Independent Study (1-3)**

Independent Study Course

**NUR 452D Independent Study (1-3)**

Independent Study Course

**NUR 452E Independent Study (1-3)**

Independent Study Course

**NUR 452F Independent Study (1-3)**

Independent Study Course

**NUR 452G Independent Study (1-3)**

Independent Study Course

**NUR 452I Independent Study (1-3)**

Independent Study Course

**NUR 452J Independent Study (1-3)**

Independent Study Course

**NUR 452K Independent Study (1-3)**

Independent Study Course

**NUR 452L Independent Study (1-3)**

Independent Study Course

**NUR 452M Independent Study (1-3)**

Independent Study Course

**NUR 452N Independent Study (1-3)**

Independent Study Course

**NUR 452O Independent Study (1-3)**

Independent Study Course

**NUR 452P Independent Study (1-3)**

Independent Study Course

**NUR 452Q Independent Study (1-3)**

Independent Study Course

**NUR 452R Independent Study (1-3)**

Independent Study Course

**NUR 460 Family-Centered Pediatric Nurs (4)***Prerequisite(s):* NUR 320, NUR 370*Corequisite(s):* NUR 410, NUR 430, NUR 470*Concurrent requisite(s):* NUR 460C

This course explores the needs of children and families experiencing common and complex health conditions. The focus of nursing care is health promotion, health maintenance, risk reduction and illness and disease management for the child and family. Sound research evidence and clinical judgment provide the foundation upon which students base nursing practice. Clinical experiences allow students to develop caring relationships, and use critical thinking, therapeutic communication, collaboration, assessment, and developmentally appropriate interventions as they provide family-centered care. Concepts integrated throughout the course include ethics, legalities, professional role, information literacy, health care technology, and human diversity.

**NUR 460C Family-Centered Pediatric Nurs (0)***Concurrent requisite(s):* NUR 460

Course description as stated in NUR 460

**NUR 470 Leadership in Professional Nursing (2)***Prerequisite(s):* NUR 320, NUR 370*Corequisite(s):* NUR 410, NUR 430, NUR 460

This course explores leadership, management, and followership in the context of professional nursing in a variety of health care delivery systems. With an emphasis on nursing responsibilities, it prepares the student to implement effective leadership behaviors in the beginning practice role. Concepts emphasized in this course are: empowerment, negotiation, delegation, change, conflict resolution, team building, and case management.

**NUR 470H HON:Leadership in Professional Nursing (0)**

Course description as stated in NUR 470 (Honors Course)

**NUR 496 Co-Op:Alternatng(FT) (1-3)**

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.

**PHI 140 Philosophical Point of View (3) P**

This course provides the student with an understanding of the particular perspective from which philosophers consider the world and human experience.

**PHI 140H HON:Philosophical Point of view (0) P**

Course description as stated in PHI 140 (Honors Course)

**PHI 140S Serv Lrng:Philosophical Point of View (1)**

*Concurrent requisite(s):* PHI 140

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

**PHI 200 Perspectives on Human Nature (3) P**

This course emphasizes 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 205 Philosophy of Mind (3) P**

This course introduces students to contemporary and historical perspectives on the mind and its relation to the brain. Topics such as thought, language, emotion, mental causation, and consciousness will be explored.

**PHI 285 Philosophy of Art (3) P**

This course investigates 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 Special Topics in Philosophy (3) LAS**

Special seminars, courses and guided readings requested by students will be offered under this number.

**PHI 398 Independent Study (1-3) LAS**

This course is designed for students who wish to study an area of their own interest independently. Permission of an instructor is required.

**PHI 413Z Community & the Individual (3)**

*Prerequisite(s):* Approval of instructor

An Auto-Study course.

**PHY 105 Physical Science L/L (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 105S Serv Lrng:Physical Science (1)***Concurrent requisite(s):* PHY 105

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

**PHY 130 Astronomy Lecture & LAB (4) 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 I (3) N***Prerequisite(s):* MTH 185 or equivalent*Concurrent requisite(s):* PHY 201A

Fundamental principles, laws and theories of mechanics, relativity, heat, sound, electricity, and light. Lecture, lab. PHY 201 covers classical mechanics while electricity and magnetism are covered in the second semester.

**PHY 201A Gen Physics I (LAB) (1) N***Concurrent requisite(s):* PHY 201

Laboratory applications of the concepts introduced in PHY 201.

**PHY 202 General Physics II (3) N***Prerequisite(s):* PHY 201, PHY 201A*Concurrent requisite(s):* PHY 202A

Fundamental principles, laws and theories of heat, sound, light, electricity, and relativity. Lecture, lab.

**PHY 202A Gen Physics II (LAB) (1) N***Concurrent requisite(s):* PHY 202

Laboratory applications of the concepts introduced in PHY 202.

**PHY 350 Physical Chemistry I (3) N***Prerequisite(s):* CHE 112, PHY 202, MTH 192*Concurrent requisite(s):* PHY 350A

Crosslisted with CHE 350

A calculus based problem-solving approach to the theories and principles of physical chemistry. Emphasis is on chemical thermodynamics, physicochemical properties, and equilibria.

**PHY 350A Physical Chemistry I LAB (1) N***Concurrent requisite(s):* PHY 350

Crosslisted CHE 350A

Laboratory applications of PHY 350. The lab will include techniques of error analysis, thermodynamics, and physicochemical properties. Emphasis will be on proper techniques and proper analysis of data. enu

**PRL 150 Introduction to Paralegalism (3)**

An introduction to the field including its background and future types of paralegal positions, skills required to function as a paralegal, legal ethics, legal analysis and writing, business writing, and the legal system.

**PRL 151 Introduction to Legal Principles (3) S**

Crosslisted LGS 151

An introduction to basic legal principles through the study of the judicial system, judicial decision making,

judicial remedies, the range of law, basic theories of law, and legal reasoning.

**PRL 152 Legal Research (3)**

*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)**

Crosslisted BUS 210

Nature of law in legal systems. Tort, liability, contracts, essential elements.

**PRL 261 Intro Corporate Law (3)**

*Prerequisite(s):* PRL 151, PRL 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 Intro Estates & Probate (3)**

*Prerequisite(s):* PRL 151, PRL 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 Intro Real Estate Law (3)**

*Prerequisite(s):* PRL 151, PRL 152

An introduction to the law of real estate, including concepts relating to ownership, transfer and encumbrance of real estate.

**PRL 291 Intro Litigation Procedures (3)**

*Prerequisite(s):* PRL 151, PRL 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 & 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 Fund of Insurance for Paralegals (1-3)***Prerequisite(s)*: PRL 151, PRL 152

An in-depth treatment of topics of specific concern for the paralegal profession.

**PRL 350T Crim Law & Procedure for PRL (3)***New Course**Prerequisite(s)*: PRL 151, PRL 152

This course will address the basics of criminal law and criminal procedure as it relates to paralegal practice.

**PRL 350W Immigration Law (3)***New Course**Prerequisite(s)*: PRL 151 and PRL 152**PRL 350Y Bankruptcy Law (3)***New Course***PRL 354 Constitutional Law (3) S**

Crosslisted with PSC 354

This course is designed to provide students with an in-depth study of the Constitution of the United States. Special attention will be given to the Bill of Rights and the freedoms and rights contained therein, such as the freedom of speech, due process, equal protection, freedom of the press, freedom of religion, etc.

**PRL 355 Family Law (3)***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 & Psychology (3) LAS***Prerequisite(s)*: PRL 151 or PSY 103

Crosslisted with PSY 358

This course explores the interaction of law with the science of psychology. Possible topics include the insanity defense, duty to warn, involuntary hospitalization, competence to stand trial, bias and reliability in court testimony, eyewitness testimony, battered women's defense, jury selection, courtroom testimony of children, surrogate parenting, etc.

**PRL 361 Elder Law (3)***New Course**Prerequisite(s)*: PRL 151 and 152

This course covers the area of law, statutes, regulations and decisions that impact the lives of older Americans and the families. It encompasses elder care planning issues, income assistance benefits, taxation, conservatorship, general estate planning, estate and trust administration issues, and medical directives, advanced directives, elder abuse, and consumer protection issues.

**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 (1-3)**

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 415 Law Office Practice Seminar (3)**

*Prerequisite(s):* PRL 261, PRL 271, PRL 281, PRL 291

This course is designed to prepare the paralegal student for practice in a law office environment. Students will be introduced to various types of computer software being used in today's law office. In addition, this course will address legal ethics, research, and writing.

**PRL 450 Advanced Legal Research (3)**

*Prerequisite(s):* PRL 150, PRL 151, PRL 152, PRL 261, PRL 271, PRL 291, and either PRL 281 or PRL 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 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 201S Serv Lrng:Am Nat Gov (1)**

*Concurrent requisite(s):* PSC 201

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

**PSC 223S Serv Lrng:Soc Pol/Issues (1)**

*Concurrent requisite(s):* PSC 223

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students

will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

**PSC 335 International Politics (3) S**

*Prerequisite(s):* SOC 103

Crosslisted with SOC 335

This course studies the major political issues and events in the contemporary world. Their historical roots are traced, and their implications for the democratic peace and economic prosperity are analyzed. Particular attention is devoted to the role of the United States in the rapidly changing world.

**PSC 350 Topics in American Political Science (3) S**

Courses that are not taught on a regular basis but are offered occasionally to broaden student awareness of important topics in American politics. Courses include Constitutional Law, American foreign relations, American Political Issues, American Presidency.

**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 103H HON:Intro Psychology (3) S**

Course description as stated in PSY 103 (Honors Course)

**PSY 103S Serv Lrng:Intro Psychology (1)**

*Concurrent requisite(s):* PSY 103 or PSY 103H

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

**PSY 204 Lifespan Development (4) S**

*Prerequisite(s):* PSY 103 or PSY 103H

A comprehensive study of human development from conception through death. Theories and research including physical, cognitive and psychosocial aspects of development. [Not intended for students taking PSY 205 or 206.]

**PSY 204H HON:Lifespan Development (0) S**

Course description as stated in PSY 204 (Honors Course)

**PSY 204S Service Lrng:Lifespan Development (1)**

*Concurrent requisite(s):* PSY 204

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

**PSY 205 Child/Adolescent Development (3) S**

*Prerequisite(s):* PSY 103 or PSY 103H

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 intended for students taking PSY 204.]

**PSY 205H HON:Child/Adolescent Develop (0) S**

Course description as stated in PSY 205 (Honors Course)

**PSY 205S Serv Lrng:Child/Adol Dev (1)**

*Concurrent requisite(s):* PSY 205

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

**PSY 206 Adult Dev and Aging (3) S**

*Prerequisite(s):* PSY 103 or PSY 103H; 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 intended for students taking PSY 204.]

**PSY 206H HON:Adult Dev and Aging (3) S**

Course description as stated in PSY 206 (Honors Course)

**PSY 206S Serv Lrng:Adult & Aging (1)**

*Concurrent requisite(s):* PSY 206

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

**PSY 208 Social Psychology (3) S**

*Prerequisite(s):* PSY 103 or PSY 103H or SOC 103

Crosslisted with SOC 208

The study of how we think about, relate to and influence one another. Social perception, attitudes, social influence, prejudice, aggression, and attraction are examined.

**PSY 208H HON:Social Psychology (0)**

Course description as stated in PSY 208 (Honors Course)

**PSY 208S Serv Lrng:Social Psych (1)**

*Concurrent requisite(s):* PSY 208

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will

develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

**PSY 210 Sensation and Perception (3) S**

*Prerequisite(s):* PSY 103 or PSY 103H

Students will examine the processes of vision, hearing, taste, smell, and touch through a combination of lecture, discussion, and both in and out of class activities.

**PSY 225 Human Sexuality (3) S**

*Prerequisite(s):* PSY 103 or PSY 103H

Biological, social and psychological aspects of sexuality. Issues related to communication, gender, dating, sexual behavior, pregnancy, roles, contraception, and sexual deviance and dysfunction are among the topics discussed.

**PSY 240 Psych & Popular Press (3) S**

*Prerequisite(s):* PSY 103 or PSY 103H

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 275 Sport Psychology (3) LAS**

*Prerequisite(s):* PSY 103 or PSY 103H

Crosslisted ATR 275

This course is an introduction to the behavior in a sport environment and the mental skills associated with high-level performance in sport.

**PSY 292 Forensic Psychology (3) LAS**

*Prerequisite(s):* PSY 103 or PSY 103H

Persons with mental illness often come in contact with the legal system, and this course addresses major areas of that confluence from the perspective of a forensic psychologist. Topics include competency, sanity at the time of the offense, involuntary hospitalization, civil litigation, child custody psychological evaluations, psychopathy as it relates to criminal behavior, and the challenges associated with being an expert witness.

**PSY 309 Social Influence (3) S**

*Prerequisite(s):* PSY 103 or 103H plus 6 additional hours in PSY

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 & Memory (3) S**

*Prerequisite(s):* PSY 103 or PSY 103H and PSY 375

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 310H HON:Cognition & Memory (0) S**

Course description as stated in PSY 310H (Honors Course)

**PSY 312 Psychology of Motivation (3) S**

*Prerequisite(s):* PSY 103 or PSY 103H

In this course students learn important theories of human motivation and take a critical look at research findings that provide evidence regarding those theories. They learn current views of the role of self-regulation in the biological and environmental influences on motivational behavior, and they learn to apply these principles to their own life experience.

**PSY 314 Psychopharmacology (3)**

*Prerequisite(s):* BIO 131 or BIO 197 and BIO 198 or BIO 201 and BIO 202

Crosslisted BIO 314

Psychopharmacology is a survey of the major classes of psychoactive drugs. In addition to behavioral and psychological effects, emphasis is placed on sites and mechanisms of drug action.

**PSY 330 Industrial/Organizational Psychology (3) LAS**

*Prerequisite(s):* PSY 103 or PSY 103H and either MGT 300 or 6 additional hours of PSY

Crosslisted MGT 330

Provides a survey of the field of industrial/organizational psychology. The student will learn about the principles, practices, and psychological knowledge that guide the activities of industrial/organizational psychologists. Examines the industrial side of I/O psychology (human resources activities such as job analysis, selection, training, and performance evaluation) and the organizational side (the behavior of people in organizations including topics such as motivation, job satisfaction, and leadership).

**PSY 335 Tests & Measurements (3) S**

*Prerequisite(s):* PSY 103 or PSY 103H

Principles and applications of psychological testing. Technical and methodological principles (reliability, validity, standardization), ethical considerations and a survey of currently available tests.

**PSY 340 Abnormal Psychology (3) S**

*Prerequisite(s):* PSY 103 or PSY 103H

This course covers characteristics, etiology and treatment of psychological and emotional problems. Students will develop a basic knowledge of psychopathology, and emphasis will be placed on reviewing treatments supported by current research. Throughout the course of the semester, students will also develop foundational skills in writing academic literature reviews.

**PSY 340H HON:Abnormal Psychology (0)**

Course description as stated in PSY 340 (Honors Course)

**PSY 340S Serv Lrng:Abnormal Psych (1)**

*Concurrent requisite(s):* PSY 340

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

**PSY 342 Child Psychopathology (3) S**

*Prerequisite(s):* PSY 103 or PSY 103H

During the course of this semester, students will become familiar with psychopathology as it is manifested in children and adolescents. Topics and disorders covered will include mood disorders, anxiety disorders, developmental disorders, eating disorders as well as examining causes of child psychopathology, and their diagnosis and treatment. However, to fully understand psychopathology, a thorough knowledge of typical development is required. As such, we will be briefly reviewing typical development as well as the developmental theory of child psychopathology.

**PSY 350 Special Topics (1-3) LAS**

*Prerequisite(s):* PSY 103 or PSY 103H

Topics vary. May be repeated as topic changes.

**PSY 350U Health Psychology (3) S**

*New Course*

Examination of psychological influences on how people stay healthy, why they become ill, and how they respond when they become ill. Topics include behaviors that promote or compromise health, stress and coping, patient-provider relations, and management of pain and chronic illnesses.

**PSY 360 Biological Psychology (4) S**

*Prerequisite(s):* PSY 103 or PSY 103H and BIO 131

*Concurrent requisite(s):* PSY 360A

The physiological basis of behavior and mental processes. Includes neurophysiology, sense organs, neurotransmitters, and pathological maladies.

**PSY 360A Biological Psychology (LAB) (0)**

*New Course*

*Prerequisite(s):* PSY 103 or PSY 103H and BIO 131/BIO 131A

*Concurrent requisite(s):* PSY 360

Lab to accompany PSY 360 (Biological Psychology) Animal dissections required

**PSY 365 Consumer Behavior (3) LAS**

*Prerequisite(s):* PSY 103 and either MKT 300 or 6 additional hours in PSY

Crosslisted with MKT 365

Examines consumer behavior, broadly defined, from the perspectives of consumer psychology and marketing. Psychological theories and concepts are used to understand our behaviors as consumers and the application of psychological theories and concepts in developing effective marketing strategies.

**PSY 375 Research I (4)**

*Prerequisite(s):* PSY 103 or PSY 103H, MTH 176 and 6 additional hours 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 340 and 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 or PSY 103H and at least Sophomore Standing

This course covers the major theories used to guide research and practice in personality psychology. Theories include trait, cognitive, behavioral, psychoanalytic and humanistic perspectives. Students will apply concepts from these various theories to personalities of well-known figures to contrast the different perspectives.

**PSY 385S Serv Lrng:Personality Theory (1)**

*Concurrent requisite(s):* PSY 385

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

**PSY 390 Counseling Theories (3)**

*Prerequisite(s):* PSY 103 or PSY 103H

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. Evaluation of work performed is on a pass/fail basis. PSY 396/496 may be repeated up to nine credit hours.

**PSY 397 Practicum (0-3)**

This course involves participation in pre-professional activities in a clinical and/or research setting. Credit hours are awarded based on type of activity and number of hours served.

**PSY 398 Supervised Research (0-3)**

*Prerequisite(s):* Nine Semester hours of PSY, Including PSY 103

Students conduct research under the supervision of a psychology faculty member and /or researcher at an off-campus work site.

**PSY 399 Independent Study (1-3)**

*Prerequisite(s):* Junior or senior psychology major

Students 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):* PSY 103 or PSY 103H plus 6 Additional Hours in PSY and Junior or Senior Standing

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 492 People in Organizations (3) LAS**

*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. It 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.

### **RDG 215 Theoretical Perspectives and Foundations in Literacy (3)**

*Concurrent requisite(s):* RDG 215S

The Theoretical Perspectives and Foundations of Literacy course provides a research-based foundation in the cognitive, socio-cultural, linguistic, and motivational influences on literacy and language development. Scientifically-based reading research models that support the teaching of reading, writing, vocabulary, and spelling will be included. The course contains the empirical research and theoretical knowledge needed to understand the methods and strategies used to teach reading language arts skills and strategies to children through young adults. Topics include language development, the sequence of learning to read, as well as an introduction to the most common approaches to reading language arts instruction across the grade bands. The underlying learning philosophies that support the teaching of reading, writing, vocabulary and spelling will be emphasized, along with the connections between research and practice will be emphasized.

### **RDG 215H HON:Theoretical Perspectives and Foundations in Literacy (0)**

Course description as stated in RDG 215 (Honors Course)

### **RDG 215S Service Learning: Literacy (1)**

*Concurrent requisite(s):* RDG 215

The purpose of the service learning component is to integrate course content and material with service to an identified community organization. Service learning consists of completion of a minimum of 30 on-site hours, as well as instructor- guided reflection. Students will be expected to complete a learning contract, document clock hours, and participate in all reflective activities.

### **RDG 304 Children's and Adolescent Literature (3)**

This course is designed for undergraduate and/or graduate students and has a two-fold purpose. As a survey course, it is designed to assist students in becoming acquainted with the many trade books that are available for children today. An equally important purpose is to enable educators to utilize comprehensive, creative, and insightful strategies to incorporate children's literature into their daily lessons in the classroom. The course will also demonstrate the connectedness of children's literature and the total language arts program

### **RDG 311 Content Area Reading (3)**

*Prerequisite(s):* Admission to Division

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. 20-hour field experience required.

### **RDG 316 Literacy Practicum (1)**

*Prerequisite(s):* RDG 215, RDG 330

*Concurrent requisite(s):* RDG 331

Students will complete 50 hours of teaching, reading, and writing under the supervision of a reading teacher/literacy coach. Students will assess, plan, and implement literacy instruction (reading, writing, vocabulary, spelling) for small groups of children and are required to be in practicum placements for a minimum of twice per week.

### **RDG 330 Phonics and Linguistics (3)**

*Prerequisite(s):* Admission to Division, RDG 215 and RDG 215S

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 Reading and Writing (3)**

*Prerequisite(s):* RDG 215, RDG 330

*Concurrent requisite(s):* RDG 316

This course will utilize research findings which emphasize the development of literacy skills (reading, writing, listening, and speaking) across the grade bands. The focus will be on instructional methods and strategies (curricula, lessons, materials, assessments) that exemplify best practices in reading, writing, vocabulary, and spelling instruction. Thematic planning which incorporates differentiated and developmentally appropriate instruction will be included.

### **RDG 338 Diagnosis and Remediation of Reading Problems (3)**

*Prerequisite(s):* RDG 330

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.

### **RDG 339 Remediation of Reading Practicum (3)**

*Prerequisite(s):* RDG 338

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.

### **REL 100 Introduction to Christianity (3) R**

The Jesus of faith serves as a starting point to explore contemporary and global expressions of Christianity, a major world religion. Christian history and doctrine will be explored in light of Christian practice.

### **REL 100S Serv Lrng:Intro to Christianity (1)**

*Concurrent requisite(s):* REL 100

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

### **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 101S Serv Lrng:Intro Religion (1)**

*Concurrent requisite(s):* REL 101

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such

as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

**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 102H HON:Christian Scriptures (3) R**

Course description as stated in REL 102 (Honors Course)

**REL 102S Serv Lrng:Christ Scriptures (1)**

*Concurrent requisite(s):* REL 102

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

**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 Global Community (3) R**

Christianity is a valued religious tradition and worldview. This course will emphasize the richness of this tradition for today's world while taking up critical questions about Christianity's historical and contemporary role in the spiritual/religious experience of humans. There will be a consideration of globalization, as it is shaping the inter-religious dialogue and ecumenism.

**REL 107 Intro to Catholic Christianity (3) R**

*New Course*

This course offers students an introduction into the theology and teachings of the Roman Catholic Church. We begin by exploring the importance of the study of God and God's revelation and discussing both the nature and structure of the Catholic Church. We then focus on the bible, the Word of God, by examining what the bible is, how it is interpreted in the Catholic tradition, and the enduring relevance of its message in today's world. Following this we study the creeds or essential statements of Christian faith, as well as the seven sacraments. We conclude by exploring select Church teachings on contemporary moral challenges.

**REL 195 The 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**

The core question that people have asked from the beginning of reflective thought can be summed up in one sentence: What is the meaning or purpose of my life? In a world filled with conflict and war, in a country held bound by consumerism and fear, the answers provided by some of the major world religions can show us

ways to live a vibrant life. Pre-supposing a basic Christian grounding of the majority of class participants, we will study the age-old wisdom found in Hinduism, Buddhism, Taoism, Judaism and Islam, with emphasis on how this knowledge can energize us to become peacemakers and healers of our global home.

**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 & 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 213 Religion & Human Development (3)**

This course will help you explore the interaction between religion and personal growth throughout the life cycle. In doing this, psychological and religious/ theological resources will be used. A basic assumption made in this course is that religion and psychology are both disciplines that seek to define and describe aspects and dimensions of fundamental human experience, and, as such, when integrated, can work together in a mutually supportive fashion to enhance our understanding of what it means to be fully human.

**REL 214 Feminist Womanist Theology and Spirituality (3) R**

Feminist theology examines the impact of patriarchy on the spirituality of men and women. Beginning with an exploration into Christian archetypes, the course builds to a consideration of the relationship between gender and spirituality. Students will then examine historical responses to sexism within Christianity, including a growing body of literature by Womanist and Mujerista theologians.

**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 219 Starring God:Religion and Film (3) R**

*New Course*

This course will look at the way in which religious topics, particularly portrayals of God, are depicted in 20th and 21st century film. The student will be introduced to the theology, spirituality, and culture as it is portrayed in a particular film. We will also discuss how film interpretations affect the understanding of religious themes and how these interpretations reflect or alter traditional theology. American as well as international films will be discussed in this class, as well as various religious movements active and influential during the creation of the film.

**REL 221 Theology of Human Marriage and Sexuality (3) R**

This course introduces students to the theology of marriage and sexuality from the Roman Catholic perspective. The first half of the course explores the biblical and historical foundations that underlie the sacrament of marriage, as well as marriages nature, purposes, and essential properties. Topics discussed in this part of the course include the importance of matrimonial consent, mixed or inter-church marriage, and the distinction between annulment and divorce. The second half of the course focuses on human sexuality and explores the Catholic Church's teachings concerning the nature and purpose of sex, as well as its teachings on pre-marital sexual relations, cohabitation, birth control, and same-sex unions.

**REL 228 Addiction/Spiritual Life (3) R**

This course will explain how, despite the human capacity to create and to adapt, people and society can become vulnerable to attachments and thus to addictions. These pathological relationships have their source in the spiritual life. The student will study how the particular manifestations of addiction are intimately connected to systems which serve as the primary instructor on how to attain ultimate meaning and purpose in life.

**REL 229 Voting for God:Rel & Politics (3) R**

*New Course*

This course will examine the way in which religion has entered into the political arena during the late 20th and early 21st century, and the impact this has had on the global community. Topics to be discussed will be the rise of the Christian Coalition, religion in the public school classroom, religious symbols and quotes on government buildings, conflicts with the separation of church and state, and the rise of wars in the name of religion. Students will come away from this class with a deeper knowledge of political and religious issues in our world today.

**REL 235 Holistic Wellness: Theory, Practice (3) R**

This interactive 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 education, health ministries, parish nursing, counseling, etc. Much of the content of the workshop is based on the work of Dr. Patricia Cane and Capacitar International, Inc.

**REL 245 Women in Christianity (3) R**

This course will consider all of the dimensions and dynamics of the spiritually-potent women who have

imagined and enfolded the mission of Jesus. Using short readings, input, and reflective dialogue we will consider ideas shaped by the religious experience of women throughout Christian history. Theological themes to be explored will include God, Trinity, Redemption, Reconciliation, Sacrament and Discipleship.

**REL 255 Christ 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.

**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 303 History of Spirituality (3) R**

This course examines the development of Christian Spirituality from the post-apostolic age to the present through analysis of the key texts and figures in Christian history. The student will be exposed to those texts and authors who were most influential in shaping Christian spirituality and the understanding of the spiritual life throughout Christian history, and will gain an understanding of those texts within their historical and cultural contexts. Emphasis will also be placed on the differences between male and female interpretations of Christian spirituality, as well as the differences between monastic/clerical spirituality and the spirituality of the laity, and how this has shaped Christian self understanding.

**REL 310 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 314 Spirituality of Leadership (3) R**

*Prerequisite(s):* 12 hours in Theological core

This course aims at the relationship between one's personal spirituality and effective leadership. Further, it considers leadership in the workplace as a personal calling. The course will explore one's innate desire for integrity of life, and will examine the common good as both the purpose of business, and as necessary for human development. The good habits of acting, known as virtues, will be considered. The application of virtue to practical situations in the workplace, and in the world at large, will allow the principles of Christian social teaching to be integrated with management theory.

**REL 316H HON:Speaking of God (3) R**

*Prerequisite(s):* Instructor approval and/or Honors Program director's approval.

This course will examine how contemporary Christians speak about God. Theology, culture and spiritual experience all play a part in how humans come to use certain language, images and metaphors for and about God. The use of God-talk in prayer and contemporary theological movements will also be explored.

**REL 323 Spiritual Care of Women (3) R**

*New Course*

This course examines the pastoral care of women, specifically, the three crucial dynamics that weave together attending practices in the healing and growth process: context, collaboration and diversity. Spiritual strategies specific to women entering ministry, intergenerational female-to-female mentoring, and complex care issues seekers present in caregiving relationships such as rape, violence, breast cancer, eating disorders, lesbianism, and gender discrimination will be discussed.

**REL 335 Vatican II and American Social History (3) R**

*New Course*

This course will focus on how average Catholics (laity, parish priests and nuns) understood the changes in their religious lives from the end of World War II until 1978 (the death of Pope Paul VI). We will look at response on the US parish level: What motivated change? How did various types of people respond to it?

While the bulk of the course will focus on the Vatican II era, we will spend the last day on contemporary "legacies." Students will do taped interviews of Catholics who lived through the era, and will read materials produced during this transformative time in church history.

**REL 340 Spirituality and Aging (3) S/R**

*Prerequisite(s):* 100 Level REL

Crosslisted with GST 340

A holistic approach to the enrichment and growth of elderly persons' spiritual experience will be examined from a nondenominational point of view with references to psychology and the behavioral sciences. Topics such as prayer, reconciliation and peace, interpersonal relationships, the faith of the elderly, and stages of development will be discussed.

**REL 347 Seminar Systematic Theology I (3) R**

This seminar-style course investigates key areas in systematic Christian theology in their historical and contemporary development, including Christology, doctrine of God, pneumatology, ecclesiology, soteriology, theological anthropology, liturgy and sacraments, and revelation, doctrine, and creed. Particular attention is given to theological hermeneutics, analysis, and reflection.

**REL 348 Seminar Systematic Theology II (3) R**

This seminar-style course investigates key areas in systematic Christian theology in their historical and contemporary development, including Christology, doctrine of God, pneumatology, ecclesiology, soteriology, theological anthropology, liturgy and sacraments, and revelation, doctrine, and creed. Particular attention is given to theological hermeneutics, analysis, and reflection.

**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 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 368 Pathways to Contemplative Living (3) R**

*New Course*

This three credit practical course is designed to expose students to contemplative practice, which is necessary component for ministerial effectiveness and personal spiritual growth, Healthy Christian maturity incorporates both active and contemplative elements within the spiritual life Dynamic ministry stems from engaged service balanced by a mindfulness that nourishes intimacy with God, with self, with others, and with creation. Designed to be both formative and informative, classes will provide instruction from selected classical spiritual sources with the intent of raising the personal awareness and development of spiritual practices of the class participants. Integration of these insights will be fostered through reflection on the formative and deformative aspects of one's formation history. The methodology for the course will include lectures, dialogue, prayer, and journaling. Written and spoken sharing on one's own salvation history will be a key aspect of the class.

**REL 382 God the What:What our Metaphors for God Reveal About our Beliefs in God (3)**

*New Course*

This course will examine the language we use in describing God and how that language impacts our understand of and belief about God.

**REL 399 Concluding Seminar & 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 268 Bringing about a Sustainable Reign of God (3)**

This course explores why we are called to live more sustainably and gives practical ways to live that are more in keeping with Gospel teaching. We will look at the signs of times in which we are now living and apply Jesus' message of love and compassion towards all of God's creation. We will also look at ways in which we can spread this message to others.

### **RPS 301 Coming to the Well, Theology of Ministry in a Changing World (3) R**

*New Course*

*Prerequisite(s):* 12 Hours of REL Course

This course will introduce pastoral care and ministry, beginning with an overview of the history of pastoral care in the Christian tradition. Students will begin focusing on the particular kinds of pastoral care and ministry that have effected their own story. Panelists will offer insights about the opportunities, challenges and graces that come with various ministerial commitments. This course will conclude with an inventory of suggestions and services that are available to support you as you move through this program, such as spiritual direction, counseling and ministry involvement.

### **RPS 308 Laity, Spirituality & Ministry (3)**

*New Course*

This course examines the spiritual care of minister and ministry. How can spirituality of the laity be encouraged and nurtured in a ministerial context? What are the spiritual resources that support discernment of ministerial gifts and talents? What spiritually sustains the lay minister in the ministerial context? Students will be invited to examine the deep roots of, resources for, and influence of spirituality and ministry in contemporary spiritual care of the laity. Practical strategies for developing and sustaining a healthy spirituality will be explored, including prayer, contemplation, Biblical reflection, holistic self-assessment, and maintaining healthy relationships within the ministerial context.

### **RPS 309 Christian Mystical Tradition Spirit/Theo Resource Lay Ministry (3)**

*New Course*

This course provides an overview of several Christian mystics (Bernard of Clairvaux, Francis of Assisi, Julian of Norwich, and Teresa of Avila), mining their writings for their theological insights and their contributions to spiritual formation. Class sessions will primarily consist of the discussion of texts, but individual and communal contemplative practices will also be introduced. Students will gain a greater appreciation of the Christian mystical tradition in general as well as developing spiritual practices for their ongoing personal/spiritual development and for their pastoral work.

### **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 & 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 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 361 The Practice of Pastoral Care: An Intercultural Approach (3) R***New Course*

Intercultural spiritual care must, first, use a phenomenological comparative approach that fully recognizes the differences between our religious worlds and the spiritual worlds of those seeking care. Second, caregivers must be able to use their theological education to use their own stories as resources in the caregiving process, and not roadblocks. Third, careseekers must be accountable for establishing an ethically sound contract of care. Fourth, careseekers must be able to draw upon psychological perspectives on loss, violence, and coping, and theological perspectives on suffering to construct and theologically grounded plan of care. Using case studies from film and our own life experiences of trauma and pastoral care, we will become familiar with this approach to intercultural spiritual care.

**RPS 380 Special Topics (1-4)**

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)***Concurrent requisite(s)*: SED 215S

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.

**SED 215S Service Learning: Human Exceptionalities (1)**

*Concurrent requisite(s):* SED 215

The purpose of the service learning component is to integrate course content and material with service to an identified community organization. Service learning consists of completion of a minimum of 30 on-site hours, as well as instructor- guided reflection. Students will be expected to complete a learning contract, document clock hours, and participate in all reflective activities.

**SED 330 Assess/Diagnosis in SED (3)**

*Prerequisite(s):* Admission to Division, SED 351

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.

**SED 333 Curriculum & Methods/Students with Mild/Moderate Needs (1)**

*Prerequisite(s):* Admission to Division

*Concurrent requisite(s):* SED 380

This course involves 50 hours of field work. Students will plan and implement differentiated curriculum and instructional strategies with students who have mild/moderate needs in a variety of settings, across different age levels, and under the supervision of a cooperating teacher(s) and college supervisor.

**SED 334 Inclusive Teaching, Support and Transition (1)**

*Prerequisite(s):* Admission to Division

*Concurrent requisite(s):* SED 345

This course involves 50 hours of field work. Students will develop and implement differentiated instruction and supports for students with mild/moderate education needs in inclusive settings across different age levels and under the supervision of a cooperating teacher(s) and college supervisor.

**SED 340 Teaching in an Inclusive Setting (3)**

*Prerequisite(s):* Admission to the Division/Licensure program, SED 215

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 differentiating instruction, course content, materials and grading procedures to accommodate students with diverse needs in an inclusive classroom are covered.

**SED 345 Issues in Accessibility and Transition (3)**

*Prerequisite(s):* Admission to Division

*Concurrent requisite(s):* SED 334

This course focuses on creating accessibility for learning and participation in inclusive settings. Evaluation and practice with computer technology and adaptive equipment is included in the course. The course also includes principles and techniques for providing career education and transition services.

**SED 351 Intro to Learning Disabilities (3)**

*Prerequisite(s):* Admission to Division, PSY 205, SED 215, RDG 215

This course will survey the field of learning disabilities (LD). Students will learn the history of the learning disability field by studying the different underlying theories. Students will also examine the characteristics, assessment, and diagnosis of students classified as learning disabled. Emphasis is placed on relevant literature as it pertains to the aforementioned topics.

**SED 380 Curriculum & Methods/Students with Mild/Moderate Needs (3)**

*Prerequisite(s):* Admission to Division

*Concurrent requisite(s):* SED 333

Methods, materials and techniques used in the education of students with mild and moderate needs. Em-

phasis 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 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 444 Special Education Student Teaching (12) CAP**

*Prerequisite(s):* Admission to Department and permission from Clinical Experience Director

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 495 Independent Study (1-3)**

*Prerequisite(s):* Permission of Education Division Dean

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 Our Social World (3) S**

This course introduces students to the scientific study of society. It offers a systematic analysis of the dynamic interconnections between our individual lives and our social worlds. In this course we'll explore many dimensions of local and global social institutions and practices, working to understand how our own lives are embedded within and shaped by our social environments. This course is divided into five main parts. In Part I, we'll define and explore sociological approaches to understanding human societies. In Part II, we'll explore social structures and processes, emphasizing concepts such as culture, socialization, social interactions, and social control. In Part III, we'll look at major social institutions including the family, education, and religion. In Part IV, we'll examine major forms of social inequality-highlighting social class, race-ethnicity, and gender. Part V concludes the course by briefly examining social dynamics through a focus on the environment and social change.

**SOC 103S Serv Lrng:Intro Sociology (1)**

*Concurrent requisite(s):* SOC 103

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

**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 Race, Class, Gender (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 202S Serv Lrng:Race, Class, Gender (1)**

*Concurrent requisite(s):* SOC 202

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

**SOC 204 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.

**SOC 208 Social Psychology (3) S**

*Prerequisite(s):* PSY 103 or SOC 103

Crosslisted with PSY 208

The study of how we think about, relate to and influence one another. Social perception, attitudes, social influence, prejudice, aggression, and attraction are examined.

**SOC 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 220 Childhood and Society (3) S**

*New Course*

*Prerequisite(s):* SOC 103

This course provides an introduction to twenty-first century childhood in the United States. It explores the concepts, theories, and empirical research within the sociological study of childhood. The course examines: Competing theoretical approaches to children and childhood, how the meaning of childhood and adolescence changes over time, place, and social context, how children's lives and identities co-constitute peer, popular, and media cultures, and the social problems and public policies that impact children's lives.

**SOC 220S Serv Lrng:Sociology of Childhood (1)**

*New Course*

*Concurrent requisite(s):* SOC 220

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

### **SOC 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.

### **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 289 Women's Issues & the Law (3) S**

Crosslisted LGS 289

This course is about gender differences and gendered human interrelationships. Through reading and discussion of legislation, judicial opinions, and other sources, we will examine how U.S. law reflects and reinforces social and institutional arrangements that channel men and women into different roles and allocates power between them. We will also look at alternative formulations of legal concepts and at how law is made and implemented. Students should be able to develop a critical analytical approach that can be the basis for evaluating future changes in law.

### **SOC 300 Mgmt/Fnd Raising in Nonprofit (3)**

*Prerequisite(s):* Junior status or above and permission of instructor.

*Concurrent requisite(s):* SOC 300S

The purpose of this course is to introduce students to the nonprofit, philanthropic sector and expose students to many of the import aspects of nonprofit management and fund raising. The course is structured specifically to meet several of the American Humanics competency requirements for certification, including competencies within the areas of: historical and philosophical foundations, general nonprofit management, board and volunteer development and management, program planning, financial and risk management, fund raising, and career development and exploration. Service-learning in a nonprofit agency is an important aspect of the class.

### **SOC 302 Social Perspectives on Motherhood (3) S**

*New Course*

*Prerequisite(s):* SOC 103

This course explores U.S. motherhood as a socially constructed institution and set of practices. Students will examine the social context that shapes contemporary social expectations and experiences surrounding motherhood. Students will become familiar with diverse social perspectives on birthing, maternal health and wellbeing, work-family balance, and mothering practices. The impact of social class, race-ethnicity, gender and national policy are also explored. Special topics such as poverty, incarceration, postpartum maternal health, and single-mothering are considered.

### **SOC 302S Serv Lrng:Social Perspectives on Motherhood (1)**

*New Course*

*Concurrent requisite(s):* SOC 302

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students

will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

**SOC 335 International Politics (3) S**

*Prerequisite(s):* SOC 103

Crosslisted with PSC 335

The course studies the major political issues and events in the contemporary world. Their historical roots are traced, and their implications for democratic peace and economic prosperity are analyzed. Particular attention is devoted to the role of the United States in this rapidly changing world.

**SOC 350 Selected Topics in Sociology/Social Work/Criminal Justice (1-3)**

Topics vary. May be repeated once as topic changes.

**SOC 350D Social Control & Criminal Sanctions (3) S**

*Prerequisite(s):* SOC 103

Examines various means by which society attempts to control the deviant and criminal conduct of its members. This course will incorporate an exploration of the formal and informal means used in contemporary societies as well as those prevalent in prior time frames. Issues regarding punishment, alternative sanctions, deterrence rationale and effectiveness, and informal within-group behavioral codes of conduct will be explored. Effectiveness of social control mechanisms and criminal sanctions will be discussed with respect to varying criminal behaviors and cultural perspectives

**SOC 350M Sociology of Gangs (3) S**

*New Course*

This course examines the concept of gangs from a sociological perspective. Topics to be covered include types of gangs, interaction of gang members and their activities, as well as society's response to gangs.

**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 372 Collaborative Approaches Work with Clients in Soc Serv (3)**

**SOC 373 Sociology of Globalization (3)**

*New Course*

*Prerequisite(s):* SOC 103

This course explores diverse themes and aspects of emergent global society. Course will examine how globalization impacts individuals and societies and the development of world culture. Students will gain knowledge of and insight in processes of globalization and their consequences for cultural diversity.

**SOC 375 Social Research I (4)**

*Prerequisite(s):* PSY 103, SOC 103, CIS 106, MTH 174 or MTH 175 or MTH 176, and two additional courses in PSY or SOC

Crosslisted with SWK 375

An introduction to social research emphasizing ethics and the integration of basic and applied research designs and statistics. Observations, surveys and simple experiments are carried out in conjunction with descriptive and inferential statistical analysis.

**SOC 377 Evaluation Research and Grantsmanship (3)**

*Prerequisite(s):* SOC 375

Crosslisted with 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.

### **SOC 380 Independent Study (1-3)**

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 Co-Op:Parallel(PT) (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 SOC 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 College Spanish I (3) LAS**

*Concurrent requisite(s):* SPA 101A

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 College Spanish I (LAB) (1) LAS**

*Concurrent requisite(s):* SPA 101

Course description as stated in SPA 101

### **SPA 102 College Spanish Lev I (3) LAS**

*Prerequisite(s):* SPA 101

*Concurrent requisite(s):* SPA 102A

This course builds on material covered in Spanish 101 to further develop the student's ability to speak, write and read in Spanish. Attention is focused on expanding vocabulary, increasing mastery of Spanish grammar and parts of speech, and introducing additional verb tenses. Guided practice will strengthen student's communication skills in Spanish. Students will continue to explore the diverse cultures that make up the

Spanish speaking world.

**SPA 102A Col Spanish I (LAB) (1) LAS**

*Concurrent requisite(s):* SPA 102

Course description as stated in SPA 102

**SPA 201 College Spanish II (3) LAS**

*Prerequisite(s):* SPA 101 and 102 or their equivalent

*Concurrent requisite(s):* SPA 201A

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 College Spanish II (LAB) (1) LAS**

*Concurrent requisite(s):* SPA 201

Course description as stated in SPA 201

**SPA 202 Col Spanish Lev II (3) LAS**

*Prerequisite(s):* SPA 101, 102, 201 or their equivalent.

*Concurrent requisite(s):* SPA 202A

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 College Spanish II (LAB) (1) LAS**

*Concurrent requisite(s):* SPA 202

Course description as stated in SPA 202

**SPA 220 Spanish Written Communication (3) LAS**

*New Course*

Students will practice intermediate-level Spanish writing skills for use in personal and professional communication requirements; prior ability in Spanish needed.

**SPA 230 Spanish Conversation and Culture (3) LAS**

*New Course*

Students will practice intermediate-level Spanish conversational skills and strategies within culturally appropriate context for personal and professional use; prior ability in Spanish needed.

**SPA 320 Literature in Spanish (3) LAS**

*New Course*

Students will examine authentic Spanish language texts for their cultural, linguistic and intellectual content; prior ability in Spanish needed.

**SPA 330 Spanish for the Professions (3) LAS**

*New Course*

Students will be introduced to and practice specialized Spanish vocabulary and idioms for use in their specific professional and career situations; prior ability in Spanish needed.

**SPA 358 Hispanic Literature in English (3) LAS**

*New Course*

*Prerequisite(s):* SPA 101/Equiv

Crosslisted ENG 358

Students will examine a selection of modern Latin-American authors translated into English for their literary, cultural, and linguistic content. Minimum competency in Spanish needed.



**SPM 150 Introduction to Sport Management (3)**

This course introduces the components of sport and the sport industry including an introduction to business concepts applied to sport. Career opportunities and competency skill sets will also be discussed as well as the many different settings in which sporting activities occur.

**SPM 150S Serv Lrng:Intro to Sport Mgmt (1)**

*Concurrent requisite(s):* SPM 150

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

**SPM 185 Historical & Socio-Cultural Dimensions in Sport (3)**

This course discusses sport as a microcosm of society. The influence of history, cultural traditions, social values, and psychosocial experiences will be explored. Students will learn that as sport managers in the sport industry, they will benefit from recognizing that these historical and socio-cultural influences affect every aspect of sport. Students will also identify and discuss the internal and external factors that influence and shape sport in society.

**SPM 225 Principles of Coaching and Athletic Administration (3)**

This course is designed to assist the prospective coach and administrator with gaining competence in applying competitive tactics and strategies appropriate to the sport environment. Particular emphasis will be placed on developing effective administration, coaching education, scouting procedures, conducting efficient practice sessions, utilizing game management strategies, skill analysis, sportsmanship, coaching diverse athletes, managing athletes' behavior, preventing and addressing drug and alcohol abuse, and coaching using the games approach. A 15 hour field component is required.

**SPM 240 Governance & Policy in Sport (3)**

This course introduces students to the power and politics of sport organizations. Students learn how people involved in governance set the tone of an entire organization and how individual sport governing bodies fit into the greater sport industry. How these organizations control sport activities on a local, national, and global level will be discussed as well as an understanding of their authority, organizational structure, and function.

**SPM 305 Health Issues (3)**

This course reinforces the concept that living a healthy and productive life involves both the mind and body. It presents the fundamentals of wellness and principles for living both a mentally and physically healthy life. In the course, topics include exploring the various dimensions of wellness, eliminating self-defeating behaviors, assessing the health-related components of physical fitness, and the dangers of stress and other negative factors.

**SPM 330 Sport Marketing,Promotion and Sales (3)**

Marketing and sales concepts within the unique aspects of sport and the sport industry will be discussed. The sport consumer and sport product markets will be studied. A 20 hour minimum field component including active participation in at least one of the following areas with instructor/department approval is required: fundraising, ticket sales, consumer demographic or psychographic research, merchandising, sponsorship, endorsement, venue and event marketing, special events, media promotion, or other instructor approved area.

**SPM 330S Serv Lrng:Sport Marketing Promo & Sales (1)**

*Concurrent requisite(s):* SPM 330

Service Learning is an opportunity to engage in service to others while making academic connections to

course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

### **SPM 340 Coaching of Team Sports (3)**

Crosslisted ATR 340

This course focuses on the coaching team sports. Emphasis will be on coaching theory, instructional skill development, planning for practices, and game strategies.

### **SPM 340S Serv Learn:Coaching of Team Spts (1)**

*New Course*

*Concurrent requisite(s):* SPM 340

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

### **SPM 341 Coaching of Individual and Dual Sports (3)**

Crosslisted ATR 341

This course focuses on the coaching of individual and dual sports. Emphasis will be on coaching theory, instructional skill development, planning for practices, and game strategies.

### **SPM 342 Sport Skills (3)**

Crosslisted ATR 342. This course focuses on the development of cognitive and psychomotor skills of selected sports. Emphasis will be on psychomotor skill development and assessment of these skills.

### **SPM 355 New Media & Public Relations (3)**

*Prerequisite(s):* COM 100, COM/ENG 101

This course stresses the familiarity with the principles of interpersonal communication, mass communication, and interaction with the public and media as they involve the sport industry. Emphasis will be placed on interactions both internal and external to sport agencies particularly those involving communication at entry-level sport management positions that also include "new media" such as broadcasting and webcasts.

### **SPM 360 Professional Team Sports (3)**

*New Course*

An examination of professional team sports including topics such as ownership, league operations, governance, the role and impact of television, labor/management relationships, licensing and sponsorship, and the perceived role of professional sport in American society. Course content will be disseminated through a combination of lectures, readings, guest speakers, videos, field trips, and student presentations.

### **SPM 375 Sport Facility Management (3)**

This course will introduce students to the application of basic principles of facility management with emphasis on intercollegiate athletics, professional sport, and multisport club operations. The function of the course is threefold: first, it is intended to provide Sport Management students with a broad appreciation of facility management; second, it will provide students with an up-to-date understanding of facility management concepts as they are currently being applied in various sport management contexts; and finally, it is intended to provide a foundation for those students who plan to do advanced study and work in facility management.

**SPM 380 Legal Aspects of Sport and Recreation (3)**

Crosslisted LGS 380

Sport and recreation activities by their very nature have the potential for litigation. Familiarity with the law in these areas and the legal concepts behind the law will be discussed. Topics such as risk management, liability, crowd control, as well as tort, constitutional, and contract law will be stressed.

**SPM 395 Finance & Economics in the Sport Industry (3)**

This course discusses contemporary examples from marketing, sponsorship, facility construction, and sport law to illustrate the crucial role that money, budget, and finance plays in the finance and economics of the sport business. The economics of sport teams, championships, and merchandising will also be discussed.

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

*Prerequisite(s):* CED 220

A sport management related work experience supervised by a sport management faculty member in collaboration with the cooperative education staff. Work assignment is for a minimum of 15 hours a week. 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.

**SPM 425 H.R. Management in Sport (3)**

This course is designed to guide students toward an understanding of human resource management in the sport and recreation environment. Human Resource Management in Sport (HRMS) provides future practitioners with a solid foundation in managerial competencies, the strategic importance of human resource management in sport, and the implications of organizational justice within the context of sport. Students will explore major organizational processes in the management of human resources including organizational justice, job design, staffing and career considerations, leadership, performance appraisal, reward systems, and marketing.

**SPM 440 Current Issues Business of Sport (3)**

This course addresses the continuing growth of the multibillion dollar sports industry and the contemporary issues and dilemmas currently facing today's sport business leaders. Overviews and insights into collegiate, professional, and Olympic sports will be discussed in the multidisciplinary context of major business disciplines such as: management, marketing, finance, information technology, ethics, and law. This course is intended to pull together all of the aspects of the sport industry and prepare the student for the internship through focused readings on current issues.

**SPM 450 Special Topics:Principles of High School Athletic Admin (3)**

*New Course*

To provide students with a realistic and practical approach to the administration of high school athletics. Students will develop a working knowledge of high school athletic department operations in areas of student athlete eligibility, staff development, event management, scheduling, community relations and facility planning.

**SPM 490 Sport Management Internship (3)**

*Prerequisite(s):* Junior Status

*Concurrent requisite(s):* SPM 495

A culminating in-depth experience incorporating practical experience before graduating and entering the sport industry. This semester-long course and minimum 400 hour internship, helps bridge the gap between classroom learning and practical application in sport settings. Students will explore career options, refine management skills, and gain a greater understanding and knowledge of the integration of competencies beneficial to sport organizations and their career goals. This course also serves as a catalyst for completion of the Capstone Synthesis Reflection required of graduating College of Mount St. Joseph students in the major of Sport Management.

### **SPM 495 Sport Management Capstone (1) CAP**

*Concurrent requisite(s):* SPM 490

A final component of the Sport management major is the Capstone Synthesis Reflection. This essay is a culminating reflection that allows students to demonstrate the integration of their major into the broader focus of their liberal arts core and the mission of the College of Mount Saint Joseph. The co-requisite Internship serves as a catalyst for completion of the Capstone Synthesis Reflection required of graduating College of Mount St. Joseph students in the major of Sport Management.

### **SPM 495S Serv Lrng:Sport Management Capstone (1)**

*Concurrent requisite(s):* SPM 495

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

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

*Prerequisite(s):* CED 220

A sport management related work experience supervised by a sport management faculty member in collaboration with the cooperative education staff. Work assignment is for a minimum of thirty hours a week. Credit is awarded as a general elective upon completion of the work experience and documentation of pre-determined 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.

### **SST 400 Environmental Sustainability Studies Seminar (1)**

*Prerequisite(s):* GEO/BIO 140,ECO 211,ETH:PHI 203 and Additional 9 Credit Hours

This one hour seminar course offers the students an opportunity to hear from guest speakers who are employed in various areas related to sustainability. The course will also feature a requirement for a final integrative paper that demonstrates an understanding and integration of sustainability concepts.

### **SST 400S Serv Lrng:Environmental Sustainability Studies Seminar (1)**

*Concurrent requisite(s):* SST 400

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

### **SWK 219 Issues In Aging:A Social Work Perspective (3)**

*New Course*

*Prerequisite(s):* SWK 220

Provides base to integrate gerontology knowledge with social work education. Informal and formal support networks will be stressed as students learn to assess older clients and devise appropriate interventions.

### **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 220S Serv Lrng:Intro Social Work (1)**

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

**SWK 223 Social Policies and Issues (3) S**

Crosslisted with PSC 223

A problem-focused analysis of past and current social policies: income maintenance, family, educational, social service, environmental, and civil rights. Political analysis includes factors which influence policy development, policy implementation. Attention is given to local, state and federal policies.

**SWK 223S Serv Lrng:Soc Pol/Iss (1)**

*Concurrent requisite(s):* SWK 223

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

**SWK 226 Mental Health and Social Work (3)**

*New Course*

*Prerequisite(s):* SWK 220

This course offers an approach to addressing mental health issues, emphasizing the relevance of mental health. The student will be given the tools to be competent in the area of mental health case management, while exploring community systems in place for the mentally ill and the different populations affected by mental illness.

**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.

**SWK 321 Human Behav/Soc Environment (3)**

*Prerequisite(s):* PSY 103 or PSY 103H, 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 321S Serv Lrng:Hum Beh/Soc Envir (1)**

*Concurrent requisite(s):* SWK 321

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

**SWK 327 Interviewing and Assessment (3)**

*Prerequisite(s):* SWK 220 and SWK 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 328S Serv Lrng:Group App/Prob Solving (1)**

*Concurrent requisite(s):* SWK 328

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

**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 & 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 332S Serv Lrng:Child Abuse (1)**

*Concurrent requisite(s):* SWK 332

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

**SWK 350 Special Topic Seminars (1-3)**

Topics: Advocacy for the Elderly, Legal Aid Services, Special Populations, Women's Issues, etc.

**SWK 358 Organizational Administration in Healthcare (3) S**

Crosslisted with GST 358

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.

**SWK 375 Social Research I (4)**

*Prerequisite(s):* PSY 103 or PSY 103H, SOC 103, MTH 174 or MTH 175 or MTH 176

Crosslisted with SOC 375

An introduction to social research emphasizing ethics and the integration of basic and applied research designs. Observations, surveys and simple experiments are carried out in conjunction with descriptive and inferential statistical analysis.

**SWK 377 Eval, Res, Grantsmanship (3)**

*Prerequisite(s):* SWK 375

Crosslisted with SOC 377

An application of basic research methods and data collection learned in Social Research I to the evaluation of existing programs in social agencies, and the tasks and skills of grant writing to develop new programs and services. Students learn how to locate grant sources, integrate program evaluation into grant proposals and practice grant writing.

**SWK 377S Serv Lrng:Eval,Res,Grants (1)**

*Concurrent requisite(s):* SWK 377

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

**SWK 396 Co-Op:Parallel(PT) (1-3)**

*Prerequisite(s):* CED 220

**SWK 399 Independent Study (1-4)**

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 400 Senior Thesis (3)**

*New Course*

*Prerequisite(s):* SOC/SWK 375, SOC/SWK 377

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.

**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 330, SWK 375 and senior class standing

*Corequisite(s):* SWK 329

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 496 Co-Op:Alternatng(FT) (1-3)**

*Prerequisite(s):* CED 220

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

Crosslisted ENG 140

A chronological study of women writers of the English-speaking world from the 15th century to the present day with emphasis upon their historical and literary significance.

**WST 150 Woman as Person: Relationships (3)**

This interdisciplinary course draws from history, literature, psychology, and sociology in a study of woman as an individual in terms of her nature, history and status, with an emphasis on relationships.

**WST 151 Woman as World Citizen (1-3)**

Through a variety of faculty and speakers in such fields as law, politics, business, education, housing, and welfare, this interdisciplinary course helps the student gain insights into the possibilities open to a woman as a member of many communities within a global society.

**WST 225 Women and Autobiographical Writing (3) L**

Crosslisted ENG 225

This course studies the literary form of women's personal writing: diary, autobiography, memoir, letters; as well as alternate forms such as poetry, fiction, oral history, and the arts. Through autobiographical formats, perceptions of women in society will also be studied as well as the common experiences of women's lives.

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

*Prerequisite(s):* COM/ENG 101 or equivalent

Crosslisted ENG 226

This course examines the variety of ways multicultural women writers express their evolving identities and their culture.

**WST 250 Mothers and Daughters (3) L**

Crosslisted ENG 250

This course examines history and literature of mother/daughter relationships, past and present, focusing primarily on their changing roles in modern society.

**WST 350 Topics (1-3)**

Special seminars, guided readings, minicourses of five or 10-week duration.

**WST 380 Independent Study (1-3)**

Individualized study of an issue appropriate to women's studies. May be focused in one or more disciplines.

**WST 400 Internship Field Experiences (1-3)**

Field experiences to provide students with practical experience and field research with various social agencies dealing with women.



## 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 by training the whole person concept of leadership (communication, motivation, team building and public speaking).

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 semester-hour aerospace studies course, and hands on leadership skills development, the leadership laboratory.

As a junior and senior your classroom instruction increases to 3 semester-hour courses and you assume cadet wing leadership positions in the leadership laboratory.

You'll earn 12 semester-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.

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 our local website at [www.uc.edu/afrotc.html](http://www.uc.edu/afrotc.html)

## **Army ROTC**

### **Army ROTC at the University of Cincinnati**

Army ROTC produces 75% of all Army officers. Founded in 1916, ROTC has produced more than one-half million lieutenants for America's Army. It remains the broadest avenue for men and women seeking to serve as officers in the Army. The Army officer is a prestigious professional who serves as a leader in the most respected institution in America.

Your soldier can enroll in Army ROTC as a college elective for up to two years with no obligation. ROTC gives you a wide range of experiences while you work toward a degree. You'll combine your time in the classroom with hands-on experience. If you choose not to make the Army your career, you will have acquired job skills that are sure to give you a definite advantage over your peers when the time comes to seek civilian employment. Whether you're planning a career in the Army or the corporate world, Army ROTC is a smart elective course to take.

As part of Army ROTC, you'll be in the company of a diverse group of individuals with broad interests who excelled in their chosen areas of interest. They may have been presidents of their student governments, captains of their varsity sports teams, club presidents, or members of the National Honor Society.

Their studies will include: Leadership Development, Military Skills, and Adventure Training. Army ROTC courses teach you how to succeed in a competitive world both in college and beyond.

## **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 elective

### **ROTC Scholarships**

#### **Army ROTC**

Army ROTC scholarships cover full college tuition and educational fees, a \$1,200 yearly book allowance and a monthly stipend starting at \$300/month during the academic school year. Additional financial incentives may be offered by Xavier to assist with costs not covered by the Army ROTC scholarship including room

and or board.

High school students may apply online for an Army ROTC Scholarship at [www.goarmy.com/rotc](http://www.goarmy.com/rotc). For additional information about the ROTC program go to [www.xavier.edu/military\\_science](http://www.xavier.edu/military_science) or contact the Xavier Army ROTC Recruiting Team at 513-745-1066 or by e-mail at [rotc@xavier.edu](mailto:rotc@xavier.edu). Air Force ROTC Xavier accepts Air Force ROTC scholarships and students pursuing an Air Force ROTC scholarship. High school students pursuing a scholarship please visit [www.afrotc.com](http://www.afrotc.com). College freshman and sophomores pursuing an in-college Air Force ROTC scholarship should visit [www.afrotc.com](http://www.afrotc.com) or call the Detachment 665 Unit Admission Officer at 513-556-2237.

## 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  
Commission on Accreditation of Athletic Training Education  
Commission on Accreditation in Physical Therapy Education  
Commission on Collegiate Nursing Education  
Council on Social Work Education  
National Association of Schools of Music  
Ohio Board of Nursing  
Ohio Board of Regents  
Ohio Department of Education  
Teacher Education Accreditation Council

### Institutional Memberships

Adult Higher Education Alliance  
American Association for Higher Education  
American Association for Paralegal Education  
American Association of Colleges and Universities  
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 for Student Affairs at Catholic Colleges and Universities  
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 Graduate Schools  
Council of Independent Colleges  
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 Career Development Association  
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 League of Nursing  
National Orientation Directors Association  
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 Association of Student Personnel Administrators  
Ohio Biological Survey  
Ohio Campus Law Enforcement Association  
Ohio College Association  
Ohio Continuing Higher Education Association  
OhioLINK  
OHIONET  
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 Vice President for Academic Affairs.

### **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 & Registration

## 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 *Policies and Procedures*.
- The student should initiate appointments with the advisor prior to registration and be 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 must complete the graduation application and final audit to be signed by an advisor.

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 make progress toward established goals.
- To be a source of referral to services provided for students.
- To remain current and knowledgeable with all College curriculum, academic policies and procedures.
- To confer with the student prior to each registration period to discuss course options and to update the student file.

## Registration

Dates, times and procedures for web registration are published in each semester's or term's *Semester Policies and Procedures*, and on the Mount's intranet web site, <http://myMount.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 on the Mount's intranet web site, <http://myMount.msj.edu> (generally one month before the beginning of each term). Students are required to have purchased books and completed preassignments before the first class meeting.

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. Graduate students cannot earn more than 25 percent of the credits required for the master of arts degree in off-campus courses taken either through the Consortium or in transfer from another institution. 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 27 hours of Mount residency.

Extenuating circumstances may require an exception to the Consortium cross-registration policy. Appeals for exceptions are submitted in writing to the Vice President of Academic Affairs (VPAA). 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. It is the student's responsibility to verify that all pre-requisites have been met before enrolling in a Consortium course

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, Gateway Community and Technical College, God's Bible School and College; Good Samaritan College of Nursing and Health Sciences, Hebrew Union College-Jewish Institute of Religion, Miami University, Northern Kentucky University, Thomas More College, Union Institute and University, 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 course(s) after classes begin, students must obtain the instructor's signature on an add/drop form and submit the completed form to Student Administrative Services in the Conlan Center. In accelerated format classes, adding a course is not permitted after the first class session.

Any student who fails to submit an add/drop form for processing 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.

(see Core Add/Drop Policies on page 176)

## Course Withdrawal Policy

Each semester or class term has two withdrawal periods. Traditional semester classes officially dropped during the first withdrawal period (Week 1 through 5) 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 (Week 6 through 10). The "W" grade is not calculated in the student's grade point average. The class remains on the student's academic record. Accelerated classes are calculated on an alternate calendar schedule.

Any student wishing to drop a class must fill out and submit a drop/add form. The form must be signed by the student and the advisor. No withdrawals are accepted during the third withdrawal period. Instructors will assign grades for any classes not dropped before the third period begins. The signature of the Vice President for Academic Affairs or his designee is required on the drop/add form to change the effective date of withdrawal.

It is important to note that tuition refund dates and course withdrawal dates are different. Please refer to the tuition reduction schedule which is published in the *Semester Policies and Procedures* for refund information.

<b>First/Second Semesters and All Summer Sessions (15 week term)</b>	
Week 1-5	No record of dropped class
Week 6-10	Grade of "W" for dropped class
Week 11+	No drops accepted
<b>4 Week Term</b>	
Weekend/Week 1	No record of dropped class
Weekend/Week 2-3	Grade of "W" for dropped class
Weekend/Week 4	No drops accepted
<b>5 Week Term</b>	
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
<b>6 Week Term</b>	
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
<b>7 Week Term</b>	
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
<b>8 Week Term</b>	
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
<b>10 Week Term</b>	
Week 1-3	No record of dropped class
Week 4-6	Grade of "W" for dropped class
Week 7-10	No drops accepted

## 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 and on-line courses) 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 and on-line courses) 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, on-line courses 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 Registrar's Office.

## 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) located in the Academic Advising Resource Center. Undeclared students are among the largest group of new and transfer students at the Mount. Choosing the right major requires careful planning and consideration.

The AEP is committed to guiding undeclared students while they grow and develop both academically and intellectually.

## 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.

## Assessment & 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. All students are required to take the COMPASS Assessment Test in mathematics which will be administered during summer orientation. The only exceptions are students who meet both of the following requirements: transfer credit to satisfy their core math requirement and declaration of a major that does not require calculus. The mathematics department will provide academic advisors with each student's math placement. Students are required to begin their study of mathematics according to this placement. Any student who wishes may retake the COMPASS test and have their math placement reevaluated.

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.

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.

## Change of Major, Minor, Degree or Program

Change of Major/Degree forms are available in the appropriate academic department, the Conlan Center and on myMount. 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.

## Course Load, Selection & Numbering System

### 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.

All summer sessions combine to form one semester.

Students planning a course load during accelerated, evening, 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.

## Developmental Course Policy

The Mount offers developmental courses in mathematics and writing.

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 repeat any developmental course which 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.

## 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: (\*4+1 MBA students are exceptions)

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.
5. Students provisionally admitted to the 4+1 MBA program may take 12 credit hours of specific courses during their Senior year of undergraduate studies. These courses will also fulfill undergraduate degree requirements.

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.

# Rights & Policies

## Academic Policies

### 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 it is recommended that conversation with the faculty member take place prior to initiating the appeal. 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. Whether the recommended conference with the instructor has occurred or not, within 10 days of the course grade being posted on the web, the student must notify the instructor and the Division Dean through which the course is offered in writing (preferably via email) that he/she is beginning the appeal process. This communication should summarize how **the grade was determined inaccurately or unfairly according to the grading criteria in the course syllabus**. This written summary becomes the basis of the grade appeal and will be forwarded to other parties as they become involved in the appeal process. As part of the notification process, the student will request a conference with the Dean and the instructor.
2. The conference must take place within 10 business days of the request. The instructor will provide documentation to the Dean prior to the conference explaining the basis for the grade. If the instructor is a Division Dean, a senior faculty member in the department, appointed by the Vice President for Academic Affairs (VPAA) or an administrator designated by the VPAA will serve in place of the Dean. The student may only be accompanied to this conference by either his/her academic advisor or a member of the full-time Mount faculty to serve in an advisory role to clarify issues, not as an advocate. The Division Dean will convene the group to discuss the issues related to the appeal. The Dean will render a decision regarding the appeal to the instructor and the student in writing within 5 business days of the conference.
3. Should the resolution be unsatisfactory to the student or the instructor within 5 business days of the decision in Step 2, either party may submit a letter to the VPAA describing the basis for continuing the appeal process.
4. The VPAA or an administrator designated by the VPAA will collect relevant information and correspond with the instructor and student together or separately within 10 business days before making a final decision.

5. Within 2 business days after conferring as outlined in step 4 a final decision will be made by the VPAA or the designated administrator. The decision 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.
6. If the course under appeal is a prerequisite, permission to enroll in the next course in the sequence must be granted by the VPAA or designee.
7. Any exceptions to the timelines or other procedures in this policy must be approved by the VPAA.
8. 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 Division Dean who will notify the VPAA.

## Academic Honesty

Frequent reports in today's media indicate that a culture of plagiarism and other dishonest acts exist 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.

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 cheating and plagiarism). 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 about 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, electronic devices including text messaging or instant messaging, 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 a responsibility to comprehend and practice the honest academic behaviors that are stated and implied in this document without exception 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. Included are the rights to:

- Receive a full explanation of the problem when a professor doubts the honesty of a written, spoken, performed, illustrated, or computerized project.
- Challenge any decision in which the documentable evidence indicates dishonest behavior on an academic process (the process that students should follow is indicated in the College's Academic Dishonesty Appeal policy).

**Procedure:**

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

1. The instructor will notify the student that there is a concern related to academic honesty.
2. The instructor will discuss with the student the reasons for this concern and provide the student with an opportunity to respond.
3. If the instructor determines that a violation has occurred, then the instructor and the student will discuss the options available to the instructor before the instructor makes a decision about the consequences. As part of this procedure the instructor will consult with the Office of the VPAA for any previous academic honesty violations that the student may have on record.
4. Possible options the instructor might consider include:
  - requiring the work to be redone;
  - assigning a failing grade for the assignment;
  - assigning a failing grade for the course *or*,
  - The instructor, in consultation with the department chair and the Division Dean, may recommend to the Vice President of Academic Affairs one of the following: that the student is dismissed from the program; that the student be suspended from the College; that the student is dismissed from the College. Academic dishonesty would not be indicated on the student's official record as reason for failing a course, suspension or dismissal.

5. In cases where it has been determined that a violation of the academic honesty policy has occurred, the instructor will file a report of the incident containing the student name and ID number, date of occurrence, the course number and title, the nature of the offense and the resulting action taken. This report will be held in a file in the office of the VPAA. This file will be kept for consultation as a historical record which may be taken into consideration if future violations by the student take place.
6. The decision to be imposed will be clearly communicated in writing to the student.
7. The student has the right to appeal the decision using the process described below.

Every reasonable effort will be made to respect student confidentiality throughout all stages of the process.

## Academic Dishonesty Appeal Process

1. If the student wishes to appeal the decision, within 10 business days he/she must send a written request to the Division Dean for a conference with the Dean and the instructor. The Dean will convene the conference with the instructor and the student and attempt to resolve the issues. If the instructor is a Division Dean, a senior faculty member in the department, appointed by the Vice President for Academic Affairs (VPAA) or an administrator designated by the VPAA will serve in place of the Dean.
2. Should the resolution be unsatisfactory to the student or the instructor, either party may submit a letter to the Vice President of Academic Affairs (VPAA) within 10 business days of the conference in Step 1. The letter presented to the VPAA should include a description of prior attempts to resolve the issue and the reasons for continuing the appeal. The VPAA will collect relevant information and correspond with the instructor and student together or separately before making a final decision.
3. The final determination of whether or not an infraction has occurred, and if so, the appropriate response to that infraction will be based on a review of Steps 1 and 2, materials that have been submitted and the process that has been followed. The VPAA or the designated administrator will make the decision. There is no further appeal.

No legal counsel will be present during the academic dishonesty appeal process. The student may withdraw the appeal at any juncture by a written request to the Division Dean who will notify the VPAA.

## 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
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 vice president for academic affairs (VPAA) each semester.

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 VPAA 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 vice president for academic affairs (VPAA) prior to beginning coursework in a subsequent semester/term at the Mount. Students failing to fulfill the terms of their 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/terms.
2. Failed to complete a remedial plan prior to beginning course work in a subsequent semester/term.
3. Failed to raise his/her grade point average to the minimum standard after one semester and/or failed to fulfill the terms of the remedial plan.
4. 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. 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 vice president for academic affairs (VPAA). It is the student's responsibility to obtain all of the following required documentation and to include it in the appeal/petition.

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 VPAA to determine whether to grant reinstatement. A successful appeal or petition lifts suspension but the status of academic condition remains.

## **Academic Renewal**

Baccalaureate degree-seeking students may file a written petition to the vice president for academic affairs (VPAA) 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 VPAA, all failing grades for a particular semester/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

Fresh Start is intended to assist a student who was unsuccessful in his or her previous academic attempt at the College of Mount St. Joseph. A degree seeking student returning to the Mount after an absence of at least three calendar years, who earned poor (D), or failing (F) or (FA) grades, may file a written petition to the vice president of academic affairs (VPAA) requesting a fresh start. The petition is to include a brief explanation of factors that caused unsatisfactory academic performance during the previous tenure at the College.

Only grades of “D”, “F”, or “FA” may be excluded from the student’s GPA. The grades to be excluded must have been earned prior to the minimum three calendar year non-attendance. Removal of the grade of “D” from the transcript will also result in the deletion of the credit earned for the course. Courses with the grades removed must be retaken if needed to meet graduation requirements.

Upon approval, the action taken is non-reversible, and may only be used one time. The courses approved under the fresh start policy will be disregarded in computing the student’s cumulative GPA; however all courses and grades remain on the students’ transcript. A “Z” grade will mark that the grade has been removed from the GPA calculation as a result of the Fresh Start program.

Once Fresh Start is in effect for a student and the updated GPA is calculated, a student is eligible for any honors, awards, or recognitions related to the specific GPA standards.

## Temporary Illness, Injury, Pregnancy or Related Condition Modification Policy

If a serious, but temporary, medical condition, or pregnancy (or related condition) results in a student anticipating missing more than one week of class (consecutive class sessions), the student may request temporary modifications of the requirements listed within the class syllabi during the period of illness, injury, pregnancy or related condition. This policy does not guarantee that modifications will be granted unless mandated by Title IX in the case of pregnancy or related conditions; granting of recommended modifications is the decision of the course instructor.

Students should begin the “Temporary Illness, Injury, Pregnancy or Related Condition Modification Policy” process as soon as possible after the onset of the serious illness, injury, pregnancy or related condition. The specific policy details can be located online<sup>6</sup>.

## Emergency Medical Leave of Absence

If a medical condition prohibits a student from attending class for an extended period, the documentation and circumstances must be reviewed on a case-by-case basis by the vice president for academic affairs (VPAA). The VPAA may approve an Emergency Medical Leave of Absence in order to maintain the student’s academic standing with the College of Mount St. Joseph. A student who is awarded a medical leave remains an active student for a period of time deemed appropriate by the vice president for academic affairs.

---

<sup>6</sup>Temporary Illness, Injury, Pregnancy or Related Condition Modification Policy,  
[https://mymount.msje.edu/ICS/Mount\\_Community/Mount\\_Groups/Learning\\_Center/Disability\\_Services.jnz](https://mymount.msje.edu/ICS/Mount_Community/Mount_Groups/Learning_Center/Disability_Services.jnz)

## 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 sessions will follow the requirements of the College catalog in effect for the following fall semester.

## Course Timeframe & Delivery Formats

### Course Timeframe 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 the opportunity to complete a course in the evening and on weekends in a shorter timeframe than the standard format. 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. Each course requires a preassignment that must be completed before the first class meeting. The completed preassignment and extensive independent studies between each class meeting are integral to this format.

### Course Delivery Formats

**Face-to-Face Format** - Face-to-Face (F2F) courses meet in a classroom in regularly scheduled sessions throughout the semester.

**Online Format** - Online courses typically do not meet on campus except for course orientations and/or exams. Course content is primarily delivered through the use of web-based technology. This course format is recommended for students who are independent learners and comfortable using online tools. Students should complete the Mount's online/blended learning readiness self-assessment before enrolling in an online course.

**Blended Format** - Blended learning integrates best practices of face-to-face classroom and online course formats in a planned, pedagogically sound manner. In blended courses, online activities replace a portion of the class meetings - decreasing the number of class meetings. Online activities are integrated with face-to-face instruction, thereby giving students the benefits each learning format has to offer. Class meeting times and online work are outlined in the development of each course. Students should complete the Mount's online/blended learning readiness self-assessment before enrolling in a blended course.

**Study Abroad<sup>7</sup>** - The College of Mount St. Joseph encourages students to study abroad. Arrangements may be made for students to spend a year, a semester, a summer or several weeks in study abroad for which academic credit will be granted. Credit hours are treated as Mount residency hours when course registration for travel abroad takes place through the Mount. Other study abroad grades are generally 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. Additional grant opportunities are available for overseas travel. Information and application procedures are

---

<sup>7</sup> This registration at MSJ is a technical requirement, and does not conflict with the usual and customary AIFS online registration.



available from the travel coordinator, dan\_mader@mail.msj.edu.

**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 faculty who later serve as a tutor to the student. 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 Projects — 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 special topic or noncataloged course (which might include lab research), or a specialty area. 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. The contract must be signed by the chair of the department in which it's offered. A copy of the signed learning contract must be on file in the Registrar's Office.

## Course Terminology & Classification

<i>Clarification of Course Terminology and Classification in the Curriculum</i>		
<b>Curricular Component Areas</b>		
<u>Core Requirements</u>	<u>Program Requirements</u>	<u>General Electives</u>
<ul style="list-style-type: none"> <li>● Common Good</li> <li>● Discipline Specific Core</li> </ul>	<ul style="list-style-type: none"> <li>● Major Courses</li> <li>● Cognate Courses</li> <li>● Prerequisite Courses</li> </ul>	<ul style="list-style-type: none"> <li>● Additional Courses Taken to Reach 120 Credit Hours</li> </ul>

### **Glossary of Terms<sup>8</sup>**

core requirements: courses taken to fulfill the Common Good and Discipline-Specific Core categories of the baccalaureate core curriculum, the total of which equals 46-49 credit hours

program requirements: all major courses, cognate courses, and prerequisite courses that must be completed

<sup>8</sup>Note that Associate Degrees require a total of 60 credit hours and 24 - 25 credit hours of core requirements. The glossary and course classifications otherwise apply to Associate Degrees as they do to Baccalaureate Degrees.

to earn a degree in the program of study

general electives: courses taken that are not applied to the core requirements or to the program requirements a student must complete; these courses apply to the total of 120 credit hours a student must complete to graduate

major courses: courses required for the major program of study that have the **same** prefix as the major; students who double major will use the prefix of their first major only as their major prefix; students who complete dual-major programs will, for the purposes of course classification, treat the first discipline of the dual major as their major prefix (e.g., a Mathematics/Business Administration dual major would use Mathematics as their major prefix, and Business Administration requirements for the dual major would be treated as cognate courses.)

cognate courses: courses that are required for the major program of study but have a **different** prefix than the major.

prerequisite courses: courses a student must complete **prior** to registration in the next level course or for admission prior to taking selected courses.

recommended courses: courses that are not required for the major, however the department recommends that students take these courses.

### Clarification of Course Classifications<sup>9</sup>

Every student at the Mount typically must complete three component areas of study in order to graduate. These component areas are core requirements, program requirements, and general electives. In addition, a student must complete a total of 120 credit hours for a baccalaureate degree. Please note that while a course may be listed in more than one of the component areas, the credits only count once toward the 120 credit hours needed to graduate. The following guidelines are designed to help advisors assign courses within the three component areas.

Liberal Arts and Sciences Electives outside the Student's Major for Transfer Students Only:

- Courses for the Liberal Arts and Sciences Electives may include courses coded A, C, E, H, IDS, L, LAS, MA, MU, N, P, R, S, or transfer equivalents. Cognate courses with these codes may be counted as Liberal Arts and Sciences electives. Liberal Arts and Sciences electives in the Mount's curriculum CANNOT be taken for a Pass/Fail grade.
- Courses with a core code, which are being applied toward a second major or a minor, may be used as Liberal Arts and Sciences Electives, even if the courses are from the student's major department.
- Transfer students with more than 27 transfer credit hours are required to take additional credit hours of Liberal Arts and Sciences Electives, if needed to reach the minimum of 46 to fulfill the Core.

Each academic program lists its program requirements according to one of the following three general categories. These categories, and their application to the core requirements, are as follows:

1. Major courses: discipline-specific courses in this category may be applied to the Discipline-Specific portion of the core requirements only (note that students who double major will use the prefix of their first major as their major prefix).
2. Cognate courses: coded courses in this category may be applied to the Discipline-Specific core requirements.

---

<sup>9</sup>Note that Associate Degrees require a total of 60 credit hours and 24 - 25 credit hours of core requirements. The glossary and course classifications otherwise apply to Associate Degrees as they do to Baccalaureate Degrees.

3. Prerequisite courses: coded courses from this category may be applied to the Discipline-Specific core requirements.

Recommended courses are not part of students' program requirements, and coded courses from this category may be applied to the Discipline-Specific core requirements.

## FERPA

### Annual Notification of Student Rights

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

- (1) The right to inspect and review the student's education records within 45 days of the day the College receives a request for access.

Education records are files, documents and other information which contain information directly related to a present or former student enrolled at the College.

Information not considered education records are:

- medical or counseling records used solely for treatment and made or maintained by a physician, psychologist, psychiatrist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity
- law enforcement records
- records created by College personnel which are in the sole possession of the maker and are used only as a personal memory aid and are not accessible or revealed to any other person except a temporary substitute for the maker of the record
- employment records of an individual if employment is not related to the individual's status as a student
- financial records submitted by parents
- education records of the student that contain information on more than one student
- confidential letters and statements of recommendation
- alumni records which maintain information after the student stopped attending the College and do not contain information about the person as a student

A student wishing to exercise their right to inspect and review their education records must submit to the registrar, vice president for academic affairs, vice president for student affairs, financial aid director or other appropriate official, a written request that identifies the education record(s) the student wishes to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If a student does not live within reasonable commuting distance from the college and wishes to inspect their records, please provide this information with your request and the College official will make arrangements to provide copies of the education record(s) by mail. The student may be charged a fee for producing copies of the education record(s).

If the records are not maintained by the College official, to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

(2) The right to request the amendment of the student's education records that the student believes may be inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask the College to amend a record should write the College official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed.

If the college decides not to amend the record as requested, the College will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right of the hearing.

(3) The right to provide written consent before the College discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure of directory information without consent.

The College, in accordance with FERPA, may publicly release directory information without the written consent of the student. The College has identified directory information as:

- 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
- enrollment status (undergraduate or graduate programs, full-time or part-time)
- degrees earned
- awards received (including academic honors)
- most recent previous educational agency or institution attended
- participation in officially recognized activities and sports
- weight and height of athletic team members

Students may restrict the publication and release of directory information by completing a request of non-disclosure form in the Registrar's Office, Conlan Center.

The College discloses education records without a student's prior written consent under the FERPA exception for disclosure 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 as it's agent to provide a service instead of utilizing College employees or officials (such as an attorney, auditor, agency, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, and volunteers or persons assisting another school official in performing his or her tasks.

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 responsibilities for the College.

The College may disclose without a student's prior written consent under FERPA exceptions for Judicial orders and subpoenas; information in accordance with the Patriot Act, Clery Act and the Campus Sex Crimes Prevention Act; and to appropriate parties in connection with an emergency or if the information is necessary to protect the health or safety of the student or other individuals.

Upon request, the College may also disclose education records without student consent to officials of another school in which a student seeks or intends to enroll, if the disclosure is for purposes related to the student's enrollment or transfer and to update, correct or explain information originally disclosed.

(4) The right to file a complaint with the U. S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office  
U. S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-5901

Questions regarding FERPA may be directed to the Registrar's Office, Conlan Center

## 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, OCICU, 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, clinical, and internship courses with no credit awarded until converted to a final grade upon completion of the course requirements. SP must be changed to a letter grade within one [1] calendar year after the original grade assignment or it converts to an "F" grade)	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 *Semester Policies and Procedures* 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.

Students must be in good academic standing to register for Pass/Fail, and must complete all course requirements satisfactorily (i.e., earn a D or higher in the course).

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 for a traditional semester course. For accelerated and summer sessions, students must declare the "PF" grading option or preferred change to a letter grade during the first quarter of the course. 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 42 semester hours for graduation with honors.

## Incomplete Grades

See "Incomplete Grades" on page 380.

## 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 instructors 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 one [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 one [1] calendar year after the original grade assignment. Grades cannot be changed in courses that are part of a student's earned degree once or after the degree is officially noted on the academic record. Grade changes become official when received and recorded by the Registrar's Office.

## Repeated Courses

Any undergraduate may retake a course in which he/she received a grade below an "A," took as an audit, or earned a "W" for withdrawal. 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 Progress 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 Progress Report".

"Mid-Term Grades" are mandatory for all undergraduate students and can be viewed in myMount after the mid-term grade period is complete.

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 receipt of a written 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 to a third party 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. Only official transcripts are released to a student or a third party. All financial obligations to the Mount must be resolved before release of a transcript will be permitted.

Transcripts can be ordered and sent electronically through *Transcripts on Demand*. Complete information regarding a transcript request can be found at [www.msj.edu](http://www.msj.edu), Academics tab, Registrar link, Transcript request<sup>10</sup>.

## Incomplete Grades

A student must initiate a request for an "I" (incomplete) grade with an instructor **by the last week of classes for traditional semester courses or before the last scheduled date of accelerated classes. The completed form must be submitted by the student to the Office of the Registrar prior to exam week or the final scheduled accelerated class meeting**. An "I" (incomplete) grade is 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 requirements. This petition may be approved or denied by the instructor. "I" Grade Petitions are available in each academic department.

If a student is unable to finish some required assignments or examinations, the student should petition the instructor for an "I" (incomplete) grade. The remaining specific assignments or examinations yet to be completed must be listed on the petition with an agreed upon completion date. The completion date must be chosen with regard to the "I" to "F" grade conversion schedule given below.

The specified student course work must be completed and submitted to the instructor no later than the completion date agreed upon by the student and instructor. If an "I" grade is not changed by the time specified in the grade conversion schedule, the "I" grade will automatically convert to an "F" (failing) grade.

---

<sup>10</sup><http://www.msj.edu/academics/registrar/transcript-requests/>



“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

**Summer session “I” grades change to “F”**

- The last day of fall semester

## 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 120 earned semester hours.
3. Fulfillment of the residency requirement.
4. A minimum cumulative grade point average of 2.00.
5. Completion of the 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 Semester Policies and Procedures.

All of the listed degree requirements as well as fulfillment of all financial obligations to the College 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 60 semester hours.
3. Fulfillment of the residency requirement.
4. A minimum cumulative grade point average of 2.00.
5. Completion of the 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 Semester Policies and Procedures.

All of the listed degree requirements as well as the fulfillment of all financial obligations to the College 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 who have fulfilled the college residency requirement and whose final academic cumulative grade point average is 3.50 or above. In addition to the GPA criteria, students must have completed a minimum of 42 semester hours in Mount coursework earning letter grades 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 42 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 requirements 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
-------------------	---------------

## **Tentative Graduation Honors at Commencement**

The May and December commencement ceremonies are held before final grades are reported by instructors. Therefore, tentative (unofficial) graduation honors are noted in the commencement program and announced at the commencement ceremony. Tentative graduation honors for purposes of the commencement ceremony are based on: 1) the applied graduation candidate's previous semester/term earned cumulative grade point average; and 2) the Mount's residency requirement and 3) the required minimum of 42 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 semester.

## Degree/Graduation Application Information

### Candidacy Determination

Application deadline dates for graduation candidates completing their degree requirements in December is April 15, May - September 15, and August - November 15 prior to the graduation session each year.

Graduation candidates will be eligible to participate in the ceremony corresponding to their application deadline and degree requirements completion (ie: December graduation candidates participate in December ceremony, May graduation candidates participate in May). An August candidate with 12 or fewer credit hours to complete their degree will be given a one time choice to participate in the May ceremony prior to the summer session in which they complete their requirements or the December ceremony after they have completed their requirements.

### Commencement Ceremony Participants

Baccalaureate and associate degree students who will not complete degree requirements by the May ceremony, but are within 12 credits of graduation and who will complete their final course work by the end of the summer session, may apply and participate as August graduates in the May ceremony or the December ceremony.

Of those 12 hours, only 3 may be obtained through CLEP examination. All graduate candidates are limited to only one CLEP examination in their final semester of their degree programs. The CLEP examination must be completed by the 5th week of a student's final semester. Students in cohort programs with summer completion dates may walk in the May ceremony regardless of the number of scheduled summer hours for their major requirements.

Summer registration for August graduates must be completed during the first week of priority registration in April of the year in which they have applied to graduate.

### Applying for Graduation

Students formally apply for graduation through the Registrar's Office. The degree application must be on file in the Registrar's Office by the posted deadline dates for December, May, and August graduation. If degree requirements are not completed by the date (month/year) specified on the student's degree application, the application will be moved to the next graduation cycle. If the requirements are not completed by the next official graduation date, i.e. December, May, or August, the application will be cancelled. If a student completes their degree requirements after they are notified their application has been cancelled, the student will be required to petition for review of completed degree requirements for degree certification on the next official graduation date.

A graduation application fee is assessed to all graduation candidates. The graduation application fee is a one-time charge for each degree application. If a student applies for one degree during one academic year and another degree during a future academic year, the graduation application fee is charged twice. If a student applies for an Associate and a Bachelor in the same academic year, or two Associates, or two Bachelor degrees in the same academic year, the full graduation application fee is charged for the first degree and 50% of the full fee for the second degree. A student earning Bachelor and Master degrees during the same academic year will be charged the full graduation application fee twice.

Degrees are conferred by the College of Mount St. Joseph at commencement ceremonies. The May and December commencement ceremonies are held before final semester grades are submitted by instructors. Therefore, official diplomas for all graduates are mailed four weeks after grades have been submitted and degree certifications are completed based on the final semester's grades.

## 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 (I) or satisfactory progress (SP) grade preclude such recognition. Dean's List is noted on the student's academic record after each semester.

### Graduation Honors

For information regarding graduation honors, see academic policies for graduation starting on page 381.

### 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 graduation honors (based on the grade point average and residency requirement for honors), must have been outstanding in service and leadership and must have met current qualifications as specified by Kappa Gamma Pi.

Alpha Chi, the 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.

## Prior Learning Assessment

The College of Mount St. Joseph is committed to respond to the need for lifelong learning by providing a full range of educational services adapted to the needs of adult students. As part of this commitment, the Mount recognizes and gives credit for college-level learning, which takes place outside a college or university setting.

Learning acquired through the following kinds of activity may qualify:

- Structured educational programs in the armed forces, business, or industry recognized by the American

Council on Education for college-level credit.

- Structured education in a non-accredited institution (e.g., business college, art school, professional school, nursing school).
- Learning acquired through activities such as: non-credit courses, workshops, seminars, self-taught knowledge or skills, career/work experiences, volunteer work, community services, travel, avocation (e.g., art, music, dramatics), leadership roles in associations and organizations, and personal life experiences.

Learning acquired must meet the criteria for college level learning as defined by the Council for Adult Education & Learning (CAEL) which states that college level learning must:

- be measurable
- be at a level of achievement defined by faculty as college equivalent
- be applicable outside the context in which it was learned
- have a knowledge base and be reasonably current
- include both a theoretical and practical understanding of a subject area
- show some relationship to your degree goals
- not repeat learning for which credit has already been awarded.

## General Policies

- Any PLA credit received must fit the student's degree requirements.
- No more than half of the total number of credit hours required for graduation can be awarded through prior learning assessment.
- Students pursuing a graduate degree must check with the appropriate institution regarding its policies on the transfer of prior learning assessment credit.
- Duplication of credit is not permitted. A student's prior learning may not duplicate any course credit already received or possible future coursework.
- Credits earned through PLA neither fulfill nor interrupt the residency requirements.
- Only matriculated students seeking a degree or pursuing a certificate at the College of Mount St. Joseph are eligible to apply for a possible award of prior learning assessment credit.
- Credits cannot be counted toward the 42 semester hours of coursework needed for graduation with honors (See the Honors section of the catalog on page 383 for information).

## PLA Options

Students may use one or a combination of the processes described here to gain prior learning assessment credit. It is important to recognize that PLA credit is granted only in the context of a student's degree program. Students must meet with their advisor and completely understand their degree profile sheet

requirements before starting any PLA process. It is also recommended that exploring PLA options start early in the student's academic career.

#### Credential Evaluation

- The American Council on Education's (ACE) National Guide to College Credit<sup>11</sup> is the standard reference work for recognizing learning acquired outside of the college setting. The Mount awards credit for learning based on evaluations and credit recommendations as set forth in the *ACE Guide*. Students who have completed structured education programs in the armed forces, nursing, business, or industry may present transcripts, certificates, or official credentials to the Prior Learning Assessment Coordinator for review as possible direct award of credit.
- Credit for veterans presenting official ACE registry transcripts will be granted in accordance with recommendations in the American Council on Education's (ACE) Guide to the Evaluation of Educational Experiences in the Armed Services<sup>12</sup>. *This credit may include up to 9 hours of credit for internships and/or field experience. All credit will be awarded through Prior Learning Assessment.*

#### Validation Process

- Students who have attended extensive, informal trainings such as hospital-sponsored trainings or a comprehensive series of workshops have the potential for receiving credit via the validation process. Students should contact the PLA coordinator to determine if their particular training fits the necessary criteria. Fees for this type of validation evaluation are \$80 for the first credit hour awarded and \$20 for each additional hour.
- Non traditional (adult undergraduate) students who have current work experience related to their degree may also have the potential to earn credit through the validation process. The validation would grant general elective credit, up to 9 credits of co-op credit equivalent to CED 396 or CED 496. Students should contact the PLA coordinator to determine if their particular work experience fits the necessary criteria. Fees for this type of validation evaluation are \$80 for the first credit hour awarded and \$20 for each additional hour.

#### Portfolio Process

- In the portfolio process students must equate their knowledge and learning to specific courses offered by the college. By using the syllabi from college courses to organize one's knowledge, the student develops a portfolio to describe and document prior learning. The portfolio stresses learning outcomes rather than attendance or participation in events. It is prepared under the direction of the College's professional staff and is evaluated by the faculty for award of credit. Fees for portfolio evaluation are \$90 per credit hour awarded.

#### Credit by Examination

##### *College Level Examination Program (CLEP)*

- The College Level Examination Program (CLEP) is a national program offering a variety of standardized tests to earn college credit. CLEP exams are taken pass/fail.
- CLEP - Additional Information:

---

<sup>11</sup><http://www2.acenet.edu/nationalguide/index.cfm?fuseaction=about.getContent&id=2>

<sup>12</sup><http://www.militaryguides.acenet.edu/index.htm>

- **Traditional students are required to obtain permission from their academic advisors before registering for the exam.**
- **All students are limited to one CLEP examination in their final semester at the College of Mount St. Joseph. The CLEP examination must be completed by the fifth week of a student’s final semester in their degree program.**
- CLEP’s policy requires that students who fail an exam wait a minimum of six months before repeating the exam.
- More information on CLEP testing, along with the CLEP tests accepted by the Mount, can be found at [www.collegeboard.com/clep](http://www.collegeboard.com/clep) or <http://www.msj.edu/academics/academic-opportunities/prior-learning-assessment/college-level-examination-program/>.

#### *Departmental Examination*

- On a limited basis departmental exams are prepared and monitored by Mount faculty or consultants designated by the faculty. Exams are given at the discretion of the academic department and may be oral, written, or by performance. Fees are \$80 per exam (includes the first credit hour awarded) and \$20 for each additional credit hour. Not all departments accept this method as a process for awarding credit for prior learning.

## 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:

- Twenty seven (27) of the final thirty five (35) semester hours must be completed at the College of Mount St. Joseph in order to fulfill the residency requirement for the baccalaureate degree.
- Twenty one (21) of the final thirty (30) semester hours must be completed at the College of Mount St. Joseph in order to fulfill the residency requirement for the associate degree.
- During the period of residency, students may enroll in a maximum of two courses through the Greater Cincinnati Consortium of Colleges and Universities (GCCCU) without interrupting residency.
- Credit hours earned through prior learning assessment 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.

## 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.

## Student Classifications & Class Levels

### 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 degree and major requirements and the 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.

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.

### 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:	60-89 semester hours
Senior:	90+ semester hours

## Transfer Policies

### 1. General Policies

- (a) Students applying for transfer to the College of Mount St. Joseph must follow the admission procedures. Official college transcripts from all schools attended must be sent directly from the previously attended college(s) to the Office of Admission.
- (b) Transfer courses are evaluated in the Office of Admission for acceptance of core curriculum requirements and general elective credit. The Academic Departments determine the applicability of transfer courses to program requirements.
- (c) Currently enrolled Mount students considering coursework at other institutions should consult with their academic advisor and the Transfer Credit Analyst in the Academic Advising and Resource Center before enrolling in courses elsewhere.

### 2. Specific Policies

- (a) A maximum of 90 semester hour credits from regionally accredited institutions will be transferred to the College.
- (b) Transfer credit from quarter-system institutions will be converted to semester hours. A 3-quarter-hour class equates to 2 semester hours and may satisfy a Mount core requirement. A 4- or 5-quarter-hour science class with a lab component equates to 2.5 or 3 semester hours and may fulfill the Mount core science requirement.
- (c) College credits earned for college level courses from regionally accredited institutions will be accepted by the College, provided the course grade is "C" or better. Courses with a "Pass" or "Satisfactory" grade may be accepted as general elective credit only.
- (d) Developmental courses that are similar in content to credit-earning courses at the College of Mount St. Joseph will be accepted as general electives; however, those courses that are not applied toward a degree at the transferring institution will not be accepted.
- (e) Grades for transfer credits are not counted in the student's cumulative grade point average at the Mount. However, grades and GPA from previous institutions may factor into acceptance decisions for specific academic programs.
- (f) Cooperative education (co-op) credit from regionally accredited colleges or universities will be considered after review by the Director of Career and Experiential Education.
- (g) Internship and practicum credit from regionally accredited colleges or universities will be considered after review by the appropriate academic department chairperson.
- (h) All active articulation and transfer agreements between the College of Mount St. Joseph and other educational institutions will be honored when evaluating transfer credit.
- (i) Only undergraduate course credit will be accepted toward an undergraduate degree.
- (j) Duplicate transfer credit will not be accepted. Previously awarded transfer credit will be deducted if course work is later repeated at the Mount.
- (k) Transfer students with an earned baccalaureate degree from a regionally accredited institution will normally have the core curriculum requirements waived.

- (1) International transfer credits may be accepted but are subject to evaluation based on standardized guidelines from AACRAO, WES, NAFSA or other approved organizations.

## Student Rights & Responsibilities

Additional rights and responsibilities can be found under Academic Policies starting on page 363.

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). 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 Vice President for Academic Affairs (VPAA), the Vice President for Student Affairs, or the President, who will determine if further action is necessary.

## 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.

## Nondiscrimination Policy

REVISED AND APPROVED NON-DISCRIMINATION POLICY

7.22.09

The College of Mount St. Joseph ("the College") is committed to providing an educational and employment environment free from discrimination or harassment on the basis of race, color, national origin, religion, sex, age, disability, or other minority or protected status. This commitment extends to the College's administration of its admission, financial aid, employment, and academic policies, as well as the College's athletic programs and other college-administered programs, services, and activities.

The College has designated the Chief Compliance & Risk Officer, (513) 244-4393, Office of the President, as the individual responsible for responding to inquiries, addressing complaints, and coordinating compliance with its responsibilities under Title IX of the Education Amendments of 1972 and other applicable federal and state civil rights laws. The College has designated the Director of Disability Services, Director of Learning Services, (513) 244-4524, and the Learning Center, as the individuals responsible for responding to inquiries, addressing complaints, and coordinating compliance with its responsibilities under Section 504 of the Rehabilitation Act of 1973.



# Finance

## 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 *Semester Policies and Procedures*. 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 *Semester Policies and Procedures* 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 *Semester Policies and Procedures* 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 *Semester Policies and Procedures*. 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 starting on page 355 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 \$500,000 will provide a fully endowed scholarship while a gift of \$50,000 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.